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BEYOND ENROLLMENT:

A HANDBOOK FOR IMPROVING GIRLS' EXPERIENCES IN PRIMARY CLASSROOMS

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ACKNOWLEDGEMENTS

This handbook reflects the thinking, experiences, and work of many people.

Our greatest debt of gratitude is to the teachers and researchers who puzzle every day how best to help girls learn the skills they need to live happy, productive lives; support their families, communities, and nations; and raise healthy, educated children. Teachers innovate, experiment, revise, and try again. We have assembled a small fraction of what they have learned. Putting this handbook together was exciting; the problems are so difficult, but the dedication to address them is demonstrably great. We are inspired by and grateful to the educators we know--and those we do not yet know--for their commitment to the girls and women of the 21st century.

Our thinking was particularly influenced by the people who spent time talking with us and giving us feedback on drafts. Among the many who gave generously of their time and thoughts are May Rihani of Creative Associates International and the ABEL project; David Chapman, Director of the ABEL project; Dawn Thomas of Montgomery County Schools; Barbara Turner of Sidwell Friends School; Peg Sutton and John Hatch of the Academy for Educational Development; Paud Murphy and colleagues at the World Bank; Bruce Fuller of Harvard University; Lynellen Long of the Population Council; and Cynthia Prather, Barbara Reese, and Margo Young of Creative Associates International.

To many others who corresponded or spoke with us, especially our colleagues in Africa, the Middle East, Asia, and Latin America, our profound thanks. We only wish we had had more time to visit and observe your work and dialogue more about the experiences of teachers, communities, and girls in classrooms.

We also want to thank our colleagues at the U.S. Agency for International Development (USAID) who funded this work and contributed so much, not only to this document, but also to the research behind it, especially Jim Hoxeng, Rosalie Norem, Susie Clay, Linda Padgett, and Gretchen Bloom.

FOREWORD

What happens in the schools and classrooms of the 21st century is arguably the single most important factor that impacts the quality of human capacity. Communities and countries that pay attention to what goes on inside their classrooms will shape the nature of their human resources.

This handbook is designed to assist teachers to carry out their responsibility and to help them improve educational practices in such a way as to allow all students -- both girls and boys -- to develop healthy aspirations and to achieve their full potential.

Creative Associates International, Inc. has as its top priority the promotion of girls' education. This publication represents our continued effort to collaborate with local, national, and regional partners and counterparts to ensure that quality education for all girls becomes a reality.

Through USAID's Advancing Basic Education and Literacy (ABEL) project, Creative Associates International produced this handbook in the hope that teachers will find it stimulating and will use it to render their classrooms a world based on equity where all children achieve to the maximum of their capabilities.

May Rihani
Vice President
Creative Associates International

PREFACE

Educating girls is very important. Educated women have healthier, more productive families. They choose to bear fewer children. They educate their children. They feed and nurture their children better than uneducated women. They support their families more effectively, earn more income, and manage that income well. Their increased knowledge, skills, and productivity enrich cultural, social, and political discourse in their families and communities. They make essential economic contributions to the prosperity of their communities and their nations.

There are many local, national, and international programs to increase girls access to education. But once girls are in school, what happens to them? What do they learn? What could they learn? Information and ideas about what happens to girls *inside classrooms* around the world is what this handbook presents. We hope it will be a reference tool for educators who want to understand the specific and unique learning that girls experience in their classrooms.

In this handbook we present a variety of ideas and facts gleaned from literature and interviews with educators from around the world. We have collected information about why girls' education in today's world often is less positive and effective than boys' education, and how teachers, teacher trainers, and supervisors can recognize and change educational patterns that are not only different for boys and girls, but also that can be detrimental to one or the other sex.

Every classroom is its own world. Each teacher's own discoveries and skills are the ones that really count in his or her classroom. As a teacher using this handbook we urge you to give your own experience and thinking the respect it deserves. Use the handbook as a tool. Record your discoveries, your trials and errors, and your successes. Write on this handbook--on every page, in the margins, and in the notes section. Study the notes that you write to yourself. Talk to colleagues about what you learn, what works, and what does not. Share your notes, strategies, successes, and problems. Become a learner in your own classroom.

We wish that we could speak with each person who picks up this handbook, to learn and share knowledge that we are all collectively developing. We hope that each of you will use it as a tool to clarify ideas and improve educational practices.

If every educator gives one girl the support and the skills that she needs to develop healthy aspirations and achieve to her full potential; if every teacher reaches one parent or one community group to help them understand and support girls' education; if every teacher works with one colleague to understand the impacts of gender issues in classrooms; then schooling in the next millennia will truly be an education for the world's girls.

Chloe O'Gara - 1996

PART I

THE FRAMEWORK

A. INTRODUCTION

This handbook presents information about gender, curriculum, instruction, and classroom interactions with girls in primary schools. Its purpose is to describe how educators around the world have tried to *understand and improve the quality of girls' classroom experiences by building their aspirations and improving their achievements.*

Teachers, teacher trainers, supervisors, master teachers, and the communities they serve are the expected audiences for this handbook. It is intended to be used as a resource for ideas about the following:

- common differences between girls' and boys' experiences in primary school classrooms;
- discovery activities to explore and understand those differences in a particular classroom; and
- suggestions for changes that can improve classroom experiences and learning for girls and boys.

Every difference between the education of girls and boys that is described in this handbook has been observed and recorded somewhere in the world. Some of the information about the effects on students of these gender differences has been tested and proven; some has not. Although most of these ideas seem valid and important, proof of direct effects of gender differences in classrooms on girls' educational and career performance is scarce.

The problems girls face in classrooms are difficult and challenging. No one has found perfect solutions, but educators around the world are finding *workable* solutions in their communities and classrooms. Their ideas about how to improve girls' schooling are the content of this handbook. They are intended to stimulate thought, talk, and trial in classrooms. No approach is effective in all environments, or in all classrooms, or with all girls. Communities and educators must experiment in their own setting, with their own students, in their own styles.

Most of the information and examples presented in this handbook come from developing countries. Where relevant, research on gender in classrooms in the United States and Western Europe is also cited.

Aspirations and Achievement: Defining the Goals

Girls' **aspirations** are their personal hopes, dreams, ambitions, and visions of their purpose in life. Typical operational definitions of this concept focus on occupational workplace aspirations (e.g., Sadker and Sadker; Kelly and Elliott.) In this handbook, girls' aspirations are conceived more broadly and include not only *girls' ideas about whether or how they will earn income, but also how they will manage their homes, families, child rearing, marriages, and personal well-being (social, emotional, intellectual, physical, and spiritual).* In today's world, women have multiple roles and responsibilities. Functional aspirations must integrate those multiple roles.

Along with families and communities, schools help young girls and young boys develop their aspirations. The school experience can help every girl understand the world she lives in. School can help girls recognize their own unique gifts, strengths, weaknesses, and possibilities. In this way each girl will *develop aspirations that fit her own potential and the realities of her world.*

Academic **achievement** is defined in many ways: as school performance measured by grades (e.g., Duncan; Sadker and Sadker); performance on standardized tests or special assessment tasks (IEA; Fuller; Sadker and Sadker); mastery of specific skills; enrollment in specific courses or specified grade levels (Duncan; Sadker and Sadker); or completion of cycles or grade levels in an academic system (UNICEF, UNESCO, World Bank). Differing operational definitions of achievement probably account for much of the variability in findings about the effects of classroom practices on girls' achievement.

This handbook compiles the work of many educators and researchers who have studied aspirations and achievement but does not explicitly compare or critique the studies that were reviewed. Many, if not most, of the measures of girls' achievement are flawed, and definitions vary among settings and instruments used for measurement. These differences mean that results in one classroom or study cannot be compared with results from another classroom or study. For example, although two studies might report girls' science achievement in grade five, one might measure problem solving while another might measure rote learning of names in the periodic table. The outcomes are not comparable.

Reliability (consistency of measurement) is not determined for most assessments of achievement reported in this literature. Reliability can be poor because the testing instrument is flawed, its administration is inappropriate or inconsistent, or its scoring is flawed. These, plus many features of student performance, are typical sources of errors in the measurement of achievement.

For the purposes of this handbook, we have chosen to use a broad working definition of achievement: *successful and recognized performance of academic or workplace activities, measured by local or international standards of competence.* Our definition is not inclusive

of many of the most important achievements in women's lives, such as rearing and educating healthy children, sustaining family life, transmitting culture, producing art and beauty, or contributing to the political life of communities. Most of these achievements are enhanced by good schooling, but, except for child-rearing outcomes at the aggregate population level, they have not been systematically researched. They are critically important and are not addressed in this handbook only because information about the effects of classroom practices on them is so sparse.

Girls' aspirations and achievement are not linked in a consistent and straightforward pattern. Many other concepts are implicit in and bridge these two. Of obvious importance are gender role expectations, attitudes, knowledge, beliefs, and realities of academic and employment opportunities for girls and women. These are very important to the healthy development of aspirations that suit individual abilities, interests, and context.

One challenge for teachers today is to help girls ground the perceptions, attitudes, and expectations on which aspirations are based in real experience and knowledge about themselves and their options for the future. Unfortunately, some schools and communities limit girls' opportunities to explore their aptitudes in all fields of study either by discouraging exploration, restricting freedoms, forbidding access, or disparaging girls' abilities to learn or achieve. Often these limits are not intentional or recognized, but they have serious implications for the aspirations of girls. *Girls cannot aspire to what they do not know.*

Generally, limited aspirations lead to limited achievement. "Girls and boys actively construct their own identities and futures in line with their perceived opportunities and abilities..." (Duncan: 23.) Although the association between aspirations and achievements is not simple or consistent, limited aspirations lead to limited achievement.

The reverse is also true. Limited academic achievement limits girls' aspirations. If a girl has been given a good education and a full range of opportunities to achieve and is unable to achieve, limiting her aspirations is appropriate. Each student must develop aspirations appropriate to her abilities and the realities of her situation. She can only accurately know her abilities, however, if she is given a fair chance to achieve.

Just as academic deficiency leads to modest aspirations, academic success should lead girls to expanded aspirations. Scholastic recognition gives students important information about their potential and abilities. It defines the possible scope of their aspirations. When a school helps each child achieve to her potential and provides accurate feedback about performance, the school experience helps her learn where to focus her ambitions. A well-educated girl is ready to dream and plan her future.

Organization of This Handbook

This handbook is organized into two parts. Part I provides the framework for the handbook. It includes a summary of the issues surrounding the need for this document and detailed guidelines on how to use it. Part II includes individual chapters on five areas that affect girls primary level classroom experiences: curriculum, instruction and guidance; language and speech; managing time and space; and sexuality. Within each chapter are important findings, exercises, and other valuable information to help educators understand the issues related to that topic, assess the situation in their classrooms, and select activities that will improve girls' academic achievement and inspire them to excel.

Note on the Use of Gender Language

Gender bias is reflected in many languages in which universal pronouns are male. Research has shown that these linguistic patterns affect the way children and adults visualize people. To offset these habitual biases in English, this handbook refers mainly to girls and women and uses the feminine pronoun for most examples. These female pronouns are to be considered as universals. Readers may at first find this conversion uncomfortable, but it is important to present both genders as universals in writing.

B. THE ISSUE

Educating Girls: Beyond Enrollment

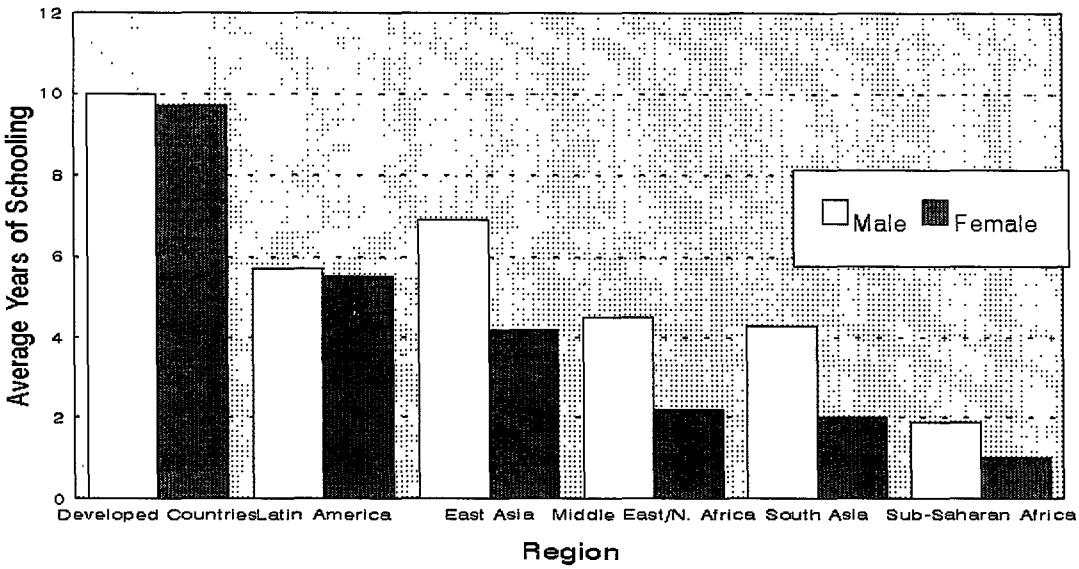
Girls and boys are treated differently in school. Therefore, even in the same classroom, girls and boys get different educations. Usually, girls get an inferior education.

Girls begin school achieving as well as or better than boys. However, in school in most areas of the world girls achieve less, leave math and science concentrations, and drop out of school more than boys. The gender discrepancy in academic performance increases at each level of education.

In 28 African countries, 14 Asian or Middle Eastern countries, and two Latin American countries, there are fewer than 90 girls per 100 boys enrolled in primary schools. In some countries the discrepancy is severe, such as Guinea, where the ratio is 24 per 100.

Discrepancies are more extreme at the secondary level, and greater still at the university level. Girls are often prevented from attending schools by cultural and social constraints, such as the lack of acceptable housing at many upper schools which are far from a girl's home or cultural systems such as Purdah, which make it hard for girls to attend school after puberty.

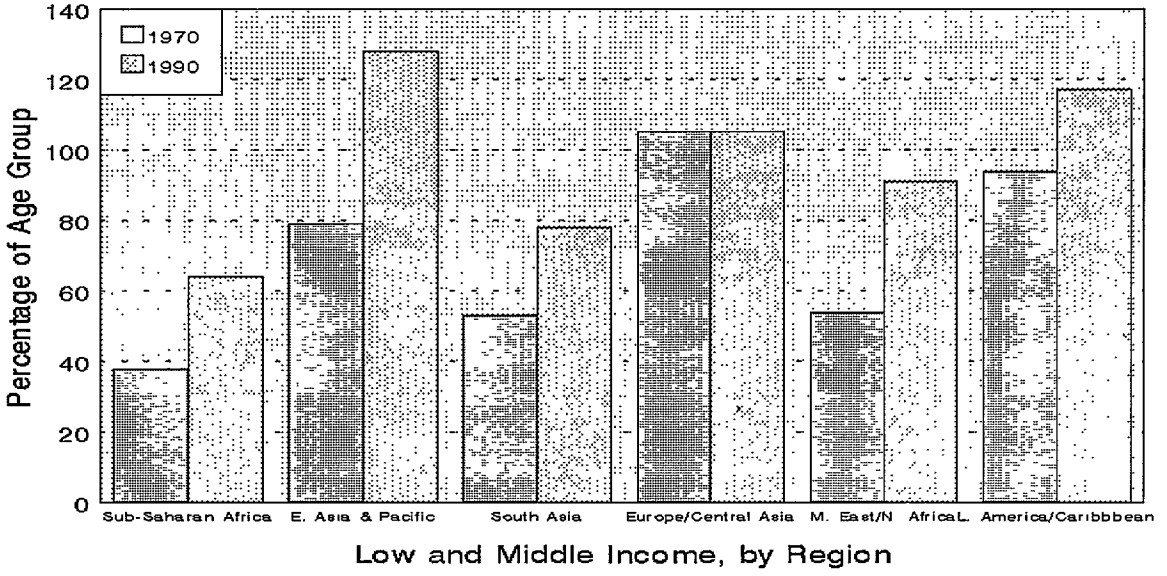
Figure 1
Years of Completed Schooling, Girls and Boys, by Region of the World



Source The World Development Report

The benefits of any primary education compared to no primary education are great for women, for their families, and for their communities. Girls who have gone to school are more likely to have living, healthy babies and smaller families (UNICEF 1993, p. 23); they are more likely to educate their children, boys and girls; and they are more likely to contribute to the financial well-being of their family, their community, and their country.

Figure 2
School Enrollment of Primary Age Girls



Source: The World Development Report

Because these benefits are so important and desirable, the low ratios of girls enrolled in primary school are changing fast. Most of the world's girls will enroll in primary school by the turn of the century. In Africa, South Asia, and the Middle East, where fewer girls than boys attend school, governments have made educating girls a priority. For example, Guinea has undertaken an ambitious, multifaceted and apparently successful campaign to enroll girls and reverse one of the lowest female/male ratios.

As enrollments at the primary level show that girls have increasing access to schooling, ensuring that they get a good education becomes critical. Completion rates show that there is much improvement yet to be achieved; girls complete fewer years of school than boys.

Enrolling girls in school is only the first step towards a population of educated women. Girls need to stay in school, complete the primary cycle, have access to secondary, and attend university if they can. Today, few girls in school get an education that will equip them for academic success, or for the modern world that awaits them. The challenge

facing educators today is to improve girls' experiences in classrooms so that they leave school as strong achievers with challenging and realistic aspirations. The quality of education will determine how many girls stay in school and the degree to which the education they receive will help them live more productive, satisfying lives.

A worldwide commitment to make schooling accessible for all girls promises great benefits:

- **to women, whose quality of life will improve;**
- **to their families, which will be smaller, healthier, better nourished, and better educated;**
- **to their communities, which will be enriched by their increased leadership as well as by their intellectual, political, and economic participation; and**
- **to their national economies, which need the productivity of the female half of the population to prosper.**

Gender Differences and Their Impact on Classroom Practices

How can children in the same classroom get different educations?

Gender is a cultural construct with significant social, economic, and political ramifications; sex is a biological fact. People learn their own culture's unique and specific ideas about gender and appropriate roles for women and men. Many people have strong beliefs about the nature and abilities of men and women, girls and boys. People often believe that their own ideas and cultural rules about gender are universal. *Gender differences*, which vary from one society to another and which change over time, become confused with the universal, biological reality of *sexual differences*. Generally, ideas about gender are so closely identified with the biological reality of sex that most people think sex and gender are the same.

Every culture has a gender ideology which defines male and female behavior and divides rights, responsibilities, and resources. These ideologies become operational in a system of gender roles that each member of a culture learns as she or he is socialized and grows to adulthood. Schools implicitly represent and explicitly teach gender roles. Since those roles define different rights, responsibilities, and resources for girls and boys, girls and boys are taught differently.

Gender differences or gender differentials occur when roles, rights, responsibilities, and resources are not the same for females and males. These may be positive, neutral, or negative. Many features of gender roles have deep cultural roots and enrich the lives of both males and females. Other features of gender roles diminish people's sense of personal and collective worth and limit their ability to live fulfilling, productive lives.

When one sex benefits from gender differences at the expense of or to the detriment of the other sex, *gender bias* is at work. In schools, this frequently happens to girls. This handbook reviews classroom practices that have been identified as gender biased because they limit girls' opportunities for achievement or diminish girls' aspirations compared to boys.

Curriculum, instructional practices, role models, and peer interactions are often different for girls and boys even in the same classroom. Generally, but not always, the differences result in an inferior education for girls because beliefs about their capabilities and appropriate feminine behaviors limit what they are taught and what they learn. Gender ideologies exist in every community throughout the world.

Gender differentiation in schools becomes gender bias and affects girls negatively when the following occurs:

- gender differentiation effectively gives boys access to more or better educational resources than girls;
- gender differentiation is routine, expressed repeatedly over time, and unquestioned;
- gender-differentiated patterns of instruction or interaction are enacted by several adults and peers, including those who are powerful or admired;
- similar patterns are reinforced in various curricular, instructional, and social events; and
- the same patterns apply to most girls regardless of their interests, abilities, and performance in school.

Isolated incidents (unless they are very traumatic) or instructional materials that are biased by gender probably have little significance for girls' aspirations and achievements. It is the *cumulative* impact of many incidents and patterns that wears down most girls. A particular practice may be important in one school because it is pervasive and intense, but may be unimportant in another. Therefore, the topical issues presented in this handbook are not presented in order of importance or effect because they are different in every school.

Even young girls in primary school have felt gender bias. Learning to see it, understand it, and work to change it or manage it are important skills for all girls. Analysis and discussion will be very different with eight year olds than with 12 year olds, but it is important even for young girls to engage their critical faculties and judgment. If gender bias is denied when they feel it, they will begin to ignore their own knowledge.

It is worth noting that gender bias has adverse effects on boys as well. Gender biased instruction is *mis*education; all students are taught misinformation about girls' real abilities, about what women in future decades will need to know and do in order to lead productive lives and rear healthy families, and about the kinds of relationships between the sexes that are or will be socially acceptable and expected.

Teachers can minimize the negative effects of gender bias by taking the following actions:

- **identifying gender bias;**
- **acknowledging its functions and effects on individuals and society;**
- **recognizing the pain and discomfort it causes;**
- **analyzing cultural, social, economic, and political sources of gender bias;**
- **integrating activities into classroom experiences that counter gender biases; and**
- **discussing with female students possible responses to bias.**

Why Change the Way That Girls Are Taught?

There are both ethical and practical reasons to change the way girls are taught.

The ethical reasons are based on the premise that all human beings are entitled to basic education.

- Most people think that education enhances the quality of people's lives. Insofar as this is true, girls have an equal *right* with boys to a better quality of life.

- In today's modern world, most women must earn income and one third of them will support a family alone at some time during their lives. It is *unjust* to withhold from girls the education they may need to support themselves and their families.

The right of girls to basic education has been asserted in many international fora during the 90's. As this handbook goes to press, 168 countries have ratified the Convention on the Rights of the Child (UNICEF 1995) which asserts the right of every girl child to education.

Equally convincing are the many practical reasons to eliminate gender bias and give girls the best education possible. Gender roles are a subsystem of more complex social, political, and economic systems. But most gender systems are not stable today; they are in a process of change. Change is not easy or necessarily desirable when a system is stable and functional. *Smaller families, urbanization, structural adjustment, the technology and communication revolutions, migration, and many other local and national trends have sparked a revolution in the relative responsibilities, rights, roles, and resources of men and women.* These changes have made some features of traditional gender roles inefficient

and have in some cases resulted in a gender bias that hampers women's and their families' ability to live productive, healthy lives. One example of this type of gender bias appears in the school community.

- Gender bias makes schools *inefficient*. Resources which could be used by all students are wasted because only half of the students benefit; the per student costs for those resources are doubled. Although girls are enrolled, they are not given access to the complete education offered to boys in the same classroom.

- Gender bias probably contributes to higher dropout and repetition rates of girls than of boys in some regions of the world. These phenomena sharply reduce the positive outcomes of education and are thus inefficient.

- Educated women are more economically and agriculturally productive than uneducated women. Increased productivity is important for personal security, family and community welfare, as well as national economic development. Insofar as gender bias decreases the quantity and quality of female education, it decreases national productivity and diminishes the health and welfare of a population.

- Educated women bear fewer children, raise healthier and better nourished children, and educate their children more than unschooled women. Although many people believe that "traditional" gender roles support traditional family structures and child rearing practices, in the modern world, a woman needs a good education to be successful in the traditional role of motherhood.

Improving the Education of Boys and Girls

Some classroom practices and resources for instruction have been found to consistently improve academic achievement by both boys and girls. These include:

- textbooks in the hands of students;
- instructional time from teachers;
- time spent on learning tasks by students; and
- well-designed initiatives to improve pedagogical practices and increase student achievement, including but not limited to:
  - -quality training for teachers and supervisors,
  - -ongoing in-service support,
  - -instructional tools and materials in the classrooms, and
  - -changes implemented thoughtfully and consistently by enthusiastic teachers.

Research shows, however, that results of programs to improve learning vary across countries, grades, subjects, and pedagogical methods. In addition, although there are no

universal rules about how to improve student performance, it is clear that instructional initiatives benefit girls when they are explicitly and specifically *designed and implemented to suit girls as well as boys* (Chesterfield).

Effective pedagogy for all students is the goal of every teacher. When teachers understand and respond to the experiences of girls in the classroom, those teachers learn about their own instructional strengths, weaknesses, habits, and styles. As a result, all students, boys as well as girls, benefit from reduced gender bias and improved instruction. Moreover, teachers find that classrooms without gender bias are more dynamic and participatory and less disruptive; in such classrooms, the teacher's job is more rewarding and easier.

The premise of this book is that the promotion of gender equity in classrooms will result in better teaching and more learning by both girls and boys.

C. USING THIS HANDBOOK

Chapter Organization

Part II presents practical exercises to improve girls' experiences in classrooms. The chapters are organized around five frequent "flash-points" for gender bias in classrooms: curriculum, instruction and guidance, language and speech, time and space, and sexuality. For every flash-point, information about a specific topic is presented in five subsections described below. Examples or illustrations are provided for some topics.

Issues and Findings

These sections include brief overviews of current thinking about each gender-differentiated practice and its effects. Findings that are still under review and debate are presented to stimulate thinking, discussion, and exploration. A list of **sources** from which information was drawn concludes each issues and findings section.

Sources

The documents that are the bases for the issues and findings are listed in the sources subsection. Starred titles contain much more detail on the topic and are recommended reading for anyone who wants to find out more about the subject.

Discovery Exercises

Every community, school, and classroom is unique; only by exploring classroom practices in action and in context can educators discover in their own schools which practices are gender differentiated and which have detrimental effects on girls' aspirations and achievements. Readers are strongly urged to try some of these exercises.

Discovery activities are suggested to help educators explore each idea about classroom practices and girls' education. *"Assessing the situation"* exercises are diagnostic activities for use by educational managers, heads of schools, supervising teachers, and classroom teachers. They are suggestions for ways to explore and understand gender in classrooms and schools. Most require only information that is already available, such as enrollments, grades, instructional materials or thoughtful observation.

Although all require some thought and organization, none is formidable or time consuming. Most can be undertaken by one person or a small group. Group work should be encouraged because several perspectives always enrich the learning process about

gender. Different but strongly held beliefs among group members are excellent lessons in how gender ideology varies and changes even within one community. Including both men and women in the discovery process is especially fruitful. Ideally, members of the community, such as parents or women's organizations, can also participate.

Some of the assessment sections include suggestions for analyzing information that is collected. It is useful to involve people in these activities who are comfortable handling and presenting data. For activities whose purpose is to use the results to improve classroom teaching or management, it is especially appropriate to involve teachers at all stages of the assessment process, from data collection, to analysis, to formulation of goals and actions to achieve them, because only teachers can implement changes to instructional practices. Involving diverse groups and people makes the process more accessible to both the school and outside communities, allows for the exchange of ideas, and makes the process more likely to be successful.

Activities for Teachers and Supervisors

This subsection includes exercises to use with students in classrooms. These exercises may be useful for teachers and supervisors who are exploring how best to implement change. Suggestions for action are presented with minimal elaboration and few examples. Educators are urged to use their own creativity, to share ideas with colleagues, and to read about or observe activities in other schools and classrooms.

The ***quick exercises*** are designed for one lesson period, though many can be repeated or extended over several days. Most require only information or materials that are likely to be found in a modestly equipped classroom.

Most of the quick exercises are interdisciplinary; as such, they help teachers and students integrate learning from several subject areas in order to understand a specific problem.

- Any of the quick exercises is an appropriate lesson for a ***social studies*** class because all explore gender roles.

- Review or revision of curriculum or instructional materials, and role play exercises are also very appropriate for ***language or writing*** classes.

- All exercises that call for counting or charting offer good opportunities for interesting and practical applications of basic math skills and are appropriate to use for ***arithmetic*** units.

- Many exercises are enriched and made more exciting by the addition of historical or cross-cultural comparisons; if this is done, those exercises become appropriate ***history*** or social studies lessons.

