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The realities of tutor pedagogical practices and adaptation of gender pedagogy: A comparison of implementation in selected teacher colleges in Tanzania, Kenya and Uganda

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The study examined the strategies used by teacher educators in their teaching practices and gender integration in Kenya, Uganda and Tanzania. The nature of the engagement of educational leaders and administrators in supporting teaching, learning and mainstreaming gender issues in teaching was also examined. A total of 165 sampled respondents were reached. This included 81 government officials and educational leaders (18 government officials and 63 educational leaders) and 84 tutors. The study used a concurrent mixed-method approach where the combined qualitative and quantitative data collection methodologies were applied to answer the study questions. The study data were collected directly from the project participants through semi-structured interviews and survey questionnaires. 60% of pre-primary and primary tutors from Kenya demonstrated knowledge and skills in pedagogical practices compared to 13% from Tanzania and 20% from Uganda. The findings also revealed that most tutors do not think training and application of lifelong professional development strategies on key pedagogical aspects and content are essential for achieving a gender-responsive and inclusive training and support program. These key areas include support for gender-based violence victims, support for pregnant girls and mothers to continue education; gender-sensitive expectations towards girls' and boys' achievements; gender-sensitive expectations around girls' and boys' behavior, lesson demonstration, and lesson observation. The study recommends that there should be integration of gender issues in delivering training for the tutors of the colleges in East Africa. The training should focus on enhancing pedagogical practices and related educational leadership and management.

Key words: Pedagogical practices, gender-based violence, gender responsiveness and inclusion, capacity building.

INTRODUCTION

Education systems across the globe are grappling with a   myriad of existential challenges affecting the provision of

mainlycontext-specific, include poverty, lack of parental support, inadequate government funding, lack of resources, gender disparities, diversity, and inclusion in classrooms, and unqualified teachers (Ainscow, 2020; du Plessis and Mestry, 2019; Mishra, 2020). The challenges are attributable to systemic, structural, economic, and socio-cultural factors (Mishra, 2020). As a result, Leithwood et al. (2020) propose that effective school leadership is imperative in addressing the foregoing challenges and eventually improving the quality of education. School leaders, therefore, need to be equipped with the requisite knowledge, skills, and attitudes to address these challenges. Specific to this study is the major obstacle facing teachers: the apparent lack of gender skills for instruction. Yet, according to the Forum for African Women Educationalists (2006), quality education cannot be achieved without addressing the gender dimension. The onus is extended to teacher preparation institutions to equip school leaders and teachers with the required capacities to champion effective gender-responsive pedagogies and environments in schools and related learning institutions. However, this study was driven by gaps identified in teacher preparation and teacher practices related to the implementation of gender-responsive pedagogy.

A report on the UN General Assembly meeting of 2023 by Hui Ing, Gear, and Booth (2023) indicates the need to accelerate progress in achieving the Sustainable Development Goals (SDGs) and that neither SDG 4 (Education for All) nor SDG 5 (Gender Equality) are on track. In Uganda, in particular, a rollout on Gender-responsive pedagogies in Early Years education revealed gaps in effective communication by teachers and teacher educators, including the application of gender-responsive pedagogy in pre-service training and continuing professional development. This situation in Uganda is not different from the situation found in Kenya and Tanzania in the baseline and longitudinal studies of Foundations for Learning (F4L).

Pedagogues are encouraged to develop education leaders' professional skills through lifelong education to address issues in education settings (Stecher and Maschke, 2013). Pedagogical leadership invests in capacity building by developing social and academic capital for students and intellectual and professional capital for teachers. This emphasis on human capital development provides the conditions necessary to improve student learning and development. Pedagogical leadership develops human capital by helping schools become caring, focused, and inquiring communities in which teachers work together as members of a community of practice. Klerfelt and Haglund (2014) explain that the training and education for pedagogues working in extended education are not to be underestimated and have proven to transform school education performance. The Foundation for Learning

