
GENDER-RELATED KNOWLEDGE AND PRACTICE IN PRE-SCHOOL EDUCATION: THE CASE OF SUCCEED

A Thesis presented to the
BRAC University Institute of Education Development

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In partial fulfillment of the requirements for the degree of
MASTERS OF SCIENCE IN EARLY CHILDHOOD DEVELOPMENT

July 12, 2011

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Expected Date of Graduation: ~~February 1, 2012~~ July, 2011

Thesis Topic: Gender-related knowledge and practice in pre-school education: the case of SUCEED

Examiner's comments:

Date of Thesis Submission to the Committee:

☐ Excellent

☐ Good

☒ Satisfactory

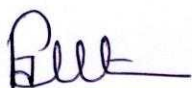
☐ Fail

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ACKNOWLEDGEMENTS

First of all I like to extend my appreciation to the faculty at BUIED, who with their ever-smiling faces made our stressful evening classes breezy. They were very considerate in every way and very early into the course I understood their support was an indispensable aid.

My gratitude goes out to my mentor, Ms. Farida Akhter, Psychologist /Counsellor , Inner Force. She helped me to design the research proposal and develop the tools that I used in this study, and she guided me through the entire process. Ms. Akhter led me forward.

Many thanks to Mr. Samir Nath, Research Coordinator, BRAC. Mr. Nath was a great guide. His feedback and comments enriched my work. I was in touch with him right from the beginning of my research. He was so nice to give me time even after the late hours of his long day. I cannot forget how after a long discussion, he asked, "Was the discussion helpful?" Yes, Mr. Nath, your sincere guidance was much appreciated.

I express my gratefulness and heartfelt thanks to Mr. Khondoker Shakawat Ali, Research Fellow at PPRC, for his sincere help. During my previous Masters in International and Intercultural Management from School of International Training, Brattleborough, VT, his input enriched my thesis. Once again, his advice and support allowed me to complete this new challenge.

I am so happy to add to the list my son, Najmus Sakib Ahmed, my daughter, Fahmida Tani Ahmed, my son-in-law, Abdullah-Al-Abed and my husband, Faruque Ahmed, Director, BRAC, Health Program. They were always ready to extend their help. My gratitude goes out to all of them, especially my son who formatted and proofread many drafts.

Thank you, dear colleagues at VERC: Mr. Mainul Islam, Mr. Anamul Gofur Hilali, Mr. Mustafizur Rahman Sumon. They helped me select the schools. Many thanks to Mr. Shakawat Hossain, Project Director, Save the Children USA.

Lastly and most importantly, I thank all the teachers, parents and field staff of VERC. They were all so cooperative and genuinely interested. Thanks to them all.

EXECUTIVE SUMMARY

Extensive research (Aboud et al, 2008, Aboud, 2006; Heckman, Grunewald & Reynolds, 2006) shows that preschool is the foundation for better achievement in the primary school. The SUCCEED program of Save the Children USA in Bangladesh addressed equity issues, especially with girls, children with special needs and ethnic children in preschool throughout the program period. The present study looked at the knowledge and practice of the teachers and parents on gender issues.

Four preschools from Savar and Gazipur upazila of Dhaka district under the SUCCEED program were selected for the study. These preschools were among one hundred and twenty in each upazila, which were run by Village Education Resource Center (VERC) from 2005 until 2010. The program centered around the catchment area of Registered Non-Government Primary Schools (RNGPS), where there were one preschool in the RNGPS and two other in community households. Each preschool had one teacher, with twenty to twenty five children, and was opened for three hours, six days a week. Teachers were selected to be interviewed based on their years of teaching experience, which ranged from three to five years, and their classes were observed. Focus group discussions (FGD) were conducted with parents of children in these four preschools.

The preschools in the present study had fewer girls than boys enrolled, and there were no children with special needs in any of the schools, which suggest that girls with disabilities experience a double disadvantage. SUCCEED ensured that no less than fifty percent of enrolled students were girls, and gave priority to children with special needs. It also tried to develop the leadership roles of all children and encourage their equal involvement in all the activities. Teachers reported that they knew how to give equal importance to boys and girls; to provide space to children while asking questions, to allow them to express themselves; to praise and recognize their work; and that they knew about the benefits of self choice and group learning.

Yet, in practice some teachers did the reverse. One of them directed all the girls to go to the imaginative corner where there are utensils and dolls, which showed her presumptions about girls' preferences. The same teacher and another one also made separate sitting or standing arrangements in and outside the classes for boys and girls. None of the teachers asked questions to the boys and girls in a balanced sequence. Similarly, they did not monitor gender bias in students' responses, i.e. which gendered children are answering more of the open-for-all questions. This prevents the teachers from accessing and planning individual child development - especially for the girls who are culturally and socially submissive and tend to be polite.

The literature provides extensive knowledge on male preference in India, Nepal, and in the western countries. Sweets in contrast to lumps of sugar are being distributed if boys are born in India (Evans, 1997). Discrimination against girls is explained as they are getting prepared for their later life in Nepal (Landers, 2002). Teachers have a preference towards boys when asking critical or academic questions (Dickman online, 2010). However, the present study in Bangladesh shows that teachers asked academic questions to girls mainly. Here lies the knowledge gap between the literature reviewed and the findings from the present study. Teachers were found to be affectionate to the children, not a single gender was dominant in the class, most of the children played in mixed groups in the corners. Possibly the environment of the preschool made them behave in that way.

Although parents in the FGD reported that boys and girls were equal to them, they contradicted themselves as the discussion continued. They expressed that girls need to speak in a low voice; that roles such as cooking and sweeping are for girls and that boys are free to play outside. Most fathers expressed conservative attitudes towards their daughters while more liberal attitudes towards their sons. There was an exceptional mother who expressed that boys also need to learn how to cook to live a better life if they travel abroad. However, some mothers agreed on the importance of controlling girls and enforcing traditional gender roles.

For no apparent reasons, the experienced teachers segregated the boys from the girls. Teachers did not have a plan for mentoring individual children, especially girls, who are submissive socially and culturally. They did not actively promote leadership skills of all children. Their three

and five years of working experience were not reflected in their teaching practice. The hypothesis that teachers and parents are using the knowledge they report to have on gender issues is partially false because there is an observable gap between what they said they know and what was found in their classroom practice. Recommendations were made for proper follow up of the basic, advanced and refreshers trainings. The supervisors need to be more gender sensitive and knowledgeable in relation to gender issues and need to be capable enough to provide support in this regard. The teachers need to have special orientation on gender issues in early years of life and their practice needs to be followed up by the program staff. More research needs to be done to further investigate the reasons why teachers and parents have difficulties translating their knowledge into practice and also to explore the fathers' attitude towards gender sensitivity. Program designers and policy makers may learn from these research findings and make efforts to link research with program design and policy frames for early childhood education.

