Last week...

• Historical background of GRP in the West
• Top-down initiatives of women’s right movement in Ethiopia
• Various phases of gender equity in Education in the West Vs. Ethiopia
• “Sex” & “gender”
• Essentialist vs constructionist view of gender
• Feminism and masculinity
• The phallocentric order
“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:
    • - .......
    • - .......
    • - .......
    • - .........
7 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 Goal of GRP

<table>
<thead>
<tr>
<th>To Avoid</th>
<th>To Achieve</th>
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<tr>
<td>• Gender discrimination</td>
<td>• Gender equality</td>
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<td>• Gender stereotype</td>
<td>• Gender equity</td>
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<td>• Gender neutral</td>
<td>• Gender sensitivity</td>
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<td>• Gender blindness</td>
<td>• Gender awareness</td>
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<td>• Gender-based violence</td>
<td>• Gender responsiveness</td>
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<td>• Patriarchy/Feminism polarization</td>
<td>• Gender mainstreaming</td>
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<td>• Empowerment</td>
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Institutional Assessment: What do the figures say?

• What percentage of those at BDU’s higher-level leadership position are women?
• What percentage of those at BDU’s middle- and lower-level leadership positions are women?
• What percentage of the academic staff of BDU are females?
• What percentage of BDU’s students are female?
• How does sex compare among the administrative staff?
• How does sex composition differ in the academic and administrative staff?
• Are there model gender-role figures among the surrounding community?
• What gender equality implications does all this have?
Brainstorming

• What teaching-learning processes and accommodations would BDU have if it were a “fully” gender-responsive higher education institution?

• “A Gender-responsive school (institution) is one in which the academic, social and physical environment and its surrounding community take into account the specific needs of both female and male students.”
# Qualities of Gender Responsive Educational Institutions

<table>
<thead>
<tr>
<th>Academic</th>
<th>Social</th>
<th>Physical</th>
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<tr>
<td>Classrooms</td>
<td>Trainings for females on assertiveness, decision making, etc.</td>
<td>Dormitories</td>
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<td>Reading spaces</td>
<td>Empowering boys to de-link from gender oppressive attitudes</td>
<td>Dinning facilities</td>
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<td>Laboratories</td>
<td>Proctors (“life coaches”)</td>
<td>Clean water &amp; toilet</td>
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<td>Libraries</td>
<td>Sports &amp; Recreational facilities for both</td>
<td>Health facilities</td>
</tr>
<tr>
<td>IT infrastructure</td>
<td>Operational legal codes against harassment</td>
<td>Favorable ecological env’t</td>
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<tr>
<td>Scholarships (funds)</td>
<td>Tracking system on student welfare</td>
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<tr>
<td>Guidance and counseling service</td>
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Gender Responsive Pedagogy

- 7 dimensions:
  1. GR Lesson planning
  2. GR teaching and learning materials
  3. GR language use in the classroom
  4. GR classroom set up
  5. GR management of sexual maturation
  6. Addressing sexual harassment
  7. GR school management system
GR Lesson Planning

• Central to GRP – **GR lesson planning**
  – Teaching and Learning materials
  – Teaching methodologies
  – Learning activities
  – Classroom set up and interactions
  – Management of other gender-related constraints
  – Feedback and assessment
To be continued...