(F4L) project is being implemented by Aga Khan University, Institute for Educational Development, East Africa (AKU-IED, EA) to transform teacher education systems in Kenya, Uganda, and Tanzania by improving learning outcomes in teacher education. Although the three countries have made efforts to improve learning achievements through initiatives such as implementing legislative and policy measures to ensure child protection and school safety, the Free Primary Education (FPE) and 100% transition from primary to secondary education in Kenya, Gender Parity Index (GPI) in certain areas such as technical and vocational education still reflect male dominance. The project focuses on equipping and empowering college tutors and educational leaders with pedagogical and leadership practices that will ultimately strengthen educational systems and deliver quality teaching and learning in schools. Additionally, the intervention established the need for the education systems to recruit a diverse teaching force to support the next generation of learners in seeing beyond gender stereotypes and discriminatory norms, both in their classrooms and communities (Hui Ing et al., 2023).

The improvement of the quality of teacher education is embedded in sustained inquiry into practice through institution-based professional development. In the project, this approach is further supported by ongoing longitudinal research documenting the outcomes of professional development interventions, observable pedagogical changes in college tutors, pedagogical practice, the transfer of knowledge and skills to student teachers, and leadership and management practices by head teachers. The project is a journey towards developing champion teachers and champion leaders in the project's target areas. Among the qualities and expectations of the champion tutors is being gender-aware and gender-responsive in their planning and facilitation of courses, and continuously reflecting and adapting. This study was guided by the following questions:

1. How do teacher educators understand gender-responsive pedagogy?
2. To what extent do teacher educators in primary teacher colleges implement gender-responsive pedagogy in their practices?
3. What is the level of engagement of government officials and educational leaders in gender-related capacity- building initiatives in primary education teacher colleges and schools??

Pedagogical practices and teacher education

Pedagogical practices and teacher education constitute a vital nexus in shaping the quality of education and the effectiveness of learning experiences.

This interdisciplinary field encompasses various theories, methodologies, and strategies aimed at enhancing teaching and learning processes. Understanding pedagogy in the context of teacher education involves exploring not only instructional techniques but also the broader socio-cultural and institutional factors that influence educational practices.

A foundational aspect of pedagogical practices is the recognition of diverse learning needs and styles among students. Effective teachers employ a range of instructional methods, such as differentiated instruction, cooperative learning, and experiential learning, to accommodate these differences (Tomlinson, 2014). By understanding students' strengths and challenges, educators can create inclusive learning environments that promote engagement and academic success (Muijs and Reynolds, 2011).

Furthermore, pedagogical practices in teacher education emphasize the importance of fostering critical thinking, problem-solving skills, and metacognition in both pre-service and in-service teachers. Teacher educators employ reflective practices, case studies, and action research to help teachers analyze and improve their instructional approaches (Shulman, 2005). By encouraging self-assessment and professional development, teacher education programs empower educators to adapt to evolving educational landscapes and meet the diverse needs of their students (Darling-Hammond et al., 2017).

A crucial component of effective pedagogical practices is the integration of technology into teaching and learning processes. With the increasing prevalence of digital tools and resources, educators must be proficient in leveraging technology to enhance instruction, facilitate collaboration, and personalize learning experiences (Mishra and Koehler, 2006). Teacher education programs often incorporate courses and workshops on educational technology to equip teachers with the skills and knowledge needed to navigate the digital age (Ertmer et al., 2012).

Moreover, pedagogical practices in teacher education extend beyond the classroom to encompass broader issues of educational equity and social justice. Culturally responsive teaching, for example, emphasizes the importance of recognizing and affirming students' cultural backgrounds, languages, and identities in the learning process (Gay, 2018). By integrating culturally relevant materials, perspectives, and instructional approaches, educators can create inclusive learning environments that validate students' diverse experiences and promote academic success (Ladson-Billings, 1995). As recommended by FAWE, it is therefore imperative for systems to rethink teacher education to enable teachers to embrace an all-encompassing gender approach in the processes of lesson planning, teaching, classroom management, and performance evaluation. In summary, pedagogical practices in teacher education encompass a wide range of theories, methodologies, and strategies aimed at enhancing teaching and learning processes. By fostering inclusive, reflective, and technologically proficient educators who are committed to educational equity and social justice, teacher education programs play a crucial role in preparing teachers to meet the diverse needs of their students and succeed in today's rapidly changing world.