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GLOSSARY OF TERMS

ECERS: Early Childhood Environmental Rating Scale

EFA: Education for All

FGD: Focus Group Discussion

GPS: Government Primary Schools

MGD: Millennium Development Goals

NCTB: National Curriculum and Textbook Board

NGO: Non-Government Organization

RNGPS: Registered Non-Government Primary Schools

SC-USA: Save the Children USA

UNESCO: United Nations Educational, Scientific, and Cultural Organization

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INTRODUCTION

Learning begins even before birth and the period from 0-5 years is very critical for all children. Modern studies emphasize that preprimary education is the foundation for success at the primary level, as this is the time when children develop their language, physical, cognitive, socio-emotional and critical thinking skills. Data from Bangladesh shows that only 14.6% of the children aged 3 - <6 years are attending preprimary education (Operational Framework for Preprimary Education, 2008) and that 30% of children who enrol in first grade drop out before third grade (UNESCO, 2004).

Much attention was not been given to preschool education at the Jomiten conference but the Dakar forum did so with great importance. One of the six goals of Dakar framework of action is on Early Childhood Care and Education (ECCE) and it emphasizes expanding and improving comprehensive ECCE for the most vulnerable and disadvantaged children (UNESCO, 2000). As a signatory of Education for All (EFA), Bangladesh has rightly emphasized the importance of preprimary education and declared inclusion of preprimary classes in all the primary schools in phases. Studies suggest children with preschool perform better than non preschoolers (Aboud, 2006).

The history of preschool in Bangladesh shows that older siblings take their younger siblings to school because they are the caretakers of their family. School administration organized informal classes for them. National Curriculum and Textbook Board (NCTB) started a preschool program in 1981-82. A Satellite School Project was run by Unicef in 1987-88. This project was closed after two years. Spontaneous and informal "baby class" existed in government primary schools for children below six years of age. The "baby class" served more as an "activity for familiarizing children with schooling" (Operational Framework for Pre-primary Education, 2008). Gonoshajjo Sangtha (GSS) was the first non-government organization to start preschool classes. Other than these, all English medium schools run early childhood education in playgroup, nursery and K.G classes for young children before entering class 1. The government

and non-government organizations established child day care centers. Save the Children USA implemented an ECCD program through parenting Education (Jahan, 2005).

Preschool programs began in the United States during the first quarter of the twentieth century. The early programs began informally and involved the women who took turns caring for each other's children. The first public preschool program began at the Franklin School in Chicago in 1925 with the support of the Chicago Women's Club (JRank Online). The popularity of preschool increased when women entered the work force. There are many different types of preschool programs in the United States. For example, the Montessori approach allows children to make their own choices and provides them with opportunities to pursue their own interests by moving freely from one activity center to another. This fosters cognitive growth rather than social or emotional growth. The Reggio Emilia approach views art as a language, where children are encouraged to think and express their ideas (Isabell & Raines, 2007).

In British English, nursery or playgroup is the usual term for preschool education. In France, preschool is known as *école maternelle* (French for "nursery school"). Whereas, in Japan, early childhood education begins at home, and there are numerous books and television shows aimed at helping mothers and fathers of preschool children educate them more effectively. Kindergartens in Singapore provide up to three years of pre-school programs for children aged three to six (Social issues reference Online).

In Bangladesh, characteristics of men and women and boys and girls are defined by the hegemony, represented by the male group who exert social, cultural, ideological and economic dominance. Gender differences are prevalent in families, workplaces and everywhere. It permeates all levels of society across educated and uneducated families; affluent and poor families. A boy's birth in a family makes everyone happy while a girl's birth brings grim faces to many. It is a widely known fact that in India girls are still being killed at the embryo. In India, girls are less desirable because after marriage they leave their birth home. "A girl is a *paraya dhan* (someone else's property/wealth). The name of the family continues only with the boy" (Evans, 1997, p 20). Girls are thought to be vulnerable always. An affluent South Asian mother needs to protect her daughter by restricting her modes of transport only to their private chauffeur-driven car or by chaperoning her with another boy or girl even if the chaperone is younger than her daughter. The same mother will allow her son to move alone, even at late hours

of night with fewer reservations. In Bangladesh, it is common to hear: "Girls need to protect themselves." On the other side of the rich-poor divide, the daughter of a poor mother stays back home to take care of her siblings, cook food for the family and do various back-breaking household chores. She takes up this role from the age when she is supposed to be in school.

Globally, the importance of preschool education is a critical topic and is backed by myriad research works. In the Brazilian PROAPE project, the total cost of schooling including early learning programs, for the pupils who completed up to grade 2 of preschool education was 11 percent lower than for those who had no preschool education (Operational Framework for Preschool Education, 2008). Studies from the High/Scope Perry Preschool, the Chicago Child-Parent centers, Abecedarian Project and the Nurse Family Partnership show that disadvantaged children make significant gains in their academic achievement and life skills when they participate in high quality early education programs (Heckman, Grunewald & Reynolds, 2006).

The SUCCEED program of Save the Children (SC-USA) was designed for the disadvantaged, deprived children of the remote areas of the six divisions of Bangladesh, namely Dhaka, Rajshahi, Rangpur, Sylhet, Chittagong and Barisal. The program reached over 37,000 children in 1800 preschools in almost each year for a period of five years. The goals of the SUCCEED program were to provide quality early childhood education to the disadvantaged children and to increase parents' involvement and awareness on child development. Through the SUCCEED program children were provided with hands-on learning through play, which is a rare opportunity for children in remote areas. Teachers participated in trainings that highlighted the importance of providing equal treatment to boys and girls and emphasized the need to promote the participation of children with special needs and girls in school activities. Mothers were informed of the importance of stimulation, nurture, care and child development issues. SUCCEED gave priority to enrolment of girls in the preschools and more than fifty percent girls were enrolled almost every year (Annual report, 2008-10). The present study focuses on identifying how far the teachers and parents who received training and information are putting their knowledge into practice and applying the awareness they gained of gender issues by treating boys and girls equally (i.e: by sending them to school, expecting that they contribute to the same household chores and fulfil the same social responsibilities).

Since a child's ability to learn, communicate and think is formed in the first six years (with brain formation being accelerated in the first three years) it is important to address inequities created

by gender socialization right from the beginning. As gender discrimination is a social issue in Bangladesh, preventing it at the preschool level will benefit them in the primary school and later in their lives. The present study investigates existing gaps that need to be addressed to further improve and design future preschool programs. It will also inform program designers and policy makers so they can use reasonable evidence to guide and maximize their investments.

