A Gender-Sensitive Teacher

Target audience: Teachers/school heads, teacher trainers

This tool presents a set of recommendations for all teachers to adopt gender-sensitive attitudes towards their students.

A gender-sensitive teacher should be encouraged and trained to:

**Perception of Learners’ Abilities**

1. Value equally the learning ability of both female and male learners (girls/women, boys/men)
2. Facilitate both female and male learners’ abilities to learn and progress equally and develop their potential to the fullest

**Learners’ Attitudes Towards Each Other**

3. React cautiously to unfriendly and potentially gender-biased attitudes that learners may demonstrate towards other female and male learners
4. Help learners question these attitudes in order to prevent them from happening in the future

**Learners’ Participation in the Classroom**

5. Call on or address both female and male learners a balanced number of times and for all subjects
6. Give both female and male learners equal opportunity to write on the writing board a balanced number of times and on all subjects
7. Give both female and male learners equal opportunity to present their work or answers to the class on equal regularity and for all subjects
8. Give similar duties to both female and male learners (example cleaning, moving furniture, etc.)
9. Support and encourage both female and male learners to be class leaders, possibly having one female and one male as co-leaders

**Teaching/Learning Environment**

10. Use materials that portray female and male characters in equal numbers and involved in similar activities; if not, the teacher should try to call on learners and help them challenge stereotypes in the portrayal of female and male characters in the teaching/learning materials used
11. Display posters on the walls that portray female and male characters in equal numbers and involved in activities together
12. Have a classroom seating plan that enables both female and male learners to participate and have equal opportunities to learn.

**Mentoring, Guidance and Counseling to Learners**

13. Provide guidance and counseling, if possible, as well as mentoring support to both female and male learners with regard to the continuation of their studies, job perspectives or psycho-social needs. This support should be delivered in a gender-sensitive way so that both boys and girls do not choose stereotyped paths (for instance, girls should not be led to select subjects that are traditionally regarded as being more “feminine” or boys should not be led to select subjects that are regarded as being more “masculine”).

**Personal Development and Training**

14. Seek advice on teaching methods that are more gender-sensitive
   - from other teachers
   - from the school head
   - from the school inspector
   - from the ministry’s gender focal point
   - from gender experts and attending formal training courses
   - from parent-teacher associations, whenever relevant
   - from NGOs, whenever relevant
   - by his/her own means through self-study (printed and/or online materials etc.)