- Finally, whenever questions are posed that contrast culturally-learned behaviors versus intrinsic capabilities, excellent opportunities are presented for ***scientific*** inquiry; comparing sex-linked behaviors of other mammals or species with humans is a particularly illuminating approach that can be used even with young children.

The ***ongoing activities*** are designed to help supervisors, teachers, or advanced students plan, establish and achieve long-term goals for understanding and managing gender differences in coeducational settings. Each activity is described in general terms along with brief suggestions for how to approach its execution.

Optimizing the education of girls is a complex challenge. Success comes only with time and persistence. It is suggested that teachers select one or at most a few of these activities each semester, define their goals clearly, and focus their own efforts and the efforts of students on those specific activities. *Experience has shown that heightened awareness and good intentions are not usually sufficient to inculcate changes in gender differentiated instruction and management practices. Specific tasks with clear outcomes are most effective.*

Quotes

This subsection includes quotations from educators who are concerned about how gender differentiation in classrooms affects girls. There are volumes of documents that describe gender-differentiated practices and their affects on girls, and explain how teachers have addressed them in classrooms. Because space is limited, this handbook includes only a few examples of what has been written. Interested readers are encouraged to obtain some of the documents referred to in the bibliography.

Your Notes

The most important place on each page is where readers write about their own discoveries, their ideas about how to manage gender in the classroom, and drafts of activity and lesson plans.

This handbook is a reference tool. Each reader can use it in whatever way best suits her/his needs and resources. Every reader is encouraged to write her/his own vision of gender in the classroom in the notes section and to insert pages after each section as needed. If several teachers are working on gender issues, the efficiency and effectiveness of everyone's efforts will be enhanced by sharing notes, lesson plans, results of exercises, and strategies for change. Recording the process and outcomes of discovery, innovation, and initiative focused on local gender issues is invaluable to other educators.

The topics presented first in this handbook are those that are usually the most obvious to observe and assess. Identifying gender issues in the curriculum or instructional materials

is a straightforward task compared to the challenge of detecting bias in speech or movement. Practice with written materials may make observation of gender in interactions and instruction more manageable. For these reasons readers may wish to consider starting with one of the first topics.

Applying the Concepts in Classroom Situations

Every teacher arrives in the classroom with a personal gender ideology and a habitual gender role. Both may be quite unconscious. The more classroom experience a teacher has, the more likely she/he is to be comfortable with his/her own gender role and management of student gender roles. With increased awareness of gender differentials and a conscious commitment to change, the experienced teacher's instructional and management practices are likely to be significantly enriched and refined by tackling one or several assessment activities, and then working systematically on specific exercises to achieve specific goals.

New teachers or teacher trainees, on the other hand, are still forming strategies and habits of instruction and classroom management. While their own gender roles are fairly ingrained, their management of student gender roles is still in formation. Using the quick exercises and ongoing activities can be particularly fruitful for these teachers. New teachers who learn to recognize gender issues early in their careers are likely to exhibit a fundamental shift in how they view and manage girls and boys in their classrooms. *Supervisors and teacher trainers are urged to emphasize these exercises with new teachers.*

For new or experienced teachers, certain instructional approaches are useful with almost any discovery topic. These approaches, which can be used to increase awareness of gender issues, build positive attitudes about women, balance girls' and boys' access to resources, and strengthen academic performance by all students, are not presented under each section, but are summarized below:

- ***Discussion and debate***: Discussions can be encouraged about incidents with gender overtones, about results of discovery exercises, or about topics of the teacher's choice. Discussions can be open and spontaneous, sparked by student interest or teacher prompting, or they can be arranged to address a specific topic or topics. An entire class can participate as one group. A class also can be organized into small groups of teacher with student(s), student(s) with students(s), or students with invited speakers.

  Debates are more formal. Topics are defined with sufficient lead time so that debaters can prepare arguments. Generally, individuals or small teams participate, and the rest of the class observes and advises or judges. For listeners, but especially for participants, discussion and debate are powerful techniques for

developing awareness of and critical thinking about gender issues.

If a gender topic is presented clearly and completely with several perspectives explained and concrete examples described, it typically will spark lively conversation and thoughtful deliberation even among students unaccustomed to participatory learning. Gender is an effective focus for stimulating discussion and debate in a classroom. Every student has experienced gender differences, and every student has ideas about gender.

Leading a stimulating discussion or debate is not easy. Discussion leaders (usually teachers) are responsible for directing conversation away from belittling, hostile, or rude comments. Gender issues affect people differently--some students may be very vocal, while others may experience difficult feelings during these discussions. Teachers and supervisors can help one another by sharing, observing, and reading about strategies for making discussions and debates successful.

- ***Go around***: Each child in a group or classroom comments in turn on a topic, adds ideas or facts to answer a question, or adds narrative to a story.

  This pattern equalizes opportunity and, in mixed groups, helps children practice anticipating the forms of thought and speech that will be used by students of the opposite sex. It is more challenging and effective if the children build on one another's contributions rather than simply stating their own views. Each child speaks, and may speak only once each round. The teacher defines how long each contribution should be as the go around begins, and gives feedback if the process goes off track.

  Children may be uncomfortable or reluctant to participate in a go around unless they first understand what they are expected to do. It is useful to demonstrate the process at least once before beginning it for the first time with a class. If the group task or question is clearly defined during this process, children will build confidence about speaking. It is important that teachers are scrupulously gender blind in managing this process and give boys and girls equal amounts of time.

- ***Role playing, role switching***: Some students are able to learn much more from dramatizing than from reading or speaking. Gender role lessons are particularly suitable for role playing. When boys take girls' roles and girls take boys' roles, new insights are often the result. Several role plays are suggested in the topical issues exercises of this handbook. Inventive teachers and students will think of many more. Drama, pathos, humor, and conflict will all play out in classrooms where gender issues are the subject of role plays.

- ***Illustration***: Some students are primarily visual thinkers and learners. For these students, gender concepts will be clearer when they are made visual. Such students may also be able to communicate much more eloquently with illustrations than with language. Younger students who are not fully literate will also be more comfortable illustrating issues, questions, and stories. As with role plays, students can be asked to reverse male and female roles in their pictures and then discuss the outcomes.

- ***Song, dance, and poetry***: Feelings about gender are deep. Students need to express their hopes, fears, ignorance, and knowledge to one another. Gender is also an important element of culture and is invariably a frequent subject for artistic expression. Students who give artistic expression to their thoughts and feelings about gender are participating in the process of dynamic change that is essential to every living culture. Both students and teachers can improve their understanding and communication by using creative and artistic means of exploring and expressing ideas about gender.

- ***Videotape:*** For teachers as well as students, seeing oneself in action is a very powerful learning experience. Videotaping teachers and students in classes, in routine interactions, or in role playing situations can be an effective way to document and create teacher and student awareness of gender differentiated behaviors. Teachers may want a second opportunity to be filmed after they have worked on some of the behaviors that they see on the videotape and wish to change. This is important to plan for teachers who are distressed by their own behaviors on the screen.

- ***Observation***: Structured observation is a technique for surveying behavior and recording information about what occurs in a classroom. Because so much happens in classrooms, observers using this approach focus on an individual, an area, a type of activity, or a series of time periods. Each instance of activity by the focal person, in the focal area, or during the specified time period is described in detail or entered as a score on an observation log sheet.

Structured observation is a powerful tool for recording and analyzing how gender influences classroom practices. Supervisors can learn a great deal about the teachers they support. Teachers can assign structured observational tasks to individuals or groups of students. Reporting back on their observations helps students and teachers to organize and analyze what they see and hear.

- ***Journals***: Journals--written or pictorial--used to record observations or to document personal ideas, thoughts, and perceptions help children reflect on their experiences and their learning. Journals are a good medium for working on gender issues because gender gives children a focus for their entries, and because writing a

journal ensures that most children will really process their thoughts and feelings about gender. When used to record observations or data, journals can be shared, combined, and analyzed. Where possible, loose-leaf journals work well because they can be reorganized and supplemented as assignments change, children's interests evolve, and their abilities improve.

- ***Dialogue journals***: As a group, children can write or design a journal. Each child makes an entry, then passes the journal to the next child. Entries can be made as often as once a day, or as infrequently as once a year. Entries can be long or short, topic specific, or at the discretion of each student. This exercise also can be done in pairs, or even with an entire class if there is sufficient unstructured time in the school day.

Children should read at least the entry that precedes their own. Most children will want to read more. Alternating girls and boys as writers is an effective strategy to give all students insight into patterns and strategic cooperation.

- ***Analytic reading***: When children read to analyze or reflect on the treatment of gender, they can be helped to focus and record the evolution of their thinking by making notes as they proceed. Since writing in books is forbidden in most schools, one alternative is to give students slips of paper to insert with comments at each page where they identify gender issues. This is best done with paper that will stick yet is removable, but folding a slip of paper over the book page is also workable. Using separate notebooks and page numbers is workable but does not have the immediacy of notes next to the text that prompted them.

To encourage thoroughness, experimentation, and concentration on reading and analyzing rather than on writing, a teacher can allow students to turn in their books with notes attached, rather than requiring them to write an essay.

- ***Class summaries***: At the beginning of a day or class, students can be told that every child will write or say a one sentence summary or highlight of the class at the end of the day. Summaries only need reflect the individual child's experience of the day. A typical class summary might emphasize a student's own unique perspective as a learner. It might describe the event, skill, or data that the student found most important, informative, novel, or moving.

Class summaries eliminate some forms of gender bias by ensuring that all students are called upon to present their summaries at the end of the day. Alternating boys and girls for presentation is helpful. The task can be focussed on gender issues; for example teachers, can ask children to summarize anything they learned about how girls and boys can cooperate.

- ***Skill building***: Students need trial, error, and practice to develop new skills. For younger students, time with print materials and writing tools may be very important. For older students, working with mechanical tools, computers, and some laboratory equipment may be essential to develop skills and confidence. Because patterns of access to resources are differentiated by gender in many communities, special procedures may be necessary in school environments to ensure girls the practice time they need to develop and refine unfamiliar skills.

Some Caveats

Limits of Knowledge

The information in this handbook is not "truth"; rather, the handbook is a tool. Every concept has been useful to a teacher or researcher somewhere. Some of the ideas, however, have not been validated by more than one or two educators, and others are the subject of ongoing debate.

Coeducation

Some research shows that girls achieve more in single sex educational settings where the quality of education is comparable to that offered to boys. On the other hand, in such settings, girls and boys miss opportunities to learn from, cooperate with, and challenge one another. The majority of primary schools and educational systems are coeducational and are likely to remain so due to resource limitations; this handbook addresses only coeducational settings.

The Importance of Discovery

Since gender is uniquely defined in different cultures throughout the world, not all the generalizations about gender in this handbook will apply to all cultures. Readers are urged to try some of the discovery activities offered for each topic. It is important for educators to explore gender issues in their own unique context. Sharing the process and discoveries with the local community and families of students in dialogues about gender roles, classroom practices, and the future of girls also is critically important.

Gender Roles and Teachers

Most teachers do not act maliciously when they instruct girls differently from boys. With rare exceptions, they are simply following the rules of their community about gender differentiated interpersonal behavior. Changing gender-differentiated pedagogical practices requires thought, commitment, and effort because gender roles are habitual for most adults and many children. Change is difficult but rewarding for most teachers, because it makes them more effective. As gender bias disappears, student learning increases; the challenging job of teaching becomes just a little easier and more rewarding.

Negotiating Change

Teachers and schools work *in* communities, work *with* communities, and work *for* communities. Many teachers also answer to regional or national education authorities and follow a required curriculum that they have not chosen. Teachers are urged to make community participation in the education of girls, within the confines of national and regional requirements, a priority. Unless communities are engaged and feel that they take part in the decision making about their children's education, progress made in classrooms may cause conflict and be undermined in the home.

Resistance

Gender roles change with time. Sometimes the pace of change is swift, and sometimes it is slow. Pioneers--the individuals in a society who are in the vanguard of change--often have a difficult time remaining comfortable in their communities. Young girls and women in this decade, which spans the twentieth and twenty-first centuries, are pioneers in many communities. While their mothers and grandmothers anticipated lives of childbearing and child rearing, today's girls realize the benefits of limiting the size of their families. They know that the pressures of urbanization, migrations, structural adjustment, civil strife, environmental disaster, and AIDS may force them to be heads of households, to raise children alone, and to earn enough income to support a family. These possibilities have significant ramifications for gender roles, for relations between men and women, and for relations among generations.

In the face of these potentially difficult realities, girls need education as they never have before. Some of their elders, however, may deny or resist these realities and the changes they imply for girls and their communities. Denial or resistance usually arises from fear that the loss of traditional gender roles will eliminate significant benefits--especially to those who most decry change.

Resistance also arises from a fear of the unknown, from a lack of understanding that gender roles have always been dynamic and have changed over time, and from a failure to recognize that the circumstances in which traditional roles were functional have already

changed in most communities.

Schools can help minimize the pressures on girls through active engagement with the community. However, communities are not homogeneous. Community participation--especially if only women are involved--does not always eliminate community resistance to girls' education, and may exacerbate it. When powerful people in a community disagree with educating girls, the girls who go to school may suffer hostility and rejection. Teachers who eliminate gender bias in their classrooms may be criticized. While educators strive to provide the best experiences possible within schools, it is important that all be cognizant of the price that some girls pay for the education they need.

PART II

PRACTICAL EXERCISES

A. CURRICULUM

A formal curriculum is defined by goals, objectives, curriculum guides, textbooks, instructional materials, work sheets, teacher training materials, and examinations. Together, they describe the knowledge, information, and skills that are to be taught to students and generally the manner in which that teaching is to be done.

Because a formal curriculum is written and static, it is easier to analyze than are behaviors and interactions in a classroom. Analysis of a curriculum is often a useful first step in learning about gender issues in classrooms because supervisors, teachers, and students all see the same words and pictures. Gender biases in curricula are often so familiar that they are invisible. They usually become glaringly evident once an observer knows what to look for. The formal curriculum is a good starting point for understanding what students are taught about gender roles. Discussions focus on identifying gender issues rather than on reaching agreement about what happened and why.

Another reason to begin with the curriculum is that most teachers are interested in the strengths and weaknesses of the curriculum they use. Many are anxious to improve their curriculum and willingly dedicate thought and time to its analysis. Although they work with their curriculum daily, they seldom feel ownership of it because they did not participate in its development or choose it. They do not typically identify with the treatment of gender in their curriculum. Therefore, they are able to explore ideas about improving the treatment of gender in the curriculum without being defensive.

There may be resistance to curricular change at several levels. If the curriculum is defined nationally, there is usually a complex and hierarchical process required to initiate change. Often national curricula are revised at certain predetermined intervals, for example, once per decade. Some school educators may resist initiatives for change unless the curriculum in use is especially bad. Whatever curriculum is used will be familiar to experienced teachers and school administrators. They have been trained to use it and are accomplished in its use. This means that they will lose expertise if the curriculum changes substantially. Many teachers do not welcome addenda to curricula either, because they have a routine which they think is effective and seldom want to change that routine or squeeze in new material.

When gender in a curriculum is analyzed, people recognize--often for the first time--that schools teach children about gender roles. Once a community becomes aware of this, questions often arise about the purpose of education and the role of schooling in transmitting cultural norms about male and female roles and relationships. Basic rights

scrutinized. Men and women, teachers and parents may have very different viewpoints.

Knowledge is always more powerful than ignorance. An analysis of a curriculum and dialogue with people with diverse points of view who are involved in rearing and educating girls and boys will generate new solutions to problems of gender bias in curricula.

1. Goals and Objectives

Issues and Findings:

Most curricula were not designed for girls.

Curricular goals and objectives are supposed to be gender neutral, but many are not.

- Where there is a significant disparity in academic achievement by sex, among other factors, the curriculum is likely to be gender biased.

- Where there is a significant disparity in citations of males or females in objectives or instructional materials, the curriculum is likely to be gender biased.

- Where there is a significant disparity in subject enrollment by sex, the curriculum is likely to be gender biased.

Goals and objectives for some curricula are explicitly differentiated by gender. This denies girls access to a complete education. In some regions of the world, girls are typically denied access to subjects "designed" for boys, such as manual arts and technical, scientific, and higher mathematics. Research shows that girls are as capable as boys in these subjects. Most analysts conclude that denying girls access to these subjects is detrimental to the totality of knowledge and skills that girls need. These "masculine" subject areas are those which best prepare students for higher-paying jobs.

Curricular goals may be irrelevant, incomplete, unattractive, or repellent to one or the other gender. For example, many history curricula describe and analyze the history of men, focusing on the roles men played in wars, treaties, and conquests. Women are invisible in these curricula, notwithstanding either their roles in these male-dominated events, or the fact that women were half or more of the population involved in every historic event or period. In a gender-balanced curriculum, learning objectives about women's history should equal those about men. This may not be possible due to lack of teaching materials. The scarcity of information about women is itself part of history, and can be explicitly addressed as a feature of history.

Similarly, most literature curricula emphasize literature written by men. The subject matter therefore may reflect the thoughts, feelings, and reflections of only half of the country's population. More importantly, girls are given the impression that all important writers are male. In a gender-equitable curriculum, objectives mandate the teaching of women's arts, literature, and music.

Physical education objectives are often strictly defined by the sex of students. Increasingly these boundaries are changing. Even where girls and boys are offered different sports opportunities, curricular goals should ensure that the time, staff, faculties, and equipment available for girls' physical education equal the resources available for boys.

Some schools develop curricular modules about gender equity. Goals and objectives for gender instruction can be as simple as developing a vision or mission for gender equity in each classroom, or as complex as comparative studies of gender ideologies, roles, and differences across cultures or historical periods. What is most important is that gender studies objectives be clear and well understood by all members of a school. Teachers and staff need training to achieve the goals. Instructional materials and tools that are relevant to local gender issues will be needed. This handbook should be a useful reference for developing such materials, but cannot substitute for a locally relevant gender curriculum, instruction plan and materials.

If revision or augmentation of goals and objectives is undertaken, community participation is vital. Families and communities play key roles in guaranteeing girls' access to school. They will not assure girls' access if they are threatened by, disagree with, or are excluded from the process of change occurring in the school and the classroom. Families and communities can work with schools to develop goals for girls that are locally relevant and acceptable. Both schools and communities typically have to compromise. If the process is dynamic and ongoing, progress and compromise will be easier. Changing the way gender is taught in classrooms is a lengthy but rewarding and dynamic process; it works well when all parties concentrate on long-term consensus, rather than short-term conflicts.

Discovery exercises: Assessing the situation

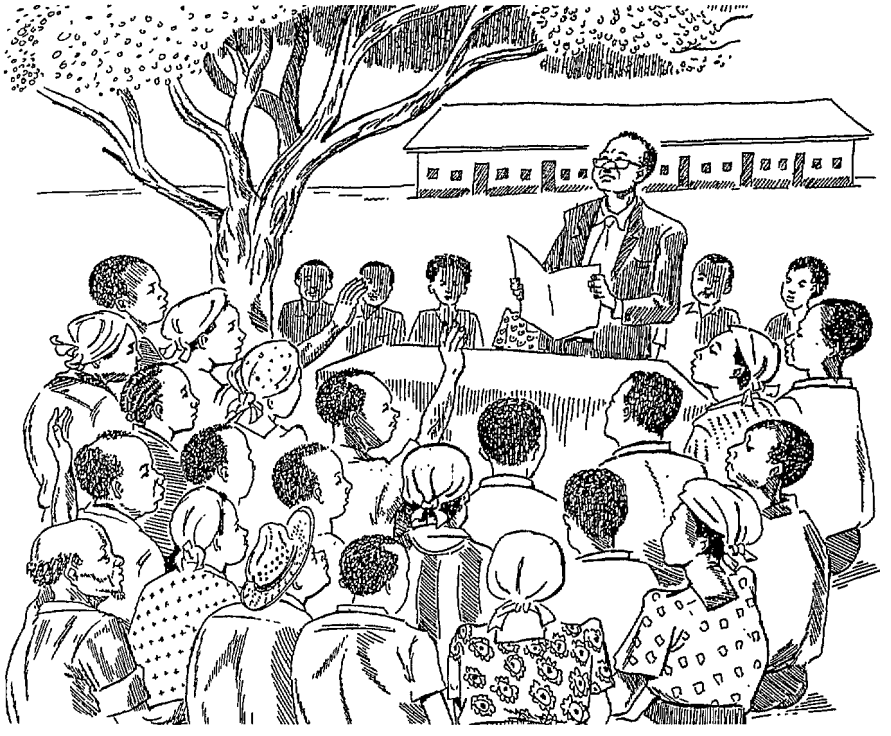
1) Review curriculum goals and objectives. Are any explicitly or implicitly for girls or boys only? Examine the reasons for denying access. Involve the community as well as teachers in deliberations about girls. Reconfigure or develop additional goals and objectives to ensure that equal resources are dedicated to all students.

2) Review enrollment, promotion, and retention figures for girls and boys in each grade. Are they approximately equal? If not, why not? How can they be equalized?

3) Compare boys' examination scores and girls' examination scores grade by grade and subject by subject. Are there patterns of differences? Are the differences more pronounced in certain subjects? Are the differences more pronounced in higher grades? Are the differences more pronounced in the scores given by particular teachers?

Activities for teachers and supervisors: Quick exercises

1) Meet with teachers and parents to share the results of reviewing curricular goals and objectives. Explore ideas and feelings about gender differences in access and begin dialogues about goals for change.



2) Involve teachers in gathering assessment data about gender differences in class enrollments and achievement. Discuss the results with teachers and parents. Compare the results with the goals and objectives of the curriculum. Are goals and objectives being met for girls and boys?

3) Ask students to write school goals or objectives for learning in each subject. The task will need to be presented appropriately for students at each grade level. Compare answers of girls and boys. Are they the same? If not, what are the differences?

4) If there are clear differences between girls' and boys' goals, repeat these exercises but ask students to write goals for the opposite sex. Emphasize that goals can be the same or different and that there is no right answer. Examine changes in goals when students adopt an opposite gender perspective to gain insight into their gender ideologies.

Activities for teachers and supervisors: Ongoing activities

1) Ask students to make up their own personal curriculum goals and objectives. Do they differ from the school's goals and objectives? How? Why? Help students to reformulate their goals and objectives if they are unrealistic or inappropriate. Help students plan and work towards achieving their goals. Revisit the plans every month to track progress or re-chart the path.

2) Examine and discuss the results of the previous exercises for the following patterns:

- Differences in students' perceptions of the school's goals for girls and boys.
- Differences in students' own goals for girls and boys.
- Different patterns of response by boys and girls.

Involve the class as a whole in deciding whether consensus on goals and objectives is necessary or possible.

3) Use the results from the exercises above as starting points for examining the formal curriculum and classroom interactions. Older students can be engaged in exploring the reasons for gender-differentiated goals and expectations. Teachers can work together to examine variation across classrooms, subjects and grade levels. Where are goals and expectations the same for girls and boys? Where are they different? Do these differences diminish girls' value or limit their possibilities? What should or can be done?

A busy working mother takes a few minutes to talk with the teacher about matters pertaining to her daughter's schooling

4) Expand the development of goals to include the community. What new goal(s) and objective(s) might guide efforts to fully meet academic standards for all students, girls and boys alike? If community members are not responsive, this may indicate lack of awareness of the benefits of girls' education, or the barriers to girls' schooling and achievement. Teachers can take on community leadership roles, educating parents and other concerned adults about the benefits of girls' schooling. Once the community is engaged, the school and the community can develop and test alternative goals and objectives for the curriculum.

Community involvement is important everywhere, but it is especially important in areas where gender roles are restricted and rigid. If schools and communities have divergent goals, those differences need to be reconciled outside of classrooms. Students should not be placed in the middle of conflicts between the community and the school.

Quotes:

Sub-Saharan Africa: *Educational systems in most countries have been created for boys not intentionally, but the effect is the same. The "student" is seen as a person who has time to study; whose work at home is not essential to the household; who is not physically, culturally or spiritually endangered in the school setting; who is not expected to marry early or is in danger of pregnancy; who functions in an atmosphere of intellectual respect for his abilities; who has appropriate textbooks which reflect his concerns in life; who is taught by people like himself who can act as role models; and whose parents see the relationship between education and advantage in later life. That "student" is a boy. The resources have gone into his education; if they fit a girl, fine. Our problem is to bring educational systems to the point where they also address the needs of the other 50% of the potential school clientele.* (Kane, p.1)

India: *The national Policy of Education and its Programme of Action (POA) as adopted by the National Parliament gives education the mandate to become an effective tool of women's equality and empowerment, the parameters of which are:*

- *enhancing self-esteem and self-confidence of women*
- *building a positive image of women by recognizing their contribution to the society, polity and the economy*
- *developing ability to think critically*
- *fostering decision-making and action through collective processes*
- *enabling women to make informed choices in areas like education, employment and health (especially reproductive health)*
- *ensuring equal participation in developmental processes*
- *providing information, knowledge, and skills for economic independence*
- *enhancing access to legal literacy and information relating to their rights and entitlement in society with a view to enhancing their participation on an equal footing in all areas.*

(Revised POA, 1991, p.2)

..Activities in the area of developing gender sensitive curriculum and removal of sex bias from textbooks are being intensified at the national and the state level. (Nayar, pp vii-viii)

Sources for this topic include: Adams and Kruppenbach, Aidoo, APEID, Bartholomew*, Bisaria*, Chowdhury, FAWE, Kalia, Kane, Kelly and Elliott, Kramer, Nayar, Njau and Wamahiu, Rihani and Prather, Tietjen*, World Bank/Bangladesh, Zewide*

Your Notes:

2. Equal Access for Girls and Boys

Issues and Findings:

Equal access to the full curriculum of a school is the right of every student, girl or boy. Even when a curriculum is designed to ensure opportunity for girls, full access can be denied in numerous ways, including the following:

- when girls are forbidden by teachers or counselors to take certain classes;
- when they are systematically discouraged from taking certain classes;
- when they are harassed or intimidated while taking certain classes;
- when they are systematically left unaware of some course offerings;
- when the content of the curriculum is familiar or relevant to boys but alien to girls; or
- when class materials are written about or illustrated with men and not women in roles of competence and strength.

Schools and teachers must shape an environment in which the right of children to learn is not linked to their sex. Girls are sometimes harassed by teachers or other students inside and outside the classroom especially if they enroll or excel in certain "male" classes. Clear, strong, and positive guidance of teacher and student behaviors is essential where prejudices are strong against the right of girls to equal access.

A skills training workshop class should be open to girls as well as boys

Logistics and scheduling can deny girls access to the full curriculum. If the community or the Ministry of Education mandates gender specific course requirements or activities, it is important to arrange schedules so that neither girls nor boys are denied access to any other element of the curriculum. For

example, if girls must present a dance performance, rehearsals should not be scheduled during science class.

Cultural norms for behavior can interfere with full access. Mechanical skills training and physical education are elements of curricula that are often gender segregated and for which more resources and encouragement are given to boys than to girls. But opportunities for teamwork, leadership, strength, mastery, success and failure, and developing competitive skills for future employment are equally important for both sexes. If activities are gender segregated, the offerings ought to be equivalent even if not the same, and investment of resources must be equal.

Discovery exercises: Assessing the situation

1) Examine enrollment and achievement patterns. Do they differ by gender in certain schools, grades or subjects? If so, why?

2) Examine scheduling. Talk with boys and girls to understand their awareness of course offerings and beliefs and attitudes of what is available and appropriate for girls.

3) Observe. If only a few girls enroll in certain courses, are those girls being harassed by teachers or others?

4) If there are gender-specific elements of the curriculum, are the financial and human resources dedicated to girls equivalent to those for boys so that gender specific courses and activities are equally attractive and effective for girls and boys?

Activities for teachers and supervisors: Quick exercises

1) Engage older primary students in counting enrollments and computing grade averages by subject and year. This incorporates gender into math and social science exercises. Compare and contrast by gender, but preserve the confidentiality of student identities. Discuss the implications for their work and earnings in later life as men and women.

