UNIT 5 Approaches and methods

This last unit looks at approaches and methods you can use to help you make the changes you identify as you work through the Action Guide. These are approaches and methods that others have used in their task of making schools more gender-responsive.

• The unit aims to help you find out about the approaches and methods and their uses
• It will help you plan ways to implement these in order to make lasting changes

Before you start this unit, think about actions you are planning. You may have identified problems from doing the activities and reading the examples and case studies and be wondering what to do about them. As you work through this unit, see which of the approaches and methods can help. As you will see, they are closely linked and there is some overlap between them – particularly the cycle of plan-act-observe-reflect.

Topic 5.1 Action research
Action research is at the heart of the Action Gender in Schools Project. This topic will help you to:
• Outline possible uses of action research
• Identify problems in your own practice to which action research could be applied
• Plan an action research project

Topic 5.2 Gender analysis
Information is essential as a basis for action to become more gender-responsive. This topic will help you to:
• Explain why gender analysis is important
• Plan a gender analysis
• Think about appropriate methods

Topic 5.3 Change management
It may seem strange to have change as a topic in this unit as the whole of this Action Guide is about change. This topic will help you to:
• Have an overview of ways to make a change happen effectively
• Recognise reasons people may resist change, and think of ways of countering them
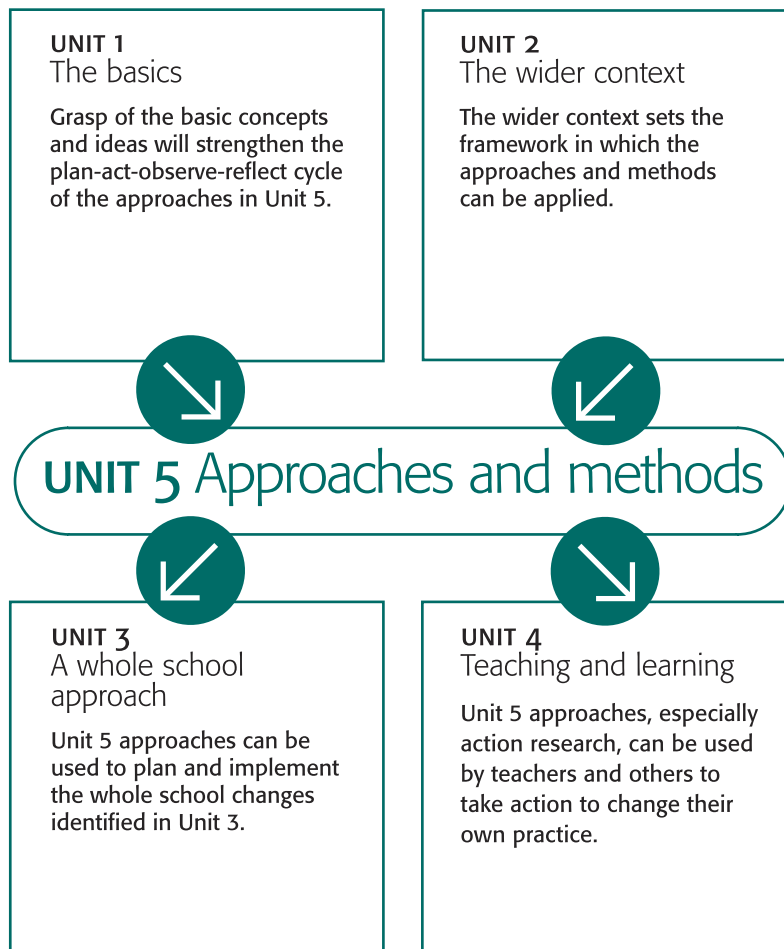
- Identify some of the leadership skills and capacities needed for change
- Apply ideas about change management to a change you want to make

Topic 5.4 Evaluation

Evaluation seems to come last, but it is something to think about early on, right at the start of any action. This topic will help you to:
- Decide what kind of evaluation suits your purpose
- Plan an evaluation to meet your needs

Links

UNIT 1
The basics

Grasp of the basic concepts and ideas will strengthen the plan-act-observe-reflect cycle of the approaches in Unit 5.

UNIT 2
The wider context

The wider context sets the framework in which the approaches and methods can be applied.

UNIT 5 Approaches and methods

UNIT 3
A whole school approach

Unit 5 approaches can be used to plan and implement the whole school changes identified in Unit 3.

UNIT 4
Teaching and learning

Unit 5 approaches, especially action research, can be used by teachers and others to take action to change their own practice.

Topic 5.1 Action research

Action research is at the heart of the Action Gender in Schools Project. It is being used by all the schools that have contributed their experiences to the project. It has been described as an empowering process that allows teachers and others to take action to improve their own practice.

This topic will help you to:
- Outline possible uses of action research
- Identify problems in your own practice to which action research could be applied
- Plan an action research project

Action research is research by a practitioner into her or his own practice in order to bring about change. In schooling it is a process by which a teacher or group of teachers and others investigate teaching and learning and other aspects of their work in order to make improvements or changes. Unlike in traditional research, this does not involve an outside expert who comes in, collects data and goes away to write up findings. The teacher-researcher is involved in researching her or his own activities, acting to change and improve them and finding new opportunities for continually improving practice.

What does all this mean in practice? Here is a case study of an action research project. As you read it, think about how this teacher:
- observed and analysed what was going on in her class
- planned what to do
- implemented her plan
- observed and analysed what happened
- reflected and learned from what happened
- planned a cycle of further action

Science action research project: Case study
Project title: Enhancing the achievement of boys in the topic thermochemistry using the DIY ('do it yourself') method

School: A public co-ed rural secondary school in Malaysia, with 1,703 students.

Approach

This project followed an action research model and the entire process was documented. This research was carried out with the intention of increasing students' achievement in chemistry, especially among boys. For the purpose of this research, I focused only on the topic of thermochemistry.

There are 11 boys and 17 girls in this class, Form 5. As a teacher, I'm not satisfied with my students' achievement and attitude, especially the boys. Even though this is the second best class in my school, the students' performance in mathematics and science subjects such as chemistry and physics is not encouraging. The girls' achievement is slightly better than the boys' but still not good enough. Out of the 11 boys, six or seven of them always failed to submit their assignments, exercises or homework. Only two girls always failed to submit their work, but from my observation and experience I know they copied each other's answers.

Both boys and girls love to carry out lab activities or experiments but only two or three boys and 15 girls submitted their lab report. They carried out experiments without really understanding what they are doing or the purpose of certain procedures, and could not answer the questions related to the experiments. They would always seek answers from me rather than trying to solve the problem themselves. I realised that my reaction to give them the answer straight away, without giving enough time for my students to think on their own, has led to this problem. I have to motivate my students and find the effective method to increase their achievement.

