Gender transformative pedagogy in ECE

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Equipping Early Childhood Educators in South Africa to Create Gender-Transformative School Environment.
Gender Transformative Pedagogy: SA Context

SA high levels of gender-based violence (GBV):

- Considerable tolerance for violence;
- Intimate partner violence and rape widespread;
- Highest number of intimate partner murder in the world;
- 28-38% of adult SA men disclose rape perpetration.

- LGBTI people particularly vulnerable
- Children are socialised to accept social norms that fuel GBV
- Men’s early childhood experiences (such as low levels of violence in the home) are associated with more equitable attitudes in adulthood.
- What children learn in childhood, influences practices in adulthood

→ Interventions that seek to change ways SA’s children are socialised, lie at the core of addressing GBV in SA.
Gender and Early Childhood Development

- Gender-based discrimination and violence form major obstacles to quality education.
- Gender-transformative pedagogy = teachers and school leaders create learning environments where harmful gender stereotypes are challenged and addressed.
- 3 streams
  - Specific interventions to strengthen teacher/school leader competencies
  - Mainstreaming gender-transformative pedagogy in pre- and in-service teacher training/professional development
  - Establishment of a knowledge platform that supports ministries of education and other partners to implement and mainstream gender-transformative pedagogy
Objective
A contextualised and tested approach to GRP4ECE provides school leaders and teachers with the competences to create and promote gender responsive pedagogy in play-based teaching and learning environments.
Contextualisation

- International toolkit
- To align with:
  - Curriculum
  - Constitution and policy
  - Context of GBV
- Multi-stakeholder input
  - Education, ECD, gender
  - Government and other

Professional Development

- Pilot in KwaZulu-Natal province, 3 districts
- ECD practitioners (165)
- ECD centre leaders (98)
- Subject Advisors (41)
  - District officials
  - On-going support and scaling of professional development

Research

- Teachers’ & school leaders’ knowledge, attitudes and practices
- Children’s gender normative behaviour, gender norms, views and stereotypes
- Dissemination

What is in the contextualised toolkit?

- Guides
- Videos
- Face-to-face training materials
- Online courses
- Microlearning modules
- Parental awareness
Teachers and practitioners give attention to gender issues in teaching and interacting with all children → this promotes gender equality in ECD.

There are 5 aspects to GRP:

1. **Learning Environment**
   - How you organise your classroom and outdoor area:
     - Learning areas
     - Seating arrangement
   - How you equip your classroom with play and learning materials:
     - Toys
     - Storybooks
     - Pictures

2. **Learning Activities**
   - How you plan your learning activities and organize your time with your learners:
     - Daily program
     - Themes

3. **Interactions and Language Use**
   - How you interact with other teachers and school staff
   - How you work with parents and caregivers to involve them in their child’s learning
   - How you engage with children in your care
   - How you facilitate engagement between your learners

Key aspects of GRP/GTP
Promising effects on ECD practitioners’ beliefs regarding gender stereotypes

A significant increase in gender non-concordant play among children

Increase of gender-transformative pedagogy and practices
From pilot to scale: online course use

### ECD practitioners and grade R teachers online course 1 Oct 2022 - 30 Jan 2023

<table>
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<tr>
<th>Province</th>
<th>Eastern Cape</th>
<th>Free State</th>
<th>Northern Cape</th>
<th>North West</th>
<th>Total</th>
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<td>423</td>
<td>1096</td>
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<td>431</td>
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<td>931</td>
<td>2118</td>
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<tr>
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<td>52%</td>
<td>72%</td>
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### School and ECD center leaders online course 1 Oct 2022 - 13 Mar 2023

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<tr>
<th>Province</th>
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<th>Free State</th>
<th>Northern Cape</th>
<th>North West</th>
<th>Total</th>
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</thead>
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<tr>
<td><strong>Started</strong></td>
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<td>347</td>
<td>317</td>
<td>384</td>
<td>1486</td>
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<tr>
<td><strong>Completed</strong></td>
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<td>180</td>
<td>193</td>
<td>192</td>
<td>850</td>
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<tr>
<td><strong>% Completed</strong></td>
<td>65%</td>
<td>52%</td>
<td>61%</td>
<td>50%</td>
<td>57%</td>
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Ntataise is an independent, not-for-profit organisation, empowering women and adults working with young children through ECD training, capacity-building and mentoring to improve the reach and quality of ECD provisioning in some of South Africa’s most disadvantaged areas.
Ntataise ECD intervention: Breaking the cycle of gender-based violence

We hope to start breaking the perpetual cycle of GBV by influencing the mindsets and attitudes around gender equality of adults working with young children, children and their parents.

Programme Goals

- Provide a platform for practitioner discussion and self reflection on gender values, norms & beliefs
- Equip ECE practitioners with skills & confidence to promote gender equality in pre-schools
- Support practitioners to start engaging parents, caregivers and communities around gender equality
<table>
<thead>
<tr>
<th>DESIGN &amp; IMPLEMENTATION</th>
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</thead>
<tbody>
<tr>
<td>Consultative process for materials development</td>
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<tr>
<td>Orientation training for Master Trainers</td>
</tr>
<tr>
<td>Cascading of training, support and community awareness raising to different groups</td>
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</tbody>
</table>
The Ntataise Network: A cascade model for training, mentorship & support

- **13** Ntataise Network organisations across 6 provinces
- **54** Ntataise Network Master Trainers
- **433** ECE practitioners & centre managers/owners
- **233** Parents & caregivers
- **327** Community stakeholders
MONITORING & EVALUATION

Application of **Pre-Pilot** Testing Tools

- Reflecting
- Gathering feedback
- On-site classroom observation
- Reviewing
- Learning

Application of **Post-Pilot** Testing Tools
EVALUATION FINDINGS – promotion of gender equality observed in classrooms

OVERALL 26% INCREASE IN GENDER AWARENESS AND RESPONSIVENESS OBSERVED IN ECD PLAYROOMS

INDICATORS

- Play/Learning materials
- Teaching/Learning environment
- Learning activities
- Interactions

Cumulative indicator score of promotion of gender equality observed in schools

Pre-test

Post-test
LESSONS LEARNT

- A well-established network provides several benefits and can be an ideal platform to cascade and extend the reach of GBV training.
- Creating a safe environment and fostering trust are critical factors for enabling.
- training participants to openly share.
- Need for professional counselling not only for victims of abuse but also for their family members, friends, and trainers/facilitators who are engaging with and supporting them.
- Easy access to effective and trustworthy local support services is essential.
- Crucial to assess the readiness of communities to receive such training.
- Essential to create opportunities to involve men and fathers in engagements around GBV.
- Important to involve parents in promoting gender equality for children.
Thank you