



BASIC NEEDS TRUST FUND

REPORT

Regional Workshop on Gender Socialisation for Early Childhood Development Practitioners



hosted by the

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in collaboration with the Government of The Commonwealth of Dominica

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ACRONYMS

BNTF	Basic Needs Trust Fund
BNTF 7	Basic Needs Trust Fund Seventh Cycle
CANTA	Caribbean Association of National Training Agencies
CARICOM	Caribbean Community and Common Market
CCDC	Caribbean Child Development Centre
CDB	Caribbean Development Bank
COHSOD	CARICOM Council on Human and Social Development
CPOA	Caribbean Plan of Action for Early Childhood Care, Education and Development
CSEC	Caribbean Secondary Education Certificate
CXC	Caribbean Examinations Council
EC	Early Childhood
ECD	Early Childhood Development
HEART/NTA	Human Employment and Resource Training Trust National Training Agency
OECS	Organisation of Eastern Caribbean States
OERU	OECS Education Reform Unit
PCs	Participating Countries
PPC	Parenting Partners Caribbean
SVG	St. Vincent and the Grenadines
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children’s Fund
UWI	The University of the West Indies
VINSAVE	St Vincent and the Grenadines Save the Children Fund
Y-CATS	Young Children’s Appraisal of Teacher Support
YouCAN	Youth and Community Advocacy Network of the Foundation for the Development of Caribbean Children

EXECUTIVE SUMMARY

Successive cycles of the Basic Needs Trust Fund (BNTF) Programme of the Caribbean Development Bank (CDB) have invested in Early Childhood Development (ECD), including construction and refurbishment of daycare facilities, preschools and primary schools, and provision of grants to community groups and ministries with responsibility for 'Social Development' and 'Education'. Lessons learned from these interventions indicate that there is need to strengthen the enabling environment to promote and sustain positive childhood development.

One of the key recommendations of a BNTF/CDB regional conference entitled, *Towards Poverty Reduction: Maximising the Returns on Investment in Early Childhood Development in the Caribbean* was the need to promote professional development, training and capacity building among ECD practitioners. BNTF responded by supporting a national 2-week workshop on Early Childhood (EC) Training-Part 1 for ECD practitioners in St. Vincent and the Grenadines (SVG) in 2012. In 2013, the Programme collaborated on Part 2 of the training with the addition of a specific component on 'Gender Socialisation'. This workshop represented a scaling up of the previous SVG initiatives.

The objectives of the workshop were to enhance the pedagogy in gender equality and gender socialisation among ECD practitioners in the participating BNTF countries and to make recommendations for strengthening training options in the Caribbean region. The workshop targeted practitioners, administrators and trainers working in early childhood settings in countries participating in the BNTF/CDB Programme and was attended by 44 ECD practitioners from BNTF-participating countries.

Through lectures, group work sessions, group presentations, discussions, and comic relief, participants explored attitudes, beliefs and myths about gender and identified examples of gender socialisation practices. Through individual and country team planning, they developed a number of strategies for supporting children in the learning environment; for programming; for working with parents; and for strengthening training institutions.

The following summary recommendations were tabled for mainstreaming and strengthening the gender content within certification programmes for early childhood personnel within the region:

For the certification of EC personnel such as caregivers and teachers assistants, the skills, knowledge and dispositions required to apply a gender "lens" to supporting children's learning could be integrated into existing course modules such as:

- *Understanding child development*
- *Developing pedagogical skills*
- *Managing learning environments*
- *Supporting positive behaviour and management of challenging behaviours*

- *Adapting programme structure in EC settings*
- *Working with parents and community*

For the certification of EC teachers, existing components listed below should be extended to include gender:

- *Pedagogy and practice*
- *Management of learning*
- *Observation and assessment*
- *Involving parents and community.*

There is an opportunity to make these inputs in the Associate Degree offered through the Joint Board of Teacher Education, the University of the West Indies (UWI), Cave Hill, during the first half of 2014 as the pilot of the degree in two countries is being reviewed.

For the certification at Masters level of education for teachers, administrators and leaders in ECD and in subject disciplines which include early childhood such as Language and Literacy, components on 'Service Management'; 'Leadership in Policy and Strategy'; and 'Programme Design and Delivery' could be extended to include the promotion of gender-equity.

1. BACKGROUND

1.1 RATIONALE FOR THE WORKSHOP

The Basic Needs Trust Fund (BNTF) Programme is one of the key instruments of the Caribbean Development Bank (CDB) for addressing poverty reduction. The Programme, which was started over 30 years ago, is now in its Seventh Cycle (BNTF 7). The Programme is designed to assist poor and vulnerable communities in ten BNTF Participating Countries (PCs) –Belize, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, and the Turks and Caicos Islands– in improving their access to basic public services through the provision of social and economic infrastructure and the development of skills to enhance employability, community management and engagement.

Within PCs, successive BNTF Programmes have invested in Early Childhood Development (ECD), including construction and refurbishment of daycare facilities, preschools and primary schools, and provision of grants to community groups and ministries with responsibility for ‘Social Development’ and ‘Education’. The BNTF Implementing Agencies in St. Lucia and St. Vincent and the Grenadines have also provided grants for gender-specific sub-projects to the Roving Caregivers Programme, as part of the Caribbean Child Support Initiative. At the regional level, the Programme has supported the Foundation for the Development of Caribbean Children in ‘Advocacy Training’ among the Rovers and in the dissemination of Advocacy Toolkits.

Lessons learned from these interventions indicate that there is need to strengthen the enabling environment to promote and sustain positive childhood development, especially in conditions of poverty and vulnerability. This includes promoting effective ECD policy and governance, developing national standards, improving curricula and teacher training, and enhancing the learning environment, all within a framework of appropriate monitoring and support systems. Accordingly, in April 2012, BNTF hosted a Regional Conference on ECD in St. Kitts and Nevis entitled, *Towards Poverty Reduction: Maximising the Returns on Investment in Early Childhood Development in the Caribbean*. The purpose of the conference was to assist governments in the Caribbean in maximising the returns on investment in ECD within the context of poverty alleviation strategies, and to plan steps to improve systems and programmes at national levels.

One of the key recommendations of the regional conference underscored the need to promote professional development, training and capacity building among ECD practitioners. BNTF responded by supporting a national 2-week workshop on Early Childhood (EC) Training-Part 1 for ECD practitioners in St. Vincent and the Grenadines in 2012. In 2013, the Programme collaborated on Part 2 of the training with the addition of a specific component on ‘Gender Socialisation’.



Picture 1: Children of the Arenal School, Belize, funded by the Basic needs Trust Fund

BNTF will continue to support measures that challenge traditional gender ideologies and stereotypes. Accordingly, BNTF decided to offer the training regionally, with specific focus on the beneficiaries of BNTF funding in the early childhood sub-sector. BNTF will collaborate with the Caribbean Community (CARICOM) Working Group on ECD, Parenting Partners Caribbean, Caribbean Association of National Training Agencies (CANTA) and the Human Employment and Resource Training Trust/National Training Agency (HEART/NTA) of Jamaica on the development of resource materials and a curriculum towards a certification programme for ECD teachers.

1.2 OBJECTIVES

The objectives of the workshop were to enhance the pedagogy in gender equality and gender socialisation among ECD practitioners in the participating BNTF countries and to make recommendations for strengthening training options in the Caribbean region.

To achieve this objective, the workshop:

- (a) Explored the key concepts and terms, beliefs, attitudes and myths associated with gender socialisation
- (b) Reflected on existing practice in gender socialisation in early childhood settings in the participating countries
- (c) Considered effective strategies to ensure access, equity and quality for all in early childhood settings
- (d) Developed follow-up actions and responsibilities for implementation by individuals and groups at national level; and
- (e) Considered inputs on gender socialisation into certification programmes for early childhood personnel.

The workshop targeted practitioners, administrators and trainers working in EC settings in countries participating in the BNTF/CDB Programme.

1.3 EXPECTED OUTPUTS AND OUTCOMES OF THE WORKSHOP

The expected outputs of the workshop were:

- (a) Commitments from participants to reduce the impact of gender bias and limitations on the learning and development of the children within their care
- (b) Case materials and activities on gender socialisation in the early childhood settings that could be reproduced for use by participants
- (c) Materials, both theoretical and practical, to facilitate inclusion within training courses at all levels for early childhood personnel related to enhancing awareness of gender issues and ways of addressing them; and
- (d) Recommendations to training institutions and related stakeholders (for example the CARICOM Working Group on ECD, CANTA members, and ECD course instructors) for including gender-related content in training courses for all levels of early childhood personnel.

The expected outcomes of the workshop were:

- a) Enhanced skills and dispositions (values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and which affect student learning and achievement, motivation, and development, as well as the educator's own professional growth) of ECD practitioners leading to the elimination of gender bias in their actions and patterns of professional conduct in supporting access of all children to learning and development; and
- b) Quality outcomes for boys' and girls' learning and development in early childhood settings.

1.4 METHODOLOGY

The workshop was designed to facilitate the exchange of information and experiences, disseminate lessons learned on gender socialisation in ECD field settings, and identify practical strategies and approaches for strengthening access, equity and quality for all children. The workshop programme is attached at **Appendix 1**.

The processes that were used included lectures, group work sessions, group presentations and discussions, comic relief, and individual and country team planning. These approaches were chosen to ensure that all participants —with varying backgrounds in ECD training, programme delivery and administration— could contribute to the overall learning and outcomes.

A number of pre-workshop assignments were designed to assist participants in their preparation for the workshop. Unfortunately, the assignments were not circulated in advance, an oversight for which the BNTF/CDB apologised to the participants. Instead, it was decided that the workshop would set in train a small-scale research project that the participants would undertake on return to their countries, the outputs of which would be compiled by the facilitators into a working document, in the near future, to support gender reflective practice. The Pre-workshop Assignments, numbered one to eleven, are attached at **Appendix 2**.

1.5 PARTICIPANTS

The workshop was attended by 56 persons including invited guests, organisers and facilitators over the two days. Forty-four (44) persons were active participants engaged in the workshop processes, including 40 women and 4 men. Forty (40) persons represented EC services and national training agencies in 8 BNTF-participating countries: Belize, Dominica, Grenada, Guyana, Montserrat, St Kitts and Nevis, St. Lucia, and St Vincent and the Grenadines. Four participants represented regional organisations: The University of the West Indies (UWI), Cave Hill and Open Campuses; the Organisation of Eastern Caribbean States; and

the United Nations Children's Fund (UNICEF) Eastern Caribbean Office. The List of Attendees is attached at **Appendix 3**.

2. WORKSHOP PROCEEDINGS

2.1 OPENING CEREMONY

2.1.1 Welcome Remarks

Ms. Melena Fontaine, Chief Education Officer (Acting), Ministry of Education and Human Resource Development, of the Commonwealth of Dominica, opened the workshop with a welcome to all the participants. She recognised the considerable investments made by countries in the region in the enabling environment to support the development of the young child. She also located the significance of the focus on gender socialisation not only to the quality agenda but to the need for the inclusion of vulnerable and marginalised groups. Ms. Fontaine cited the recent report of UNICEF which concluded that quality investments in the first years of life are the most cost efficient for the reduction of inequalities and; that failure to invest in early childhood threatens the development of vulnerable children as the risks they are exposed to tend to occur together. She urged participants to be energised through the workshop processes to take the action required to strengthen children's development.

