

Shaping Inclusive Futures: Gender-Responsive Practices in Pre-Primary Teacher Training Colleges in Tanzania and Uganda

Jane F. A. Rarieya

Institute for Educational Development

Aga Khan University, East Africa

Nyagwegwe C. Wango

Institute for Educational Development

Aga Khan University, East Africa

Tage Biswalo

Institute for Educational Development

Aga Khan University, East Africa

Received: March 17, 2025

Accepted: May 7, 2025

Published: October 15, 2025

doi:10.5296/gjes.v11i1.22981

URL: <https://doi.org/10.5296/gjes.v11i1.22981>

Abstract

This paper examines the role of gender-responsive pedagogy in advancing inclusive pre-primary education through a qualitative case study of teacher training colleges in Uganda and Tanzania. Conducted under the Foundation for Learning (F4L) initiative, the study engaged tutors, student teachers, and administrators to explore how gender equity is integrated into teaching practices, institutional policies, and community engagement. Findings demonstrate that gender-responsive approaches were systematically embedded in lesson plans, classroom practices, and teaching resources, moving beyond rhetoric to tangible change. Student teachers demonstrated effective application of inclusive strategies during practicum, reflecting both conceptual understanding and practical competence. Colleges also adopted visual advocacy and gender-sensitive infrastructure, reinforcing awareness and fostering cultural shifts within and beyond the institutions. These practices illustrate the

capacity of teacher training colleges to act as incubators of social transformation by challenging stereotypes, addressing gender-based barriers, and promoting equity at multiple levels. The study concludes that sustained investment in capacity building, policy support, and community advocacy is essential to scaling and institutionalizing gender-responsive pedagogy. Ultimately, embedding gender equality into early years education not only enhances learner outcomes but also contributes to long-term societal change.

Keywords: Gender-responsive pedagogy, Teacher training and capacity building, Inclusive learning environments, Educational equity and social transformation

1. Introduction

The pivotal role that the provision of a gender-responsive education on learner outcomes is now widely acknowledged. Wango (2024) emphatically states that gender-responsive education is critical for the improvement of the education system as students have a variety of needs and experiences. Gender inclusion stresses creating an environment that values and supports every individual, often requiring one to go beyond the common idea of gender-specific education (Bakuza, 2025). The Foundation for Learning (F4L) view supports the deconstruction of stereotypes and promotes an inclusive society in which everyone is afforded equal chances (Rarieya, 2024).

It has been increasingly argued that issues of diversity and equity in the classroom are best addressed right from early years through gender-responsive pedagogy (Wango, 2023). It is against this principle that the Foundation for Learning initiative (F4L) engaged four teacher colleges across East Africa to address pedagogical issues related to gender. The training, which primarily addressed the use of gender responsive pedagogy in early years, focused on strengthening college tutors' understanding of gender concepts and inclusive practices, and supporting them in incorporating the in their practice.

Incorporating gender-responsive teaching methods in pre-primary education is crucial for creating equitable learning environments and challenging deep-rooted gender norms (Machocho, 2023). Early childhood education serves as a vital period when young minds begin to form attitudes, beliefs, and behaviors, making it an ideal time to promote gender-equal practices (Makali, 2022). By addressing gender biases in pre-primary settings, educators and policymakers can lay the groundwork for inclusivity and equality.

Several studies have attempted to describe the transformative processes educational institutions undergo to become gender-responsive (Ngwaru, 2015; Wango 2024). Developing an inclusive learning environment requires incorporating gender issues into educational practices (Oluga, 2011). Rarieya (2024) points out that gender-responsive practices are deeply ingrained in the classroom using lesson plans and activities. This entails actively including content that reflects a range of gender viewpoints in instructional materials to eliminate biases in them (Oluga, 2011). Others have pointed out that gender stereotypes must be addressed outside of the classroom in extracurricular activities (Ngwaru, 2015). Engaging people of both genders in different activities promotes inclusivity and challenges established conventions (Rarieya, 2024). Engaging in a variety of activities helps people become well-rounded individuals as well as achieve scholastic success (*ibid*).

Further, establishing an atmosphere that fosters diversity requires integrating gender-responsive ideas into institutional policies and infrastructure (George, 2018). Essentially, this requires modifying laws and policies to take gender equality into account and make physical locations more inclusive (Oluga, 2011). Often, in patriarchal contexts like the one in which this study took place, gender equality is greatly enhanced by improvements in the infrastructure, such as the creation of gender-neutral facilities such as bathrooms, playgrounds and student clubs, among others. The foregoing foster safety, inclusivity, and challenge traditional gender norms, thereby empowering every student to participate fully and

authentically.