2) Query students about subjects or interests they would like to pursue. Encourage them to include subjects that they do not think they would be allowed to take. Summarize responses by gender and discuss results and their implications with students. Repeat the exercise and report back results by gender again. Preserve students' anonymity.

Activities for teachers and supervisors: Ongoing activities

1) Identify one or two classes in which girls are under-represented and which are important for their complete education. Focus on preparing girls in the previous grade to understand what the course offerings are and to have the knowledge and skills to do well

in the classes. The following year, monitor and support their progress, and verify periodically that they are not the targets of negative reactions from teachers, other students, or family members. Follow the same procedure, concentrating on new classes each year.

2) Interview older girls about which classes they have chosen to attend and why. If harassment emerges as a theme, design a program to enlighten teachers and peers and to eliminate harassment.

Quotes:

Global, Eastern Europe, and the Newly Independent States: *In some countries, certain course options are simply not available to members of one sex group or the other; elsewhere, social pressure is so pervasive that a girl enrolling in a typically male course is subject to ridicule from all. Even in Eastern Europe and the Soviet Union, where sex distinctions in careers are purportedly smaller, differences in course enrollment persist.* (Finn, p.119)

Global: *Simply ensuring equal exposure to the same curricular offerings may not ensure equal learning opportunities for girls (Biraimah 1987b). Single-sex school studies...have demonstrated that in the proper environment girls do succeed in these subjects. Structuring the learning environment so that they can is at issue.* (Tietjen, p.38)

United States: *I took a full-year shop class....I was the only girl in the class...The boys literally pushed me around, right into tables and chairs. They pulled my hair, made sexual comments, touched me, told sexist jokes. And the thing was that I was better in the shop class than almost any guy. This only caused the boys to get more aggressive and troublesome. After a while I got past the breaking point, and I started fighting back... But eventually this got me an extremely bad reputation....Throughout the entire year no teacher or administrator ever stopped the boys from behaving this way... (p. 128) I wanted to sign up for physics, but the principal would not allow it. His comment was that a girl had no need for physics.* (Sadker and Sadker, p.120)

Sources for this topic include: Adams and Kruppenbach*, APEID, Biraimah, Finn, Reis, and Dulberg, Sadker and Sadker (1994), Tietjen

Your Notes:

3. Inclusion of Women

Issues and Findings:

Women are invisible in many curricula and teaching materials.

History as told in the curricula of most countries for the most part describes the lives, experiences and action of men, not women. It is quite literally his-story, not her-story. History and social studies texts do not usually include many women, certainly not in equal proportion to men. When women are included, they are often in auxiliary roles, such as "president's wife," or "soldier's nurse."

The relative absence of women in history can lead students, both girls and boys, to conclude that women are not important. In most primary texts, women appear to be passive participants, helpers, and observers, but never critical thinkers, key players, or leaders in history. This vision of the past leads to a biased understanding of the present and lowered expectations for the future.

The absence of women is not limited to history texts. Women authors and artists seldom are represented equally with men. Science, math, arts, and literature texts seldom focus on information for or about women. Many curricula are structured around male roles and emphasize information that is relevant to males and excludes females.

Discovery exercises: Assessing the situation

1) Review texts for content and authorship. Are men and women equally represented?

2) Observe teachers and students. Do they discuss and understand gender imbalances in the curriculum?

Activities for teachers and supervisors: Quick exercises

1) Discuss questions about incomplete history with students. "Do you think this country was founded just by men?" "What role do you think women played in the country's development?" "Do you think other groups (e.g., indigenous peoples) are ignored by our written history? Why?"

2) Have the class write a list of all the women mentioned in each textbook and another list of all the men. How different are they? Then have the class write the role of each historical figure. What roles did women play which are not described? What roles did men play? What roles do they play today? How might their future roles differ from the past?

3) If a teacher has access to enough information, she can make a list of women who were significant in history. Have the students compare this list to the list of women in their own textbooks.

Activities for teachers and supervisors: Ongoing activities

1) Teachers can tell tales about important women in their community or country. Recent events can become part of the history curriculum, showcasing women who are politicians, artists, workers, managers, athletes, religious leaders or heads of families. Women's achievements in other societies, ethnicities, and religions can be discussed. Teachers can bring in women's bibliographies or stories to be read by the class.

Margaret Thatcher, former Prime Minister of the United Kingdom

Benazir Bhutto, Prime Minister of Pakistan

2) As they become more sophisticated, primary students in their later years can examine more dimensions and nuances of differences in how the sexes are presented in texts and managed in the curriculum. For example, are women writers, artists, poets, and storytellers represented? Is the role of women in creating and transmitting culture and skills across generations discussed? What is the role of women in local religions? What significance or tone is associated with scenes or situations in which women are featured? Does history include the stories of women's lives and women's contributions to world and local events--**her**story? Is the passage of time measured by events other than wars and treaties? Do science and math texts use materials and skills familiar to girls as well as materials and skills familiar to boys?

Quotes:

Ghana: *In an analysis of social studies texts and syllabi used in Ghanaian primary and middle schools from 1955 through 1972, Smock concluded that they interpreted Ghana as a country whose history was formulated by men, whose society is managed by men, and whose economy develops through the work of men. The portrayal of women, she states, was notable primarily through their absence...* (Adams and Kruppenbach, p.14)

United States: *Treckler... found that in the rare instances they were mentioned...women were side-lined to roles of pioneer wife, sewer of flags, social worker, nurse, presidential helpmates, and the like. The women's suffrage movement, women's trade unionism, etc. were either ignored or relegated to one line. Women simply did not shape history...they simply were present and their contributions were ancillary to men's and domestic in nature.* (Kelly, "Schooling and the Reproduction of Patriarchy", p.171)

United States: *When children read about women and minorities in history, they are more likely to feel these groups made contributions to the country. As one sixth grader told us, 'I love reading biographies of women. When I learn about what they've done, I feel like a door is opening. If they can do great things, maybe I can, too.'* (Sadker and Sadker, p.69)

Sources for this topic include: Adams and Kruppenbach, Bisaria*, duPlessis, FAWE, Kabira, Mukabi, and Masinjila, Kalia, Kelly , Nayar*, O'Reilley-de Brun*, Sadker and Sadker (1994) Tietjen, Zewide

Your Notes:

4. Relevance to Girls' Lives

Issues and Findings:

Every student has specific needs for skills and knowledge.

All students should have access to all school offerings, but in their daily lives, students often have different needs and skills. For instance, girls may be responsible for and skilled at small-plot farming and food preparation, while boys may be skilled at herding. Gender is a marker for many of these differences. Responding to these gender-specific skill needs in the classroom can be regressive, however, because it reinforces gender stereotypes. Girls may need to learn about cooking or vegetable gardens, or traditional dancing, but if these are taught only to girls, stereotypes and gender barriers are reinforced. Schools and teachers thus face a dilemma:

- How can they equip girls for their community today where traditional skills may be essential for their success?

- How can they at the same time equip girls for the world of tomorrow which may demand traditionally male technical, political, and economic skills?

This is less a quandary than it first appears. When the girls of today are women, they may need technical, scientific, mechanical, and mathematic skills formerly needed only by men. When today's boys are men, they may need domestic skills which their fathers did not.

If the skills each sex requires are taught to all students, all students will be equipped for whatever world awaits them.

Discovery Exercises: **Assessing the situation**

1) Collect data on women's education and employment in the school community, region, and nation. If available, assemble data for the previous two decades; plot trends in percentages of women in each occupational category. Do the school's programs prepare girls for the lives they are likely to lead in the future?

2) Are traditional roles, and the realities in which those roles are embedded, explored and respected? Do girls who expect to be wives and mothers understand that they will probably not--as their mothers may have done--spend their entire lives bearing and rearing many children? Do boys also understand changing demographic realities and the implications for spousal roles? Do girls realize that wives and mothers can and do participate in politics, economics, teaching, and creating?

3) Is the relevance and importance of abstract and technical thinking for girls (and boys) reflected in the curriculum, texts, and materials? Do girls and boys understand the skill and work involved in child rearing and domestic management? Do they realize that problem solving skills are important at home and at work?

4) If women are marketers, are girls taught applied numeracy skills that they will need? If they are farmers, do they learn about fertilizers, crop management, and hybrids?

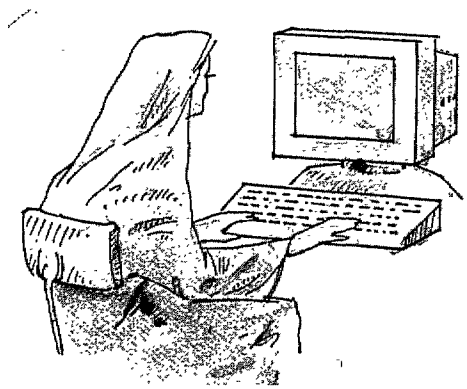
5) Are girls schooled in issues of regulation and taxation? In the realities of marital property and inheritance laws?

6) Are teachers trained to help girls learn and apply critical thinking, problem solving, and discovery skills to the realities of their daily lives? Are lessons planned to help girls better fulfill their traditional roles creatively and effectively?

Activities for teachers and supervisors: Quick exercises

1) Have older students (girls and boys) write biographies of their mothers. Compare how generations differ; contrast their own past, present, and future activities with their parents' activities at different ages. Do girls include certain things that boys do not?

2) Have students draw pictures of their families, then draw separate pictures of each member of the family when that family member was the age of the student. What are the generational changes? What are the gender differences in activity, size, evidence of power or accomplishment in drawings of parents and siblings?



Girls need to be equipped with the skills to manage the world of tomorrow

3) Have older children chart ages and critical events in their parents' lives. Then have them design hypothetical charts for their own lives. Reflect on generational change and gender differences. What skills and knowledge will children need that is different from what their parents needed? At what ages? What plans do they have to ensure that they acquire the knowledge and skills they need?

Activities for teachers and supervisors: Ongoing activities

1) Discuss with girls and boys the traditional roles of women and men in the local community. Is there agreement on what those roles are? Are there individuals who violate gender norms? How do they do so? What are the consequences?

2) Have students collect media images featuring boys and girls, young men and women, older mothers and fathers. Print materials can be collected in a book. Song, dance, cinema, and theater can be role played or written up by older children. Contrast the portrayals of males and females. What is accurate? What is positive, negative, traditional, or modern? Why?

Quotes:

Global: *Critics of girls' education--from educators to economists to parents and community leaders--agree that the curricula taught at school are often irrelevant to girls' needs...* (Tietjen, p.38)

Botswana: *'Because of the social setup, most of us want to be mothers and housewives. But most of the science which we are taught in our school is something which does not touch family life directly, or we don't do these things at home, e.g. like proteins dividing into amino acids. When we come to family construction you don't have things like amino acids, and as a result we lose interest in it. So I think we have the ability to be the same as boys in science but, when we look at our future as mothers we don't seem to fit in the science they teach us in school...* (Duncan, p.209)

Colombia: *In summary, the poor linkage of school experiences with daily life of deprived students can create a cycle of failure and despair, culminating in repetition, and, eventually, dropping out. Therefore, unless a mechanism is found for easily including local experience into day to day learning experiences, deprived students will be at a disadvantage and education quality will be difficult to raise.* (Schiefelbein, p.12)

Sources for this topic include: Aidoo, Duncan, duPlessis, Haq, Hyde, Kapakasa*, King* (1990), Nayar, Njau and Wamahiu, Rihani and Prather, Schiefelbein, Tietjen*, Van Belle-Prouty* (1990), World Bank/Bangladesh

Your Notes:

5. Accurate Portrayals of Women

Issues and Findings:

Portrayals of women are often inaccurate in textbooks and instructional aids.

In textbooks women are most often shown in subordinate roles or as homemakers and teachers. These roles appear more frequently in textbooks than they occur in reality.

The importance of women's roles in their country's economy is usually ignored or underplayed in textbooks and other classroom materials. Primary school curricula and materials are rife with stereotypes of women and girls, some grossly inaccurate. For example, in some countries women produce 80 percent of the food. The science, social studies and math curricula do not reflect this reality. Instead, modern technologies controlled by men are the images of agriculture taught to most children. The role of women in agriculture is thus discounted and devalued; furthermore, girls may lose important opportunities to learn math and science skills that will simplify their tasks and increase their efficiency and productivity.

Discovery exercises: Assessing the situation

1) Review textbooks for each subject at each grade level. Do illustrations and texts portray women accurately in terms of current and probable future occupations in the community and nation? Are half of pictures and protagonists women? If possible, inaccurate textbooks should be replaced.

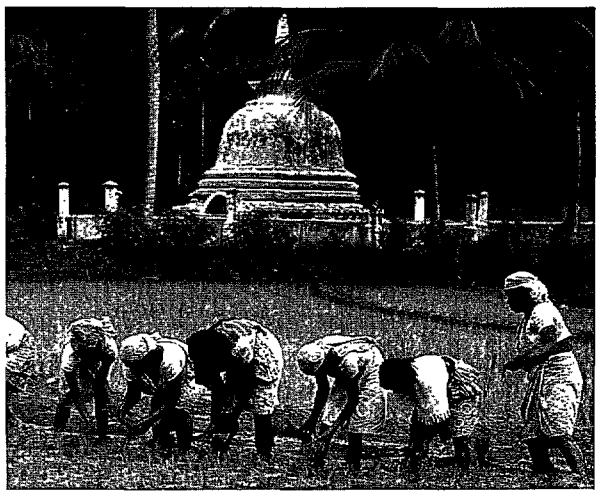
2) When classroom materials that portray women inaccurately continue to be used, teachers can partially compensate. Assess the degree to which teachers recognize biases in the texts and other materials they use. Observe whether and how teachers communicate with children about these inaccuracies. Share strategies among teachers for using curricular inaccuracies as teaching/learning opportunities.

Activities for teachers and supervisors: Quick exercises

1) Assign children to identify and label examples of gender role inaccuracies in their texts. Give each child a specific responsibility. Some can count pronouns by gender (she, he, etc.), or numbers of males and females mentioned. Some children can analyze illustrations, others text. Have some children count numbers of men and women, girls and boys. Have others look for certain roles (e.g., teachers, politicians, farmers). Discuss what

the roles require and who is responsible for them locally, nationally, and internationally. Student identification of images and positive or negative vocabulary can be added to this exercise.

2) Discuss gender portrayals, stereotypes, and change or progress over time to focus student attention on these issues. Illustrative questions might include: Does this picture look like what you see in your community? How is the picture different from reality? How is your life different from that of your grandmother/grandfather? Did she go to school? Why? Why not? What did she do at home? What did she do in the



Are these women working? Is their labor important to their family and country?

Is the work of these women depicted in history or science books?

field/workplace/community? Why have changes occurred? What changes do you think will happen in your lifetime?

3) Use role-playing. When designing role-plays or role-model exercises for students, teachers should be wary of stereotypes and should focus on expanding students' views on gender roles. Dramatize textbook stories, reversing the gender of all figures.

4) Discuss textbook illustrations and instructive materials. Help younger children create their own gender accurate illustrations.

5) Older primary students can begin to think critically about why women and girls appear infrequently, about which women are included and which women are not, about what roles women play in literature, and about what history looks like from the perspective of women, men, girls, boys, young children and the elderly.

6) Have students write introductions to their textbooks explaining how gender is treated in the book and how learners can be aware of and compensate for that treatment.

Activities for teachers and supervisors: Ongoing activities

1) Collect local, regional, national, and worldwide data about the work women do. Involve students in data collection. These data can be contrasted with the information in textbooks. If enough data and information are gathered, students can prepare addenda to textbooks.

2) Develop alternative syllabi that include books by women, books that portray women in a variety of roles, and books that offer cross cultural models of gender. Older students can actively participate in developing the syllabi by searching for authors and books and by reading and critiquing selections.

3) Involve students and other teachers in research and discussions on the accuracy of gender roles in the school curriculum. Offer seminars and workshops about the curriculum, syllabus, and specific texts. Knowledgeable students and teachers can teach each other, other classes, and other teachers about the information they have gathered.

Quotes:

United States, Australia, and India: *Pottker...found that 57 percent of women portrayed in reading textbooks were housewives, while in reality 39 percent of women are homemakers, 54 percent are in the labor force, and 17 percent are students. Forty-two percent of women's occupations were shown in the texts as schoolteacher, while the actual number is only 6.1 percent...The same biases have also been documented in Australia in textbooks and films, and in India.* (Finn, p.114)

Asia and the Pacific: *At the early stage in geography, a textbook could reflect sex stereotyping by depicting only part of the reality. In this region, women are doing hardy and tough work, and economic geography must identify all the facts... textbooks have not taken note of women's share in work and productivity--and this produces a distinct bias.* (Bisaria, p.15)

India: *Text books and curriculum transaction remain gender stereotyped, often projecting women as timid, silly, mindless even wicked, entirely dependent on strong brave males.* (Nayar, p. vi)

India: *...(the) majority of teachers would still have to use existing textbooks/materials which continue to present women and girls very feebly and that too in stereotyped roles and with negative attributes. ...textbooks are likely to have the following flaws:*

i. *Predominance of male characters and male authors.*

ii. *Men in lead roles and few women shown in service roles that consist of either menial work or assisting roles.*

iii. *Qualities attributed to men are fearlessness, courage, bravery, initiative, resourcefulness, while women are seen as passive, timid, disorganized, weak, silly etc.*

iv *Visuals show a preponderance of males in action, as teachers, as leaders, as doctors, as farmers; women appear as housewives, mothers, maids, seldom as farmers factory workers, doctors, pilots, officers.* (Nayar, p. 54)

The Gambia: *It is important to note the welding influences of existing literature particularly the imported ones. These, to a large extent, often contain inaccurate information when compared to current developments in society. Presently, women cannot be perceived as weak; they are in fact engaged in both productive and reproductive activities which are of real economic value in terms of generating income. But this is seldom realized by teachers and pupils who tend to rely heavily on text-book information.* (Oomar, p. 2)

Sources for this topic include: Adams and Kruppenbach, APEID, Bisaria*, duPlessis, FAWE, Finn, Hyde, Kabira, Mukabi, and Masinjila, Kalia*, Kelly and Elliott, Nayar*, Oomar, Tietjen*, USAID/Botswana, Wamahiu, Zewide*

Your Notes:

6. Variety of Female and Male Role Models

Issues and Findings:

Citizens of the world, female and male, need to be aware of cultural variation and historical change in gender roles.

Some elements of traditional gender roles, such as nurturing young children, are strikingly similar in many communities around the world. Equally remarkable are the traditional and new variations in elements of gender roles around the world. Gender roles are in constant in every society. Change accelerates when economic, political, or family institutions are restructured.

Most women today will live much longer than their grandmothers. They will bear significantly fewer children, and by the turn of the century the majority of them will live in cities. These great demographic revolutions have fundamentally changed the world. As a consequence, women's roles have changed outside and inside their households, becoming more diverse and more public. Simultaneously, men's roles are changing.

These rapid and significant changes in gender roles are not addressed in most curricula. Girls and boys need to explore the changes in gender roles that have accompanied modernization, urbanization, migration patterns, refugee populations, family planning, changing labor regulations, and a multitude of other developments specific to their community or nation. Social and political history, geography, and social science in primary schools should address issues of gender change.

Diversity of role models is essential in visual and other teaching aids, not only so that students can identify people like themselves, but also for students to see people unlike themselves. Pictures of men and women of various class, ethnic, and national backgrounds expand students' visions and understanding of the world they live in and of the possibilities for their lives.

In reality, most texts and materials present gender stereotypes. Scientists are pictured as men. World, national, or local leaders are pictured as men. Artists, writers, bankers, accountants, and doctors, are referred to as "he." As girls and boys learn that artists, writers, accountants, and doctors are male, they learn stereotypes.

Stereotypes limit dreams and visions for both boys and girls. If alternatives to stereotypes are not taught, the stereotypes become the sole standards against which students are judged by others and by themselves.

Discovery exercises: **Assessing the situation**

1) Stereotypes usually capture some reality, some history, and some myth. Examine what features of stereotypes are accurate, and to what degree they are so. Discuss what stereotyped thinking implies for understanding role complementarily, role sharing, and social change.

2) Are diverse models presented of women and men of different social classes and economic means, different ethnic and religious backgrounds? Is the rich variety and diversity of gender roles in different societies described? Are children given information about societies in which gender roles are constructed differently? Are they helped to discuss and role play that diversity? Are they assisted to be familiar with a diversity of responsibilities and resources associated with gender, age, employment, class, caste, tribe, or place of residence in their own community or country?

3) Do science curricula present the diversity of sex-linked behaviors in other species, including care, maintenance, and rearing of offspring?

4) Are women's changing roles and contributions over time analyzed as a critical feature of history? Is there analysis of the ongoing process of political and social change associated with the demographic revolution? Are children assisted to understand it in terms of their own lives and place in the world?

Activities for teachers and supervisors: Quick exercises

1) Discuss with students: Who writes textbooks? Are they men or women? Old or young? Urban or rural? What are the writers' ideals, myths, ambitions? What stereotypes are portrayed in the textbook and why? Which features of the stereotypes are accurate? Which features are inaccurate?

2) How closely do students' expectations, aspirations, and ideals match the stereotypes in the text? How would students portray their own stereotypes?

3) If girls wrote a textbook, how would it differ from a text written by boys? What would a herstory textbook look like? What issues and themes would a herstory textbook emphasize? What might a twenty-second century herstory textbook cover about the nineteenth and twentieth centuries?

4) Have students develop charts of roles. Analyze components of male and female roles such as child bearing, child rearing, food production, income generation, support for parents, responsibilities to in-laws, religious obligations, etc. Place each in a column. Rows can be decades (or centuries) in history, or they can be decades in the life cycle. In each cell of the chart, describe functions and changes for women in that particular role

at that particular time in history. Have children describe or role play the gender stereotypes of ages past.

5) Invite diverse role models from the community into the school. Take children on field trips to observe household and work activities. Discuss these experiences in terms of gender. Who could or could not do each task? Why or why not? Who might like to do each task?

Activities for teachers and students: Ongoing activities

1) If gender roles in the local community are very restrictive, look to the past, the future, or to other communities and cultures for examples of gender role diversity. Explore local stereotypes with the community and with students; characterize those stereotypes; experiment with role playing involving role reversals; let students participate in searching for or imagining plausible but non-stereotyped images of men and women.

2) Instructional materials do not have to be textbooks or work sheets from the Ministry of Education or an educational publisher. Commercial advertising, newspapers, and magazines generate a variety of images and text that can stimulate students to reflect on stereotypes. Dramatize or discuss the real lives of the people shown in texts, posters, work sheets, songs and movies to help students understand the reality of diversity.

3) With rapid demographic changes in the modern world, many primary students may need to have skills which were strictly gender specific a generation ago. In the modern world, more men have to cook and clean, more women have to build and repair. Teaching children to use whatever tools are specific to the other sex in a culture helps those children to emerge from school better equipped to respond to a world in which the responsibilities of each sex are changing both within households and in the public world. Teach girls traditionally male skills and boys traditionally female skills. Discuss thoughts and feelings about these role changes.

Quotes:

United States: *The use of nonsexist materials will broaden students' attitudes about sex roles. Studies have shown that the degree of student sex role stereotyping decreases with the use of such materials. For example, 'the use of materials that include both women and men in a variety of jobs causes children to view more jobs as appropriate for both women and men...reading about successful women has been found to cause girls to have higher expectations of female success, an important component to achievement.'* (Campbell, Montgomery County, p.IS-3)

India: *The attributes of men and women portrayed in the textbooks were heavily stereotypical. Females were most often described for their beauty, obedience, and self-sacrifice; men for their bravery, intelligence, and achievement...the culmination of (the woman's) achievements is in the compliments she receives from males for her looks and cooking...* (Kalia, p.211-218)

Zaire and Rwanda: *Stories in the books tend to cast women and girls in very traditional roles--working in the gardens, doing all the housework, caring for the children... studies have shown that textbooks in developing countries are particularly restrictive in the messages that are transmitted about women... Silva asserted that textbooks represent women as caretakers doing domestic-type work which was perceived to demand little education, while men portrayed in textbooks were professionals involved in work that required an education.* (Van Belle-Prouty's "From the Outside Looking in: Women and Education in Francophone Central Africa", p.140)

India: *Effective pictures and illustrations should be shown to the children that woman is not merely a mother but she can be a teacher, a doctor, a professor, an engineer, an administrator, a politician, a diplomat, a captain of a ship, a pilot of a plane, a social reformer or social worker like Mother Theresa, a freedom fighter, a lover of wild animals, etc. The pictures and illustrations showing women in the above capacities should abound on the walls of classrooms and in the textbooks, as well as in the Supplementary Readers.* (Nayar, p. 53)

Global and Zambia: *Many textbooks and other teaching materials have a pronounced sexist bias that discourages girls from thinking of themselves as good students or as suited to any but a few traditional occupations. Women are depicted as passive, admiring, and suited only for traditional roles...A study in Zambia found that although textbooks systematically treated men's activities as admirable, women appeared rarely and "primarily in domestic roles and were characterized as passive, stupid, and ignorant".* (Hyde 1989, p.34) (Herz, Subbarao and Raney, Habib and Raney, p.30)

The Gambia: *There is profound evidence in the existing curricula materials that girls are portrayed as a weaker sex. This picture seems to support that belief that boys are more physically and mentally able than girls in almost all spheres of life. Undoubtedly, it is the assumed position that teachers tend to hold on to...Results emanating from the analysis of official textbooks vis-a-vis the realities as perceived in our society seem to portray women as supportive, passive and weak against men who are seen to have initiative, to be brave and hardworking. Indeed this imbalanced and unrealistic picture backed by traditional assumptions influences negative classroom practice.* (Oomar, p. 1)

Sources for this topic include: Adams and Kruppenbach, Bartholomew*, Bisaria, FAWE, Herz, Subbarao and Raney, Habib and Raney, Hyde, Kalia*, Montgomery County, Nayar*, Oomar, O'Reilley-de Brun*, Tousignant, USAID/Botswana, Van Belle-Prouty (1991), Zewide

Your Notes:

7. Respect for Women's Contributions

Issues and Findings:

Stereotypes carry truth.

Most women bear and rear children. They do most of the domestic work of the world, from carrying water, to building fires, to making meals, to tending animals, to raising food. In most areas of the world, women work more hours every day than do men.

At the recent conference on the Rights of the Child, the nations of the world ratified a convention that acknowledges every child's right to education and every child's right to grow in a peaceful world. Based on this agreement, UNICEF has formalized a recommendation that the teaching of negotiation skills and peacekeeping abilities be a universal goal of primary education.

A first step to that goal is full respect for the significance of women's maintenance of stability and livelihood for their children and families. Many curricula and educational materials concentrate on wars, treaties, and control of territory- areas in which men almost always play the role of aggressor, and women, if given a role at all, are almost always portrayed as supporters, healers, or pacifiers. An emphasis on constructive and sustaining behaviors in the face of conflict that has been the role of half of humanity might help children to concentrate on peaceful ways to live. Rather than details of battles and armaments, curricula should be strengthened on such issues as nonaggressive problem-solving and peaceful negotiation.

Discovery exercises: Assessing the situation

1) Examine whether texts and illustrations reflect the traditional and modern functions of young and old women in an accurate and respectful manner. Are child bearing, child rearing, and domestic functions portrayed as important and worthy of great respect? Are boys and men pictured in those roles as well? Are skills taught that will make girls and boys more effective and efficient in those functions?

2) Are students encouraged to recognize the significance of women's past contributions and the importance of their potential contributions in the future of every nation? Is this respect translated into stimulation and support for girls to explore their own potential?

3) Are women artists, politicians, scientists, entrepreneurs, and food producers represented as role models and in subject matter?

4) Is artistic, architectural, technological, economic, and intellectual history emphasized as much as political and military history? Is **her**story told?

Activities for teachers and supervisors: Quick exercises

1) Have students report on women in the news. Analyze and discuss the differences in portrayals of men and women. What actions make men famous or newsworthy? What actions make women famous or newsworthy?