2.1.2 Overview

Mrs. Darran Newman Belgrave, Portfolio Manager, BNTF, brought greetings to the workshop and shared examples of the initiatives in skills development and governance, in addition to social and economic infrastructural works, that were being supported by BNTF/CDB. In the ECD sub-sector, she highlighted the emphasis on child-friendly service delivery, sustainable building design and an integrated approach which had been demonstrated in sub-projects in Guyana; the support to the development and dissemination of ECD advocacy toolkits; and to the support to increasing access to the poor and vulnerable with regional partners such as YouCAN and the Caribbean Child Support Initiative.

She noted that the workshop, building on a previous national initiative on gender socialisation supported by BNTF/CDB in St Vincent and the Grenadines, aims to support the dissemination of approaches and strategies that enhance access to and quality in learning for all children in early childhood settings and to outline the development of a training module using the various certification models already in the Caribbean.

2.1.3 Feature Remarks

The Honourable Petter Saint-Jean, Minister of Education, Ministry of Education and Human Resource Development, Commonwealth of Dominica, warmly welcomed participants to the workshop wishing for them a productive and exciting experience. The Minister reflected on the changing context of early childhood from the time in which a small community of family and village raised a child, to the challenges of multiple influences on the upbringing of today's young children through early exposure to electronic influences, and to changes in traditional community structures. He drew on research in Dominica, and elsewhere in the region, that show children are given and learn to perform roles through the way in which they are socialised according to gender. He noted the wide range of influences, from parents' efforts to messages from the mass media, intentional and unintentional, which reinforce gender norms and behaviours.

The Minister recognised the critical role of the education services in EC and at the primary level in the socialisation of children, and identified the innovations in the curricula at both levels to address both quality and equality in learning. He emphasised the importance of the early years to the creation of a platform upon which the child could develop into productive adulthood.

He acknowledged, with gratitude, the continuing support of the BNTF/CDB in the construction and refurbishing of facilities for education, including nine preschools in Dominica. Over the course of BNTF Programme Cycles 1 to 6, over nine million eastern Caribbean dollars had been made available to Dominica.

2.1.4 Vote of Thanks

The Vote of Thanks was given by Mr. Matthew Carrette, Project Manager, BNTF, Dominica Implementing Agency. Amongst the invited guests at the Opening Ceremony, Mr. Carrette also recognised the presence of Ms. Esther Thomas, Permanent Secretary, Ministry of Social Services Community Development and Gender Affairs and Ms. Marcella Powell, Permanent Secretary, Ministry of Education and Human Resource Development.

2.2 DEFINING GENDER SOCIALISATION

Janet Brown, lead facilitator for the workshop, welcomed the contribution of the Minister of Education in his feature remarks at the opening ceremony. She noted that he had framed, very effectively, the issues to be confronted at the workshop. She added that during the next two days participants needed to reflect on the personal constraints to providing access, equity and quality for all children and to identify opportunities to meet the challenges.

As an introduction, Ms. Brown contextualised the workshop within two relevant mandates agreed by the Member States of CARICOM, namely:

1. **The Caribbean Plan of Action (CPOA) for Early Childhood Care Education and Development** agreed by Heads of States in July, 1997. The Plan notes that incomplete pictures and understandings may exist amongst policy makers and publics of conditions in which children are born and raised, and includes the rationale for differential raising of boys and girls.

She noted that the situation still pertains today. Accordingly, the workshop seeks to address the need to devise appropriate materials and interventions to assist practitioners in progressing towards equity in access to learning among all children; and

2. **The Regional Framework of Action for Children 2002-2015** agreed by the Council on Human and Social Development in October, 2002. The priority actions include gender sensitisation training for education policy makers, managers and teachers incorporated into training curricula throughout the region.

It was noted that to date, gender-sensitive strategies have not been included in early childhood practitioner training curricula.

2.2.1 Definitions

Janet Brown introduced a group work activity to ensure that all participants were on the same page in understanding some of the basic terms and concepts of gender. The participants explored:

- Difference between Sex and Gender Identity
- When is Gender Identity formed
- Difference between Gender Identity and Gender Roles
- Processes of Gender Socialisation
- Definitions of Masculinity and Femininity
- How these definitions are shaped and how are they changed. (The Instructions for Group Activity I: Defining Gender is attached at **Appendix 4**).

In feedback from the six working groups, there was consensus as follows:

- **Sex** is biologically determined.
- **Gender identity** refers to a person's sense and subjective experience of their own gender and acceptance of membership into a category of people: either male or female. Gender identity is influenced by parents, family members, authority figures; social institutions (including schools, churches and the mass media); social interactions; and a child's own personal interests. Gender identity is very much shaped in the early years when children begin to express their gender identity for themselves. As life unfolds, this identity may deepen or change.

Participants were reminded by the facilitator that in some cases, a person's gender identity may be inconsistent with their biological sex characteristics, resulting in individuals dressing and/or behaving in a way which is perceived by others as being outside cultural gender norms. If a child is adamant that he or she is not the gender that the parent is defining -a rare but important development in the child's identity- it could be the case that the child's gender identity is shaping differently from his or her sex and that early help should be sought for the child and family in coming to terms with this.

- **Gender roles** refer to a set of social and behavioral norms that are generally considered appropriate for either a man or a woman within social settings or interpersonal relationships. Ideas about *masculinity* and *femininity* are initially shaped for children by families and the environments in which they are growing, and can change and develop in response to their emerging independence of thought and exposure to wider influences through education, the communities they engage with and their knowledge and experience of the wider world.

In plenary, the workshop briefly discussed the effect of biological factors that may influence gender identity including pre- and post-natal hormone levels and genetic makeup versus social factors and the significant role that language plays. The discussion showed how the processes affecting gender roles and socialisation are fluid and evolving.

The participants also engaged in some reflective thinking on the role of EC practitioners in the socialisation process, specifically:

- Do we allow ourselves to be limited in our thinking and expectations with the children in our care?
- How much do we engage in free thinking and help children understand that they have choices and emerging autonomy to be who they want to be?

2.2.2 Exploring Gender Attitudes, Beliefs and Myths

In introducing the second workshop group exercise, Janet Brown presented an example of the shifting perceptions of gender as captured by Professor Patricia Mohammed, Professor of Gender and Cultural Studies, UWI, St. Augustine:

“.....the messages which many young girls receive are that men will be the breadwinner in something that will emerge as her nuclear family in her adult life. Their experience of work, men and changing social conditions may in later life completely shatter the idea that masculinity can be equated with the role of economic provider. Boys may have an analogous experience while becoming men. It seems to me that the actual processes by which we shift or incorporate notions of gender identity are far more complex than what we are consciously taught to believe (or fear) to be acceptable or not acceptable in society.”¹

In the Group Activity II, four activities were undertaken in working groups to explore attitudes beliefs and myths about gender. Discussions were designed to challenge participants to identify and separate what they know as facts from what may be myths or beliefs based in culture and religion, which for example, may be ill-founded and stereotypical.

- The first group made collages of pictures of men and women, and of boys and girls as Caribbean societies generally see them, using cut-outs from popular magazines. They commented on the kind of gender roles that were being portrayed among the pictures selected: a greater diversity of roles was evident for women than for men; there was also an apparent loosening of the stereotypical roles presented for men; the boys were portrayed in a wider variety of ‘active’ images than were the girls; and girls’ images were largely concentrated on aspects of appearances.
- The second group explored gender traits that are usually associated with being ‘male’ and being ‘female’. Participants discussed whether they believed or doubted the truth of statements presented in the exercise, and if they believed them, how strong was their belief. The group reported the wide range of viewpoints presented, and how in the process of discussion, some of the viewpoints were hotly debated.
- The third group constructed a ‘gender tree’ in which they identified common beliefs about mothers and fathers as the ‘roots’, common roles as the ‘trunk’, and common activities as ‘leaves’. Traditional beliefs about the father being the head of household and financial provider were debated, such as, was the man still considered the ‘head’ of the

¹ Mohammed, P, (1995) *The Representation of Masculinity in Caribbean Feminist Thought, or what Masculinity has made of Men in the Caribbean*, Caribbean Studies Association Conference, Curacao. Unpublished paper.

household even if he did not provide for family members? The roles which emerged gave greater responsibilities for nurturing and child care to mothers. This group also saw increasing congruence in the family roles that men and women should, and often do, share. The activities noted for fathers and mothers differed primarily in terms of space — men were outside in sports and with friends while mothers' activities were more home-bound.

- The fourth group explored and listed the gender traits/attributes that are usually ascribed to boys and girls and discussed how these applied to men and women; sons and daughters; and wives and husbands. In reflecting on the exercise, the group reported that it was struck by the apparent attrition of the positive attributes they had given to boys and sons as compared to those that they had given to men and husbands. One member of the group noted in the words of a St. Lucian Calypsonian, “E sam nom fini” (“it seems that men are finished”). A similar rate of attrition of positive attributes was not apparent for females. When discussing traits they would desire in a son or daughter, the group agreed that they should have similar traits, not different, as prescribed for boys and girls “as it is now”.

