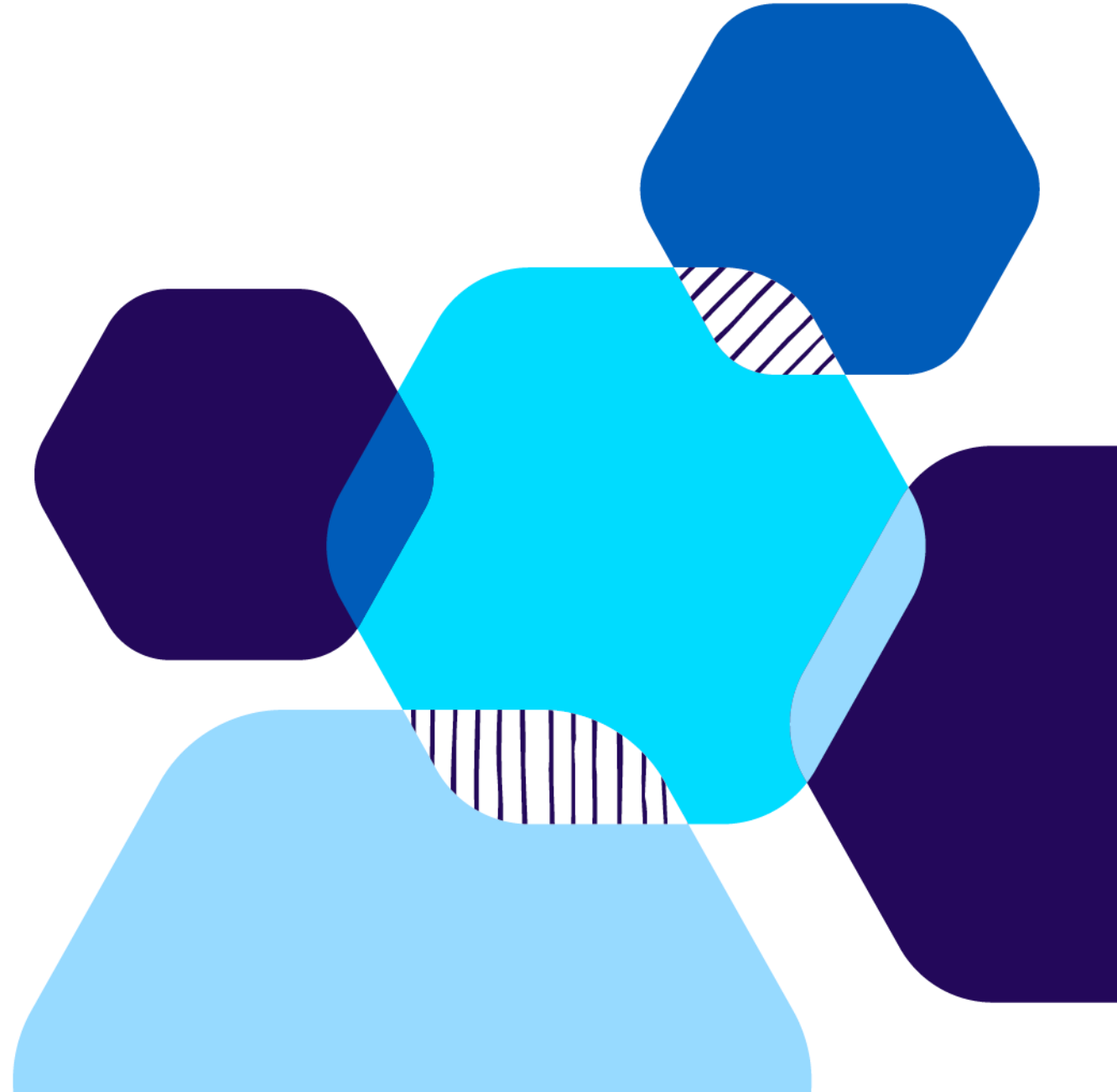


Teaching English Africa Webinar

Gender Representation in Teaching Materials

4 March 2023

www.britishcouncil.org



Introduction: English Connects Gender in Language Education

- Started in November 2022
- Online Course
- Mentoring and Coaching WhatsApp Group
- 2 Day Hybrid Workshop December 2022
- Collaborative creation of gender-sensitive materials and teaching tips
- Webinar



Webinar Agenda

Introduction and Welcome – Donna-Marie Fry

Advocating for gender equity in Teaching and Learning Materials :

Ousmane Diallo - Senegal

Encouraging teachers to adapt gender responsive teaching materials:

Dagnachew Adefris Gebrehiwot - Ethiopia

Gender Representation in Teaching Materials:

Abasiakan Affiong Ikpe - Nigeria

Advocating for gender equity in Teaching and Learning Materials:

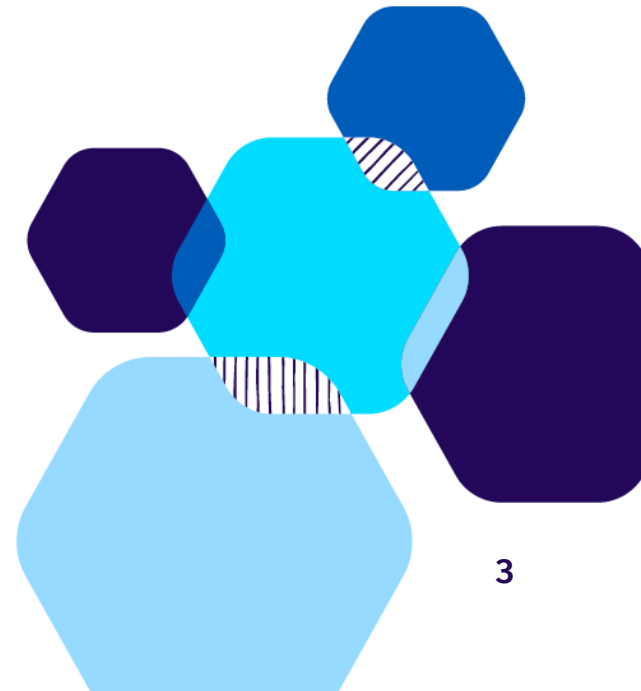
Hatim Sami Mahmoud Bioumi - Sudan

Raising awareness about stereotypes in junior High School

Senegalese Context : Babacar Gueye Diouf - Senegal

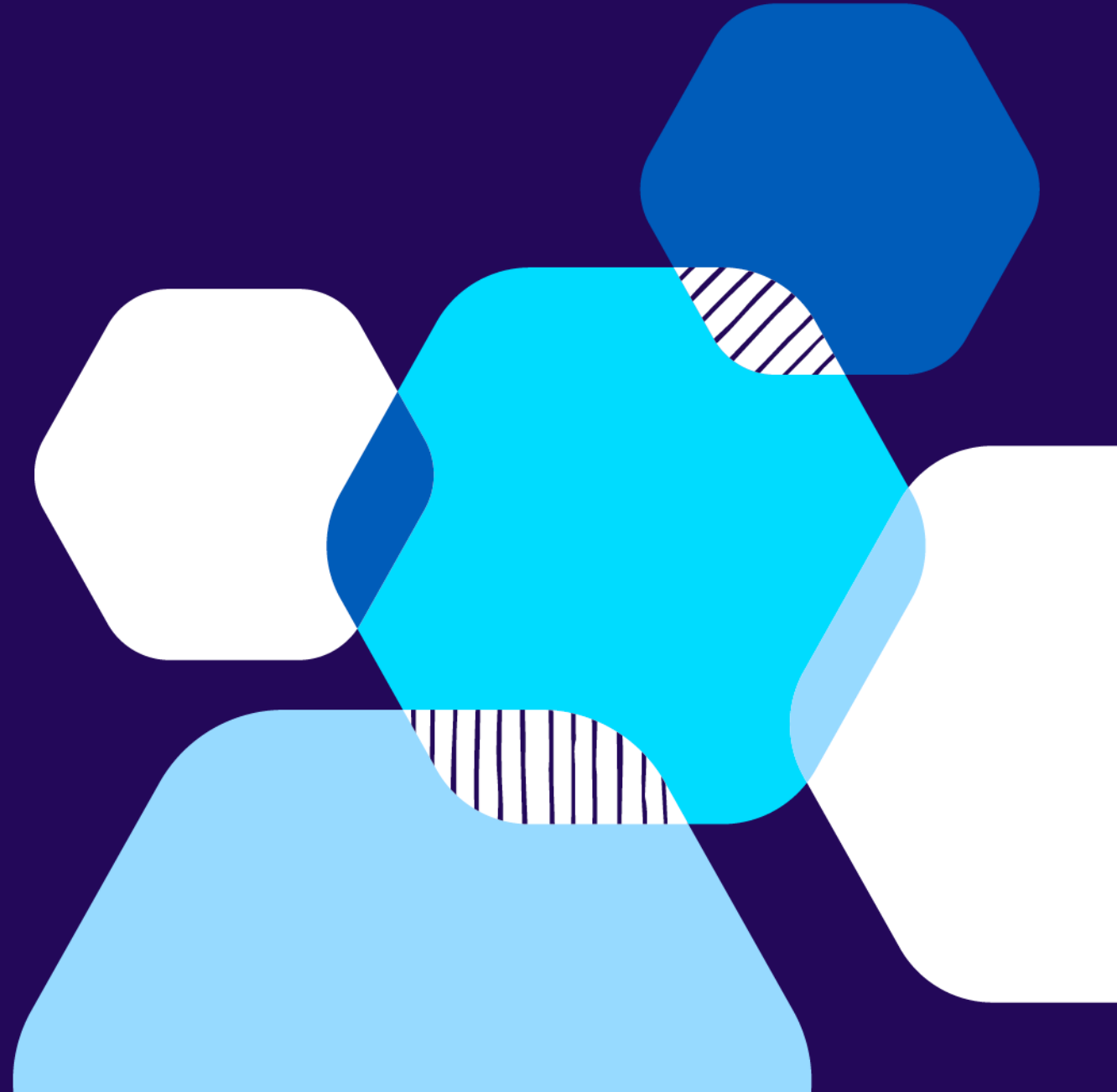
Gender matters for learning, learning matters for gender:

