

**Promoting Gender Responsive Approaches in the
Education Sector**

**Evaluation of the Gender Training for
Teachers and School Management
Committee Members in URR**

**Study Commissioned by UNICEF and the Ministry
of Basic and Secondary Education**

Final Report

January 2013



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Acknowledgement

I would like to register my sincere gratitude to UNICEF and the Ministry of Basic and Secondary Education for giving me the opportunity to undertake the impact assessment of the Gender Training received by teachers over the past few years with funding from UNICEF. The Gender Unit of the Ministry of Basic and Secondary Education (MOBSE) and the Education Section of UNICEF provided the necessary background support and engaged us throughout the process with stimulating thoughts and suggestions to ensure that the outcome document delivers 'the goods'. Their active support was a source of inspiration and a testimony of their commitment to the children of The Gambia and the current development agenda premised on equality and equity. The inputs of Jenieri Sanyang, Nuha Jatta and Mariam Khan of UNICEF and all the stakeholders who participated in the validation workshop helped to shape this outcome document. We thank them for the invaluable time they invested in this project. If any shortcomings persist in this report, they are entirely mine

I take this opportunity to also thank all headmasters, school teachers, School Management Committees (SMC) members, pupils, parents and stakeholders whom we interacted with and whose contributions helped to produce this document.

Special thanks are also due to: the Permanent Secretary of the Ministry of Basic and Secondary Mr. Baboucarr Bouy for facilitating the field activities in the Upper River Region by providing the trekking vehicle and a driver; the Principal Education Officer, Mr. Momodou G. Jallow; Mr. Bukary Gaye – Community Development Officer (CDO), Mr. Karamo Keita (researcher); the cluster monitors, Mssrs. Malick Jammeh, Kabiru Jarjue and Landing Sanno for facilitating the interventions at school level. I am indebted to the Statistician, Mr. Edi Ceesay for ably handling all the data processing and analysis.

Omar Ousman Jobe
Consultant

List of Acronyms

CDO	–	Community Development Officer
CEDAW	–	Convention on the Elimination of All Forms of Discrimination Against Women
CRC	–	Convention on the Rights of the Child
EFA	–	Education for All
FAWEGAM	–	Forum for African Women Educationalists - The Gambia
FGD	–	Focus Group Discussions
GDP	–	Gross Domestic Product
IRK	–	Islamic Religious Knowledge
MDG	–	Millennium Development Goals
MOBSE	–	Ministry of Basic and Secondary Education
PEO	–	Principal Education Officer
PTA	–	Parents Teachers Association
SMC	–	Senior Management Committees
UNICEF	–	United Nations Children’s Fund
URR	–	Upper River Region

Concepts and Working Definitions

It is understood that these concepts may be defined in different ways. The definitions thus provided are working definition as they are used in this report.

Gender imbalance: Is any knowledge, attitude or practice which favours one sex over the other.

Gender balance: showing the knowledge, attitude and practice of fair treatment among the sexes.

Gender sensitivity: having the potential to become gender balance or imbalance

Gender effectiveness: having the potential to become gender balance.

Gender statement: A sentence or a set of sentences that can be used to question and assess the gender sensitivity of a specific issue or action.

Gender Mainstreaming – all efforts undertaken to secure parity of opportunity, rights and privileges between men and women

PART ONE:

**BACKGROUND, METHODOLOGY, RESEARCH
ASSUMPTIONS AND LIMITATIONS**

Introduction

The education objectives since 1988 have been underpinned by the desire to provide equal educational opportunities to both boys and girls. The current Education Policy (2004-2015) embodies the Ministry of Basic and Secondary Education's intentions and efforts to promote girls' education and the application of a gender sensitive curriculum in the school environment. To that end, community awareness programmes and interventions geared towards increasing access to educational opportunities have been developed with support from development partners like UNICEF and UNDP.

The Upper River Region (where this survey took place) is one of three (3) regions where an active campaign dubbed 'Big Bang' was conducted by the Ministry of Basic and Secondary Education with support from UNICEF to get girls into the school system, thus contributing to bridging the gender gap. All these laudable initiatives are in line with the provisions of such international instruments as the Convention on the Rights of the Child (CRC); the African Charter on the Rights and Welfare of the Child; the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW); the Millennium Development Goals (MDG) and the Education for All Goals (EFA).

That notwithstanding, important hurdles having to do with culture and religion still stand in the way, rendering the promotion of women and girls' rights to educational access very problematic. Socio-cultural norms such as high value placed on marriage and the notion that women are best fitted for the homes continue to undermine all efforts to increase girls' participation in education. Political will on the part of government and the importance attached by parents to conventional education as a means to escaping the poverty trap are critical in achieving development results. That is premised on the view that 'teaching and learning take place within the context of a conceptualization of society, its values, its direction and its role in the community as a whole'¹. Arguably therefore, the curriculum is a powerful tool for imparting knowledge, molding personalities by changing mindsets and mental models. The curriculum can either re-enforce or question the prevailing status quo in a given context.

Arguably, the gendered interests of the different social groups are not always sufficiently integrated in the planning process at the macro, meso and micro levels. The Ministry of Basic and Secondary Education (MoBSE) in partnership with UNICEF have made bold attempts to integrate gender considerations in their strategies, policies, plans, budgets and activities. One such initiative was the development of a Gender Training Manual in 1999 and a Gender Action Pack in 2002. The **Gender Action Pack** is a practical guide intended to equip teachers with a step-by-step approach and methodology for delivering gender sensitive lesson plans in a classroom setting and to apply the same techniques outside the classroom during extra-curricular activities. As a pedagogical tool, it covers both core and non-core subjects. Though adaptable to the concerns of Lower Basic Schools, the Gender Action Pack was primarily designed for Upper Basic and Basic Cycle teachers and serves as a complement of the Gender Training Manual geared towards engendering equal involvement and participation of boys and girls.

¹ Mainstreaming Gender in the Curriculum – Module 4

These two documents provided sufficient insights into the main issues related to gender in teaching and in the curriculum. Together they provide guidelines as to how teachers should be handling the curriculum with a gender lens and proposed strategies to reach all students regardless of their sex in enhancing their learning achievements. The documents were developed and used to train teachers, school management committees, mothers' clubs and students. The intended objective, apart from enhancing their knowledge and understanding of gender issues across the school curriculum and the day-to-day classroom interactions was to further strengthen the desire to promote equality and equity outcomes. It was also aimed at enhancing more gender responsiveness in lesson delivery, delegation of duty, responsibilities, relationships and the management of the school curriculum.

The interventions conducted in URR were intended to: raise awareness on basic concepts in gender; help teachers become more gender responsive in classroom pedagogy and the use of teaching and learning resources; promote gender equality and equity in schools and particularly in the classroom; promote healthy relationships between teachers and students, among students and also relationships within the communities. A financial resources package totalling \$39,884 was used to implement the project with a view to achieving the desired development results.

Gender mainstreaming as a planning strategy is informed by the perceived inequality/inequity between boys and men on the one hand and women and girls on the other – stemming from the way both sexes are socialized in the Gambia's socio-economic and socio-cultural context. Consequently, the majority of women in The Gambia have not been able to develop to their full potential. Since women/girls are lagging behind in a lot of ways, mainstreaming gender must of necessity be skewed towards a women's right perspective and programming for more equitable development results. The school system is a fertile ground to sow the seeds for future gender equality by inculcating such values to teachers, students and School Management Committee members (SMC).

This study is about assessing the impact of the interventions/investments in terms of changes in classroom practice of teachers in their treatment of girls and boys. It is premised on the view that the school system and the household have the potential to bring about gender equality/equity changes over time. It could further be used as an effective agent of change to address issues of gender mainstreaming and gender inequality with a view to bridging the conspicuous gap in development results between social categories.

The evaluation examined the community stakeholders', teachers' and pupils' understanding of the gender equality/inequality concept and to what extent it is being used to alleviate or deepen the gender gap in practice (portrayal of gender equality) within the school system and in a family setting. According to the Ministry of Basic and Secondary Education (MoBSE), it was envisaged that the training on gender provided at school and community levels will result in the following outcomes:

- That Parent Teacher Associations (PTA), mothers clubs, students and teachers in the six educational regions are more gender responsive in their day-to-day activities especially in schools.
- That a more gender responsive teaching force will emerge
- That gender stereotyping will be reduced or eradicated completely in the schools.

The Overall Objective of this Evaluation was:

- To analyze gender responsiveness of teachers in classroom discourse and to assess any positive changes in teachers' methodologies in reaching all the children in the classroom regardless of their sex.

The specific objectives of the evaluation are:

- To determine the effectiveness and efficiency (if any) of the training provided for teachers and SMC members on gender with a view to removing gender stereotyping across the school curriculum.
- To gauge to what extent the training provided for teachers could be deemed effective and to establish whether or not their knowledge, attitudes, and practices on gender has changed during classroom teaching and interactions
- To establish the efficiency and effectiveness with which the financial resources totalling \$39,884 were used to achieve the desired development results

The scope of the Evaluation:

The evaluation was conducted in region 6 - Upper River Region (URR) where a total of 497 teachers were trained as well as School Management Committees since 2007 using the Gender Training Manual and the Gender Action Pack.

Executive Summary

The evaluation of the Gender Training conducted for teachers from selected schools in the Upper River Region revealed that trained and untrained teachers are making efforts to apply gender skill in lesson presentation by virtue of the training received or through informal peer-to-peer channels such as discussions with trained colleagues. However, the trained ones are not yet fully immersed into the gender approach and culture to apply it systematically in the school environment. Teachers are not fully conversant with the proposed methodology of gender responsive lesson presentations. Their knowledge of gender mainstreaming in the curriculum is still too basic to warrant effective implementation of a full proof gender sensitive approach.

The participants to the FGDs unanimously agreed that there are still challenges in promoting girls education in the rural communities although progress is being registered thanks to the numerous interventions undertaken by institutions such as UNICEF, FAWEGAM, the Gender Unit of the Ministry of Basic and Secondary Education and ACTION AID The Gambia. The girl child is still vulnerable to being withdrawn from the Lower Basic level than the boy child. The campaign to enhance access of all children to school, particularly of the girl child has registered great successes, exemplified by the enrolment rates currently at 95.3 per cent and the target set by 2015 is 100 per cent.

Parents indicated that for security reasons, they would rather allow the boy child to pursue schooling whilst retaining the girl child at home for the household chores and would marry her at the earliest opportunity, usually between the ages of 14-16 years. Many participants at the focus group discussion indicated that the distance from the schools and other hidden cost force parents to withdraw the girl child from school. But mindsets and mental models are changing for the better although strong cultural resistance towards conventional education still persist in some places. About 50 per cent of the teachers made conscious efforts in their lesson presentation to dispel gender stereotyping in the minds of boys and girls.