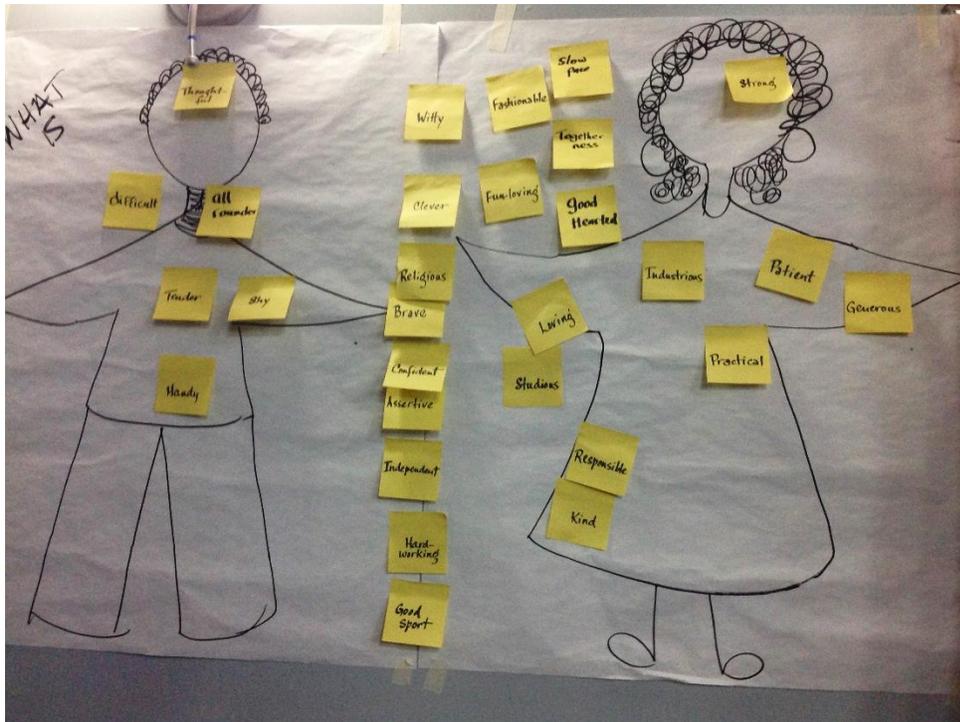
The Instructions for the Group Activity II: Exploring Gender Attitudes, Myths and Beliefs is attached at **Appendix 5)**

Three interesting themes emerged from this exercise:

1. ***Perceptions about boys and girls change as they grow into adults.*** An example of this was the attribute of loyalty which was attributed to young boys but not to men. The workshop explored what factors may be affecting these perceptions of males as they grow older.
2. ***Perceptions of gender roles are changing and evolving.*** The workshop acknowledged that participants, who were largely women practitioners in education and early childhood, did not readily agree on beliefs and opinions about male or female roles and characteristics. However, it was agreed that the roles are rapidly evolving and interchanging and that it is increasingly common to see women in what were previously exclusively male roles and increasingly not uncommon to see men in roles that are more usually performed by women.
3. ***Encouraging children to try out different roles and to be comfortable in doing so*** represents a very positive force/influence in gender socialisation. The example shared by one participant of a little boy comforting a doll on his shoulder was a particularly strong image in the discussions.



Picture 2: Participants in Group Activity



Picture 3: Group Presentation on Gender Traits

In summary, the facilitator pointed out that although participants did not agree always on what is myth and what is reality, or what *is* and what *should be*, they can agree to allow children the choice to try out gender roles for themselves.

These exercises demonstrated that all persons are gendered beings. Everyone lives in gendered environments in which contradictions and complexities are common. Everyone has biases. However, perspectives change over time, just as people's behaviours change over time. Participants were reminded that children's experimentation with varied gender roles *does not* determine their gender identity.

2.3 SHARING EXPERIENCES FROM THE FIELD

2.3.1 Young Children's Appraisal of Teacher Support (Y-CATS)

In this session, Joan Spencer-Ernandez, co-facilitator for the workshop, presented the findings of interviews with 20 children attending basic schools (for children aged 3 to 6 years) in Kingston, Jamaica using the Y-CATS, (refer to prior Appendix 2: Assignment Nine), in which children responded to a series of 27 statements giving indications of their experiences of autonomy, warmth and conflict in the basic school setting.

Interesting examples of apparent gender socialisation practices emerged:

- Girls experienced more autonomy over where they wanted to sit; boys experienced more autonomy over getting to do what they wanted to do and in getting the support and attention of the teacher.
- Boys experienced more struggles and conflict in the setting, but they also experienced more warmth and attention from the teachers.
- Boys and girls generally played *alongside* each other but not in mixed groups of boys and girls.

Participants also viewed a video of children learning and interacting in an early childhood setting, in an inner city area of Kingston, Jamaica. Boys and girls were observed choosing whatever activities they wanted to do and choosing also whether to do activities alone or with a friend. It was pointed out that this group of children was not accustomed to choosing for themselves –the norm would be more teacher-directed activities.

After viewing the video, participants were asked to reflect on what they had observed and to complete a brief questionnaire. Observations by the participants included:

- Boys and girls generally played alongside each other, but separately. It was noted that this behaviour was more typical among older children than among younger ones.

- The types of toys boys and girls were playing with were different and generally in keeping with gender stereotyped play.
- Girls were demonstrating rough treatment of each other, and multi-tasking (holding baby, making a phone call and even cooking at the same time.)
- Boys' and girls' play seemed to reflect acceptance of traditional gender roles rather than of trying out new things.

Cecele Minott, Projects Coordinator, Caribbean Child Development Centre, (CCDC) UWI, shared some observations undertaken at a day care centre at the UWI Campus, Mona, which serves children from mixed income groups. The children at the UWI centre are younger than those in the video shown. She underscored that younger boys and girls generally play and work on tasks together.

The facilitator commented on interviews with children and with parents in an inner-city community in Kingston, Jamaica, about the differences between the experience of males and females. She noted that most parents' comments suggest they see and treat their boys and girls differently; expecting more rough behaviour from sons, and more obedience and helpfulness from daughters.

In discussion, participants made a number of observations that were relevant for considering the strategies and practices in early childhood settings that teachers and other caregivers use to ensure access, equity and quality for all:

- **Children's play reflects traditional gender roles:** Boys' and girls' play activities in EC settings seemed to reflect acceptance of traditional gender roles.
- **Parents maintain traditional expectations in terms of gender roles:** Parents' expectations of boys were different from their expectations of girls and gender constructed. Their expectations seemed to reflect their concerns for the child's survival and acceptance in the wider society.
- **Communication between adults and children is largely one way:** ECD practitioners do not seem to be engaging children conversationally, but using language for instruction, direction and control purposes.
- **Use of Creole and Standard English forms is not equitably balanced in tone.** The observation was made that Creole and Patois are used by ECD practitioners only to correct behaviour and to scold. It was noted that Standard English, Patois and Creole forms of language should be used in early childhood settings so children value their first language and learn their second language. It was noted that generally the first language is valued only in cultural events.

- **Practitioners keep boys “closer” than girls.** It seems that EC practitioners are attending to boys as a priority, in order to keep them under control and actively engaged so as to reduce the potential for disruption.
- **Boys feel they are getting more attention than girls.** Boys reported experiences of being told that they were not listening; they were doing something wrong; and they were not trying hard enough. Their responses echo the impression that there is a “spotlight” on boys in EC settings, and that the practitioner is intervening early. This extra attention, however, is often rooted in negative expectations, which can become self-fulfilling for the boys.
- **Girls seem to be taking more responsibility for themselves than boys.** The reported experience of girls being chosen more frequently than boys to be ‘teacher’s helper’ also echoes the impression that girls are “getting on” whilst boys need a different level of attention from the practitioner.

The day concluded with discussions on the afternoon’s observations and reflections on gender socialisation in early childhood and on the possible relationships to the differing participation rates, across the region, between males and females in education and in the labour market; and the higher and growing numbers of females pursuing tertiary education and having careers in the professional fields and increasingly in technical roles. The workshop noted the changes in the gender profile of the labour market compared to seventy years ago.

2.3.2 Monologues on Gender Relations

To bring the content of the workshop to life, participants were entertained by Mr. Owen “Blakka” Ellis of Jamaica, a gender activist and comedian. Blakka presented a man’s perspective on gender relations which provided a useful counter-balance in a workshop that was dominated 10 to one in favour of women.

In a sequence of monologues, Blakka used comedy and poignancy to underscore some obstacles and impediments that boys and men face in a world in which “*Women Have Life Easier Than Men*”. There was some truth to be discerned in outrageous assertions made for comic effect, such as the relative freedom women and girls enjoy, compared to men, in their range of dress options, acceptance of public displays of affection and warmth among themselves, and in their breadth of access to playing a multiplicity of roles. There was intentional irony, however, in that the facets which he identified as women’s privileges were not necessarily areas which were of strategic importance to the gender discourse on substantive equality.

An important message and plea from the presenter however, was for women to allow men to be at the “gender table” to engage in the discussion and to resolve together the issues facing the upbringing of children and man-woman relationships.

2.4 STRATEGIES FOR ACCESS, EQUITY AND QUALITY FOR ALL

Four strategies were identified as effective for enhancing access, equity and quality for all in EC settings as follows:

2.4.1 Self-Reflection

Joan Spencer-Ernandez opened the second day with a presentation on the process of *Reflective Practice* and its value for practitioners as a systematic method for examining how we are treating with boys and with girls in our EC settings.

Participants were asked to consider from their experience, the strengths of boys and girls and what the differences were between them, if any. In examining their practice with children in building upon their strengths, participants were asked to reflect on how practices in EC settings were consciously or unconsciously working to the advantage and disadvantage of children. They were asked to consider the following:

- Do I make assumptions about what a girl can do at particular ages and what a boy can do at particular ages?
- Do I make assumptions about the preferences and strengths of girls?
- Do I make different assumptions about the preferences and strengths of boys?
- Do I make assumptions about the cognitive abilities of children from different cultures, for example those who have English as a second language?
- Do I hold different levels of expectation for children who come from economically poor backgrounds?
- What are my understandings of each child? (What do I know about the individual, their family and community and gender contexts?)
- What philosophies shape my work? (What behaviorist strategies, developmental perspectives, gender-equality and gender equity perspectives, and socio-cultural approaches do I draw on when making decisions?)

Reflective Practice in the context of examining our practice with boys and with girls:

- helps us to become increasingly thoughtful about our work and motivates us to look deeper and explore new ideas and approaches
- is an essential part of being a professional
- can happen with colleagues, children, families and communities
- involves asking questions, and gathering information to gain new insights
- involves looking critically at what happens and looking at what might change
- leads to taking action.

Reflective practice is more likely to lead to change when it is undertaken collectively and can promote an appreciation of the wide range of views there can be on a topic, to gain from each other's experience and to challenge what we assume and take for granted.

2.4.2 Behaviour Management Strategies

Participants then discussed the importance of respect for children and the differential consequences of positive and negative *behaviour management* strategies on boys and girls. Positive behaviour management or the application of positive discipline strategies to challenging behaviours was a particularly important part of the discussions in plenary. The presentation was based on the Early Childhood Development Minimum Service Standard for the Caribbean². The reference was seen as an important guide for practitioners who are trying to intervene positively and fairly in managing the challenging behaviours of girls and boys.

Emerging from this lively and intense discussion on the realities experienced by practitioners in EC settings were the following implications for practice for which practitioners need to take personal responsibility:

- **To equip** themselves with the skills required for ensuring positive behaviour management and apply them equitably and fairly to boys and girls; and to not react punitively to the child, but look for the frequency of behaviours, the intensity and duration and respond appropriately to manage the behaviour positively.
- **To involve parents** in what practitioners are trying to achieve with their children to ensure that everyone understands one another, and that if and where there are differences, to reach a consensus on how everyone can be consistent in the best interests of the child.

² *Regional Guidelines for Developing Policy, Regulation and Standards in Early Childhood Development Services*. CARICOM (2008). Annex 3, Section 8. Available for download at http://www.caricom.org/jsp/community_organs/cohsod_education/early_childhood_development_guidelines.pdf

- **To believe** that children can be knowledgeable, capable and skillful in everything they do if practitioners convey their belief directly to the children and give them the specific support, encouragement and opportunities to access learning activities.
- **To provide an activity-based curriculum** in which there are entry points for every ability -offering children freedom of choice of activity for the majority of each day, so that children can learn at their own pace and develop to their full potential.
- **To understand** from the **point of view of boys and girls**, that their success on tests and assessments have very great significance for them and to provide them with plenty of opportunities to enrich their learning and to experience success in acquiring a broad range of skills.
- **To target the problem(s)** -not the child/children– that may be impeding equitable access to quality of learning in our settings.

