



GENDER RESPONSIVE PEDAGOGY

Training Workshop for:
Faculty Members of College of Education and Behavioral Sciences
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Overview

1. Background of GRP & Feminist Pedagogy
2. “Sex” and “Gender”
3. Basics of Gender Responsive Pedagogy
4. What is Feminist Pedagogy?

PREFERRED METHOD - Interactive

Background of GRP

- **Gender** – part of day-to-day human dialogue
- Major shift of perspective in gender discourse caused in the West by:
 - The Era of Enlightenment
 - The socialist movement
 - The industrial revolution
 - The three waves of feminist movement
 - The civil rights movement in the U.S
- Gender discourse is nested in grass-root level movements

Background...

- In Ethiopia, gender discourse is a recent phenomena
 - Not more than 100 years
- Dominated by top-down rhetoric of women's equality
- Related to human rights movements
- Initiatives mostly come from the West

Fact check: Are you aware of any indigenous gender discourse?
(Gender discourse in a sense of women's equality)

- If not, what do you think accounts for the absence?

Background...

- Filling this gap of gender understanding is possible by:
 - studying local and individual realities, and
 - Exploring the larger social, economic, and political structures and exploring their implications to gender relations
- Role of teacher educators:
 - Helping students see both of the above in an integrated manner

“Sex” and “Gender”

- Sex– is “purely” biological and natural.
 - E.g., Men – get women pregnant
 - women – get pregnant, give birth to a baby, and breastfeed
- Gender – is socially determined roles and relations between males and females (FAWE, 2005, p. 1)
- Gender roles – are assigned by the society
 - E.g., Cooking for the woman and decision making for the man

“Male” and “Female”

- 1) In what ways are males and females different?
- 2) What do you think is the source of their difference?

Essentialist view

“Male-female differences are innate/natural”

Vs

Social Constructionist view

“Male-female differences are attributable to social and familial arrangements”

GRP

- GRP emanates **both** from Essentialist and Social Constructionist views
- In the West, GRP and feminist pedagogy began from increasing girls' access to:
 - Scriptural education - (Medieval and early modern era)
 - Basic literacy and numeracy – (Enlightenment Era)
 - Secondary and vocational education - (19th & 20th C.)
 - Higher learning institution – (20th C – present)
- Similar trend in Ethiopia, but with different pace

Current issues:

- Access plus:
 - women's access to male-stereotyped programs such as sciences, mathematics, business, engineering, and technology,
 - Feminist critique of the curriculum (which is designed mainly from the male perspective), and
 - Feminism for social change.

Which of the following six stages is Ethiopian Education at?

1. women's access to basic literacy and numeracy,
2. women's access to secondary and vocational education,
3. women's access to higher education,
4. women's access to male-stereotyped programs (STEM)
5. Feminist critique of the curriculum (which is designed mainly from the male perspective), and
6. Feminism for social change.

The need to think beyond equity

- How do you evaluate the prospect of male and female graduates of your college/institution in bringing about social change? In other words, even if we reach 50-50 at all levels in terms of gender parity, do you think there are reasons to say that only the numbers do not matter?

Feminism...Feminist Pedagogy

- “Feminism” – a sensitive term.
- Associated wrongly with:
 - A) Angry and power-mongering women
 - B) Male bashing
 - C) Queer theory and LGBT rights movement

Feminists deal with various aspects of human life, including politics, administration, family, conflict management, culture studies, science and technology, criminal justice studies, psychology, etc.

A true feminist seeks social justice and works from intellect, experience, embedded-ness, and compassion.

Masculinity.....Phallocentrism

- “Masculine” – describes typical male traits
 - E.g. domineering, rationality, autonomy, etc.
- Do men oppress women?
 - Not all of them
 - Not consciously
- Apply Paulo Freire....about the oppressed and the oppressor. What could his theory on oppression mean in this context?

Then who oppresses women?

- The phallogocentric order (termed by Pierre Bourdieu)
 - a male-centered political, cultural, and institutional order
 - produces a gender-based stratification in society enabling men to benefit at the expense of the wellbeing and advantage of women
 - Blind to women's needs, interest, and preferred ways of dealing with various aspects of life (including education)
- An order marked by: _____, _____ & _____

“GRP” & “Feminist Pedagogy”

- What is the difference?
- GRP:
 - mainly concerned with increasing equity of access to education for girls and women
 - Commonly used term in developing countries
 - Deals with:
 - -
 - -
 - -

Seven Dimensions of GRP (FAWE, 2005)

- Lesson planning
- Teaching and learning materials
- Language use in the classroom
- Classroom set up
- Management of sexual maturation
- Addressing sexual harassment, and
- School management system

Feminist Pedagogy:

- A term mostly used in the West
- A more “advanced” form of GRP (in depth and breadth)

E.g., Women’s way of knowledge construction

Critical look at institutionalized qualitative discrimination

Three parts of Feminist Pedagogy in this training:

I. The goal of feminist pedagogy: Empowerment

II. The content of feminist pedagogy: Justice

III. The method of feminist pedagogy: feminist inquiry and epistemology

The 7 Dimensions of GRP:

1) Let's review the outline

2) We'll do some practice with the first 4.