Some of the teachers who benefitted from the gender training have been sharing such skills and knowledge with colleagues who did not receive any formal gender training. That category of teachers is also handling gender issues very well but the chances of them delivering gender responsive lesson is lower relative to those who underwent the formal training. In order words, boys and girls have a greater chance of benefitting from adequate gender responsive lessons from teachers trained on gender mainstreaming in teaching approaches than those without training.

The evaluation further indicated that the attitude of pupils towards gender segregated jobs is changing, corroborated by the number of pupils who prefer to go in for any type of job irrespective of their gender as long as it offers prospects for higher pay or a more prestigious status in society. That notwithstanding, there are still a significant number of students who still maintain that males should go in for jobs that fit men and women should do likewise.

In terms of absenteeism and failure to do home assignments, the boys displayed a poorer showing relative to girls, contrary to the generally accepted idea that girls miss out of school due to the household chores and other care roles that they are assigned. It will be important to find out why the boy child in the schools visited absent themselves.

The evaluation further revealed that the sitting arrangements are still segregated in many of the schools visited. The girls are either placed in front as if to protect them or are put in rows of boys on the one hand and rows of girls on the other. There are mixed groups in some schools and that needs to be encouraged. The survey revealed that boys and girls are still being socialized in the traditional way and that gender roles are still well entrenched in the rural areas

Methodology

The evaluation used a mix of both quantitative and qualitative methods of data collection and analysis. It combined a desk review of available literature, official documents and data on gender across the school curriculum. The information and data for the desk review were obtained from official government documents, including those produced by the Gender Unit. That included, training reports on gender, the gender training manual, the gender action pack, the sexual harassment policy and guidelines against sexual abuse. Focus group discussions and interviews with teachers, Mothers Clubs, School Management Committees (SMC) members, and classroom observations formed part of the qualitative analysis.

Questionnaires and interviews guides were developed to facilitate the assessment. Questionnaire containing carefully designed and selected Attitude, Knowledge and Practices questions were designed to help identify important determinants of the effectiveness of the gender training.

The following questionnaire and interview guides were used:

- a) Teacher Questionnaire
- b) Student Questionnaire
- c) Discussion Guide for Focus Group Discussions (FGD) for SMC, PTA and Mothers' Clubs

The stakeholders consulted included the following categories: UNICEF Education team, The Gender Unit of the Ministry of Basic and Secondary Education (MoBSE), the Regional Directorate in the Upper River Region (URR), School Management Committees, Mothers' Clubs, teachers and students.

Before embarking on the field work, the consultant organized a preliminary meeting at the Regional Education Office with the Principal Education Officer, the Community Development Officer, the three (3) Cluster Monitors and the researcher from the Kombo to review the questionnaire and to discuss implementation issues such as the composition of the teams, the sequencing of the interventions and other logistical matters. After going through the three questionnaires to ensure that all the researchers had a holistic understanding of the task at hand, each team member was assigned a specific responsibility. In each intervention site, one member was assigned the FGD; the second one was responsible for classroom observations whilst the third one conducted the one-to-one interviews with the students randomly selected (three boys and three girls) outside the classroom.

Sampling Frame:

The sampling frame consisted of a list of 497 classes (grades 1 to 6) in about 72 schools. The list included the following information among others – Name of school and male and female enrolments by grades. This sampling frame was only used to calculate the coefficient of variation for total enrolments - an auxiliary variable, which is assumed to be related to the number of schools and the number of teachers in region 6. The coefficient of variation was used in a formula given below to determine the sample size at 90 per cent level of confidence assuming a margin of error of 5 per cent. The act of drawing the sample of 14 different

schools for 14 different teachers was done by using a list of 45 teachers called: **LIST OF TEACHERS TRAINED ON GENDER RESPONSIVE PEDAGOGY IN REGION SIX IN JUNE 2012.** The sample size for this survey can be defined in two stages. The sample size can be expressed in terms of number of schools – the first stage sample size. The sample size could on the other hand be defined in terms of number of teachers – the second stage sample size or ultimate sampling units. When a sample size is determined in terms of a first stage unit, the sample size in terms of the second stage unit can be decided upon using a number of criteria, which span the span, from subjective decision to objective judgement, in which cost and time are taken into account. The formula presented below is often used to determine sample size at first stage level. We obtained 14 from the formula. But based on sampling theory, it can be interpreted as number of schools or even number of classes as long as we can find the ultimate sampling units (teachers) in schools and classes. Since we regard each teacher as representative of the school he or she is, we can take any number of teachers bearing in mind the cost, the time and availability to represent each school or grade selected. We finally decided to interview 2 teachers from each of the 14 schools if time and availability allowed us to interview/observe more than the minimum number of 14 teachers.

Target Population:

Teachers, mothers clubs, students, school management committees and community members that received gender training supported by the Gender Unit of the Ministry of Basic and Secondary Education (MoBSE) since 2007 in Upper River Region (URR).

Determination of sample of schools or grades representing schools:

Sample Determination

The sample size (n) of schools, or classes or grades representing schools, was determined from the following formula:

$$n = \frac{NC^2}{(N - 1)e^2 + N^2}$$

$C = 84.4\%$ stands for the Coefficient of variations of enrolments in Lower Basic Schools for region 6. The coefficient of variations of enrolments in LBS is the standard deviation of enrolments from the mean number of students enrolled divided by the mean. The result is expressed in percentage.

$e = 5\%$ is the margin of sampling errors allowed.

N is Total number of grades or classes (497) in LBS schools. When worked out n becomes 14 schools or grades or classes representing schools.

Data entry screen:

The data entry screen was prepared using CSpro for entering the quantitative data whilst Microsoft Access was used to enter the qualitative data. Semi-structured questionnaires and interview guide were prepared to collect information through personal interviews and classroom observation and focus group discussions. Tables were generated using SPSS software application.

Field Activities:

The visit to schools which was a key component of the field activities took place from the 31st October through the 1st of November 2012 and were conducted by two teams comprising of a team leader and two other researchers.

Team A:

Omar Jobe (Consultant)

Malick Jammeh²

Kabiru Jarjue⁴

Team B:

Karamo Keita (Team Leader)

Bukary Gaye (CDO³ – URR)

Landing Sanno⁵

Facilitator of the mission in URR: Momodou G. Jallow – Principal Education Officer (PEO) and Bukary Gaye – Community Development Officer (CDO)

The 14 schools in the Upper River Region (URR) where the research was conducted by the two teams and the number of teachers observed in a classroom situation are as follows:

1. Diabugu Lower Basic School (2 teachers)
2. Garawol Basic Cycle (2 teachers)
3. Naude Lower Basic (2 teachers)
4. Sakoli Kunda Lower Basic (2 teachers)
5. Kulari Lower Basic (0)
6. Limbambulu Lower Basic School (2 teachers)
7. Baniko Lower Basic School (2 teachers)
8. Walliba Lower Basic School (2 teachers)
9. Gambisara Lower Basic School (2 teachers)
10. Chamoi Bunda Lower Basic School (2 teachers)
11. Sanunding Lower Basic School (2 teachers)
12. Gunjur Kuta Lower Basic (2 teachers)
13. Perai Tenda Lower Basic (2 teachers)
14. Fass Bajong Lower Basic (2 teachers)

The teachers whose names are indicated were supplied by the Gender Unit of the Ministry of Basic and Secondary Education as the ones who recently benefitted from the Gender Training (in 2012). Taking place the same year, the chance of finding them in the same schools was greater. All of them except three (3) were found in the designated schools. But these ones aside, 12 other teachers were enumerated, bringing the total number of teachers to 26, out of the 28 initially targeted. The selection of the additional teachers was informed first and foremost by the desire to meet as many teachers as possible who have benefitted from the gender training. In the absence of that, any other teacher available was observed.

Research Assumptions:

A certain number of research hypothesis were advanced prior to embarking on the field research as follows:

² Cluster Monitor, Wulli West

³ Community Development Officer

⁴ Cluster Monitor, Kantora

⁵ Cluster Monitor, Sandu

- The curriculum is adequately addressing the issue of gender stereotyping in both classroom discourse and processes
- The gender bias and discrimination is losing ground in schools and classrooms handled by teachers trained on the use of the gender tool
- That after receiving the gender training, teachers would deliver gender responsive lesson presentations and will involve boys and girls in all aspects of teaching and learning in the school.
- That, girls would be empowered at home and in school to be more assertive and to gradually take leadership responsibility.
- That untrained teachers lack the ability to apply gender responsive pedagogy techniques to deliver equity and equality outcomes.
- The Gender mainstreaming processes in the Gambia are weak.

Classroom Observation:

Researchers were required to actively observe the techniques employed by teachers in a classroom situation to deliver lessons. The lesson that the teacher was found delivering did not matter. It is common knowledge that teachers in Lower Basic Schools teach all subjects: English Language, Arithmetic, Science, Islamic Religious Knowledge (IRK) etc. The characteristics of a gender responsive classroom presentation are as follows:

- Teacher encourages pupils to use neuter gender and to understand it; the teacher shows how boys and girls are socialized at household, community and school level and the consequences it is having on both social groups and why that needs to change
- The lesson informs the pupils that both men and women are responsible for preventing the problems of the community, society or country.
- Both boys and girls are treated equally during lesson presentations and the teacher ensures that all are involved and participate actively in the class
- The Lesson shows how girls and boys should live in peace in the school, and the teacher advises those who bully to stop
- The lesson highlights and defends the special needs of both sexes
- Teacher emphasizes that both sexes can perform any type of job.
- Teacher discusses roles and gender stereotypes in certain jobs

The focus of the classroom observation was on the following aspects:

1. **Involvement and participation** of boys and girls in the classroom and in teaching and learning processes with a view to determining whether the girl child is being adequately empowered to be more assertive.
2. **Observation on sitting arrangements**, focusing on the composition of the groups to determine whether they are mixed groups (boys and girls) or segregated groups (boys on one side and girls on the other).
3. Observation of how boys and girls are portrayed/depicted in classroom drawings/school manuals; whether girls are portrayed in their traditional roles as subservient, inferior, and are therefore being groomed/socialized to become housewives; or whether they are being empowered to break from that traditional mould.

4. Looking at roles assigned in a classroom situation to see whether girls are given roles of responsibility as class prefects.
5. Reviewing the level of receptiveness of both genders to what is taught by the teachers.

Targets in each school for the classroom observations:

Twenty-eight (28) teachers, 84 SMC/Mother Club members and 84 pupils were targeted from the 14 schools for focused group discussions and interviewed.