BACKGROUND AND LITERATURE REVIEW

Women of Bangladesh are fighting against poverty and patriarchy along with malnutrition, high maternal mortality rate, lack of access to resources, lack of access to health, strict gender division of labour, lack of paid employment, and lack of scope to exercise political rights. Poor women suffer more than men from poverty, hunger, malnutrition, economic crises, and illiteracy. The patriarchal structure of the society makes girls, from early childhood, fully conscious that they are liabilities and their brothers are assets for the family (Nasreen, 2007). Although initially the Government of Bangladesh took the initiative to start preschool education, NGOs and International Non Government Organizations (INGOs) made it possible to bring the initiative to a successful and replicable level.

The status of women may be the underlying variable explaining the poorer nutritional status of children in South Asia as described in Asian Enigma (Ramalingaswamy, Jonsson, and Rodhe cited by Engle, 1997). Low status of women may influence their access to resources for care, as well as care practices (Engle, 1997). Other evidences from developing countries indicate that female income has a greater impact than male income on infant and child survival probabilities, preschooler nutrition, and child education. Mothers' resources are usually more beneficial for girls (Hallman, 2000). Scarcity in resources may be the cause of gender discrimination sometimes. Gender preferences early in life can effect survival, growth, and development of girls, which in turn impacts the next generation (Engle, 1997). These preferences are reflected in less effort in caring for girls. Researches indicate that in many communities, under 5 mortality rates continue to be high, young girls are not routinely immunized, are at risk of neglect, malnutrition, vitamin deficiency etc. Girls receive less stimulation, less quality of care and attention (Raghavan, 2010). The pattern in intra-family food distribution was explored through observation of a small sample of twenty five households having both boys and girls. Girls were commonly found to receive equal treatment: boys were favoured in terms of being given

culturally preferred superior parts of fish, chicken and meat (Roy et al, 1998). South Asia is the only area of the world where girls have higher mortality than boys (Hallman, 2000). Pro-male bias in nutrient allocations exists in South Asia. Boys are favoured in health care also. An Indian woman said: "We give more love to the boy and look after him more, this means we carry him around more in our lap, and usually hand feed him. The girl is just given a roti (made from wheat) to eat and ignored; when she has her food she will eat it. This is why she learns faster". In non-tribal villages in India the birth of a boy brings much happiness; expensive sweets are distributed and by contrast, at the first birth of a girl only sugar are distributed (Evans, 1997). Parents in Nepal want their sons to find good jobs so that they can support their parents in their old age, and they want their daughters to acquire the skills necessary to marry well and enhance the prestige of the family (Landers, 2002). In China, among children without preschool experience, boys had much higher school readiness scores than girls, probably because boys who do not attend preschools are given much more attention at home and have more access to resources than girls (Rao & Sun, 2010).

In the Indonesian matrilineal Minang culture, girls tend to receive more discipline and less warmth than boys. Women in this culture have high status both within and outside the family and mothers feel that girls need to be strictly disciplined to take on this role. Boys are indulged in terms of their behaviour (Evans, 1997). In Nepal education for girls is seen as a poor investment because they will not be supporting the family in the future and discrimination against girls starts from the earliest weeks of life. It is a matter of fewer opportunities and less choice. Everything for girls narrows down to marriage while for boys options are more open (Landers, 2002).

A study of East Asia and the Pacific on preschool education showed that gender disparities tend to be to the disadvantage of boys, with higher proportions of girls enrolled in Niue, Tonga, Malaysia, Cambodia and Fiji. In a few countries the trend goes in the opposite direction. Some countries have made strides for closing the gender gap in preschool enrolment, including Lao Prado and the Philippines (Unicef, 2009).

In Bangladesh enrolment of ratio of girl and boy is 60:40 with BRAC (Jahan, 2005), more than 50 percent with Save the Children USA (Annual report, 2008-2010), and the number of girls reach almost double with Ahsania Mission (Ali, 2010).

In Mali, West Africa, boys and girls formed mixed groups until five or six years of age. Boys are not allowed to perform many household chores, which are reserved for women after age six. Domestic tasks fall within the domain of girls' responsibilities (Landers, 2002). Girls from poor families perform many important tasks, which are not valued by society. Therefore, they suffer from self image problems which are hardly acknowledged by their parents who may also have experienced the same problem (online India's newspaper, 2001).

Recent research in children's brain development shows how people depend on nature and nurture in the earliest years. The environment determines the gender role of a boy or a girl. The negative stereotypes associated with the roles of girls have an impact on them even as early as they are born. This leads to the notion that it is not important to provide girls with education. Unfortunately, along with the society, girls learn to feel unimportant. So, to achieve the goals of Education for All (EFA), and to further on the Millennium Development Goals (MDGs) it is vital to address gender socialization roles early on, not only at home, but also in the community and school (Salah, 2006).

According to Kohlberg (1976, as cited by Oswalt MSW, online), during the early preschool years (ages 3 to 4 years) children engage in gender labelling. Young children believe that gender can change and that it is not permanent. As they mature they obtain a better understanding of gender identity and think that gender is stable overtime. Four-year-olds judge others' genders based on superficial characteristics such that somebody with long hair must be a female and that a person's gender might change with a haircut (Boyd, Online). By the early school years (ages 6 to 7) Kohlberg suggests that most children understand gender consistency, the idea that gender will remain the same throughout their life. However some children struggle with gender identity through adulthood (Oswalt MSW, Online).

Piaget's theory can be applied to the development of gender identity by examining young children's day to day play and social interactions. By age 5, boys love cars, tools and girls love pink clothes and princess stories. Parents reinforce gender-typed play activities and toy choices, more so for boys than for girls (Fagot & Hagen, 1991 as cited in Turner & Gervais 1995). Gender differences are not that clear cut. But gender is already salient among preschoolers (Kimmel, 2000; Marshall & Reinharz, 1997 as cited in Ford, 2007).

Gender stereotypes are well developed in the preschool years, and stereotype knowledge have typically included only objects and activities narrowly defined as appropriate for one sex or the other (Edlebrock & Sugarwara, 1978 as cited in O'Brien et al, 2000). Sex differences were examined in the SUCCEED program of Save the Children USA in Math where boys outperformed girls (Hossain, K & Aboud F. E, 2011). There is some evidence that fathers make a greater distinction between sons and daughters than mothers do, although not all studies find greater father effects. Fathers regarded boys as stronger, encouraged more physical play (rough and tumble) and exploration, and were less affectionate and stricter with them than with their daughters (Lytton & Romneyas cited in Gervi & Turner, 1995). Fagot, Leinbach & O'Boyle (1992 as cited in Turner & Gervais, 1995) found that the timing of gender labelling was related to the mothers' behaviour and attitudes (fathers' were not included in that study). In their study of 5 and 8 year old children, Marsh, Craven & Debus (1998, as cited in Marsh, Ellis & Craven, 2002) found evidence that gender differences vary with age. Very young girls had higher self concepts regarding their appearance, while older girls had lower self-concepts. Physical self-concept grew larger with age for boys (Marsh, Ellis & Craven, 2002). Again traditional culture is used as justification for different treatment of boys and girls, even when traditional culture is no longer fully intact. A study in India indicates that "gender-based socialization process is not perceived as active discrimination, is not effected as a conscious deprivation of the girl from certain rights, but as a necessary socialization of the girl into her future undisputed role in society" (Evan, 1997, p. 29). The role of a girl child is to be a demure, accommodative, and respectful homemaker. A "good" girl of six is one who listens to and respects her adults, helps mother in household chores, and one who stays and plays at home. A "good" boy, on the other hand, is expected to be naughty, to have many friends to play with (outside the home), and not only listens to parents (Evan, 1997).