The adoption of advocacy to effectively promote gender-responsive practices, has proved to impact changes, particularly in education settings (Makali, 2022). Sterno and Bjork (2019) state that visual advocacy, via media and posters, cultivates consciousness and shapes perspectives both inside and beyond the classroom. Machocho (2023) also explains that the way gender matters are promoted through advocacy has long-lasting cultural change, and particularly if the process is iterative.

1.1 Innovations in Gender-Responsive Pedagogy

Literature shows that innovative gender-responsive pedagogies are transforming pre-primary education in some contexts by promoting gender equality from an early age (Machocho, 2023). In the Global South, grassroots initiatives like Gender-Responsiveness in the Early Years (GRP4ECE) and gender clubs address local challenges and are contextually relevant. This initiative, which is currently being implemented in South Africa, Rwanda, and Zambia, has demonstrated significant potential in its goal to provide teachers and school leaders with effective strategies for developing equitable, inclusive, and gender-sensitive learning environments from the very beginning of education. The anticipated outcome is a transformation in classroom practices and attitudes that promotes gender equality, empowers all learners, and nurtures lifelong values of fairness and respect within educational systems (VVOB & FAWE, 2019). On the other hand, in the Global North, systemic integration of gender issues into policy frameworks, exemplified by Sweden's progressive curricula and the United Kingdom's Early Years Foundation Stage (EYFS) framework are indicative of what works in entrenching gender-responsive practices and processes. UNESCO (2022) states that "GRP4ECE equips practitioners with the knowledge and tools to create gender-sensitive learning environments, fostering inclusivity from the foundational stages of education (p.15)." Similarly, though in the Global South, Ethiopia's Gender and Education Strategy prioritizes capacity building. Tadesse and Melese (2023) report that "the recruitment of female teachers and the introduction of gender-inclusive lesson plans have significantly increased girls' enrollment and retention rates (p.42)."

Literature presents innovative approaches to gender-responsive pedagogy within pre-primary education, featuring examples from both the Global South and Global North (Jones, 2023). In the Global South, initiatives centered on gender-responsive pedagogy often focus on dismantling stereotypes, nurturing inclusivity, and tailoring practices to fit local cultural contexts (*ibid*). In the Global South, significant resource limitations impede the broad application of gender-responsive pedagogy. The lack of access to teaching materials, inadequate infrastructure, and insufficient funding for training programs all compromise the sustainability of these initiatives. Indeed, FAWE (2023) emphasizes that "Without adequate resources, even the most innovative strategies may fail to achieve lasting impact (11)."

Efforts in the Global North have successfully fostered greater gender balance in classroom engagement (Oluga, 2011). For instance, educators in Sweden and Canada have noted that gender-responsive practices encourage children to venture into activities that defy traditional gender roles (Jones et al., 2023). Moreover, systemic initiatives, including training on using

gender-neutral language and incorporating inclusive materials, have played a significant role in diminishing stereotypes within educational environments (Machocho, 2023).

In countries like Sweden, the United States, the United Kingdom, and Canada, there is a strong commitment to integrating gender-responsive pedagogy into educational systems (Jones, 2023). These nations have worked to weave gender equality principles into their teaching frameworks, focusing on systematic implementation, educator training, and the development of inclusive curricula.

In Canada, the “Ontario Early Years Policy Framework” emphasizes the significance of parental involvement in advancing gender inclusivity. Research by Jones et al. (2023) shows that discussions on gender equality extending beyond the classroom have led to greater community awareness and support for inclusive education.

The integration of supportive policies in countries like India, Tanzania, and Canada illustrates how backing from the top enhances the effectiveness of grassroots movements. Singh et al. (2023) affirms that, “National policies provide a framework that ensures the sustainability and scalability of gender-responsive practices (35).”

The adoption of these innovative strategies in both the Global North and South showcase a unified dedication to creating inclusive futures. It is evident that in several contexts, gender-responsive pedagogy is transforming current educational methods while also setting the stage for more extensive societal change. By providing educators with essential tools and training, initiatives like GRP4ECE and EYFS cultivate spaces in which children grasp the importance of equality. As noted by VVOB (2023), children educated in gender-sensitive classrooms grow up to challenge societal norms and advocate for inclusivity in their communities.