Susanna Knoetze – South Africa



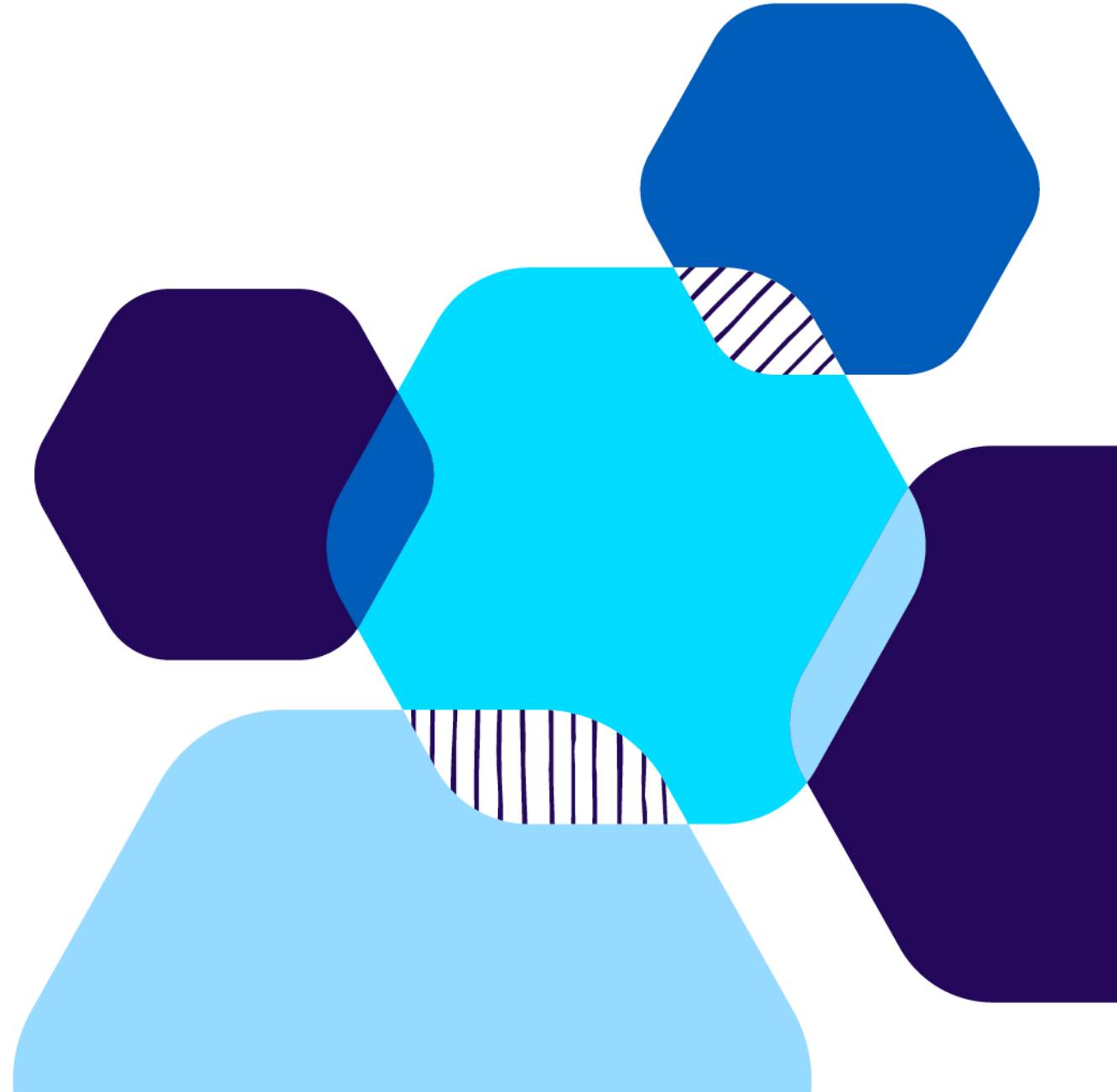
Thank you

**Next Presentation:
Ousmane Diallo,
Senegal**



Advocating for gender equity in teaching and learning materials

Ousmane DIALLO
Teacher of English / School Principal
Senegal

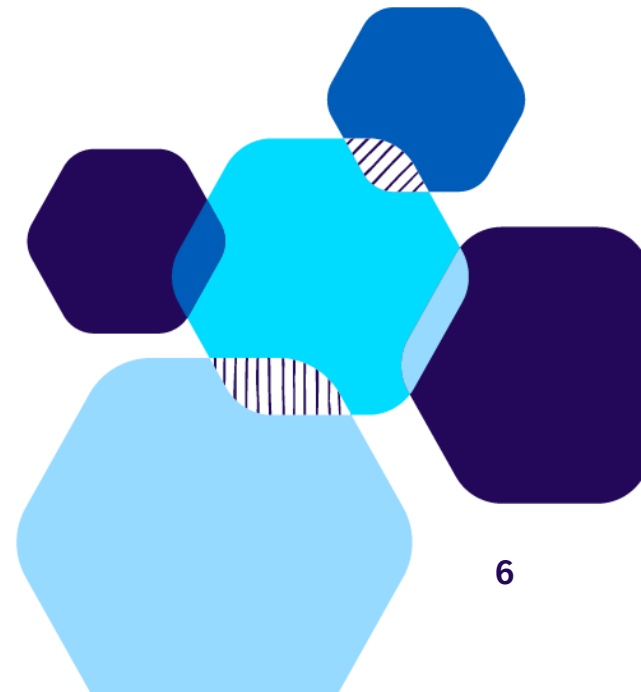


Warmer

WARMER: Test your gender-responsive language use. Match the items labelled ‘common mistakes’ in **column A** with their corresponding items labelled ‘good practice’ in **column B**

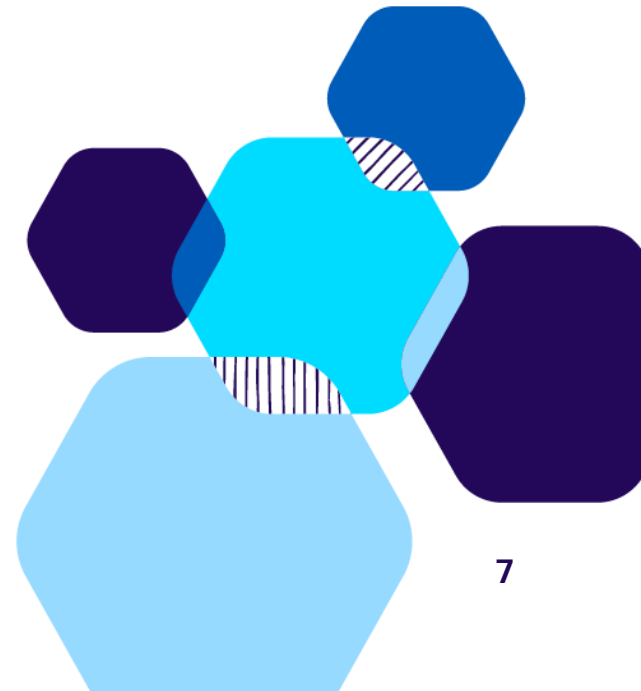
	A	B
Gender-responsive language	Common mistake	Good practice
A. ‘male’ ; ‘female’ ; ‘girl’ ‘woman’ ; ‘man’ ; ‘boy’	<ol style="list-style-type: none"> 1. male parliamentarians 2. female farmers 3. the youngest female astronaut 4. male labour participation rate 	<ol style="list-style-type: none"> a. the youngest woman to be an astronaut b. labour participation rate of men c. women farmers d. men in parliament
B. ‘gendered generic terms’	<ol style="list-style-type: none"> 1. mankind 2. fatherland 3. mother tongue 4. brotherhood 5. maternity leave paternity leave 6. motherly 	<ol style="list-style-type: none"> a. community, kinship b. humankind c. parental leave d. loving, nurturing e. native land f. native tongue
C. ‘gender-inclusive professions and titles’	<ol style="list-style-type: none"> 1. policeman / policewoman 2. chairman / chairwoman 3. male nurse 4. cleaning lady 	<ol style="list-style-type: none"> a. nurse b. cleaner c. chairperson d. police officer
D. ‘singular ‘they’ vs. masculine pronouns to express neutrality’	<ol style="list-style-type: none"> 1. a speaker and his audience 2. each doctor must take the test himself 3. the policeman will ask you to show him your ID 	<ol style="list-style-type: none"> a. each doctor must take the test themselves b. the police officer will ask you to show them your ID c. a speaker and their audience

Answers: A: 1..... 2..... 3..... 4..... B: 1..... 2..... 3..... 4..... 5..... 6..... C: 1..... 2..... 3..... 4..... D: 1..... 2..... 3.....



Baseline

- Teaching materials like textbooks are full of knowledge and wisdom for learners but they can also perpetuate gender stereotypes.
- In some textbooks we are currently using, women are often depicted as secondary characters to their male counterparts who are instead given diverse and greater roles.
- Contents and information from textbooks are naturally reliable and trustworthy for most learners.
- So, when blatant gender stereotypes are portrayed in these materials, this can negatively impact students' present and future life.



Why the school setting matters

Teaching materials intended for learners should be inclusive by design and equity-oriented by content because the school setting remains an ideal place for:

the
confidence
and identity
building

open-
mindedness
and growth
mindset

shaping
role-model
citizens of
tomorrow

Key concepts & definitions

Stereotypes: A fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality and may cause hurt and offence.

Oxford Learner's Dictionary

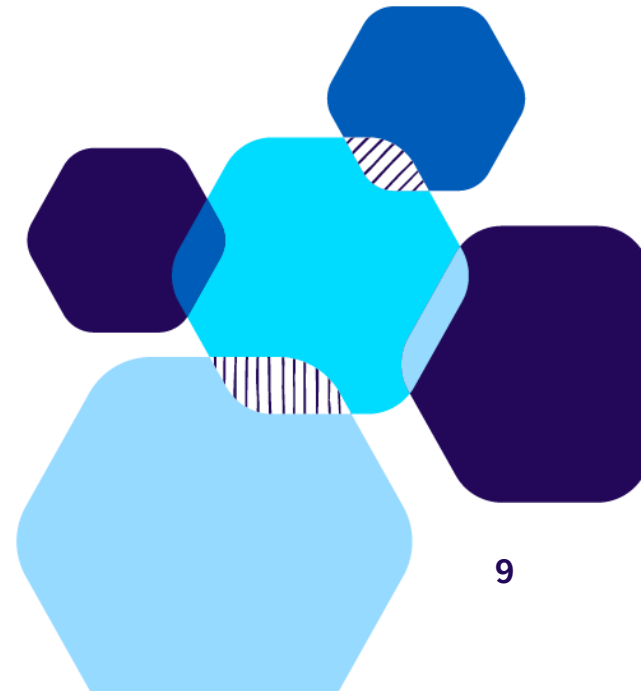
Gender/Gender bias:

Gender bias in teaching and learning materials like textbooks is a major challenge that needs addressing.

- Contextual analyses of textbooks in use have revealed that women are relegated to the background in terms of social status.
- They mostly play insignificant roles with an almost exclusive focus on household chores. Seldom are they portrayed serving the society outside their home.

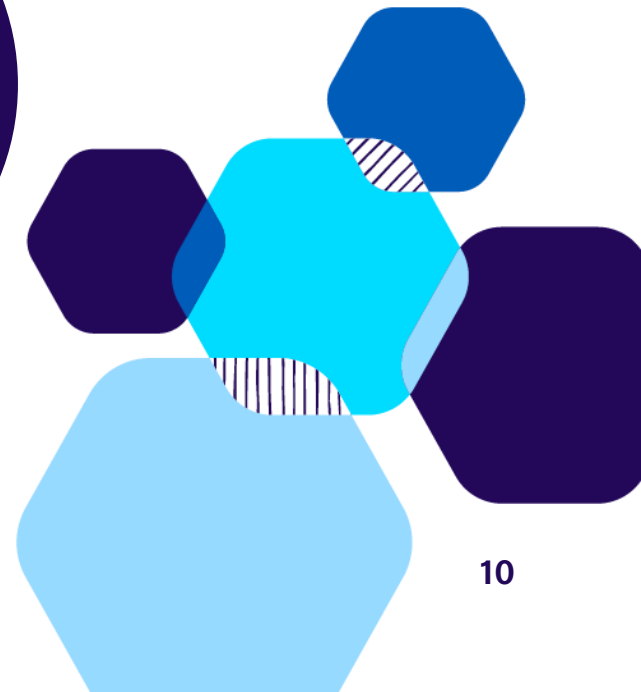
Teaching & learning materials:

- They are the educational materials that teachers use in the classroom to support specific learning objectives, as laid out in lesson plans.
- They should not only assist students in the learning process but also help expand their knowledge about the dynamic evolution in all sectors of society and the world.



An analysis of pictures/images in current English textbooks “GO FOR ENGLISH”

Identifying Gender Bias in These pictures/images Through Three Main Criteria:



“GO FOR ENGLISH”

Questions for picture 01

1. What activities are shown in this image ?
2. Do men do these activities the same way as women in today’s society ?
3. How does this image show gender equality or inequality ?
4. Why do you think this picture is biased for a learning material of nowadays ?
5. How does the text portray the husband regarding his wife ?

Answers & Analysis:

- ×Visibility: Women more visible than men / men don’t do women’s job
- ×Domestic role: women practically portrayed in a domestic/family sphere and in traditional job

Inference from (female) students:


Women should stay home/ caring and submissive / hard working too

Women

Women at home

1 Speaking

a. What's Mrs Konté doing in each of the following pictures? Tell the class.



b. Does your mother generally do all these things? In what order?