Research challenges:

1. Day 2 of the research was slightly compromised. Being a school holiday across the country, the cluster monitors were able to negotiate with all school headmasters except one to keep the children in school on that Thursday for the purpose of the survey and to give them Friday as a holiday instead. Without the school children, classroom observations could not take place in Kulari Lower Basic School. The focused group discussions (FGDs) with the PTAs/SMCs and the one-to-one interviews with pupils were successfully conducted.
2. Taking place in the immediate aftermath of the Tobaski feast and during the harvest season, the classrooms were half-full.
3. The sampling initially identified 14 out of the 45 teachers that benefited from the gender training. At the time of the field activities, it was discovered that 14 teachers were identified serving in 12 schools. It was decided that 2 more schools be added to the list. The cluster monitors suggested that Limambulu LBS and Gunjurkuta be added, being child-friendly schools supported by UNICEF. In reality, two (2) classroom teachers were targeted in each school bringing the total number of teachers to twenty-eight (28). Added to that number is the school headmasters in the 14 schools visited. They participated in the FGDs that were running concurrently with the classroom observations and the interviews done with six students per school (three boys and 3 girls), representing a total number of students enumerated.

5. Possible Stage Management of the Research: The cluster monitors tasked to contact the teachers had already made known to the teachers/headmasters that a team was on the ground to assess the impact of the gender training received by a select number of teachers and will be doing classroom observation to verify whether the skills are applied in lesson presentation. Having been adequately prepared before hand, how certain could anyone be that teachers ordinarily would be applying gender responsive methodologies as a routine procedure? Under observation and being aware of the premise of the research and the expected outputs and outcomes, the results may to a certain extent be skewed.

6. The interview with the head teachers also revealed that the overwhelming majority of teachers were males, 23 out of the 26 interviewed. In most of the schools visited, all the teachers turned out to be males. Where female teachers were present, they were never more than two.

Findings from the Literature Review

The literature review conducted prior, during and after the field activities revealed that various legal instruments are available to promote the process of gender mainstreaming, gender equality, equity and empowerment in The Gambia. The 1997 Constitution enshrines the values of equality and equity of all citizens in the pursuit of national development objectives. As the fundamental law of the land, the Constitution stipulates that ‘women should be accorded full and equal dignity of the person with men’. It went further to state that ‘all persons shall have the right to equal educational opportunities and facilities and with a view to achieving the full realization of that right – basic education shall be free, compulsory and available to all’. In line with those lofty ideals, there is evidence in the national documents consulted⁶ that significant strides have been made by the education sector in pursuing a policy of non-discrimination and inclusiveness in the provision of educational services. But such efforts have to contend with both demand and supply side constraints. Inadequate funding and cultural resistance in some circles continue to thwart the efforts of the Ministry to deliver quality basic education for all. Likewise, there is evidence to show that gender parity had been achieved at the lower basic level but that there is a persistent gender gap in the higher grades.

The literature review showed that the National Policy for the Advancement of Gambian Women (NPAGW 1999-2009) and the Women’s Act 2010 were designed to address the needs of women and girls in terms of participation, access and empowerment. The Act was meant to implement the legal provisions of the National Policy for the Advancement of Gambian Women and Girls. According to the Act, ‘Every woman has the rights and shall enjoy the protection set out in the act’. Part II entitled: Government’s obligation to eliminate all forms of discrimination against women’ has clear provisions to protect girls and women. Section 14 (3) reads: In pursuance of sub-section 2 – ‘Every Ministry, Government Department, Agency or Organ of Government shall take all appropriate measures in its field or area of competence to: eliminate all forms of stereotypes and acts of discrimination which perpetrate or tend to perpetrate gender inequality. Section 26 (1) of the Act stipulates that ‘every woman has the right to basic education.....’ and that the Gambia Government shall take all appropriate measures to: b) Eliminate all stereotypes in textbooks, syllabuses and the media that perpetuate such discrimination; e) Integrate gender sensitization and human rights education at all levels of education curricula including teacher training; h) Promote the enrolment and retention of girl children in schools

But recognizing the limitations of the NPAGW for the fact that it dealt only with women and the fact that gender inequity hampers efforts geared towards achieving sustainable development objectives, the National Gender Policy and Women Empowerment (2010-2020) was developed to address the structural relationships between girls and women on the one hand and men and boys on the other looking at it from a more holistic perspective. The focus of the National Policy for the Advancement of Gambian Women (NPAGW) was among other things to: increase awareness on gender as a development concern; increase enrolment and retention of girls in schools and the reduction of gender stereotyping and discrimination. The need to shift emphasis from women empowerment alone to the promotion of gender equity and equality became apparent when the NPAGW betrayed a certain number of

⁶ PRSP, PAGE, MDG Reports, the Education Sector Strategic Plan (2004-2015) and the Gambia Education Country Status Report

limitations thus paving the way for the development of the Gambia National Gender Policy and Women Empowerment (2010-2020). Gender and Education was made a key priority area in the policy thus reflecting the government's resolve to create the enabling environment for the emergence of women.

The Four Pillars of the UN-Convention on the Rights of the Child (CRC) to which the Gambia is a signatory emphasizes Non-Discrimination (Article 2); the Best Interest of the Child (Article 3) the Right to Survival and Development (Article 6) and the Right to Express One's Views Participation (Article 12). Article 4 of the CRC adds a very important dimension to the quest to build a world fit for children. It insists that: 'States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation'. The Gambia domesticated the Convention on the Right of the Child in 2005 with the enactment of the Children's Act divided into 18 parts and each part addresses specific issues relating to children.

The Review of Budgetary Allocations towards the Attainment of MDGs 2-7 in The Gambia⁷ suggests that the Gambia Government is not meeting its policy commitments to children adequately due to tight budgetary constraints. In chapter six (6) of the Gambia Education Country Status Report, some interesting insights on equity and disparity issues were discussed to determine who benefits most from public education financing and schooling opportunities looking at the richest and the poorest quintiles, gender and location. The document underscores the fact the whiles the State is subsidizing education, well-to-do parents are in a position to buy the best education services for their children, hence the inequity and inequality concerns raised. The document revealed the following facts based on empirical evidence: that senior secondary school is completed by only 25 per cent of girls, against 32 per cent of boys; that only 3 per cent of the poorest quintile completed secondary school, against 38 per cent of the wealthiest quintile and that only 1 per cent of the poorest rural girls completed secondary school, against 43 per cent of the richest urban boys. Of particular significance among the key findings of the research is the fact that the Upper River Region registers the lowest completion rates (18 per cent) and suffers from acute under enrollment of just 14 per cent at the upper basic level. Fulladu East grapples with below average supply and a level of enrollment below expectations; Kantora and Wulli face supply-side constraints.

In ratifying the CEDAW, the States Parties undertook, *inter alia*: to embody the principle of the equality of men and women in their national constitutions; to ensure through law and other appropriate means, the practical realisation of that principle (Article 2); to adopt temporary special measures aimed at accelerating de facto equality between men and women (Article 4); and to ensure equal rights for men and women in the field of education (Article 10). The Ouagadougou Declaration on the education of girls acknowledged that girls' education contributes to improved quality of life and enhances national development. There is ample empirical evidence to attest to the fact that the education of women paves the way for lower levels of child and maternal mortality; better nutritional practices, higher levels of

⁷ A study commissioned by UNICEF in 2006 and implemented by the Pro-Poor Advocacy Group (Pro-PAG)

education for children; enhanced productivity and output and therefore increase in Gross Domestic Product (GDP)⁸.

⁸ PRSP and Programme for Accelerated Growth and Employment (PAGE)

PART TWO:
FOCUS GROUP DISCUSSION

Focus Group Discussions Results

General Characteristics:

The participation of stakeholders to the Focused Group Discussions (FGD) was adequate in all the schools visited. In each of the intervention sites a minimum of six (6) people were in attendance, including the school head.

Section 1 of the Focused Group Discussion (FGD) questionnaire was intended to probe the knowledge of the community participants drawn from the School Management Committees (SMCs), the Parent Teacher Association and the Mothers' Clubs on gender related issues. At the outset, participants were required to tell the researchers what they have heard/learnt about gender issues and their understanding of the concept of gender gap; to discuss the factors responsible and what they are doing or intend to do to counter the gender bias responsible for the perpetuation of the perceived gender gap?

The research also attempted to probe the gender responsiveness of the school environment and the extent to which the communities are taking into account the needs of both boys and girls. The FGDs revealed the extent to which communities are becoming more and more aware of gender equality issues. A recurring feature in all the communities visited was that progress was being registered in advancing girls education owing to the numerous interventions undertaken by institutions like UNICEF, FAWEGAM, the Gender Unit of the



Ministry of Basic and Secondary Education and Women's Bureau. The participants to the FGDs unanimously agreed that there were still challenges in promoting girls education in the rural communities. The campaign to enhance access of all children to school, particularly of the girl child has registered great success. The girl child was still vulnerable to being withdrawn from the Lower Basic level than the boy child. Though hesitant, some men serving in the School Management Committees (SMCs) accepted the fact that girls should be given equal opportunities as boys to be educated. Up to what level was where the views became divergent? The women turned out to be more categorical. They were of the opinion that girls and boys should have equal rights and that girls should be allowed to continue beyond the lower basic cycle. It was generally the men who gave reasons why parents withdraw girls from the school system. The reasons advanced were as follows:

- *They do not see the value of educating the girl child beyond the lower basic cycle since she will be married into another family sooner or later and that educational investment will not benefit them in any way*
- *More often than not, beyond the Lower Basic Cycle level, children in some communities are obliged to travel long distances to attend Upper Basic or Secondary Schools. For security reasons, parents would rather allow the boy child to continue and retain the girl child at home for the household chores and would marry her at an early age, between 14-16 years.*

- *The user-fees involved militate against the maintenance of the girl child in school. Many participants at the focus group discussions indicated that the distance to and from the schools and other hidden cost forced certain parents to withdraw the girl child.*

For all these reasons, the girl child drops out of school resulting to the numbers dwindling beyond the lower basic level. After having increased due to initiatives such as the girl-friendly school initiative; Girl's Scholarship Trust Fund, etc, the girl child eventually drops out of school. It emerged during the discussion that retention is the sticking point as of today and that a lot of time, energy and resources need to be invested in that area to boost the number of girls in the higher grades relative to boys.