2.4.3 Creating Developmentally-appropriate Early Childhood Settings

Joan Hernandez took the participants through the United Nations Organization for Education, Science and Culture (UNESCO) Framework for Quality Education under the themes: Pertinence; Relevance; Efficacy; Efficiency; and Equity (see **Appendix 6**). She shared a definition of a *developmentally-appropriate environment*³ for learning in the early years as one in which children most often:

- **Lead** rather than follow the teacher
- **Create** rather than duplicate
- **Move** rather than wait
- **Make the lines** rather than colour the lines
- **Speak** rather than listen passively
- **Initiate** rather than imitate
- **Raise questions** rather than answer the teacher's questions
- **Solve their own problems** rather than the teacher's problems
- **Make art** rather than do crafts
- **Emphasise the process** rather than the product
- **Use authentic skills** rather than drill and practice
- **Make books** rather than fill in workbooks
- **Decide** rather than submit
- **Choose wisely** rather than being told
- **Make a plan** rather than follow the teacher's plan
- **Try again** rather than fail.

³ Crosser, S, PhD. *The Butterfly Garden: Developmentally Appropriate Practice Defined*. Early Childhood News, retrieved June 19, 2008. Available at:

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?articleID=115

Participants had a rich discussion in plenary about the constraints experienced in trying to strengthen the capacities of practitioners to utilise more developmentally-appropriate practice, and addressing the specific focus of a developmentally *gender* appropriate environment. Participants were referred to the guiding principles for children’s learning in early childhood, set out by Dr. Rose Davies⁴ (attached at **Appendix 7**), and discussed approaches for applying them fairly among girls and boys in support of learning.

2.4.4 Assessment

Joan Hernandez underscored the importance of *Assessment* in early childhood settings, by guiding a plenary discussion on the usefulness of assessment for observing, recording and planning in programmes for young children. (The guideline for Nine Types of Curriculum Adaptation is attached at **Appendix 8**). By working with case study examples and identifying how useful data are for informing decisions on practice that are evidence-based, participants were able to address questions to deepen the understanding of gender equality and gender equity in adapting the curriculum, such as:

- Which individual child, boy or girl, may need special intervention and why?
- Which curriculum areas seem to be the weakest in the setting? How can these weaknesses be addressed in the interests of both girls and boys?
- What strategies would be used to improve access, equity and quality for boys and girls based on these data?

⁴ Learning Outcomes for Early Childhood Development in the Caribbean: A Handbook for Practitioners. Caribbean Child Development Centre, University of the West Indies (2010). Appendix 5. The Handbook is available at: http://uwi.edu/caribecd/forum/documents/learning_outcome_manual_legalsized.pdf



2.5 OBSERVATIONS ON EXISTING CERTIFICATION PROGRAMMES

A number of observations on certification programmes for EC personnel within the region follows:

- The main certification programmes for the EC practitioners in the region are those offered at pre-service level and in-service level for practitioners who are, or want to be, early childhood teachers. Most countries have developed either a diploma or an Associate Degree level certification and many countries are in the process of developing a career structure to Bachelor degree level. For formal certification as an EC teacher, the essential matriculation requirements include five subjects at Caribbean Examinations Council (CXC), Caribbean Secondary Education Certificate (CSEC) level.
- 'Gender' as a subject in the curricula is sometimes included as a sub-component in a wider subject area, such as, 'Diversity'. An example of this is the Bachelor of Education in Early Childhood Development and Family Studies, offered by the UWI Open Campus.
- There is no specific module or course in EC teacher education that focuses on gender equity, gender equality or gender socialisation processes in the learning and development of young children. There is a sub-topic on gender in children's play in the Associate Degree offered in countries under the auspices of the Joint Board of Teacher Education at UWI, Cave Hill.
- There is no specific focus in EC teacher education on the specific pedagogical approaches or the "intentional teaching" skills that teachers need to learn to ensure equitable access to quality education for both boys and girls and for the deconstruction of traditional gender stereotypes.
- There is no specific course in management of learning environments and support of children's learning that equips teachers with the self-awareness, observation techniques,

gender reflective practice methodology, gender assessment and planning skills that ensure a rigorous attention to the specific needs of both boys and girls and to exploring the impact of acceptance of traditional sex roles on their future development.

- Training in how to engage parents and communities in the work of the EC setting generally does not provide a gender equity or gender equality focus and does not address the issues of gender socialisation of boys and of girls in the learning environments of home and EC setting.
- Certification training for practitioners other than teachers –such as, for caregivers in day care, and for assistant teachers in preschools and nursery schools– is provided in some countries in the region as part of technical and vocational training or at certificate level in tertiary and community colleges. Matriculation requirements do not generally require academic qualifications at CSEC level, although these are desirable.
- Participants were not aware that there was any certification training available for the specific skills in supporting care and learning processes that promote gender equality.
- The representative from the Child Fund noted that they had developed a gender tool kit that could be adapted.

Participants discussed the potential for adjusting the content of existing certification programmes. For certification programmes for the both groups of practitioners –teachers and caregivers– the skills, knowledge and dispositions required to apply a “gender-lens” to supporting children’s learning could be integrated into existing course modules such as:

- *Understanding Child Development.* Practitioners need to understand development from birth to age eight and how gender socialisation processes are revealed in Caribbean contexts. The development of Caribbean case studies and materials are critical for this to be effective.
- *Developing Pedagogical Skills.* Practitioners need to learn how to transfer their knowledge about gender socialisation into practice and to do so they need to be exposed to good gender equity and equality practice in a tangible way, and to have sufficient opportunities to develop their own skills and confidence in this difficult area of practice.
- *Managing Learning Environments.* Of particular importance is the focus on access to learning materials and activities by children so that both girls and boys are able to learn through doing what interests them and to discover new interests without censure.
- *Supporting Positive Behaviour and Management of Non-Traditional Gender Behaviours.* This area requires both skills acquisition and understanding of approaches that work fairly and effectively with boys and with girls.

- *Programme Structure.* The schedule of the day within the EC setting and the programme aims and objectives need to provide for activity-based learning and a breadth of areas for cognitive and affective development of both girls and boys.
- *Working with Parents and Community.* Skills in engaging both mothers and fathers in children’s learning and development, and understanding gender equality and gender socialisation influences on the development of boys and girls, need to be part of pre-service and in-service training.
- *On-going Self-reflection.* All who work with young children need to maintain vigilance in examining their own gender biases and stereotyped thinking and actions in order to ensure that these do not constrain children in their development of skills and attitudes about themselves and others. All courses and workshops which deal with gender socialisation need to include a self-reflection component.

2.6 FOLLOW UP ACTIONS

The final session of this group working session was focused on participants identifying and taking action in EC settings on their return home. Participants were asked to identify 3 to 5 effective strategies that they could use to apply lessons learned within this workshop to ensure access, equity and quality for all children in EC settings.

Having identified individual strategies, participants were then tasked to share these in their groups and to record them for sharing in plenary. Each group of participants also considered specific ways in which they intended to develop follow-up actions and responsibilities for implementation at national levels. These strategies and plans are set out in the following sections.

2.6.1 Follow-up Action for Practitioners

The following strategies were identified by participants as effective for ensuring access, equity and quality for all EC settings:

- Strategies to support children in the learning environment:
 - Review learning areas in the EC setting to identify whether the learning resources (especially books, dramatic play materials, home corner resources, puppets and play-people, materials for gross motor development and fine motor development, science and cookery, nature and care of living things, and learning aids for special needs etc.) reflect positive gender roles, and provide a breadth and diversity of learning activities to interest both boys and girls;

- Assess gaps in the learning environment with respect to resources required to stimulate learning that is gender sensitive and gender balanced;
 - Replace unsuitable pedagogical resources (for example, work-sheets, chalk-and-book-work) and expand stock of activity-based learning resources on an annual basis to ensure the learning environment is responsive to the learning needs and interests of both boys and girls.
 - Stimulate enquiry-learning about a multiplicity of gender-neutral roles in the professional and para-professional fields (for example in medicine, the fire services, and caring for the elderly); in the domestic spheres of activities, (such as, housework and nurturing); in the cultural field, (such as the performing arts); at the technical levels, (for example, information technology, mechanical engineering, designs and production); and in athletics and sports.
 - Source assistance from parents and sponsors to increase and diversify the range of gender learning resources for boys and girls at the early childhood setting.
- Strategies for programming:
 - Use techniques of gender reflective practice to evaluate impact of teaching and learning support on participation of boys and of girls, separately and together.
 - Apply observation and gender assessment methods to review the actual interests of the boys and girls in attendance and the choices they are making in their activities, particularly during free play.
 - Based on evidence from gender assessment, plan curriculum activities within the setting to extend the learning of both boys and girls into new areas of interest presented in attractive and gender-neutral formats.
- Strategies with parents:
 - On a regular basis (during termly parent/teacher meetings, or one to one meetings with parents on the progress of their children) share the outcomes of observation and assessment processes with parents and explain the purposes for gender-equity and the role of the EC setting in expanding the options for children to explore diverse interests.

- Invite parents to participate in selected activities in the settings in which boys and girls are being introduced to new, non-traditional activities and skills in a gender-neutral way.
- Discuss with parents their differential expectations of boys and girls, the negative implications of stereotyping limitations on children's development, and the ways in which they can positively encourage more equitable treatment for both sexes.

2.6.2 Follow-up Action for Training Institutions

- Review the curricula for training in EC practitioner and teacher certification programmes to identify gaps in transmission of knowledge of gender socialisation processes and awareness of the diverse methods to promote gender equity and equality in early learning.
- Revise the curriculum content being delivered and the pedagogical processes being demonstrated in EC certification programmes to determine the extent to which gender socialisation is addressed.
- Provide training for teacher trainers and for vocational and other trainers of caregivers with the revised programme content and demonstration techniques for the pedagogical processes required to assist practitioners to learn how to support learning that promotes gender equality.
- Provide gender skills training in workshops targeting areas of the curriculum in which gender equity and equality present challenges, for example in dramatic play, reading material, construction, home corner, gross motor play, and chores;
- Provide management training in how to arrange the learning environment to promote gender-equity in access to learning experiences of high quality.
- Provide training in how to develop programme structure to promote positive gender socialisation processes, equality and equity.

2.6.3 Follow-up Action for Supervisors, Officers and Administrators

- Adapt existing monitoring checklists, or develop a gender-equity checklist, in collaboration with practitioners, for use in EC the setting as a planning tool and by officers as a monitoring tool on visits, to track the growth of gender-equity programming (materials and practitioner strategies).
- In collaboration with EC settings, identify/select indicators for programme monitoring that assist the progress towards curricula and pedagogical processes that promote gender equity and equality in the learning environment, for example, reduction in the use of text books, particularly those that promote traditional sex roles; reduction in homework and projects; increase in in-service training for practitioners to include gender training; increase in supervisory/regulatory practices; enhancement of the learning environments; increase access to/use of learning materials that promote gender equality; more age-appropriate schedules; and use of observation checklist.