2 Writing See Workbook, page 12.

3 Reading and speaking

a. Read the following text and say if the woman is lazy or hard-working.

AN EXAMPLE OF A WOMAN'S WORKDAY IN CENTRAL AFRICA

The woman gets up at six o'clock and prepares breakfast for her family and for herself, which they will eat midmorning. After fetching water from the nearby river, she heads for her plot of land – it may be an hour's walk away.

Until about four o'clock in the afternoon, she tills, weeds or waters the land. She stops only briefly to eat the food she has taken with her. Before returning home, she usually cuts firewood, collects cassava or other vegetables for the family. And while doing all this work, she also looks after her baby.

Usually she arrives home as the sun is setting. Now she must prepare the supper; a task that may occupy two hours or more.

On Sundays, she washes clothes in the local river and irons them once they are dry. Her husband rarely appreciates all this hard work or listens to her suggestions. Occasionally he takes the children to the river to wash, and he may do a little hunting or fishing. But much of his day he sits there and talks to the other men of the village.

12

“GO FOR ENGLISH”

Questions for picture 02

1. What activities are shown in this image ?
2. Do women do these activities in today’s society ?
3. Does this picture show an inclusive view of today’s real life in our soc
4. How does this image show gender equality or inequality ?

Answers & Analysis:

Visibility: Women not visible

in this picture / only men visible

Occupational role: Men portrayed in this picture as fit for these activities
women

Inference from (female) students:

Restriction of job opportunities / choices in life no matter how talented they can be in a given domain / limiting beliefs and ambitions

Speaking

Look, listen and repeat. Then answer your teacher’s questions.



Ousseynou can play football.



Assane can't play football.



Assane can swim.



Ousseynou can't swim.



I can play the drums.



So can I.
We can both
play the
drum.

“GO FOR ENGLISH”

Questions for picture 03

What activities are shown in this image ?

1. Do both men and women frequently do these things the same way ?
2. What is the ratio of representation between men and women in this image ?
3. How does this image show gender equality or inequality ?

Answers & Analysis:

×Visibility: men more visible than women in professional sphere 2W/10M

×Occupational role: men exposed to diverse and more rewarding jobs than women

Inference from (female)students:

Women not as important as men/ Inhibition/

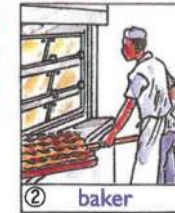
lack of ambition/ shattered dreams / limiting belief

Speaking

a. Listen and repeat.



① tailor
makes clothes



② baker
makes bread



③ pilot
flies a plane



④ shop assistant
works in a shop



⑤ waitress
works in a restaurant



⑥ carpenter
makes furniture



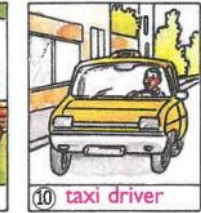
⑦ butcher
sells meat



⑧ mechanic
repairs cars



⑨ greengrocer
sells fruit and vegetables



⑩ taxi driver
drives a taxi

“GO FOR ENGLISH”

Questions for picture 04

1. Who are portrayed in this image ?
2. Are women and men doing the same activities in this picture ?
3. Does this picture show an inclusive view of today’s real life in our
4. How does this image show gender equality or inequality ?

Answers & Analysis:

Visibility: more men than women

Domestic role: Women portrayed in traditional activity/ as the weaker sex

Occupational role: men are fit for hard work

Inference from(female) students:

Activities for men only and activities for women only ; limiting beliefs and ambitions

b. Study these sentences.

1. The women go to the well to get water.
2. The men build dams to keep rainwater.



Education authorities called to action

Current English textbooks date back in the 80's; they are outdated.

They need updating to keep up with the diverse changes and evolution in society and the world

Barriers to gender equality in textbooks should be pushed back as far as religious and moral beliefs can tolerate.

Encourage pre-service training and CPD in gender language awareness and acquisition

Encourage teachers to diversify their teaching materials (texts, audio, videos, pictures) and have in mind gender issues while designing lessons for their students.

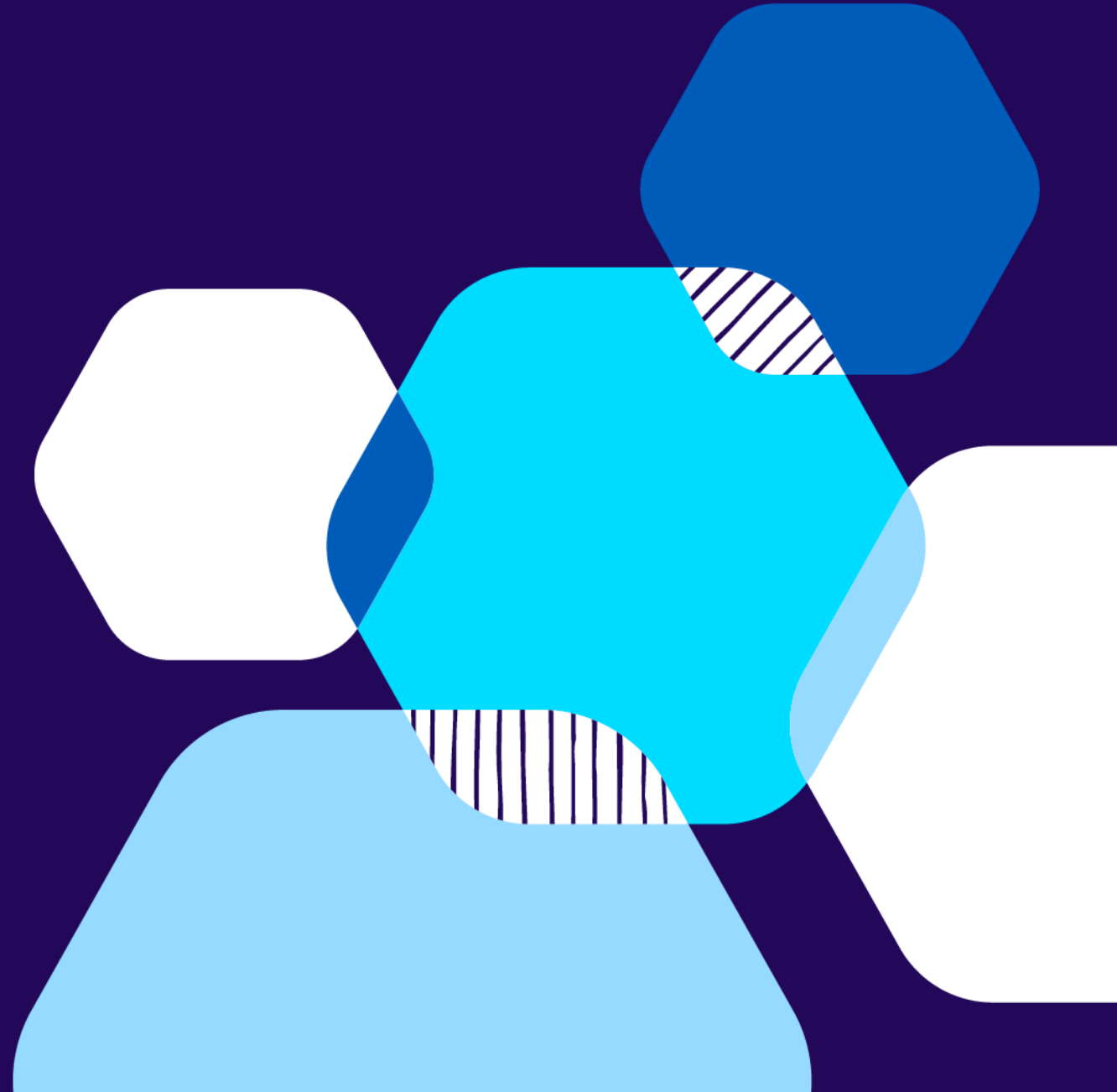
Additional recommendations

- **Education authorities**
 - **Curriculum specialists**
 - **Textbook editors**
 - **Teachers/ Practitioners**
- textbooks and other educational materials are tools for social transformations
 - promote equal representation of women and men but also contents free from any gender-based discrimination
 - ensure women are as visible as men with leadership roles and non-sexist jobs in all units of teaching materials
 - portray men as much as possible in domestic settings/ spheres doing household chores and lavishing affection to their wives and children

“ It is the repetition of non-stereotypical situations that deconstructs stereotypes”