BRINGING Beijing HOME JAN. 1996

The Fourth World Conference: A Success for the World's Women

BY AMBASSADOR MADELEINE ALBRIGHT, U.S. PERMANENT REPRESENTATIVE TO THE UNITED NATIONS, CHAIR, U.S. DELEGATION TO THE UN FOURTH WORLD CONFERENCE ON WOMEN

The Fourth World Conference on Women was a rousing success.

The community of nations came together and addressed every area of women's lives — as individuals with human rights, as mothers, wives, sisters and daughters with family roles and responsibilities; as workers, employers, entrepreneurs and activists; and as leaders at the community, national and global

At the UN Fourth World Conference on Women, First Lady Hillary Rodham Clinton chaired the United Nations Development Fund for Women (UNIFEM) panel discussion on "Women's Economic Empowerment." Mrs. Clinton told participants "Our country has accepted the challenge of making the World Conference on Women a conference of commitments." Also pictured are (from left) Esther Ocloo, Sustainable End of Hunger Foundation and member of International Federation of Business Women; Ghana; Ela Bhatt, General Secretary, Self-Employed Women's Association (SEWA) Cooperative Bank; India; Noeleen Heyzer, Director UNIFEM; and Muhammad Yunus, Managing Director, Grameen Bank; Bangladesh.

and political power

- Family responsibilities must be shared.
- The right of women to control their own fertility, and equality in sexual relations, are fundamental to women's empowerment.
- Freedom of expression is a prerequisite to human rights, which are women's rights

The consensus and the document itself would have been unimagin-

A newsclip from the Beijing Conference

2) Have students rewrite the news, reversing the sex of prominent figures, or making up their own news stories. Discuss thoughts and feelings about these reversals.

3) Use news of world events as the material for student analyses of hostility, aggression, negotiation, and peace. Ask students to role play events. If the outcomes are hostile, ask them to reconstruct the process to arrive at a peaceful conclusion.

4) Have students write the news of peace and productivity, such as technological advancements, artistic triumphs, or economic activity. Reverse gender roles of the headlines in the student stories. Are any of the reversals surprising or humorous? Why?

Activities for teachers and supervisors: Ongoing activities

1) Teach and emphasize the central role that childbearing, child rearing, and the domestic routine play in life and in progress in the world.

2) Study myths and fairy tales. Discuss archetypes, fears, and fame. Reverse the gender of mythical figures. Are the results improbable, impossible, or funny? Why?

3) Deliberate on how men and women can make contributions to their families and communities. How are lives of productivity and peace honored? Explore how peace is achieved and maintained, not by weakness, but through strength and persistence.

4) Discuss why women have been associated with peace. Examine the aggressive stances taken by some female world leaders (for example, Golda Meir, Indira Gandhi, Margaret Thatcher). Are these leaders more like one another than they are like male leaders? Is leadership linked to gender? Is pacifism or hostility gender linked?

Quotes:

India: *Often the women are so weak and frivolous that they appear no more than overgrown children. The female is described as faithless...Women's frivolity is associated with their inability to cope with modern ideas...Instead of fostering the basic equality between men and women, the messages given to school children in the Indian textbooks sanction the dominance of males. Instead of freeing individuals from conformity to sex roles, the Indian texts fortify a sex-based division of labor in which men venture into a bustling world of excitement and decision making while women remain in the background providing service and support. Instead of inspiring each sex to develop a respectful attitude toward the other, the texts condone the use of physical and verbal abuse against women who fail to comply with archaic sex-role expectations.* (Kalia, pp.219 and 223)

India: *Work at the domestic level is equally productive and should be projected as a responsibility to be shared by all members of the family. ...Dignity of work in all walks of life should be reflected through exercises projecting computation of time, labour and energy consumed at each job.* (Nayar, p. 91)

India: *While the textbooks appear to praise women for their subservience and devotion to domestic duties, there is frequently an undertone derogating women for just these traits...The underlying tone in women's subservience is manipulation. They are often portrayed as jealous creatures who demand that men devote all their energies toward them. A statement ascribed to Indian nationalist leader Lala Lajpatrai reads, '...the practice of law is like a jealous woman and a lawyer has to serve her twenty-four hours a day.'...Young girls are viewed the same way. In Jainendra Kumar's story Khel...a boy topples a little girl's sand creation. She suffers silently. The author tells us that her reaction is typical of a female who is not really angry at the insult inflicted upon her. Rather, she views it as a perfect opportunity for manipulating the male by embarrassing him through her silence...And, in one of the plays, a beautiful woman is disfigured in a railway accident. Her husband cannot endure her imperfection, so he strangles her in her hospital bed. The lesson describes this murder as the ultimate tribute to beauty."* (Kalia, p.220-222)

Sources for this topic include: Bisaria*, Kabira, Mukabi, and Masinjila, Kalia*, Nayar, World Bank/Bangladesh

Your Notes:

8. Content and Formats Familiar to Girls

Issues and Findings:

Girls who have had little exposure to the world outside their homes face special challenges when they come to school.

The process of learning skills can be difficult if the tools for learning are novel to the learners. Girls in some cultures are less familiar than boys with the instruments of schooling: blackboards, paper, pencil, measuring sticks, desks, cars. Girls with minimal exposure to print materials may have difficulty interpreting two-dimensional illustrations. Ideas of linear measure and problem solving may be quite alien.

Girls may also be less familiar than boys with the content of some lessons if they have been confined to their homes. Notions of space, distance, diversity, public speaking, public workplaces, literature, and science may be new. School may be their first experience with other authority figures or with ways of thinking besides those of their immediate family. If they have had little access to print materials, radio, television, or cinema, they will be disadvantaged. Information is learned and aural and visual literacy skills are developed and practiced in response to media exposure.

Discovery exercises: Assessing the situation

1) Review the curricula and instructional materials for gender-familiar content, format, and tools. For example, if young girls have lived primarily within their domiciles prior to attending school, is measurement taught using examples of cooking as well as house construction?

2) Explore with teachers their observations of gender-specific patterns of misunderstanding or errors. List by gender and share with other teachers. Plan strategies for helping students learn the information or skills they need to overcome these school problems.

3) Observe in the community whether or not print materials are visible and available. Make home visits. Observe presence and use of print materials, and sex of users. Ask parents whether they read, how much they read, and whether they read to sons and daughters.

Activities for teachers and supervisors: Quick exercises

1) Ask students what print materials are in their homes and their churches. Discuss who uses it and why. Arrange for students to share materials in the classroom.

2) Increase visual and aural literacy by asking young children to describe or tell stories about pictures or information they have heard. Concentrate on children who find these tasks difficult. Give them private time if possible. Avoid humiliation.

Activities for teachers and supervisors: Ongoing activities

Early exposure to writen and graphic materials is a crucial component of the learning process

1) Carefully introduce pictures or written materials to young girls who have had little or no exposure to them. Present pictures and written words of familiar objects along with the objects themselves, and repeat such exercises until girls become familiar with two-dimensional representation.

2) Children who are struggling with multiple dimensions of novelty in school settings need time in each school day to master a skill or acquire knowledge. Ensure that each child succeeds in a learning task at least once per day.

3) Pair boys and girls to work on tasks that require girls to use new tools, and require boys to learn to use typically "female" tools and skills that they may not learn elsewhere such as fluid measurement for cooking. Monitor the pairs closely to be certain children teach and learn from one another.

4) Develop a lending library of print materials from the most basic (simple pictures of familiar objects) to advanced (long books, magazines, and journals). Involving parents is probably the only way to do this without losing materials. Parents may also read more at home, develop their own literacy, and think about what their children need to become fully literate.

Quotes:

Botswana: *More than half the girls and 65 percent of the boys thought that boys were better than girls at doing science experiments...it was apparent that boys tended to dominate the equipment, and in mixed working groups it was generally the boys who carried out the experiments...Similarly, in open-ended questions, students frequently mentioned that girls are not good at science experiments because they become 'frightened.' This probably reflects the findings reported in chapter 7 concerning girls' lack of familiarity with mechanics and electricity in the home, which is later reinforced by classroom experiences calling for the skills which boys have already acquired.* (Duncan, p.209)

India: *In order to highlight the role of women as managers of the household and also as crisis managers, teachers of mathematics shall be leading children to problem solving from concrete to abstract. Indian currency, metric measures, and whole numbers (are) appropriate (for) use in the course content.* (Nayar, p. 93)

Sources for this topic include: Cleghorn, Merritt, and Abagi*, Duncan, duPlessis, Nayar, Tietjen

Your Notes:

B. INSTRUCTION AND GUIDANCE

9. Pedagogy and Learning Styles

Issues and Findings:

Do girls think and learn differently from boys? If they do, are they trained to think and learn differently, or are they born with this difference?

No one knows the answers to these questions. Studies of perception, cognition, and brain waves suggest that there are fundamental differences. Girls often use strategies to learn and solve problems that are different from strategies typically used by boys. In Western culture, women seem to learn more cooperatively, men more competitively. Women think about relationships; men conceptualize more in isolation. However, there are many exceptions to these generalizations.

Much more research remains to be done to understand what the reasons are for male-female differences, their functional consequences, and the benefits or problems associated with instructional strategies to address them. Some educators believe that there are useful programmatic strategies to improve the "fit" of teaching styles and pedagogical techniques with the different learning and thinking styles of girls and boys. They argue that most instruction is designed for a competitive, linear style of thinking which fits boys' cognitive style more than girls'.

To solve most problems, girls tend to examine multiple options; boys focus on choosing a single approach and organizing all group members to use it. Girls more often than boys listen to one another, discuss options, and try to accommodate more than one approach or solution to a problem. In mixed sex groups, boys' more targeted focus on speed and on a single solution tends to dominate girls' more collaborative and communicative styles of learning and problem solving.

Most schools are modeled on Western European or Islamic institutions of learning which were developed by men to teach boys. The widely accepted pattern of didactic instruction, debate, and competitive testing was designed to optimize teaching by men and learning by boys. Curricula and materials often reflect this gender focus. The use of male language, tasks, and information in tests is a reflection of the "maleness" of the model of learning that culminates in competition and testing. Pedagogical styles that exclusively emphasize solitary students learning "facts," mastering skills, and taking competitive tests are better suited to thinking and learning styles more characteristic of boys than girls.

Other patterns of teaching and learning may fit the learning and problem solving skills that girls bring to school. Encouraging students to work in groups may facilitate girls' learning. Cooperation and collaborative problem solving are approaches to learning which are more comfortable for most girls, less comfortable for most boys. They are critical skills for all children to learn and practice.

Individual differences and variety in learning styles are the rule, not the exception. Some children are primarily auditory learners, some primarily visual. Some children, especially young children, learn best with large motor actions. Girls and boys exhibit different learning styles and use different strategies for problem solving at different ages, when learning different subjects, or when confronted with different kinds of problems. Teachers who recognize and respond to students' learning styles, whether gender stereotyped or not, can teach all students more effectively. Varying pedagogical approaches to play to students' learning style strengths is a useful strategy for helping lagging students to catch up. Challenging excellent students to explore material they have mastered from different learning perspectives will give them new skills and can help resolve the dilemma of managing a diverse classroom.

Varying pedagogical styles has significant benefits for boys as well as girls, because individual learning styles are highly varied. Some boys, as well as girls, will fail in a rigid classroom of isolates, but will thrive in a classroom where there is group learning and flexibility. Collaborative group work can teach children skills for communication and negotiation, giving them alternatives to competition and violence for problem solving.

All students need to develop learning and problem solving skills both individually and in groups.

<u>Discovery exercises:</u> Assessing the situation

1) Assessment tools are available for teachers to explore channel preferences (auditory, visual, tactile) and learning styles of students. Categorize results by sex of students. Are scores or patterns of scores differentiated by sex?

2) Give mixed and single sex groups of teachers several problems to solve. How do the groups differ in their approaches and outcomes? Discuss any gender patterns and relate to design of instruction.

3) Repeat #2 above with students.

<u>Activities for teachers and supervisors:</u> Quick exercises

1) Teachers can learn a great deal about their students' learning styles by challenging small groups of children to solve puzzles or problems together. Some students will experiment frequently and apparently randomly with solutions. Others will sit back and analyze. Others will interact as they solve problems. Observations will yield clarity about patterns of gender differences in these styles. Group and regroup children to explore and expand their flexibility as learners.

2) Discuss with students the benefits of different styles of learning and problem solving. Dimensions to explore include speed of solution, accuracy of solution, diversity of ideas and solutions, complexity of problems, simplicity of solutions, and learning which can be applied to the next problem.

3) Pose the same task, but explore the interpersonal dynamics that facilitate or interfere with the process. What styles maximize learning by the greatest number of individuals, increase the efficiency of group work, or strengthen group cohesiveness? How do those outcomes contribute to future group success? What are tradeoffs between relational outcomes and speed and quality of problem solution? When might different choices be made about interpersonal relations or team building rather than problem solutions as group priorities?

4) Reward group success. Give students incentives for group rather than individual performance. It is important to begin patterns of cooperative learning early in primary school, to teach children that school learning can be a collaborative group process instead of individual and competitive.

Activities for teachers and supervisors: Ongoing activities

1) Give students multiple options for assignments. For example, if students are to report on an article they have read, allow them to choose among three questions, ranging from a very concrete reading to an abstract one. Give students options of answering questions at different levels of complexity.

2) Allow students to work alone or in groups in the classroom and on homework.

3) Allow students to work in different media. In addition to writing assignments, allow students to illustrate, sing, dance, or act.

4) Learning styles vary greatly among students. Teachers can help students explore how they learn most effectively by presenting materials through different channels (auditory, visual, tactile, action) and by allowing students to work and express themselves in varied media. Older students can explore different learning outcomes depending on the channel through which the material was presented. Teachers can monitor which students learn best via each channel and plan lessons accordingly to ensure that students who are having trouble get instruction in the format that is easiest for them.

5) Present foundation skills, concepts and information via several channels to maximize the probability that all students will learn. Plan group and individual practice exercises.

6) Experiment with spatial organization of learning tasks. Circular spaces for discussions will help less aggressive students participate. Small groupings encourage less hierarchical and more cooperative learning.

7) Teachers sometimes find that they inadvertently reinforce an active, competitive learning style in boys, and a passive, retiring style among girls. As teachers and students learn more about their styles, teachers can begin to strategically reinforce a range of learning styles appropriate to different learning tasks.

8) Reward group success. Give students incentives for group rather than individual performance. It is important to begin these patterns early in primary school, so that children are not taught that all school learning is individual and competitive.

Quotes:

United States: *Research studies reveal a tendency beginning at the preschool level for schools to choose classroom activities that will appeal to boys' interests and select presentation formats in which boys excel or are encouraged more than girls. For example, when researchers looked at lecture versus laboratory classes, they found that in lecture classes teachers asked males academically-related questions about 80 percent more often than they questioned females; the patterns were mixed in laboratory classes. However, in science courses, lecture classes remain more common than laboratory classes.* (AAUW, p.71)

Global: *In the classroom, the emphasis on rote learning and theoretical constructs with no relevance to the realities of students' lives detracts from the appeal of attending school. This educational approach targets the hardworking and highly motivated students, ignores individual differences, and disregards children who need special assistance and support. Those most likely to suffer are girls who are poorly motivated and malnourished or who have other demands on their time.* (King, p. 134)

Global and Colombia: *By standardizing instruction across different population subgroups, schools, and regions, programmed teaching and the use of programmed instructional materials is thought to equalize the treatment received by boys and girls in the classroom and thereby minimize achievement differentials...The Escuela Nueva program...has proven successful in raising children's educational participation. By progressing at their own pace, girls are able to complete grades and progress in school...Most significantly, the self-esteem of girls in Escuela Nueva schools equaled that of boys', controverting evidence of girls' low self-image from around the world...* (Tietjen, p.21-22)

Sources for this topic include: AAUW, Biraimah (1987a), duPlessis*, Evered, Fuller and Hua, King and Hill, Linn and Hyde*, Tietjen, Wamahiu*

Your Notes:

10. Same-Sex Learning Groups

Issues and Findings:

Girls in single-sex schools demonstrate aptitudes, interests, and achievements equal to or better than those of boys.

The high performance of girls when they are not in classrooms with boys shows that girls can learn as well as or better than boys. At later primary and secondary levels, many girls do perform better in instructional settings without boys, especially in math, sciences and other technical subjects. In coeducational schools (which are the sole focus of this handbook) single-sex classrooms and single-sex groups or pairs within coeducational classrooms are used to free girls from gender role pressure to *under* achieve.

Research shows that children in most cultures generally group themselves in same-sex groups when given the chance, including in classrooms. Some teachers encourage such groups to maximize girls' learning and minimize the inhibiting effects of coeducation. Other teachers permit such groups, but then concentrate their classroom management and instruction time on the boys' groups.

Some educators oppose single-sex groupings because they eliminate the possibility of girls and boys learning to work and achieve together, which logically should be a benefit of co-educational schooling. In addition, some argue that girls and boys need to learn to achieve in mixed-sex settings that reflect the real world.

However, follow-up studies show that women schooled in single-sex settings typically achieve more in the mixed-sex reality of the adult world than do girls who were schooled in coeducational settings. This effect seems to be based on higher self efficacy and self esteem, higher aspirations, and better academic achievement. Improved academic performance in single sex settings is due in part to more instructional time, role models of educated women, and more use of pedagogical strategies that are comfortable for girls.

Although they may be very useful, there are other liabilities to same-sex groups in coeducational classrooms.

- Same-sex groups can reinforce gender role divisions and stereotypes.
- Grouping by sex implies that gender is a critical discriminating feature of learners; for individuals, this is often an inaccurate and biasing characterization.
- Separate gender groups may promote unequal opportunities and experiences.

- By definition, same-sex groups eliminate the possibility of access for girls and boys to exactly the same instruction and other resources. This may be positive for some girls, but may limit others who would benefit from opportunities and challenges that are offered to boys but not girls.

- Same-sex groupings can be particularly troubling when boys' groups are more advanced academically. The educational opportunities for high-performing girls will be unfairly and inappropriately restricted.

Because single-sex schools clearly benefit girls' achievement, and because learning styles do often divide along gender lines, same-sex group arrangements are common and potentially beneficial to some girls' achievement. Some larger schools and schools where children move between subject classrooms have arranged same-sex classrooms within coeducational schools. The research implies that these arrangements may be more beneficial than same-sex groups within mixed-sex classrooms.

Creating single-sex classrooms is the one strategy outlined in this handbook that will not benefit boys as much as girls. Probably because boys already get most of the instruction and reinforcement in co-educational classrooms, they typically show no improvement in single-sex classrooms or groups. On the other hand, they are not disadvantaged by same-sex settings.

Discovery exercises: Assessing the situation

1) Ask teachers to report whether and how they use same-sex learning groups. In what subjects, at what grade levels, with what outcomes?

2) Ask teachers to submit lists of any permanent learning groups in their classrooms. Is gender consistently associated with assignment to more advanced or less advanced groups?

3) Facilitate discussion and deliberation among teachers who are proponents of mixed-sex versus same-sex learning groups.

4) If the school is large enough, is there interest in arranging same-sex classrooms for some subjects or grade levels? Address handling of gender stereotyping issues inside and outside the classrooms.

Activities for teachers and supervisors: Quick exercises

1) Give students problems to solve in small same-sex groups. Have opposite-sex children observe the process and discuss. Then reverse girls and boys. Finally, have same sex groups role play problem solving by a group of the opposite-sex.

In many countries, classrooms are still divided by the gender of the students

Activities for teachers and supervisors: Ongoing activities

1) Ask teachers who use same-sex learning groups to experiment with mixed-sex groups for one month. Ask teachers who use mixed-sex groups to use same-sex groups. Discuss outcomes.

2) Repeat the first exercise for a different subject each month.

3) Ask the faculty to analyze and examine changes in the process and outcomes of same-sex learning groups with age of students.

4) Ask teachers to use single sex and mixed-sex groupings in the same classroom. Monitor the differences in verbal interactions, activity, accuracy, and productivity. Discuss the results with students. Assist boys and girls to think about the skills required to succeed in mixed-sex groups and their application in the family, work place and community.

5) Help older students observe problem-solving among groups of adults in their community. Reflect in single- and mixed-sex groups about problem-solving styles, strategies, and outcomes. Have students role-play what they have seen. Have girls play men, boys play women. Discuss other possible outcomes. Role-play the group processes to achieve those outcomes.

6) If small groups are used in the classroom, vary the characteristics on which assignment is based, so that sex is not always or typically the defining characteristic for assigning learners to groups.

Quotes:

Global and United Kingdom: *Some research has been conducted into the behavior of boys and girls in one-sex and mixed-sex settings. Ellis and Peterson studied the effects of sex-segregated class organization on the achievement and attitudes of seventh- and eighth-grade students...Girls in the study received higher marks and standardized achievement scores but responded more negatively to the sex-segregated classes than did boys...Lockheed studied the task-oriented behavior of male and female students in single-sex and mixed groups...all-female groups showed as much task-oriented activity as all-male groups. Mixed-sex groups were dominated by males when the subjects...had no previous experience with the task...mixed-sex groups composed of individuals who had first experienced the game in a single-sex condition showed a more equal distribution of activity between males and females.* (Finn, p.113)

United Kingdom: *Not all studies have found that pupils perform better in single-sex pairs. For instance, Hughes, Brackenbridge, Bibby, and Greenhaugh (1989) found that in a task that involved steering a 'turtle' around an obstacle course, girls performed better in mixed-sex pairs. It is likely that features of the particular task set, as well as how pupils are grouped or paired, will affect the quality of pupils' talk, as well as how well they perform.* (Swann, p. 54-55)

United Kingdom: *Rennie and Parker found that there were few differences in boys' behavior in single-sex or mixed-sex groups. Boys also behaved similarly whether or not the teacher had been on the 'gender awareness' course. Girls, on the other hand, behaved differently in different contexts; they tended to spend more of their time watching and listening in mixed-sex groups. In lessons taught by teachers who hadn't been sensitized to gender, girls also spent less time manipulating equipment in mixed-sex groups.* (Swann, p.57)

The Gambia: *Group activities are found to be segregatory. Boys and girls are usually placed in separate groups to perform an activity, but for most times, the principal roles are always given to boys. Instead both sexes should be seen to be sharing responsibilities and experiences.* (Oomar, p. 2)

Sources for this topic include: Black, Elias and Guruaja, Finn, Reis and Dulberg, Fuller and Hua, Kabira, Mukabi, and Masinjila, Nayar, Oomar*, Rihani and Prather, Swann

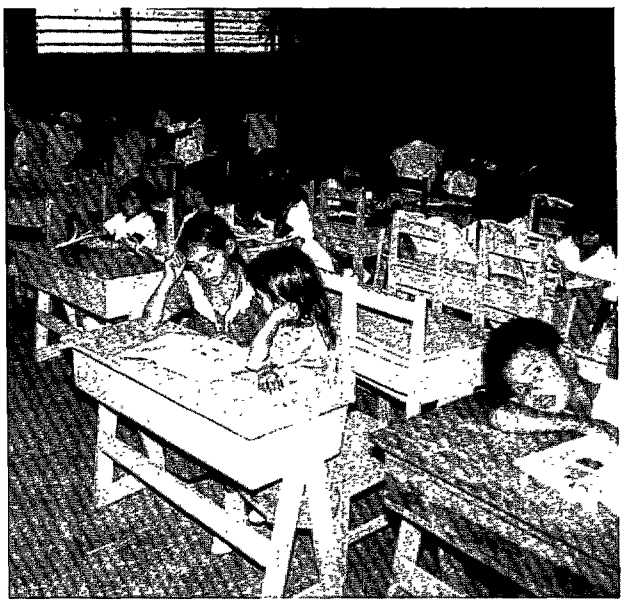
Your Notes:

11. Instructional Interactions

Issues and Findings:

Many primary teachers instruct boys more than girls.

Most teachers spend more time verbally addressing boys, calling on boys, questioning boys, explaining processes or ideas to boys, and disciplining boys than they do girls. Many educators believe this is due to greater assertiveness and higher activity levels of boys in primary classrooms. Research has shown that although teachers do discipline and "manage" boys more than they discipline girls, teachers also give boys more instruction than they give girls; boys, therefore, get more attention from teachers, whether negative or positive.



Though perhaps unintentional, teachers often pay more attention to boys than girls in the classroom

Girls are recognized and called on less than boys in classrooms. Their voices are heard less frequently than those of boys. Girls speak out of turn less often and are reprimanded more than boys for doing so. Girls are chosen to speak less often by most teachers. Girls' work is often denigrated or ignored. Many teachers check over more boys' completed work than girls'. For many girls, over time, these patterns of less instruction from teachers and from peers in student work groups result in lowered self-esteem and a lessened sense of their own strengths, weaknesses, efficacy, and potential. Girls receive less feedback on their performance and they have relatively less opportunity than boys to perform, to practice, to refine, and to challenge their skills and knowledge.

Researchers in the United States characterized teachers' verbal interactions with students as praise, remediation, criticism, or acceptance. Teacher interactions with girls are principally acceptance: girls are told their answers are correct, for example. Girls are often praised, but usually they are praised for the form or attractiveness of their work rather than for its content, for their presentation style rather than for their mastery of ideas, or for their appearance rather than for their successful performance.

Boys endure more criticism than girls, but they also get more instruction. Teachers give boys more feedback about errors and about what needs improvement in their work. Furthermore, teachers spend more time intensively coaching boys to help boys improve and succeed academically.

Boys are allowed to behave differently from girls in most classrooms. In the United States, for instance, boys are given more leeway in moving around the room, moving to acquire resources, moving in small areas (such as moving in their seats), speaking without raising their hands, and interrupting classmates who are speaking. Teachers expect girls to be compliant and obedient. When girls speak out of turn, move, or misbehave, they are reprimanded immediately. Boys can engage in much more of these behaviors before they are disciplined. Boys are disciplined more only because their active behavior is much more frequent, more disruptive, and more demanding.

These problems are most visible in teacher-centered classrooms. Peer teaching (students instructing one another) and self-instruction can increase girls' comfort in the classroom and ensure that girls get more feedback. Teachers, however, must supervise these approaches carefully to ensure that they are effective.

In the United States there is a saying: "The squeaky wheel gets the grease." Typically, boys are the squeaky wheels in primary classrooms. It is a challenge for teachers to give girls as much attention, but girls have a right to as much teacher time and instruction as do boys.

Discovery exercises: Assessing the situation

1) Ask students or an observer to tally by gender the number of times teachers reprimand students, praise students for work, praise students for other characteristics, criticize student work, and give students feedback on their work or thinking. This kind of feedback is often shocking to teachers, most of whom try to give all students equal attention. Help teachers analyze their interaction patterns, define goals, and monitor progress.

2) Sophisticated observers can tally the kinds of student behaviors that prompt teacher interactions and the kinds of instruction that prompt or extinguish students' behavior.

Activities for teachers and supervisors: Ongoing activities

1) Older primary students can tally classroom interactions, monitoring one another and their teachers in teaching and learning situations. Student observers can tally gender of students talking with teachers and peers. Change assigned observers daily, have teachers tally so that student observers will not suffer repercussions from peers for their observations, and emphasize at each report should discus results and possible changes to improve the learning environment. Children are sometimes surprised to recognize their own patterns of attention-getting, problem solving, competition, and verbal interaction.

2) Many classrooms are teacher-centered. There is very little interactive or individual verbal exchange. In such classrooms, willing teachers can assign students to tally their verbalizations to girls and boys as different subject matters are taught, at different times of the day, with various work groups, and by location in the classroom. Students and teachers will understand the dynamics of the classroom much better after such an exercise.

For each of these exercises, all children in a classroom should be given the opportunity to be observers, though different children can be assigned to tally different interactions, at different times of the day, in different subjects.

3) Most teachers have distinctive patterns of instruction. It is important that teachers feel comfortable exploring these patterns and use observers' feedback to understand their own teaching styles and how those styles "fit" with students' learning styles. Supervisors can help teachers distinguish instructional style from instructional interaction patterns. Style is unlikely to change, but interaction patterns can be redirected. Open discussion among teachers about what tallies show, how different patterns are associated with student achievement, and whether certain patterns affect girls' and boys' performance differently can sensitize teachers to critical features of instruction.