Gender pedagogy

Gender conception varies significantly across societies and cultures and evolves over time. Pedagogy, on the other hand, pertains to the methods and practices employed in educating, teaching, and nurturing children, including boys and girls (Siraj-Blatchford, 2004; Wasserman et al 2015; Warin and Adriany, 2015). It encompasses instructional techniques and strategies aimed at facilitating effective learning experiences, enabling children to acquire knowledge, skills, attitudes, and dispositions within a given educational context (Siraj-Blatchford, 2002; McMonagle, 2012. Research by Wasserman et al. (2015) highlights the pivotal role of teacher-child interactions in stimulating early learning. According to Van Anders (2015), the learning and development of boys and girls in their formative years are influenced by the content and delivery of instruction. Therefore, educators are advised to maintain a child-centered and developmentally appropriate approach, emphasizing play-based learning to provide equal opportunities for boys and girls to freely choose activities (Siraj-Blatchford, 2004).

In Swedish preschools, gender pedagogy, gender-sensitive pedagogy, and gender-flexible pedagogy are commonly employed to promote gender equity and equality in education (Samuelsson and Johansson, 2009; Karlson and Simonsson, 2011). Gender-flexible pedagogy embraces alternative forms of masculinities and femininities, integrating considerations of gender into curriculum, resources, and activities (Warin and Adriany, 2015). These pedagogical approaches aim to offer boys and girls similar opportunities, rights, and tasks, encouraging them to develop and explore their abilities and interests without being confined by gender stereotypes (Samuelsson and Johansson, 2009; Karlson and Simonsson, 2011).

Preschool teachers play a crucial role in challenging children's perceptions of gender roles and fostering critical thinking skills. They should present children with diverse options and guide them to become critical thinkers in their daily lives, regardless of gender (Westendorff and Pohjolainen (2014). Moreover, teachers must be mindful of their own attitudes, gender positions, and values, as these influence children's perceptions and behaviors in Westendorff and Pohjolainen, 2014).

Gender-responsive pedagogy (GPR), as advocated by

FAWE, aims to create gender-sensitive teaching environments that facilitate equal participation of boys and girls (Fernández-Cornejo et al, 2016). This model requires teachers to adopt a gendered approach in lesson planning, classroom management, and performance evaluation, thereby avoiding the reinforcement of negative gender stereotypes. Teachers can enhance classroom gender responsiveness by providing equal opportunities for participation and facilitating open discussions where children can share their values and beliefs (International Bureau of Education-UNESCO, 2017).

This study addresses the urgent need to advance gender equality in and through education within East Africa by better aligning efforts to accelerate improved learning rather than simply more schooling. Education systems need to better equip girls and boys with the knowledge, skills, attitudes, and values to interact effectively with the world and become contributing members of society.

Effective pedagogy should acknowledge and address the influence of gender on educational experiences and outcomes. By employing gender-responsive practices, educators can create inclusive learning environments that respect the unique developmental needs of boys and girls and promote their holistic growth and development (Siraj-Blatchford, 2004).

In the past, many education improvement programs were designed without clear linkages to advancing equitable learning outcomes for all. Over the last decade, significant investments by donors, governments, and private foundations have led to little or no learning improvement beyond functional literacy and numeracy scores in lower-primary education, and in some cases have exacerbated gender inequities (Zapp M, 2017).

Education system leaders must better align actors, interventions, and monitoring and evaluation efforts towards a multi-dimensional, dynamic approach to gender-equitable and inclusive learning that will create new platforms for gender-responsive education systems throughout all years of children's pre-primary and primary education journeys, preparing children for what lies ahead.