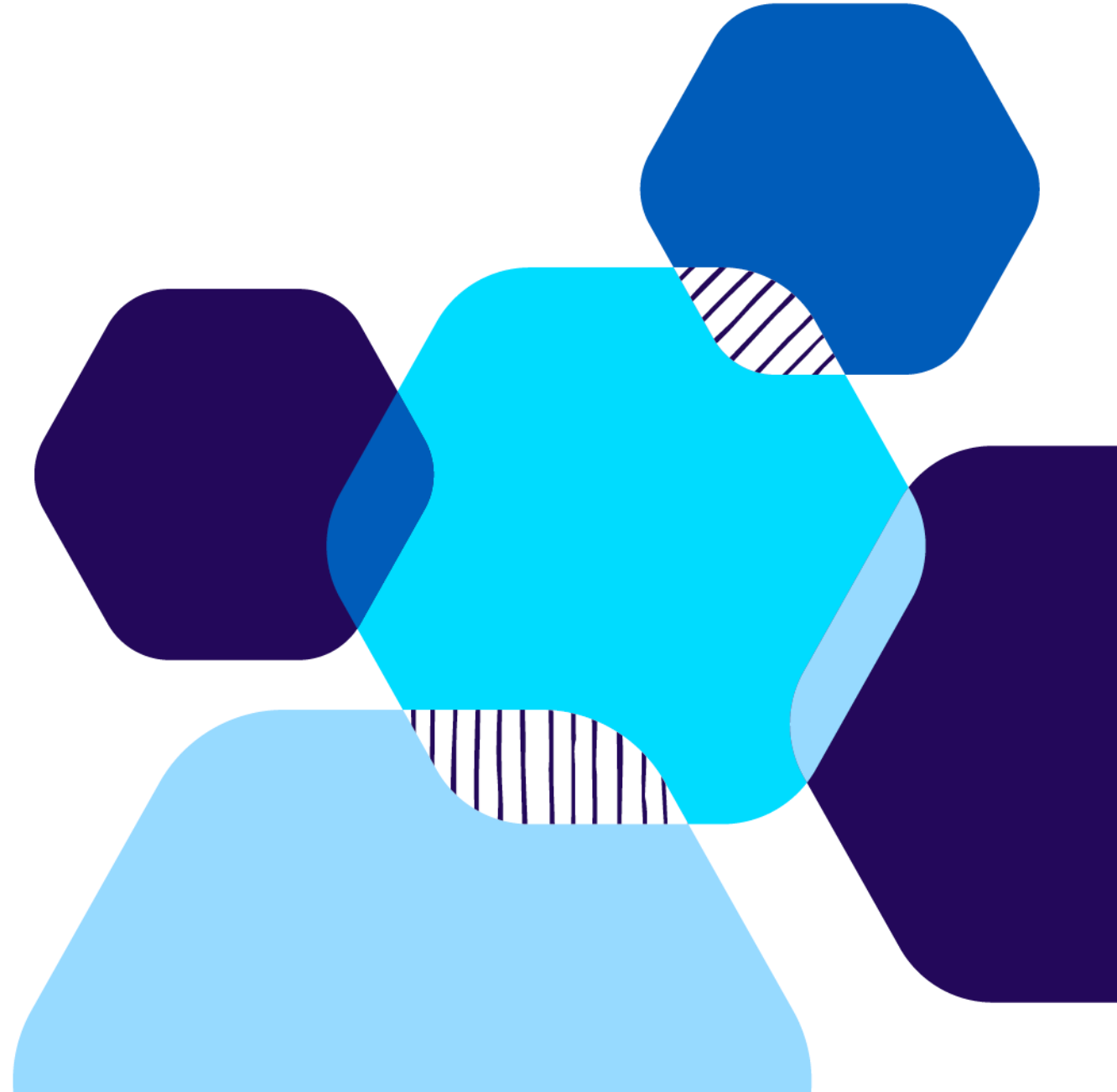
Thank you

**Next Presentation:
Dagnachew Adefris
Gebrehiwot,
Ethiopia**



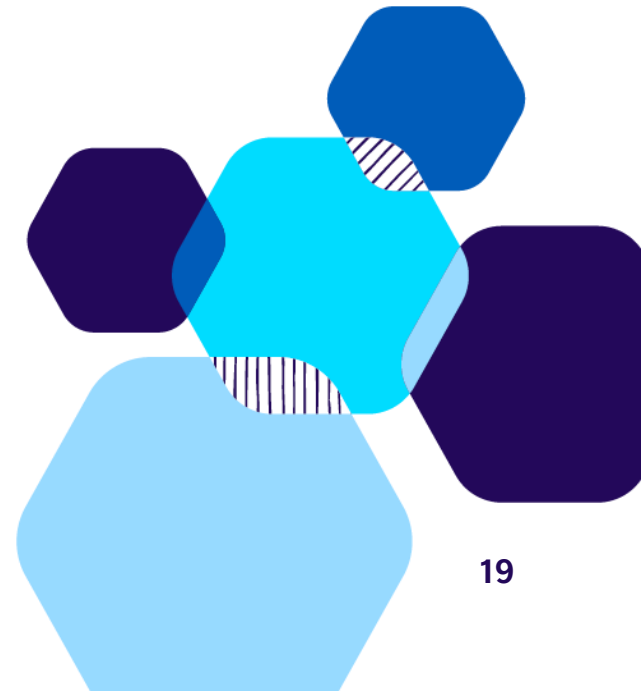
Encouraging teachers to adapt gender responsive teaching materials

Dagnachew Adefris
Lecturer – Woldia University
Ethiopia



Outline

- Understanding teaching materials
- Teachers' level of awareness and perception of gender : reflections
- Challenges when trying to make teachers aware of adapting gender responsive materials
- Practical ways to address the issues and achievements
- Way forward

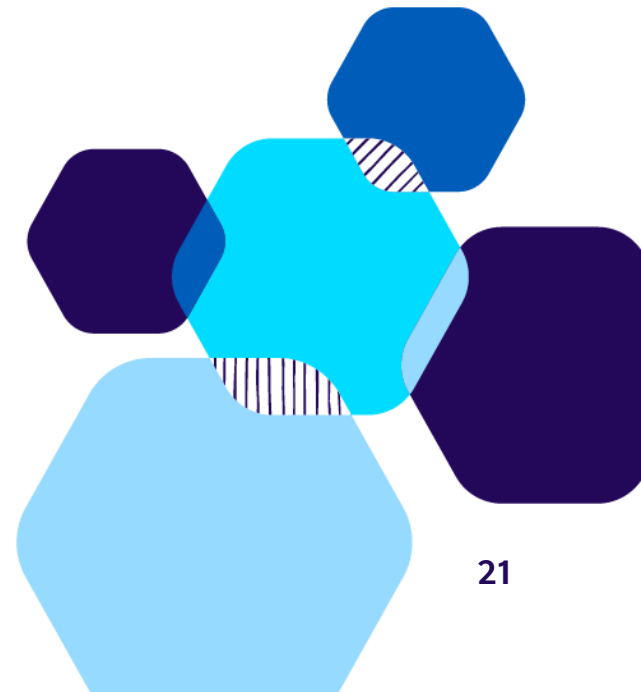


Understanding teaching materials

- Created within a university or on behalf of a university that are intended to be used or accessed by the students for: teaching, informing, examining students, explaining concepts to students.
- Resources developed or used by teachers in the course of educating students at a learning institution. *E.g. Course notes, handouts, presentations materials ,articles , tutorials, assessments questions etc.*

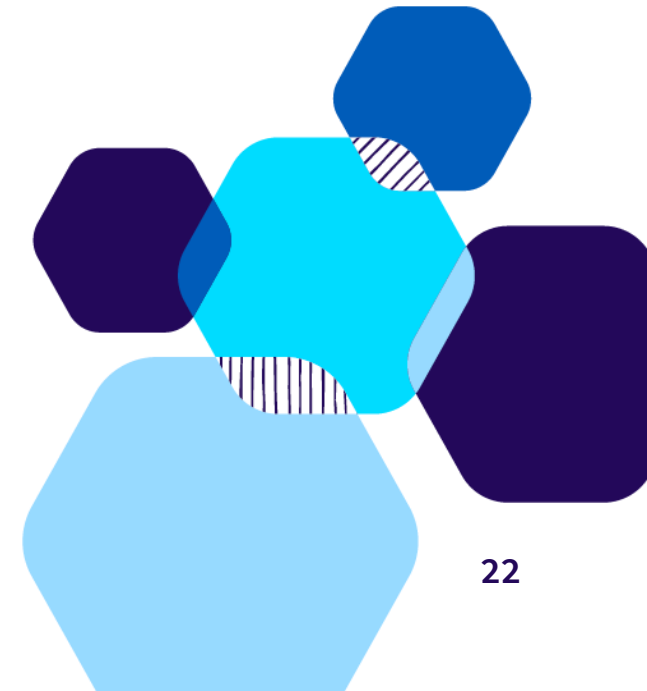
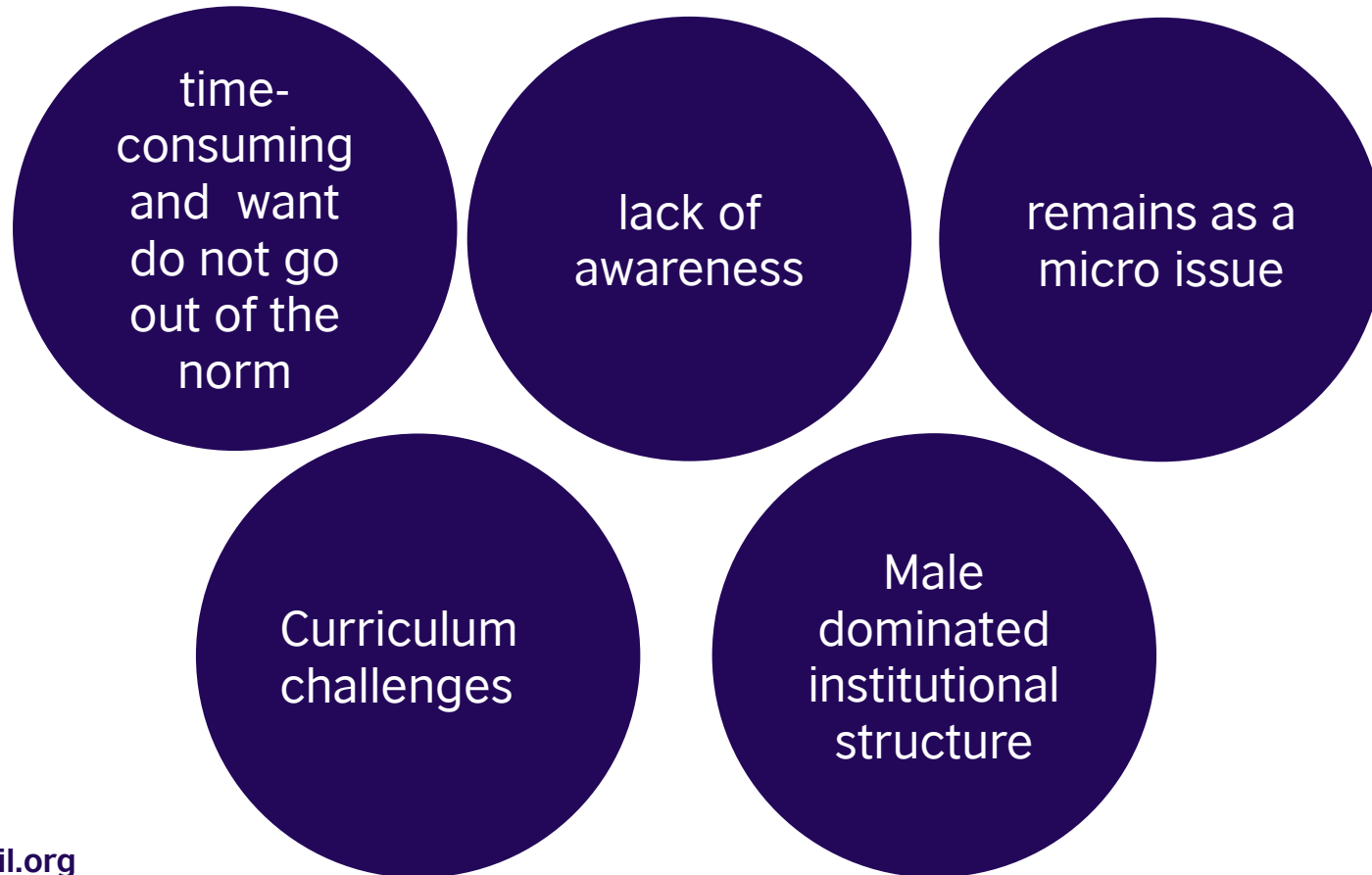
Teachers' level of awareness and perceptions of gender issues: Reflections

- Teachers were open and the issue was relevant
- Narrating previous experiences of gender
- Conscious of gender representations
- But when they come to the practice,
 - English teacher
 - The issue of gender is hidden/ignored.
 - do not explore gender issues lesson plans



Challenges faced during the awareness campaign

Teachers' reluctance to adapt and use gender responsive materials for:



Ways to address the issues and some achievements

Methods

1. Face-to-face interview and focus group discussion
2. Sharing gender responsive material to all teachers via telegram and email...
3. Finally, teachers' feedback was collected

Achievements

- ✓ Changing language use, images, illustrations, graphs
- ✓ Teachers understood that they used materials with gendered in language, biased, and stereotyping
- ✓ Un/misrepresentation of women and girls
- ✓ They were happy to adapting to gender responsive materials through changing character's names, stories, and images, removing sexist language and using neutral nouns instead.

