A CHILD - FRIENDLY SCHOOL IS A GENDER - SENSITIVE SCHOOL

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Access to a quality basic education is widely believed as an essential right and a passport for every individual to gain knowledge, including learning the skills and attitudes necessary to lead an active, engaged and develop holistically that lead in a productive life.

Schooling is one of the experiences that most children worldwide have in mutual and the most common means by which societies pound their young for the development of the future. Whenever the learners are in schools they tend to share the experience of learning, realizing their full potential and enriching their paths. But being in school does not mean you will always experience positivity for children. It can mean airless ones because of lack of ventilation. It can mean being enforced learners to enter unfurnished classrooms, being hungry during recess; it can also mean being frightened by the threat of discrimination, humiliation or shame, bullying or even violence at the hands of teachers and fellow pupils. These conditions frustrate learning.

The concept behind Child-Friendly Education (CFE) is simple at heart: schools should operate in the best interests of the child. They should be designed and run in a way that ensures that all children can learn in a safe, healthy, secure, stimulating and protected environment – UNICEF.

The school is a significant personal and social environment in the lives of its students as it serves as the foundation to build a better life while teachers are the most important
factor in creating an effective and comprehensive classroom and instruction. These lead in offering a child – friendly school which ensures gender sensitive environment.

A child-friendly school ensures that every child has an environment that is physically safe, emotionally secure and psychologically empowering that keep them motivated to experience and learn new things. A child-friendly school improves, inspires and motivates learners holistically by giving equal opportunities, teaching behaviours and curriculum competencies that are focused on learning and the learner. The ability of a school to be and to call itself child-friendly is directly linked to the support, participation and collaboration it receives from the internal and external environment.

Meanwhile, the core of having a gender – sensitive environment is having an act of being sensitive to the ways people think about gender, about the language choice, and allowing individual to express their emotions, encourage them to express and involve them in different activities that they can use to explicit their perceptions.

According to Dr. Caroline Manion of Analysis Education & Youth Development, gender equality, emphasizing sameness, refers to the provision of equal conditions, treatment and opportunity for both men and women to realize their full potential, whereas gender equity emphasizes difference and refers to the process of being fair to men and women. What gender equity is and how to achieve it involves value judgments, understanding of the different experiences, positions and needs of different women and men in a society, and the recognition that treating individuals or groups equitably sometimes means treating them differently.

In that note, when it comes to addressing gender inequalities in education, the role and responsibility of teachers is of paramount importance. Teachers can have gender – sensitive curriculum, trainings, textbooks and all of the most up to date resources at schools’ disposal, but if teachers do not understand and believe in gender sensitive education, you won’t have a child – friendly school which is a gender – sensitive school.
References:


https://www.unicef.org/teachers/environment/friendly.htm

Charting Global Education in Elementary Schools