

***‘It is now for us to run with it and we are ready’.*** Expanding teachers’ capabilities; pedagogy, language and gender in Northern Ghana.

***Transformational education needs transformed teachers. It is important therefore that the training of teachers and adult educators not only raises their status and self-esteem but is **empowering** for them and, through their teaching, for their students.***

Aikman and Unterhalter (2005: 247)

# SDGs, pedagogy and gender

- SDG 4: Ensure **inclusive and equitable quality education** and promote lifelong learning opportunities for all
- SDG 5: Achieve **gender equality and empower** all women and girls

# How do primary teachers **negotiate** challenges involving **gender and language** in the classroom in Northern Ghana ?

- Qualitative case study
- Upper East Ghana in 2016:
- Four primary schools and 20 teachers
- Schools worked with small NGO developing teaching of reading.



# Teachers views on language issues

*“If you know the content and **you know the methods to use** and for the pupils to understand you, **it’s always happy** you being in the classroom” (School C)*

*“**It’s all about encouragement.** The children need encouragement.... encouragement to speak the language” (School A)*

*“**We the teachers** in our now way are trying to see what we can do” (School B)*

*“..... **when you involve**, especially group work, you involve, the lazy ones will learn, whether they like to or not they will learn” (School C).*

# Teachers' views on gender: Us Vs Them

*“The way they should care and protect their girls, **it is not what they** (the parents) **are doing here**” (Teacher from School B)*

*“They (girls) are looking for material things, for money, to do other things or to care for themselves and through that, **they become pregnant, they drop** (out of school)” (Teacher from School D)*

# The hidden agenda

*“We (the teachers) don’t treat them bad. So if they (girls) fear us we’ll not know...**we will not know why....**” (Male teacher)*

*“girls have **short minded** in doing things” (Male teacher)*

*“actually what they are telling them in the house is true because **they have seen their teacher doing or practising the same thing**” (Male teacher)*

# The hidden agenda

*Girls get lack of interest in the school as a result of their **less confidence in speaking**. Girls end up dropping from school. And then girls end up marrying early. When you don't have confidence in speaking, definitely you forced to definitely drop and when you drop definitely you will marry early..... (School A).*

*'this should be the opposite. **The girls are very talkative**' (School D).*

# Developing agency and capabilities...

- Vocabulary, time and personal support to engage and reflect
- Pedagogical agency
- Interactions and participation
- Empowered
- Role models and champions

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