Educational institutions are supposed to be a place of learning, growth and empowerment but schools sometimes fail to provide security for the girls, who become victims of violence. An editorial in *The Gen* (1993, as cited in Ford, 2007) identifies how schools are a microcosm of society which shapes attitudes, values and expectations that contribute significantly to gender inequities. Gender discrimination in school is an extension of what we think in the family, in society (India's Newspaper, Online, 2001). According to Nancy Knufer in a recent "Educational Technology" article titled *Gendered by Design*, many teachers unconsciously slip into stereotypical routines or practices that separate boys from girls (Davidson, 2002).

Preschool children, aged 3 to 4, show sex differences in their behaviours, and tend to choose same-sex play mates (Fagot, 1977). Sex-segregation during play becomes greater with increasing age (Macoby, 1988; Maccoby & Jacklin, 1987; Serbin et al., as cited in Turner & Gervai, 1995).

Fagot and Patterson (as cited in Fagot B.I; 1978, as cited in Dickman Online), hypothesized that teachers respond to behaviours which were, or had been, part of their own behaviour repertoire. Research from the past twenty years reveals that males receive more teacher attention than females (Borphy & Good, 1974; Jones, 1989; Lockheed, 1984; Lockheed & Harris, 1989; Sadker & Sadker, 1986b; Spaulding, 1963, as cited in Dickman Online). The pattern begins in preschools with teachers conferring more attention to male students, more instructional time and hugs to male students, and persists through the twelfth grade (Ebbeck, 1984, as cited in Dickman Online). Some investigators have found that during lectures teachers ask males academically related questions about 80% more often than they question females (Dickman, Online). Teachers' gender bias is demoralizing for children's development and learning. It promotes poor performance, failure and despair.

RATIONALE OF THE STUDY

The benefits of preschool education have been recognized worldwide. In the early days in Bangladesh, the younger siblings accompanied their older siblings at primary classes. It was the informal manner in which young children first got exposure to mainstream education. This was called the “baby class.” The baby class was present for a while but slowly lost ground. Many NGOs and INGOs initiated preschool as pilot programs and continued to scale up their programs successfully. Recently, through the National Education Policy the Government of Bangladesh announced the inclusion of preschool classes in *all* the primary schools. This will happen in phases.

Like in most Asian countries, girls in Bangladesh are expected to have a lower profile than boys, do household chores, and carry out social responsibilities. These expectations are rooted in religious, economic and cultural traditions. Education is secondary to their social mandate, compared to other responsibilities. Save the Children USA (Annual report, 2008 - 10), BRAC (Jahan, 2005), Plan International enrolled more girls than boys, and Ahsania Mission had enrolled double the number of girls than boys (Ali, 2010) in pre-primary classes. However, there are no studies exploring the relationship between gender-related knowledge and the practices of the teachers and parents of children in preschools.

Discrimination against girls is deeply rooted in the cultural context, and it is recognized as a social issue. Gender discrimination in school is an extension of what we think in the family, in society and in the community in which we live. Unless there is a compromise and partnership among the members of and within the family, it is difficult to expect for teachers to create it artificially in the school environment (Online, 2001). So, addressing discrimination in the early years at the preprimary school level might benefit the primary as well as the later years of schooling.

The hypothesis of the evaluation study is that teachers and parents are using the knowledge they received on gender issues throughout the program period and putting it to practice while dealing with children in school and at home. The findings from this study will further improve SUCCEED program in the context of gender understanding and gender balancing, and will guide program designers and policymakers to focus on these issues while formulating their policies and strategies.

OPERATIONAL DEFINITIONS

Gender:

The roles men and women adopt, not through biological determination, but through social and cultural influences.

Gender Equality:

Boys and girls are treated equally by their teachers and parents, both at school and at home. Gender equality is achieved by providing boys and girls with equal opportunities and expectations about attending school, playing, and succeeding academically.

Gender issues for Teachers:

Teachers ask questions to boys and girls equally, the 'wait time' given to girls to think through the answers is same as the boys'; the tone of voice and comments to both boys and girls is supportive; boys and girls share equally classroom tasks and leadership roles; boys' and girls' drawings are hung in the classes and teachers are careful in selecting stories that portray male and female heroes.

Gender issues for Parents:

Parents have at least one meal together with all members of the family, where males and females have the right to an equal share of food and clothing and responsibilities. Girls and boys are attending school regularly and performing well. Girls are not kept home to take care of their siblings; boys are not avoiding school to help their fathers at work.

OBJECTIVE

General Objective

The objective of this study is to explore the gender-related knowledge, attitudes and practices of teachers and parents of children served by SUCCEED preschools of Save the Children USA.

Specific Objectives

- (1) To identify teachers' knowledge on the gender issues that may affect preschool children.
- (2) To explore teachers' classroom practices that may affect gender socialization in preschool.
- (3) To determine parents' knowledge, attitudes and practices regarding gender issues that may affect the way they are raising their children.

METHODOLOGY

The present study used a qualitative approach to explore teachers' and parents' knowledge, attitudes and practices towards gender issues with preschool children. The data collection was carried out in four preschools of the SUCCEED program in two different areas in the Savar and Gazipur upazilas of Dhaka district. Three of these preschools - Meghan, Jamuna and Karnaphuli, were in the Registered Non-primary School (RNGPS) complex, and one of them – Bhramaputra, was based in the community household area. All the preschools had one teacher and twenty to twenty five children, aged 6 and above, in each of the classes. In some cases there were volunteer teachers to assist the primary teacher. Classes were held three hours a day, six days a week.

Subjects

The sample of the study was composed by four teachers and approximately fifty five parents of children from four preschools that were served by the SUCCEED program, which were chosen using a purposeful sampling strategy. The schools had participated in the Early Childhood Environment Ratings (ECERS) study and scored highest 5.6 points within a scale of 7, which indicates that good environment was maintained in the preschools.

The four participant teachers had three and five of teaching experience in the SUCCEED project. All of them had participated in basic training and attended nine to ten training sessions each year for three and five years.