These innovative practices inspire a culture of lifelong learning among both educators and students. Ongoing professional development for teachers on gender and education keeps them updated on effective strategies, while students internalize the values of inclusivity for a lifetime. As Tadesse and Melese (2023) point out, “Empowering teachers through training creates a ripple effect, influencing not just students but entire communities”.

The shared experiences from both the Global South and North highlight a worldwide effort to challenge and change gender biases. By exchanging insights on successes and obstacles, nations can develop personalized strategies that meet local needs while also contributing to a unified vision of inclusivity.

Around the world, cultural norms and entrenched stereotypes present notable obstacles to adopting gender-responsive practices. In Tanzania, for example, resistance to gender equity initiatives, to some extent, has hindered advancement in education. Educators frequently encounter opposition from parents and community members in educating girls (Ngwaru & Oluga 2015). Nkya and Kibona (2024) also observe that, “Parents often question why boys and girls must be treated the same in school activities, reflecting broader societal resistance to change.” (p. 21)

1.2 Capacity Building in Teacher Training Institutions

Initiatives in countries like South Africa, Rwanda, Zambia, and Ethiopia have recognized the importance of integrating gender responsive pedagogy in teacher training programs (Mwingi, 1999).

In Tanzania, the government's Education and Training Policy (ETP) emphasizes gender equity in teacher training programs and curriculum development. Nkya and Kibona (2024) concur and point out that, "The inclusion of gender-sensitive modules in teacher training colleges has resulted in more inclusive classroom environments and increased gender parity in student outcomes (p. 21)." Uganda's experience with the Gender in Education Policy (GEP) also reflects significant progress. The policy encourages gender-responsive school management and teaching practices. According to Oketch et al. (2023), "Through GEP, teachers are trained to identify and address gender-based barriers to education, ensuring equitable participation for all learners (33)."

Kenya's gender clubs present an innovative strategy to tackle gender norms, a concept that has also been tested in Tanzania and Uganda. These clubs offer safe environments for students to explore and confront stereotypes. The African Population and Health Research Center (2023), notes that "Students involved in gender clubs showed greater confidence in challenging traditional roles compared to peers outside these programs (p. 18)." This is reflected in Tanzania, where students lead community advocacy sessions to address wider social biases (FAWE, 2019).

Adapting educational resources to align with local contexts has been a key feature of several initiatives across the region. In Zambia, the GRP4ECE toolkit includes culturally resonant examples that connect with local communities. VVOB (2023) points out that "teachers in Zambia found the culturally adapted toolkit effective in reducing gender-based disparities in classroom participation" (p. 23). Similarly, in Uganda, locally developed storybooks that challenge gender stereotypes are used in pre-primary classrooms to encourage critical thinking about traditional gender roles (Oketch et al., 2023).

Ensuring teachers are well-prepared is vital, though the quality of training varies by region. Comprehensive training programs are necessary for equipping educators with the knowledge and skills to effectively implement gender-responsive pedagogy. Nkya and Kibona (2024) highlight that, "Without robust training programs, educators may unintentionally perpetuate gender biases despite good intentions" (p. 24). Ongoing professional development and support systems are essential to overcome this challenge.

These efforts are shaping inclusive futures by fostering environments where children grow up understanding the value of equality and advocating for societal change. Addressing ongoing challenges such as cultural resistance, resource constraints, and teacher training gaps requires sustained investments in policy reforms, community engagement, and resource development. By overcoming these barriers, pre-primary education can serve as a powerful tool for creating a more equitable and inclusive society.

India's "Beti Bachao Beti Padhao" initiative illustrates how policy campaigns can be

effectively expanded into pre-primary education. Singh et al. (2023) assert, “The integration of gender-sensitivity workshops into school curricula has led to improved attitudes toward gender equality among educators and students alike” (p. 35). Likewise, Uganda’s Ministry of Education has incorporated gender-responsive guidelines into early childhood education frameworks, establishing a systematic approach to promote inclusivity (Oketch et al., 2023).

These initiatives have fostered notable shifts in classroom interactions, enabling increased participation from both boys and girls in activities traditionally aligned with specific genders. For instance, in Rwanda and Zambia, more girls are getting involved in STEM pursuits, while boys are taking on nurturing roles. Community awareness campaigns across Tanzania and Uganda have also played a crucial role in diminishing resistance to gender equity in education, leading to a broader acceptance of gender-responsive teaching methods. Educators in these regions report enhanced awareness of their biases and improved capabilities in cultivating inclusive learning environments.

