Including Gender In Teacher Education

Challenges and Ways Forward

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THE CONTEXT

- The Girl Child emerges as a key category in achieving (SDG4) - Education 2030
- Criterion for tracking success of member states initiatives
- Gender enters more explicitly in educational discourse for all SDGs
- Gender becomes co-terminus with the girl child

Has Gender implicitly become biologically determined?
Logic of Statistical measurement until 2015:
1. Enrollment, drop out and transition rates of boys and girls,
2. Out of school girls and boys
3. The gender parity index
4. Girls Toilets
5. Female Teachers

“What we map and measure is what we do”

Operationalizing gender- Statistics both an instrument for planning and measuring outcomes
Teacher Education Programmes: Curricular Areas

Area B
Curriculum & Pedagogy

- Curriculum Studies
  - Knowledge and Curriculum
  - Language Proficiency and Commitments
- Pedagogic Studies
  - Science
  - Social Science
  - Maths
  - Languages
- Assessment and Evaluation Studies

Area A
Foundation of Education

- Learners Studies
- Contemporary Studies
- Educational Studies

Area C
School Internship

- Teacher and Learner in Society
- Gender, school, and society
- Aims of Education: Knowledge and values
- Developing the self and aspirations of the teacher
- Visit to innovative centers of pedagogy and learning
- Classroom-based Research Project

Four days a week for a minimum period of 6-10 weeks for a two-year program and 15-20 weeks for a four-year program including one year of class room observations of a regular teacher.
Impact on Teacher Training

Gender seen as
✓ An attitudinal issue concerning girls and women only
✓ As achieving parity in numbers
✓ Not connected with the content of subjects taught or disciplines
✓ DIETs and institutes offering BEd exist as insular organizations this precludes the larger academic debates on equity, gender and community to enter the day-to-day discourse of teacher educators

“The B.Ed programme that serves as a ‘frame’ for teacher education has outlived its relevance”
The Gender input

- Emerged as an ‘add on’ in teacher Training modules- two hours to a day!
- Isolated from theories of learning “Intellectual Isolation”;
- Subject information as abstract, atomized knowledge;
- No space for teachers to undergo “transformatory experiences” themselves, analyze their own assumptions - There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry
- Mostly viewed by teachers as low in the hierarchy of knowledge- mere family matter or as addressing social ills
The Gender input .......cont

• Not connected to the subjects they were involved in teaching
• At times seen as threatening. Accused of generating conflict
• Converted to a *dos and don’t* list by training institutions and manuals
• Promoting idealized behavior's
• A formal understanding of equality
Exercise 6

Place a tick mark (✓) against each statement:

<table>
<thead>
<tr>
<th>i.</th>
<th>Girls and boys need equal education</th>
<th>Agree</th>
<th>Disagree</th>
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</thead>
<tbody>
<tr>
<td>ii.</td>
<td>Both need to be given equal amount of food</td>
<td></td>
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<tr>
<td>iii.</td>
<td>Both need to be given equal health care and medical attention when needed</td>
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<tr>
<td>iv.</td>
<td>Both can be assigned same duties/ responsibilities</td>
<td></td>
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<td>v.</td>
<td>Both should be given the same freedom</td>
<td></td>
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<tr>
<td>vi.</td>
<td>Both should be given equal time to play</td>
<td></td>
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<tr>
<td>vii.</td>
<td>Both can perform all tasks equally well</td>
<td></td>
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<tr>
<td>viii.</td>
<td>Both can have similar occupations</td>
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<tr>
<td>ix.</td>
<td>Both have same intelligence and abilities</td>
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</tbody>
</table>
Mission Mode and Gender Inputs

- Trainings oriented to programme implementation
- Mobilization and activity based
- No gender specific inputs
- Oriented to meet targets of access, transition etc
Fashioning a new understanding of gender trainings

- The NCF 2005 Gender Focus Paper argues for bringing gender into the core domain of knowledge – of curricula and pedagogy.
- As integrated into the subject that a teacher transacts
- Linking gender to equity and an understanding of diverse power relations, not only between men and women
- Trainings to develop pedagogic approaches that allow for systematic study of gender and other concepts linked to the lived reality and context of the teacher
Teachers must be trained to address the learning needs of all children including those who are marginalized. NCF, 2005

Teacher Education Institutions will need to reframe their programme courses to include the perspective, concept and strategies of inclusive education. NCFTE, 2009

Gearing all teacher education programmes to developing pedagogical skills required in inclusive classrooms - National Focus Group-2005
Ways Forward

- Pre-service: DIETS, SCERT’s and Universities to create courses on Equity and Gender as compulsory not optional papers
- Creating Handbooks and Resource Manuals that link gender and equity issues to subject specific knowledge
- In service teacher training to develop a systematic, graded module over a three year period
Contemporary Studies: Diversity, Gender and Inclusion

• Draw upon social sciences: sociology, history, philosophy, psychology, political science and economics

• understanding identity development; diversity and inclusion; examining curriculum, texts and pedagogic practice from the lens of diversity, disability and gender

• 1 theory course with inbuilt field-based units of study; group projects and individual assignments, seminar presentations
Sensitivity to needs stemming out of social disadvantages and other difficult circumstances—scheduled tribes, scheduled castes, slum children, working children need to be inculcated.
Conclusion

- Education is a project of possibility, that expands the notion of what it is to be human: to make the realization of new forms possible - both for the learner and the teacher.

- Transformative potential is not only for the child but for the teacher herself. Only then will she be able to

  “address differences in the classroom in ways that enable learners to overcome their disadvantages, value their differentiated capabilities and develop them to the fullest” (NCF 2005- Gender Focus Paper pg 25)

THANK YOU