Specific objectives:

At the end of the research:

i.   There will be a narrowing of the gap in the achievement of boys and girls
ii.   Boys will be able to understand classroom instruction better
iii. Boys will do and submit their assignments in chemistry

Preliminary data were collected from the students' results in the previous monthly test and term examination, a questionnaire and observation. Based on the students' response in the questionnaire, the D.I.Y. (do-it-yourself) method was applied to this target group. This method is an inquiry approach. Inquiry means that teachers design situations so that pupils can apply procedures that research scientists use to recognise problems, ask questions, apply investigational procedures and provide consistent descriptions, predictions and explanations that are compatible with shared experience of the physical world.

As a science teacher, I notice that boys love to carry out experiment or hands-on activities rather than listening to the teacher's lecture. If I can capture the boys' interest, I believe I can help them to improve their achievement.

The D.I.Y method gives a chance for the students to move around

during teaching and learning. Movement seems to help boys to not only stimulate their brains but also manage and relieve impulsive behaviour. Students have to complete the task (using worksheets designed by the teacher) in groups in order to gain knowledge and understand thermochemistry. Both girls and boys benefit from learning in teams and doing group work.

Activities undertaken

- Students were divided into seven groups and there were four members in each group. There were two boys and two girls in each group except for Group 6 (one boy, three girls) and Group 7 (all girls). I allowed my students to choose their own group members.
- I prepared five worksheets on thermochemistry according to the learning outcomes in the curriculum specification.
- Each group was assigned the five worksheets.
  The students gathered information from the textbook or reference book or other resources and carried out experiments in order to complete the worksheets.
- I didn't explain how to conduct the experiment. My students had to read and understand the procedures and discuss with their group members before they could carry out the experiment.
- Students then carried out their experiment and answered all the questions in the worksheets. Each member in the group then submitted their worksheets.
- My students were given 80 minutes to carry out each experiment.
- After I had checked their worksheets, the students and I discussed the outcome.
- The students answered questions from their textbook and submitted their work.
- One week after my students had completed all the five worksheets, I gave them a post-test.

Successes

I observed my students' behaviour in class during the teaching and learning sessions. Before I implemented the D.I.Y. method, only one boy and three girls always responded to my questions. When I asked them to solve problems on the blackboard, the same students would volunteer. When I asked the other students to do the same, they failed to do so. What I saw were only their confused and blank faces. Even after I gave them the clues or key words to solve the problems, they were still not confident in solving them. Every time I asked them questions, they would try to avoid answering them by looking at their textbooks or reference books and turning the pages or whispering to each other. The words that always came out from their mouth were 'difficult', 'cannot remember' and 'don't understand'.

After I implemented the D.I.Y. method, my students, especially boys, were more confident in responding to questions orally. The boys

answered my questions with a louder voice and more boys volunteered to solve problems on the blackboard. Boys' achievement in the post-tests showed a significant improvement. Only two boys failed the test and six boys were among the top ten. After I implemented the D.I.Y. method I found out that the number of students who submitted their lab report/ worksheet increased. Even though not all the students submitted their work, the total number of students, especially boys, that submitted their work increased. Both boys and girls showed good teamwork spirit.

I felt happy because the girls also showed an improvement. Eleven out of seventeen girls passed the thermochemistry test (one girl did not sit for the test). Both the boys and girls showed good teamwork. Through my observation, I found out that the girls preferred to gather information or read about examples of similar experiments from reference books before they carried out the experiments. In contrast, the boys started to do the experiments without spending too much time on reading. They looked more confident, even though sometime they did not take the correct apparatus needed for the experiment and did not follow the correct procedures to conduct the experiment.

Challenges

My students still depend on me to spoon-feed them with answers. This may be due to the old habit of being spoon-fed whenever they could not answer any question. This has been the norm since primary school. The Malaysian education system is so exam-oriented that most teachers have to finish their syllabus within a specified time frame before students can sit for any examination. This leads to teachers having to rush as they cannot wait for the students to 'build up' their understanding and confidence. Teachers tend to spoon-feed to make sure students get the correct answers, hoping that they would excel in their examination.

Future Plan

I plan to apply the D.I.Y. method to my students in other classes.

Sustainability and expansion

In my opinion, the D.I.Y. method can be applied to any subjects, in any school, with a little bit of adjustment so as to suit the students' ability. It is good if the education district officers can gather the teachers and develop a manual, module or teaching tools that are more sensitive and responsive to gender.

[Malaysia Action Project]

As well as giving an example of an action research project, this account also shows how the changes in teaching and learning have benefited the girls as well as the boys. Does the project reflect your experiences? Or do you perhaps face a situation where the girls are lacking in confidence, are underachieving and need a different approach?

Even if you need a different approach, the action research steps remain the same. The case study shows the four action research steps.

