

# 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*

# Gender Transformative Pedagogy: SA Context

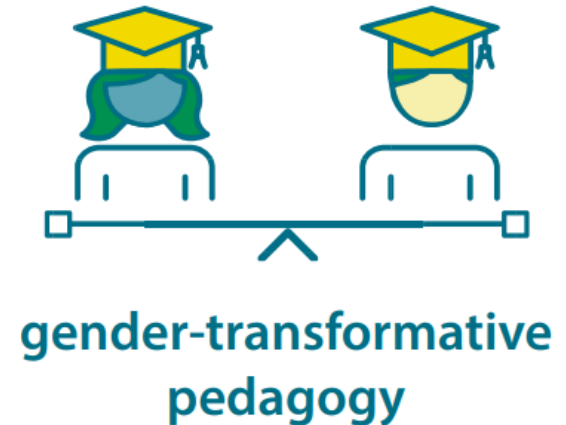


SA high levels of gender-based violence (GBV):

- *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-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*





**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

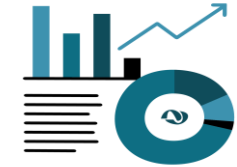


**education**

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

## 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<sup>1</sup>

[https://www.vvob.org/sites/belgium/files/vvob\\_grp4ece\\_sa\\_extended\\_abstract\\_effectiveness\\_of\\_a\\_gender-responsive\\_pedagogy\\_model\\_in\\_early\\_childhood\\_education\\_in\\_south\\_africa.pdf](https://www.vvob.org/sites/belgium/files/vvob_grp4ece_sa_extended_abstract_effectiveness_of_a_gender-responsive_pedagogy_model_in_early_childhood_education_in_south_africa.pdf)

# What is in the contextualised toolkit?

- Guides
- Videos
- Face-to-face training materials
- Online courses
- Microlearning modules
- Parental awareness



# Key aspects of GRP/GTP

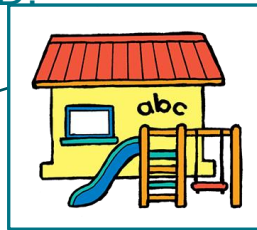
Teachers and practitioners give attention to gender issues in **teaching and interacting** with all children → this promotes gender equality in ECD.

There are 5 aspects to GRP:



the class

- How you engage with children in your care
- How you facilitate engagement between your learners



Learning Environment

- How you interact with other teachers and school staff
- How you work with parents and caregivers to involve them in their child's learning