Four Focus Group Discussions were conducted with ten to fifteen parents in each group (See Table 1) Participants had different characteristics. Their age varied from fourteen to forty years old, and their academic background ranged from illiterate to VIII grade, but all of them could sign their names. Most parents were born and brought up in the area, but some were from

different districts of the country. Most female participants were housewives, and most male participants were workers in garments factories or day labourers.

Table 1: Sample Distribution

Persons	No. of persons	No. of schools	No. of Areas	Area Name
Teachers	4	4	2	Savar & Gazipur
Parents	55 participants (10-15 in <i>each</i> FGD)	4	2	Savar & Gazipur

Instruments

In order to collect information regarding gender issues in four preschools, the following instruments were developed:

- Classroom observation guideline: This instrument includes a series of points to be observed during classroom visits regarding gender issues, which include particular aspects of the physical environment (i.e.: sitting accommodation and materials display) as well as particular aspects of the teaching practice (i.e.: asking questions, wait time, assignation of responsibilities, etc.)
- Teacher interview protocol: This instrument included questions to explore the knowledge that teachers have surrounding gender issues at school (i.e.: Do you believe that if boys and girls play together they will learn from each other?) as well as questions on teachers' practices (i.e.: Do you provide equal opportunity to boys and girls to play in the corners together?, What do you do to ensure their participation?)
- Guideline for focus group discussion (FGD): This instrument included questions to explore parents' knowledge and attitudes (i.e. Do you give equal amount of food and clothing to your boys and girls?) and practices regarding gender issues at home (Do you ask your boys to help you to do their beds at home?)

The checklist, questionnaire and guideline for focus group discussion were developed under the guidance of a supervisor and their clarity and precision was improved after fielding testing them before data collection.

Procedure

The objective of the research was made clear to the teachers and parents. Teachers were informed that a three hour classroom observation and a questionnaire would be administered to look at how they were putting to practice the knowledge they had received so far during various trainings. Parents were told that a discussion will be held to know their behaviour, attitudes, and practices with their boys and girls. Based on the earlier experience, the topic 'gender' was not mentioned deliberately because that would make them conscious about the issue. They agreed to provide their time and insight to this end. Classroom observations, individual interviews were conducted with teachers. Focus group discussions (FGD) were conducted with parents.

Classroom Observation

Classroom observations were conducted from the beginning to the end of class sessions. The observer remained at the back of the class to avoid disrupting the interaction between the teacher and the children. The observation was done with a checklist (See annex- 1) and the process followed was same in all the preschools. The observer took note of every minor detail during the classroom activities.

Interview of Teachers

After their class teachers were interviewed with a questionnaire (See annex-2). To avoid biased responses, the research topic was not disclosed to the teachers, as that would have made them self-conscious in ways that could alter their responses. Interviews were conducted in Bengali, with responses coming in Bengali too. The interviews were not recorded but the interviewer took detailed notes of their responses.

FGD with Parents

The FGDs started with an ice-breaking activity and informal chatting to build rapport with the parents. All of them became easy and open soon. The FGD followed a guideline (See annex- 3). During the FGDs a very congenial atmosphere was created, participation from all parents was ensured and no one was interrupted while expressing their views. No one dominated the other

and everybody opened up and felt free to speak. An assistant was involved to take notes in one occasion.

Data recording, Compilation and Analysis

Notes from classroom observations, interviews and FGD were digitalized and translated from Bangla to English. Participants' responses were transcribed and the data was compiled and analyzed based on the objectives of the research.

FINDINGS

The primary objective of the study was to find out the knowledge and practice of the preschool teachers and to determine parents' knowledge, attitudes and practices regarding gender issues related to their children studying in the SUCCEED preschools.

This section presents the findings from classroom observations, interviews with teachers, and Focus Group Discussions (FGD) with parents of preschool children. The data was arranged in terms of teachers' knowledge and practice regarding gender issues, and parents' knowledge, attitudes and practices on the same issues.

1. Teachers' Knowledge and Practice Regarding Gender Issues

All the four teachers had been teaching in SUCCEED preschools for three to five years. There were not consistent differences in teachers' socialization of boys and girls. Some teachers were using discriminatory practices without being aware of the consequences of their actions.

1. a. Selection of children including children with special needs

Table 2 presents the names of the classes, the student count on the day in which the observation was conducted, and the total number of children enrolled in the classes.

Table 2: Status of Student Attendance

No. of Classes	Name of four Preschool classes	Children present on day of observation	Total children enrolled in these classes	Children with special needs
1.	Meghna	10 boys and 10 girls	10 boys and 13 girls	None
2.	Jamuna	12 boys and 10 girls	13 boys and 12 girls	None
3.	Karnaphuli	17 boys and 8 girls	17 boys and 8 girls	None
4.	Bhramaputra	14 boys and 7 girls	14 boys and 7 girls	None

In three schools more boys than girls were enrolled and the reasons mentioned by the teachers were that “no more girls were found in the catchment area” and “parents did not allow them to come to school”. A smaller number of girls were present during the day of observation because they had gone to their relatives place as it was the end of the year. There were no special needs children in any of the classes.

On average, the enrolment ratio of boys and girls was fifty-fifty in almost all the SUCCEED preschools. In the participant schools three out of four schools had a smaller number of girls, and in two schools the number of girls was almost half than the boys. There were no children with special needs in any of the schools. Enrolling children with special needs in all the schools was mandatory for the SUCCEED program. Teachers casually explained the situation by stating that “there were no disabled children in the catchment area”.

The community was not aware that preschools should enrol an equal number of girls and boys. The teachers could have engaged the community to enrol more girls and children with special needs. It is possible that teachers did not actively try to enrol children with special needs to avoid an increase in their work load. So, the whole issue of equity lost its ground.

1. b. Sitting accommodations

While the four teachers were sharing their knowledge, the teacher from the Meghna school said: “children take their seat on their own and they sit side by side”. This teacher seemed to understand that if they mix in a coed manner they will learn from each other. The teacher from Jamuna school said: “if children learn to be together there will be no difference among them and they will be more open minded”. The teachers from the Karnaphuli and Bhamaputra schools agreed that children should sit together to learn to share and be caring. But in practice, in the Meghna and Jamuna schools boys and girls were instructed by their teachers to stand in two separate rows for exercise and to sit in separate places during class. In the Karnaphuli and Bhamaputra schools boys and girls sit in a coed manner in and outside the class activities.

All participant teachers had three to five years of experience. Though during their monthly training gender issues were highlighted, one teacher seemed to exhibit gender biasness in her class.