Quotes:

Middle East and North Africa: *What takes place in the classroom and how it takes place are elements of crucial importance to the teaching/learning process...In addition to the content, the interaction between teacher and learner is a determining factor in how much is learned and how well it is learned...* (Rihani and Prather, p. 57)

India: *India has a clear policy of undifferentiated curricula for both sexes, yet, in transaction, biases, prejudices and stereotypes creep in through the learning materials and those who are handling the same in the classroom, in the school, on the playground. This reinforces the unequal self image and low self esteem among girls.* (Nayar, p. 49)

United States: *Boys were more likely to be praised, corrected, helped, and criticized -- all reactions that foster student achievement. Girls received the more superficial "Okay" reaction, one that packs far less educational punch... If girls don't know when they are wrong, if they don't learn strategies to get it right, then they never will correct their mistakes. And if they rarely receive negative feedback in school, they will be shocked when they are confronted by it in the workplace.* (Sadker and Sadker, p. 55)

Sources for this topic include: Biraimah (1987b), Boothroyd and Chapman, Chesterfield, duPlessis, Fuller and Hua, Jimenez and Lockheed, Jones, Kabira, Mukabi, and Masinjila, Kelly and Elliott, Kramer, Nayar, Oomar, O'Reiley-de Brun*, Rihani and Prather, Sadker and Sadker (1994), Van Belle-Prouty (1991).

Your Notes:

12. Assessment of Student Performance

Issues and Findings:

The performance of girls is assessed differently from the performance of boys in some classrooms.

There are two ways in which this occurs. Some teachers construct and administer gender-biased tests or performance tasks. Usually the bias is unintentional, for example assigning disproportionate numbers of essays on topics familiar to boys but not to girls, such as machinery, battles, or sports. Or students are judged based on contributions to class that require them to have had experiences or exposure to areas where girls do not go; in such assessments girls will be unfairly disadvantaged. If the number of hours a student works on a task is part of the assessment, and girls are unable to be in school or dedicate hours at home to academic tasks, the assessment of girls will be unfairly negative.

Even when there is no bias in test or task design, assessment or feedback to students can be biased. Particularly where questions are complex, essays are required, or alternative answers are possible, the quality and quantity of girls' work may be ignored, devalued, or denied. For example, when girls excel on objective tests, their performance may be attributed to an aptitude for test taking rather than real achievement or significant academic ability. By contrast, when boys make a comparable test score they may be acknowledged as strong academic performers with exceptional aptitude.

Differences in assessing or acknowledging the performance of girls and boys may reflect unconscious expectations or values of teachers or school officials. Even teachers who are committed to supporting and encouraging girls in school may find upon reflection that gender stereotypes affect the way they assess or reward student achievement.

Inaccurate judgments of girls' performance seem to take their toll cumulatively over the years of primary school. They become especially visible and acute at the secondary level when girls' achievement drops significantly relative to boys.

Once girls learn the lesson that achievement goes unrecognized and unrewarded, and that peers and teachers may criticize and reject them if they excel, assessment becomes unreliable. Girls themselves begin to perform below their abilities on assessment tasks in order to avoid "standing out" as high achievers. As a result, assessments significantly underestimate aptitudes and achievement of girls because the girls no longer want to achieve and therefore do not.

In some situations boys may suffer from this kind of assessment bias. This most often occurs in primary school when boys are very active and may lag developmentally behind girls. Being labeled as less capable is as damaging to boys as it is to girls. However, compensating or healing experiences are more likely to happen for boys than for girls in later years of schooling or in the workplace.

Discovery exercises: Assessing the situation

1) Examine trends in classroom grades and standardized tests (if available) or school-wide tests. Are there changes over time? Is one sex making more progress than the other? Why?

2) Do the trends in classroom grades mirror the trends in standardized or school-wide test scores? If not, why not? Are the discrepancies greater for girls than boys or vice versa? Are they most evident in certain subjects? Analyze and remediate based on findings.

3) Are differences in grades by gender the same across all classrooms in the school? If gender differences are concentrated in certain classrooms, intensive work and supervision with those teachers is called for.

Activities for teachers and supervisors: Quick exercises

1) Give teachers short essays to score, and include gender-specific names of fictitious student authors. Be sure to assign boys' names to half the examples of each essay, and girls' names to the other half. Reverse names and sex of authors when essays are randomly switched to other teachers to read. Do not tell teachers the purpose of the exercise. Are the results higher or the comments systematically different for the same essay when teachers think it is written by boys versus girls?

2) Have teachers score papers without knowing the sex of the students who wrote them. Then redistribute the papers and have teachers grade comparable papers with the sex of the student revealed. Compare outcomes. Were patterns of grading different when teachers were aware of the sex of student authors? How?

3) Do the same exercises with students. Discuss the results and reasons for any differences.

4) Review math and science test items. Do any reflect gender-specific knowledge, such as sports scores, automobiles, construction, cooking, cleaning, and marketing? Count correct responses to gender-typed items by sex of students. Are there systematic differences? If so, teach to equalize cross-sex knowledge and skills or eliminate gender-biased items.

5) Calculate the percentage of correct answers for boys and the percentage for girls on test items. If they are very different, items may be gender biased. Older students can also do this task and assist a teacher to monitor gender bias in future items.

Activities for teachers and supervisors: Ongoing activities

1) Ask teachers to write their criteria for assessment of different student tasks (e.g., short item tests, essays, class participation) in their classrooms. Ask them to specify any gender differences that they think should be considered or which they believe their colleagues take into consideration when grading.

2) If gender considerations do emerge in grading, ask teachers to document the evidence for sex differences in aptitude and to fully explain in writing the evidence for their rationales about gender differentials in grading. Help teachers to discuss, write about or role play their beliefs about sex-specific aptitudes, performance capabilities, student needs for gender differentiated skills, or gender-differences in the importance of good grades; relate these beliefs to assessment, using the same techniques.

4) Develop a shared vision for assessment and gender. Periodically review compliance and progress.

5) Talk with students about the distribution of ability and performance by sex and the criteria they believe teachers use or should use for assessing performance. Discuss the rationale for their beliefs in single and mixed-sex groups.

6) Role play classroom scenes of achievement or performance e.g., making presentations, discussing an issue in class, doing problems at a blackboard. Have students play parts of other students and of the teacher responding to the child who is achieving. Vary the sex of the achieving student. Observe and discuss gender differences in the role-play assessments.

7) Develop protest mechanisms for students who think gender bias affects their grades.

Sources for this topic include: Adams and Kruppenbach, Biraimah* (1987b), Kapakasa, Linn and Hyde*, Van Belle-Prouty* (1990)

Your Notes:

13. Leadership and Skills

Issues and Findings:

Leadership, tutoring, translating, and other student responsibilities earn respect from peers and teachers and engender images of competence, self efficacy, and self esteem.

Leadership, managerial, and instructional tasks give students opportunities to develop responsibility or special skills and interests. These tasks also bring close and frequent interactions with teachers and other authority figures. If leadership and special skill tasks are assigned unequally to boys and girls, all students will not have equal access to opportunities or educational resources in the school and classroom.

Teaching strategies that require active engagement by learners are more effective than approaches that restrict students to passive roles and isolate them as learners. Leadership is freeing to students because it conveys permission for a child to become actively engaged in a situation. For example, student tutors and translators take on roles of leadership and are given optimal opportunities for learning. They teach one another and learn from one another; they assist the teacher and are typically respected and rewarded for that assistance. Taking these active roles is an important step towards improved learning by each student.

Around the world women have significantly fewer positions of leadership and power than men. In schools and classrooms, as children become more mature, boys tend to dominate leadership roles in work groups, on playing fields, in organized sports, and in student government. Girls often do the "staff" work; they take notes, call meetings, and organize group activities, but boys take the limelight, appear to be in charge at the "big" events, and are regarded as the leaders. Boys tend to operate in groups that exclude girls; the activities of boys' networks are actually early practice at elaborating political networks and exercising power. Girls are excluded and may not learn to develop their own leadership systems and skills.

Discovery exercises: Assessing the situation

1) Who are the student government leaders, sports captains, event chairs, work group executives, tutors, and translators? If there are more boys than girls, where are discrepancies concentrated?

2) Do patterns of discrepancies change across grade levels and classrooms? What is their significance?

Table 1: Sample of leadership and skill building activities: girls and boys by grade (First two rows filled in for illustration)							
Leadership Activity							
	Grade1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
Academic Tutor				O	XXXX	O	
				XXX		XXXXX	
Translator	O	OO	OO				
	XXXX	XXX	XXX				
							O= girl
Student Government							X= boy
Sports Team Captain							
Social Events Leader							
Workgroup Leader							

Activities for teachers and supervisors: Quick exercises

1) Note on class lists the opportunities each child has had for leadership or special tasks that build skills or responsibility. Discuss patterns in faculty meetings, emphasizing the importance of providing opportunities for every child.

2) Ask every student to write or draw/illustrate three leadership tasks that she or he would like to do while in school. Before students begin to write, discuss the nature of leadership as action, not position. Emphasize the significance of leadership inside and outside the classroom, and in many spheres such as community, environment, the arts, sports, etc.

3) Ask every student to write three skills that he or she would like to master while in school. Before students write, discuss the nature of skills, how they are learned, the importance of practice, the need for teaching and apprenticeship, and the variety of social, academic, technical, and other skills that children can acquire in school. Younger children can draw pictures of "things they want to learn how to do."

Girls should be encouraged to lead classes

Activities for teachers and supervisors:
Ongoing activities

1) Rotate all appointed positions of leadership. Alternate leaders by gender.

2) If girls have been traditionally excluded from leadership roles, provide extra guidance to help them succeed when their turns come.

3) Develop a skills list. Identify students who are proficient and students who want to learn the skills. Encourage boy-girl pairs. Work with each pair to define goals and objectives and a work plan for achieving the objectives. Reward teacher/students and their apprentices publicly when goals are reached, and discuss how success was achieved by teacher and learner.

Quotes:

Rwanda and Zaire: *Gissi (1980) writes that when men are present in the home, they assume responsibility for that arena and delegate domestic work to women and younger children, supervising the women and girls as they work. At Rusimba it was no different: the rule applies. Students learn that...men delegate jobs to women and that women assume the responsibility of taking charge...only when men are absent.* (Van Belle-Prouty's "From the Outside Looking in: Women and Education in Francophone Central Africa," p.146)

Sources for this topic include: Chesterfield, Jimenez and Lockheed, Nayar, Oomar*, Sadker and Sadker (1994) Tietjen, Van Belle-Prouty* (1991)

Your Notes:

14. Gender Role Models

Issues and Findings:

Female role models teach girls about gender in two ways: by giving girls diverse models for success, and by demonstrating rewards and punishments for gender appropriate, neutral, or innovative behavior.

Role modeling by teachers and others in school is part of the socialization process. Female teachers and other figures in a school hierarchy are particularly important for girls. Their salience as models is increased if they are accessible and similar (for example, in ethnic or socio-economic background) to female students. Women in the school and classroom can model competence, self-esteem, success, respect, and myriad other ways of knowing, thinking, acting, and conducting their lives as thoughtful, competent women.

Women need to pass on the learning tradition to younger girls

If all or most women in a school hierarchy are powerless, invisible, underpaid, and denigrated, their female students will learn those features of female gender roles. Students' observations of hierarchy, power relations, rewards, success, failure, and male-female adult interactions are important and significant elements of the social learning process in school.

School administrators and teachers can teach girls constructive lessons about gender roles even where women are at the bottom of a school hierarchy. This is done by modeling commitment to women's progress through education, opportunity, and promotion; by modeling respectful and constructive interactions between male authority figures and female subordinates as well as between male and female colleagues; and finally by acknowledging and discussing the power hierarchy with older primary students focusing on how it happened, why it happened, and what the future is likely to be.

Gender role modeling by other students is equally important. Not only do children look to their peers for examples of behavior, but the rewards and punishments associated with those behaviors are very powerful lessons about gender. These can be critical to younger children and girls entering into puberty.

Many studies show that repeated patterns of positive or negative reinforcement are powerful instructional tools. When those patterns are different for boys and girls--for example, if girls are punished for being active while boys are not--children learn the gender boundaries of their possibilities and their futures. If young girls repeatedly witness older girls or female teachers humiliated for success and initiative, young girls learn to repress those potentials in themselves. High-visibility, traumatic incidents and punishments can also be powerful instructional tools about gender.

Discovery exercises: **Assessing the situation**

1) Discuss a school vision for gender-role modeling. If there is no consensus, work to develop a vision. If the vision is constructive, it serves as a useful reference point for subsequent assessment activities.

2) Analyze staffing patterns in classrooms, in the school, and in the school system. What is the distribution of authority by sex? It is often useful to diagram the school hierarchy and color code each position according to the sex of the current occupant. Do the same by salary or employee grade level if that information is public.

3) Analyze the probable changes in patterns over two, five, and ten years. Do they coincide with the school's vision of role models for girls and boys?

Activities for teachers and students: Quick exercises

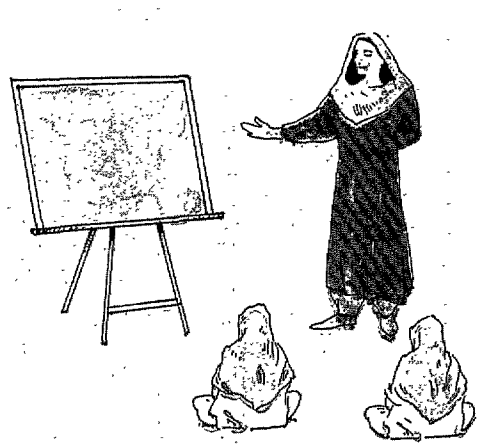
1) Invite women to speak to classes or the entire school about their lives, dreams and reality. Ask them to address how they have worked with and for men and women, and how gender roles have affected their choices, successes, and failures. Girls and boys should attend these sessions.

2) Invite men to give similar talks and address the same issues.

3) For older children, invite successful men and women to debate gender and opportunity.

4) Have students role play these presentations and debates, taking on the roles of other successful female and male figures.

5) Hold a career day every year. Invite men and women to discuss their careers and how girls and boys can prepare for those careers.



Women guest speakers can be invited to speak to the class

6) Whenever a girl leaves school or is publicly punished, discuss first with teachers and then with students whether and how gender expectations or responsibilities had an impact on the events or outcomes.

Activities for teachers and students: Ongoing activities

1) Discuss with teachers their perceptions of the quality of their interactions about management, career, and employment within the school hierarchy. Are the interactions colored by gender? Hold these conversations first in single-sex groupings, then mix groups and share information.

2) In schools where there are no visible or powerful women, women from the community can be involved in role model programs. Parents or other relatives of the students, as well as religious, artistic, athletic, or political figures from the community are usually willing to become involved with a school or classroom that tries to give girls positive role models. If local women are available to do this, have them come in several times during the academic year. In addition to speeches, demonstrations of their work, and consultations with individual students, they can help direct and comment on role plays with students.

3) Arrange opportunities for girls to apprentice to or visit successful women at their places of work.

Quotes:

India: (examples of press releases that may be used in exercises): *Indian Airlines have completely handed over their Calcutta-Silchar air-route to women pilots, Soudamini Deshmukh and Nivedita Bhasin. Both of them have been piloting Indian aircraft for the last six years. Before them, Capt. Mrs. Banjeri was acknowledged as an outstanding air-pilot. These women pilots now aspire to become Captains of much larger aircraft...Savitribai Phule became the first woman teacher in Pune as far back as 1851. She started schools for girls, despite severe opposition from orthodox people. She was harassed, stoned and even beaten up by those who opposed the education of women. But she kept up her effort and laid the foundation of girls' education in Maharashtra.* (Nayar, p. 90)

Sources for this topic include: Aidoo, Bartholomew*, Chesterfield, Chowdhury, Cortina*, duPlessis*, Evered, Fuller and Hua, Haq, Hyde, Ilon, Kapakasa*, Keiley, Fuller, and Cownie, Kelly* (1982), Nayar*, Nieves and Solis*, O'Reilley-de Brun*, Soumare, Tietjen*, USAID/Botswana*, Van Belle-Prouty (1990), World Bank/Bangladesh, Zewide*

Your Notes:

15. Teacher Expectations

Issues and Findings:

Most girls develop aspirations which meet adult expectations.

The expectations of families and communities are powerful teachers of aspirations, but schools and teachers rival them for impact in the lives of many girls.

In addition to traditional skills...

...girls must be encouraged to master academic skills, such as literacy.

There is remarkable consistency across cultures of lower expectations of achievement for girls than for boys. Even where expectations are not lower, they are almost always different. Typically, adults expect less achievement from girls as students, earners of income, producers of food, artists, politicians, or professionals. These expectations remain low even in the face of contrary evidence, such as situations in which a girl does as well or better than her male classmates on entrance exams, or in which women are responsible for the most of a country's food production. Teachers, school administrators, and parents convey these expectations in words and actions.

Girls are seldom stimulated and encouraged to broaden or pursue visions which take them beyond the realm of socially acceptable, gender-proscribed roles. They are expected to circumscribe their own development so that they can be the nurturers of children, men, and community. They are expected to be supportive, not equal, partners or members of a team in the interpersonal domains of their lives. Boys are typically expected to have families as

well, but they are not expected to take responsibility for nurturing those families at the expense of their own well-being or achievement.

Poor performance is often expected from girls. Beliefs about the inferiority of girls' academic capabilities among some teachers, school officials, and parents are firmly held. Often these beliefs are unconscious, but so strong that adults literally cannot see girls' achievements. They ignore girls' academic performance; they simply do not recognize it. In classrooms where this occurs, girls' worth and capabilities are systematically denied and diminished. This most often happens with in-class contributions to discussions or activities, but it also can occur on tests (see the section on assessment).

Sometimes girls' achievements are recognized as exceptional -- and quickly dismissed as exceptions. One girl or girls may be identified as high achievers, but they are labeled as exception(s) to typical female incapacity. Since they violate the rule of female under achievement, they may be regarded as un-feminine. A girl's particular skill may be identified as an idiosyncratic ability.

Teachers and peers may dismiss girls' achievement by defining it as less worthy in some way, declaring that the girls received better help or more opportunity than boys, or deciding that this is a temporary developmental shift in the natural order which will be corrected as boys mature and girls test the limits of their natural abilities. Girls' achievements are acknowledged, but dismissed as less worthy than achievements of boys because the playing field is somehow not level.

Some teachers firmly believe that boys are and always will be the sole leaders in their communities and breadwinners for their families. Boys must excel to prepare them for their adult roles as leaders and earners of income. Good grades are considered useless for girls and therefore should not be wasted on them, but should be allocated among the males who need them. If girls surpass boys in classrooms that are run with such value systems, assessment can be strategically biased to redirect the grade distribution.

Where the notion of superior achievement by girls is unthinkable, high performance which cannot be ignored or explained away as an exception will be defined as an error or chance outcome. This occurs occasionally even when a girl is a consistent high performer; if her performance typically goes unnoticed but is finally recognized, it is declared a mistake or a unique or temporary occurrence.

Girls' achievement may be interpreted as the result of cheating, stealing from, or imitating boys. Girls are sometimes accused of ingratiating themselves with male teachers, or of using their sexuality to get unfair advantage over fellow male students. Simple good behavior in the classroom is sometimes criticized as conferring unfair advantage.

These explanations not only rob girls of the satisfaction or recognition which reinforces achievement, they also are an implicit threat against continued achievement. Girls quickly learn that academic visibility confers few benefits and can in fact be dangerous. High achievement may appear to damage their relationships with peers. These lessons may later impede their pursuit of achievement in the adult world. Girls' aspirations shrink.

Many teachers believe that girls and boys are biologically programmed to behave in these ways. They do not distinguish between learned gender roles and sexual differences, between gender ideology and scientific fact. Often such teachers firmly believe that girls are unable to perform as well as boys in school or the work place, and they teach girls expectations of relative failure. Other teachers may think that girls could perform as well as boys, but that they should not.

If the world ever fit that model, it no longer does. Most girls will need as much skill, knowledge, and success as the men in their lives, because as women they are likely to spend many years with young children to care for; one in three of them will raise children alone, and will need to earn enough income to do that successfully.

Educators have a significant impact on children's ideas about gender roles. If teachers teach children gender role expectations that are inaccurate for the modern world, those children are deprived of knowledge that will be essential to their success and well-being in life.

Discovery exercises: Assessing the situation

1) Give all school personnel (administrators, teachers, maintenance workers, etc) a dozen cards with an occupation written on each one, for example, farmer, teacher, banker, parent, etc. Do not use occupations that have gender specific titles. Ask each person individually and in private to sort the occupations into three piles: men, women, or either. Explain that all the cards can go in one pile. Analyze the results by gender typing of each occupation, and by sex of respondent (woman or man).

2) Ask each teacher to note for each child on her/his class list what the child's probable occupation will be in ten years. Analyze the results by classroom grade and sex of teacher. Discuss the results, their fit with reality, and their implications.

Activities for teachers and supervisors: Quick exercises

1) Ask teachers to list their academic achievement expectations for their students. Devote a staff meeting to discussing the results, which should be presented by sex of student and teacher.

2) Ask teachers to redo their student expectation lists pretending that every girl is a boy and every boy is a girl. Analyze changes and reasons for them.

3) Ask students in every class to write down the occupations they expect to do in 10 years. Ask girls to pretend they are boys, boys to pretend they are girls, and do it again. Discuss the differences and the reasons for them.

4) Conduct the first assessment (card sort) exercise with students. Compare results to teacher results. Analyze differences. Do student patterns increasingly approximate teacher patterns as students progress through school?

5) Compile the results from the first exercise. Compare and contrast responses by sex of student, sex of teacher, and grade. Report the results and analysis to teachers and students. Discuss expectations for females and males. Are there differences? Why? What are the implications of those differences for women's opportunities? What do teachers and students think the card patterns should look like in an ideal world? What do they think the patterns will look like in 10 years, 20 years, 50 years? Why?

Activities for teachers and supervisors: Ongoing activities

1) Develop a collective vision among school personnel of ideal expectations for girls and boys as students and as adults.

2) Develop and execute a plan for educating school personnel about research on capabilities of men and women, demographic changes (especially family size, urbanization and migration, female-headed households, food production, and employment ratios), and occupational possibilities. Whatever the approach (staff retreat, seminar series, meetings, continuing education credits), allow time to discuss and learn in single-sex as well as mixed-sex groups.

3) Invite employers with balanced gender staff rosters to discuss sex and employee recruitment and performance with teachers. Invite them back to talk with students.

Quotes:

Rwanda and Zaire: *'It is well-known that boys are better in math than girls.. That has been shown scientifically through hemispheric research.'* (teacher quoted in Van Belle-Prouty's "From the Outside Looking in: Women and Education in Francophone Central Africa", p.131)

Africa: *The case studies...document teacher preference for males, sexual harassment (of girls) by fellow students and teachers, and overt discouragement of (girls') aspirations...* (Sutton's "The ABC's of Girls' Education", p.20)

Botswana: *Teachers had negative views of female students in comparison with males. Most held the opinion that their female students were neither intelligent nor able to succeed in school, and that they were submissive and emotional.* (Duncan, p.21)

Africa, Kenya, Sierra Leone, and Zambia: *...one study in Sierra Leone (Amara, 1985) and one in Kenya (Eshiwani, 1983) showed that parents in those two countries had much higher career expectations for sons than daughters. Both of these studies, and a third in Zambia (Schifferaw, 1982), also reported that teachers held the same expectations as parents, and that boys received greater attention and encouragement in classes...* (USAID/Botswana, p.29)

Africa, Ethiopia, and Kenya: *...the point was made that a negative attitude toward the ability of girls, and even in some cases toward their right to an education, was surprisingly prevalent among teachers. From Ethiopia, Wondimagegnehu and Tiku (1988) reported that eighteen of the thirty-one teachers interviewed felt that boys were better than girls in all academic subjects. Boit (1986) reported that only 40 percent of the Nairobi teachers and school heads interviewed felt that girls would do as well as boys if given the same opportunities."* (King, p.101)

Sources for this topic include: Chowdhury, Duncan, duPlessis*, FAWE, Hyde* (1993), Kabira, Mukabi, and Masinjila, King (1991), Nayar, Oomar, O'Reilley-deBrun*, Soumare*, Sutton, Tietjen*, USAID/Botswana, Van Belle-Prouty (1990), Wamahiu*

Your Notes:

16. Fields of Study

Issues and Findings:

Academic counseling for students is not gender blind in many schools.

Whether done by teachers, administrators, specialized guidance counselors, or volunteer parents, guidance can be a determining factor in students' aspirations, expectations, and decisions about their lives. Many school officials and teachers believe that boys are smarter than girls or that boys have more aptitude for math and science. In some cultures, technical subjects and skills are considered inappropriate for girls. These beliefs may affect the ways in which girls and boys are guided through school.

Research shows that girls have as much or more scholastic aptitude than boys, especially in primary school. As girls approach secondary school their performance in math and science (particularly physics and chemistry) slips relative to that of boys. Fewer female than male students enroll and specialize in these fields during secondary school and in university. This relative decline in achievement is likely due partly to systematic differences in academic guidance and instruction for boys and girls rather than to a decline in female aptitude or an increase in male aptitude.

Girls achieve less because they are relegated to less challenging classes, teachers and peers convey low expectations for their performance, and eventually girls believe that they "can't do math" or don't understand science. Girls and boys are not given the same information about instructional opportunities and resources. Information about courses, teachers, materials, equipment, and special opportunities within and outside of school may be withheld from girls but given to boys. Girls may be assigned to low-functioning instructional groups without regard to their ability. Girls may not be invited to enrichment activities, especially in technical fields.

Furthermore, when girls do not succeed, especially in technical subjects, academic guidance is often different from that offered to boys. A girl having difficulty in math may be advised to take other courses, or drop to a less challenging level, while a boy with similar problems will be encouraged to persevere and may even be tutored to help him succeed.

Discovery exercises: Assessing the situation

1) Review patterns of assignment to classes and instructional groups. Are girls under- or over-represented in certain ones? Are girls succeeding or failing in some classes more than others? Why? Compare to boys enrolled in each class, and to total percentages of boys and girls.

Girls can excel in the maths and sciences, if given the opportunity

2) Review participation in enrichment or extracurricular activities. Are girls over-or-under represented in certain ones?

3) Review outcomes of guidance interventions for students with problems. Do girls and boys come in with different kinds of academic problems? At what grade level do problems begin? Do they increase over time? What teaching or counseling interventions might avert increasing problems?

4) Are student outcomes differentiated by sex? For example, do equal proportions of girls and boys persevere and succeed academically when given equal guidance and support?

5) Is guidance similar for girls and boys with similar problems? Are the outcomes of guidance successes and failures similar for similar problems? If not, what can be done to improve outcomes for students of each sex?

6) Do girls have models of academic success to emulate?

<u>Activities for teachers and supervisors:</u> Quick exercises

1) As part of guidance, girls can be given print or film materials about women who have succeeded in the fields that girls avoid studying, or that girls fear. Students can read biographies of such women.

2) Use role-play techniques to explore girls' difficulties in the classroom.

<u>Activities for teachers and supervisors:</u> Ongoing activities

1) Mathematics and science instruction can be made more accessible to girls by emphasizing women's work, roles, and numerical representation in arithmetic problems. For example, a long term project can focus on calculating time use by men and women, girls and boys. In addition to making mathematics concrete and interesting, over the long term, students can explore alternative and complementary uses of time by men and women.

2) Parents in many communities will be unaware of girls' capabilities and economic options. Offer information and counselling to parents to support school offerings to girls.

Quotes:

The Gambia: *Girls seem to be the victims of sex-role stereotyping. They seem to be encouraged to study arts subjects including domestic science and not mathematics, science and technical subjects. Any attempt to deviate from this norm is discouraged by both teachers and male students.* (Oomar, p. 1)

Sources for this topic include: Adams and Kruppenbach, Anderson* (1994), APEID, Biraimah (1987b), Black, Elias and Guruaja*, Chowdhury*, Duncan*, duPlessis, Hyde, Kelly and Elliott, Mason and Kahle, Oomar, Shaffer and Mahrer, Soumare, Tietjen, USAID/Botswana, Van Belle-Prouty (1990)

Your Notes:

17. Career Planning

Issues and Findings:

Girls of today and women of the future should prepare for as many career options as boys.