Plan

FIRST CYCLE

Reflect

Act

Observe

Plan

SECOND CYCLE

Reflect

Act

Observe

THIRD CYCLE
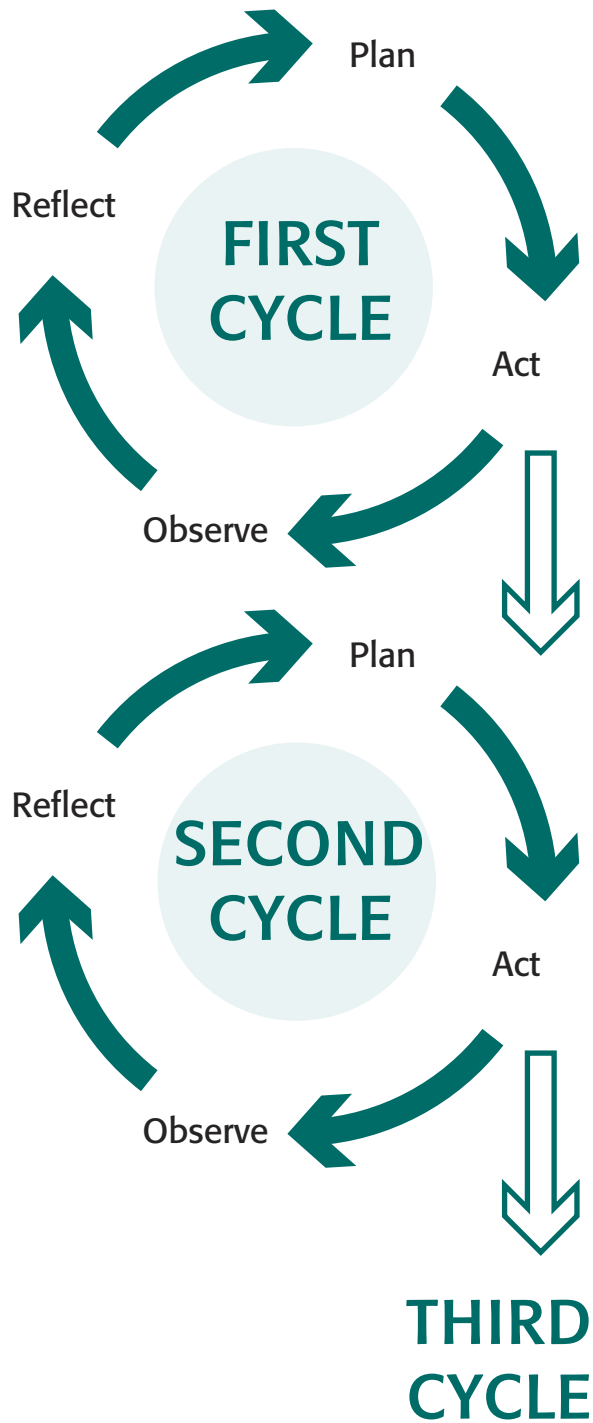
1 Plan

- Identify the problem – it should be a manageable problem that can be researched
- Analyse the problem – think about what might be causing the problem
- Think about a solution and how to implement it
- Think about what evidence you will need to decide whether your action is successful or not

2 Act

- Implement your solution.

3 Observe

- Observe the activities to decide whether your solution was successful or not
- You can collect many types of evidence (e.g., students' work, other documents like lessons plans, field notes, observations, questionnaires, student and teacher journals)

4 Reflect

- Analyse the evidence you have gathered. Has the problem been solved? If not, how will you continue to a second cycle? If yes, what problem will you try to solve now?

When an action project is conceptualised for a classroom, it usually involves engagement of teachers and students only. But when it is conceptualised for the school as a whole, it involves engagement of students, teachers, the principal and often parents and the community as well.

Now here's an activity to help you analyse the thermochemistry DIY project.

ACTIVITY Benefits of action research

Look at the case study.
Summarise how it uses the four stages

plan

act

observe

reflect

What do you think are the benefits of action research in this case study?

Do you think the same results could have been achieved in any other way? If so, how?

ACTIVITY 5.1.1

One teacher's comment about action research is, 'I have learned that a teacher can act as a change agent.' The case study shows this teacher making changes in a planned, reflective way.

Here is one project's view of the strengths of action research – the internal perspective of those inside the school seeking to improve it.

Conceptualisation of the action research project in Trinidad and Tobago

Problem Statement

The dominant experience of school reform in Trinidad and Tobago has been a top down approach where interventions are 'rolled out' from the Ministry of Education through rhetoric and supported by some workshops for teachers. Consequently, teachers create strategies to accommodate their understanding of the reforms without much change to their traditional practice. Reforms are notoriously unsuccessful even though millions are spent to upgrade education and make it more effective.

This Action Gender Research Project is an attempt to seek reform from the ground up by having teachers at a school investigate the nature of gender inequities and devise the means to address the problem. Deeply embedded in our schools, and indeed in the society, are gender

stereotypes and gendered ways of thinking and acting that put certain categories of persons at risk. For example, boys in all types of schools are underachieving and under-participating in the life of the school.

To address the problem, more is needed than well-meaning, large-scale interventions that begin with the Ministry of Education. While Ministry support is vital, the project is more meaningfully addressed by teachers in their new role as 'researchers', the ones with intimate knowledge of the context and its day-to-day manifestations. Meeting as a focus group, teachers at a school discuss the issue and take responsibility for conducting an empirical study. Based on the findings they design an intervention and implement it. They co-opt teachers or other stakeholders into the project as they better understand the issue. They publicise their findings and ideas about interventions to the staff and parents for feedback. In this way, the project unfolds with an internal perspective – insiders seeking school improvement.

[Trinidad and Tobago Action Project]

In thinking about using the action research approach, the first question is: how do you decide what to research?

In the context of this Action Guide, action research topics may come out of Units 3 and 4. Your analysis of schooling and classroom processes, problems and possible changes, teaching and learning approaches, and underachievement will probably throw up a wide range of possibilities for individual teachers, for groups of teachers or for a whole school approach. Or you may have come to the Action Guide with a view from the start of the problems you want to solve.

Here is a variety of action research ideas from different projects. The example shows how four schools began with initial problem statements and then examined specific areas to investigate.

Action research ideas: India

1   Students are inhibited and cannot articulate their problems to teachers.
2   Boys involvement in cultural activities is poor.
3   Poor sanitation and toilet facilities in the school create health problems for girls.
4   Many posts of teachers are vacant in the schools leading to non-completion of curriculum.
5   Lack of discipline in the students forces teachers to be strict.
6   Some boys and girls are shy and lack confidence.
7   Students are not motivated for self-study at home.
8   Handwriting of the students in Hindi language is poor. They make spelling mistakes.

9   Students under-perform in mathematics and English.

10   The rate of absenteeism is high

11   There are inadequate facilities for sports especially for girls.

Each school team then identified a subject area that they wanted to understand in depth and arrive at some school-based solutions. The areas of action research that were finalised during the workshop include:

School A

The school team identified that most students make various spelling mistakes in Hindi language writing. They decided that they would work towards 'Improving spelling in Hindi language writing of the students'. They planned to work with students of Class XI.

School B

The mathematics teacher shared that there were several students who under-performed in maths and made careless mistakes. The team decided that they would focus their action research on 'Improving the performance of the students in mathematics'. Both boys and girls who had obtained marks below 30 per cent in mathematics in the class tests would be identified and special efforts would be made with them.

School C

The issue identified by the school team was to 'Improve the handwriting of students in Hindi'. It was also proposed that short case studies of girls who had enrolled for the agriculture course in the past two years be taken up to assess the impact of incentives for girls.

School D

The school team proposed that they would work towards 'Improving the labelling of the diagrams in science'.

The time period for the action research was decided as three months.

[INDIA ACTION PROJECT]

In the second set of ideas, boys' underachievement is perceived as the main problem. They show how gender-related action research projects could take place in any department or subject. The ideas are framed as initial problem statements. The next step would be to break down these problems into more detail and develop specific objectives for the action research.

Action research ideas: Seychelles

1   Use memory as a strategy to improve boys' performance and reduce the gender disparity (Maths Department)

2   Improving boys' performance in English-speaking tests (English Department)

3   Gender preference of different technological context. (Technology and Enterprise)

4   Boys as leaders (English Department)
5   To get the boys to share the same interest as the girls so as to reduce the stereotyping issue and improve the boys' performance in French (French Department)
6   Boys monitoring their own behaviour: Learning as a change in behaviour (PSE and careers)
7   The academic effectiveness of gender balance in group work (Social studies Department)
8   Improving collaboration between boys and girls in Religion class (Religion teacher)
9   How learning is manifested in a changing of behaviour (History)
10   Learning modalities in the classroom (Maths)
11   Boys' involvement in environmental activities (ICT)
12   Literature and gender (English)

[SEYCHELLES ACTION PROJECT]

We hope the case study and these examples of topics will have given you further ideas about what is possible. Now try to identify possibilities from the work you have done through the Action Guide.