The focus group discussion revealed that communities have now graduated from considerations as to whether or not girls should be sent to school. Strong cultural resistance to conventional education has in the past barred the route to schools to many children in favour of Quranic schools or Madrassas. The community stakeholders unanimously agreed that it is now a thing of the past. That they know the importance of conventional education; they have seen role models from other families and how their children lucky to have been sent to school in the past have completely changed their lives and have lifted them out of poverty. According to them, they have seen positive role models and want their children to be like them in the years to come. It could be argued therefore that mindsets and mental models are evolving for the better despite the fact that the pace of change is not as fast as we want it to be.

Knowledge of Community Stakeholders on Gender:

Section 1 of the questionnaire focused on the knowledge of the community stakeholders on gender.

The research established that none of the people who participated in the FGD were trained on the gender instrument, except perhaps the school headmasters. The vast majority of the SMC members who participated in the FGDs were illiterates. For most of them, it was the layman understanding of gender that they could discuss or what institutions like FAWEGAM taught them as members of the Mother Clubs. The following aspects were worth mentioning among the things understood about gender and the problems that it arouses:

- *The need for equity and equality in development as a basic human right; the differences between boys and girls in terms of equal opportunities, roles played by boys and girls in society are all elements of the gender approach*
- *The upbringing of boys and girls according to tradition and ensuring that both are taking responsibilities within the boundaries pre-defined for each by society. The participants thought that by conforming to those norms a common understanding between men and women will be fostered and will form the basis of a stable society.*
- *Boys and girls should have the same rights and the same responsibilities.*
- *Women learnt about gender issues like the right of women to participate equally in issues that affect their lives just like the men. Lack of education and tradition are the main causes of gender gaps.*
- *Some communities are currently embarking on sensitization programmes by way of meetings, drama and plays*

- *The increase in the number of girls in the school system is helping to reduce the gender gap. There is constant consultations and dialogue between wives and husband on the issue of early marriage.*
- *Gender empowerment ensures that people are taking responsibility for their choices and are having their voices heard on issues that affect them through dialogue.*
- *It emerged however that most men do not encourage dialogue with their spouses and most often such attempts degenerate into confrontations.*

The participants acknowledged that awareness is being created by organization like FAWEGAM on the need to give the girl child equal opportunities just like the boy. Some stakeholders said that they were convinced that girls and boys are equal; that the girl child can do whatever boys can do; that they have seen them and that they want their children to have a better quality of life than they had.

Factors Responsible for the Observed Gender Gap:

The study indicated that some of the factors responsible for the gender gap include:

- Lack of proper understanding of culture and religion or the difficulty of managing the confluence of the two factors
- The manner in which boys and girls are socialized
- The preference of the boy child to the girl child in terms of educational opportunities
- Traditionally, girls are considered to be inferior to boys. When parents had to choose which one should go to school they chose the boys and left the girls at home to carry out the household chores. Many community stakeholders have said that they want to counter that by giving both sexes equal opportunities to reach their highest potential.

Actions being taken to reverse the trend:

According to the respondents, some of the actions taken by parents, teachers and community stakeholders to reverse the trend include:

- *Awareness creation on the issue of gender gaps to break barriers between boys and girls is necessary.*
- *Enhancing the knowledge of PTA, SMC and the Mother's club representatives on gender.*
- *Promoting the scholarship scheme for girls*
- *Encouraging constant dialogue to promote understanding of gender issues at all levels including the home and school*
- *The PTA/SMC are convincing parents to send their kids to school because it is a human right. But sometimes parents give the excuse that they need those kids to help on the farms or in the compound.*
- *Encouraging boys and girl to sit together in class and to conduct joint activities and discuss issues in common. Families come together including mother/father to discuss family related matters.*
- *Some form of gender bias including the lack of communication (dialogue) between boys and girls is responsible for the gender gap. It is therefore, important for both males and females to be*

sensitized on the importance of constant dialogue at family and school level so that the matters that affect all are discussed before key decisions are taken.

- *Both male and female should learn skills, be educated so as to participate equally in domestic chores. All should be given equal treatment in all development related issues. Girls are disadvantaged by the domestic chores.*
- *All should seek for knowledge up to a certain level. Girls when married to another community or compound might not be encouraged to continue. Education in that case is considered to be a wasted investment. With time, things are improving. Most of them drop as result of pregnancy. Some girls decide to stay at home without any genuine reason.*
- *Communities without any female role model are less inclined to send the girl child to school than those with positive role models. According to some participants, mothers need to take greater responsibility to ensure that the girls are enrolled in the last grade. Advocacy is important to create more awareness. Perspectives are changing with times.*
- *There is need for equal participation of men and women in all aspects of development including taking up domestic roles, both at home and in schools.*

Attitudes Prevalent in the Communities:

Section 2 of the FGD questionnaire delved into the issue of attitudes using the following questions as prompts:

1. Should both men and women be given equal opportunity in education?
2. What are your reasons?

In principle, all participants at the FGD agreed that both men and women should be given equal opportunity in education. Every child should have the same opportunity as a matter of human rights. Whoever will excel will depend on their individual capacities but all should be given the same chance to reach their fullest potential. Some of the reasons advanced included the fact that both men and women can be trained to earn decent wages; help support in the upbringing of their families; education can help empower girls to make use of modern IT equipment including mobile phones.

According to the participants, women who have been to school and have become high achievers are very useful citizens of this country. However, for the Sarahule community, the concern is what happens after the lower basic level since they do not want their children, particularly the girl child, to continue schooling in another community. So they would rather not send them to school in the first place. That opinion was aired in few communities. The case of a girl who was recently withdrawn from grade 6 by the father for marriage was cited as an example of cultural resistance to education in answering probes about community resistance.

The respondents are of the opinion that if both sexes are educated, life at the home and within the family set up will improve. With education, boys and girls will be able to better manage themselves and their families. It can help them improve their lives and livelihoods. Both men and women should be given equal opportunities in the acquisition of education to improve

development results. Such an outcome will create opportunities for participation. When both girls and boys are educated, it will be good for the community and for the country. The few female role models that are in the community are a source of admiration for the villagers. Awareness is being created and many parents want their girls to go to school to get them out of poverty someday.

Some of the responses given by the community stakeholders during the FGD are captured in the paragraph below:

- *The participants were of the opinion that educated women are better poised to provide solace, succour and support to their families. According to them, when educated, women have proven to be better caregivers and contribute immensely towards maintaining a healthy family. In terms of income generation, the participants expressed the view that education creates opportunities of employment and high income on a sustainable basis for all. The importance of sending the girl child to school was emphasized giving Isatou Njie-Saidy (the Vice-President) and the Minister of Health and Social Welfare, Fatim Badjie as examples. As far as they were concerned, sending girls to school is critical for national development and for raising the profile of the country. Female role models in their view were serving as eye openers to families in the rural communities who were hitherto reluctant to send their children to school. For all the above reasons, they the stakeholders thought that both boys and girls should be given equal opportunities to get to the highest level possible in education and to reach their fullest potential. All must be educated to be able to progress in life and to contribute in national development.*
- *Some were of the opinion that women should even be given priority in education. According to them, women are more sympathetic and when educated, they will be better equipped to exercise their care, productive and reproductive roles in society. In so doing they insisted women will acquire the knowledge and the skill for sustainable livelihood needs.*
- *However, a contrary view that boys and girls are not given the same rights was strongly put forward in Kulari. An SMC member asserted that boys and girls are different; that society is socializing them based on those physical differences.*

Section III: Assignments given to Boys and Girls in the Household and Community:

Section 3 of the FGD questionnaire endeavoured to probe whether the opinions expressed by the stakeholders about the necessity to give girls and boys equal opportunities through empowerment is reflected in the practices adopted in the home and at school. The questions below were put to the stakeholders:

1. How do you assign tasks among boys and girls in school or home?
2. What would you say about tasks specifically assigned to boys in school or home?
3. What would you say about tasks specifically assigned to girls in school or home?

Some communities argued that the same tasks cannot be assigned to boys and girls, thus confirming the existence of gender roles and stereotyping. It is a tradition in the rural communities to educate girls in a particular way - teaching them skills and giving them responsibilities to prepare them for their future roles as mothers, wives, and for the purpose of taking care of their husbands and children. Such values are often entrenched by tradition.

The survey revealed that boys are also taught to become the bread winners of their families and to do the difficult tasks. They are usually assigned tasks like:

- *Animal rearing*
- *Fetching firewood,*
- *Running errands*
- *Farming which is mainly done by the boys although girls participate actively in the farm activities*
- *Cut logs in the bush*
- *Compound fencing*
- *Weeding farms, clearing farmland, tilling the land*
- *Harvesting groundnut and millet*
- *Transport of water on donkey cart to compound*
- *Marketing of groundnuts*

Likewise **Girls** are assigned the following tasks:

- *Cooking Pounding of cereals for food*
- *Laundry,*
- *Fetching water,*
- *Sweeping the house and the compound*
- *Washing the utensils*
- *Babysitting*
- *Groundnuts harvesting and other farm activities*
- *Horticulture*
- *Market errands*
- *Gardening*

New trends are emerging but rather timidly. Tasks are gradually being assigned based on individual competences and not necessarily driven by gender considerations. In most cases no specific task is seen as the exclusive preserve of one sex. Specific tasks assigned specifically to girls are not as many as they used to be. Boys in some few communities are now taking up domestic chores – helping in the transportation of water on donkey or horse carts when necessary. Recently, there has been a shift at home where boys are helping in getting water, doing their laundry, and helping mothers in other domestic works. There are tasks that are given to both boys and girls. For instance, girls and boys go to the farms although the roles they play in a farm context differs somewhat.

- In families with only girls, children are encouraged to perform tasks regarded as the exclusive preserve of males in a normal situation.
- More and more girls are using bicycles to run errands for their families and as a means of transport to and from school.
- Girls are being encouraged to do task considered to be dominated by boys.
- It was argued during the FGD in Chamoi Bunda Lower Basic School that males are responsible for firewood collection but that conversely in the neighbouring Mandinka communities firewood collection is the exclusive preserve of females. That is a marked cultural difference between the Sarahule and the Mandinka ethnic groups. This seems to

portray the arbitrary nature that characterizes gender roles and stereotyping resulting more often than not in sub-optimal developmental outcomes.