2.6.4 Follow up actions for Officers with Responsibility for Early Childhood Services

The technicians identified follow-up actions and responsibilities for themselves and for persons and agencies in their countries that they intended to provide feedback and to collaborate with. Officers with responsibility for EC services, in collaboration with training agencies and EC service supervisors/ principals planned to do several of the following:

- Report back within their departments and to their colleagues, possibly in a “mini workshop” format, on the outcomes of the workshop and the effective strategies identified to ensure access, equity and quality for all in early childhood settings.
- Conduct “spot visits” to 5 early childhood settings during first quarter 2014 to observe and document practices in promoting gender-equity for the purposes of developing a plan for training.
- Select the critical areas (up to 3 to be prioritised initially) for professional development of practitioners during 2014 in effective gender equality strategies identified in this workshop.
- Take the lead in adapting/developing an observation and gender assessment tool for assisting practitioners to evaluate their practice in their settings and to assist monitoring and training efforts to address actual realities and needs in the field. This could be a task that is undertaken with other countries coordinated through a community of practice.
- Set in motion with EC practitioners and administrators, a process for reviewing, replacing and increasing the supply of useful learning resources that promote gender equity and equality. Assembling “Useful Resources for Promoting Gender Equity in Early Childhood Settings” drawing on some of the exercises and suggested activities emerging from this workshop, or “A Gender Equity Tool Kit for the Practitioner in Early Childhood” are possible approaches to this task (Note that Child Fund Caribbean has resources to share in this area).
- Consider leveraging the advocacy possibilities of national events such as campaigns or ‘Child Month’ to promote the benefits of gender equity approaches for the learning and development of children, and identify collaborators amongst parents, the radio and television networks and social media to assist.

3. RECOMMENDATIONS

3.1 CERTIFICATION PROGRAMMES FOR EARLY CHILDHOOD PERSONNEL

The inputs identified by participants as critical for inclusion in certification programmes for EC personnel follows.

For the certification of EC personnel such as **caregivers and teachers assistants**, the skills, knowledge and dispositions required to apply a gender “lens” to supporting children’s learning could be integrated into existing course modules such as:

- *Understanding child development.* Practitioners need to understand development from birth to age eight and how gender socialisation processes are revealed in Caribbean contexts. Caribbean case studies and materials are critical for this to be effective.
- *Developing pedagogical skills.* Practitioners need to learn how to transfer their knowledge about gender socialisation into practice and to do so they need to be exposed to good gender equity and equality practice in a tangible way, and to have sufficient opportunities to develop their own skills and confidence in this difficult area of practice.
- *Managing learning environments.* Of particular importance is the focus on access to learning materials and activities by children so that both boys and girls are able to learn through doing what interests them and discover new interests in non-traditional sex roles.
- *Supporting positive behaviour and management of challenging behaviours.* This area requires both skills acquisition and understandings of approaches that work fairly and effectively with boys and with girls.
- *Programme structure.* In EC settings, the schedule of the day and the programme aims and objectives need to provide for activity-based learning and a breadth of areas for cognitive and affective development of both boys and girls.
- *Working with parents and community.* Skills are needed for engaging both mothers and fathers in children’s learning and development, and understanding gender socialisation influences on the development of boys and girls.

For the certification of **EC teachers**, some existing training components could be extended as follows:

- *Pedagogy and practice:* Early childhood pedagogy including the “intentional teaching” skills that teachers need to develop to ensure equitable access to quality education for both boys and girls.
- *Management of learning:* Management of EC learning environments and support of active learning by girls and by boys.

- *Observation and assessment*: observation techniques, reflective practice methodology, assessment and planning skills that ensure a rigorous attention to the specific needs of both boys and girls.
- *Involving parents and community*: techniques on how to engage parents and communities in the work of the EC settings with a specific twin-focus on working with mothers and working with fathers; and knowledge from research within the region on how gender socialisation of boys and of girls is manifested in the learning environments of home and EC settings.

There is an opportunity to make these inputs in the Associate Degree offered through the Joint Board of Teacher Education, UWI Cave Hill, during the first half of 2014 as the pilot of the degree in two countries is being reviewed.

For the certification at **Masters** Level of education for teachers, administrators and leaders in ECD, and in subject disciplines which include early childhood such as Language and Literacy, components on Service Management; Leadership in Policy and Strategy; and Programme Design and Delivery could be extended to include the promotion of gender-equity.

3.2 RECOMMENDATIONS FOR BNTF/CDB

The workshop outcomes suggest a number of recommendations for BNTF/CDB consideration. These include:

- **Initiate a dialogue with UWI and other training agencies to review and modify certification courses for early childhood personnel to ensure equitable attention to boys' and girls' learning needs**: The outcomes of the workshop suggest practical and realistic suggestions for extending content of existing courses, re-tooling pedagogical skills training, building capacity and confidence in managing active learning environments and children's behaviours, engaging parents in the work their children are doing and strengthening observation and assessment skills for early childhood personnel. In each of these areas the focus of training needs to specifically address *how* boys learn and how girls learn, and *how* practitioners can ensure that they can stimulate and expand the learning of each children without inadvertently limiting what children learn and want to learn.

- **Support the Organisation of Eastern Caribbean States (OECS) in the development of practicable monitoring and support systems for EC settings.** The OECS Member States are using a Monitoring Checklist to track the improvement of standards in early childhood settings. Other countries have used the Checklist also, adapting it for the specific conditions in each country. The checklist could be reviewed to ensure that the focus on gender equality, gender socialization processes and gender-equity strategies are sufficiently strong. The Education Reform Unit (OERU) of the OECS has suggested supporting a community of practice initiative to develop observation and assessment tools for use in early childhood settings, and to support national efforts to ensure access, equity and quality for all children, boys and girls.
- **Support the ongoing research initiative of countries on young child appraisal of teacher support,** which was initiated as part of the preparatory work for the workshop, to extend the research in BNTF-assisted countries. The work undertaken in several settings in Jamaica demonstrated the usefulness of the approach for understanding what and how boys and girls are learning. The research has the potential to generate regional understanding on the need to implement effective strategies to support the learning of both boys and girls in early childhood settings
- **Support UWI in a regional call to authors to write Caribbean Children’s Literature** for the early childhood age group, providing narratives grounded in Caribbean realities, and characters that are being who they can and want to be despite challenging circumstances

4. WORKSHOP OUTCOMES

The first of two desired workshop outcomes was the enhancement “of skills and dispositions of ECD practitioners leading to the elimination of gender bias in their actions and patterns of professional conduct in supporting access of all children to learning and development.”

It is of course too early to expect to see these largely long-term outcomes manifested. An immediate outcome may be discerned however. It is encouraging that at the time of compiling this report, some of the “pre-workshop assignments” which were given as homework assignment and agreed to by participants, have already been conducted and sent in to the facilitation team for review. Others are reported to be underway, and two training institutions have made requests for the workshop report and its recommendations. This suggests evidence of change in attitudes and skills due to information acquired during the workshop.

The second desired outcome was for improved quality within EC settings for both boys and girls, will be achieved through the participants’ demonstrated commitments to the follow-up activities and which are measurable in the medium- to long-term, through systematic follow-up.

5. PARTICIPANTS' EVALUATION

Participants were asked to complete an Evaluation Form during the last session of the workshop. A total of 40 forms were completed and returned. The responses reflected the relevance of the workshop for all the participants, without exception.

The sessions on *Defining Gender; Exploring Gender Attitudes, Beliefs and Myths; Effective Strategies for Access, Equity and Quality; Creating Gender-sensitive EC Environments; and Developing Action Plans* were each identified by over three quarters of the respondents as amongst the most beneficial sessions. They noted that strategies explored were practicable and realistic, and that the focus on Reflective Practice by practitioners assisted them in an innovative way to “unpack” and examine how their gender biases affected their work with children.

The session on *Experiences from the Field* was identified as one of the most beneficial by half the participants; and the *Monologues on Gender Relations* was identified as one of the most beneficial by a quarter of the respondents. All the areas covered by the workshop programme were considered valuable by 97% of the respondents; and 90% of respondents stated that the workshop overall met their expectations despite the absence of the pre-workshop assignments (noted by 10%). Ninety-five percent (95%) of responders found the participatory processes and types of activities at the workshop “satisfactory” or “very satisfactory”; 75% found the small group work sessions “very satisfactory”; 96% found the facilitators “satisfactory” or “very satisfactory”; and 75% “very satisfactory”.

Participants were asked to state what other topics for presentations or working groups would have been useful and to give their reasons. Many of the responses could be used to guide programme design for future workshops, conferences and dialogues at regional and national levels. The suggestions addressed the need for more opportunities to deepen understanding of gender socialisation effects and to develop confidence in the practice of gender equity, specifically:

- Teaching strategies and management of learning environments to promote gender equity. Respondents identified the importance of learning *how* to support boys and girls equitably as a challenge requiring more attention in professional development programmes and regional processes, such as, this kind of workshop format.
- Developing anti-discriminatory practice to address needs of children being raised in gay families. A respondents noted this as an area that was unexplored in early childhood practice.
- Develop strategies to work with parents on issues of gender equity and equality and strategies to use when coping with the diversity of views, beliefs and myths. Strategies for engaging parents and working with them to strengthen the home learning

environment and to ensure they are able to access parenting information and strategies for supporting child development and well-being.

- Exploring how gender stereotyping is as much a hindrance to good practice in EC settings as it is in all walks of life.
- Developing, sourcing and increasing the diversity of teaching and learning materials for promoting gender equity and equality in early childhood settings.

Three quarters of respondents were “satisfied” or “very satisfied” with the time allowed for the workshop sessions. It was noted that overall they wished for more time to be given to plenary sessions, and a third day would have been valuable in this regard. Several respondents commented how appreciative they were for the opportunity to learn and reflect on practice, and to develop practical and concrete strategies for use on return to their countries.

6. CLOSING

In closing the workshop’s proceedings, appreciation was extended by several participants to the BNTF/CDB for funding the workshop and making it possible for diverse attendance from so many countries. The hard work of the facilitators, Janet Brown and Joan Spencer-Ernandez, was recognised with gratitude.

The facilitators extended thanks on their own behalf and on behalf of the participants to the BNTF/CDB, in particular, Marlene Johnson, Operations Officer, Gender and Development, and to the following:

- The Ministry of Education and Human Resource Development, Dominica for collaboration in hosting of the workshop, and for the much appreciated gesture of providing special welcoming gift baskets for the participants from overseas;
- Ceceile Minott, Projects Director, CCDC, UWI, for assistance in the preparation for the workshop and in bringing together the inputs from the final session of the workshop on gender socialisation in certification programmes for early childhood personnel;
- Sian Williams, consultant, for recording of the processes and outcomes of the workshop sessions and bringing together the draft summary report of the workshop;
- Vashti Rock, BNTF/CDB, for logistical and administrative support (including accommodation and transportation arrangements) on behalf of the participants;
- The management and staff of the Fort Young Hotel for a very welcoming and supportive environment for the workshop; and
- Melena Fontaine, Chief Education Officer (acting), Ministry of Education and Human Resource Development, for exceptional support during the workshop by sharing the assessment processes used in Dominica in early childhood development and providing samples for participant use.