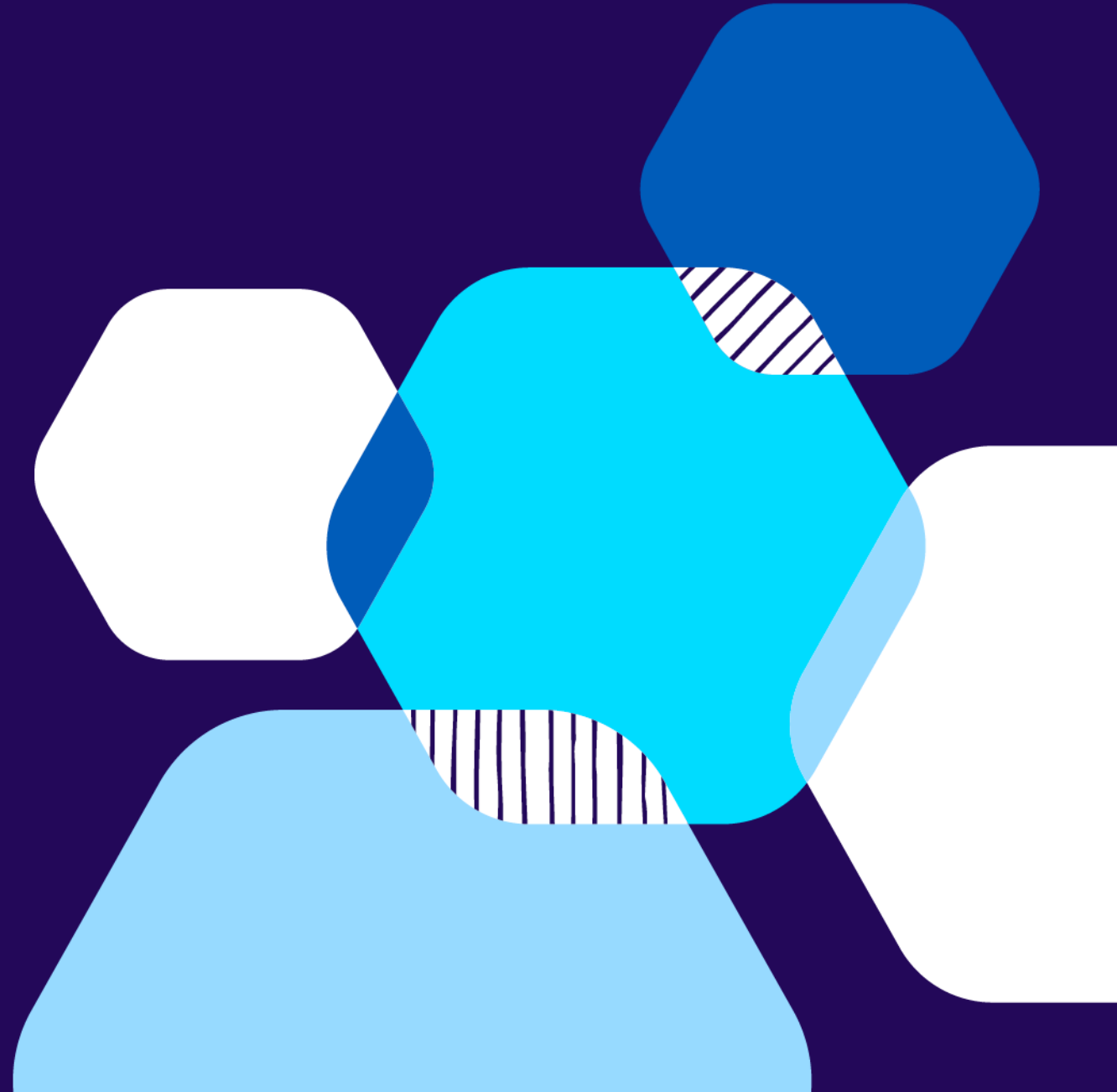
Way Forward

- ✓ Following awareness program, teachers suggested the following:
- ✓ Gender as global issue, more awareness creation is needed
- ✓ Gender responsive resources
- ✓ Further training on gender inclusion in material development is needed
- ✓ Materials developed at high level should be gender responsive in content.
- ✓ Establishing gender clubs
- ✓ Empowering women

Teachers are at the center to evaluating their teaching materials, adapt them into the way they suit positive gender representations.

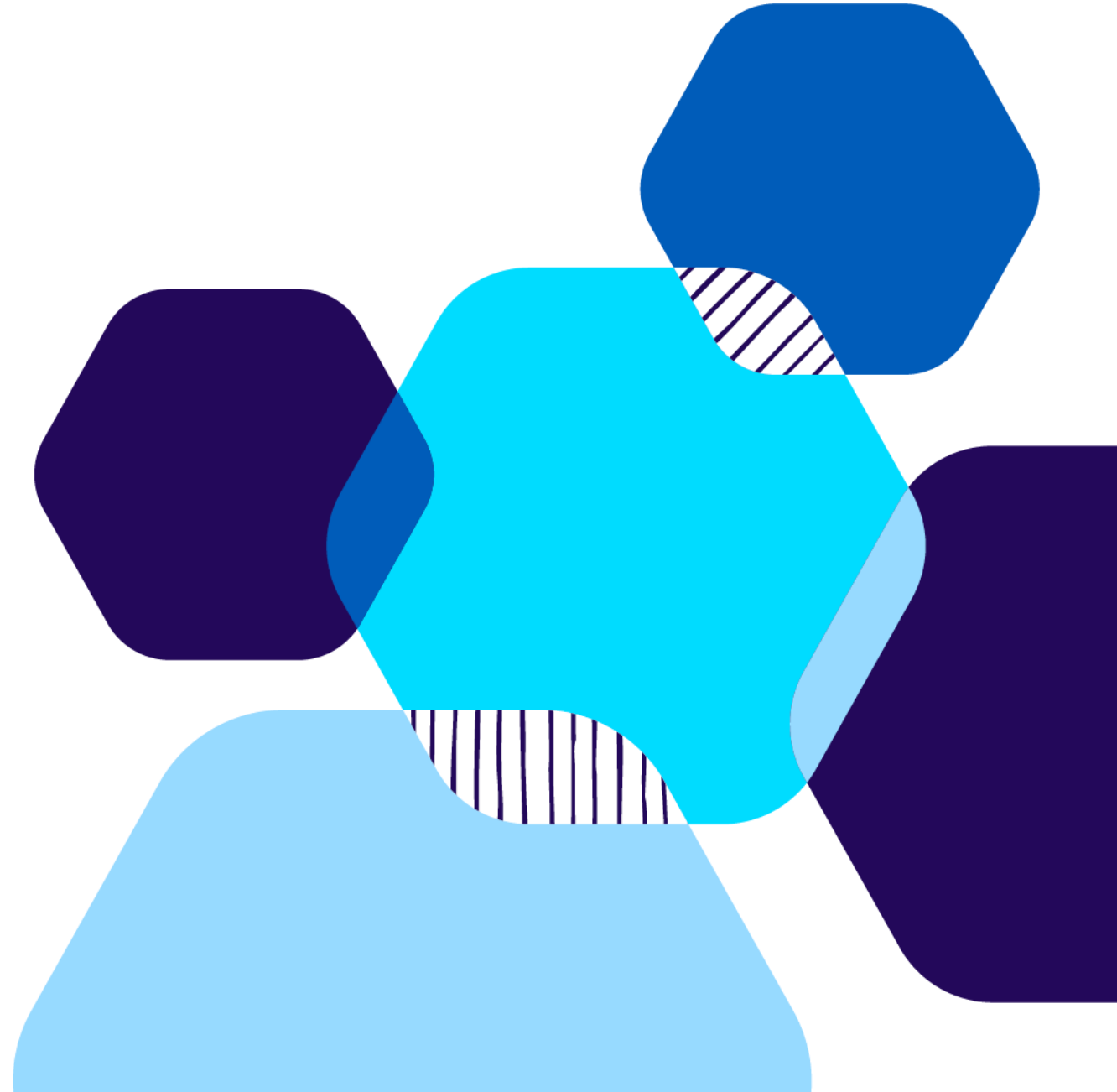
Thank you

**Next Presentation:
Abasiakan Affiong
Ikpe,
Nigeria**



Gender Representation in Teaching Materials

Abasiakan Affiong Ikpe
Teacher educator
Nigeria



Outline

- Introduction
- Roles in families and gender responsibilities
- Illustrations
- Conclusions

Introduction

Gender Representation in teaching material conveys information

The gender insensitivity found in most teaching materials.