- Boys are now supporting in tasks considered to be mainly done by girls including looking after younger ones, getting water, washing of dishes, cleaning the home and going to the market.
- There has also been a shift in task considered to be exclusively for girls. They are now encouraged to do activities including riding bicycles motorbikes and caring for domestic animals

Community Perception of Girls' Education:

To the question: Explain instances of resistance in this community to sending the girl child to school? The following responses were captured:

There have been instances of resistance to sending the girl child to school in some of the communities visited. Proceeding to higher education had been highlighted as a major difficulty for girls. Many reasons had been advanced to explain the dwindling of numbers from the Lower Basic to higher grades as follows:

- *Girls living with guardians in other communities constitute a perennial problem. Managing their protection, basic and other needs is seen as a challenge. Participant argued that guardians often fail in their duties to girls in their custody and instances of abuse and exploitation were highlighted during the discussions. Having girls ride bicycles on a daily basis over distances of up to 12 km in pursuit of higher education is never taken kindly by most parents. This had resulted in many girls stopping at lower grades. It was mentioned in one community that the nearest Upper Basic school which is about 9 kilometres from the community*
- *Open resistance to conventional education was receding. However, it has to be recognized that retention was a major problem. That is where culture comes into conflict with conventional education. Communities were still withdrawing the girl child from school for marriage. Some still felt that maintaining the girl child in school is a waste of resources. Ultimately, she will be married to another family and her education would not be of any use in their opinion*
- *According to one headmaster, people withdrew the girl child from school to assist the mother at home or get her married; some withdraw them because they do not trust leaving them in the school system. From the ages 10-11, certain parents withdraw their children for security reasons. Parents sometimes do not take responsibility to encourage their children to go to school.*
- *Public and religious figures sometimes speak against girls' enrolment.*
- *Withdrawal of the girl child for marriage was still a problem in the rural areas. That makes it difficult to have many girls in the upper basic and in secondary schools. After grade 6, few continue to Grade 7. Some gave financial reasons for not allowing their children to continue because they will not be able to afford the user fees. But according to the village stakeholders, time can heal everything. They acknowledged that significant progress had been made and that advocacy should continue to consolidate the gains.*
- *Some parents were still not sending their children to school. They took the view that there was no need because beyond the primary level, they will not be able to finance their education. So they would rather not send them to school in the first place. However if MoBSE were to build an*

Upper Basic in their community, they will consider sending and maintaining them in the school system.

- *Geographical considerations were also discussed. Stakeholders were of the opinion that male and female could be considered as equals in the urban areas, but at rural level important differences still prevail and have not shown significant signs that it will radically change overnight. According to them, 'the man has a leadership role' and as such, '50/50 will not work'. The consensus that eventually emerged is that 'men will always lead and women will have to follow'.*

PART THREE:
QUANTITATIVE RESEARCH

Quantitative Research Findings

Method of Assessing Effectiveness of Gender Training of Teachers

The effectiveness of gender training rendered to teachers can be assessed as follows:

- a) By examining how the trained teachers present their lessons to the students; and
- b) By finding out whether the students' knowledge, attitude and practices have been shaped accordingly by the teachers.

Taking that as a prompt, the ways the teachers deliver their lessons to students can thus be classified as gender balanced (Yes) or not gender balanced (No) for each of 14 statements questioning teachers knowledge, attitude and practices. The number or percentage of teachers that scored 'Yes' for a given statement is a measure of the extent to which teachers applied the training received - assuming that the idea came from the training directly or indirectly (through another teacher who received direct training or through another source or channel)

We can use the foregoing concept to say that a given statement has more gender balanced application from teachers than other statements. For example, we can declare that the statement "Teachers emphasized that both sexes can perform any type of job" attracts more 'Yes' answers or more teachers than the statement "Teacher discussed roles and gender stereotypes in certain jobs". By applying the concepts to the 14 statements and by using a suitable cut-off point we can identify the strength and weaknesses of the teachers' pedagogy within the context of gender sensitivity. A researcher observing a teacher in a classroom can quantify his observation in one of two ways either a 'Yes' or a 'No' for each statement on a particular gender issue. In other words, for each teacher a 'Yes' or a 'No' will be recorded for each statement.

Characteristics of Respondents:

Before embarking on the task of reviewing the pedagogy of the teachers it may be useful to know the following characteristics of teachers who were observed.

Table 1: Distribution of teachers by grade of teachers, 2012

Grade	Number of Teachers	Percent
Valid 1 – 3	7	26.9
4 – 6	19	73.1
Total	26	100.0

Most of the teachers observed were found teaching students in grades 4, 5 and 6. Table1 shows that 73.1 per cent of the teachers were found in these grades. The grades were included through a random process, depending on the grade in which a teacher identified as having benefitted from the gender training was found teaching.

Table 2: Distribution of teachers by number of years of teaching, 2012

Number of years of teaching	Number of Teachers	Percent
0-2	9	34.6
3-5	12	46.2
6+	5	19.2
Total	26	100.0

Teachers with 3-5 years of teaching experience formed the majority compared to the other age categories. That category of teachers represented 46 per cent of the teachers interviewed. Teachers with between 0-2 years of teaching experiences represented the second largest category. Over 80 per cent of the respondents had less than 5 year of teaching experience. This suggests that it would be necessary to provide continuous professional training on gender related areas.

Table 3: Distribution of teachers by number of years since gender training was completed, 2012

Number of years since last Gender Training	Number of teachers	Percent
Valid < 3yrs	10	38.5
3yrs+	16	61.5
Total	26	100.0

A little more than one-half of the teachers with some form of gender training did their training three (3) or more years ago. Table 3 shows that these teachers represented 61.5 per cent of the total number of teachers observed. Teachers who received gender training less than 3 years ago include the category of teachers who did their training less than one year ago. The risk of the acquired knowledge becoming stale owing to the non utilization of the skills acquired from previous training or the absence of follow-up training is high. Three (3) years could be considered a long enough time for many of these teachers to sustain the practical skills without follow-up activities over the period.

Table 4: Distribution of teachers by gender of teachers, 2012

Sex of Teacher	Number	Percent
Male	23	88.5
Female	3	11.5
Total	26	100.0

Over two-thirds of the teachers are males. They represented 88.5 per cent of the total number of teachers interviewed/observed. The absence of significant numbers of females in the region to serve as role models to the girl child and to their parents is a contributing factor to the maintenance of the status quo in the rural communities. This constitutes a major challenge in eliminating the gender biases and stereotypes especially in the rural communities where adequate role models are not available for the young girls to emulate.

Effectiveness of gender training measured from teachers' pedagogy

The researchers witnessed the lesson presentations of 26 teachers with a view to determining the gender responsiveness of the pedagogy in terms of approach, content, participation and involvement of both boys and girls in all aspects.

Table 1: Distribution of teachers by statement on gender responsiveness of lesson and type of response, 2012

Gender Responsive Lesson Presentation	Yes Per cent	No Per cent	Not observed Per cent	Total teachers
1. Teacher emphasizes that both sexes can perform any type of job.	50	46	4	26
2. Teacher discusses roles and gender stereotypes in certain jobs	38	58	4	26
3. Teacher encourages pupils to use neuter gender, e.g. Spokesperson instead of spokeswoman.	27	65	8	26
4. The teacher shows the roles of boys and girls at household level or at school level	50	42	8	26
5. Pupils are told that the differences can affect pupil's performance	54	38	8	26
6. The lesson informs the pupils that both men and women are responsible for preventing the problems of the community, society or country.	38	54	8	26
7. Both boys and girls are treated equally during presentation.	77	15	8	26
8. The teacher gives more attention to boys than girls during presentation.	0	92	8	26
9. The teacher gives more attention to girls than boys during presentation.	12	81	8	26
10. The Lesson shows how girls and boys should live in peace in the school, and advises those who bully to stop doing that	38	54	8	26
11. Pupils are taught unhealthy practices common to each sex and both sexes.	19	73	8	26
12. Pupils are taught healthy practices for maintaining clean environment.	42	50	8	26
13. Lessons attempt to arouse interest of both sexes in any non-natural endeavours.	62	31	8	26
14. The Lesson highlight and defend the special needs of both sexes	35	58	8	26

The approach of teachers detected from their pedagogy

The observers listed a number of techniques which were used by the teachers to deliver gender balanced lessons. Their techniques and methods include preparation of lesson plan; the use of teaching aids; the use of drawings, sketches on blackboard and posters; the use of printed posters; the use of child and teacher's centred teaching methods; balanced distribution

of text books; clear speech; and gender balanced questioning among others. The extent to which teachers used these techniques and instruments to deliver gender responsive lessons differs from one teacher to another, in particular, within the context of the set of gender questions used as barometer to assess the gender responsiveness of the teacher’s pedagogy. The observed differences in the approach of teachers enabled the researchers to give appropriate scores (‘Yes’ or ‘No’) to teachers in order to ascertain the gender responsiveness of their approach for a given gender issue.

Table 1 (above) shows that teachers have performed well during lesson delivery and that they treated both boys and girls equally in the classrooms. One can observe from the Table that 77 per cent of the teachers treated the boys and girls equally during delivery of their lessons. The Table also shows that no teacher gave more attention to boys than girls and that only 12 per cent of teachers gave more attention to girls than boys.

It appears that many teachers used their discretion to arrange the way the students sit in the class rooms. In terms of sitting arrangements (Table 2), the observers found out that 57.7 per cent of the classes visited had sitting arrangement in which boys and girls sit together in mixed groups. But in 34.6 per cent of the classes visited it was observed that boys and girls did not sit together. This implies that sitting arrangements are left to the discretion of the teacher and as of now, there is no policy statement to that effect. Mixed sitting may have some advantage of helping to foster equality.

Table 2: Distribution of classes by observers’ response to question about whether boys and girls sit side by side

Sitting Arrangement	Number of classes	Percent
Yes, boys and girls sit side by side	15	57.7
No, they do not sit side by side	9	34.6
Total	24	92.3
Not stated	2	7.7
Total	26	100.0

Table 3: Distribution of classes by gender of the class prefect

Gender of class prefect	Number of Classes	Percent
Male	15	57.7
Female	9	34.6
Total	24	92.3
Not stated	2	7.7
Total	26	100.0

If teachers have a say in the selection of class prefect, one can say that a good number of them are yet to give the girl child opportunity to become a prefect. Table 3 (above) shows that even though more boys are chosen as class prefects (57.7 per cent), girls are also assuming that role in the school set up. In so doing, they serve as positive role models for other girls in the school who would aspire to emulate them someday. Such examples of girl empowerment should be encouraged.

Table 4: Distribution of Classes by gender that failed most in doing homework

Gender that failed most in homework	Number of Classes	Percent
Classes with more boys failing to do their homework	16	61.5
Classes with more girls failing to do their homework	8	30.8
Total	24	92.3
Not stated	2	7.7
Total	26	100.0

If anything, table 4, seem to be debunking generally accepted ideas that girls are more likely to default from submitting/doing their school assignments because of the household chores that drain their energies to the extent that they under-perform in school when compared to boys. The survey is showing that boys are less inclined to do their assignments (61.5 per cent) despite the fact that they shoulder less work than the girls at the family level.