Today, gender predicts a restricted range of career options for many students. Girls tend to concentrate their aspirations on unpaid (household or subsistence agriculture) or low paying work. In recent decades, however, gender barriers to many careers have begun to disintegrate, and women's incomes have risen. This will be more true in the future. Girls and women will be shortchanged in the future if they do not have the skills and guidance to consider as wide a range of career options as do boys and men.

Career guidance is minimal in elementary school. However, during primary school many critical steps towards career planning are taken. These include deciding about academic concentrations, participating in accelerated classes or programs, and developing a vision and dream of adult life.

Research has shown that girls are not guided to think about the future employment and income implications of academic decisions. Role models of successful women are seldom shared with girls at the primary level. If the curriculum excludes women, girls in primary school learn that women do not succeed and that their work is not important.

Anecdotal evidence suggests that guidance can contradict the discouraging messages girls may get from curricula, teachers, and the lack of female role models. Girls can be given ideas about careers, opportunities to talk about and plan for their futures, examples of successful women (via speakers, parent volunteers, books, posters, and other audio visual materials), guidance to take on academic challenges and non-traditional concentrations, and encouragement to dream ambitious dreams.

Discovery exercises: **Assessing the situation**

1) How many women are in positions of authority in the school? What is the sexual distribution in the hierarchy of the school and school system?

2) What influential women are girls exposed to in school, in their community, and in their homes? Do girls perceive those women as powerful? Why or why not?

3) What proportion of student leadership positions in the classroom and school are held by girls? What proportion of candidates for such positions are girls?

4) What jobs or responsibilities do girls expect to hold as adults? What jobs or responsibilities do boys expect to hold? How are they different? Why?

Activities for teachers and supervisors: Quick exercises

Career women can serve as role models for primary school girls

1) Talk with small groups of single-sex and mixed-sex students about their visions of the future. Do girls envision themselves in positions of visible competence or leadership in their families, communities, or countries?

2) With older students, talk with small groups of single-sex and mixed-sex students about their schooling and employment expectations. Do girls and boys differ? How? Why? Explore the income differences associated with their different choices.

Activities for teachers and supervisors: Ongoing activities

1) Assist students individually to envision and plan for their futures. Help them link current academic performance with the kinds of options and choices available to them as adults.

2) Encourage girls to dream. Give teachers and students ideas and materials about women in various roles. Help students formulate their dreams by writing them out, review them periodically, updating them, revising them, elaborating them, and sharing them.

3) Identify girls who are doing poorly in math or science despite adequate aptitude. Help them and their teachers be aware that math skills open doors to jobs with good pay and good working conditions. Work with students and teachers to change expectations about girls' needs for employment and income.

4) Support girls to visit and apprentice with successful women in their workplaces.

5) Offer community awareness sessions to educate parents and community leaders about career options for girls and boys.

Quotes:

India: *...school does little to alter the traditional division of labor within the family and in fact succeeds in channeling boys and girls into gender-stereotyped activities and courses of study leading to occupational stratification based on sex. Even educated women enter occupations that are considered extensions of their nurturing, assisting roles in the household.* (Nayar, vi)

Sources for this topic include: Adams and Kruppenbach*, Bisaria, Chowdhury*, du Plessis*, Hyde, Kelly* (1982), Mason and Kahle, Nayar, Tietjen, USAID/Botswana, Van Belle-Prouty (1990)

Your Notes:

C. LANGUAGE AND SPEECH

Language gives shape and form to how people think, and therefore, to some extent, to what people perceive and feel and to how they behave. Changing words and patterns of speech will not revolutionize gender roles overnight, but there is reason to believe that over the long term, these changes are one element of fundamental shifts in how people see their world and the people in it.

18. Use of Non-Sexist Language

Issues and Findings:

"Language conditions thought."

This aphorism summarizes in three words why the use of gender-differentiated language is so important.

Sexist language is speech or writing that uses words, images and structures for speaking to or about females that are different from the words, images and structures used for speaking to or about males. Sexist language conveys cultural beliefs about sex differences and cultural expectations for gender-specific performance. The effects of sexist language are subtle but important.

In many languages male pronouns are used as universal pronouns. In English, for example, the pronoun "he" refers to a male person, or to a "universal person of no specific gender." Children's images conform to those pronouns. Children's pictures show that they envision male actors when male pronouns are used as universals. To help children realize that humankind consists of women and men, and to expand and diversify children's perceptions of women, pronoun use can be varied in text and speech. If an actor(s) could be female, a female pronoun should be used at least half of the time.

In most languages, descriptive imagery in adjectives and verbs differs according to the sex of the subject. Words used for male subjects are often more active, colorful, impressive, competitive and proud than those used for females. Words used for females are usually more passive, less assertive, less brave, less busy, less strong, and less defiant than those used for males. As primary school children form their identities, the gender-"appropriate" descriptions of them and their behavior influence their notions of self-worth, efficacy, and potential.

Finally, in many societies, the structure of spoken language is different with older more powerful people than with young or subordinate people. Syntax (construction of sentences) used by and with members of dominant culture groups is more complex and abstract than the syntax used with less powerful or minority culture groups. Speech by less powerful groups is more "contextualized;" that is, sentences only make sense in reference to the context in which they are spoken. The references for words are concrete and specific to the context in which they are spoken. Adults tend to talk with girls this way, using less technical or abstract speech than with boys. Contextualized speech patterns do not challenge girls to think abstractly or encourage habits of complex construction of language and thought.

Abstract "decontextualized" language is the formal language of power. It is easily written and easily read. Pronoun and verb references are explained and clear. It is understood by listeners without reference to the context in which it is spoken. To function in public and political spheres, girls need to be comfortable with abstract speech. Gender-differentiated speech patterns in the classroom can rob girls of the opportunity to learn the language of power, and the language of public settings, business, politics, and the world of ideas.

Discovery exercises: Assessing the situation

1) Note and tally verbs that teachers use in talking to and about boys and girls and their work. Analyze differences. What is the tone and connotation of each set? Which are more positive? For what roles and purposes?

2) Note and tally descriptors (adjectives and adverbs) that teachers use in talking about boys and girls and their work. Analyze differences. Which are more positive? For what roles and purposes?

3) Observe and listen for patterns of more and less formal, abstract, and context-defined speech by teachers with girls and with boys. Decontextualized speech is characterized by fewer pronouns. When pronouns are used, their referents are clear. As speech becomes more formal, sentences become longer and sentence construction more complex. Vocabulary is more diverse.

Activities for teachers and supervisors: Quick exercises

1) Give students a text that uses male nouns or pronouns to refer to humankind or to individuals whose sex is unknown or irrelevant. Ask students to illustrate the text, or ask them to pick from illustrations that differ only in the sex of the subject character(s). Most students will probably select or draw pictures of males -- unless they figure out the purpose of the exercise. Discuss why illustrations depict males, and whether they could depict females.

2) Engage students in textual analysis. Initially ask them to count male pronouns. Ask them to replace male pronouns with female pronouns. Talk about the results. What makes sense, what becomes nonsense (many children will think this exercise is very funny). Are male pronouns used as universals or generics? Why? What gender do students ascribe to collective pronouns? Why?

3) Discuss imagery with children. Are action verbs implicitly associated with male actors? Are attributes of strength, wisdom, success, leadership, just anger, aggression, technical skills, and creativity, ascribed principally to men? Are attributes of nurturance, kindness, gentleness, pacificity, docility, jealousy, ignorance, and dependence ascribed principally to women?

In one African series of primary school textbooks on English and Social Studies, the genders did the following:

Males	Females
☞ solved problems ☞ engaged in leadership activities ☞ gave orders ☞ invented things ☞ rescued people ☞ were shown as heroes, leaders, judges, and emancipators	☞ listened to males ☞ were frightened ☞ required rescue ☞ were easily fooled ☞ broke things ☞ were inept in relation to technology

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4) Substitute female for male figures in stories. What is plausible? What is humorous? Why? Discuss.

5) Is the language used with girls or ascribed to women more contextualized than that used with boys or ascribed to men?

<u>Activities for teachers and supervisors:</u> Ongoing activities

1) Check student writing for use of sexist language, imagery, and pronouns. Give clear guidance with explanations, for pronoun use.

2) Discuss the language used by guest speakers, by teachers and by students. This is most effective if done carefully and tactfully, acknowledging that everyone is trained to stereotype and we are all challenged to change our ways of thought and speech.

3) Encourage girls in formal essay writing, debate and oratory. Give them feedback on speech that is highly contextualized if used inappropriately in a formal setting. Use and model abstract speech to girls.

4) Find examples of non-sexist speech for students to read and listen to.

Quotes:

United States: *Gender-biased language in written and oral communication gives students an inaccurate view of the world. For example, terms like chairman, fireman, caveman, and salesman often have been used as generic terms to apply to all people. However, when children hear or see these worlds, they literally visualize male characters. Research studies have shown a strong link between the form of language used and students' knowledge and imagery. It is important to recognize and change language that denies the presence of girls and women or devalues their actions and contributions. The use of masculine pronouns, even when the subject is not about males, is no longer appropriate...* (Montgomery County, p.IS-4)

India: *By identifying both men and women in masculine terms, male-centered language discriminates against women...I analyzed lessons in my sample with attention to the usage of masculine nouns and pronouns as all-inclusive terms for both sexes...The texts often begin with a general form and refer to it thereafter with a masculine pronoun... 'If anyone rides (this horse) I shall give him a rich reward'...The editors of the New Radiant Reader Book VIII, now in its twenty-second printing, tell us, 'the world and its goods are the common property of all men.'* (Kalia, p.216-217)

United States: *The teacher in this room is conducting a math game, with the right team (boys) against the left team (girls)... The teacher keeps score on the board, with two columns headed 'Good Girls' and 'Brilliant Boys'.* (Sadker and Sadker, 1994 p.65)

The Gambia: *It is indeed very common in terms of vocabulary use, presentation of people, roles and situations to associate the male sex or more specifically the pronoun "He" with issues of leadership, courage and so on. The reference to "Mr. Chairman" in class debates and symposia, the "He" factor as related to the protagonist in literature, the portrayal of situations involving men are too evident indicators of supremacy. Thus constant reference and usage of these items in and around the learning environment instill and reinforce the erroneous belief that boys are mightier, stronger, more intelligent, and more important than girls.* (Oomar, p. 1)

Sources for this topic include: Kabira, Mukabi, and Masinjila*, Kalia*, Kelly and Elliott, Montgomery County, Nayar, Oomar*, Sadker and Sadker (1994)

Your Notes:

19. Patterns of Language Interactions

Issues and Findings:

Teachers speak more to boys than to girls in most primary classrooms.

This pattern occurs in almost every coeducational classroom, regardless of the sex of the teacher. In many classrooms, boys are also called on more frequently to speak and to answer questions than are girls.

When teachers question individual students, boys are addressed more often. Furthermore, challenging or conceptual questions tend to be addressed to boys, while girls are more likely to be asked closed questions. Teachers' follow-up to expansive questions encourages boys to be bold with ideas, to assert in response to a challenge, to think, to analyze, and to verbalize. Conversations with teachers reinforce boys' willingness to put themselves forward verbally.

Girls are more often asked closed ended, yes/no, or clarification questions. Such questions seldom signal initiation of conversation, exploration, or analysis; instead they are highly rule-bound. The student must know or guess what the rules of exchange are and what answer the teacher is looking for. Success depends not on the quality of analysis or creativity, but on an accurate repetition of information or accurate interpretation of what the teacher wants to hear.

Boys in classrooms are consistently found to verbalize more than girls. Boys' verbal behaviors may be disruptive and be disciplined more frequently; nevertheless, there is typically more latitude for boys than for girls to initiate speech or to violate rules about verbal restraint or interactions. Teachers allow girls a very limited range of verbal behaviors compared to boys.

Teachers generally give boys more latitude than girls in regards to classroom behavior

Boys are more often allowed to call out comments and questions without being reprimanded. Even when boys are scolded for speaking out of turn, they are recognized, and their verbal initiative is recognized; teachers typically respond with feedback to the content or accuracy of boys' statements even if those statements are out of turn. When girls call out,

they are generally rebuked and their contributions ignored.

In some classrooms, teachers wait longer for boys than for girls to answer questions or speak up. They probe and prompt boys to answer, but move on to another student or provide the answer when girls have difficulty. Boys may also be allowed to speak for a longer time than girls.

When girls ask questions, they may get dismissive or peremptory responses from teachers, while boys get focused feedback and more complete information.

Discovery exercises: Assessing the situation

1) Conduct spot observations in classrooms. Count the wait time for girls and boys to answer or contribute in class.

2) Clock the amount of time girls and boys are allowed to speak. Note whether they stop or the teacher cuts them off.

3) Count the number of times boys and girls raise their hands. Clock the amount of time girls and boys spend with their hands raised. Count the number of times boys and girls are called on.

4) Observe the exchange of questions from teachers to students and students to teachers. Is there a difference by sex of student in the complexity and relevance of teachers' questions? Are probing questions (such as, "What do you mean by that? What would be the result of that? What caused that?") asked as frequently of girls as of boys?

Activities for teachers and supervisors: Quick exercises

1) Provide individual feedback on the results of the exercises above to teachers who were observed. Preserving anonymity, summarize results and discuss in full faculty meetings. Encourage teachers to observe one another and refine their verbal interactions with students to eliminate gender bias.

2) Engage students in the assessment exercises. Add an additional exercise analyzing the kinds of questions asked of male and female students; have students tally teacher questions by type of question and gender of student. Have students clock the length of the responses to open-ended questions given by girls and boys.

3) Have students draft yes/no, multiple choice, and higher order questions about different subject matters. Discuss what kind of learning occurs with each kind of question.

4) Invite students to offer probe questions when open-ended questioning and dialogue (an exchange of ideas) is in process. Monitor gender of questioners. If gender imbalance characterizes the process, alternate questioners by sex.

Quotes:

Sikes reports that the teachers in the study tended to ask male students more higher-order questions and female students more lower-order questions...and also reported significant differences (in favor of males), for type of question, type of feedback, and quantity of interactions held with high school teachers. (Jones, p. 34)

United Kingdom: *Other studies have focussed more narrowly on classroom talk, often coding and counting different types of talk from teachers and from girl and boy pupils...They found that teachers spoke more with boys than with girls; they asked boys more questions than girls, and spent more time reinforcing or rewording questions for boys than for girls; boys gave more unsolicited responses than girls; they also received more feedback from teachers, which served to prolong the amount of teacher-pupil talk.* (Swann, p. 56)

United States: *Our research shows that boys call out significantly more than girls. Sometimes what they say has little or nothing to do with the teacher's questions. Whether male comments are insightful or irrelevant, teachers respond to them. However, when girls call out, there is a fascinating occurrence: Suddenly the teacher remembers the rule about raising your hand before you talk. And then the girl, who is usually not as assertive as the male students, is deftly and swiftly put back in her place.* (Sadker and Sadker, 1994 p. 42-43)

Botswana: *Teachers' average use of open-ended questions (among teachers in the cluster), quite infrequently observed overall, holds a negative influence on math post test scores and tends to be negative on gain scores...when teachers in the cluster posed more open-ended questions in the classroom, girls did less well on the math post test, which is consistent with the main effect observed above...The second set of results ('for slopes between pupil gender and achievement') shows that girls' advantage in post test scores (for English) is less for pupils in teacher-form clusters in which teachers ask more open-ended questions...This is a case in which a particular teaching method appears to differentially (and negatively) influence female students* (Fuller and Hua, p. 368 and 372)

Sources for this topic include: Chesterfield, du Plessis, Fuller and Hua, Kelly and Elliott, Nayar, Oomar, Sadker and Sadker (1994), Swann, Van Belle-Prouty (1990)

Your Notes:

20. Topics of Conversation

Issues and Findings:

Teachers talk to girls and boys about different things.

Teacher conversations or comments to girls focus more on personal rather than academic topics. Conversations with girls tend to emphasize girls' looks, styles, attitudes, and sexual and social behaviors rather than their thoughts, insights, analyses, information, performance, success, or failure. Concentration on personal and social characteristics reinforces the notion that a girl's worth is primarily linked to her adherence to norms for gender appropriate behavior and appearance rather than to her academic abilities, interests, potential, problems, or success. In contrast, conversations or comments to boys tend to focus on academic performance and classroom discipline. This division in conversational topics may carry over into the teacher's focus on a child as a student; the teacher may be less concerned by poor performance or attendance of a female student than of a male student.

When praise or criticism is dispensed, the topic is likely to be different for a girl than for a boy. Girls often are praised for:

- looks, style, attractiveness;
- compliance with rules;
- nurturance;
- competence at domestic tasks;
- gender norm behavior; and
- the form rather than the substance of their academic work.

Girls are criticized often for:

- academic competition;
- violations of classroom rules (many of which boys may violate with impunity);
- disagreements with peers or teachers (even if they would be considered appropriate for males);
- innovative or divergent ambitions; and
- almost any failure to adhere to gender role expectations.

Dress, hair, other features of appearance, and physical attributes are also fair game for critical comments if they do not meet local gender standards for appropriateness or attractiveness.

Derogatory comments about women and girls are tolerated in many schools. Comments may be hostile, but more often they are not. Many derogatory remarks are not intended to be hostile and are not perceived as hostile; women, men, girls, and boys accept them as a normal and unremarkable feature of daily life. Derogatory comments about females may be so acceptable that they are routine and unnoticed. Not infrequently derogatory remarks are humorous. Sometimes they are disguised by admiration. One common example of this type of remark occurs when men discuss the attractiveness of a woman's body parts; the admiration does not eliminate the inherent disrespect of evaluating a woman on the basis of body parts.

Explicitly derogatory comments about women often deal with:

- the unimportance of women's contributions to society;
- the insignificance of female role models;
- women's physical attributes and abilities;
- their dress, movement, makeup, hair, etc;
- their reproductive functions or roles;
- their intellectual abilities;
- their mundane responsibilities and the appropriateness of their exclusion from domains other than the domestic;
- their unsuitability for the worlds of commerce, science, politics, or technology;
- their preferences for and the appropriateness of trivial roles and activities;
- the dirty or polluting qualities of their bodies, body functions, or behaviors; or
- their helplessness and dependence on men for financial support, food, sex, admiration, protection, and guidance.

Discovery exercises: **Assessing the situation**

1) Monitor teacher comments about students during faculty meetings. Tally personal versus academic comments by gender. Is there a difference? If so, report the results to teachers and discuss.

2) Note any derogatory or sexual comments about female students during faculty meetings. Discuss each incident.

3) Observe and tally teacher remarks to students during class time and during unstructured time. Physical education and play periods should be included. As above, tally personal versus academic comments, and note all derogatory and sexual comments. If the observers are sophisticated, ask them to note especially the reasons for praise and disciplinary comments.

Activities for teachers and supervisors: Quick exercises

1) Design role plays in which girls are unattractive in social behavior or appearance. Have girls and boys react verbally to the violations of gender norms. Repeat with the violator played by a boy. Discuss student verbalizations focusing especially on topics and positive or negative tones.

2) Design role plays in which girls perform academically like boys. Design role plays in which girls and boys compete academically. Vary the gender of students who assume the role of teachers; have teachers react stereotypically to girls' and boys' performances, then reverse the reactions. Ask the student audience to discuss why teachers talk differently to girls and boys about the same behaviors.

3) Design role plays of a student work group. Assign girls to all academic leadership roles. Assign boys to support roles (e.g., note taker, snack provider, preparer of flip charts or reports). Have student observers tally number of utterances by each participant, topic (academic or not) of each utterance, and positive or negative tone. Reverse roles of role-playing students and repeat tallies (give a new group of students the opportunity to be the observers). Discuss the differences in the subjects and tone of conversations and relate differences to gender roles.

Activities for teachers and supervisors: Ongoing activities

1) Engage students in helping teachers to recognize their own patterns of conversation. Ask students to tally teachers' social and academic comments to girls and to boys. This task can be done for short periods every day, and is best achieved when teachers do not know who the student observer is for each day, or what time she will be tallying. Students can assign a time period to each member of the class and share the results with the teacher as they begin to summarize the data.

2) Arrange periodic discussion groups with single sex and mixed sex groups of students. Prepare questions to explore their thinking about what is or is not derogatory speech about women and girls. A simple way to do this is to read dialogue; there are many sources in both modern and classical literature. By varying the sources for dialogues, students can explore social norms, historical change, and current issues.

3) Vary discussions by reversing the gender of speakers in the dialogues; reversing the gender of subjects if there is descriptive conversation; asking students to imagine that the conversation is taking place today in their classroom or town.

Quotes:

India: *...vii. Avoid derogatory remarks like - Abe tu ladki hai jo rota hai (are you a girl that you are crying). or running down a girl who is playful and active - mai munda (Tomboy) in Punjab.* (Nayar, p. 54)

Sources for this topic include: Kelly* (1982), Nayar, Sadker and Sadker (1994)*, Van Belle-Prouty* (1990)

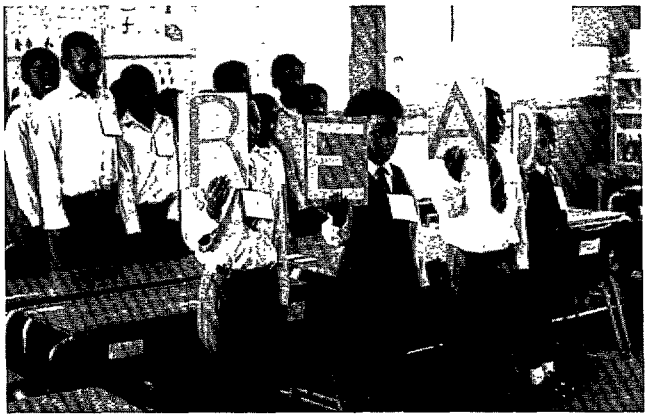
Your Notes:

21. Multilingual Classrooms

Issues and Findings:

Some classrooms include children who speak different languages (languages of origin, mother tongues); they may not understand the teacher or their peers.

Girls or boys may have no fluency, mixed levels of fluency, or very different levels of fluency with the language of instruction. Some children may not understand one another or their teacher. In most societies, girls are less likely to know a second "official" language which is used for instruction than are boys.



Communication is key

In some communities, the local or indigenous language is different from the language of instruction. Girls' lives prior to school attendance are more often restricted to their homes and families than are boys. Typically, only the local language is spoken in the home by the women of the family. In most societies, unless women work in markets, girls are less likely to be familiar with the language of instruction than boys. Differences in language fluency may go unnoticed if girls speak less in class or are expected to perform less well than boys. Girls' reticence or lack of understanding due to language differences may be interpreted as evidence of their limited academic abilities and achievement.

Girls achieve better and have better self-esteem in primary school when their teachers speak and understand their language. Sharing language fluency is especially important if the teacher is a woman with whom girls in a class can identify.

The language of instruction is typically the official language of a country, the language spoken by figures of authority and power. Research has shown that children who perceive their language of origin to be a language of subordination have lower aspirations and achieve less in school than children who speak the language of power. If girls are less fluent in the language of instruction than are boys, this may reinforce lowered expectations on the part of the teacher, and lower aspirations and achievement by girls. Special efforts are needed to counteract these outcomes.

Discovery exercises: **Assessing the situation**

1) Ask any parents who do not speak the language of instruction at home to notify the teachers. Talk with parents to assess whether they perceive problems with learning and instruction or with self-esteem associated with their child's use of her mother tongue at school.

2) Assess language fluency of first and final year students. Are there gender differences at entrance? Have those differences been eradicated by the time students complete primary school?

3) Assess teachers' awareness of gender differences in language fluency.

4) Does the school have a policy about language fluency? Does the school provide teachers with training and materials to help address language fluency issues?

5) In schools where the teacher uses student translators to help with the conduct of classes or instruction of students, how are the student translators chosen? Are they the most proficient students in the subject chosen, or are capable female students overlooked for males? Where proficiency is not divided by gender, are the responsibilities distributed equitably by sex across subject areas, or are girls concentrated in the "female" subjects, and boys in the "male?" If no girls are capable of translation in first grade, are concerted efforts made to develop girl translators for more advanced classes?

Activities for teachers and students: Quick exercises

1) Assess proficiency of students in the language of instruction and in all other mother tongues. Discuss the unique features of each language (e.g., richness of vocabulary for certain topics).

2) Discuss and demonstrate the growth of modern communications and the advantage of mastering more than one language.

3) Periodically dedicate classes or design events to celebrate the language of the community if it is different than the language of instruction. This is important to the self worth of all students, both male and female. If the language is written, grammar, song, poetry, and literature should be taught. Students who do not speak or read the local language can participate with translated materials.

4) If a local language(s) is oral only, involve the senior members of the community as teachers of memory, myth, history, religion, manual skills, survival skills, art, and music.

5) Discuss gender ideology, language, and change. Students and teachers can reflect on why and how each language uses gender in its structure and imagery.

6) Discuss the politics of change and languages. What are the implications of modern communications, urbanization, intermarriage, and migration for languages spoken by small numbers of people? What are the gender implications of language changes?

Activities for teachers and students: Ongoing activities

1) Teachers should be able to use the local language(s) to ensure that all children can learn. For some communities this may require training local women as teachers or teacher assistants to work with girls in the school. Particularly if no written materials are available in the indigenous language, intensive investment of time and instruction is essential to ensure that girls can achieve on a par with boys long before completing primary school.

2) Involve the families and community in alerting schools to language-related problems and in helping girls focus on mastering the language of instruction. Along with careful monitoring of progress, focused assistance when girls have problems characterizes programs that deal successfully with this issue.

3) If boys are advantaged in the school language, girls should be allowed to participate and excel in their mother tongue until they master a second language. The program must be structured so that this is possible (i.e. some materials will need to be taught in both languages and exams offered in both languages until girls are required to participate in the language of instruction).

4) Report data from the discovery activities/assessment exercises to teachers. Involving teachers in the assessments can be even more valuable. If the school does not have policies and programs about language, appoint a faculty/community committee to design policies, programs, and materials.

5) Help students and parents to value and emulate multilingual abilities. Compare among local languages and the official language, the richness of imagery, alternative words for common objects, differences in action verbs, and structure of gender categories. Discuss and demonstrate differences in phrasing/framing of problems, alternative words and concepts for analysis, and the resulting cognitive flexibility associated with bilingualism.

6) Design and implement a five-year schedule of monitoring and feedback to retain teacher and community involvement and to ensure that changes are working effectively.

Quotes:

Botswana: *...even though a majority of the Botswana are Tswana, cultural and linguistic differences do exist and cause problems...about 20 percent of the population do not speak Setswana as a first language, but this is the language of instruction for the first four years of government-operated primary schools.* (USAID/Botswana, p.9)

Guatemala: *Major reasons for program and school drop-out (of girls) are disillusionment due to grade failure, a foreign, monolingual school environment, absenteeism due to illness and seasonal migration, and the onset of puberty (among over-age girls in particular) ...parents believe that bilingual teachers are extremely important, in particular during the first two years of school. A recurrent complaint in the interviews was that students fail because they do not understand lessons when given in Spanish. Although the schools visited are in the PRONEBI system, parents are not satisfied that teachers are truly bilingual.* (Nieves and Solis, p.4 and 23)

Sources for this topic include: Adams and Kruppenbach, Chesterfield, Cleghorn, Merritt, and Abagi*, duPlessis*, Nieves and Solis, USAID/Botswana

Your Notes:

D. MANAGING TIME AND SPACE

Some school and classroom environments are designed so that gender determines who has access to what resources, who is responsible for what tasks, and who can assert rights to space, equipment, and freedom of movement. Classroom and school organization define the boundaries of children's physical, logistic and social environment. If the boundaries are different for boys and girls, children learn profound lessons about how gender defines their place in the world, the limitations to their place in the world, and the freedoms that are--or are not--theirs.