ACTIVITY **Reviewing action research ideas**

Go through your activities (for example 3.2.9, 4.6.4 and 4.6.5)and make a list of possibilities for action research projects. Try to list at least five to start with.

1

2

3

4

5

ACTIVITY 5.1.2

As you start planning, a word of warning. Action research can at times become quite a narrow, technical approach to solving one problem – the steps are followed, an improvement is made and the matter is closed. The focus is on more efficient and effective practice (e.g., 'improve boys' exam results'), but it may ignore wider gender issues (e.g., boys' sense of masculine identity, which affects their learning). This may happen with the classroom type of action research.

But action research can be broadened to a more participatory process. Then the teachers involved play a full part in designing the research. They approach it with critical awareness and a view to creating deeper change, not just practical improvements. The related terms 'participatory action research', 'emancipatory action research' or 'participatory action learning' carry that flavour. In the reflection phase, always leave room for the questions 'so what?' 'what else?' and 'what was unexpected?' Think about how to share findings, how to make changes sustainable and how to move on to the next phase.

ACTIVITY **Action research plan**

Choose one change identified in Unit 3 or 4 and draft an action research plan. This could be an individual teacher's classroom project or a collaborative, participatory project. Follow the basic steps.

1 Plan

2 Act

3 Observe

4 Reflect

ACTIVITY 5.1.3

Review

As in earlier units, at the end of this topic here is a chance to review what you have covered. Look again at the objectives at the beginning of this topic and at your answers to the activities. You should now be better able to:

• Describe how action research can be used
• List problems that could be tackled by action research
• Plan an action research project

Topic 5.2 Gender analysis

Information is essential as a basis for action to become more gender-responsive. Having sound data allows you to identify problems and gaps. It gives you a picture of the current situation and needs. It makes it possible to plan action. It gives you a framework to assess a situation at the start and to monitor and evaluate during and at the end of an action/ project.

This topic will help you:
- Explain why gender analysis is important
- Plan a gender analysis
- Think about appropriate methods for conducting this

Gender analysis starts by asking simple questions about the impact(s) of a policy, situation or service on women and men. For example:
- Who does what?
- Who has what?
- Who decides?
- Who gains, who loses?

Gender analysis is the key process to obtain information to underpin action. It involves both quantitative data (which can be measured, e.g., the number of girls and boys in a school) and qualitative analysis (which focuses on meaning and experience, e.g., why fewer girls than boys are taking science classes).

There is a mass of literature and evidence about gender analysis in the wider development context that:
- Examines the differences in women's and men's lives, including those that lead to social and economic inequity
- Applies this understanding to policy development and service delivery
- Is concerned with the underlying causes of these inequities
- Aims to achieve positive change for women

Gender analysis asks systematic questions about differences between men and women in a given population or context. It examines their roles, constraints, beliefs and incentives. It involves collecting sex-disaggregated

data – in other words, data that presents information separately for women and men, boys and girls.

There are several gender analysis frameworks widely used in development. The best known are the Harvard Framework, the Longwe Framework, the Gender Analysis Matrix and the Social Relations Approach. Each has a particular focus and its own strengths and weaknesses.

You may already have experience of these frameworks in use, or have been involved in a gender analysis exercise. If so, think about what you learned from the experience. You may find the following checklist of questions helps your reflection. (If this is your introduction to gender analysis, you needn't do this activity.)

ACTIVITY **Experience of gender analysis**

Was the analysis focused more on efficiency or equity?

Did it include women's empowerment?

Did it use participatory methods and develop gender analysis capacity in the people affected?

Did it consider relations between people involved and issues of power?

How useful would it be in a school context?

Your answers will depend on your experience, but the activity should have helped you start thinking about gender analysis in schools. The frameworks listed above are not specifically designed for educational settings and would need to be modified for use in schools. The following resources could more easily be adapted to suit the local context and schools. Further details about them are included at the end of this topic.

- Leach, F (2003) *Practising Gender Analysis in Education*, Oxfam Skills and Practice Series, Oxfam GB, Oxford
- United Nations Educational, Scientific and Cultural Organization (UNESCO) (2004) *GENIA Toolkit for Promoting Gender Equality in Education*, UNESCO, Bangkok

This Action Guide, as explained in the Introduction, has been developed from the research studies 'Gender Analysis of Classroom and Other Schooling Processes in Secondary Schools', which the Commonwealth Secretariat supported in 2007. Those final studies show that data were gathered systematically and analysed to provide the foundation for future action. They have provided much of the background and examples for this Action Guide. Each covered:

Profiles of the schools
Findings
Classrooms and outside classroom processes
Principals' and teachers' expectations and perceptions
Students' aspirations and motivations
Gender analysis of school textbooks
School system process and practices
Recommendations

Read the examples that follow from three of the research studies. First, here is more detail of a gender analysis process for a school.

Data for a gender analysis

An extensive programme of gender analysis was undertaken in Rajasthan in India as part of the Commonwealth Secretariat project. It covered four senior secondary schools in urban areas of Jaipur. It was decided that the following information was needed to observe the interplay of gender in schooling processes at the level of everyday school practice and experience.

Quantitative data

General Information

Name of school
Type of school
Level of school
Co-ed/single-sex
Number of teachers
    Male
    Female
    Total
Numbers of teachers by grade

Enrolment in surveyed schools

Boys and girls by class /total
Caste-wise enrolment

Infrastructure facilities

No. of classrooms
Drinking water
Electricity
Toilet facilities
    Common
    Male
    Female
Water facilities
Library facility
Separate library room
Number of books
Playground
Games boys/ girls
Computers (no.)

Qualitative data

Based on observations, focus group discussions with students, teachers, administrative staff and in-depth interviews with principals and education managers. The findings are organised under the following heads:

- Classroom and outside classroom processes – classroom setting, teacher time and attention, student participation, non-classroom activities
- Teachers expectations, perceptions, language and behaviour – self-image, equity issues and school policies, attitudes towards gender equality, teacher expectations from students, violence and abuse, training, guidance and counselling
- Textbooks and other learning materials – social science, English, Hindi, science
- School management processes and practices – awareness of gender, delegation of tasks, expectation from students, curriculum training, staff meetings, views of administrative staff
- Students' aspirations, expectations, perceptions, language and behaviour. Self-image, aspirations and prevailing notions, roles and responsibilities within household, within the school, teacher attention and behaviour, extra-curricular activities, ensuring safe environment

- School system processes and practices – gender equality and schooling, continuing problem areas, assessment of male and female principals, position of women teachers, gender-specific issues, training, gender-friendly schools

[INDIA ACTION PROJECT]

Second, here is a checklist that can be used to check in more depth qualitative details about classroom and outside classroom processes from a gender point of view.