The content of pedagogy

During their classroom observations, the researchers observed that in 50 per cent of the lesson presentations delivered by the teachers, emphasis was placed on the gender statement that both sexes could perform any type of job. The remaining 50 per cent of teachers didn't make any such emphasis owing to a variety of reasons such as, treating a topic not relevant to this gender statement, lack of knowledge of the gender concept; the relevant material not available; the lesson plan not dealing with the issue, etc. About 38 per cent of the teachers discussed the issue of gender stereotyping in certain jobs with their students as well as the perception of society about certain jobs. See table 1, row 2.

It was observed that in English language classes for example, the teachers highlighted the neuter gender for a number of nouns, e.g. spokesperson instead of spokeswoman. About 27 per cent of the teachers were found to have adopted that approach in delivering their lessons.

About 50 per cent of the teachers showed the roles of boys and girls at household level in their lesson presentation. Examples cited were girls doing cooking, laundry, food processing, collecting firewood, help in farming activities and so on. Conversely, boys were portrayed engaging themselves in studies, outdoor and indoor games. In 50 per cent of the classes observed, pupils were informed that the differences in the roles played by boys and girls at household level could affect pupil's performance at school.

The lessons in 38 per cent of the classes informed the pupils that both men and women are responsible for preventing the problems of the community, society or country. The lessons showed how girls and boys should live in peace in the school and how both should endeavour to protect their peers from being bullied by other students. In 38 per cent of the classes visited, teachers were found delivering such message to their pupils.

Pupils were taught to refrain from unhealthy practices common to each sex and to both sexes. Smoking and drug abuse are practices to which mostly boys can fall victims. Unprotected sex can affect the life of both boys and girls. The use of beauty cosmetics, the causes of juvenile delinquency, etc were some of the issues highlighted by 19 per cent of the teachers.

Participation and involvement

Pupils were taught healthy practices for maintaining a clean environment. Some of the teachers who were found teaching social and environmental sciences emphasized the role of boys and girls in managing waste within and around the school premises.

The lessons attempted to arouse interest of both sexes in any non-natural endeavours. In the lesson delivery of several teachers, boys were encouraged to help in the households chores mostly done by girls.

Likewise, the girls were also encouraged to develop interest in physical education and sports. Such knowledge was distilled in the lesson delivered by 62 per cent of the teachers. The lesson highlighted and defended the special needs of both sexes. About 35 per cent of teachers were found listing and discussing needs which are peculiar to each sex. For example regular hair cut for males and types of plaiting or hair-dressing for girls. See Table 1.

Table 5: Distribution of teachers according to which gender absent most

The gender that absent most	Number of Classes	Percent
Classes with more boys absent than girls	14	53.8
Classes with more girls absent than boys	10	38.5
Total	24	92.3
Missing System	2	7.7
Total	26	100.0

Absenteeism can limit the usefulness of participation and involvement of the pupils. In terms of absenteeism, it would appear that boys play truant more than girls (53.8 per cent) confirming generally accepted ideas that girls are kept at home most of the time for household chores. That view is not vindicated by the available empirical evidence.

Table 6: Summarized statement on gender sensitivity of lessons

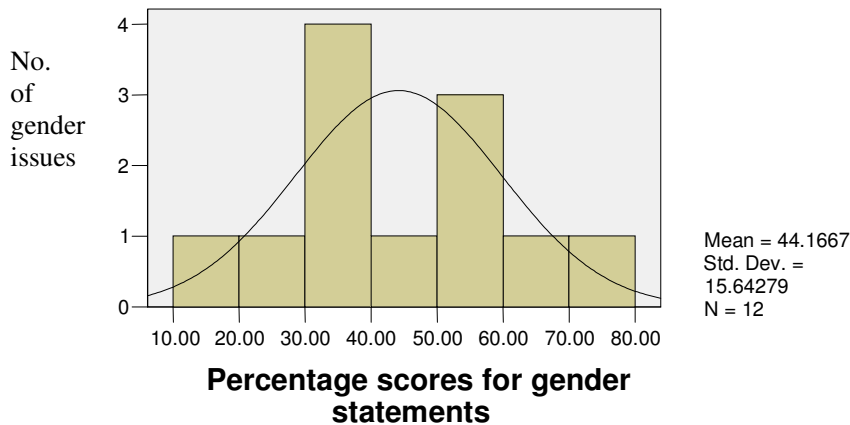
Items merged from Table 1	Gender Statement: Gender Responsive Lesson Presentation
(1, 2, 3, 4, 5, 6, 13)	The teacher attempted to dispel gender stereotype in the minds of pupils, The teacher encouraged pupils to believe that different types of occupation and tasks of nation building do not belong to specific gender and both sexes are equally responsible.
7, 13, 14	The teacher attempted to treat both boys and girls equally during presentation. The lessons attempted to arouse their interests in any non-natural endeavours, and defended the interest of each sex.
10, 11, 12	Health and environment issues were portrayed as areas that should equally concern both sexes.

Table 1 presented the extent of the gender sensitivity of teachers teaching methods which were assessed on 14 different gender-related issues each showing percentage score. It will be useful to have few percentages, each of which described the gender sensitivity of a set of gender issues. It is also possible for us to think of a single indicator that describes the overall

gender effectiveness of teachers' teaching methods. Averages such as median and mode of the distribution of scores on the 14 gender questions can do the trick. Twelve of the questions were selected for this purpose and their percentage scores are arranged in ascending orders below:

19, 27, 35, 38, 38, 38, 42, 50, 50, 54, 62 and 77. See table 1 for these percentage scores. The frequency distribution of these percentage scores are plotted into histogram and normal curve in Figure 1 below:

Figure 1: Histogram and normal curve of the distribution of percentage scores on gender issues.



The mode of the distribution of the percentage scores on gender issues presented in Figure 1, and the median are the same. Each is 38 per cent. This implies that only 38 per cent of the lesson presentations of the teachers were gender balanced. This should not be interpreted as 38 per cent of the teachers presented gender balanced lessons because all of the teachers have presented gender balanced lesson in one way or the other. However it can be interpreted as only 38 per cent of the teachers passed all the gender questions.

From Table 6 which is a summary of table 1, the item 1, 2, 3, 4, 5, 6, and 13 give the following percentage scores which are arranged in ascending order: 27, 38, 38, 50, 50, 54 and 62. Here too one of the modes and the median of this bimodal distribution are the same, each is, 50 per cent. This implies that 50 per cent of the teachers in their lesson deliveries attempted to dispel gender stereotyping in the minds of the pupils.

Effectiveness of pedagogy measured from students' gender responsiveness

Pupils' Attitude on Gender Issues:

A total of 80 pupils from the 26 classes had the opportunity to respond to the question asked by the researchers. The number of former male and female students affected - if not referring to the same incident are recorded by the researchers. A maximum of 80 students responded.

The scores in Table E1 are scores for 6 pupils (3 males and 3 females) randomly selected in each class visited.

Table 7, indicates that many students are prepared to embrace any type of job irrespective of their gender so long as it is well paid. Pupils who prefer job that offer higher income are mainly male students (31) but 29 female students –share that same position. To the question: What would you like to do when you start looking for a job? Why? – Traditional gender roles also made an impressive showing. It is however important to note that a significant number of students still believe that one should go in for gender segregated jobs. Of the total male students interviewed 17 have that believe. Similarly, 11 female students believe that girls should stick to the traditional jobs assigned to them by society.

Table 7: Distribution of students by response to question about the type of job they will want when they left school.

Response	Males	Females	No Response	Percentage of Responses	Total students Interviewed
Pupils prefer jobs they think should be done by people of their sexes	17	11	52	35.0	80
Pupils prefer jobs they think are done by many people	18	21	41	48.8	80
Pupils prefer jobs done by parents or relatives	6	10	64	20.0	80
Pupils prefer jobs for higher income	31	29	20	75.0	80
No response, undetermined, No answer from these pupils	4	3	73	8.8	80

Only 35 per cent of the 80 students responded to the question about - Pupils prefer jobs they think should be done by people of their sexes.

Table 8: Distribution of students by response to question about whether boys and girls should be given equal opportunity in education

Should boys and girls be given equal opportunity in education?	Number of males	Number of females	Number students that responded
Yes	39	38	77
No	3	0	3
Total	42	38	80

Table 8 shows that almost all of the boys, as well as the girls, felt that boys and girls should be given equal opportunity to education. Table 8 shows that 39 male pupils and 38 female pupils maintained this view. It is still a concern that three (3) boys continue to hold the view that equal opportunities to education should not be provided to boys and girls in equal terms. If such children were to grow up in that same frame of mind/mindset and hold influential/decision making positions, the risk to society could be high.

Table 9: Distribution of students by response to question about who should help in school activities

Who should help in school activities such as cleaning of the environment and fetching water? The boys, or girls or both?	Number of males	Number of females	Number students that responded
Boys	1	0	1
Girls	19	15	34
Both sexes	21	24	45
Total	41	39	80

There is no noticeable difference between the two sexes as far as opinion about who should help in school activities is concerned. Table 9 shows that 21 male pupils and 24 female pupils said that both sexes should help. The Table shows that 45 out of 80 pupils, that is 56 per cent said that both sexes should help in school activities be it cleaning of the environment, or fetching of water or both or even any other school activity which is also done at home such as cooking. It has to be acknowledged however that by asking 2 questions at the same time, it is difficult to determine which of the two components is answered.

Table 10: Distribution of students by response to question about whether the school environment is safe

Is the school environment safe for you?	Number of males	Number of females	Number students that responded
Yes	30	28	58
No	12	10	22
Total	42	38	80

From Table 10 one may note that 58 out of 80 pupils, that is, 72.5 per cent of the pupils said that the school environment is safe. Only 22 out of 80, that is, 27.5 per cent of the pupils said that the school environment is not safe. The reasons they gave for this were, corporal punishment from teachers, bully from older students, and exposure to outside dangers because of lack of fences, among others.

Efficiency of the Training Provided:

Efficiency can be defined as output per unit cost or investment it can be measured in several ways. One of the ways is to divide the total of 497 teachers trained by the cost of the gender training. Another measure is to divide the number of students taught by the trained teachers by the cost of the training. Any quantified measure of the gender deliveries made by teachers can also be divided by the cost of the training. However, in this survey we attempted to use a specific product of the schools which can be influenced by gender training and such product can be found in former students who left the school and took up occupation that are gender dominated. This number of students or an estimate of their income from their employment can be divided by the cost of training to measure efficiency of the gender training.