1. c. In-class decorations displays

All four teachers expressed that children feel proud of themselves if they see their pictures hanging in the classroom. Yet in the Karnaphuli and Bhramaputra schools there were no pictures in the walls. In the Meghna and Jamuna schools, drawings were done by both boys and girls but the drawings of the Meghna school had been done by the children of the previous year. Other materials like charts, books and puzzles were there. In the Jamuna school, drawings were not hung carefully, some were drab and torn. According to the teachers no new drawings were made because it was the end of the year.

Drawing is a medium through which the creativity of the children could be recognized and through which positive competition can be raised among boys and girls. Their likings and dislikings could be discussed and children could learn from each other. Many teachers failed to comprehend the potential benefits of hanging children's drawings and that's why there were none in some of the classrooms. Some drawings were up in the walls, but not maintained in good condition.

1. d. Giving space to think (wait time for the children)

Teachers agreed that if time is given after a question, children will try to answer. One teacher said, "there is no need to give time because they answer promptly".

Students didn't take turns to provide answers, everybody responded at the same time. None of the teachers did not give wait time to answer questions or did not notice from whom the responses were coming. Because all the boys and girls were responding together, teachers were not able to identify the children who needed extra-supports. Again instead of noticing whether the boys or girls were at the same or different level of understanding they were asking questions one after another. It seemed that teachers did not think of mentoring individual children, specially the girls.

1. e. Recognition and praise

All the four teachers said that hanging drawings of the children in the classroom makes them feel good. Children feel appreciated when teachers read their names from the drawings. All of them believe that when children play together they learn from each other. Children learn to love each other and help each other. Two teachers appreciated the students by hanging their drawings in the class while two others did not. Following the design of the program, all four teachers encouraged other children to clap for students after each activity, for example, after recitation, or writing on the board.

Group appreciation is important but teachers should still try to provide individual feedback as well, which enhances children's self esteem. Moreover teachers should not miss the opportunity to praise and recognize children, and specially girls, who often are quiet as they are expected at home. This strategy could boost up the children who have a low profile in the class.

1. f. Games and play

All four teachers said that playing together is beneficial for the children, e.g., boys can learn how to cook from girls, girls can learn how to go shopping from boys. All teachers expressed that exchanging opinions increases their outlook and that children learn how to help each other while playing. However, the teacher with five years of experience from the Meghna school asked only the girls to go to the imaginative corner where there were utensils and dolls. In the other four corners boys and girls were playing mixed. In the puzzle corner boys were making cars, but girls were there also making houses and towers. Unlike in the Meghna school, in the other schools there were boys and girls in the imaginative corner and in all the other corners. No domination of boys or girls was seen. There was no distinct example of a boy helping a girl and vice versa.

The attitude of the Meghna teacher could be interpreted as her individual way of looking at the girls, and could be related to the unsuccessfulness of the program intervention to broaden the vision of this particular teacher. Probably she was influenced by the environment she lived. Moreover a thorough follow-up of the supervisor was lacking. The imaginative corner could have been used to exchange knowledge of the opposite sex, the caring attitude of the sister or mother could be loving and useful to the brother or father. No work is less important, be it at the household or outside the house.

1. g. Leadership roles

Following the design of the program, all four teachers selected a boy or a girl as leader of the day. Occasionally they engaged other children to assist them but they did not provide enough evidence to show that they were deliberately building the leadership skills of all children. In the Megna and Bhramaputra preschools, a girl and a boy were selected as “Ajker Shishu the day”- the child of the day, both helped the teacher in the class that day. “Ajker Shishu” of the Jamuna and Karnaphuli were not found to be active in the class.

As the design of the program suggested, the child of the day should to be provided with some added responsibility to build her or his leadership role, but that does not mean the others would not be provided with responsibilities. Teachers did not actively provided responsibilities to any boy or girl other than the “Ajker Shishu”. The preschool could be used as a platform to build a wide range of leadership skills, if it is understood properly by the teachers and program staff. The role of the leaders should be appreciated so that others feel interested in taking the responsibility and girls could be engaged more because they lag behind culturally and socially and they need to come out of that situation.

1. h. Behavioral management

One of the four teachers said: “I got children of various temperaments. But I was not scared of it. I love them, and very soon they became adjusted to the classroom environment” Another teacher said: “Sometimes it is very hard to control them at the beginning of the session. Gradually they become good ones”.

Two other teachers agreed that when there were children with special needs it was a bit tough but that in the current there were no special needs children. All the four teachers managed the classes well. Occasionally one or two teachers were seen losing their temper for awhile, then again they were okay. In the Karnaphuli school, the teacher was not able to manage the children during the story telling. One boy was left out in one side and the teacher did not notice it. In the Brahmaputra school, the teacher showed her utmost sincerity and patience to manage a very aggressive girl. The girl was disrupting the class by writing on the board, reciting one rhyme after another, and screaming while lying straight on the floor. The teacher successfully managed

the child using different strategies. No striking behavioural differences between boys and girls were noticed.

Positive attitude of the teachers created a positive classroom environment, which enhanced the learning of the children. Children enjoyed the class so much that they came to class even before the teacher arrived.

2. i. Gender sensitivity represented in the class activities

Table 3 shows the sequence in which teachers asked questions to children in two different activities on the day of the observation.

Table 3: Sequential Record of Teachers Asking Questions To Children

School	Activity	Order of questions asked: Girls(g) and Boys(b)										Total	
Jamuna	Storytelling	b	b	b	g	b	b	b	g			6b	2g
	Writing numbers on board	g	g	g	g	g	b					1b	5g
Meghna	Writing alphabet on board	g	b	g	g	b	g					2b	4g
	Math game	g	g	g	b	g						1b	4g
Karnaphuli	Math game	b	g	g	g	b	b	g	g	g	B	4b	6g
	Identifying alphabet in chart	g	g	g	b	g						2b	3g
Bhramaputra	Math game	g	g	b	b							2b	2g
	Writing number on board	g	g	b	b	b	b	g	g	b		5b	4g

Teachers asked 56 percent of the questions to the girls and 44 percent of the questions to the boys. This shows teachers were actively involving girls in the class. Three of the teachers showed a tendency to ask questions to one sex at a time, rather than asking questions to both sexes in a balanced way. This behaviour indicates that teachers are not using a thoughtful gender approach to class participation.

3. Parents' Knowledge, Attitudes and Practices Regarding Gender Issues

Four FGDs were conducted with parents of the same background. All the mothers reported that they first learned about the equal rights of boys and girls at the parenting group of SUCCEED, and some said they also learned from different Government people and NGOs.