Most teaching materials portray gender inequality

Educational system still exhibits gender insensitivity

Roles in families and gender responsibilities

Family is by far
the most
significant
agent of
socialization

Society is the
sole
determinator of
gender
responsibilities

The mental
picture created
in the learners'
minds fixes the
cultural
background

The physical
images used
could be a
major setback
for the learners

Illustrations



Mom cooking



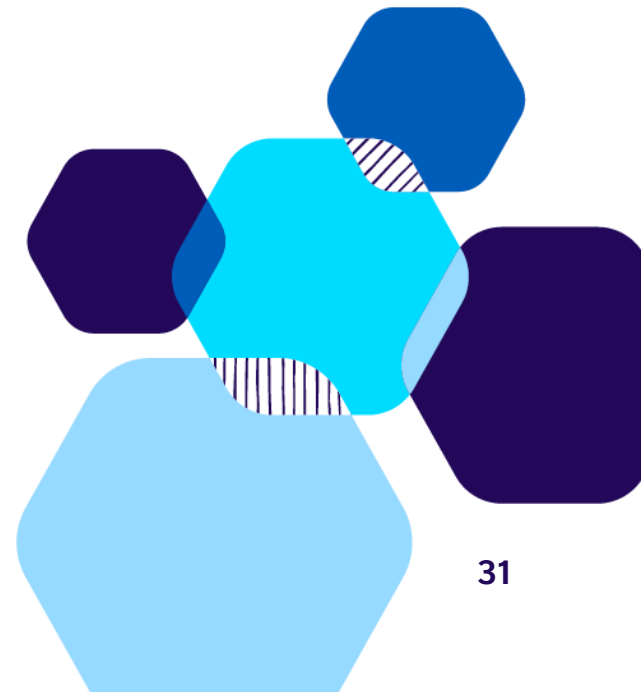
Father cooking



Mother nurturing the baby



Father nurturing the baby



Illustrations



Mother cleaning the house sweeping



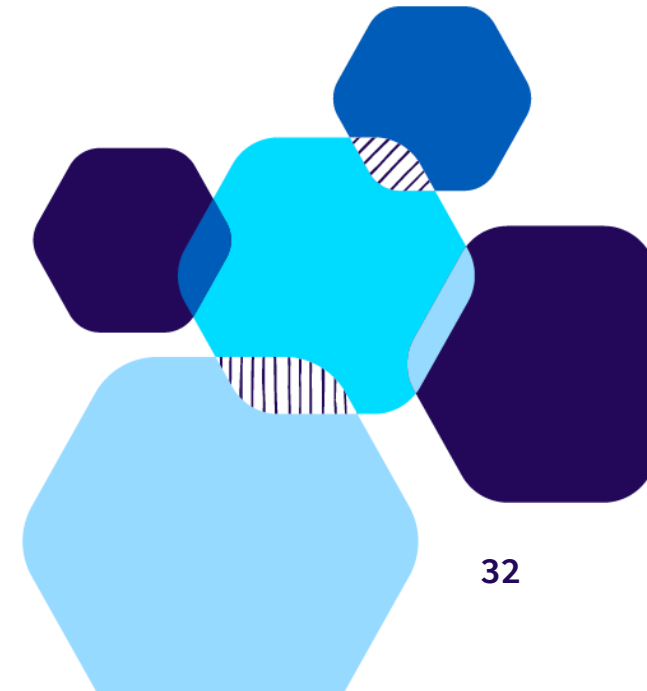
Father cleaning the house sweeping



Father clearing the grass



Mother clearing the grass



Illustrations



Mother bathing the children



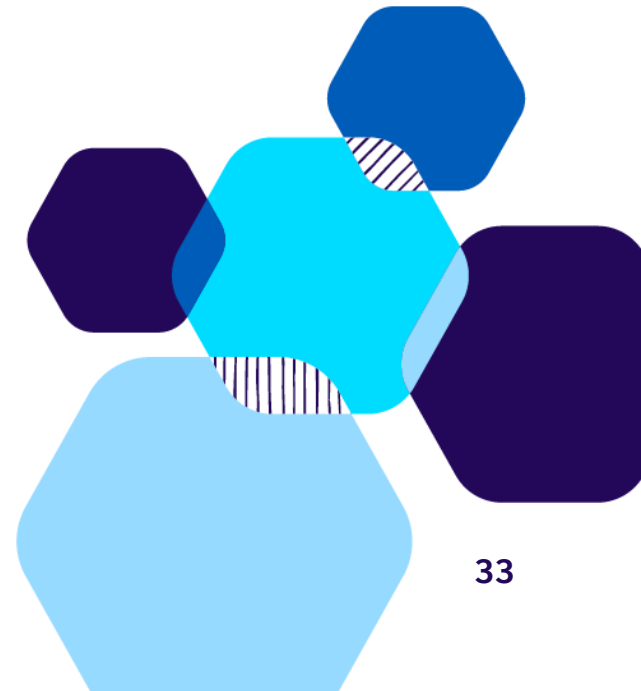
Father bathing the children



Mother backing the baby



Father backing the baby

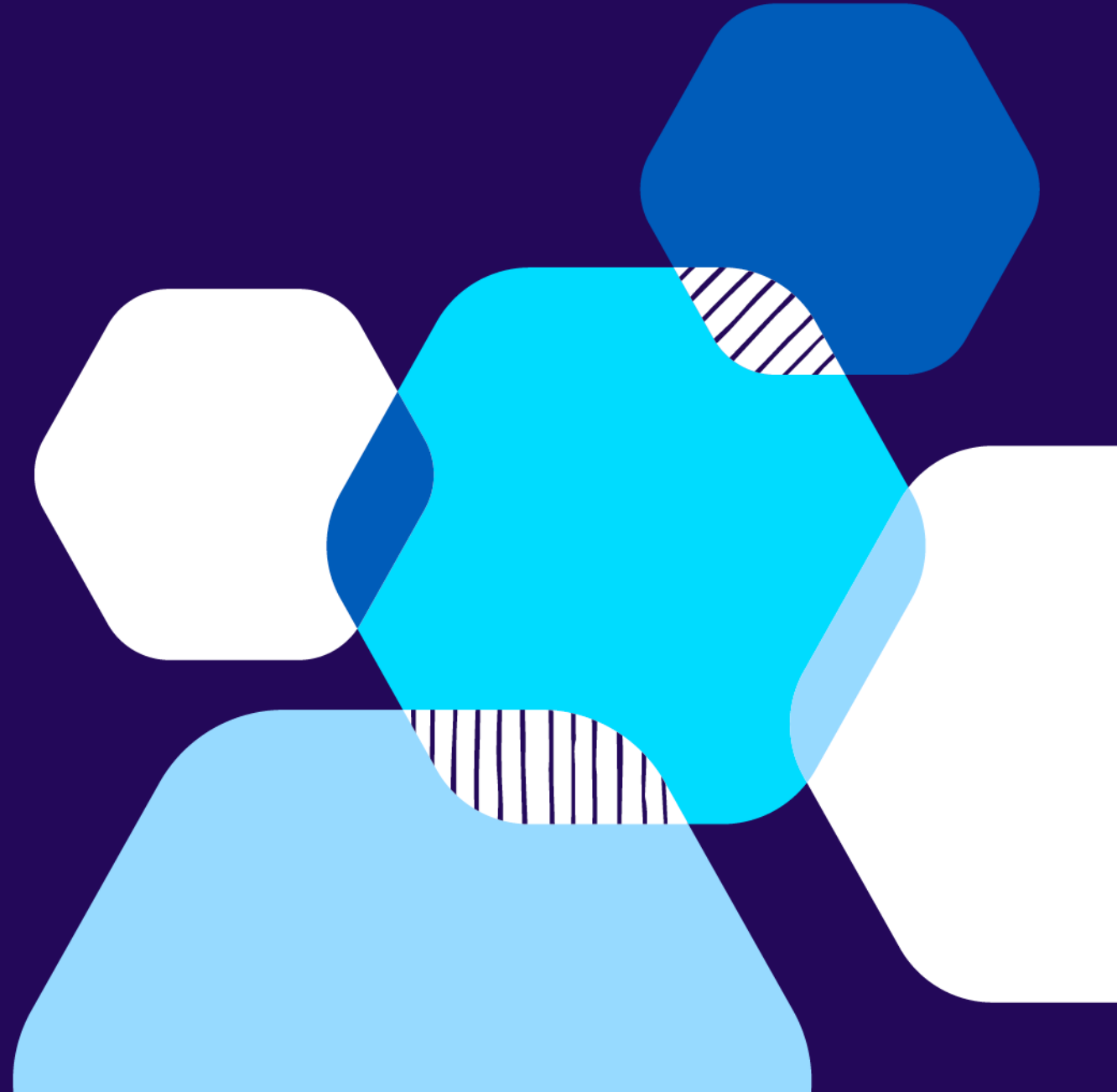


Conclusions

- ✓ The cultural background is a major challenge to teaching materials.
- ✓ Meeting with Authorities concerned, may suggest best-fit pictures for a responsibility.
- ✓ Using correct vocabulary in a gender equality society.
- ✓ Taking action to enhance all the attributes.

Thank you

**Next Presentation:
Hatim Sami
Mahmoud Bioumi,
Sudan**



Gender Education in Language teaching practice and teaching Materials

Hatim Sami
Teacher trainer - facilitator
Sudan



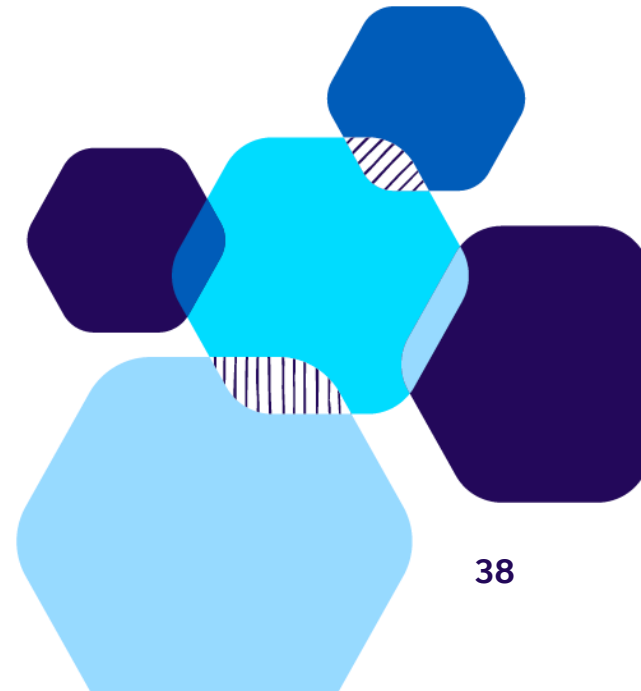
Session outcomes

By the end of this session you will be better able to :

- Distinguish the concept of Gender in Education
- Realize the importance of evaluating teaching practice and teaching materials according Gender Equality and Equity

Introduction

- As we know teaching is a complex task as the behavior modification of students is not simple process , in a classroom there are learners with different backgrounds in terms of physical, mental, emotional, social, learning styles and gender
- To achieve this task, teachers need actual information and specific skills in teaching.
- In this session we are trying to raise awareness about the importance of Evaluating teaching practice and teaching materials according Gender Equality and Equity.



Activity 1

- Look at the two pictures, as a teacher imagine that you have to teach a mixed class as it means (girls/boys) which book will you select? why ?
- Of course non of the two groups, as they only suitable only for boys or girls students, so the right choice is to find your own book.

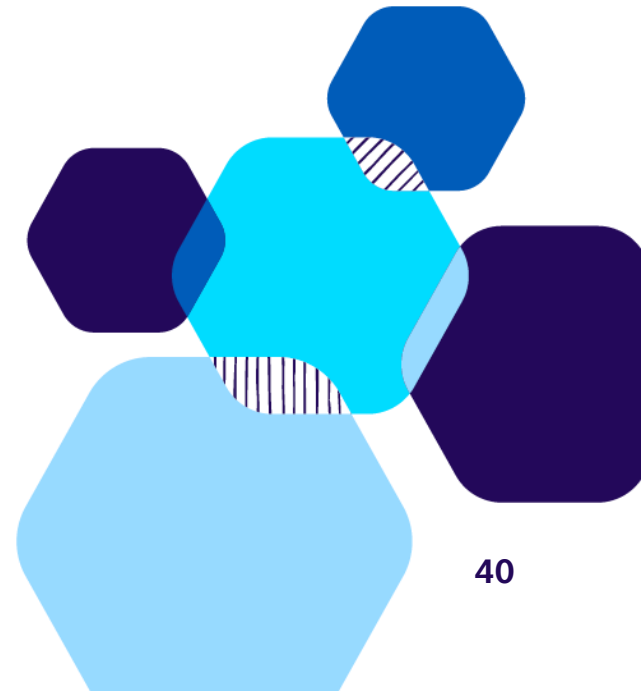


picture books about **STRONG GIRLS**



Gender representation in teaching practice?

- As teachers how can make sure that gender equality and equity are represented in our teaching practice and materials let's share some ideas?
- As teachers we have to make sure that our selection in teaching strategies , methods, topics , activities and even our English language classroom when giving instructions is Gender-centered approach.
- And we have to avoid Gender Stereotyping and unconscious bias.



Gender representation in teaching materials ?

Example of book evaluation:

After I have attended the programme of English Connects: Gender in Language Education, I started to evaluate many books according to what I have learned for Example let's take (SPINE BOOK 6) [Sudan Integrated National English](#).

The book obviously represents Gender Equality and Equity in terms of Units, topics and even Images and targeted the main concepts of gender Education in many articles as :

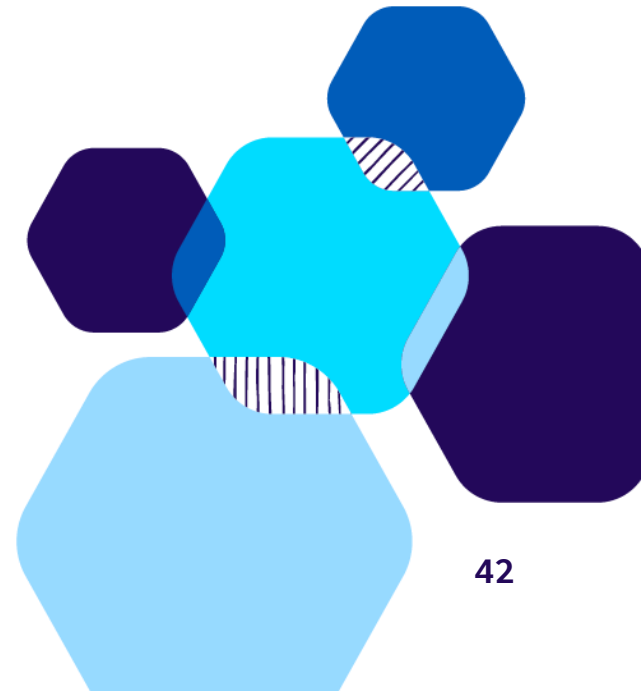
- 1- Girls Education , A luxury or right?
- 2- Unit 5: Women participation Life- Line for Development(Women Conference in Beijing- China 1995.
- 3- Agatha Christie.