room

aterials

- Toys
- Storybooks
- Pictures



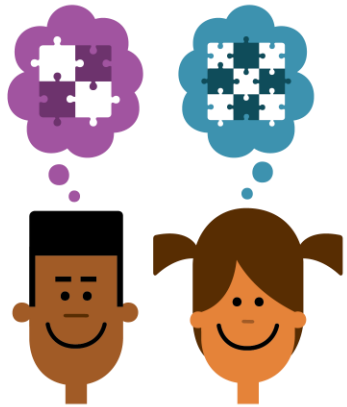
Interactions and Language Use



Learning Activities

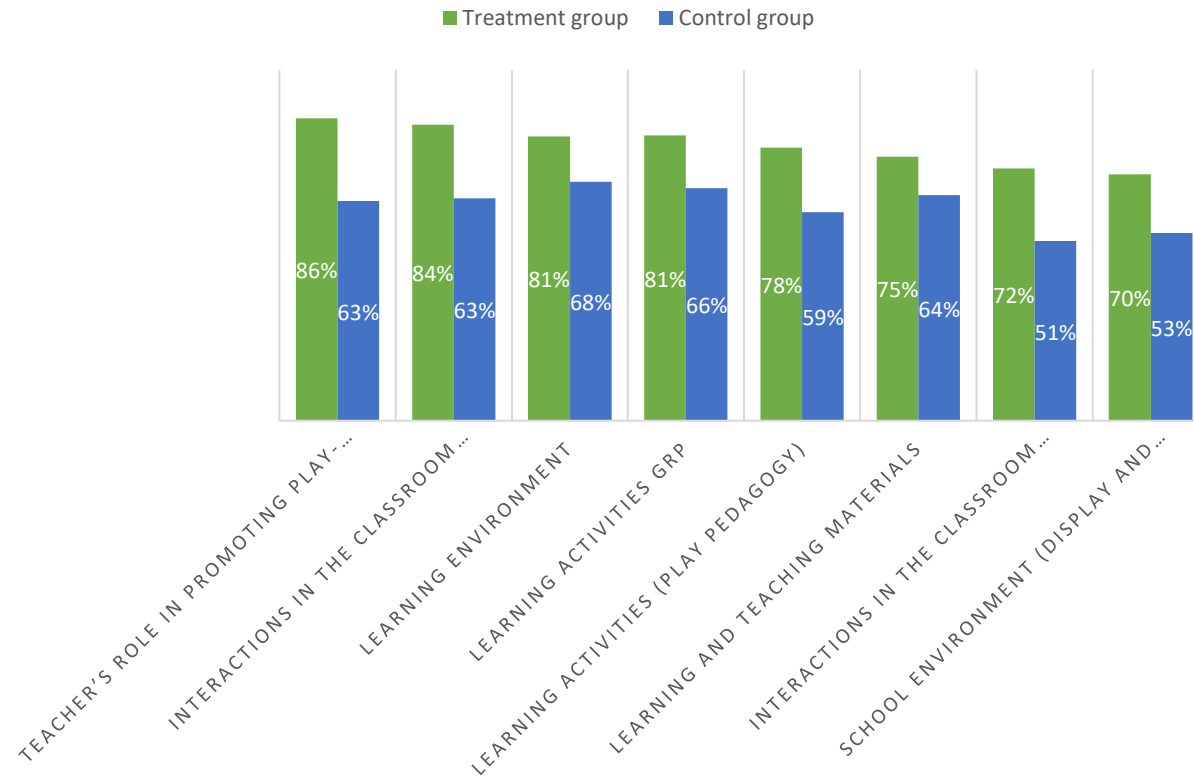
- How you plan your learning activities and organize your time with your learners:
- Daily program
  - Themes





**Promising effects on ECD practitioners' beliefs regarding gender stereotypes**

## CONTROL VS TREATMENT GROUP



**A significant increase in gender non-concordant play among children**

**Increase of gender-transformative pedagogy and practices**

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

| Province           | Eastern Cape | Free State | Northern Cape | North West | Total       |
|--------------------|--------------|------------|---------------|------------|-------------|
| <b>Started</b>     | 561          | 830        | 423           | 1096       | <b>2910</b> |
| <b>Completed</b>   | 451          | 431        | 305           | 931        | <b>2118</b> |
| <b>% Completed</b> | 80%          | 52%        | 72%           | 85%        | <b>73%</b>  |

## School and ECD center leaders online course 1 Oct 2022 - 13 Mar 2023

| Province           | Eastern Cape | Free State | Northern Cape | North West | Total       |
|--------------------|--------------|------------|---------------|------------|-------------|
| <b>Started</b>     | 438          | 347        | 317           | 384        | <b>1486</b> |
| <b>Completed</b>   | 285          | 180        | 193           | 192        | <b>850</b>  |
| <b>% Completed</b> | 65%          | 52%        | 61%           | 50%        | <b>57%</b>  |