All parents said that boys and girls are equal to them. But when asked whether they would like their sons to play with dolls they agreed that dolls are meant for the girls: "girls will play with dolls, utensils and boys will play with sticks, guns." A father proudly said: "I am happy to see my daughter washing plates with her mother in the kitchen, but I would be unhappy to see my son doing the same". Another mother said: "Boys do not make beds, do not cook but they will help their fathers in the paddy field and in shops, and boys will play, run and shout". One exception was a mother who stated: "Sons need to cook, because when they will go abroad they will have to cook." When asked if cooking increases the skills of the girls they all replied yes. When asked if it would also increase the capacity of the boys, they all answered: "It is not the boys' area". In answer to the question if girls can shout like the boys one mother said: "Islam asks girls to speak in a low voice, no question of shouting. If they shout people will speak ill of them. Mothers should learn how to control their girls, they should be able to read the 'red eyes' of their mothers otherwise they will be out of control".

Parents reported that they provide food and clothing to their both boys and girls equally, but again said boys need more as they go out very often. They were found to contradict themselves and justify their views based on their religion beliefs. They think all the traditional works –like cooking, making the bed, getting prepared to go to in-laws place- are only for the girls. On the other hand, boys are expected to go shopping, to play and to help fathers at their work.

Despite those trends, there is a transition going on due to various NGO interventions and opening of various programs in the media. For example, one mother said that her daughter is taking part

in a national music competition. To reinforce these changes, it is important to promote cooperation between parents, school and the community. The teacher alone cannot bring change. Unless there is camaraderie, dignity and partnership among the members of the family and with the school, it is difficult to expect that teachers will be able to create a difference in the school environment.

In some activities boys and girls received equal attention, possibly because of the classroom environment created by the intervention. However, when looked at sex-typed preferences in specific activities, teachers asked long sequences of questions to children of the same sex at a time, which again showed their negligence of care for both sexes. If a teacher consistently asks questions only to boys, then the girls will feel left out and vice versa.

Differences in the numbers of years of teaching experience among teachers in the program were not a dominant factor in guiding gender sensitivity or promoting gender-mix. There were no particular reasons for the teachers of the two classes to segregate the boys from the girls. On the contrary, they agreed that a coed environment may be more conducive for learning. However, the practices in the classroom did not reflect the attitudes they expressed. This suggests that the trainings and follow-up were not effective in helping teachers translate their knowledge into actions regarding gender equity. The fact that in some schools enrolment of girls were less than half of the boys and that no disabled children attended any of the four schools raises a question about schools' commitment to promote equity and whether teachers and program staff internalized the issue thoroughly. In order to promote equity it is important to encourage that all children, and specially girls, participate actively in the activities, and to confer them with the opportunities they need to exercise leadership skills.

Parents' attitudes towards the girls were no different from conventional wisdom. They referred to their own mothers' treatment towards them in deciding how to behave towards their daughters. This phenomenon is counterproductive to the many years of this program's efforts to promote gender equity.

The hypothesis that this study explored was that the practices of teachers and parents regarding gender issues would reflect what they had learned during the SUCCEED program. However, the findings suggest that while teachers seem to have gained knowledge of gender issues, they did

not fully put their knowledge to practice in their classrooms during the program period. Parents did not seem to have the knowledge or the attitudes that are conducive to gender equity at home.

DISCUSSION

The importance of preschool education has been recognized by international and national NGOs and very recently the government of Bangladesh has announced inclusion of preschool in all the primary schools in the education policy of 2010 (Education Cell). Enrolment of girls in preschools has improved, but whether boys and girls are being treated equally by teachers at school and by parents at home remains a question in Bangladesh. This study is the first in its kind to find out how the knowledge on gender issue is being practiced by the parents and teachers in school and at home.

Bangladesh is a signatory of Education for All (EFA) and therefore, it is expected to achieve the goal of enrolling all children -and specially girls, in school. While in many Asian countries the birth of a son is considered to be a positive event, this is not true for the birth of a daughter (Evans, 1997). Teachers asked more critical questions to boys than to girls, hugged boys and looked at boys for getting answers (Dickman, online). The present study found no preferential treatment for boys, and surprisingly teachers were found to ask more questions to girls. In order to promote equity it is important to encourage that all children, and specially girls, participate actively in the activities, and to confer them with the opportunities they need to exercise leadership skills. more: by three percentage points. The findings of this study indicate do not confirm the trends reported in the literature.

In some activities boys and girls received equal attention, possibly because of the classroom environment created by the intervention. However, when looked at sex-typed preferences in specific activities, teachers asked long sequences of questions to children of the same sex at a time, which again showed their negligence of care for both sexes. If a teacher consistently asks questions only boys, then the girls will feel left out and vice versa.

Differences in the numbers of years of teaching experience among teachers in the program were not a dominant factor in guiding gender sensitivity or promoting gender-mix. There were no particular reasons for the teachers of the two classes to segregate the boys from the girls. On the

contrary, they agreed that a coed environment may be more conducive for learning. However, the practices in the classroom did not reflect the attitudes they expressed. This suggests that the trainings and follow-up were not effective in helping teachers translate their knowledge into actions regarding gender equity. The fact that in some schools enrolment of girls were less than half of the boys and that no disabled children attended any of the four schools raises a question about schools' commitment to promote equity and whether teachers and program staff internalized the issue thoroughly. In order to promote equity it is important to encourage that all children, and specially girls, participate actively in the activities, and to confer them with the opportunities they need to exercise leadership skills.

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RECOMMENDATIONS

The curriculum of the program needs to clearly define gender issues and describe in concrete ways how to promote gender equity at the preschool level. It is not enough to collect gender segregated data. All materials provided by the program need to be gender balanced and focused on the needs of boys and girls. Just one or two examples of girls mingling with boys are not enough. Gender stereotype illustrations must be avoided.

SUCCEED should make a special effort to recruit fathers to attend the parenting sessions, which will help to more effectively decrease the existing gender gap. If the program is able to promote gender sensitive attitudes and behaviours among both mothers and fathers, girls and boys will have role models that influence their socialization in a constructive way. Parenting sessions are currently attended mostly by mothers, who may not have as much influence and power at home to change things as they are. Given that fathers have more power at home, targeting males in the community may be a very good strategy to promote change.

The findings of this study suggest that providing information on gender issues to teachers and parents is not enough. In fact, many teachers and parents have knowledge on gender issues but they do not put that knowledge to practice. The reason why this may be happening is that they lack the skills they need to act in gender sensitive ways. It is critical that trainings are designed to help participants not only acquire knowledge but more importantly, develop skills to decrease the gender gap. The basic, advanced and follow-up trainings should be carefully designed to give proper importance to gender issues, particularly gender socialization during the early years of life. Additionally, these trainings should use an experiential methodology, where participants are not only given information, but also, encouraged to identify gender issues in their daily lives, and put their knowledge into practice to transform the ways in which they are interacting with children at school and home.

Given the fact that socialization takes place over the course of many years, attending trainings is not enough to change the practices of teachers. For this reason it is important that they receive on-going support to transform their behaviours. Supervisors and program staff need to be gender sensitive and knowledgeable in relation to gender issues so they can provide constructive feedback and support to teachers regarding their classroom practices.

