

ANNEX 19. LEARNING QUESTIONS

Do ABC+-trained teachers differentiate between boys' and girls' unique learning needs? (IR 1-Learning question)?

Teachers were asked if they differentiate instruction for boys and girls as they plan for their activities. As shown in Table 6, overall, teachers reported that they do not plan specific activities intended exclusively for either sex, as reported by the majority of the respondents highlighted in red (65.3% for boys, 62.2% for girls).

Table 6. Percentage distribution of teachers planning for sex-specific activities

	For Girls	For Boys
Teachers planning sex-specific activities	37.4 %	34.4 %
Teachers <u>not</u> planning sex-specific activities	62.2 %	65.3 %
No response	0.3%	0.3%
Total	100%	100%

Note: Numbers are derived from the survey questionnaire administered online.

Highlighted in blue are the percentage of teachers who reported that they plan specific activities for boys or girls. Fewer (respondents) (37.4%) reported that they consider assigning activities for girls when they develop their plan for early-grade instruction. Teachers try to incorporate activities in the lessons that are intended for girls such as newspaper butterfly crafts, art activities, drawing, coloring, cutting and pasting, painting, and making 3D dolls, so girls can express their thoughts and imagination and at the same time develop their fine motor skills. A respondent also reported that girls should be trained in doing household chores. It was also reported that they try to integrate GESI and SEL in their instruction for girls. Other notable activities that the respondents expressed are role-playing, dancing, and singing. In addition, it was also expressed that girls are more performers in literacy and that they are more interested and excited about reading activities.

For boys, respondents (34.4%) reported using play-based and game-based learning like a scavenger hunt for more physical activity to encourage more participation among them. Group and collaborative activities that promote and integrate GESI and SEL were also reported by the respondents to address the needs of boys and girls and at the same time improve their socialization skills. In addition, the respondents also expressed that boys are mostly in need of learning intervention than girls thus they must be given separate learning practices as well.

It can be gleaned from the narratives expressed by the respondents (37.4% for Girls; 34.4% for Boys), there seem to be stereotyped notions of how boys and girls learn differently. Stereotypical beliefs that boys are naturally more active than girls and that girls are for “girls’ activity” only and other gendered expectations of what boys and girls can only do and or are allowed to do. There is a need to have sound teacher training on gender awareness focusing on how gender dynamics in the classroom impact learning especially since face-to-face classes are now being implemented. ABC+ program may build on their existing GESI training and dig deeper into gender awareness training focusing on the teachers’ targeted knowledge and skills in promoting and teaching literacy across gender in the classroom setting. The result further suggests to also include differentiated instruction in teacher training to meet the individual needs of all learners across gender.