This paper examines the integration of pedagogical practices with gender responsiveness to foster the development of exemplary teachers and school leaders. Gender responsiveness, recognized as a crucial socio-cultural determinant, plays a pivotal role in shaping the quality and longevity of education (Khalil et al., 2023). Drawing upon the insights gleaned from the experiences and instructional methods of college tutors, particularly within the educational landscapes of Kenya, Uganda, and Tanzania, this study delves into the effective implementation of gender-sensitive pedagogical approaches. It seeks to illuminate how educators engage with and promote gender equity within diverse educational settings.

METHODOLOGY

Study design and approach

The study employed a concurrent mixed-method research approach, whereby qualitative and quantitative approaches were used for data collection from the beneficiaries of the Foundations for Learning project (F4L project). The qualitative approach aimed to comprehend respondents' realities and understanding through narrative information, establishing the motivation behind the study respondents toward the study hypotheses. Semi-structured interviews and Focus Group Discussions (FGDs) were the techniques used to collect data through the application of a qualitative approach. The quantitative approach, mostly referred to as an arithmetical approach, consisted of collecting and analyzing numerical data from the study respondents. Survey questionnaires and phone interviews were the two techniques applied using the quantitative approach.

The semi-structured interview, as part of the applied qualitative approach, was used to collect data from college tutors to acquire their insights regarding the project's focus areas. The interview guide was developed to capture qualitative information from the respondents while using an audio recorder. An interview guide consisting of a set of open-ended questions with more parameters being explored during the conversation was used. The FGD guide involved a group of respondents discussing how different interventions of the project have contributed to the description of realities of pedagogical practices and the adaptability of gender pedagogy in schools. The FGD guide was administered to school head teachers and government officials. The head teachers, mostly termed as educational leaders in the F4L project, were grouped into teams of five (5) up to eight (8) to compose one FGD.

To collect information for data triangulation, the study applied the survey questionnaire administered to college tutors, who are the primary beneficiaries of the F4L project. The survey questionnaire, one of the techniques of the quantitative approach, was used to obtain statistical information on the attitude and understanding of college tutors in the key interventions of the F4L project. The questionnaire technique was also administered to local government and educational leaders. However, those not met in person for reasons beyond the researchers' control were interviewed through mobile phones, and the information was eventually integrated into the survey questionnaire tool.

Sampling strategies

The sampling frame included specified regions within three countries – southern Tanzania, coastal Kenya, and the West Nile region of Uganda. Data were collected from college tutors from four partner colleges: College A (Kenya), College B TC (Tanzania), College C, and College D (Uganda). These are the four teacher colleges involved in the Foundations for Learning Project (F4L).

To establish the optimal sample size from the four colleges, simple random sampling was applied, resulting in a total of 109 tutors. This technique ensured equal chances for all individuals to be selected to participate in the study. The sample size was selected with respect to gender (female and male), respondent type (college tutors, educational leaders, and government officials), and geographical location, under a confidence interval of 95% and a marginal error of 10% to enhance fairness.

Participant selection

The researchers used two approaches to selecting participants for the study. The first approach involved randomly selecting names from tutors' attendance registers from the colleges. The second

approach was to write all names on small pieces of paper, put them in a jar, mix them, and spread the papers on the table to pick one name after another. These methodologies were applied to sample local government and educational leaders from all three targeted countries, notably Kenya, Tanzania, and Uganda. For college tutors, stratified random sampling was employed to determine the names of possible respondents for the study. The lists of college tutors from each partner college mentioned in section 2.2 were split by gender and thereafter, by specialization (Early Childhood Education (ECE) or Primary Education (PE)) to formulate a sampling stratum from which the actual respondents were selected. A counting interval of 5 respondents was applied to develop a diversified and inclusive sampled population for the study.

Data analysis

All the data were analyzed and triangulated on an ongoing basis to validate findings. The assessment cross-referenced and validated findings with existing reports and other authentic sources. Thematic analysis was carried out to analyze qualitative data using NVivo software, while for quantitative data, Statistical Package for Social Science (SPSS) and Excel sheets were used to calculate percentages and frequencies to illustrate trends of variables.