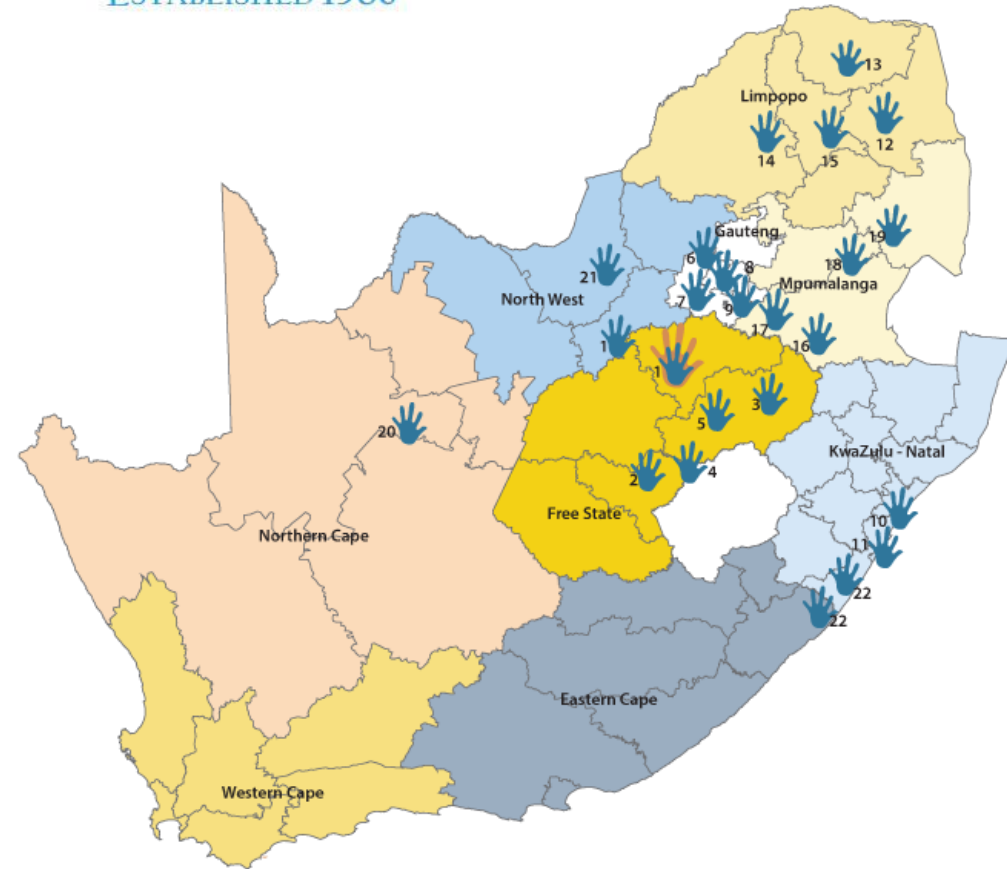
**Belgium**  
partner in development



**Flanders**  
State of the Art



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

# DESIGN & IMPLEMENTATION

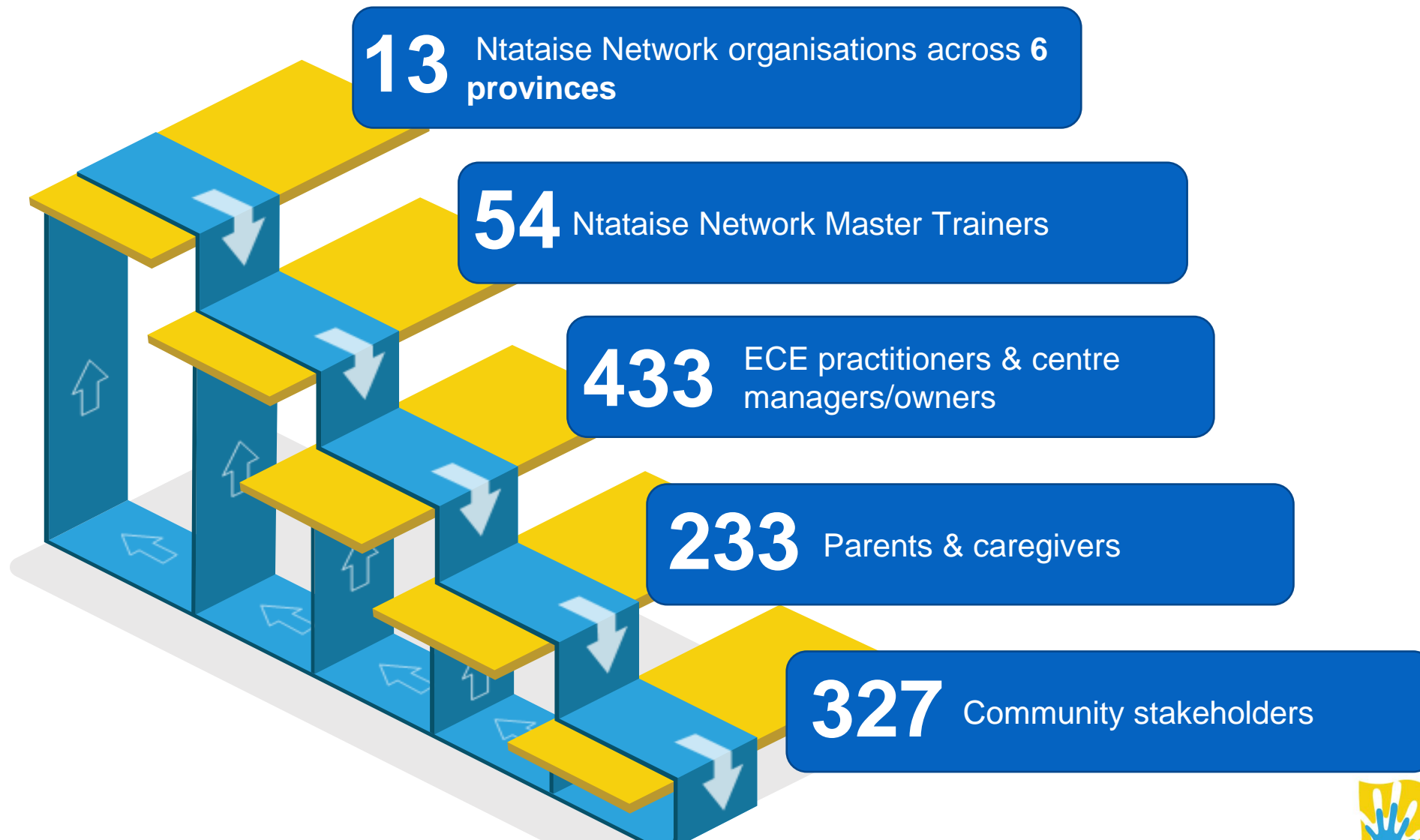
Consultative process for materials development