7. LIST OF APPENDICES

APPENDIX 1. Programme

APPENDIX 2. Pre-workshop Assignments

APPENDIX 3. List of Attendees

APPENDIX 4. Instructions for First Group Activity: *Defining Gender*

APPENDIX 5. Instructions for Second Group Activity: *Exploring Gender Attitudes, Myths and Beliefs*

APPENDIX 6. Framework for Quality Education

APPENDIX 7. Guiding Principles for Supporting Children’s Learning

APPENDIX 8. Nine Types of Curriculum Adaptations

APPENDIX 1

PROGRAMME

Monday, December 9, 2013

8:00 am - 9:00 am	REGISTRATION
9:00 am - 9:30 am	OPENING CEREMONY Welcome Ms. Melena Fontaine, Chief Education Officer (Acting) Ministry of Education and Human Resource Development Greetings, Background, Overview Mrs. Darran Newman Belgrave, Portfolio Manager Basic Needs Trust Fund (BNTF), Caribbean Development Bank Feature Remarks The Honourable Petter Saint-Jean, Minister of Education, Ministry of Education and Human Resource Development Vote of Thanks Mr. Matthew Carrette, Project Manager BNTF Dominica Implementing Agency
9:30 am - 10:30 am	BREAK
10:30 am - 11:00 am	GROUP WORK SESSION Defining Gender Socialisation <i>Janet Brown</i>
11:00 am - 11:30 am	GROUP WORK SESSION Gender Socialisation: Key Concepts and Terms <i>Janet Brown</i>
11:30 am - 12:00 pm	GROUP WORK SESSION Exploring Gender Attitudes, Beliefs and Myths <i>Janet Brown</i>
12:00 pm - 1:00 pm	PLENARY DISCUSSION
1:00 pm - 2:00 pm	LUNCH
2:00 pm - 4:00 pm	GROUP WORK SESSION Sharing Experiences from the Field <i>Joan Spencer-Ernandez</i>
4:00 pm - 5:00 pm	PRESENTATION Bringing It Together: Effective Evidence-based Strategies in Gender Socialisation <i>Joan Spencer-Ernandez</i>
7:30 pm	MONOLOGUES ON GENDER RELATIONS

Tuesday, December 10, 2013

8:00 am - 8:30 am	PRESENTATION Effective Practices for Access, Equity and Quality for All in Early Childhood Settings <i>Joan Spencer-Ernandez</i>
8:30 am - 10:00 am	GROUP WORK SESSION Creating Gender-sensitive Early Childhood Environments <i>Joan Spencer-Ernandez</i>
10:00.am - 10:30 am	PLENARY Group Presentations
10:30 am - 11:00 am	BREAK
11:00 am - 1:00 pm	GROUP WORK SESSION Developing Action Plans <i>Janet Brown</i>
1:00 pm - 2:00 pm	LUNCH
2:00 pm - 4:00 pm	PLENARY Presentation of Action Plans <i>Janet Brown</i>
4:00 pm - 4:30 pm	PLENARY Implications for Training and Certification of ECD Practitioners <i>Janet Brown and Ceceile Minott</i>
4:30 pm - 5:00 pm	EVALUATION
5.00pm	CLOSING

APPENDIX 2

PRE-WORKSHOP ASSIGNMENTS

ASSIGNMENT ONE: Checklist for Examining Gender Roles in Children's Literature

Read the questions below. Look through at least ten books that are used within your early childhood setting with children. Then complete the checklist.	Yes	No
1. Are girls rewarded for skills and competence rather than beauty?		
2. Is a realistic proportion of mothers shown at work outside the home?		
3. Are some of their jobs other than administrative or technical jobs?		
4. Are fathers shown raising or spending time with children?		
5. Do all members of the family participate equally in household chores?		
6. Do girls and boys participate equally in physical activities?		
7. Do male and female characters respect each other as equals?		
8. Are both girls and boys shown to be self-reliant, clever and brave--capable of facing their own problems and finding their own solutions?		
9. Are there any derogatory gender-stereotyped characterizations, such as "Boys make the best architects" or "Girls are silly"?		
10. Are both girls and boys shown as having a wide range of sensibilities, feelings, and responses?		
11. Is the male pronoun (e.g., mankind, he) used to refer to all people?		
12. Are girls' accomplishments, not their clothing or features, emphasized?		
13. Are non-human characters and their relationships personified in gender stereotypes (e.g., dogs depicted as masculine, cats as feminine)?		
14. Are the women and girls portrayed as docile and passive, in need of help?		
15. Does the material reflect the conditions and contributions of women in today's society?		
16. Are women in cultures other than the dominant one depicted accurately?		
17. Are traits such as strength, compassion, initiative, warmth and courage treated as human rather than gender-specific traits?		
18. Does the material encourage both girls and boys to see themselves as human beings with an equal right to all benefits and choices?		
19. Are boys depicted as doing; girls as watching?		
20. Are women depicted only in relationship to men (husbands, sons, and bosses as protagonists)?		
21. Are men and boys depicted only as fearless, confident, competitive and emotionally in control?		
22. Are women depicted as silly and interested in trivial things?		
23. Are members of both sexes depicted in nontraditional as well as traditional roles in the family, at work, and in leisure activities?		
24. Are members of both sexes depicted as independent/dependent, positive/fearful, active/passive, intelligent, emotional, gentle and caring for others?		

Adapted from Arnow, Jan (1995) Teaching Peace. Berkeley Publishing Group, New York, NY

ASSIGNMENT TWO: Free Play Time Observation

Observe your pupils during free play time, within the classroom and outside at play. (Video-record some of these if possible to bring with you).

Do girls and boys play separately or together? Separately Together Both

Does this vary by age group? Yes No Sometimes

If yes, which age group tends to play together and which group tends to play in same-sex groups?

Are there differences in the ways boys or girls relate to other children? Yes No

If yes, what differences do you observe?

What toys and materials do the boys tend to play with?

What toys and materials do the girls tend to play with?

Does the variety of toys and materials appeal equally to boys and girls? Explain

What pretend roles/characters do girls act out?

What pretend roles/characters do boys act out?

Do girls ever take on “typical boy” play? If yes, describe.

Do boys ever enter “typical girl” play? If yes, describe.

If children take on play that is not typical of their gender, how do the other children react?

Do you have a “home corner”? Yes No

How is it equipped?

Who uses it most? And why?

Do you have a “dress-up corner”? Yes No

If yes, how is it equipped?

Who uses it the most? And why?

Do you specifically address the developmental needs of boys as different from those of girls? Please explain if yes or no.

Any other observations?

ASSIGNMENT THREE: Circle Time Discussion

Conduct a “circle time” discussion with a group of at least ten children (boys and girls), about what makes a girl a girl, and what makes a boy a boy. Ask them the following questions and write down their responses. Gender identity can be sometimes fluid and sometimes rigid for very young children.

Do not make anyone wrong or right!

Remember you are “doing research”. It is not a test!

How do you know someone is a boy? _____

How do you know someone is a girl? _____

How do you know someone is a man? _____

How do you know someone is a woman? _____

ASSIGNMENT FOUR: Story Telling

Ask at least 3 boys and 3 girls (ages 4 – 5years) to dictate stories to you.

Write down the stories they tell you.

Are there differences between the kinds of characters and situations that girls describe from those that boys describe? Yes _____ No _____

If yes, say how they are different.

BOYS: _____

GIRLS: _____

ASSIGNMENT SIX: A Personal Reflection on Learning Gender Roles

Objective: To set the groundwork for maintaining a focus on talking about issues of gender socialisation from one's own experiences.

A Personal reflection

Please write a short (1 - 2 page) reflective piece on your childhood memories and experiences that you think shaped your gender identity and the ways you express your gender within your family and community.

What messages did you receive as a child about what it meant to be a "boy" or a "girl?"

From whom did you receive these messages (parents, teachers, coaches, other kids, etc.)?

Were some of the messages contradictory?

Did your gender identity change over time?

What influenced these changes?

THIS IS NOT an academic exercise; you can put it together in whatever way is easiest for you. Please bring it with you to the workshop for sharing it as you wish within discussions.

5ASSIGNMENT SEVEN: Curriculum

In the curriculum for the level of early childhood personnel for whom you carry instructional responsibility:

- Are teachers and caregivers prepared specifically to be gender-sensitive and responsive?
- What training content discusses the cultural context of gender socialisation, the ideas of gender roles and behaviours that children bring to their early childhood settings? [Bring if available]
- What content/materials are provided for teachers and caregivers to help them promote gender equity within classroom/centre settings? [Bring if available]
- Is there content which equips caregivers/teachers to assist parents (individually or in groups) to deal with issues of gender in the family? [Bring if available]

ASSIGNMENT EIGHT: Recruitment

What recruitment, if any, is done in your country/programme to enlist male early childhood caregivers/teachers?

Is the low participation of males in the field considered an issue? If so, for whom?

ASSIGNMENT NINE

What recommendations would you make to effect greater gender equity sensitivity within the Early Childhood field generally, and/or within your training programme specifically?

⁵ Assignments Seven through Twelve are for participants who are trainers of early childhood personnel, or administrators within the sector (that is, not now active in the classroom)

ASSIGNMENT TEN: Young Children's Appraisal of Teacher Support (Y-CATS)

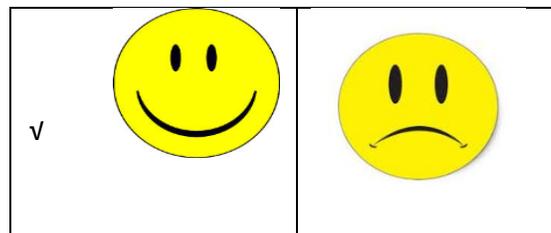
Select six pupils from one class, 3 boys and 3 girls. Pupils must either be 4 or 5 years old. Place the pupil either beside you or directly in front of you. Copy the form for each child.



Read each statement to the pupil and ask the pupil to point to the smiley face if the statement is true or to the sad face if the statement is not true.

Administrator: *I am going to read a sentence to you about your teacher. After I read the sentence I want you to point to the smiley face if what I said is true (point to the smiley face). If it is not true, then you must point to the sad face (point to the sad face). Listen carefully to each sentence I read.*

On the administrator's copy, circle the child's gender and circle his/her age. Place a checkmark on each choice the pupil makes.



Practice Item: Place the pupil's copy of the Y-CAT in front of the pupil and begin by saying:

Administrator: *My teacher plays with me a lot.*

If the child points to one of the faces, then say – “Good!” and begin with item 1.