Checklist for students
What gender inequities/imbalances exist at school?

	Who is advantaged?	Who is disadvantaged?	Reasons
• *Classroom* Seating arrangements Teacher attention Praise/reward Participation in lessons Punishment Duty rosters			
• *Lessons* Choice of topics Teaching style Language			
• *Performance* Classwork Exams Homework Awards			
• *Participation* Extra-curricular activities National competitions			
• *Posts of responsibility* Prefects School committees			
• *Discipline* Dress code Code of conduct			
• *Use of space/resources* Playground Specialist rooms/ comp. rooms			

[SEYCHELLES ACTION PROJECT]

The third example offers a framework for gender analysis of textbooks.

Gender analysis of textbooks and other textual materials

School:

Title of text/ materials:

Author:

Type of text:	Subject:
Textbook/ e-book	Class:
Teacher-made materials	No. of girls:
Supplementary materials	No. of boys:
Other, CD-Roms	

Guiding Questions

Illustrations

Do the illustrations depict males and females -

1. in equal or close to equal numbers?
2. clearly, in images similar in size, position and aesthetics (e.g., colour)?
3. in a variety of roles, traditional and non-traditional?
4. in ways that are likely to interest students?
5. in ways that are complemented by the text?
6. displaying similar levels of power, authority, passiveness, and/or control?

Content

Does the text include -

1. significant contributions made by males and females (to the family, country, professions)?
2. a wide variety of roles played by males and females, of different ages, ethnicities, and socio-economic status?
3. equal use of gendered pronouns (e.g., 'his', 'him' or 'he', and 'hers', 'her' or 'she')?
4. gendered pronouns that are not intended to be generic (in certain languages the masculine form can be used generically; does the text point this out? Does it suggest alternative ways of expressing this)?
5. non-stereotypical and non-prejudicial terms (e.g., rather than 'chairman', 'mankind' or 'stewardess', 'chair', 'humanity' and 'flight attendant' are used)?
6. portrayals of women's lives as interesting and problematic (and not just in terms of their roles as wives, mothers and daughters)?
7. a balance of the public and private spheres (e.g., evidence of men and women combining traditional and non-traditional roles)?
8. problematising gender issues where relevant?
9. a view of gender as socially constructed (rather than as essential, binary categories that are fixed and immutable)?
10. attempts to portray men's lives as a gendered group (and not as

invisible, neutral beings who represent the 'standard', whilst women are visible to emphasise their 'difference' – e.g., the possibility of a male being fearful, sad, lonely)?

11. attempts to analyse historical figures in a balanced way (e.g. Columbus not only as a heroic portrayal of hegemonic masculinity – courage, leadership – but as responsible for genocide, violence and destruction)?

12. attempts to portray males and females not in stereotypical terms of man being the oppressor and women as victims but as both being implicated in structures of stratification based on ethnicity, social class and gender

13. a view of gender as a performance evoking a range of masculinities and femininities (moving away from binary positions of motherhood/ fatherhood, femininity/masculinity, women/men; one is 'doing' gender at any one moment, not 'being' a gender)?

Pedagogy

Do the learning approaches and assumptions about learning in the text –

1. require exercises that call for reflection, communication and negotiation (providing opportunities for understanding self and others, examining stereotypes, prejudices and the Other).

2. allow for various voices and different perspectives (e.g., masculinities and femininities, encouraging empathy)?

3. emphasise constructivist pedagogies that portray knowledge as malleable and unfinished (e.g., changing conceptions of gender over historical time)?

4. focus on the dismantling of 'revealed truths'/'facts' (i.e., a critical stance to knowledge as it has been packaged and organised)?

5. utilise interdisciplinary learning experiences/ways of expressing e.g., art, literature, science, social sciences, mathematics, agriculture, cookery, music and technology (helping to break down stereotypes leading to gendered subject knowledge)?

Notes:

1. The reviewer may select a portion of a text to examine [say 30 pages] but this has to be done in relation to the whole text and its content, e.g., a chapter where gender is important may not be selected if the whole text is not given a preliminary examination.

2. We may need to narrow the selection of subjects to ensure greater comparability across sites.

[TRINIDAD AND TOBAGO ACTION PROJECT]

If you did Activity 3.1.4 Planning a gender analysis, you will have drafted your first thoughts about gender analysis, considering the following questions:
• Why do you need the information for a gender analysis?
• What kind of information do you need?
• What will be the main issues to examine?
• What do you think are the main information gaps?

Look back at that activity now. The next activity develops it further.

ACTIVITY **Gender analysis plan**

Develop a more detailed framework of the information you will need to build up full information about your school as a basis for action to become more gender-responsive. Include both quantitative and qualitative information.

Here the headings from the India project gender analysis are used as a guide.

General information
Name of school
Type of school
Level of school
Co-ed/single-sex
Number of teachers
      Male
      Female
      Total
Numbers of teachers by grade

Enrolment
Boys and girls by class/total

Infrastructure facilities
No. of classrooms
Drinking water
Electricity
Toilet facilities
      Common/ male/ female
Water facilities
Library facility
Separate library room
Number of books
Playground
Games boys/ girls
Computers (no.)

Qualitative data
- Classroom and outside classroom processes
- Teachers expectations, perceptions, language and behaviour
- Textbooks and other learning materials
- School management processes and practices
- Students' aspirations, expectations, perceptions, language and behaviour.
- School system processes and practices

ACTIVITY 5.2.2

Gender analysis is a form of research so you do need to take into account such issues as your approach, methods and data collection. Here are some tips:

Approach
- Treat participants with respect: explain what you are doing and get their agreement
- This includes your students: listen to them carefully and give them a chance to speak
- Respect confidentiality and anonymity
- Involve participants, giving them a chance to challenge accounts and discuss findings
- When asking personal questions, work with individuals rather than groups
- For sensitive topics (e.g., reproductive health) work with single-sex rather than mixed groups
- Above all, make sure the research process is gender-sensitive and matches your basic principles of equity and fairness

Choosing methods
- Think about what methods are feasible in terms of time, resources, skills and expertise
- Pilot your methods – e.g., get someone to try out a questionnaire; for interviews, run through your questions with someone from the target group
- Think in advance how you will analyse and interpret data and allow time for this
- Make sure your methods/ questions will give the information you need (e.g., if you want to know about the quality of girls' experience, information about survival/ drop out rates will not be enough)

Collecting data
- Don't collect too much information – beware information overload
- Keep your data organised as you go along – set up a filing or index card system; sort it into themes and topics
- Be systematic – it's easy to collect information, harder to make sense of it later.

Now have a go at the next activity to help you think how you might carry out a gender analysis.

ACTIVITY **Gender analysis methods**

How can the information best be collected?

What would be appropriate methods?

How can you ensure that the methods used are gender-sensitive?