Therefore, this study aimed to illustrate why gender responsive education at the pre-primary level matters. Despite the investment by governments and other stakeholders in East Africa to promote and support gender responsive pedagogy in the education sector, literature shows the impact is not yet felt (Skovgaard & Chapin, 2021; British Council Tanzania, 2022).

2. Methodology

This study utilized a qualitative case study approach to investigate how gender-responsive practices align with the expectations of pre-primary education. We implemented a multi-site design that allowed for a comparison and thorough analysis of the practices at the two (2) teacher colleges in Tanzania, and Uganda, and which aimed to gain a comprehensive understanding of institutional efforts as part of the Foundation for Learning Project initiative.

The selection of these two colleges was intentional, given their active engagement in gender-responsive practices and their varied contexts, which enriched our comparative analysis.

The participants in this study included:

- **Tutors:** They play a crucial role in integrating gender-responsive pedagogy into pre-primary teacher training.
- **Student Teachers:** They are the recipients of the gender-responsive pedagogy that is practiced by the tutors and are expected to adopt these practices too.
- **Administrative Staff:** They are Responsible for overseeing policy implementation and enhancing infrastructure.

Researchers conducted semi-structured interviews with tutors, student teachers, and administrators to capture their experiences, perceptions, and challenges in applying gender-responsive practices. Separate discussions with student teachers and tutors were organized to delve into collective insights regarding the effectiveness of strategies such as gender clubs, visual advocacy, and reviews of existing rules. Researchers performed direct

observations of classroom settings, teacher-student interactions, and the overall infrastructure to evaluate the practical implementation of gender responsive practices. A review of institutional documents, including policies, lesson plans, and advocacy materials was conducted to assess the formal incorporation of gender-responsive strategies.

3. Results and Discussion

The findings from this study reveal a deep and practical integration of gender concerns within the Teacher Colleges in Uganda and Tanzania, reflecting how deliberate planning, training, and institutional commitment can yield transformative educational outcomes. By embedding gender responsiveness into the core structures of teaching and learning, the colleges went beyond abstract policy frameworks to create measurable changes in practice, student engagement, and institutional culture. The following key findings illustrate

3.1 Integration of Gender Responsiveness into Teaching Documents

One significant finding was the clear integration of gender-responsive techniques into tutors' lesson plans and schemes of work. The dedication to gender responsiveness was methodically ingrained in the design and implementation of educational programs rather than remaining isolated to rhetoric (GPE, 2017). From the beginning until the completion of the lesson, these fundamental teaching resources were utilized as a means of clearly communicating gender behaviors. As was noted by a tutor in Uganda:

“... whatever we deliver in the classroom must be fully gender integrated. We were trained by[the] Aga Khan [University]on how gender inclusion can be applied to our work. We have embedded it; the lesson plan and the teaching material are gender inclusive....” (Tutor C, Interview, July 2024)

The teacher college in Uganda created an action plan, thereby demonstrating their intent to operationalize what they had learnt about gender responsive practices. Best practices for gender responsiveness and inclusion were identified and put into action under the direction of this plan. This strategic planning process that was adopted by the colleges under study made sure that the institutions were considering the durability of these approaches in addition to responding quickly to pressing requirements. As explained by a tutor from Tanzania:

“... This applies to even the teaching resources that we make and use for teaching; we ensure they are gender integrated. We have learned how this has improved learning, especially making the girls make excellent contributions during lessons...” (Tutor A, April 2024)

One particularly interesting strategy was to restructure instructional materials to appeal to both boys and girls. Engaging teaching and learning was introduced with access to all through the deliberate use of materials and colors that broke away from conventional gendered connections.