No amount of gender-balanced teaching can fully offset the effects of gender bias in children's control over their own time, access to space and equipment, and freedom of movement. It is essential to review classroom and school management as well as instruction. *Classroom and school management socialize children to their gender roles.*

22. Annual Calendars and Daily Schedules

Issues and Findings:

A calendar that conflicts with girls' responsibilities will have a negative effect on girls' access to school and their achievement in school.

Girls' and boys' responsibilities in the home and community are usually scheduled differently. That is why school schedules and calendars are gender issues. Many school calendars and daily programs are more compatible with boys' schedules than with girls'.

In some communities girls have routine domestic responsibilities that their families will not forego to allow the girls to attend school. For many families, girls' labor is essential to the household, and paying school fees looks like a poor investment -- especially if her parents know that she will be absent from school frequently.

If gender roles are specialized in a community, absenteeism due to home responsibilities are likely to be different for girls and boys. In most communities, girls have more home responsibilities than boys. Many families will try to minimize the impact of boys' seasonal or regular domestic responsibilities on their school attendance and performance because educating boys is a family priority. Where educating girls is seen as less essential, they will be required first to attend to home chores and responsibilities, and only after those are completed will she be allowed to go to school or to study. Girls are more likely to be denied schooling than are boys when families are short of funds or short on labor.

During periods of intensive agricultural, religious, or other traditional activities, girls or boys may have specialized periods of intense work or ritual attendance which requires them to be absent from school. Unless these absences are accommodated, students fall behind and families are likely to consider withdrawing children from school because the investment seems unreasonable.

In these ways, school schedules and calendars can effectively limit children's achievement and access to education. To avoid that outcome, schools can work with communities to decide on annual calendars. Explicitly addressing gender-specific responsibilities throughout the school year and during the hours of every routine day when working with the community is an effective way of creating an equal and accessible school calendar. Schools which work with communities to design schedules are most likely to be successful at keeping girls in school through the primary cycle and beyond.

Once a calendar and schedule are defined, **flexibility** on the part of the school is also important to supporting children in discharging their domestic and agricultural responsibilities. With the growing proportion of female headed households in the world, mothers are carrying a greater burden for income generation and all phases of food production and processing, as well as housekeeping and child-rearing. It is young girls who are typically called upon to pick up the slack. There is little flexibility in the production cycles of these households, so the flexibility must come from the school. Water must be fetched, fires must be built, clothes must be washed, food must be prepared, and babies must be cared for. For the moment, girls, not boys, do these things in most households.

Girls (or boys) may also have unexpected ritual or caretaking obligations associated with illness, birth, death, marriage, etc. Many other factors can affect a girl's ability to attend school every day or every month: weather may change, roads may close, markets may move. Schools are best served by dealing flexibly on a case by case basis with girls' absenteeism and tardiness until communities and families support girls' education as strongly as they do boys' education.

Discovery exercises: **Assessing the situation**

1) Analyze absenteeism and tardiness in the student body in the previous year. Are there gender differences? Are there distinctive gender patterns by month?

2) Are certain children very frequently absent? Are most of those children girls or boys? Does age of student affect absenteeism equally for girls and boys?

3) Is absenteeism and/or tardiness associated with decreased academic success? Is this association consistent for both sexes, across grades, and among classrooms?

4) Explore each gender-differentiated pattern with the responsible teachers and analyze

the results. If some teachers are successful in minimizing absenteeism or in minimizing the impact of absenteeism on achievement, find out how they do it and share findings with other teachers.

5) Pay a home visit and interview families of children with high absenteeism. Try to develop solutions to the problems that impede children's attendance.

6) Review school policies on student absences and common reasons for them. For example:

- If families have cyclical periods of financial hardship, are school fees payable at other times?
- If girls are responsible for household chores until midday or late afternoon, is the school responsive to their need for early morning or evening classes? Conversely, if girls are required to be home to prepare dinner, are schedules early enough?

Activities for teachers and supervisors: Quick exercises

1) Have each student chart her day by noting at half-hour intervals what she is doing during the course of a 24 hour period. If students do not have access to clocks, have them note each change of activities and estimate the time of day. Students should keep hourly diaries for several 24-hour periods, for example, for two days in school and one day out of school. Ask students to note with special care the minutes and hours where they experience conflicting demands on their time and to note what they are **unable** to begin, complete, or do in a timely fashion. Absences and tardiness should be recorded along with reasons why. Compare charts of girls and boys.

2) Preserving anonymity, summarize the most common patterns of activities outside of the school day. If there are clear gender differences, discuss them in detail focusing on why they exist, who benefits, whether adult patterns of time use are similar, whether variability exists among households, and if changes occur at different ages.

3) Ask students to share ideas about personal time management.

4) Ask students to generate ideas about how to help one another learn effectively with the time they have.

5) With older children, have each student develop a personal calendar that includes absences, home responsibilities, and important or key events during the academic year. Ask each student to compare her or his personal calendar with the school calendar.

Activities for teachers and supervisors: Ongoing activities

1) Develop an ideal school calendar that minimizes absences for the maximum number of students. Engage students, teachers and the community in the process.

2) Help students work in groups to develop plans to help one another minimize absences, late arrivals, or early departures. Review the plans periodically to assess successes, problems, or progress.

3) Task and offer assistance to teachers with solving attendance problems for the two children who are most often absent from their classes. Once a month or quarter assemble to discuss outcomes and share strategies.

4) Meet with students who are absent or late. Discuss their views on the effects absenteeism has on their ability to achieve in school. List reasons by gender and age. Summarize results and feedback to the class. Repeat the exercise several times during the year. Explore solutions to the reasons for absenteeism in mixed sex groups.

5) Allow girls to care for young children in the classroom if necessary, or provide creches in the school. If infants are in the classroom, make child care a group responsibility. Rotate responsibility among same sex and mixed sex groups. Supervise to ensure that boys share child care responsibilities.

Quotes:

In a remote village, a young girl wets down the mud floors of her hut. Her parents are in the fields harvesting grain. A baby cries. The girl drops her pail and lifts the infant from his mat. This young girl, like so many others, will not make it to school today. The school schedule interferes with chores- chores that are critical to her family's survival. When she does get to school, she may be far behind her classmates. Faced with retention, she is likely to drop out... (King and Hill, p.266)

India: *Almost all (parents) agreed the most suitable time for the class was after 7 p.m., when the girls were free from their chores. All (girl students) agreed the most convenient time for the class was "evening" or "night", when they had finished their day's work.... Parents noted their reasons (for sending girls to school) as follows: ...(#)4 'The girl has free time in the evening. Instead of being idle, she should learn something in class.'* (Nayar, p.170)

Colombia: *Based on the principles of multi-grade teaching and flexible promotion, the Escuela Nueva presupposes student absences during periods of agricultural activities. It allows students to resume their studies after such absences through the use of semi-programmed materials arranged in sequential learning units...* (King and Hill, p.266)

Latin America: *In Uruguay, Argentina, Cuba, Costa Rica, Bolivia and Guatemala the school calendar has been adapted to allow children to help with agricultural work and has taken into account extreme weather conditions. Schiefelbein (1987) found the school calendar changes to have been effective. It still remains to be researched if there are specific times for school that would benefit girls who mainly engage in housework.* (Bustillo, p.27)

Sources for this topic include: Adams and Kruppenbach, Ahmad, APEID, Boothroyd and Chapman, Bustillo, Cuadra, Anderson, Moreland, and Dall, Fuller and Clark, Haq, King* (1991), Naik, Nayar*, Njau and Wamahiu*, O'Reilley-de Brun*, Rihani and Prather, Rugh, Malik and Farooq, Tietjen*, World Bank/Bangladesh

Your Notes:

23. Flexible "Free Time"

Issues and Findings:

Since their time is limited because of home responsibilities, girls need to use their hours and minutes in school as efficiently as possible. Flexibility is critical to help overburdened students work and study as much as they can during school hours.

School-aged girls may also be exhausted and undernourished, which aggravates their exhaustion. More school-aged girls than boys are subjected to overwork and undernutrition, although in a few communities where boys have major responsibility for household production or supply, the gender differences may be reversed.

Forbidding students to do homework during class time has a disproportionately negative effect on girls who often do chores from the moment they arrive home until the moment they go to bed. In multi-grade classrooms there are often long periods when students need not attend to the teacher. During these times homework, rest, or relaxing seat work should be permitted.

Required activities during free periods also may rob girl students of study time or of desperately needed relaxation. Girls, especially menstruating older girls, may also need more time than boys for personal care.

Discovery exercises: **Assessing the situation**

1) Review school policies regarding students' use of non-instructional time inside and outside the classroom. Discuss policies with teachers and older students to understand the effects of current policies.

2) Ask teachers whether constraints on students' time affect students' achievement. Ask students the same question. Explore with both groups how to optimize students' use of unstructured time, and how to manage student behavior during those periods.

Activities for teachers and supervisors: Quick exercises

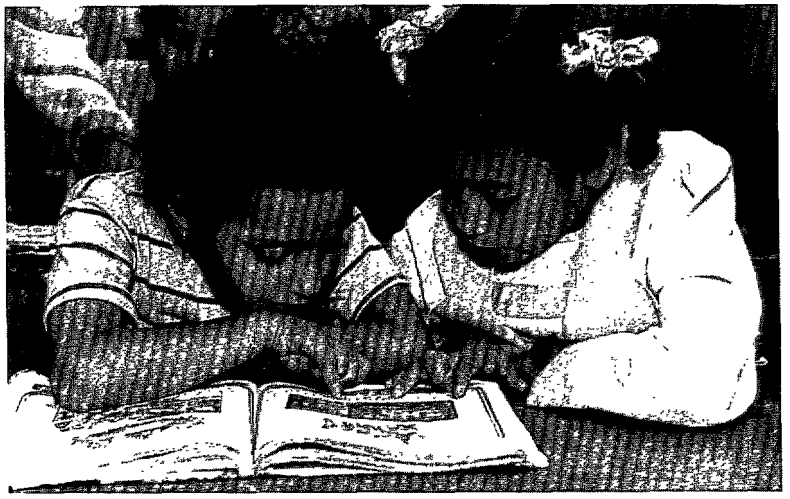
1) Have each student chart her day by noting at half hour intervals what she is doing during the course of a 24 hour period. If students do not have access to clocks, have them note each change of activities and estimate the time of day. Students should keep hourly diaries for several 24-hour periods, for example, for two days in school and one day out of school. Ask students to focus especially on unstructured periods of time during their days, to note carefully what they do, and why and how they make choices about use of

unstructured time. In addition, emphasize the importance of noting "unproductive" time in the classroom or out when they are inactive and not allowed to work or play.

Table 2: Sample Student Activity Log		
Date:		Name of Student:
Hour	**Location**	**Activity**
5:00 a.m.	Home	Wash and dress
5:30 a.m.	Home	Get wood, water, build fire
6:00 a.m.	Home	Serve breakfast, eat
6:30 a.m.	Home	Wash up, sweep
7:00 a.m.	Road	Go to school
7:30 a.m.	School	Wait for teacher to start class
8:00 a.m.	Classroom	Wait for instructions
8:30 a.m.	Classroom	Wait for instructions
9:00 a.m.	Classroom	Arithmetic

2) Summarize the predominant patterns of students' days by gender, preserving anonymity. Discuss flexible periods in each pattern. How do students make choices about their use of time during those periods? Emphasize the importance of protecting some leisure time; compare amount of leisure time and use of leisure time for boys and girls.

3) One important lesson of schooling is planning and structuring time. It is especially important for girls who may juggle domestic and work demands all their lives. Have girls discuss their schedules in groups, identify problems, and develop solutions. Be sensitive to differences in financial resources when assigning students to groups.



Two heads are better than one

<u>Activities for teachers and supervisors:</u> Ongoing activities

1) Encourage girls to pair up, develop plans for their time, and monitor and assist one another.

2) Explore concepts of entertainment and leisure time with students. Do students have a concept of "free time"? How do they use it? Do they

think they have a right to manage some portion of their own time? Gender differences in ideas and management of leisure time are quite remarkable in many cultures; men often regard time spent socializing with other men as significant and important, not as leisure.

3) Women in many cultures find time for socialization while they work. Explore with students how they see men and women using time for physical labor, verbal exchanges, creative activities, religion, and rest. Attend to concurrent multiple uses of time.

Quotes:

India: *...identify potential drop out girls. Those girls who are irregular, late comers, with poor academic performance, have a negative self image, burdened with excessive domestic workload, sibling care, participate in economic activities or illness of girls or parents are likely to dropout. These girls should be identified and suitable interventions should be made accordingly.* (Nayar, p. 52)

The Gambia: *Frequent absenteeism seems to be condoned for girls whereas boys are discouraged from the practice. The assertion is supportive of the fact that teachers are always concerned when boys are absent and care less about girls' absenteeism. Although to some extent, the reasons for this form of absenteeism could be house-hold chores, forced marriages and so on, teachers tend to express concern in the case of boys and remain quiet in the case of girls.* (Oomar, p. 2)

Africa: *With regard to engaged time, one might ask: Is there evidence that, for certain groups, engaged time in the classroom and at home (i.e. homework) is significantly affected by such factors as irregular and/or infrequent school attendance, patterns of social interaction affecting the amount and form of classroom participation, and household and community obligations which reduce study time in the home. In varying degrees in different countries, each of these factors has been associated with reduced levels of engaged time for female students.* (Adams and Kruppenbach, p.16)

Sources for this topic include: Adams and Kruppenbach, Boothroyd and Chapman*, Cuadra, Anderson, Moreland, and Dall, Fuller and Clark, Nayar, Oomar, Tietjen*

Your notes:

24. Homework Assignments

Issues and Findings:

Girls have less time to do homework than boys in many communities and families.

Where girls have many domestic chores and responsibilities, homework assignments should be brief. Since girls may have less assistance than boys from family or peers, instructions should be easy to follow for students working alone. Special materials or resources, or access to information outside the home, may not be feasible for girls. Assignments with maximum lead time will help girls use their limited time and energy effectively.

Students who have temporary surges in their workloads, and anticipated or unexpected absences will be much less handicapped if they have a full schedule of homework to cover during the period of absence. Homework assignments that are clear, specific, and forward-looking enable girls with little free time at home to work ahead or catch up whenever they have an opportunity to do schoolwork. Teachers who give students long-term schedules of homework assignments help students to develop good study habits and facilitate grade level achievement by girls whose time is very limited.

Habits of foresight and efficiency are formed at the primary level and being able to anticipate homework gives girls the opportunity to learn these habits and manage their time efficiently. Planning homework assignments a week or more in advance is common in secondary school, but less common in primary. For older primary students, especially in communities where children have heavy workloads in their homes, weekly or monthly homework schedules should be the rule, not the exception. In classes where students have learned to manage their time, students will also be more likely to have the skills to keep up on class work during absences.

Teachers should also give as much class work as possible in the form of homework to help absent girls to stay at grade level. Extensive homework assignments which require assistance from a literate person may be disproportionately more difficult for girls because girls tend to have less time for homework, and because even if there is a literate individual in the household, he may be less likely to be willing to use his time to help a girl with school work than he would be to help a boy. If assignments require costly supplies, families may be less willing to make the requisite investment for a girl to complete her homework than for a boy.

Discovery exercises: Assessing the situation

1) Review school policies and teacher training vis-a-vis homework and class-work make-up assignments,

2) Discuss when students do homework, what approaches work best, what they learn, how they learn it, how the time and place where they complete homework facilitates or impedes learning. Encourage dialogue about how to make homework more instructive and useful.

Activities for teachers and supervisors: Quick exercises

1) Ask students to keep one-week homework journals. Compare time, place, circumstances, and outcomes of girls' and boys' homework routines.

Activities for teachers and supervisors: Ongoing activities

1) Give teachers training and support to plan assignments and give students weekly or monthly schedules of homework assignments.

2) Discuss homework scheduling strategies to help compensate for student and teacher absences. Monitor several students who frequently fail to do or complete homework and work with them in small groups using different strategies. Share outcomes of different strategies among teachers.

Study time can be interspersed with daily chores

3) Experiment with formats for homework assignments, for example, having students copy the assignment schedule from a blackboard, write out the schedule from dictation, or take home a written schedule given to them by the teacher. Where paper and pencils are at a premium, experiment with rote, poems, songs, or student work groups to ensure that students remember assignments. Work with students to discover a format that is clear to them and useful to the teacher. Attend to gender differences in responses. Share successful strategies at faculty meetings.

4) Experiment with different strategies for giving make-up work to absent or tardy students. Format, time, place, and circumstance are likely to be important. Share successful strategies at faculty meetings.

5) Set an example for others by demonstrating respect and discretion for student privacy. Few tardy or absent students are proud of their absenteeism or the causes of it.

Quotes:

Nepal: *...it is the family's dependence on girls' labor at home and in the fields that is the primary reason given for keeping girls out of school. This is supported by the time allocation data which show that girls begin working longer hours than boys from age five and that by the time they reach the 10-14 age group, their work burden is 7.31 hours per day...* (Cuadra, Anderson, Moreland, and Dall, p. 134)

The Philippines, Indonesia, Bangladesh, Liberia, Colombia, El Salvador: *...programmed learning may be disadvantageous for girls when learning materials require more individual attention from teachers and when additional homework time is required...a possible explanation for this is...that...The improved opportunity to learn is paralleled by increased demands on students, particularly in terms of study time to complete assignments...in many developing countries, numerous demands are placed on daughters. These expectations may have limited their ability to take full advantage of the enriched learning environment.* (King, p. 265)

Bangladesh: *Given the home conditions of most students (of whom 70% are female), the program assigns little homework, and most learning takes place in class...BRAC schools have enjoyed notable success: the dropout rate is only 1.5 percent for the three-year course...* (Tietjen, p. 66)

Sources for this topic include: Adams and Kruppenbach, Ahmad, Cuadra, Anderson, Moreland, and Dall, King and Hill, Tietjen, Zewide

Your Notes:

25. Classroom Areas and Equipment

Issues and Findings:

Many girls do not feel comfortable, welcome, or entitled to access in all areas of their schools, or to all instructional equipment.

Students who feel entitled to use all of the environment where instruction, study, and learning take place emerge from school with confidence in themselves as learners. Students who are uncomfortable are unlikely to identify and use information and develop their skills. They cannot form habits of inquiry, assertion, and persistence. For optimal learning, it is essential that classrooms, laboratories, libraries, instructional materials, equipment, and supplies be accessible and welcoming to all students regardless of their sex.

This is seldom the situation in primary schools. Laboratories are often dominated by boys; girls are not scheduled into science classes, or they are made to feel uncomfortable when they enroll. They may be harassed if they come to the laboratories outside of class time. Libraries or sections of libraries may be occupied by one sex or the other; intruders are not welcomed. Where textbooks are in scarce supply, boys may possess the math and science books, effectively denying access to girls. Schools with computers often find that boys monopolize the machines.

Equipment in some schools is not designed with girls in mind. Girls may have less familiarity with electrical and mechanical devices. Simple instructions should be attached to all such devices, and instruction and practice time should be provided for girls to become comfortable with them. Desks may not be designed for girls' clothing or arranged to allow girls to move or leave easily. Modifications can usually be made once a problem is recognized.

Dividing classrooms by sex reduces the probability of communication, collaboration, and familiarity between girls and boys. Division of instructional space by sex often is accompanied by inequitable distribution of instructional and learning resources. Although in some schools it is customary to arrange classrooms this way, teachers can compensate for the arrangement to avoid shortchanging some children (usually, but not always, the girls) by being aware of the arrangement and focusing on distributing their time, energy, and resources equitably.

If teachers assign children to single-sex work groups, it is preferable that such groupings be arranged for only part of the school day, and that children not be segregated by sex in their permanent seating.

Where instructional spaces are arranged by sex, it is important that the allocation of different spaces to girls and boys not clearly and consistently disadvantage either group. For example, girls should not be concentrated at the back of the room at the greatest distance from the teacher and blackboard. Classroom materials may be on one side of a room and not accessible to girls seated on the other side, particularly if boys are allowed to harass girls who cross the room. Many teachers habitually teach to one side of the classroom. Gender bias in instruction can be an unanticipated consequence when children are seated by sex. One way to minimize these problems is to routinely switch seating, putting girls where boys were and vice versa.

Assigned seating that is randomized and changes on a regular schedule is the best strategy for avoiding these problems. Teachers often want to manage seating more strategically; when they do so they need to understand the problems that may occur and avoid gender-linked patterns.

Discovery exercises: Assessing the situation

1) Review school policies and teacher patterns of student seating. Are they gender blind? Do they change with students' age? Why or why not?

2) In multi-grade classrooms where seating is not by random assignment or student choice, verify that levels of aptitude, achievement, and age are the primary determinants of seating groups and placements. To maximize student achievement, gender should not override assignments based on other student characteristics or need.

3) Observe students in laboratories and libraries. Interview them to understand their level of comfort with using facilities and equipment.

Students learn to be comfortable in mixed-gender settings

Activities for teachers and supervisors: Quick Exercises

1) Have students monitor teacher position vis-a-vis different areas of the classroom. At regular intervals students can chart teacher orientation, position in the room, and responses to students. Students enjoy this exercise and teachers can learn a great deal about their own use of space while teaching.

2) Assign groups of students to monitor the location of girls and boys in classrooms and other instructional spaces such as libraries and labs. This need not take much time: monitors can be given a schedule of spot checks (it is best if the schedule varies daily so that students being observed do not anticipate the

observations and change their behavior). These exercises are excellent opportunities for students to use basic math skills, learn graphic representation, and use numerical information as a basis for inference about patterns.

3) Engage students in discussion and observations of behaviors that are likely to be stereotyped by gender. For example: Do boys do most of the lab experiments while girls watch? Do boys fix all broken machinery while girls serve food? Are boys taught to use fertilizer and pesticides while girls do most of the "nontechnical" gardening work? Do more boys have textbooks than girls? Do more boys than girls take textbooks or other equipment on or off school premises?

Activities for teachers and supervisors: Ongoing activities

1) Where classroom seating is assigned, rotate patterns. Consider random seating for most of the day with assignments to single-sex work groups for parts of the day.

2) With older students discuss the reasons for and implications of group patterns in use of space. Develop consensus on good patterns of access and use of space and strategies for addressing any problems that are identified.

3) Explore the reasons for gender differentiated use of classroom space or equipment with students. Share information from several different cultures and the animal kingdom about male-female differentiated behaviors. Explore the importance of environment in generating these differences. Talk about changes in human environments (focus on economic environments) and likely effects on gender differentiation in use of space and equipment. Bring each discussion to closure by reviewing the diversity or consistency of observations and beliefs, the implications for learning of patterns observed, plans for dealing with problems, or the need for more observation and discussion.

4) Explore with students and teachers whether girls and boys exhibit different patterns of behavior that result in differential access to teachers or materials.

5) Discuss groupings by sex. Are they compounded by other inequities, for example, are older girls taught with younger girls instead of with like-aged boys? Do teachers and the school system monitor results of single sex groupings to determine whether they validate and empower girls or reinforce limiting stereotypes? Revisit these issues regularly in faculty meetings and share back with student discussion groups. If some teachers use single-sex instructional groups, compare the results with mixed-sex groups.

6) Poll girls and boys. Do they like single-sex instruction? Why or why not? Do some of the exercises above and poll again. If there are changes, what caused the changes? Are they positive changes? Why?

Quotes:

United Kingdom: *Studies have found a range of ways in which gender differentiation is maintained in the classroom. The major findings include: In practical subjects, such as science, boys hog the resources...Boys occupy, and are allowed to occupy, more space, both in class and outside--for example, in play areas.* (Swann, p.51)

Africa, Zimbabwe, and Kenya: *In Zimbabwe there is some gender discrimination by secondary school teachers, with boys receiving more attention and being given priority in the distribution of school books and other learning materials...A study carried out in two secondary schools in Nairobi, Kenya, indicated that...during practical and laboratory sessions (in physics class), girls took records: boys carried out the experiments.* (Odaga and Heneveld, p.31-32)

United States: *'Dateline' chose to show a segregated math group: boys sitting on the teacher's right side and girls on her left. After giving a math book to a girl to hold open at the page of examples, the teacher turned her back to the girls and focused on the boys, teaching them actively and directly. Occasionally she turned to the girls' side, but only to read examples in the book.* (Sadker and Sadker, 1994 p.3)

United States: *The students are seated formally in rows...On one side of the aisle, the students are all female; on the other side, all male. Black, white, Hispanic, and Asian students sit together, but no student has broken the gender barrier. ...In our research we have found that gender segregation is a major contributor to female invisibility. In sex-segregated classes, teachers are pulled to the more talkative, more disruptive male sections of the classroom...There they stay, teaching boys more actively and directly while girls fade into the background.* (Sadker and Sadker, 1994 p.65)

Sources for this topic include: Adams and Kruppenbach*, Jones, Kabira, Mukabi, and Masinjila, Odaga and Heneveld, Sadker and Sadker (1994), Swann

Your Notes:

26. Housekeeping in School

Issues and Findings:

Girls are more often responsible than boys for housekeeping tasks in classrooms.

Around the world girls and women take care of household duties in their homes and in their schools. For primary level school girls housekeeping in the classroom reinforces the women's "triple shift" pattern of doing three jobs: housework, school or income-generating work, and childrearing.

In today's world of migration, technology, urbanization, and poverty, the traditional gender division of labor is no longer equitable. In traditional communities, heavy workloads for women were complemented by similar workloads for men. Today, however, this leads to decreased well-being of women and their families. In almost every society, women today work significantly more hours per day and per week than do men. Women bear children, do the majority of child care, and maintain their homes with little assistance from men and boys.

Schools foster acceptance of gender inequities and help perpetuate the triple shift phenomenon. In most classrooms, girls do the cleaning, from sweeping and dusting to changing the chalkboards. Girls do food preparation, serve food, care for the sick, the weak, and the injured. If young children are present in the classroom, they are likely to be the responsibility of female students. Since many girls are doing these same tasks at home, they tend to be more skilled and willing than are boys.

Whatever the merits of cultural divisions of labor by sex, schools today are responsible for preparing students to function in a world that may require men to share household chores and child care, and women to share income generation and political life. Only adults who can flexibly adapt to the modern world will be able to ensure that women can stay healthy and productive, and families can prosper. It is important that girls and boys learn one another's skills. It is equally important that girls not spend their limited time and energy at school doing housekeeping chores instead of academic learning and studying.

Discovery exercises: **Assessing the situation**

1) Review school and system guidelines for housekeeping in classrooms. If there are no guidelines, have teachers write down their policies. Are they gender equitable?

2) Poll students on housekeeping in the classroom. What does each student do? Are there clear patterns of gender difference?

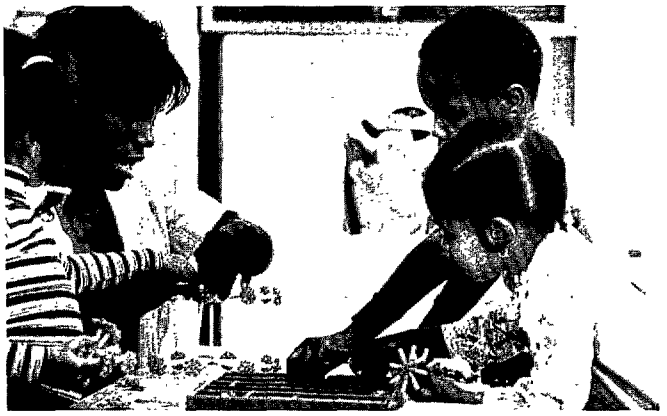
3) Ask teachers for assignment schedules for classroom housekeeping duties. Are they gender balanced?

Activities for teachers and supervisors: Quick exercises

Ask students to log housekeeping and maintenance tasks. Compile the results by sex of student. Younger students can draw activities; older ones can represent them graphically or symbolically. Discuss patterns.

Activities for teachers and supervisors: Ongoing activities

1) Write up schedules for student chores. Vary sex of student systematically for every job. Monitor execution of assigned chores to verify that students are doing the jobs assigned to them and not trading or coercing others to stand in. And/or follow the strategy in #2.



Girls and boys learn to work together on a variety of tasks

2) Have students prepare calendars and schedules for housekeeping and other chores. Assign students numbers or letters, but do not reveal to the class the system used for assignment. Have students assign chores to the coded numbers or letters. Rotate chores frequently. Discuss learning experiences doing chores that are gender stereotyped. Discuss students' feelings about doing those chores.