The following categories of questions were used to determine the efficiency of the gender training. They are used in Table 11 and are directed to the entire students, but the teacher could answer too. Any response was regarded as the response of the class as a whole, that is, the response of one class.

a. Do you know of any former student of this school who is now a carpenter, or mechanic, or doctor or a manager of a company?
b. Do you know of any former student of this school who left because of pregnancy?
c. Do you know of any former student of this school who left because of early marriage?
d. Do you know of any former student of this school who left because of household chores?

Table 11: Distribution of classes by response to efficiency related questions, 2012

Questions for the class, the teacher can also answer (any response is taken as response for the class as a whole)	Per cent		Total classes visited	Former students reported by those currently attending school	
	Yes	No		Total female	Total Male
Do you know of any former student of this school who is now a carpenter, or mechanic, or doctor or a manager of a company?	42.0	50.0	26	2	24
Do you know of any former student of this school who left because of pregnancy?	26.0	65.3	26	9	0
Do you know of any former student of this school who left because of early marriage?	81.1	11.5	26	82	0
Do you know of any former student of this school who left because of household chores?	73.0	19.2	26	88	46

Table 11, shows that there is evidence- of other factors that militate against the efficiency of the gender training, i.e. school drop-outs, resulting from pregnancy, early marriage and household chores.

Table 11, also shows that some of the students that were interviewed reported that they know about 2 former female students of the school who have now taken up occupations which were dominated by men. It is not known whether these former female students had benefited from gender responsive lessons from teachers in their former schools. Whatever the case may have been, there is an indication that the incidence of female entering male dominated occupations has started gaining momentum and would be accelerated by the current gender mainstreaming initiatives and the gender responsive lesson presentations that are being delivered in schools. If more females enter into occupations previously dominated by men and more men go for occupations similarly dominated by females, the labour force of the country and its participation rate in development endeavours will be tremendously enhanced. Unemployment would be significantly reduced, and the value added by the various occupations in question would increase. In the short run, the future benefits in terms of value addition to the economy would by far be more than the cost of providing the gender training. The efficiency of the gender training defined as future benefits divided by cost of training, would be further enhanced with sustained support by the development community for more

gender training sessions to be conducted. An estimated efficiency ratio can be determined from a special study.

Table 12: Distribution of class teachers by response to question about whether complaints of sexual harassment have been treated accordingly

Response	Number of class teachers	Percent
Yes	1	3.8
No	1	3.8
Never received complaints	22	84.6
Total	24	92.3
Not stated	2	7.7
Total	26	100.0

Table 12, tends to show that sexual harassment is not a serious issue in the Lower Basic Schools as only 1 respondent (a teacher) acknowledged the existence of complaints, representing 3.8%. The overwhelming majority (84.6%) declared not to have received any complaint from anyone. The importance of safe school environments in generating positive learning outcomes cannot be overemphasized. It therefore needs to be underscored that one incidence of sexual harassment especially at the Lower Basic Level is already too many and should be addressed with all the seriousness it deserves.

Main Findings, Conclusion and Recommendations

Main Findings

The Focused Group Discussions (FGD) revealed the extent to which communities are becoming more and more aware of gender equality issues. A recurrent feature in all the communities visited is that progress is being registered in advancing girls education thanks to the interventions undertaken by institutions like UNICEF, FAWEGAM, the Gender Unit of the Ministry of Basic and Secondary Education and the Women's Bureau. Retention of the girl child in the school system remains a challenge and more often than not, energy and resources have to be invested in difficult areas to boost the number of girls in the higher grades relative to boys. The user-fees involved in the demand for educational services militate against the maintenance of the girl child in school. Many participant at the focus group discussion indicated that the transport cost to and from the schools and other hidden cost force parents to withdraw the girl child for marriage or for household chores.

Communities have all graduated from considerations as to whether or not girls should be sent to school. Mindsets and mental models are evolving for the better despite the fact that the pace of change is not fast enough. Some of the factors responsible for the observed gender gap include: lack of proper understanding of culture and religion; different modes of socialization of boys and girls and the preference of the boy child to the girl child in terms of educational opportunities. Many community stakeholders want to counter that by giving both sexes equal opportunities to reach their highest potential. Some of the actions taken to reverse the trend include: awareness creation on the issue of gender gaps to break barriers between boys and girls; enhancing the knowledge of PTA, SMC and the Mother's club representatives on gender; promoting the scholarship scheme for girls; encouraging constant dialogue to promote understanding of gender issues at all levels including the home and school. It is a tradition in the rural communities to educate girls in a particular way - teaching them skills and giving them responsibilities to prepare them for their future roles as mothers, wives, and for the purpose of taking care of their husbands and children. Such values are often entrenched by tradition.

However, new trends are emerging. Tasks are gradually being assigned based on individual competences and not necessarily driven by gender considerations. There has not been any instance of resistance to sending the girl child to school in most of the communities visited. Nevertheless, girls still face enormous challenges. Proceeding to higher education has been highlighted as a major difficulty for girls.

Knowledge about gender is still hazy in the minds of teachers, SMC members and pupils alike. The teaching cadre are not at the same level of understanding of gender related issues depending on whether they were trained or not trained.

The teachers observed have performed well in lesson delivery, treating both boys and girls equally in the classrooms. It was observed that 77 per cent of the teachers treated boys and girls equally during their lessons. No teacher gave more attention to boys than girls and only 12 per cent of teachers gave more attention to girls than boys.

During the period of the field work the 26 teachers observed in their classrooms have done and showed only 41.7 per cent of gender balanced practices, knowledge and attitude expected

from them when tested on the set of gender statements or questions. This implies that 58.3 per cent of what was expected from them was not displayed at the time of the visit

About 48.8 per cent of the teachers were found making various attempts to dispel gender stereotype in the minds of pupils.

Given the total observations made separately for each sex, 66.7 per cent of the female teachers (2 out of 3) made observations aimed at dispelling gender stereotype in the minds of boys and girls. The corresponding proportion for the male teachers was 58.2 per cent. This implies that if more female teachers are trained on gender issues, the exposure of students to gender insensitive approaches will be tremendously reduced.

The relative advantage of female teachers over male teachers in delivering gender responsive lessons stems from the fact that over two-thirds of the observations (66.7 per cent) were carried out on female teachers trained on the tool. Surprisingly, teachers who received gender training over 3 or more years ago tend to be less gender sensitive in their teaching approaches.

The 26 classes observed during the survey showed quite an impressive number of girls (256) relative to boys (305). That is a clear testimony that parents are sending the girl child to school at the lower basic cycle level. In terms of sitting arrangements, 57.7 per cent of the respondents are of the opinion that boys and girls sit together in mixed groups. But 34.6 per cent of the people enumerated expressed a different view. This implies that sitting arrangements are left to the discretion of the teacher. Apparently, there is no policy statement to that effect.

Even though more boys are chosen as class prefects (57.7 per cent), girls are also assuming that role in the school set up. In terms of absenteeism, it would appear that boys (53.8 per cent) play truant more than girls thus refuting the generally accepted ideas that girls are kept at home most of the time for household chores.

Sexual harassment appears to be a minor issue in the Lower Basic Schools as only 2 respondents (representing 7.6 per cent of those enumerated) acknowledged the existence of complaints relating to the harassment of girls. The overwhelming majority (84.6 per cent) of respondents declared not to have knowledge of any complaint from anyone over the issue. However, it must be noted that a single case of sexual harassment in a school is one too many.

The research revealed that many students are prepared to go in for any type of job irrespective of their gender so long as it is well paid. Pupils who prefer job that offer higher income are mainly male students (31) but 29 female students seem to concur with that view and would be seeking jobs outside the traditional gendered jobs.

The belief that girls should only participate in school activities such as the cleaning of the school environment and fetching of water is common among students with male teachers than students with female teachers. 19 boys and 14 girls tutored by male teachers are of that opinion. However, 14 boys and 14 girls believe that both sexes should participate in cleaning the school environment and fetching of water. That it should not be the absolute preserve of girls.

It also emerged that the longer the number of years of teaching, the better the impact of the teachers in shaping students' opinion with regards to gender equality. Accordingly, 15 boys and 17 girls support the agenda of gender equality in extra-curricular activities such as cleaning of the school environment, fetching of water, etc. That, to a certain extent contradicts the view expressed by some respondents that with time, teachers' acquired gender skills tend to wane.

Conclusions:

Efforts aimed at mainstreaming gender in the school curriculum and empowering girls to reach their full potential are underway. The Gender Unit of the Ministry of Basic and Secondary Education, UNICEF, FAWEGAM and the Women's Bureau have been championing the integration of gender at various levels in development planning processes. Some important gains have been registered so far, including a significant increase in access to education by the girl child. But important challenges remain. Although the right to equal education opportunities is now recognized by most parents at the Lower Basic School (LBS) level, cultural resistance beyond that level still lingers added to the burden of hidden costs and the perception of conventional education, resulting in lower retention level of girls thus eroding the gains of the LBS.

The training sponsored by UNICEF to promote gender responsive teaching presentations is a step in the right direction. As a one-off training, it is difficult to establish whether the trained teachers are now totally immersed in the required gender skills and are systematically applying the approach in all curricular and extra-curricular activities. The 26 teachers subjected to classroom observation were duly informed about the mission and may have been consciously responding to the expectations of the researchers. That notwithstanding, a total mastery by the trained teachers of the tool and the confidence to apply it (as a culture) is uncertain from the results of the research.

There are doubts as to whether teachers are fully prepared and have the requisite tools to fully apply the gender techniques in all aspects of teaching and learning. More tangible ways of doing that should be evolved to help them better deliver gender responsive presentations. Contrary to the assumption made that some of the PTA and Mother Clubs members had been trained in the gender tool, it turned out that all the people who participated in the FGDs (except the headmasters) were not trained on the use of the gender package. The Mother Clubs were trained on their roles and responsibilities as mothers having big stakes in the education of their children.