3.2 Inclusion of Gender in Teaching Practices

The success of tutors was evidenced by the accuracy with which student teachers integrated

gender pedagogy into many aspects of classroom management during their school practicum. In addition to their theoretical knowledge, the student teachers demonstrated practical application in a variety of daily tasks, such as task performances and instructional language. Assessment of the student teacher during school practicum in Uganda showed that in the classroom, a diverse range of gender-inclusive approaches were applied. Student teachers were seen facilitating conversations in small groups and encouraging boys and girls to actively participate in task presentations. A tutor in Uganda pointed out:

“... the external evaluators from the Ministry of Education were surprised to see how our student teachers would engage the pupils in the classroom. Both boys and girls were fully engaged during the lessons. They use a variety of teaching resources that attract the pupils to follow the lesson enthusiastically. This was strange, particularly in our community, which is male-dominated, and where more attention is paid to the male pupils....” (Tutor A, July 2024)

The foregoing highlights how crucial it is to incorporate gender-responsive principles into the practical elements of teacher preparation and the value of experiential learning. The proficiency displayed by student teachers in practicing gender-responsive teaching indicates that the influence of the training the tutors had undergone was not only evident in their conceptual knowledge but also in their actions and attitudes. This showed a thorough comprehension and internalization of the concepts taught as they were able to effectively deploy the gender-responsive methods they had learnt (Smart & Marshall, 2013).

Further, a deliberate attempt to defy conventional gender stereotypes was evident in the terminology used during teaching, how groups were organized, and even the seating arrangements in classes. [Click or tap here to enter text.](#) A tutor in Tanzania elaborated:

“... as a tutor I felt proud to see how the student teacher would manage their classes by integrating gender issues in their lessons at the practicum school. We feel happy to see how what we have invested in them on integrating gender responsiveness is now taken forward. By having this kind of champions, the nation is likely to benefit when tackling issues like gender violence in schools ...” (Tutor D, August 2023).

One of the most important lessons learned from the initiative was how much information the tutors had. Their grasp of gender-related issues in a variety of contexts, such as institutional policies and infrastructure, was expanded by the workshops in addition to providing them with pedagogical insights. Tutors became advocates with the ability to bring about change in a variety of areas related to education, in addition to serving as carriers of theoretical knowledge. This illustrated that tutors are positioned as key players who can influence the thinking of future educators and drive institutional change because of the extensive knowledge they have gained.

3.3 Institutionalize Gender Awareness

The colleges embodied gender-responsive pedagogy, demonstrating various excellent practices beyond theoretical frameworks. These practices ranged from gender-responsive messages through visual awareness campaigns throughout the campuses, in-class activities,

and during the school practicum periods, among others. The practices were targeted at establishing a comprehensive atmosphere supportive of gender awareness and inclusion. The effectiveness of these practices affects not only the immediate educational context but also the larger pre-primary education landscape, as seen by the altered teaching and learning documents, infrastructural modifications, and dynamic connections within the college community. A student teacher from Uganda explained:

“..... we believe gender issues cannot end by teaching at the classroom level. It needs to be addressed by behavior change, of which we have created a message, songs, and a slogan that condemns gender-based violence. We have seen how this has impacted many people at the campus, as not everyone would be gender responsive at the same time. It's a gradual process...” (Student Teacher, July 2024)

During the study, researchers observed that informational and awareness posters highlighting inclusivity and gender concerns were positioned strategically throughout the college grounds as a visual commitment to the cause. These posters constantly suggested the colleges' commitment to gender equality. Chosen thoughtfully to embody the essence of gender-responsive approaches, the slogans encompassed advocacy statements such as “*kuzingatia usawa wa kijinsia na ujumuishi ni jukumu la kila mmoja wetu*” (it is each person's responsibility to be concerned about equality and inclusion). In this way, gender issues, through the intentional use of visual clues, became a part of daily conversations in the campuses.



Figure 1. An example of the gender slogans that were placed around the college grounds

These striking visuals raised awareness among visitors and acted as continuous reminders for the college community. Beyond the confines of the colleges, these awareness statements found resonance among the communities surrounding the colleges. Inspired by the obvious dedication to gender equality and inclusion by the colleges' communities, visitors were

encouraged to use such gender slogans in their establishments. This unanticipated knock-on effect highlighted how visual advocacy can inspire and influence people outside of the initial educational context. A principal of the college in Uganda said:

“... this incredible work has been done by our student teachers. They took their lessons very seriously and are now promoting gender responsive pedagogy beyond the classroom. They painted trees, the dormitory, and classes with a good message on gender responsiveness. For us here, gender responsive pedagogy is our life.” (Principal C, July 2024).

This advocacy-driven knowledge began to emerge, indicating that schools were now acting as both catalysts for larger societal change and incubators for gender-responsive practices. The fact that external institutions and the surrounding communities adopted gender-responsive slogans highlighted how educational institutions have the power to change societal norms and attitudes to promote gender equality and inclusion.