ACTIVITY 5.2.3

Your replies will depend on your context and what is feasible and realistic. Before starting a gender analysis process, discuss your suggested methods and approach with colleagues and get their feedback.

Review

Now that you have reached the end of this topic, here is a chance to review what you have covered. Look again at the objectives at the beginning of the topic and at your answers to the activities. You should be better able to:

- Explain why gender analysis is important and how it can be applied to schooling
- Plan a gender analysis
- Think about appropriate methods for conducting this

Resources for gender analysis in schools

These contents lists give an overview of different approaches and what is available.

Leach, F (2003) *Practising Gender Analysis in Education*, **Oxfam Skills and Practice Series, Oxfam GB**

Outline contents

1. Introduction
Why we need gender analysis in education
Gender debates
Gender mainstreaming
The role of gender analysis in achieving gender equality in education

2. Key concepts in gender and education
Gender concepts
Education concepts

3. Choosing your gender analysis tools
Can these tools be used with men and boys?

4. The Harvard Framework
Case study 1: a Nigerian teacher training college
Case study 2: BRAC in Bangladesh

5. Women's Empowerment Framework
Case study 1: the Tanzania Primary Education Project
Case study 2: the Reflect programme in Ghana

6. The Gender Analysis Matrix
Case study 1: a women's silk-reeling project in India
Case study 2: the Reflect programme in Malawi

7. The Social Relations Approach
Case study: HIV / AIDS education in Uganda

8. Curriculum-materials analysis
Case study 1: a primary textbook from Malawi
Case study 2: a primary reader for India
Proposals for improvement

9. Participatory tools for analysis and action
Limitations of the participatory approach
Participatory tools
Case study: pupil's workshop materials on abuse in African schools

United Nations Educational, Scientific and Cultural Organization (UNESCO) (2004) *GENIA Toolkit for Promoting Gender Equality in Education*, **UNESCO, Bangkok**

The GENIA Toolkit was designed to be a cluster of resources for use by education planners and implementers to incorporate gender equality into their work. This 2004 version has been revised and expanded with tools for Classroom Observation Tools and a Gender Lens for Community Learning Centers (CLCs).

Outline contents
1. How to Use Your GENIA Toolkit
2. The 'More-Than-an-Agenda'
3. Gender Definitions
4. Statements about Women and Men
5. Gender Equality Donkey
6. Climbing the Steps: Gender Equity to Gender Equality
7. Background 'What is a Gender Lens?'
8. Definition of Gender Mainstreaming & Gender Mainstreaming Cycle
9. Guidelines for Implementing, Monitoring and Evaluating Gender-Responsive EFA Plans.
10. Gender Lens for Education Projects
11. Gender Lens for Measuring the Child-Friendliness of Schools
12. Gender Lens to Create Curriculum and Textbooks Free of Gender Bias
13. Gender Lens to Measure the Gender-Friendliness of MoE Departments
14. Gender Lens to Measure the Gender-Responsiveness of Community Learning Centres (CLCs)
15. Classroom Observation Tools: Guidelines for How to Conduct Classroom Observations from a Gender Perspective.
16. Slide Show: Gender in Education Network in Asia (GENIA)
17. Eleven Ways to Obtain Participation

Available for download at : http://www.unescobkk.org/index.php?id=4626

Topic 5.3 Change management

It may seem strange to have change as a topic in this unit as the whole of this Action Guide is about change. However, it is important to note that there are many methodologies and models for introducing and managing change in organisations of all kinds. Much can be learned from them to help with the process of changing schools to become more gender-responsive:

This topic will help you to:
- Have an overview of ways to make a change happen effectively
- Recognise reasons people may resist change and think of ways of countering them
- Identify some of the leadership skills and capacities needed for change
- Apply ideas about change management to a change you want to make

Change management means the effective management of change in any organisation, to ensure that everyone works together to implement new methods and approaches successfully. It recognises that people may be resistant to change, so it is important to get everyone committed from the start. All this applies as much to schools as to any other organisation.

There are a number of models of the change process. A simple one was developed by Kurt Lewin* (who also first coined the term 'action research'). He described change as a three-stage process:

1 **Unfreezing** – overcoming the existing mindset and attitudes that maintain the status quo.
2 **Moving** – when the change occurs, shifting behaviours and attitudes to the new state. Typically this is a time of transition and confusion.
3 **Freezing (or refreezing)** when the new situation becomes the norm and people become comfortable again.

* Lewin, K (1946) 'Action research and minority issues', *Journal of Social Sciences*, 2 (4), pp. 34-46.

However, change in real life is likely to be more complex. The last stage is often not a final point of arrival but the start of a new round of change. The more current concept of the 'learning organisation' recognises that change is a continual process involving things like shared vision and team learning. So there is no refreezing phase after unfreezing and moving; rather, continuous learning becomes the new organisational culture. Like action research, change management is a cycle that leads on to the future.

A planned change, like action research, includes the steps of:
•   Plan (diagnosis, planning, setting objectives)
•   Act (implementation),
•   Observe (collecting data, monitoring)
•   Reflect (evaluation)

But change management recognises what bringing about change in an organisation involves. Remember, change is a journey, not a single step.

Think about your own experience of change to see what all this means in practice. Name one change in your school that has taken place over the last two years (e.g., change from single-sex to mixed-sex classes, introduction of new national curriculum, change in school hours) and answer the questions in the activity below.

ACTIVITY Experience of change

What was the change?

Who initiated the change?

Describe briefly the process of change (for example, how was it planned, implemented and evaluated?)

Who welcomed it?

Who opposed it?

Was it well managed or badly managed?

What could have been done differently?

How did the change make you feel?

Positive feelings

Negative feelings

ACTIVITY 5.3.1

This activity will have helped you reflect on your own experience of change. You may have noted that there can be negative as well as positive feelings about change, and we look at these next.

Resistance to change is very natural. Change means stepping into the unknown. Change calls for energy and enthusiasm. Recognising common kinds of resistance, and being prepared, makes them easier to deal with. You can challenge them, focusing on the behaviour rather than becoming too personal.