Policy makers need to comprehend the importance of gender issues for this age group and ensure that strategies are put in place, from the design to the implementation level of the program.

LIMITATION OF THE STUDY

The study was done in the month of December, the closing of the school session. The teachers were in the process of winding up for the year 2010. A one day visit at each school was done to conduct teacher interviews, class observation and FGDs with each group. More visits could not be made, which limits the quality and depth of the information that was collected. In fact, it is very likely that teachers were self-conscious while interacting with children during the classroom observations.

This research identified the gap that exists between what teachers know and what they do, what they have learnt and what they practice. However, this study did not explore the reasons behind this gap. More research could be conducted to investigate why what teachers say they know and what they practice is not always consistent.

Due to time constraints the sample was small. A future study could be done with a bigger sample to see whether the patterns identified in this study are occurring in other schools of other regions.

CONCLUSION

Equal treatment of boys and girls adds value to education programs. It reinstates that each child is worthy and can create a difference. Spending resources without paying attention to the right issues at the right time is a missed opportunity for positive change. Preschool is the best place to start practicing caring, sharing and gender sensitivity.

The findings of this study indicate that there is a gap between the knowledge and practice of gender issues of teachers and parents at school and at home. It is necessary to ensure the explicit incorporation of gender issues in the curriculum, training manuals and implementation of the program. It is also critical to take a further step and adopt strategies to build skills on gender issues of the teachers, parents and program staff.

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ANNEXURE

Annex 1: Guideline for Teacher Observation

Physical environment

1. Sitting accommodation
2. Materials display

Teaching practice:

1. Asking questions
2. Wait time
3. Helping disable children
4. Boys and girls in corner games
5. Non stereotypical choosing of games
6. Leadership role
7. Equal responsibility in arranging things in the class
8. Male female domination
9. Praising boys/girls equally
10. Providing responsibility traditional/non traditional
11. Through story telling (traditional thinking like: good mother taking care of the baby, etc.)
12. Teacher provide importance to the central role of the story (is it male only?)
13. Activities are done following the curriculum

Annex 2: Questionnaire for Teachers of the Preschool

Sl.	Knowledge	Yes	No	Reasons
1	Do you give equal opportunity (sitting in the front, using toys, asking questions etc) to the boys and girls in the class? Why?			
2	Do you value writing, drawing, made by the boys and girls equally? Why?			
3	Is it important to play in a mixed group (boy and girl) in different corners? Why?			
4	Do you believe that if boys and girls playing together they will learn from each other? How, explain?			
5	Do you create opportunity to boys and girls to take lead roles like doing things, arranging toys equally? Give an example.			
6	Do you hold the idea that boys should do the important task (like writing on the board) and girls the less important (cleaning the mat) tasks? If not what do you do to keep the balance? Give an example.			
7	Have you ever told the mothers to treat their boys and girls equally in giving food, clothing, sending to school? (in the parenting sessions)			
8.	Do you know how to control a child in a class?			

	<i>Practice</i>	Yes	No	<i>Reasons</i>
1	Do you hang the drawings done by the boys and girls in the class or toys brought from home for display in the class? What extra value does it add?			
2	Do you provide equal opportunity to boys and girls to play in the corner together? What do you do to ensure participation?			
3	Do you differentiate girls to do some works and boys some other works? If yes why is it like that?			
4	Do you engage boys to clean the mat, sweep room? Or do girls do it always?			
5	Do you favour any one in fetching or distributing anything in the class?			
6	Do you encourage boys and girls to assist the disabled children to help in turning books, drawing, writing etc.?			
7	Do you encourage leadership roles to be taken by both the boys and girls equally? How?			
8	Do you notice absenteeism especially the girls because of taking care of their youngsters? Have you taken any initiative to resolve it?			

9	Do boys see teacher as role model (as all the teachers are female)?			
10	Do you try to read story books with the male and female character simultaneously?			
11	Do you notice boys playing with cars, puzzle and girls playing with dolls, utensils always?			
12	If yes, what do you tell them?			
13	How do you control a child in a class?			

Annex 3: Guideline for FGD

এফজিডি'র জন্য গাইডলাইন

১	ছেলেমেয়েদের জন্য সমান মনোযোগ দেয়া দরকার। তাদের একই ভাবে দেখা দরকার। এ ব্যাপারে আপনার মতামত কি?	
২	ছেলেমেয়েদের মধ্যে কে বাসার কাজে সাহায্য করে বেশী কে বাইরের কাজ বেশী করে	
৩	আপনাদের মেয়ে সন্তান কি ধরনের খেলনা দিয়ে খেলে, ছেলে সন্তান কি ধরনের খেলনা দিয়ে খেলে?	
৪	ছেলেদেও পুতুল নিয়ে খেলা ও মেয়েদের বাজারে যাওয়া আপনি কি ভাবে দেখেন?	

৫	খাবারেরভাল অংশটা কাকে দেন এবং কেন দেন?	
৬	রান্নাবাটি খেলার মাধ্যমে মেয়ে সন্তানের কি ধরণের দক্ষতা বাড়ে একই ধরণের দক্ষতা ছেলেদের ও বাড়ার দরকার আছে কি?	
৭	কেউকেউ বলে মেয়েদের নিচু গলায় কথা বলতে হবে আর ছেলেদের উঁচু গলায়ও কথা বললেই ভাল। আপনার মতামত কি ?	
৮	বাইরের অতিথির সামনে আপনার মেয়েকে কথা বলার সুযোগ দেন কি না? কেউকেউ বাইরের লোকের সামনে মেয়েদের বের হতে দেয় না। আপনি কি করেন?	
৯	ছেলে ও মেয়ে সন্তানের সমান অধিকার এ কথা আপনি কোথাও শুনেছেন কি? শুনলে কোথা থেকে শুনেছেন?	
১০	ছেলে ও মেয়েদের ধরে, ছুঁয়ে আদর করতে হয় এব্যাপারেও জানেন কি না জানলে কোথাথেকে জেনেছেন?	

Annex 4: Consent Form

The researcher Ms Zaheda Begum is a student of MSc. in ECD, BUIED.

The respondents involved are aware of the objective and topic of the research. The topic of the research is: Gender-related knowledge and practice in pre-school education: the case of SUCCEED.

I, _____ is a subject of the study. I know the objective of the study. I will be able to withdraw from the study whenever I want and I won't be accountable to any one for this.

The researcher will maintain security and confidentiality of all the information. The researcher will utilize the information to produce the results of her research. My name and address will not be used anywhere.

I will be able to discuss about the information of the research with the researcher and the supervisor of the research.

Being fully aware of these I am willing to sign and join in the research.

Signature of Participant

Signature of Researcher