Orientation training for Master Trainers

Cascading of training, support and community awareness raising to different groups



# The Ntataise Network: A cascade model for training, mentorship & support



# MONITORING & EVALUATION

Application of **Pre-Pilot** Testing Tools



Application of **Post-Pilot** Testing Tools



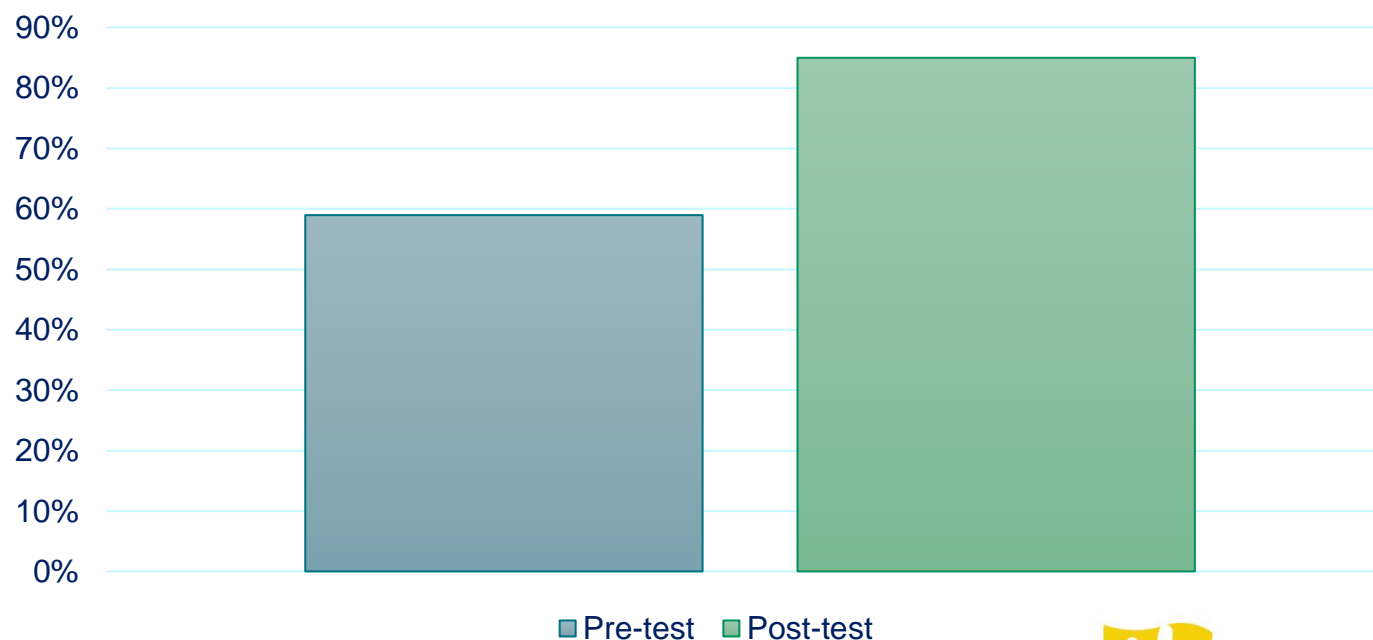
# EVALUATION FINDINGS – promotion of gender equality observed in classrooms

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



# 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**

**[www.ntataise.org](http://www.ntataise.org)**