

# Gender-focused meeting/workshop report

## Day 1

**Date:** August 6, 2021

**Venue:** Shree Janahit HS School

**Facilitator:** Parbati Dhungana

- 1. Plan:** Needs assessment
- 2. Action:** Interaction with the head teacher

Discussed on the following topics

- A gender issue

“Whatever male says that becomes command but when a female says something that is taken as a shallow talk and takes for granted. No value of women’s words.”

- Previous gender related project

“Sanitary pad making was useful but we need to go further. There are village women who could be benefitted by gender related activities. Who could be the needy ones? What can be done? How? How long do we engage in this project?”

- Gender insensitiveness

I met a researcher in his sharing. He did not ask a female to give her opinion but asked all the male teachers. I felt he disvalued female's voices. She might not show interest in listening to him and giving her voice. The other two female teachers were absent. Later I came to know, one female teacher was sick and the other was not informed about the sharing. “If I knew I would come.” It seems a female head teacher is not valuing female teachers’ presence. When I began to speak a male teacher's body language was telling me that I was not going to sharing any worthy thing. It might be only my perception.

- 3. Reflection:** Possible issues

The major gender discrimination (felt) issues could be:

**Issue 1:** empower teachers and mothers with various skills

**Issue 2:** Get women into power equally to men

**Issue 3:** Giving proper value to women’s work in this male dominating society.

**Issue 4:** Women's issues (e.g. voice) needs to be raised

**Issue 4:** researchers and head teacher seem less gender-sensitive

## **Day 2**

**Date:** August 13, 2021

**Venue:** Shree Janahit HS School

**Facilitator:** Parbati Dhungana

### **1. Plan**

-Seek possible ongoing activities to connect gender issue

-to see the possibility of ensuring gender balance in activities of Rupantaran

**2. Action:** Discussion with the members to connect gender with ongoing activities rather than conducting a separate workshop

1. **Met researcher 1** and discussed connecting gender with her 'experience sharing program'.

2. **Met researcher 2** and looked possibilities to address above mentioned issues by ongoing activities. Attended meetings with teachers and NORHED members.

I spoke researcher 2 to make his School gardening and Eco-san activities gender-sensitive. By including at least a female member in the gardening group he could be one way. Gender parity in group division while building Ecosan toilets in the five locations of the community could be another way.

3. **Met head teacher** to connect her everyday activities to address gender issues.

Spoke supporting a female member in the meeting (equitable strategy) feeling she was dominated by male members as she was not letting to share her activities, defend herself, ask questions. I thought would it be the same if there was a male in the place of a female? Possibly the context was demanding an autocratic leader whereas she was participatory by nature.

I insisted teachers participate in the discussion as none of them was speaking: When I asked other female teachers why not speaking they said, "Sirs were speaking so." As if they did not have a voice.

### 3. Reflection and planning

I need to support female teachers so they participate in the discussion. More than that I learnt that we/they need to adopt multiple approaches: non-participatory and participatory. I planned to meet other female teachers to explore more issues and ways out. I may ask them, “What can be done to empower females? What issues can be addressed?”



### **Day 3**

**Date:** August 27, 2021

**Venue:** Shree Janahit HS School

**Facilitator:** Parbati Dhungana

#### **1. Plan**

- Explore gender issues in textbooks, illustrations, images
- to explore gender-sensitive language in everyday communications
- explore gender issues in everyday teaching and learning

#### **2. Action**

##### **Activities:**

- explored gender roles in textbooks, illustrations, images
- explored gender-sensitive language teaching and learning in CUG
- issues in teaching and learning in CUG
- How they are dealing?
- What would be better ways?
- All the teachers shared their issues and ways of dealing issues. The head teacher noted the major issues and highlighted things to be taken seriously.

I conducted a workshop on gender connecting to pedagogy. I planned and discussed to explore gender issues in textbooks and reference materials, illustrations, and images; to explore gender-sensitive language in everyday communications; to explore gender issues in everyday teaching and learning. In the process, I explored gender insensitive pedagogy. I explored how teachers had been dealing the gender issues and discussed to explore ways out. All the teachers shared their individual experiences of teaching in CUG and some of the teachers shared gender issues along with their unique strategy of dealing issues. The Headteacher noted the major issues and highlighted things to be taken seriously. In short, I explored gender inequality and the need of gender awareness, gender sensitization, and gender responsive programs for teachers for developing equitable strategies.