The influence of gender-responsive practices was further enhanced, which showed how these colleges' educational missions might go well beyond their physical boundaries. A greater public commitment to gender equality can be fostered by symbols and slogans, as evidenced by the unanticipated impact of visual lobbying.

The key findings presented above illustrate the crucial role that sites of initial teacher training can play in minimizing or eliminating gender disparities in the educational landscape. However, central to this transformation is the capacity building that several actors must undergo.

4. Conclusion

The findings from this study reveal a deep and practical integration of gender concerns within the Teacher Colleges in Uganda and Tanzania, reflecting how deliberate planning, training, and institutional commitment can yield transformative educational outcomes. By embedding gender responsiveness into the core structures of teaching and learning, the colleges went beyond abstract policy frameworks to create measurable changes in practice, student engagement, and institutional culture.

The systematic incorporation of gender-responsive practices into tutors' lesson plans and schemes of work represented a shift from rhetoric to actionable practice. Through strategic action planning, the institutions not only responded to immediate needs but also ensured the sustainability of gender-responsive methods. This methodical embedding of gender responsiveness in educational documents demonstrates a powerful way in which teacher education can model inclusive pedagogy from the ground up.

The study also underscores the successful translation of theory into practice. Student teachers demonstrated gender-responsive pedagogy during school practicum, reflecting both their understanding and internalization of training received from their tutors. This signifies the potential for broader societal change, particularly in addressing entrenched gender stereotypes and even issues such as gender-based violence.

The institutional commitment to fostering a gender-responsive culture beyond the classroom is striking. The visual advocacy employed by the colleges to normalize gender equality in everyday interactions created an environment where awareness was constant and collective, reinforcing the message that gender issues transcend academic spaces and require behavioral change at the societal level. The ripple effect of community members and visitors being inspired to adopt similar advocacy measures in their own contexts, highlight the broader societal impact of these initiatives. The colleges, therefore, emerged not only as training centers but also as catalysts for wider social transformation, demonstrating the potential of education to shape equitable mindsets and practices across communities.

Overall, the study illustrates that gender responsiveness, when embedded comprehensively into teacher training and institutional culture, leads to tangible outcomes. It changes not only teaching documents and classroom practices but also attitudes, behaviors, and broader community norms. This holistic approach affirms the role of teacher colleges as incubators of change, equipping future educators with both the knowledge and the conviction to advance gender equity in education and beyond.

References

- Bakuza, F., Wango, N., & Rarieya, J. (2025). Cascade Approach on Teachers' Continuous Professional Development to improve learning outcomes in Pre-primary and Primary. *Journal of Education and Practice*, 16(1). Retrieved from https://ecommons.aku.edu/cgi/viewcontent.cgi?article=1230&context=eastafrica_ied
- British Council Tanzania. (2022). *How to support girls in the classroom: Lessons from Tanzania*. British Council. Retrieved from <https://www.britishcouncil.or.tz/how-support-girls-classroom-lessons-tanzania>
- Forum for African Women Educationalists (FAWE). (2019). *FAWE strategic plan 2019–2023: Enabling access to education and training for girls and women in Africa*. FAWE Africa Secretariat. Retrieved from <https://www.fawe.org/fawe-strategic-plan-2019-2023>
- George, O. (2018). *The roles of internal instructional supervision in enhancing teachers' effectiveness: A case study of two primary schools in Awere sub-county, Pader district, Uganda* (Unpublished master's thesis). Aga Khan University, East Africa Institute for Educational Development. Retrieved from https://ecommons.aku.edu/theses_dissertations/1477/
- Global Partnership for Education, & United Nations Girls' Education Initiative. (2017). *Guidance for developing gender-responsive education sector plans*. Retrieved from <https://www.globalpartnership.org>
- Jones, P., Smith, L., & Brown, T. (2023). *Gender-inclusive practices in Canadian early years education*. University of Toronto Press.
- Machocho Mwang'ombe, A., & Mwingi, M. (2023). 'I don't find it hard!' They defied the gendered norm in science! *International Journal of Science Education*, 45(15), 1262-1282. <https://doi.org/10.1080/09500693.2023.2199464>

