



**FAWE**

Forum for African Women Educationalists  
Forum des éducatrices africaines

FAWE House, Chania Avenue  
Off Wood Avenue, Kilimani  
P.O. Box 21394 - 00505  
Ngong Road, Nairobi, Kenya  
Tel: +254 20 387 3131 / 3351  
Fax: +254 20 387 4150

# Forum For African Women Educationalists- FAWE

## THE FAWE GENDER RESPONSIVE PEDAGOGY MODEL: Sharing FAWE's Experiences

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BY MARTHA L MUHWEZI



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# Outline of the presentation

Introduction and Background to GRP

GRP Manual

GRP Implementation Strategies

GRP implementation Strategies at TTI

GRP monitoring and Evaluation

GRP Impact

Lessons learnt

Way forward



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# Introduction

## Why

**That:** Low girls participation – Informed by various research studies

**That:** Teachers' gender biased attitudes and teaching approaches have been proved to negatively impact female participation rates

**Thus:** Practical guide for making teaching and learning processes gender responsive

**That:** Gender responsive teachers: understand and respond to specific needs, employ GR methodologies,

## Background

Initiated in 2000 - 2003 in consultation with teachers in 3 schools, piloted and redesigned

piloted in three FAWE Centers of Excellence (COE) in Kenya, Rwanda and Tanzania.

Evaluation done, model re-designed and hand book developed

implemented since 2005 in FAWE COE and non-COE in 21 countries .

extended to the Teacher Training Institutions (TTIs) in Burkina Faso, Ethiopia and Senegal.



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# Introduction

## Why

**Thus:** Recognition of this gap led to the development of the GRP handbook

**Purpose:** to equip teachers with knowledge ,skills and attitudes that enable them to respond to the learning needs of girls and boys using gender awareness classroom processes and practices

## Background

Further extended to TTI in Kenya, Malawi, Tanzania, Zimbabwe, Uganda (support from other partners)

GRP Evaluated in 2009/2010

Evaluation revealed positive impact on the learners but also a change in the teaching and learning process + gaps

In the process of reviewing the hand book and documenting the good practices for scaling up.



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## FAWE GRP Model

The GRP model was developed with emphasis on teaching and learning processes, training of teachers on practical skills and training of the school management team. It targets teachers and school managers and their teaching practices within the classroom and school environment.



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# FAWE's GRP Manual

The Manual is divided in 12 units

First 3, introductory units:  
Understanding gender,  
background to a gender  
responsive school and GRP

Gender responsive lesson  
planning: learning materials,  
methodology, assessment  
etc.

Gender responsive teaching & learning materials  
– Fundamental to pedagogical processes

Gender responsive language use in the  
classroom

Gender responsive classroom setup



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# FAWE's GRP Manual

Gender responsive  
classroom interaction

Gender responsive  
management of sexual  
maturation

Sexual harassment in  
school and in the  
classroom

Gender responsive school  
management systems: GRP  
success is the effort of all in the  
school, systems, policies etc.

Monitoring and evaluation:  
Systematic tracking and  
assessment of progress





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## GRP implementation Strategy

### Primary/secondary

- TOT
- School based training
- Bi-weekly trainings (departmental based on identified needs)
- Policy advocacy
- Replication and scaling up

### Basically...

- Advocating for provision of gender responsive infrastructure: boarding facilities, separate toilets for girls and boys, adequate clean water and sanitation etc.
- SMT promotion for girls.
- Ensuring a gender responsive school management system
- Community involvement activities in monitoring and responsive action to promote gender parity.





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## GRP implementation TTI

### Rationale

- A good strategy to reach out to teachers: Integrating GRP in TT curriculum
- Establish National Gender Technical Core Teams (Supervise the Overall coordination & implementation)
- Building capacities of the core teams (training GRP model, advocacy, review of TT curriculum, Partnerships and networking)
- Regular M&E

### Basically...

- Implemented in partnership with ministries of education, other partners and select TTI (Unicef support)
- Implemented in select TTI with possibility of scaling up by government
- Mainstreaming GRP in TT curriculum



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**M&E**

2 key  
elements  
:**Teacher**  
**practical**  
**skills** and  
**school**  
**manage**  
**ment**

The schools  
& TTI use the  
checklist at  
the end of  
the manual to  
check on  
progress

Once a baseline on gender disaggregated participation rates is established, FAWE staff systematically collect enrolment, achievement and completion data on a trimester and annual basis using designated tools. Annual reports on changes recorded if any is shared with government, education managers for evidence and their appreciation of the value of GRP



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## GRP IMPACT: GRP Evaluation 2009/2010

- Replication and scaling up by various partners/ministries in collaboration with FAWE NCs
- Integration in various FAWE Interventions (scholarships: ADB Uganda, capacity building efforts: TVET)
- GR teachers and school managers
- Change in teacher practices
- Enhanced confidence building and better understanding of gender by teachers



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## Impact cont..

- Improved students engagement and participation in their learning which enhances performance.
- Responsiveness by teachers to the needs of the girls especially during menstruation
- Increase in enrolment, completion and better grades for the students especially girls in the COE.

# Lessons Learnt

- GRP promotes innovation and creativity
- A gender friendly atmosphere in a school promotes efficiency and effectiveness
- Single shot training leaves a number of gaps in GRP implementation (refresher trainings)
- Nature and type of support provided to the learners is highly dependent on teachers level of knowledge and information



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## Challenges encountered in the implementation of the **GRP Model**

- Funding limitations
- Lack of commitment by some teachers trained to continue training incoming teachers to the school
- Lack of commitment by some head teachers trained to systematically monitor the impact of the GRP in their schools as specified in the GRP training module.
- Misunderstandings by stakeholders on their role in sustaining the training beyond FAWWE's involvement.



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## Challenges cont.

- Lack of systematic monitoring and evaluation approach by all project schools
- Variability in appropriate and adequate infrastructure among the various schools which draws different levels of focus among the schools.
- Sustainability VS scaling up
- Documentation/impact research
- Managing expectations





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## Recommendations/Way forward

- In the process of reviewing the model and document the good practices (UNGEI support)
- Plans to review the handbook (diff for in-service and pre-service)
- Popularize the models (has shown potential to contribute to improving in quality learning outcomes)
- Scaling up and replication as part of the holistic approach in promoting learning among girls in schools
- Identify & establish partnership with learning institutions (research institutions) that will help in documenting the experiences throughout the implementation process

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Though the FAWE GRP Model has proved to be an effective model in delivering best teaching and learning approaches and practices that enhance girl child education, there is need to review and update the manual to take into account the current trends and also document the good practices. Results from the centers where it has been implemented have showed that there is a remarkable increase in enrollment, retention and completion of the girls in school as well as improved performance. It is against this background that FAWE calls upon all stakeholders concerned i.e. donor partners, governments and schools to embrace this model and give it a full mandate and support so that it is rolled over to more centers to widen its impact.



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