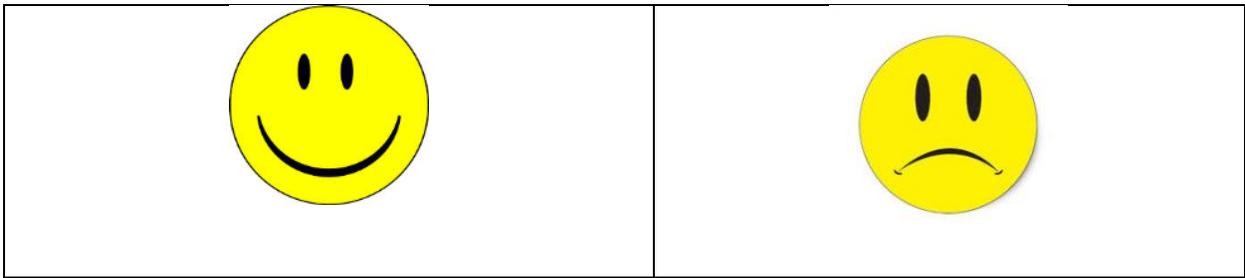
If the pupil does not make a choice, repeat the instruction and ask the child to make a choice. If after the second attempt, and there is no response, then thank the pupil for trying and select another pupil.

ON THE NEXT PAGE IS THE Y-CAT Administrator's Copy – YOU WILL NEED TO COMPLETE ONE PER PUPIL.

Sex of child: male <input type="checkbox"/> female <input type="checkbox"/>		Age of child: 4 <input type="checkbox"/> 5 <input type="checkbox"/>	
"My teacher....."			
1	Likes my family		
P	Plays with me a lot		
2	Tells me I am going to get into trouble a lot		
3	Tells me I am smart		
4	Makes the class fun		
5	Tells me to do work that is too hard for me		
6	Does activities with me		
7	Likes me		
8	Tells me that I am doing something wrong		
9	Lets me choose work that I want to do		
10	Is my friend		
11	Tells me to stop doing work I like doing		
12	Lets me do different activities		
13	Says nice things about my work		

14	Gets (easily) angry with me		
15	Lets me do activities that I want to do		
16	Helps me when I don't understand		
17	Is (sometimes) mean		
18	Lets me choose where I sit		
19	Tells good stories		
20	Tells me that I don't try hard enough		
21	Remembers special days for me		
22	Has too many rules for our class		
23	Chooses me as a special helper		
24	Tells me I do not listen		
25	Answers my questions		
26	Tells me to do work I don't want to do		
27	Smiles a lot		

Cut off the section below and the child can use this for all answers—he/she will point to the face that answers the question, and the administrator records on the master sheet.



ASSIGNMENT ELEVEN: Classroom Checklist

Name of Observer: _____ Country: _____

Centre/School: _____ Ages of children in classroom/section _____

Please answer the following questions concerning the Early Childhood Centre/School you visit.

Criteria	Yes	No	Comments
1. In the dramatic play area is there diversity of gender play? (Tools and spaces for working in and out of the house, rooms in the house other than the kitchen, and male and female work and play clothes)			
2. Do the children's books reflect diversity of gender roles?			
3. Is there diversity in personal objects, cooking utensils, food in the dramatic play area?			
4. Is there a fair balance of images of women and men, shown doing jobs in the home and jobs outside the home			
5. There is a fair balance of male and female dolls (some of the dolls are anatomically correct)			
6. Do teachers/caregivers pick up on nonverbal and verbal expression of interest as quickly with girls as they do with boys?			
7. Do teachers/caregivers offer girls as much physical freedom and use of large motor equipment as they offer boys?			
8. Do teachers/caregivers allow boys freedom to express their feelings?			
9. Do teachers/caregivers help more often or do more for girls than boys?			
10. Are similar behaviours interpreted and responded to differently with boys than girls?			

Adapted from **Anti-Bias Curriculum: Tools for Empowering Young Children**, Louise Derman Sparks and the A.B.C. Task Force, NAEYC, 1989.

APPENDIX 3

LIST OF ATTENDEES

	COUNTRY	ATTENDEE	DESIGNATION	ORGANISATION
1	Belize	Kerry Ann Mason	Education Officer	Early Childhood Education and Literacy Unit, Ministry of Education (MOE)
2		Alma Paredes	Early Childhood and Literacy Officer	Early Childhood Education and Literacy Unit, MOE
3		Nadera Ross	Itinerant Resource Officer	Early Childhood Education and Literacy Unit, MOE
4	Commonwealth of Dominica	Patricia Shillingford	Teacher Trainer	The Social Centre
5		Corine Tavernier	Practitioner, Early Childhood	The Social Centre
6		Lennox Daisley	Area Manager	Child Fund Caribbean, St Vincent and the Grenadines
7		Glenda Bertrand	Administrator	Charlotte's Nursery School
8		Frances Alexis	Care Giver	Roving Care Givers Programme
9		Irmin Alfred	Principal	Seedlings Pre-School
10		Martha McLawrence	Principal	Sunflower Pre-School
11		Felix George	Leader	Youth and Community Advocacy Networks (YouCAN),
12		Austelle Lockhart	Coordinator	Roving Caregiver Programme, Child Fund Caribbean
13		Veda George	Assistant Education Officer	Early Childhood Education
14		Denise James	Teacher	Dominica Grammar School
15		Carla Watt-Walsh	Administrator	Basic Needs Trust Fund Office (BNTF) Implementing Agency (IA
16		Rita Edmund	Administrator	BNTF IA
17		Beverly Le Blanc	Coordinator, Early Childhood Education	Dominica State College
18		Tumpe Trotter	Policy and Planning Officer, Education Officer	Ministry of Education and Human Resource Development
19		Corine Tavernier	Early Childhood Practitioner	Social Centre
20		Gelina Fontaine	Programme Manager	Child Fund Caribbean
21	Grenada	Theresa Charles	Supervisor	Dumfermline Pre-School and Day Care
22		Dawne Cyrus	Social Worker	Ministry of Social Development
23		Carla St. Louis	Early Childhood Education Officer	MOE
24		Rose Bernadette John	Early Childhood Education Officer	Early Childhood Unit - MOE
25	Guyana	Ingrid Trotman	Assistant Chief Education Officer (Ag.)	MOE
26	Montserrat	Madge Donoghue	Early Childhood Educator	Aunt Madge Daycare
27		Orlette Brown	Nursery School Teacher	Lookout Nursery School
28		Tolita Bramble	Nursery School Teacher	Brades Primary School

	COUNTRY	ATTENDEE	DESIGNATION	ORGANISATION
29		Sheron Burns	Education Officer - Early Childhood	MOE, Youth Affairs and Sports
30	St. Kitts and Nevis	Nadine Natta	Resource Teacher	ECD Unit, St Kitts
31		Valerie Dolphin	Resource Teacher	ECD Unit, St Kitts
32		Florence Mooving-Smith	Education Officer - Early Childhood	MOE, Nevis
33		Brenda Smithen-Williams	Supervisor	Charlestown Preschool, Nevis
34		St. Lucia	Agatha Felix	Administrator
35	Antonius Thomas		Education Officer (Ag.)	Early Childhood Services Unit, MOE
36	Chanter Asambert		Pre-School Administrator	Gros-Islet Pre-School
37	St. Vincent and the Grenadines	Cindy Edwards	Lecturer	Division of Teacher Education, MOE
38		Gwenette Cambridge	Senior Education Officer, Curriculum Development	MOE
39		Yokanne Blugh	Preschool Teacher/Supervisor	Marriaqua Early Childhood Centre
40		Floreen Thomas	Field Officer	Save the Children Fund (VinSave)
Representatives of Regional Organisations				
41	St. Lucia	Sisera Simon	Education Specialist	OECS
42	Barbados	Sandra Robinson	Lecturer, Language Arts	UWI, Cave Hill Campus
43	Jamaica	Ceceile Minott	Programme Officer	UWI, Open Campus, CCDC
44	Barbados	Shelly-Ann Harper	Early Childhood Development Specialist	UNICEF - Eastern Caribbean Office
Workshop Organisation and Facilitation				
45	Barbados	Darran Newman Belgrave	Portfolio Manager	Basic Needs Trust Fund (BNTF), Caribbean Development Bank (CDB)
46	Barbados	Marlene Johnson	Operations Officer, Gender and Development	BNTF, CDB
47	Barbados	Vashti Rock	Secretary 4	BNTF, CDB
48	Jamaica	Janet Brown	Facilitator	
49	Jamaica	Owen Ellis	Co-Facilitator	
50	Jamaica	Joan Spencer-Ernandez	Co-Facilitator	
51	Jamaica	Sian Williams	Rapporteur	
Opening Ceremony Speakers and Specially Invited Guests				
52	Dominica	The Honourable Petter Saint-Jean	Minister of Education	Ministry of Education and Human Resource Development (MOEHR)
53		Marcella Powell	Permanent Secretary (Ag.)	MOEHR
54		Melena Fontaine	Chief Education Officer (Ag.)	MOEHR
55		Esther Thomas	Permanent Secretary	Ministry of Social Services, Community Development and Gender Affairs
56	Dominica	Matthew Carrette	Project Manager	Basic Needs Trust Fund Implementing Agency

APPENDIX 4

INSTRUCTIONS FOR GROUP ACTIVITY I: DEFINING GENDER

In your group ask one person to record your group's responses to the following questions, and give the recorder the paper for recording the answers.

You do not have to reach consensus. When there is disagreement or uncertainty, simply record the differing opinions. Encourage all members of the group to speak; discourage persons from dominating the conversation. You have 30 minutes to discuss the questions:

1. What is the difference between a person's **sex** and a person's **gender identity**? Define both terms as you understand them.
2. **When** is a child's gender identity **formed**? Can this **change**?
3. What is the difference between **gender identity** and **gender roles**?
4. Define the process(es) of **gender socialization**.
5. Define **masculinity** and **femininity**, with special attention to how they are used in Caribbean contexts.
6. How is our understanding of **masculinity** and **femininity** shaped? How has these changed?

APPENDIX 5

INSTRUCTIONS FOR GROUP ACTIVITY II: EXPLORING GENDER ATTITUDES, BELIEFS AND MYTHS

GROUP ONE: COLLAGE EXERCISE

Your group is to divide into two sub-groups. Both sub-groups are given two sheets of poster paper, scissors and glue. One group is asked to build a collage of images (cut/torn from magazines) on each poster that conveys the essence of “Being a Caribbean Man” on one poster, and “Being a Caribbean Woman” on the other poster.

The second group is to do the same thing, except the images are to be of the essence of “Being a Caribbean Boy”, and the other “Being a Caribbean Girl”.

If they want to include images that they cannot find in the magazines, they can draw or write what they want to add.

This is to be a totally “free association” exercise—in the creation process there should be no “right” or “wrong” comments, suggestions, etc.

