

# **SCHOOLING OF GIRLS**

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# SCHOOLING OF GIRLS INEQUALITIES & RESISTANCES:

- **ROLE OF SCHOOLS IN REINFORCING EQUALITY (ISSUE OF ACCESS, RETENTION & EXCLUSION):**
- Understanding gender sensitization, of parents community leaders and members, teachers, girls and boys in order to raise their awareness and understanding of the need to support girl's education.
- Training teachers in the skills for making teaching and learning processes responsive to the specific needs of girls and boys.

# ROLE OF SCHOOLS IN REINFORCING EQUALITY

## ISSUE OF ACCESS, RETENTION & EXCLUSION

- Empowering girls with skills for self-confidence, assertiveness, speaking out, decision-making and negotiation in order for them to overcome gender-biased constraints to their education.
- Empowering boys with skills to de-link from gender oppressive attitude and practices such as macho-ism, bullying and sexual affronts and to develop the self-confidence needed to accept gender equality positively.

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# ROLE OF SCHOOLS IN REINFORCING EQUALITY

## ISSUE OF ACCESS, RETENTION & EXCLUSION

- Training the School Community to manage sexual maturation issues of both boys and girls with particular emphasis on menstruation management.
- Training teachers and students in guidance and Counselling skills.
- Establishing guidance and Counselling desks in order to provide services for the social and psychological development of girls and boys.

# IDEAS TO PROMOTING GENDER EQUITY IN SCHOOLS: ISSUE OF ACCESS, RETENTION : EXCLUSION

- Establish an award to recognize children who promote equity
- Do a play about gender equity in school
- Write an equity column or article in the paper
- Organize a walk, race, or athletic event for equity
- Honor people who foster gender equity in their work and life spirit
- Develop posters that promote equity
- Create a videotape on gender equity

# IDEAS TO PROMOTING GENDER EQUITY IN SCHOOLS: ISSUE OF ACCESS, RETENTION : EXCLUSION

- Reformulate or construct an equitable workplace
- Monitor a school or district for equity
- Award a gender equity scholarship
- Present an equity workshop at a conference
- Observe classrooms to detect bias in interactions
- Manage an equity booth at a toy, computer, or grocery store

# ROLE OF PEERS IN REINFORCING GENDER EQUALITY IN EDUCATION

- Like teachers, peers contribute to the socialization of gender difference via multiple Pathways. Upon entering school, children encounter large numbers Gender and School of peers, many of whom model traditional gender behavior, producing and reinforcing the content of gender stereotypes. In addition, schools are characterized by gender segregation. When many peers are available, children tend to select same-sex playmates.

# ROLE OF PEERS IN REINFORCING GENDER EQUALITY IN EDUCATION

Children's gender segregation, in turn, affects their play experiences, leading them to spend more time in stereotypic play. Furthermore, gender segregation predicts children's future conformity to gender stereotypes. Peers also contribute to gender differentiation by teaching their classmates stereotypes (e.g. "Short hair is for boys not girls") and punishing them for failing to conform to stereotypes via verbal harassment and physical aggression. Importantly, intervention programmes can teach young children to recognize and challenge their peer's sexist remarks (e.g., "You can't say girls can't play!").

# ROLE OF PEERS IN REINFORCING GENDER EQUALITY IN EDUCATION

Peer group influence begins as children progress through school and expand in pre-school and continues their social world. This influence reinforces activities involved in play, academic success, popularity, body image, and dress and continues through out the life cycle.

# ROLE OF TEACHERS IN REINFORCING GENDER EQUALITY IN EDUCATION

Teachers play crucial role in every classroom. They are the actors who shape the success or failure of their students. Their interpretation of the curriculum, interaction with learners, and way they assign duties and homework, are important factors in a child's schooling. The following are some of the role of teachers to reinforcing gender equality.

# ROLE OF TEACHERS IN REINFORCING GENDER EQUALITY IN EDUCATION

- a. Teachers and teacher-educators should examine their syllabuses with the view of incorporating a gender dimension ,by including the introductory themes on gender; and by exploring gender issues within some of the topics of existing syllabus.
- b. Teacher educators themselves be gender sensitive through gender awareness and sensitization programs.
- c. Teacher educators and teachers should employ engendered patterns of classroom organization and interaction,

# ROLE OF TEACHERS IN REINFORCING GENDER EQUALITY IN EDUCATION

d. Teacher educators and teachers should engendered teaching approaches be employed.