- Makali, M. N., & Oluga, M. (2022). Changes in language and literacy teaching and learning trends in the 21st century. *New Zeal in Africa's Development*, 76. Retrieved from https://www.researchgate.net/publication/366426725_New_Zeal_in_Africa%27s_Development
- Mwingi, M. P. (1999). *Female school principals' perceptions of leadership in a male-dominated education environment* (Doctoral dissertation, Rhodes University). Retrieved from <http://hdl.handle.net/10962/326>
- Ngwaru, J. M., & Oluga, M. (2015). Educational infrastructure and resources for sustainable access to schooling and outcomes: The case of early literacy development in southern Tanzania. *Africa Education Review*, 12(1), 88-108. <https://doi.org/10.1080/18146627.2015.1036570>
- Nkya, M., & Kibona, S. (2024). *Gender equity and social inclusion in Tanzanian education*. University of Dar es Salaam Press.
- Oketch, J., Nsubuga, F., & Kamy, R. (2023). *Gender in education policy and practice in Uganda: Lessons for early childhood development*. Makerere University Press
- Oluga, M. (2011). *Leading through collaboration for efficient school improvement: A critical perspective on the role of the principal*. Lambert Academic Publishing. Available at Retrieved from https://ecommons.aku.edu/eastafrica_ied/37
- Organisation for Economic Co-operation and Development (OECD). (2023). *Gender, education and skills: The persistence of gender gaps in education and skills*. OECD Publishing. <https://doi.org/10.1787/34680dd5-en>
- Singh, R., Patel, A., & Kumar, S. (2023). *Gender sensitivity in Indian pre-primary schools: A regional study*. Springer India. <https://doi.org/10.1007/978-981-99-1894-2>
- Skovgaard, M., & Chapin, J. (2021). *Gender-responsive teaching improves learning outcomes for both women and men: Learning brief — TESCEA*. INASP. Retrieved from https://www.inasp.info/sites/default/files/202111/TESCEA_Gender%20learning%20brief_final.pdf
- Smart, J. B., & Marshall, J. C. (2013). Interactions between classroom discourse, teacher questioning, and student cognitive engagement in middle school science. *Journal of Science Teacher Education*, 24(2), 249-267. <https://doi.org/10.1007/s10972-012-9297-9>
- Sternö, L., & Björk, K. (2019). Film literacy in a digital era. In U. Carlsson (Ed.), *Understanding media and information literacy (MIL) in the digital age: A question of democracy* (pp. 133-138). University of Gothenburg, UNESCO Chair on Freedom of Expression, Media Development and Global Policy. Retrieved from <https://gup.ub.gu.se/publication/284865>
- Tadesse, H., & Melese, A. (2023). *Gender and education strategy in Ethiopia: Impacts and lessons*. Addis Ababa: Addis Ababa University Press.
- UNESCO. (2007). *Gender and education for all: The leap to equality*. United Nations

Educational, Scientific and Cultural Organization. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000145206>

UNESCO. (2022). *GRP4ECE: Promoting gender equality in early childhood education*. UNESCO. Retrieved from <https://www.unesco.org/xxxx>

VVOB & FAWE. (2023). *GRP4ECE toolkit: Practical approaches for gender-responsive classrooms*. Retrieved from <https://www.vvob.org>

VVOB, & FAWE. (2019). *Gender-responsive pedagogy in early childhood education: A toolkit for teachers and school leaders*. VVOB – Education for Development. Retrieved from <https://issa.nl/grp4ece-toolkit-gender-responsive-pedagogy-early-childhood-education-toolkit-teachers-and-school>

Wango, N. C., Rarieya, J. F., Abunga, O. M., Oluga, M., & Dattoo, A. (2024). The Realities of Tutor Pedagogical Practices and Adaptation of Gender Pedagogy: A Comparison of Implementation in Selected Teacher Colleges in Tanzania, Kenya and Uganda. *Educational Research and Reviews*, 19(4), 60-78. Retrieved from https://ecommons.aku.edu/cgi/viewcontent.cgi?article=1186&context=eastafrica_ihd

Wango, N., Rarieya, J., & Biswalo, T. (2024). Gender Pedagogy: Developing Champion Educational Leaders in East Africa. *Journal of Education and Practice*, 8(7), 38. <https://doi.org/10.47941/jep.2246>

Xu, Y. (2021). Challenging gender stereotypes through gender-sensitive practices in early years education and care. *Early Education Journal*, (93), 10-12. Retrieved from https://discovery.ucl.ac.uk/id/eprint/10122280/9/Xu_Challenging%20gender%20stereotypes%20through%20gendersensitive%20practices%20in%20early%20years%20education%20and%20care_AAM.pdf

Copyright Disclaimer

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).