



Gender and Inclusion in Early Childhood Development:

Experience of the Madrasa Early Childhood Programme-Kenya

**2nd National Early Childhood Development Stakeholders'
Conference, *Kenyatta University*
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Gender and Inclusion in Education

- A lasting social change, sustainable generation of wealth and growth of human capital is impossible without addressing the deep structures of social inequalities, the most persistent being inequalities between males and females. Aga Khan Foundation (2017). Strengthening Education Systems in East Africa (SESEA): *Gender Integration Guidelines* (Unpublished manuscript)
- Education as a tool can influence individual's identity construction. Hence, it offers one of the most promising entry points into a durable and systematic gender reform during interaction of children, teachers and parents, irrespective of gender.



Key gender related concerns at Pre-primary level



ECD profession as a “female affair”: handling young boys and girls, toileting, developing teaching and learning materials, teaching strategies etc



Learning environment: teaching and learning materials, learning areas, toy preferences, sitting arrangement, infrastructure etc



Lesson delivery: responding to questions, receiving support, motivation, opportunities, responsibilities, academic expectations, social skills, expressing emotions etc



Mainstreaming Gender in Pre-primary by Madrasa Early Childhood Programme-Kenya





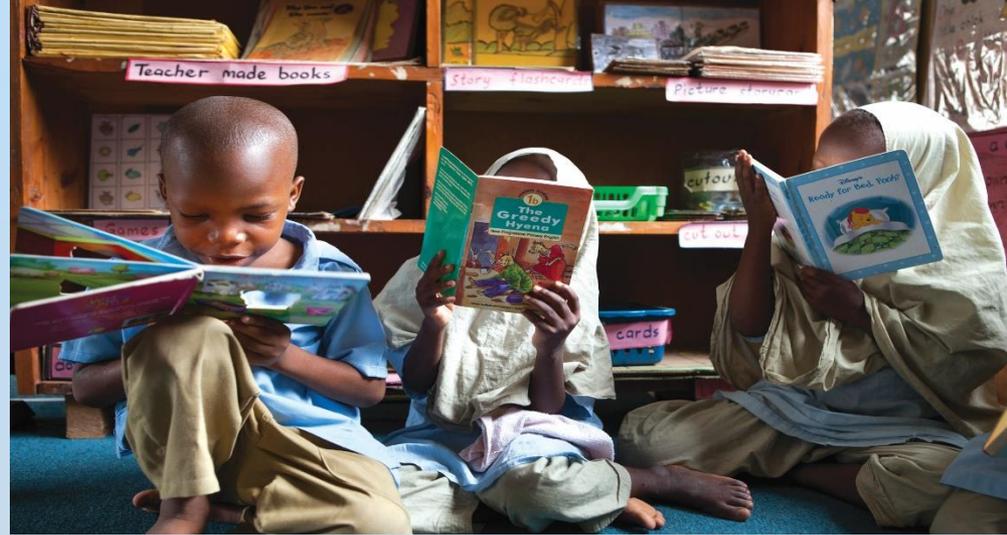
Encourage both male and female to enrol for ECD courses
Depicting selected male teachers as role models
Encourage selection of both male and female in the School Management Committee





Identifying and developing gender responsive materials
Sitting arrangement and furniture that facilitates equal opportunities
Depicting male and female in diverse roles





Giving equal opportunities to both boys and girls
Having equal academic and behaviour expectations
Group work that are gender inclusive

Analysing and using visual and narrative materials that are gender sensitive





Setting up school rules that are gender sensitive
Assigning equal roles and responsibilities to both boys and girls
Using gender neutral language
Motivating and correcting behaviour equally to both boys and girls



A strong teacher is one who treats his/her students fairly and creates an environment where both boys and girls feel equally able to take part in activities

BUT



Do teachers understand that they are not being gender sensitive in their schools?



Are teachers gender responsive in giving out activities?



Do teachers deliberately scrutinise the content of teaching and learning materials?





Thank you