- e. Capacity building centres should be established in all educational regions intended to train teachers and teacher educators in women education.
- Teachers and teacher educators should be:
- conducting workshops,

# ROLE OF TEACHERS IN REINFORCING GENDER EQUALITY IN EDUCATION

- introducing engendered classroom organization and interaction,
- introductory lessons on gender;
- focus on gender issues within (the existing syllabus topics;
- introducing gender issues career guidance;
- Analyzing Gender issue in instructional material.
- conducting research projects on gender issues.

# **ROLE OF CURRICULUM AND TEXTBOOKS IN REINFORCING GENDER EQUALITY IN EDUCATION**

In a schools and colleges, the curriculum is usually full, which means it is not easy to integrate a gender equity perspective in the design, content and teaching approaches of the many subject that teachers may have to cope with. Moreover, curricula are often developed by experts and owned by the state, so it is difficult to lobby for change where this might be seen to challenge governmental control. But, where diversity is recognized and participatory processes are employed, women and girls from different backgrounds can participate in discussions about curricula decisions and how they are represented-considering that they are diverse groups. When considering how teaching and the curriculum can be made gender-equitable, the following areas need attention:

# ROLE OF CURRICULUM AND TEXTBOOKS IN REINFORCING GENDER EQUALITY IN EDUCATION

Curriculum Content: There is need to consider what girls from poor, and marginalized environments, are offered by their schooling, and to provide for example, literacy learning in a way that enhances their confidence, so that they can begin to transform their lives.

Learning Methods: Often, images in text-books are simply 'check-listed for their portrayal of gender images. Children do not necessarily have simplistic, preconditioned responses to images in text-books, and need a more sophisticated understanding of and response to how children learn about gender text-books.

# ROLE OF CURRICULUM AND TEXTBOOKS IN REINFORCING GENDER EQUALITY IN EDUCATION

Language of Instruction and Literacy: Children who are geographically or culturally marginalized from mainstream education may find themselves being taught in a language that they do not use. Girls and women often have less access to, and use of national "prestige" language than men.

Methods of Evaluation and Assessment: Examinations tend to dominate assessment, but other methods should be used, such as continuous assessment. In addition, "girls could have more equal opportunities in school if teachers talk to them more and encourage them, for instance by giving them more prizes for participating in different classroom activities".

# **ROLE OF CURRICULUM AND TEXTBOOKS IN REINFORCING GENDER EQUALITY IN EDUCATION**

For teaching and the curricula to be gender equitable in schools, it is important to properly educate teachers on gender quality teaching-through the Courses and practical materials that are provided.

The curriculum, and ways of teaching and learning, can reproduce ideas and practices marked by gender inequality. Gender inequalities and wider social, political and economic inequalities, can influence the access that girls and boys have to different parts of the curriculum.

# ROLE OF CURRICULUM AND TEXTBOOKS IN REINFORCING GENDER EQUALITY IN EDUCATION

Teacher's awareness of, and approaches to gender issues in teaching and learning, are crucial if gender-equitable education is to be achieved. Curriculum content, the relationship between teachers and students, and teacher-education, require

special attention and policy development if gender-equitable education is to be achieved. Government and other relevant stakeholders:

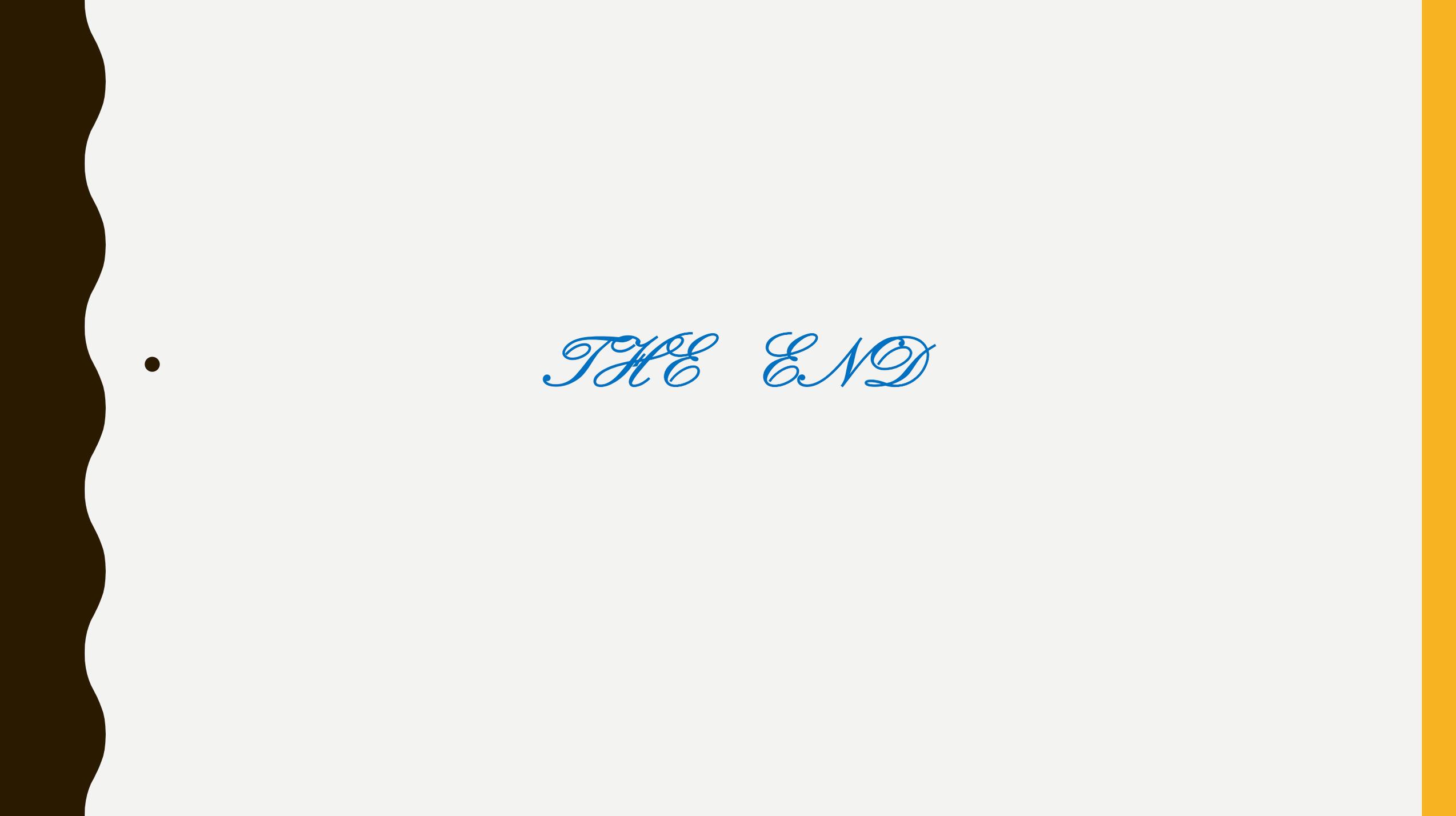
i) Ensure that curriculum development involves consultation at all levels of society about gender equality, and what decisions mean for

# **ROLE OF CURRICULUM AND TEXTBOOKS IN REINFORCING GENDER EQUALITY IN EDUCATION**

- women and girls, especially those who may be marginalized because of language, social practice or environmental degradation.
- . Develop and implement government-agreed standards for quality and equality in education.
- Ensure that there are strong legal measures to outlaw sexual violence and harassment in schools, with clear procedures for dealing with abuse, which are widely communicated.

# **ROLE OF CURRICULUM AND TEXTBOOKS IN REINFORCING GENDER EQUALITY IN EDUCATION**

- . Ensure that training in gender equality is included in the teacher-education programme, both in pre-service training and in-service school-based, college-based training or university-based training.
- Develop capacity and role of the inspectorate and gender units to support gender equality in the classroom at all levels of educational institutions.
- Assess the planning and budgeting processes and ensure that officials at all levels of education have the capacity to implement them. Put in place any necessary training enquired to achieve this.



*THE END*