## Issues

-Library books are gender-sensitive.

-Gender is not only women issues

-girls are found busy in household chores in the morning and evening

-mothers of lower grades are around children to facilitate learning,

-male teachers feel a little hesitant to motivate girl students at home

-many students who used to speak less are found more communicative

-girls are inquiring about classes but boys are not.

-boys are making unusual excuses repeatedly

### **3. Reflection**

As students are not able to engage in teaching and learning equally....Equal access of CUG (Close User Group) and online seems not enough as teachers felt the need of equitable strategies

- Need of gender awareness program for teachers
- Need of gender sensitiveness program for teachers

I planned to share my PhD research study in the upcoming meeting connecting my Master, M Phil and PhD connecting to gender.



**POCO**  
SHOT ON POCO M2

## **Day 4**

**Date:** September 3, 2021

**Venue:** Shree Janahit HS School

**Facilitator:** Parbati Dhungana

### **1. Plan**

- Debriefing PhD learning connecting gender issue
- Sharing and discussing purposes of conducting multiple pieces of research on gender

### **2. Action**

I explained about gender being one of the major components of Rupantaran. I connected my research purpose of unpacking gender issues in my Masters and MPhil study. Then I connected with PhD project discussing post-gender issues. I also shared my research findings with the teachers, discussed with them, and collected their feedback intending to deepen my research purpose, process, and findings; validate data; improve my research. Finally, I uncovered another aspect of gender, male students as a disadvantaged group.

### **3. Reflection and planning**

Today I learnt that if there is disharmony inside, the balance of thoughts and feelings is a must, if there is disharmony outside, walking the talk is a must. Next, teachers had developed their critical awareness, caring heart as they began to question what, why, how...eg. project activities and being aware of critical, and loving and caring activities of researchers. They do prefer an asset-based model, not a deficit model. They expect a caring approach!

I will further continue gender workshop unpacking gender issues of boys connecting to pedagogy.



## Day 5

**Date:** September 17, 2021

**Venue:** Shree Janahit HS School

**Facilitator:** Parbati Dhungana

### 1. Plan

- to conduct activities to explore classroom-based inequitable situations and ways out.
- group division:

1. Divide teachers into 4 groups

2. Among 4, 1 group will be the judge group. The judge will set criteria (full marks, gender issue, solution way, expression etc) of making judging group activities.

3 groups will engage in group activities.

4. Round 1 share what would you do if you were male/female. One member will share or demonstrate without using words

Round 2. Group activity. Dramatize a class shadowing gender issue and ways out.

Round 3 Learnt lesson sharing-1 member of the group will share

Round 4. A judge shares experience; 1 judge will share results, 1 will distribute awards for 1st 2 nd and 3 rd winner groups.

**Things required:** chocolate, Props

### 2. Action

#### Issues explored

**Gender in project works** Students' perception of gender biases of teachers. For example, male teachers praise female students' projects and dislike male students' work. Male students feel bad about it. So they are less motivated in learning. The teacher in the support of head teacher can resolve the issue.

**Gender in sports:** Sports materials are gendered. Male students could argue and fight for their rights but female students could not. A teacher in student's role seize (physical power used) the skipping rope from the teacher who was in a girl-student role. Teachers convinced students and dividing resources equally and teaching male students to play skipping rope as skipping rope is considered as playing materials of girls only.

**Gender at home:** Issue of girl education and the activities of a boy student at home who did not work at home. The male student himself realized and decided to take his sister to school and support at home. Collaborative work.

**Male students are less engaged in the learning. They are vulnerable groups.** Male students like sports "If there are sports events they come to school happily. Boys are good at sports. We had many good results in the interschool competition. " I thought to make the intervention of sports materials to engage male students. Teachers said, "If we could talk with the students we may explore more ways out." A teacher said, "If we could invite a guest speaker (people of sports, officers) to share the importance of education then that will motivate nearly/possible dropout students. Many students leave school to become conductors. Their role models are drivers and conductors."

### **3. Reflection and planning**

I saw the possibility of using 'sports' as a strategy to motivate boy-students, to improve engagement, to reduce dropout, to improve regularity, to value education.

I will focus on the issues of male students and explore specific issues and ways out to improve engagement in learning.

**Things required:** Sports materials