The idea that both boys and girls should go to school and actively participate in national development is gaining ground. Parents in the rural areas are now less reluctant to send their children to school than before the various advocacy interventions were conducted. But more advocacy campaigns should be conducted to sensitize parents who still doubt whether or not to retain the girl child in school beyond the lower basic cycle level. The Ministry of Basic and Secondary Education (MoBSE) should consider the issue raised by many communities relative to the unavailability of Upper Basic and Secondary Schools in some important communities. Girls remain shy and timid most of the time and need to be empowered to be more assertive. The issue therefore is: how to hold them accountable. They need to understand that if they are in school, they should also be held accountable and not to always depend on the boys

Recommendations:

The finding of the survey and the issues raised in the analysis call for a certain number of recommendations as a way forward:

- Advocacy geared towards creating awareness on the importance of allowing the girl child to proceed up to senior secondary school must be intensified using as many female role models as possible, particularly those hailing directly from the target communities.
- The teachers already trained certainly need more in-depth training on ways of systematically applying the methodology. Mechanisms should also be devised for those trained to conduct step down training at school level for the benefit of the untrained teachers. There are indications that some of the teachers trained are also sharing what they have learnt from the gender training with colleagues who have not yet been trained via informal peer-to-peer learning initiatives. Such initiatives need to be encouraged for that multiplier effect to take root. That way, value for money will be maximized.
- The Ministry of Basic and Secondary Education should consider upgrading a few more schools in important communities to Upper Basic level to deal with the apprehension of many parents to let their girl child travel long distances to the nearest community in pursuit of higher education. That way, the issue of retaining girls in the school system will be partially resolved.
- In order to encourage more interactions between boys and girls it would be important to encourage mixed groups of boys and girls in all schools rather than having segregated groups or rows as observed in certain schools

Annex 1: Bibliography

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Key Advocacy Issues Emerging from Beijing + 10 Assessment

Review of Budgetary Allocations towards the Attainment of MDGs 2-7 in The Gambia

EVALUATION OF THE GENDER TRAINING FOR TEACHERS AND SCHOOL MANAGEMENT COMMITTEE MEMBERS IN URR- October, 2012.

**Focus Group Discussions (FGD)
For SMC, PTA and Mothers' Clubs
Discussion Guide 2**

- A. Name of school.....
- B. Name of settlement.....
- C. Date of interview Day.....Month.....Year.....
- D. Number of persons involved.....
 - 1) How many of the PTA members are (1) Male?.....(2).female?.....
 - 2) How many members of the SMC are (1) Male?..... (2) Female?..........
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Section 1: Knowledge

- 1) Tell us all what you have heard or learnt about gender issues and gender gaps.
- 2) What are the factors responsible for gender gap if there are any?
- 3) What are you doing to counter the gender bias that was responsible for the perpetuation of the gender gap?

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Section 2: Attitudes

- 3. Should both men and women be given equal opportunity in education?
- 4. What are your reasons?

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Section 3: Practices

4. How do you assign tasks among boys and girls in school or home?

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5. What would you say about tasks specifically assigned to boys in school or home?

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6. What would you say about tasks specifically assigned to girls in school or home?

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7. Explain instances of resistance in this community to sending the girl child to school?

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EVALUATION OF THE GENDER TRAINING FOR TEACHERS AND SCHOOL
MANAGEMENT COMMITTEE MEMBERS IN URR- October, 2012.
TEACHER'S QUESTIONNAIRE
QUESTIONNAIRE 1

A. Background Information of teacher

1. Date of interview Day.....Month.....Year
2. Name of school.....
.....
3. Name of teacher.....
.....
4. Grade in which observation is taking place -----
5. Sex of teacher 1. Male 2. Female
6. Qualification of teacher.....
7. How many years have you been teaching?.....
8. Have you done any gender training before (1) Yes (2) No
9. If Yes, specify the year the training was completed.....
10. Specify source or sponsors (if any).....
11. Did you teach most of these students in their previous grade? 1. Yes 2. No
12. Which subjects do you normally teach in this school?
1. All subjects (2) Specify subjects if not all.....

B. Effectiveness of Gender Training - Knowledge, attitudes and practices of teachers in classroom environment

- B1 Which subject you found the teacher teaching?
1. English 2. Mathematics 3. Science
 4. Social and Environmental Studies 5. Agricultural Science
 6. Religious knowledge: Islamic Studies and Christian Religious Education
 7. Other specify.....

B2. Gender Responsive Lesson Presentation	Classroom observation (You should record either Yes or No for each item) 1. Yes 2. No	Teachers' future plan. For each item which is No in column 2, ask whether the teacher has plans to present it in future. Circle "Yes" if the teacher has future plan and that you are shown the relevant teaching material. Whether or not the teacher has future plan if there is no supporting teaching material then circle "No" 1. Yes 2. No 3. Not relevant Use code 3 for the few items not relevant to this column(3).
1	2	3
a. Teacher emphasizes that both sexes can perform any type of job.		
b. Teacher discusses roles and gender stereotypes in certain jobs		
c. Teacher encourages pupils to use neuter gender, e.g., spokesperson instead of spokeswoman.		
d. The teacher shows the roles of boys and girls at household level or at school level		
e. Pupils are told that the differences can affect pupil's performance		
f. The lesson informs the pupils that both men and women are responsible for preventing the problems of the community, society or country.		
g. Both boys and girls are treated equally during presentation.		
h. The teacher gives more attention to boys than girls during presentation.		
i. The teacher gives more attention to girls than boys during presentation.		
j. The Lesson shows how girls and boys should live in peace in the school, and advises those who bully to stop doing that		
k. Pupils are taught unhealthy practices common to each sex and both sexes.		
l. Pupils are taught healthy practices for maintaining		

B2. Gender Responsive Lesson Presentation	Classroom observation (You should record either Yes or No for each item) 1. Yes 2. No	Teachers' future plan. For each item which is No in column 2, ask whether the teacher has plans to present it in future. Circle "Yes" if the teacher has future plan and that you are shown the relevant teaching material. Whether or not the teacher has future plan if there is no supporting teaching material then circle "No" 1. Yes 2. No 3. Not relevant Use code 3 for the few items not relevant to this column(3).
1	2	3
clean environment.		
Lessons attempt to arouse interest of both sexes in any non-natural endeavours.		
m. The lesson highlight and defend the special needs of both sexes		

C. Gender sensitive Delivery of the Curriculum:

Continue observation	
a. What are the sitting arrangements like in each classroom? - Boys and girls sit side by side	1 Yes 2 No
b. In each class visited, ascertain number of girls relative to boys Number of males..... Number of females.....	
c. What is the gender of the class prefect?	1. Male 2. Female
d. What are the observed patterns of absenteeism?	1. More boys 2. More girls
e. Are pupils given homework? Is it done regularly? Is there any category that defaults?	1. More boys default.

Continue observation	
	2. More girls default
f. Are complaints of sexual harassment been treated accordingly?	1. Yes 2. No 3. Never received complaints

D. EFFICIENCY OF TRAINING PROVIDED

Questions for the class, the teacher can also answer	1. Yes 2. No	If Yes, how many	
		Male	Female
e. Do you know of any former student of this school who is now a carpenter, or mechanic, or doctor or a manager of a company?			
f. Do you know of any former student of this school who left because of pregnancy?			
g. Do you know of any former student of this school who left because of early marriage?			
h. Do you know of any former student of this school who left because of household chores?			

EVALUATION OF THE GENDER TRAINING FOR TEACHERS AND SCHOOL
MANAGEMENT COMMITTEE MEMBERS IN URR- October, 2012.
STUDENT'S QUESTIONNAIRE
QUESTIONNAIRE 3

Name of school.....

Name of village/settlement.....

C. Pupil's Attitude

C1. What would you like to do when you start looking for a job? Why?	Tally marks for 3 male pupils	Tally marks for 3 female pupils
1. Pupils prefer jobs they think should be done by people of their sexes		
2. Pupils prefer jobs they think are done by many people or jobs which are available		
3. Pupils prefer jobs done by parents or relatives		
4. Pupils prefer jobs for higher income		
5. No response/undetermined		
C2. Who should help in school activities such as cleaning of the environment and fetching water? The boys, or girls or both?		
1. Boys		
2. Girls		
3. Both sexes		
C3. Should boys and girls be given equal opportunity in education		
1. Yes		
2. No		

**LIST OF TEACHERS TRAINED ON GENDER RESPONSIVE PEDAGOGY IN
REGION SIX, JUNE 2012**

NO	NAME	SCHOOL
1.	KALIDOU BAH	FASS BAJONG LBS
2.	EBRIMA E MANNEH	GAMBISARA LBS
3.	IDA K JAMMEH	DIABUGU LBS
4.	EBRIMA A. K. TOURAY	NAUDEH LBS
5.	ANTOU E. A. JAMMEH	DIABUGU LBS
6.	YUNUSA MANNEH	CHAMOI BUNDA LBS
7.	LAMIN B. M. JOBE	MADINA SAMAKO LBS
8.	KARAMO SAIDY	GARAWOL BCS
9.	BUBACARR HUMMA	MADINA SAMAKO LBS
10.	ABDOULIE F. M. MANNEH	WALIBA LBS
11.	MOMODOU BALDEH	GARAWOL BCS
12.	LAMIN F. BALDEH	MADINA SAMAKO LBS
13.	OMAR CHAM	SANUNDING LBS
14.	FODAY CEESAY	DIABUGU LBS
15.	SAINEBA S. C. SANUWO	NAUDE LBS
16.	BABOUCARR SECKA	SAKOLI KUNDA LBS
17.	NFANSU DRAMMEH	SAKOLI KUNDA LBS
18.	MUMINI JAWO	SAKOLIKUNDA LBS
19.	OMAR SANNEH	GAMBISARA LBS
20.	OUSMAN JALLOW	FASS BAJONG LBS
21.	BUBA S. SOWE	GUNJUR KUTA LBS
22.	JOSEPH E. SONKO	KULARI LBS
23.	MUHAMMED D. K. JAITEH	LIMBAMBULU LBS
24.	KAWSU JAWARA	BANIKO LBS
25.	ABDOULIE JALLOW	GUNJUR KUTA LBS
26.	EBRIMA B. JALLOW	WALIBA LBS
27.	BABA TRAWALLY	PERAI TENDA LBS
28.	MUHAMMED TOURAY	KULARI LBS
29.	SAINEY SANNEH	CHAMOIBUNDA LBS
30.	ABDOULIE S. BALDEH	GAMBISARA LBS
31.	OUSMAN Y. BAH	KULARI LBS
32.	LAMIN FATAJO	FASS BAJONG LBS
33.	SANNA TOURAY	FASS BAJONG LBS
34.	ALHAGIE SOWE	NAUDE LBS
35.	SANUSI KEITA	LIMBAMBULU LBS
36.	AMINATA JALLOW	CHAMOI BUNDA LBS
37.	KALIFA CEESAY	CHAMOI BUNDA LBS
38.	OUSMAN TOURAY	GUNJUR KUTA LBS
39.	KAWSU S. KAMARA	WALLYBA LBS
40.	TIDA SILLA	PERAI TENDA LBS
41.	LAMIN N. B. CEESAY	GARAWOL BCS
42.	ABDOULIE S. M. KASSAMA	BANIKO LBS
43.	LAMIN JOBARTEH	SANUNDING LBS
44.	SANNA FATTY	LIMBAMBULU LBS
45.	HABIB JAWO	KULARI LBS