FINDINGS AND DISCUSSION

Respondents' demographic characteristics

As mentioned earlier, the study was conducted in three countries, Tanzania, Kenya, and Uganda. The total number of sample size reached was 316, comprising a total of 81 government officials and educational leaders (18 government officials and 63 educational leaders), and 84 tutors. At the initiation of the project, some stakeholders had reservations about the level and quality of impact the project was going to demonstrate, given the unfortunate experiences they had with some other interventions. To counter these doubts, the F4L design was crafted to explain to them how the improvement would benefit them, thus encouraging stakeholders to become involved in educational improvement. The percentage distribution of respondents by country and gender is shown in Table 1.

Pedagogical practices

Respondents who participated in the study shared their experiences of being reintroduced to the teachers' professional code of conduct. The code of conduct not only refreshed their memories of their professional expectations but also highlighted the moral obligation they had for ensuring quality education for all. This activity motivated and helped participants enhance their learning on their roles and accountability, ultimately leading them to demand the teachers' code of conduct document to review and improve their competencies for future practices. This was revealed by the respondents as 100% of all workshop participants declared that the workshop had strengthened their understanding of pedagogical skills.

Additionally, most tutors felt the F4L intervention was relevant as they are now more aware of gender responsiveness, gender-based and differentiated instructions, and appropriate materials for teaching. This will enhance gender-sensitive strategies when dealing with their colleagues and students such as assigning roles to student teachers while considering gender. A female tutor testified, 'I now have a clear guideline [on how] to prepare gender-inclusive materials in the learning environment paramount to the success of teaching objectives'. This testimony was further confirmed when another tutor said, 'I am now ready and prepared to prepare teaching materials and learning resources which are gender responsive and inclusive'.

It is important to note that not all tutors have Gender in Education as their areas of specialization, yet they are expected to integrate gender issues in the education-related courses they teach to Primary Education and Early Childhood Care and Education (ECCE) classes. To this, a male tutor commented,

"I have always considered gender to be a female issue and when the policy (Ministry of Education Policy on Education) required us to integrate it in teacher preparation as one of the pertinent and contemporary issues, I got confused. Many of us (tutors) were equally confused. So we just go to class and tell them to think of how they can do it on their own. These workshops have made me understand what I have not been doing and what I need to do in teaching about gender." - Male College Tutor

Consequently, it emerged that the professional development through the F4L project had a significant positive effect on student teacher learning. The tutors reported that the general performance of the student teachers had improved in core areas of classroom instruction and organization, classroom management, maintenance of professional records, making and use of instructional materials (resources), and school administrative roles and responsibilities. There was significant attention that the student teachers accorded gender-responsive pedagogy during their practicum. The tutors, however, were glad to realize that they needed to work on community involvement and to develop desired teacher competencies and professional values, especially those touching on creating inclusive classroom environments and more sensitive matters like management of sexual maturation and sexual harassment. This was despite a high number of them indicating having attended or participated in pedagogical skills training.

Findings show that more than half of the tutors interviewed in each country had received training on pedagogical practices, with 52, 80, and 84% from Kenya, Tanzania, and Uganda, respectively. Additional findings show that a high number of male tutors (80%) received

Table 1. Respondents demographic characteristics by gender, geographic location and respondent type.

Country	Respondent type	Gender	Target	Actual	Percentage reached (%)
Kenya	College A	Total	36	27	75
	Local government officials and educational leaders	Female	19	13	68
		Male	17	14	82
		Total	28	25	89
	Tutors	Female	14	16	114
		Male	14	9	64
Tanzania	College B	Total	16	13	81
	Local government officials and educational leaders	Female	7	1	14
		Male	9	12	133
		Total	17	15	88
	Tutors	Female	9	3	33
		Male	8	12	150
Uganda		Total	53	41	77
	Local government officials and educational leaders	Female	20	14	70
		Male	23	27	117
	College C	Total	19	21	111
		Female	10	5	50
		Male	9	16	178
	Tutors				
	College D	Total	22	23	105
		Female	12	10	83
		Male	10	13	130