We haven't got a problem here

It's not our main priority

The problem's not that bad

Girls can succeed if they try

It's the boys' own fault

We can't change because …

So what are some signs of resistance? It might appear as:

Gossip
grumbling and complaining
Testing
challenging decisions, e.g., not turning up to a meeting

Individual action
depending on individual's position, influence
Collective action
organised resistance is usually a sign of a deeper divide and serious issues

Covert resistance
e.g., sabotage
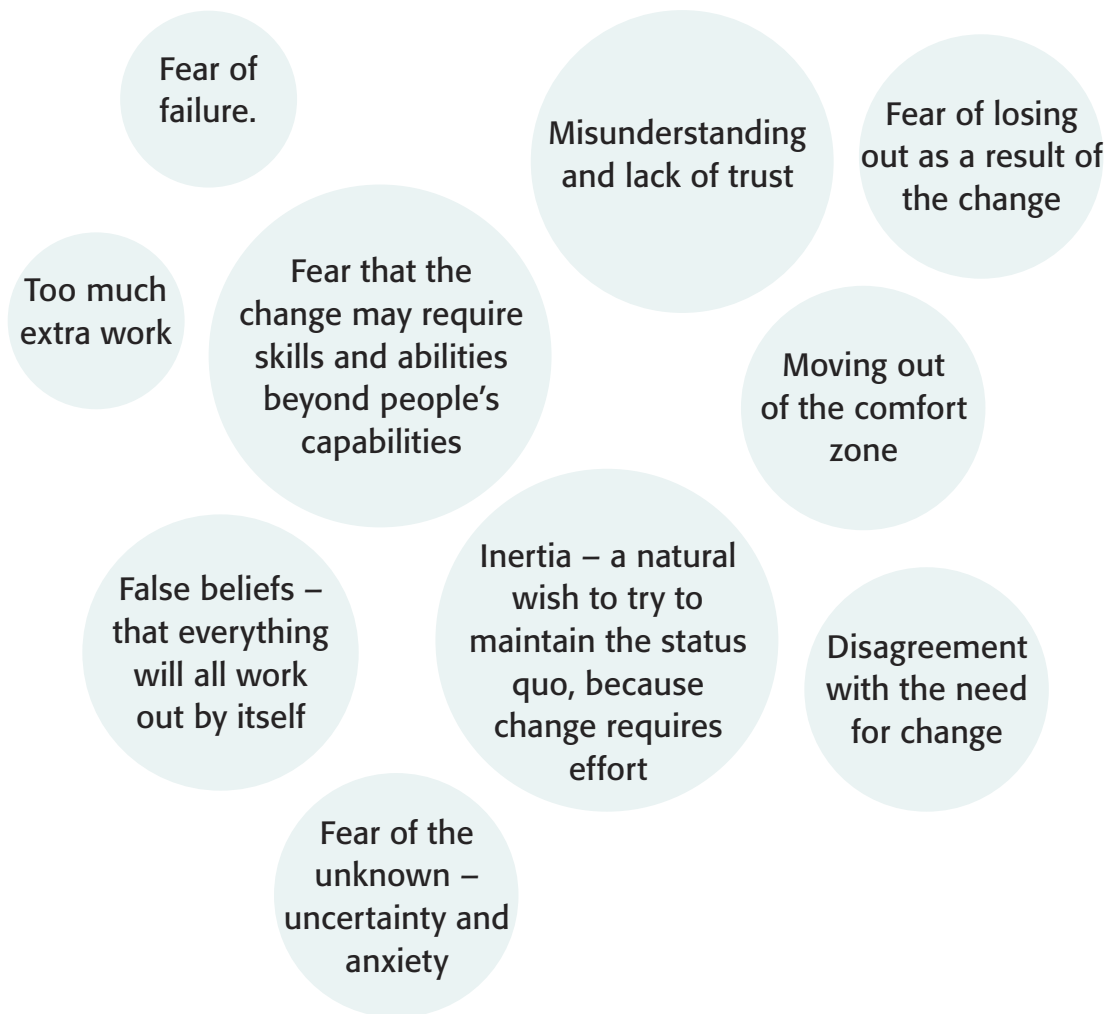**Overt resistance**
open argument, refusal, attack

Passive resistance
e.g., apparently agreeing, then doing nothing
Active resistance
deliberate action to oppose change, public statements and acts of resistance

Understanding the reasons can help to tackle the resistance. Some of the reasons people give for being against change are given below.

Fear of failure.

Misunderstanding and lack of trust

Fear of losing out as a result of the change

Too much extra work

Fear that the change may require skills and abilities beyond people's capabilities

Moving out of the comfort zone

False beliefs – that everything will all work out by itself

Inertia – a natural wish to try to maintain the status quo, because change requires effort

Disagreement with the need for change

Fear of the unknown – uncertainty and anxiety

Remember, resistance in a school can come from anywhere – the principal, managers, admin. and support staff, teachers, parents, other stakeholders or the pupils themselves.

So what are the **strategies for overcoming resistance** to change?

Some common ways are:
- Education and communication – raising awareness through presenting facts, debate, persuasion, advocacy
- Participation and involvement – a collaborative approach involving change champions, partnerships and networks
- Facilitation and support – enabling not controlling change, participant-centred, using a questioning technique, drawing out people's experience to guide the process of change
- Negotiation and agreement – jointly addressing problems, problem-solving approaches
- Confrontation and provocation may sometimes be needed, but without being disrespectful

As you can see, these are approaches that reflect the general approach of the Action Guide, with a stress on communication and participation.

However, two more approaches are:
- Manipulation and co-optation
- Coercion, implicit or explicit

These two are power strategies using authority, position, pressure or threat. They may bring a quick change, but other strategies will be needed to sustain it. They are more likely to lead to a backlash.

Look back again at Activity 5.3.1. See if any of these signs, reasons and strategies were present in your example of change.

Leadership for change
Looking at change shows it is a complex process. It calls for leadership qualities and skills, besides all the gender-related knowledge, skills and attitudes and school and teaching-related skills you've looked at so far.

Leadership can come from above – from recognised leaders like the principal or management – but it can also come from below in a school, from the individual teacher with vision and personal drive who can become a champion for change. In this case, advocacy, lobbying, influencing and networking skills are particularly important.

Look at the list of skills in the next activity. Assess yourself and think about your own development needs.

ACTIVITY Building capacity for change

Look at the list of skills.

Tick the skills you think you need to bring about change in your context.

Rate yourself 1 – 3
(1 = no good at this; 2 = OK at this; 3 = brilliant at this)

☐ Advocacy

☐ Build partnerships

☐ Capacity building

☐ Communicate well

☐ Deal with resistance

☐ Draw on allies

☐ Draw on other people's skills

☐ Draw others into the process

☐ Facilitation

☐ Influence + influence upwards

☐ Leadership

☐ Lobbying

☐ Networking

☐ Make hard choices

☐ Presentations/ speak in public

☐ Reflection

☐ Risk taking

☐ Set priorities

☐ Strategic planning

☐ Think strategically

☐ Work collaboratively

What training/ staff development could help you build the skills you need?

How can you get it?

ACTIVITY 5.3.2

Finally, here's an activity to apply the change management approach to a planned change you want to make after working through the Action Guide. This could be a change you identified in Topic 5.1 Action research. Think about possible resistance and ways of overcoming it.

ACTIVITY **Change plan**

What is the planned change?

What are the steps (refer back to Activity 5.1.3)

What resistance is likely?

How will you overcome it?

What skills and capabilities will you need?