Conclusion

At the end of our session, we can find that:

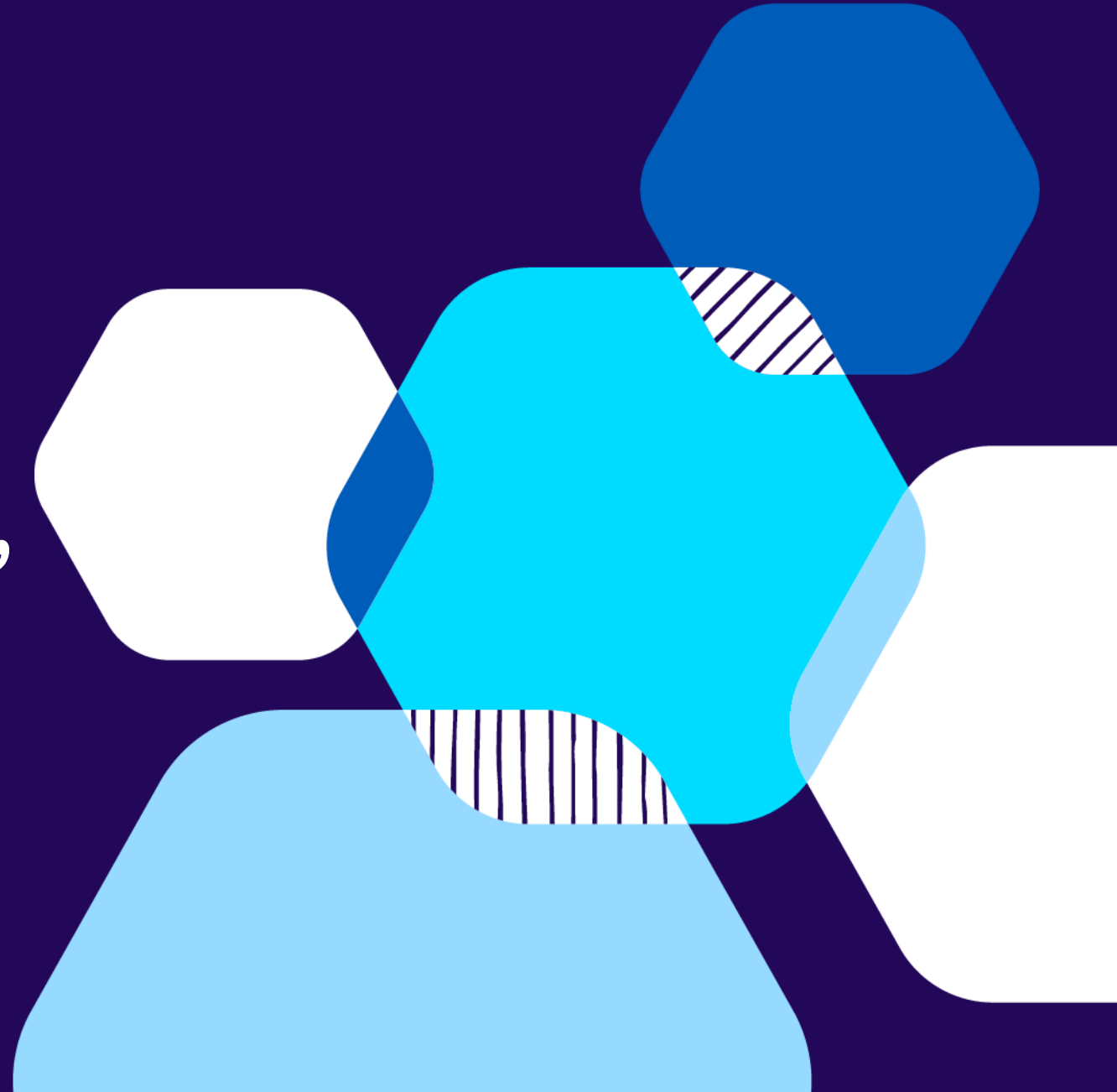
- ✓ Gender in education is essential factor in teaching process.
- ✓ As teachers we have to Evaluate our teaching practice and teaching materials according to Gender Equality and Equity criteria .

Thanks for sharing your ideas, information and effective participation.



Thank you

**Next Presentation:
Babacar Gueye Diouf,
Senegal**



Raising awareness about stereotypes in junior High School Senegalese Context

Babacar Gueye Diouf
Teacher of English
Senegal



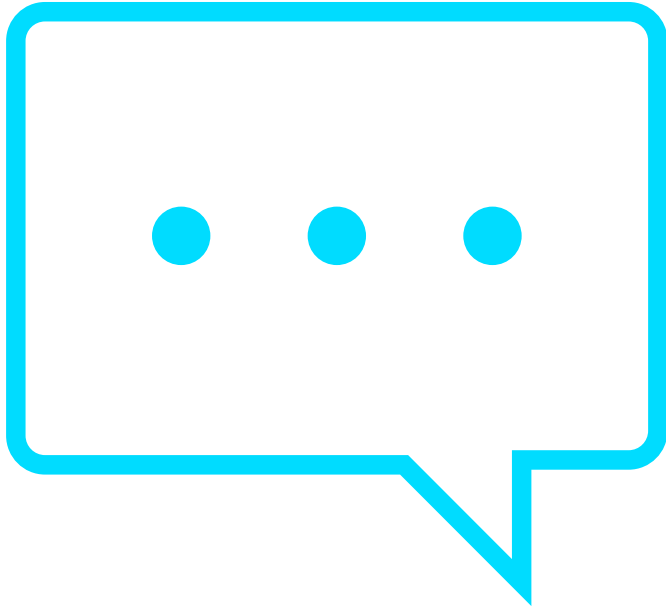
Outline

- Riddle
- The definition of Gender Stereotypes
- Examples of Gender stereotypes in Senegalese's schools.
- Strategies to overcome Gender Stereotypes.
- References

Riddle

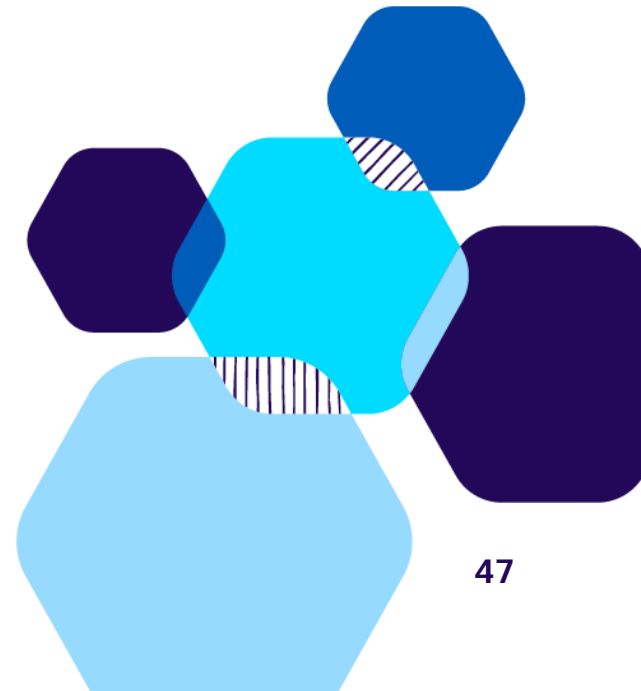
A father and a son are in a car accident and tragically the father is killed instantly. His son is rushed to the hospital but the surgeon says “I can't operate on her, she is my daughter” explain, Who is the surgeon ?

Reflections questions



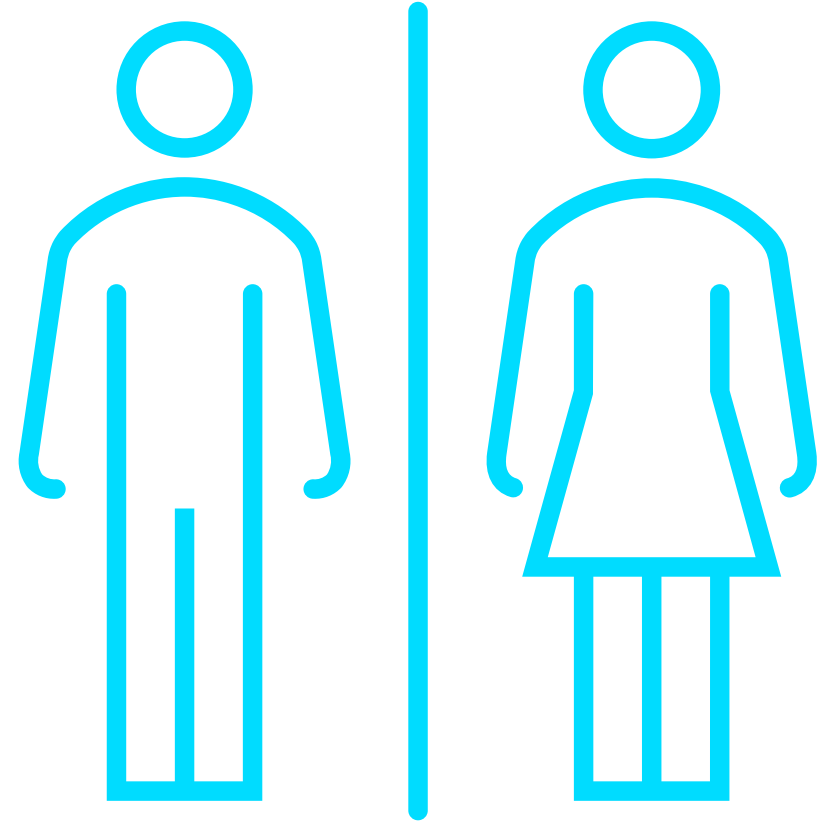
- Could you easily find the answer of the riddle?
- Why or why not?

Please, Share in the chat.



What is a gender stereotype?

A gender stereotype is a generalised view or preconception about attributes, or characteristics that are or ought to be possessed by women and men or the roles that are or should be performed by men and women. Gender stereotypes can be both positive and negative for example, “women are nurturing” or “women are weak”.



Stereotypes in senegalese schools

Myths in education about gender stereotypes might include:

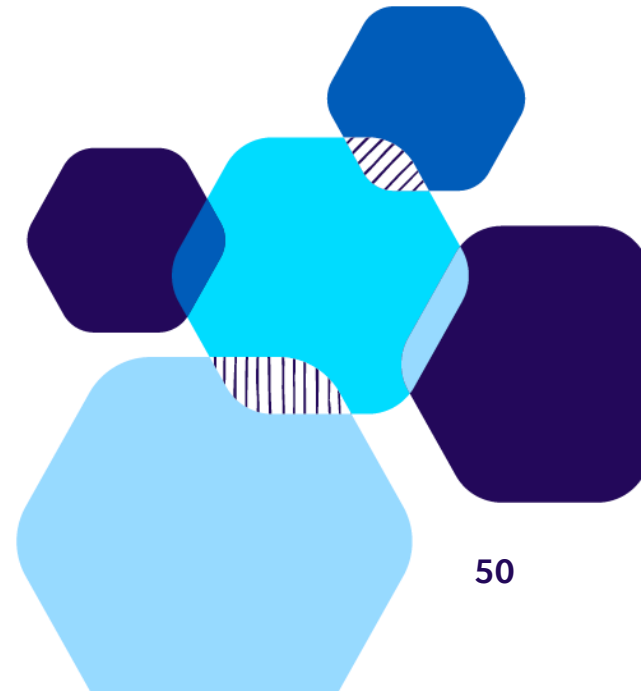
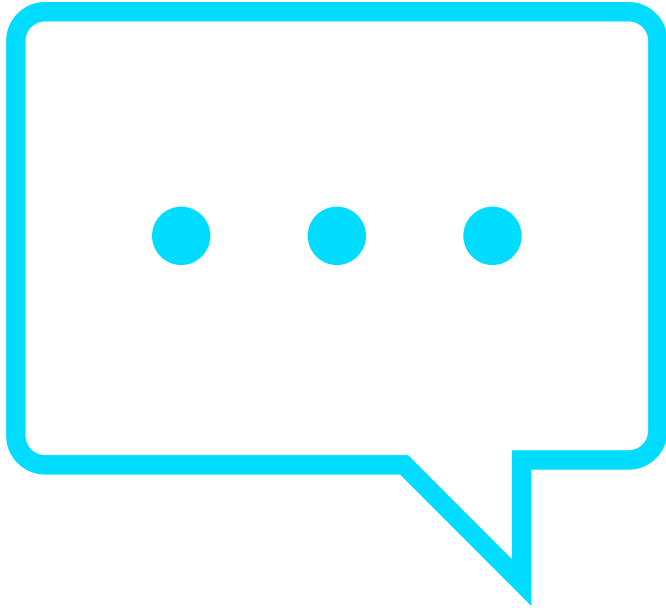
Boys are slower than girls to read

Science and maths are boys' subjects.
Boys are better at sport than girls

Girls are naturally quieter than boys

Girls should clean the classrooms

What stereotypes exist in your context ?



How to fight against Gender Stereotypes ?

Teachers have to vary their activities and try to preserve equality and equity between female and male students by paying attention on the floor distribution, sitting

Teachers have to set rules in the classroom to avoid discrimination or violence against female students.

Stakeholders should not influence the choice of female students (for the different series L&S).