When finished, the facilitator can ask the two groups to share their two posters with each other and describe what they wanted to convey about men and women, boys and girls.

Questions to stimulate discussion could include:

- How conscious were you in this exercise of resorting to or choosing stereotypical images?
- How consciously did you try to challenge these images?
- Did you have disagreements in the group about what to include/ exclude?
- What similarities, differences, contradictions, overlaps, are there in the contrasting collages?
- Are these images changing over time? How?
- What did the groups learn from this exercise?

Facilitator can ask one member of each sub-group to describe their posters in the plenary session and any key points from the discussion which followed.

GROUP TWO: CONTINUUM EXERCISE

Signs are placed along one wall: I strongly believe this

I sort of believe this

I sort of disbelieve this

I strongly disbelieve this

Participants are asked to stand nearest the sign that represents their personal belief about the statement to be read by the facilitator.

To be masculine is to **not** be feminine.

When everyone has taken a position under the respective signs, then persons from one end are to explain to others at the other end why they are standing where they are. Dialogue is to be encouraged and the facilitator takes NO position. When most or all have had a chance to express the reasons why they have taken their position, the facilitator can draw attention to:

- The reasons persons gave: for example, sometimes similar reasons are given for very different positions. Do the differences expressed reflect common beliefs within their settings? Communities? Countries?
- Was anyone persuaded by the position of another participant to consider moving to a different position?
- If you could reword the statement, "To be masculine is...." what would you say?

The same exercise can be repeated with the following statement:

"If boys were encouraged to play with dolls, they might grow up to be more caring fathers."

Facilitator can draw from participants in summary what they learned from doing this exercise. One of the group (not the facilitator) is to be selected to present the outcomes of the exercise(s) in the plenary session.

GROUP THREE: GENDER TREE

Each group member is to write on different coloured Post-It:

- a) Three common BELIEFS within the culture about how fathers, mothers should behave/relate to others
- b) Three common ROLES commonly assigned to mothers and to fathers
- c) Three common ACTIVITIES engaged in by mothers and fathers.

When finished, they are to stick these on the TREE (drawn on a flip chart paper, with beliefs at the base of the trunk, roles going up the trunk, and the leaves labeled activities).

The facilitator is then to draw attention to each set of Post It notes. The following questions can help guide the discussion:

- What beliefs are most common for fathers; for mothers? (may indicate for example, how many persons wrote that the father should provide for his children/family)
- Are there any of these beliefs that some persons think are not true? Why?
- Are these beliefs true across ethnic /socio-economic /class groups within the Caribbean?
- Are there any other beliefs to add?

- Do the roles relate to the common beliefs we hold?
- Are any of the roles contradictory/ in conflict?
- Are these prescribed roles or lived roles (what persons should do versus what is accepted?)
- Are there any other roles to add or subtract?

- Do the activities follow from the roles assigned?
- Do the activities follow from the beliefs we hold?
- What are your observations about the activities listed (similarities, differences, contradictions, overlaps, etc.)?

Tally the numbers of the most common roles listed for fathers; for mothers.

Tally the numbers of the most common activities listed for fathers; for mothers.

If time permits, a final question to provoke further discussion could be: If you could change any of the beliefs, roles or activities – what would those changes be? And why?

The facilitator can ask one of the group members to describe the exercise and its conclusions in the plenary session.

GROUP FOUR: GENDER TRAITS

Also, a male outline and a female outline are to be drawn on flip chart paper and taped to the wall and cards/Post It stickers will be prepared beforehand for this activity with one of the following words on each card/Post-It:

Strong	Assertive	Shy	Generous	Confident
Brave	Fashionable	Kind	Religious	Tender
Loyal	Practical	Fun-loving	Handy	Thoughtful
Good sport	Clever	Responsible	Loving	Industrious
Independent	Witty	Patient	Studious	Hard working

The cards are to be distributed to all in the group. If persons want to add other traits, they can write them on blank cards and use these as well. Each participant must place their Post It/cards on the sex that is most identified with that trait. When everyone has placed their cards, the facilitator is to read out the traits on each figure and ask if the entire group agrees with the placement of the card or should it be moved to the other figure. If there is strong disagreement, the card can go between the two figures.

Ask participants:

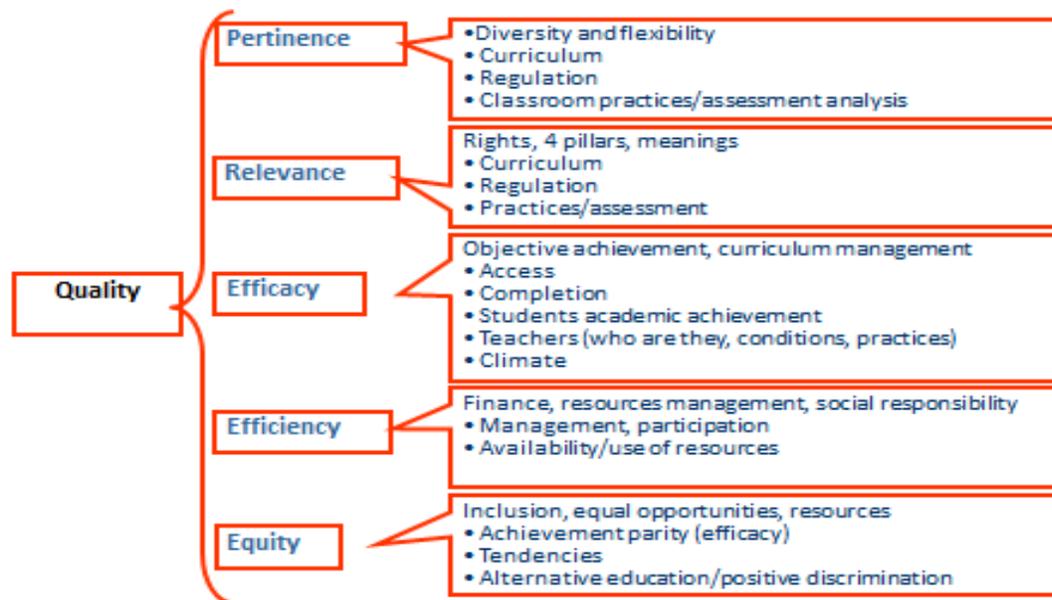
- To reflect on how they felt doing this exercise; about having to decide how to attribute the traits by gender.
- How do these cultural attributions or expectations control/help/hamper us in our relationships, our work, etc.?

One member of the group is to prepare to explain the activity, and what participants learned from it, in the plenary session.

Note: This exercise is best used with a mixed group of fairly equal numbers of men and women/boys and girls. If, however, the discussion gets heated, the facilitator must remember to remain non-judgmental and to urge listening and tolerance.

FRAMEWORK FOR QUALITY EDUCATION

**What Do We Mean by Education Quality?
A broad concept of quality education:**



What is Gender-Responsive Education?

- It addresses gender-based barriers
- It respects gender differences as part of the learner's identity
- It enables education structures, systems and methodologies to be sensitive to gender
- It ensures gender parity is part of a wider strategy to advance gender equality
- It evolves to close gaps and eradicate gender-based discrimination

APPENDIX 7

Guiding Principles for Supporting Children’s Learning

by Rose Davies, PhD

GUIDING PRINCIPLE	NARRATIVE	GUIDING THEORIST
#1. Learning Through Play	<i>Children learn best through their play and interaction with the environment.</i>	Piaget, Vygotsky, Dewey, and Montessori
#2. Sequenced Learning	<i>Children develop and learn in an orderly sequence, moving from simple to more complex knowledge and skills and they do so at their own individual pace and timing.</i>	Gessell, Piaget, and Montessori
#3. Individual Learning	The individual child’s needs, interests, style and pace of learning must be respected and not sacrificed to group demands.	Erikson, Dewey, Vygotsky, and Gardner
#4. The Practitioners’ Multiple Roles	<i>Children thrive and learn best in environments with warm, nurturing and caring adults in a variety of roles ensure that children develop healthily, feeling safe respected, loved and happy.</i>	Dewey, Piaget, Vygotsky, and Erikson
#5. Inclusion of All Children	<i>The curriculum ensures that the rights of all children, including those with special needs, are fully respected and appropriate adaptations made where necessary to ensure inclusion of all children in all activities.</i>	Piaget, Vygotsky, Montessori, and Gardner
#6. Integrated Curriculum and the Domains of Development	<i>Children learn best when the curriculum integrates content from various disciplines and skills from the developmental domains in a way that is consistent with their holistic view and experience of the world.</i>	Dewey, Piaget, and Vygotsky
#7. The Learning Environment	<i>Effective early childhood learning environments are planned and organised to provide good balance in the children’s learning activities and to encourage children to pursue their individual interests as they interact with developmentally appropriate materials in a non-threatening environment</i>	Montessori, Dewey, Vygotsky, and Piaget
#8. Assessment in Early Childhood	<i>Assessment of children should be carried out for the primary purpose of providing adults with the information they need to plan more appropriately for children’s ongoing development and should involve strategies that support rather than threaten children’s feelings of self-esteem.</i>	Montessori, DAP Framework, Vygotsky, and Piaget
#9. Involving Parents and Community	<i>Children benefit most from early childhood programmes in which practitioners value and build supportive relationships with parents, families and the community.</i>	Piaget, Vygotsky, and DAP Framework

Nine Types of Curriculum Adaptations

<p style="text-align: center;">Quantity*</p> <p>Adapt the number of items that the learner is expected to learn or complete.</p> <p><i>For example:</i> Reduce the number of letters or numerals to be copied</p>	<p style="text-align: center;">Time*</p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p><i>For example:</i> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p style="text-align: center;">Level of Support*</p> <p>Increase the amount of personal assistance with a specific learner.</p> <p><i>For example:</i> Spend time with child or group of learners who require individualized attention – may include pupils who are struggling or those who are advanced</p>
<p style="text-align: center;">Input*</p> <p>Adapt the way instruction is delivered to the learner.</p> <p><i>For example:</i> Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups.</p>	<p style="text-align: center;">Difficulty</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p><i>For example:</i> Allow pupils to feel letters on sand paper, form letters in the sand, use gross arm movements to outline letters in space</p>	<p style="text-align: center;">Output*</p> <p>Adapt how the pupil can respond to instruction.</p> <p><i>For example:</i> Instead of answering questions about a story, pupils can retell the story, draw pictures, act out the story or point to pictures.</p>
<p style="text-align: center;">Participation*</p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p><i>For example:</i> Allow the pupil to hold the story book while you ask questions about what was read.</p>	<p style="text-align: center;">Alternate Goals</p> <p>Adapt the goals or outcome expectations while using the same materials.</p> <p><i>For example:</i> For phonemic awareness, expect a pupil to be able to identify only beginning sounds</p>	<p style="text-align: center;">Substitute Curriculum</p> <p>Provide different instruction and materials to meet a learner's individual goals.</p> <p><i>For example:</i> Pupil in the class for 5 year olds but the curriculum for 4 year olds has to be referred to meet his needs</p>