ACTIVITY 5.3.3

Review

Now that you have reached the end of this topic, here is a chance to review what you have covered. Look again at the objectives at the beginning of the topic and at your answers to the activities. You should be better able to:
- Apply ideas about change management to your own experience of change
- Recognise common forms of resistance to change and ways of overcoming them
- Plan a change in your school in the light of what you have learned in this topic

Topic 5.4 Evaluation

Evaluation seems to come last – last of the approaches in this unit and last topic in the Action Guide. But it is something to think about early on, right at the start of any action, action research, gender analysis or planned change. Planning the evaluation, and the monitoring involved, should be part of the original project design.

This topic will help you to:
- Decide what kind of evaluation suits your purpose
- Plan an evaluation to meet your needs

Evaluation is not a one-off event; it is a continuous process. The approaches and methods in this unit – action research, gender analysis and change management – each include forms of evaluation. However, this topic looks more at forms of whole project evaluation.

First, think of any experience you have of carrying out an evaluation, or of being involved in a project that was evaluated. (If you have no experience of evaluation, you can skip this activity.)

Thinking of your own experiences, write short notes in answer to the questions.

ACTIVITY **Experience of evaluation**

What was being evaluated?

What was the purpose of the evaluation?

Overall, do you think the evaluation was satisfactory?

What went well?

What could have been better?

ACTIVITY 5.4.1

Now we ask you to think about evaluation in general, leading up to a checklist of key questions you can use in designing an evaluation for your own purpose. We start with the usual key questions – Why? What? When? Who? How?

Evaluation
Why?
What is the purpose of the evaluation?

For example, to:
- Demonstrate that a project's objectives have been successfully met (summative evaluation)
- Provide feedback for future improvements/ progress (formative evaluation)
- Provide a chance for reflection
- Satisfy evaluation requirements of an external body, e.g., a donor, that a project has been properly conducted
- Make information collected through the project more readily available
- Evaluate costs and benefits, financial and other
- Offer recommendations for future activities
- Assess the social impact
- Check that a project had been done efficiently and completed in the short term
- Check that a project has been effective and has the intended long-term impact

What?
What exactly will be evaluated and what information is required?
- Will the evaluation involve mainly
  - quantitative data – e.g., numbers of pupils, survival rates, class sizes
  - qualitative data – e.g., changes in behaviour, reactions, teachers' views and attitudes
  - or both
- What scale of monitoring and evaluation is proportionate for the size of project/ activity?
- What are the indicators; they need to be defined early so that the information can be collected at the right time.
- Does the evaluation include questions like: is the activity sustainable? Can it be replicated? Will lessons be shared?

When?
At what stage/ stages will the evaluation take place?
- At key points during an activity or project? On completion?
- At what stage/ stages will information have to be collected?
- At what stage will it be analysed and evaluated?

Who?
Who is the evaluation aimed at?
(Who the evaluation is for is a defining factor in deciding its purpose, e.g., if it is for an external body, with set evaluation requirements.)

*   Who will carry out the evaluation?
    - external evaluation by an outside organisation or expert?
    - internal evaluation eg by a member of staff?
*   A self-evaluation involving all?
*   A participatory process of evaluation, where everyone involved also plays a part in defining objectives and methods?

*   Who is responsible for
    - designing the evaluation?
    - monitoring and collecting information?
    - analysing information and reaching conclusions?

How?
What methods are appropriate for the monitoring and evaluation?
*   Collection of statistical and quantitative data?
*   Analysis of written records?
*   Questionnaires?
*   Interviews?
*   Meetings or discussions?
*   Self-evaluation?
*   Other?

How will the evaluation be presented?
*   Formal written report?
*   Presentation?
*   Action plan for improvements/ next stage?
*   Other?

Reflection on findings
It is important not just to show that everything has been a success but also to reflect on the evaluation findings. Leave time to ask questions:
*   What happened that was unexpected and unforeseen?
*   What were the weaknesses as well as the strengths?
*   What has been learned that can offer pointers to the future?
*   How will the next cycle of change or improvement happen?
*   Who will be responsible for reflection, and for drawing wider lessons from the evaluation?

Here is an example of a project monitoring form from the Seychelles project. The questions, data collection and analysis methods were defined at the start.

Monitoring form

Project title: Reducing gender disparity in the clasroom
Action to be taken: sensitisation of staff, parents, students
Expected outcomes: teachers, students, parents are gender sensitised
Researching the action: generating data for reflecting about the consequences of the action

Researching about the practices	Data to be collected	Collection method
• Who were involved in the planning and organisation? • Who were the facilitators?	Names of organisers and facilitators	From the organisation programme
• What organisations were set up at school level? • Who were involved?	Lists of any special organisation set up and names of those involved	From the organisation programme

Researching about the participants	Data to be collected	Collection method
Who were the participants?	Name of participants	Attendance lists and evaluation forms
What were the participants' reactions and feelings?	Participants' reactions to the session	Evaluation forms, note discussions
• How did they participate? • Attendance?	Participants level of participation/ enthusiasm	Photos, record discussions in journals, note taking

Data analysis	Special considerations	
	Administrative	*Financial*
• Number of gender-sensitised experts at school • What level of school organisation expertise/leadership are coming from	Focus group discussions and assigning of task for writing reports	
Type of organisation required	Focus group discussions and assigning of task for writing reports	

Data analysis	Special considerations	
	Administrative	*Financial*
Who participated and how many	Focus group discussions and assigning of task for writing reports	
Participants' feelings/ prior knowledge about gender	Focus group discussions and assigning of task for writing reports	
Participants' interactions during the session/interests/ concerns	Focus group discussions and assigning of task for writing reports	

Researching about the situation	Data to be collected	Collection method
What were the reactions of others who were not directly involved?	Feedback	• Observations • Informal discussions • Meetings
What was generated at school level? [SEYCHELLES ACTION PROJECT]		• Meetings • Focus group discussions

Now choose an activity or project you have planned during the Action Guide (for example, in Activity 5.1.3). Design an outline evaluation for it, using the checklist.

ACTIVITY **Evaluation plan**

Why evaluate?

What will be evaluated?

When will the evaluation take place?

Who will be responsible for the evaluation?

How will the evaluation be carried out?

Reflection – how will you ensure the evaluation allows for reflection?

ACTIVITY 5.4.2

Data analysis	Special considerations	
	Administrative	*Financial*
Interests of staff/ parents/students not directly involved with the project	Evaluation sheet to be given	
Ideas, complaints	Organise whole school sharing session	R500 for refreshments

Review

As before, at the end of this topic (and unit) here is a chance to review what you have covered. Look again at the objectives at the beginning of the topic and at your answers to the activities. You should now be better able to:
- Define the main elements to include in an evaluation
- Outline an evaluation for work planned during the Action Guide

Following this topic, you will find a reflection and action plan to help you bring together your learning from the Action Guide.