Teachers must take relevant examples in their (texts, evaluations..jobs) to enhance female motivation in class.

How to fight against gender stereotypes in Schools?

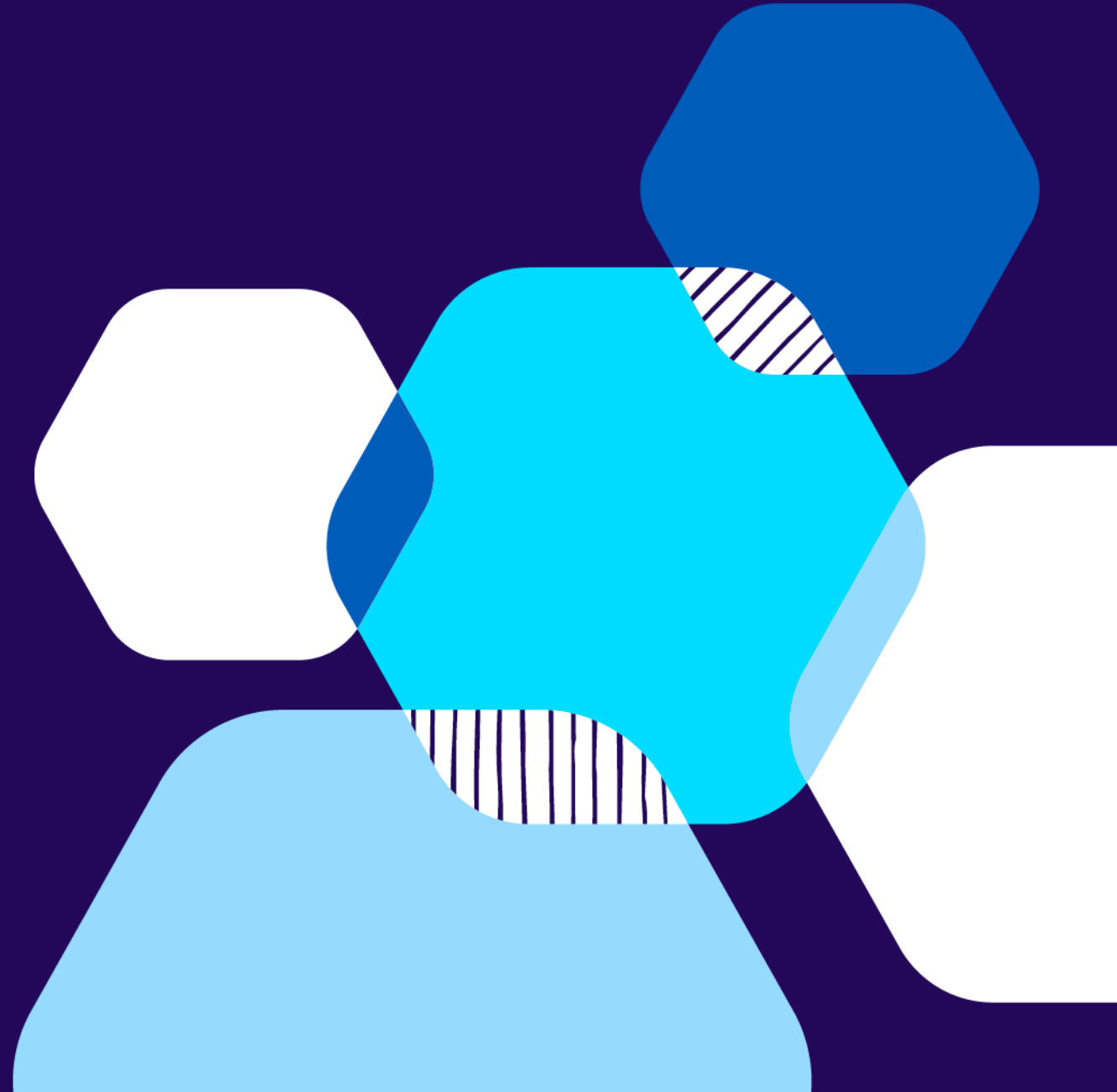
- ✓ Please, let's stop saying to female students to “CLEAN” writings or the classroom and not male students. They should share the tasks...
- ✓ Teachers, should avoid sentences like : “ I need four strong boys to move this table!”, “ you talk a lot like a girl!”, “Even female students are done!”..
- ✓ They should not ask only easy Questions to female.
- ✓ Do not select subjects for female like Languages (Spanish, English, French... and Science for male.

References

- The riddle: ‘ Gender Stereotypes Constrain Career Choice’ by /Leah Sheppard/ TEDxYouth@Washington High- Youtube.
- https://www.google.com/search?q=what+is+the+the+difference+between+gender+stereotype+and+gender+biase&rlz=1C1CHZN_frSN1033SN1033&oq=what+is+the+the+difference+between+gender+stereotype+and+gender+biase&aqs=chrome..69i57j0i22i30i625.94292j0j15&sourceid=chrome&ie=UTF-8
- Youtube, ‘ Do not call people out—call them in/TED’ by Loretta J.Ross

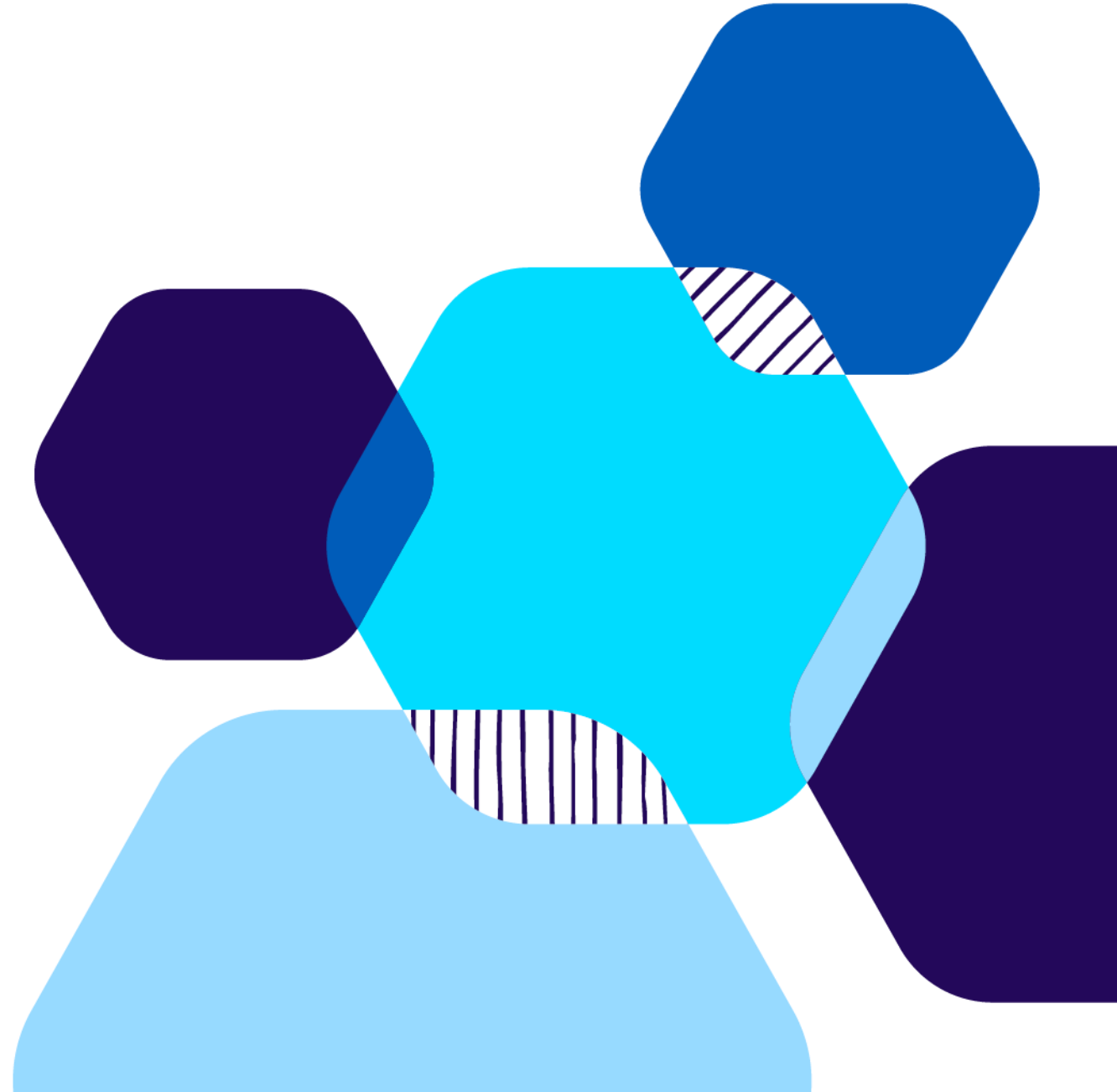
Thank you

**Next Presentation:
Susanna Knoetze,
South Africa**



Gender matters for learning, learning matters for gender

Susanna Knoetze
Lecturer – Rhodes University
South Africa

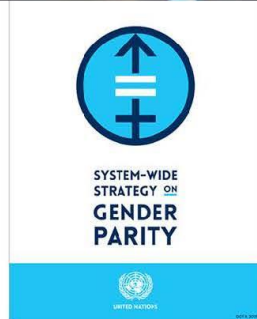


Gender matters for learning Learning matters for gender

San Knoetze



UNITED NATIONS
Gender-inclusive language

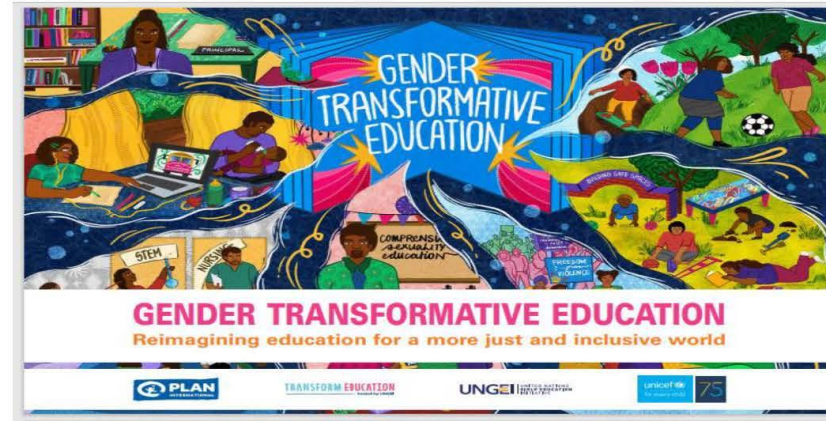


<https://www.un.org/en/gender-inclusive-language/>



<https://www.theguardian.com/world/2023/feb/07/church-of-england-to-consider-use-of-gender-neutral-terms-for-god>

Church of England to consider use of gender-neutral terms for God



Foundation For Education & Social Justice Africa

Non-profit Organization in Pretoria Central, Pretoria, ZA



Hendrick Makaneta

HEAD GIRL, HEAD BOY: FOUNDATION PUSHES FOR INCLUSIVE & GENDER-NEUTRAL TERMS

This stems from an outcry that "head girl" and "head boy" reinforce the idea that leadership roles can only be occupied by people who conform to traditional gender roles.



More women needed in STEM related fields

EDUCATION SYSTEM OP-ED

<https://ewn.co.za/topic/the-foundation-for-education-and-social-justice-africa>

<https://www.sanews.gov.za/south-africa/more-women-needed-stem-related-fields>

Matric results gender disparity – where have all the young men gone?

<https://www.dailymaverick.co.za/article/2023-01-25-matric-results-gender-disparity-where-have-all-the-young-men-gone/>

2023 is off like a rocket at Holy Cross

<https://grocotts.ru.ac.za/2023/01/25/2023-is-off-like-a-rocket-at-holy-cross/>



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Thank you

www.britishcouncil.org

