



GENDER ANALYSIS OF EDUCATION - A TOOLKIT (OUTLINE)

A **Jaslika** and **Jet Education Services**
Collaborative under the Learning Hub,
Building Education Better Initiative.

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Outline of Gender in Education Toolkit

1. Why gender analysis in education?

2. Understanding key concepts

- A. Sex (male, female, intersex) vs gender (boy, girl, man, woman)
- B. Sex roles vs gender roles
- C. Culture, socialisation and education
- D. Gender parity, equity and equality
- E. Intersectionality
- F. Women's rights vs human rights

3. Application of gender perspective in education - the Jaslika 3C model

- A. What is a gender perspective? What does it mean to apply gender perspective in education?
- B. Analytical units - Classroom, Curriculum/Content, Context/Community
 - I. Classroom
 - a. Teacher vs learner interaction (verbal and non-verbal)
 - b. Learners participation in lessons/subjects
 - c. Peer to peer interactions
 - d. Classroom environment
 - i. Seating arrangement
 - ii. Streaming/ability grouping
 - e. Gender of teachers by subject/grade level
 - f. Classroom rules and regulations
 - g. How and who disciplines? And how and who is disciplined?
 - II. Curriculum/Content:
 - a. Formal curriculum
 - i. What is being taught (content)?
 - ii. How is it being taught (methodology and media)?
 - iii. What materials are used in teaching (textbooks, supplementary materials, learning and digital resources)?
 - iv. What messages are being transmitted through the images, texts?
 - b. Co-curricular and extra-curricular activities:
 - i. Sports, clubs, music, drama

- ii. School assemblies, motivational speakers
- c. Hidden curriculum:
 - i. Unintended learning that takes place in schools

III. Context/Community:

- a. School
 - i. School policies, vision, mission
 - ii. Dining arrangements
 - iii. Playground
 - iv. Boarding spaces
 - v. Food and nutrition

IV. Household

V. Community

4. Analysis and Interpretation

A. Types of analysis

- I. Quantitative gender analysis
- II. Qualitative gender analysis
- III. Intersectional analysis

B. Importance of contextual analysis and interpretation

5. Practice and action

A. Application of gender responsive analysis

- I. Text materials from school curriculum
- II. Media analysis
- III. Human interest stories collected for example during Intergen phase 1 & 2 (Nyeri and Nairobi) as materials to analyse gender issues

B. Transforming gender insensitivity to gender responsiveness - focus on language (verbal and pictorial)

6. Important resources and links

- A. Gender Responsive Pedagogy: A Toolkit for Teachers and Schools. Nairobi: FAWE. 2018
- B. Mainstreaming Gender Analysis. European Institute for Gender Equality. Luxembourg: Publications Office of the European Union. 2019
- C. Voices and Cases from the Field. Intergenerational Perspectives on Building Education Better. Nairobi: Jaslika. 2022

Credits

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