3) If students bring infants to school, make infant care one of the housekeeping chores. Assign it to more than one student until it is clear that many different students can provide adequate care. Be sure to monitor this process carefully, and advise parents before beginning.

4) With students, discuss cultural traditions of housekeeping and gender roles. Review media and stories in text books looking for housekeeping and gender responsibilities. Involve parents if possible.

5) Honor housekeeping and other skills. As chores rotate, showcase students with particular skills, and set up instructional opportunities for skilled students to co-teach with the teacher or apprentice other students. Both girls' and boys' skills should be recognized and taught to everyone in the class.

Quotes:

United States: *Students are called upon regularly to help with routine classroom tasks. After all, teachers can always use 'an extra pair of hands.' Quite often, however, these tasks have been assigned according to traditional sex roles. Sometimes this stems from the teacher's unconscious but clearly different sex role expectations of males and females. For example, boys are often given physical tasks of a mechanical nature (repairing or running equipment) or ones that 'appear to require' muscle power (moving furniture). Girls, on the other hand, are more likely to be given chores of a secretarial nature (writing thank-you notes) or household skills (watering plants). Teachers who assign these tasks by gender are reinforcing stereotypes. In actuality, any of these tasks could be performed by students of either sex."* (Montgomery County, p.IS-7)

The Gambia: *Allocation of responsibilities are determined by sex considerations. Class perfect, discipline, collecting and distributing books are considered appropriate for boys whilst sweeping, fetching water and filling class jars/containers are considered fitting for girls.* (Oomar, p. 2)

Sources for this topic include: duPlessis, Montgomery County, Nayar, Oomar, Van Belle-Prouty* (1990)

Your Notes:

27. Space and Equipment Outside the Classroom

Issues and Findings:

Restrictions on movement and access are strong lessons about power, control, and expectations for equal treatment.

Halls, walkways, fields, eating places, washing facilities, areas for trash disposal, play areas, and latrines are typically "givens" in a school. If access to them is limited by gender, girls are taught that they do not have an equal right to occupy and use the environment in which they live. Access to all school facilities, including manual arts classrooms, laboratories, libraries, computers and other mechanical equipment, playing fields, and physical education equipment should be possible for all students. If access is denied by school policy, girls lose part of their education.

Informal as well as formal restrictions on girls' use of space should be monitored and eliminated. In many primary schools, play areas are dominated by boys. When play is active or rough, teachers reinforce the boys' command of space by telling girls to avoid areas where they may be hurt, by directing girls to allow boys to use playing fields, or by asking girls to wait their turn while boys are allowed to play immediately.

Areas of a school may be controlled by groups of male or female students who prevent other students from using "their" space. Harassment is always a serious problem for girls, but when exclusively male areas are routes of access through which girls must pass to attend classes, or when they are facilities (such as libraries or laboratories) that girls need to use to succeed academically, harassment has very direct effects on academic access and achievement.

The extent to which girls are allowed to play and move in public places varies greatly among cultures. Concerns about safety, privacy, and propriety for girls are often cited as reasons for withdrawing girls from school, particularly in Islamic countries. In some cultures girls will be allowed to engage in large muscle activity only if they are screened from the sight of all outsiders. In such settings gender separation and walls may be essential for girls' activities in school to be acceptable to the community. Alternate play times for boys and girls may be necessary to enable girls to play out of the sight of boys or male teachers.

If play areas are separate for girls and boys, it is critical that they be supported with the same level of resources and attention to quality for both sexes. Otherwise the message to girls is clearly that they do not have a right to adequate resources or access to the best spaces and equipment.

In primary schools where grade repetition is common, there will be girls who are old for their grade and reaching puberty. These girls may have special requirements for privacy during play and relaxation. Toilet areas and washing facilities need to have provisions for disposal of sanitary napkins and to be constructed to ensure privacy from outsiders and from other students. Maintenance of facilities is also important. Walls for privacy and protection can be maintained to standards acceptable to parents. Clean latrines are also important. Since girls may use latrines more than boys, filth and the threat of disease may be more repugnant to girls and their parents. Latrines are a gender issue because families are more likely to withdraw girls from school due to lack of adequate facilities or unhygienic conditions than they are to withdraw boys.

Discovery exercises: Assessing the situation

1) Review school policies to assess whether girls are denied access to any spaces or equipment. Determine whether denial is necessary and how detrimental it is to gender-equitable education.

2) Review school programs to assess whether girls are de facto denied access or made to feel unwelcome in any areas of the school. Determine whether denial is necessary and how detrimental it is to gender equitable education.

3) Observe student use of space and equipment. Hourly counts over the course of several days will provide objective data. Discuss gender differences with faculty to determine when they signal a problem.

Activities for teachers and supervisors: Quick exercises

1) Individuals or groups of students can be assigned to monitor, chart, and report back on the use of spaces such as laboratories, hallways, walkways, playing fields, libraries, etc. Observations should note sex of students and teachers.

2) A second observation exercise focuses on the kinds of activities that boys and girls do in non-instructional spaces. Students can observe and record what girls and boys do at certain times of day in spaces such as laboratories, hallways, walkways, playing fields, libraries, etc. These exercises are excellent opportunities for students to use basic math skills, learn graphic representation, and use numerical information as a basis for inference about patterns.

3) With older students, discuss the reasons for and implications of group patterns in use of space.

Activities for teachers and supervisors: Ongoing exercises

1) Based on the quick exercises, engage students in continuing discussions to understand the patterns observed. Do periodic spot monitoring to see if any change occurs.

2) In classes, discuss and acknowledge the needs of girls for access to and comfort in all areas of the school. Designing solutions to meet those needs is a learning experience for students of both sexes. Teachers and administrators can discuss these issues with small groups of students and/or parents. It is important to convene groups of boys as well as groups of girls to fully explore the implication of segregating spaces by sex of students. Once the key issues are understood, discussion and debate with larger groups of students in classrooms and assemblies can help the school grapple with gender issues as a community.

3) Engage students in designing, building, and maintaining the equipment and spaces needed for girls, boys, and their parents to feel comfortable with the school environment. Walls, playing fields, and latrines can be designed, built, and maintained by students, their parents, and other members of their communities.

Quotes:

Middle East: *Open playgrounds and no toilets in some Pakistani schools were acceptable for boys; girls left school because of the lack of walls and privacy in the school playground and because latrines were unavailable or dirty.*

In many of MENA's poorer and more rural areas, schools lack toilet facilities. For example, studies have shown that a large number of Yemeni schools, especially those in rural communities, are without latrines. As cultural norms in MENA prevent girls and women from relieving themselves in public, the absence of toilet facilities is a substantial barrier to girls' enrollment and persistence in school. The lack of latrines in rural Syrian schools has been found to be a significant factor in families keeping their girls from school...The absence of toilet facilities also reduces the likelihood that women will accept teaching jobs... (Rihani and Prather p.49)

Reportedly, parents object to the lack of basic facilities at schools, notably latrines and boundary walls, considered necessary to protect their daughters' modesty and security...A survey of 2,000 Pakistani parents indicated that the absence of latrines was more important in schooling decisions than the absence of desks and chairs... In Bangladesh, where 71 percent of rural schools and 53 percent of urban schools have no latrines, families have withdrawn girls from schools for this reason... (Tietjen, p.25)

Africa: *A further deterrent to the continuation of girls in school is the lack of gender sensitive and culturally appropriate facilities. Parents are unlikely to retain girls in school, especially after puberty, if the facilities offered by the school do not take into account girls' special needs like toilets. It is rather embarrassing for adolescent girls, born into cultures that view menstrual blood as "impure" and "contaminating", not only to share toilets with boys, but also to have no provision in those toilets for disposal of used sanitary napkins.* (Njau and Wamahiu, Wangoi, and Wamahiu, p.14)

United States: *A third grader described it this way: 'Usually we separate ourselves, but my teacher begins recess by handing a jump rope to the girls and a ball to the boys...The boys always pick the biggest areas for their games...We have what's left over, what they don't want.' Teachers seldom intervene to divide space and equipment more evenly...'The boys won't let us play,' a third grader said, tugging at the arm of the teacher on recess duty...'Don't you worry, honey,' the teacher said, patting the little girl's hair. 'When you get bigger, those boys will pay you all the attention you want. Don't bother about them now.'"* (Sadker and Sadker, 1994 p.60)

United States: *In our local high school, boys' sports teams receive much more attention and money from the school system, the student body, booster clubs, and the community. The boys' baseball members get shoes and jackets each year and play on the best-maintained grounds. I was on the girls' softball team. We received no clothes and nobody took care of our fields. Cheerleaders did not cheer for us. We were a good team, but when we played, the bleachers were mostly empty.* (Sadker and Sadker, 1994 p.127)

Sources for this topic include: Adams and Kruppenbach, APEID, Black, Elias and Guruaja, Chowdhury*, Haq, Kane, Kabira, Mukabi, and Masinjila*, King and Hill*, Nayar, Njau and Wamahiu, O'Reiley-de Brun*, Rihani and Prather*, Rugh, Malik and Farooq, Sadker and Sadker* (1994), Tietjen*, Van Belle-Prouty* (1991), World Bank/Bangladesh

Your Notes:

28. Movement of Students and Teachers

Issues and Findings:

Movements of students are part of the process of learning.

Experienced teachers and classroom observers know that generally boys move more than do girls. Standards for girls' behavior are much more restrictive than standards for boys' behavior. Girls are reprimanded for motion or noise which teachers might ignore from boys.

Gender stereotypes reassure teachers that boys "must" move while girls must learn control and docility. In reality, all children--especially younger children--learn by moving and doing, although some are quicker, noisier, or more active than others.

Teachers effectively limit girls' learning potential by limiting girls' freedom of movement in the classroom more than they limit boys' movement. With these restrictions, teachers also teach girls passivity relative to males, and implicitly grant to boys ownership and control of the space they dominate with their activity.

Teachers' movements tend to be gender differentiated. Most teachers tend to touch children of one sex more than children of the other sex. Especially with older children, cultural restrictions on play and touching between sexes constrain teacher contacts with girls or boys. These norms generally must be observed, but thoughtful teachers look for ways to ensure that other interactions compensate for limitations on touching or physical play.

Discovery exercises: Assessing the situation

1) Observe student activity and teacher responses. Are levels of activity very different between boys and girls? Are teachers' responses very different according to gender of the child?

2) Poll teachers about time spent in large muscle play with children. How much time is spent? Is it spent with boys and girls? Together or separately?

3) Ask teachers whether girls and boys have the same urges and needs for activity. Link these responses to behaviors observed in #1.

Activities for teachers and supervisors: Quick exercises

1) Record time spent on large muscle activity by girls and boys during free play. Challenge girls to engage in some activities like races or ball games that will increase their level of motion if it is markedly lower.

2) Have children monitor their teachers' movements throughout the day. Some students can record movement around the classroom, noting especially when the teacher stands near boys or girls or touches a student of one sex or the other. Discuss what is comfortable or useful about the teacher's use of space, motion, and proximity to students.

Recreation time is an important aspect of education

Activities for teachers and supervisors: Ongoing activities

1) Engage children in exercises in the classroom. Stretching exercises every few hours can remarkably improve alertness and concentration. Dancing and walking can also be very useful.

2) Assess the level of children's physical activity outside the classroom. Girls may be less active in part because they do a great deal of physical labor at home. Adjust activities and plans accordingly.

Quotes:

India: *Play is associated with boys and seen as their natural need. Girls after puberty are either totally confined to the four walls or allowed to go out only if chaperoned, never unaccompanied...Girls are chided for standing at the door (are you a harlot?), even by younger brothers. They cannot sit or stand with their legs apart, not jump, not climb - physical movements and mobility are restricted.* (Nayar, p. 12)

Sources for this topic include: Kabira, Mukabi, and Masinjila, Nayar, Sadker and Sadker (1994)

Your Notes:

E. SEXUALITY

29. Sexual Harassment

Issues and Findings:

Verbal and physical sexual harassment of girls by male students and teachers is a worldwide problem .

The effects of sexual harassment are:

- to augment a male's power by showing that a girl is powerless in relation to him;
- to make a girl feel ashamed, weak, or powerless because she is female;
- to diminish girls' self-esteem, competence, and power.

Harassment can be defined from a girls' perspective or a male perspective. From a girl's perspective harassment occurs:

- When a girl feels uncomfortable about gender-linked or sexual comments, gestures, touching, or threats of touching. Harassment is especially clear when the girl requests that the harasser cease the offensive behavior and that request is dismissed or denied.

Based on male behavior, harassment can be defined in the following ways:

- Threats or disparaging comments about women, girls, their abilities, or their roles in society, spoken in the presence of a girl by a boy or man;
- Orders to a girl by a man or boy to do something she is unwilling to do, particularly an action(s) of subjugation or sexual submission;
- In public, looks, gestures, or touching a girl in a sexual way; and
- In public, looks, gestures, or touching a girl in a sexual way after she requests that the behavior be stopped.

In some schools, harassment is so integral to the culture of the institution that it may not elicit discomfort on the part of its victims. The distinction between joking, flirting, playing, and harassment is sometimes difficult to make where there is no evident hostility or intent to subjugate. In cultures where harassment is normal, most women and girls ignore it. Harassment is especially damaging when the harasser has power over the victim. The more powerful the harasser, the more probable that his behavior will be condoned, but the

more damaging its impact on its victims.

Not only is harassment by male teachers or students reported around the world, but female teachers often implicitly condone the harassment of girls because they tolerate it without objection. They seldom approve of harassment, but simply do not know how to stop it. Given the damage done to the self-esteem, aspirations and achievements of girls and women, male comments in public about girls' sexuality or women's worth should not be tolerated. Girls often need the help and protection of adults to make their school a safe environment for learning.

Discovery exercises: Assessing the situation

1) Ask female students and teachers if comments by men or boys at the school ever make them uncomfortable, embarrassed, angry, ashamed, or frightened. Protect confidentiality of respondents.

2) List comments that girls and women report.

3) Ask female students and teachers if there are any activities or areas of the school that they avoid. Ask them for specific examples of the male behavior that inhibits their access.

4) Observe in areas and at times when girls and women report harassment.

Activities for teachers and supervisors: Quick exercises

1) Arrange role-play activities dramatizing sexual harassment.

2) Repeat the role plays, switching male and female actors.

Activities for teachers and supervisors: Ongoing activities

1) Identify an authority figure in the school to whom incidents of harassment can be reported. Make a commitment to protect confidentiality if victims request such protection.

2) Raise the consciousness of male teachers and students to the nature of harassment and its effects on girls. If any male teachers or students persist in harassing female students take disciplinary action. If harassment persists, dismissal or expulsion should be the consequence.

3) Conduct a dialogue with the community about these issues. In most communities, parents are more conscious than the school about harassment of their daughters and are pleased when the school acknowledges the problem and takes steps to ameliorate it.

Quotes:

Rwanda and Zaire : *Jacques (a French teacher) notices a girl who has changed her hairstyle. He says to her, 'Don't come into this classroom with your hair burned like that...You try to make yourselves look beautiful, but you don't know how to do it.'...One girl sitting next to me angrily whispers to a seat mate, 'A teacher doesn't have the right to look at us like that.'* (Van Belle-Prouty, 1991 p.130)

Sources for this topic include: duPlessis, Hyde, Soumare*, Van Belle-Prouty* (1991), Wamahiu

Your Notes:

30. Sexual Threats and Assault

Issues and Findings:

Sexual liaisons, sexual assaults, and threats of sexual assaults of female students by male teachers are reported worldwide.

Girls who continue in school may suffer repeated intimidation, actual assault, or bullying by teachers who exact sexual favors as the price of academic access or success. Some of this male behavior is sexual exploitation: all of it is hostile aggression, the effect of which is to intimidate, subjugate, and humiliate young women who dare to educate themselves and compete with men.

Some older primary schoolgirls live in an environment of fear where there is a high prevalence of sexual exploitation, sexual harassment, threats of sexual assault, and threats of negative repercussions unless they agree to sexual intimacies with teachers. Where these behaviors by male students, teachers, or other males in or around schools are tolerated and there is no recourse or protection for girls, coming to school can be tantamount to offering oneself as a victim. Such an atmosphere is not conducive to learning. In fact, it teaches that risk taking is dangerous and problem solving impossible for girls. It teaches girls to limit their options to fit restrictive gender norms that deny women rights and access equal to men. In some areas parents' fears that their daughters will be sexually coerced are the principal reason why girls are withdrawn from school before puberty.

Sometimes the very teachers entrusted with the care of school children are responsible for harassing, threatening, raping, and even impregnating girl students. Violence against girls by their male peers also contributes significantly to parents' and girls' fears about attending school. There have been incidents in which groups of male students have assaulted and killed groups of female students. Such incidents are always preceded by numerous instances of harassment (which are typically dismissed as trivial), assaults (victims are often blamed for carelessness), and rapes (which are usually treated as isolated incidents provoked by enticing victims rather than as symptoms of exploitative and violent patterns of sexual relationships in schools).

In most cultures girls are considered physically weaker than boys. They are seldom encouraged to become strong or to feel strong enough to resist being overpowered by males. Male domination of female sexuality is the *coup de grace* in socializing girls to subordination and powerlessness. When schools do not help girls to develop physical strength and confidence, when schools tolerate sexual bullying and assaults, they

contribute significantly to socializing girls to stay in the safety of their homes and not risk leading public lives.

Institutional and public condemnation of sexual exploitation and violence against schoolgirls seldom is mobilized until the media and the public are forced to attend to these very troubling issues after a tragedy. Schools that are consistent and forceful in their response to eliminate *all* sexual harassment and assaults can avoid major tragedies and negative reports in newspapers.

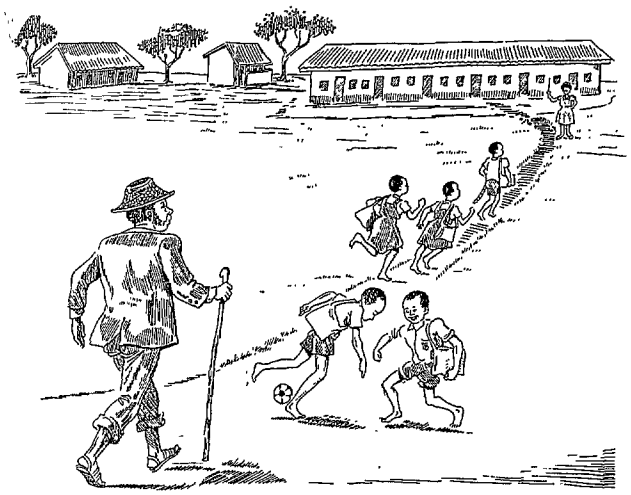
Discovery exercises: **Assessing the situation**

1) Review reports of assaults and rapes over the previous decade in the community. What are the patterns? How was each case handled? Are incidents increasing?

2) Review the school's policies about sexual assault and rape. Is there a clear policy of not to tolerate sexual threats and assaults? Do all students and staff know about the policy? Is the policy followed in practice?

3) If assaults and rapes have occurred, did victims have a place to report crimes and get help? Were victims given all possible help and support? Were perpetrators prosecuted and punished?

Activities for teachers and supervisors: Ongoing activities



Parental escorts can help ensure the safety of children walking to and from school

1) Offer training in self defense for girls. Encourage sports and other strengthening activities.

2) Publicize information about any assaults. Make sure the community knows the time, place, and events of each incident.

3) Involve and mobilize the community in policing dangerous areas or repeat offenders.

4) Teach girls about protective strategies such as walking in pairs or groups.

5) Engage male teachers and boys in designing and implementing prevention programs.

Quotes:

Africa: *A recent study suggests that 'there is a pandemic of sexual violence and harassment in educational institutions in Africa' (Hallam 1994) ...Who are the perpetrators? Male pupils are identified as major offenders. In groups, as members of clubs and cults, they prey on female students, abuse them verbally, cartoon them in obscene campus publications, harass, beat, and rape them (Hallam 1994). A study in Guinea indicates that boys are very aggressive towards girls and that they used physical force, threatened and teased girls to silence them in class (Anderson-Levitt and others 1994). Similar observations were made in classrooms in Rwanda. It was particularly evident when male teachers encouraged the 'ganging-up' and abusive verbal interaction (Prouty 1991).'* (Odaga and Heneveld, Adhiambo and Heneveld, p.34-35)

India: *...school and society reinforce...that males are superior and powerful and females are inferior, subordinate and powerless...The girls are schooled to accept dominance and even violence against themselves, and, passivity and dependence as desired behavior.* (Nayar, p. i)

Sources for this topic include: Nayar, Odaga and Heneveld, Adhiambo and Heneveld

Your Notes:

31. Marriage, Pregnancy, and Child-Rearing

Issues and Findings:

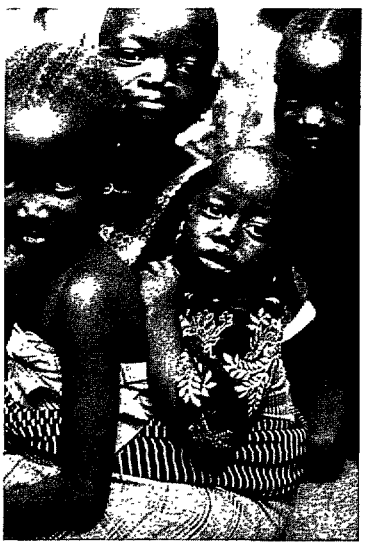
Girls who are married, pregnant, or child-rearing need schooling.

As girls persist through late primary and into secondary school, some students will be married, pregnant, and parenting. Until recently, most school policies mandated expulsion of girls who married or became pregnant. Besides the obvious injustice of sanctioning girls but not boys for these conditions, such policies prevented many girls from completing the schooling that they needed.

Many countries are changing national and school policies about girls' school attendance during marriage and pregnancy. Boys in these circumstances have not been prevented from attending school, and the clear gender bias in policies has been a basis for challenging the exclusion of girls. Most communities now recognize that with good prenatal care, there are no physical contraindications to school attendance by girls who are sexually active, pregnant, or lactating. There are still cultural restraints in many places, but values of gender equity and the pressing need for educated women in the modern world are proving to be powerful challenges to these traditional restrictions on women.

Child rearing is difficult to accommodate in some school settings, but many schools are finding innovative local solutions. These solutions help not only students who are mothers, but also students who have child care responsibilities for siblings or cousins. Some schools allow infants and young children who are not disruptive to come to classes with students. Flexibility regarding absences, homework, and moving in and out of the classroom greatly increases the opportunity for school attendance by older girls with child care responsibilities. Some schools maintain creches where students can leave their offspring or siblings for care while the students attend classes. These creches can be elaborate -- with parenting classes, special teachers for very young children, equipment for many children of different ages, feeding and sleeping facilities --- or simple spaces in the school or near school grounds where students, community members, or school staff cooperate to care for small groups of children.

Discovery exercises: Assessing the situation


Too often, caretaking interferes with formal schooling

1) Review all cases of female drop-out in the previous five years. What proportion was due to marriage or pregnancy?

2) What proportion of girls enrolled is currently married, pregnant or principal care-takers for young children?

3) What proportion of boys enrolled is currently married or fathers? Where are their wives or girlfriends?

4) What child-care options are available for students in classrooms, in the school, in the community?

5) Review grades of students who are married or have child-care responsibilities. Are they achieving as well as their peers? Discuss with teachers. Observe in classrooms where these students are flourishing.

Activities for teachers and supervisors: Quick exercises

1) Poll children about child-care responsibilities. Chart number of hours.

2) Hold "baby days" in classrooms or in the whole school. Have students bring in the infants for whom they provide care. Dedicate the day to observing and interacting with the infants.

3) Assign students to observe infants at home or in the classroom for one half hour and to write down what the infants do. Compare descriptions of male and female infants. Are there differences?

Activities for teachers and supervisors: Ongoing activities

1) Report results of assessment activities to teachers. Involve them in improving the achievement of married students and those students who are parents. Share successful strategies.

2) Involve the community in supporting the provision of child care for students with children.

3) If infants are allowed in the classroom, rotate child-care duties (with the permission of the infants' parents). Alternate boys and girls as caretakers. Discuss responsibilities of parents and the implications of parenthood for education and work.

Quotes:

Global: *Unwanted pregnancies are cited as a major cause of adolescent girls' attrition from school in Africa...In Botswana, 15 percent of the girls at junior secondary and 10 percent of the girls at high school levels (75 percent and 85 percent of all female dropout, respectively) are forced to leave school due to pregnancy (Duncan 1989). Although national policy calls for the expulsion of the girl as well as the boy...56 percent of girl (dropouts) quit school because of pregnancy, while only 3 percent of the boys were expelled for the same reason.* (Tietjen, p. 16)

Malawi: *...both pregnancy and marriage show a substantial increase as reasons for dropping out in later standards. This coincides with previous evidence that many girls drop out of school to either get married or have a baby. Once married or having been pregnant, the girls are not allowed to return to school:* (Ilon, p. 12)

Malawi: *Parents also worry about the money they lose when a girl becomes pregnant. The Ministry of Education and Culture insists that pregnant schoolgirls are permanently expelled from the formal school system. This policy has received much criticism from the main womens' organizations in the country...as being discriminatory and inappropriately punitive...If a boy gets a girl pregnant, he can stay in school if he denies responsibility.* (Kapakasa, P. 10)

Africa, Botswana, Kenya, Liberia, Mali, Nigeria, Tanzania, Togo, Zambia: *Policies Related to Schoolgirl Pregnancy (extracted): Botswana: Pregnant schoolgirls are required to discontinue education for at least one year and cannot reenter the same school; Kenya: Schoolgirls must discontinue education for at least one year; most colleges use pregnancy screening as a prerequisite for admission; Liberia: Most secondary schools do not allow pregnant girls to continue schooling; pregnant schoolgirls are allowed to transfer to night school; Mali: Primary and secondary schoolgirls are expelled; Nigeria: Expulsion; Tanzania: Expulsion for both girls and boys associated with pregnancy; Togo: Pregnant girls are required by law to drop out of school; Zambia: Expulsion.* (Njau and Wamahiu, p. 6)

Sources for this topic include: Aidoo, Black, Elias and Guruaja, Chowdhury, Csapo, du Plessis, Hyde, Ilon, Kane, Kapakasa, King, Niles, Njau and Wamahiu*, O'Reiley-de Brun*, Soumare*, Tietjen*, USAID/Botswana*, Van Belle-Prouty (1990)

Your Notes:

F. Endnote

The schoolgirls of today hold the future of the world in their hands.

- Their aspirations and achievements will determine the size of the world's population.
- Their aspirations and achievements are the key to accelerated economic growth in many developing countries.
- Their abilities to rear and educate healthy children, to participate in the artistic, social, and political life of their communities, will be key to the quality of life in the twenty first century.

Many parents and teachers do not yet think about the girls in their care as the future of the world. Boys are still expected to be the leaders and producers of tomorrow, the heads of households, the backbones of every community. Many of these gender expectations are not accurate, however, and will be even less accurate a decade from now.

The process of changing expectations about gender is difficult, even traumatic. The changes are driven by international social, economic and political trends which are far removed from community life and life in most classrooms. But classrooms are where modern societies prepare their people for the future. Schools must meet the challenge of preparing girls as well as boys.

Many governments have intensified their efforts to sustain the impressive increases in girls' school enrollment which occurred from 1970 to 1990. But population growth and economic stagnation threaten this positive trend in girls' enrollments and threaten the ability of many nations and school systems to sustain or improve the quality of education offered. The great challenge today is to sustain or improve the quality of education for increasing numbers of students while holding down costs.

Most girls today do not get as good an education as they or their families want. Schools need to improve the education of girls. A first step is to eliminate gender bias in instruction. The financial and human resource costs are minimal, but the potential benefits are significant for all students, boys as well as girls. When teachers and communities understand girls' capabilities, needs and opportunities, they will be able to offer girls classroom experiences which will be learn as much as they can.

This handbook is a tool to help teachers achieve that understanding and make positive classroom experiences a reality for girls as well as boys.

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