training on one of the pedagogical practices compared to female tutors (65%). When tutors were asked about the capacities in which they have been trained in pedagogical practices, the majority of tutors, 52, 80, and 84.1% from Kenya, Tanzania, and Uganda, respectively, confirmed they had been trained in the primary tutor capacity. Furthermore, 4.0, 33.3, and 11.4% of tutors from Kenya, Tanzania, and Uganda claimed to have received pre-primary level tutor capacity, and few claimed to have received other capacities (Table 2).

Educational leadership and management

The study aimed to establish the capacities of school leaders in managing and applying pedagogical leadership in their practices. It was observed that pedagogical leaders support teachers in promoting deep professional and pedagogical engagement. This made it necessary to engage both tutors and school leaders in workshops or related content, including research, reflective practice,

and the development of teaching and leadership portfolios. It was hoped that these practices would enable them to be thoughtful and intentional about their work with school teachers, student teachers, and school children.

The findings reveal that most respondents had not enrolled in educational leadership management courses in Kenya, Tanzania, and Uganda, indicated as 64, 46.7, and 70.5% respectively. The majority of those who had engaged in the courses confirmed they had attained a certificate level of the courses. The findings also indicate that 34% of male respondents were enrolled in educational leadership management courses compared to 8.8% of female respondents. This scenario paints a picture of the relevance of the intervention to the target participants who are primary college teacher educators and primary school leaders (Table 3). The study findings reveal that the majority of tutors from Kenya (56%) never attended any training on educational leadership management. However, 60 and 63.6% of tutors from Tanzania and Uganda confirmed attending training(s) on

Table 2. Number of tutors who participated in pedagogical skills training.

Items	Geographical location						Gender			
	Kenya		Tanzania		Uganda		Male		Female	
	F	%	F	%	F	%	F	%	F	%
Tutors trained in pedagogical practices										
Yes	13	52	12	80	37	84	40	80	22	65
No	12	48	3	20	7	16	10	20	12	35
The level of tutors trained in pedagogical practices										
Pre-Primary tutor	1	4.0	5	33.3	5	11.4	5	10.0	6	17.6
Primary tutor	11	44.0	5	33.3	31	70.5	32	64.0	15	44.1
Other	1	4.0	2	13.3	1	2.3	3	6.0	1	2.9

Table 3. Responses of tutors on educational leadership management course.

Items	Geographical location						Gender			
	Kenya		Tanzania		Uganda		Male		Female	
	(n=25)		(n=15)		(n=44)		(n=50)		(n=34)	
	F	%	F	%	F	%	F	%	F	%
Tutors enrolled in educational leadership management course										
Yes	9	36	8	53.3	13	29.5	17	34	3	8.8
No	16	64.	7	46.7	31	70.5	33	66	30	88.2
Educational level tutor enrolled										
Certificate	5	20.0	5	33.3	8	18.2	9	18.0	9	26.5
Diploma	1	4.0	0	0.0	1	2.3	1	2.0	1	2.9
Bachelor	0	0.0	1	6.7	1	2.3	1	2.0	0	0.0
Masters	3	12.0	2	13.3	4	9.1	6	12.0	3	8.8
Certificate	5	20.0	5	33.3	8	18.2	9	18.0	9	26.5

educational leadership management. The study findings display that the majority of tutors who participated in training on educational leadership management attended from government institutions, non-governmental organizations (NGOs), and other institutions. Some identified these government institutions as Komaza the Obama Trust in Kenya and TAKUKURU in Tanzania and some NGOs, such as Plan International. The findings further confirm that the overall number of female tutors who attended the educational and leadership training is higher than the number of male tutors. Regarding the focus of training, some (16%) tutors from Kenya claimed they received staff and student welfare training, in Tanzania, 33.3% claimed they received training on quality assurance, while in Uganda, 29.5% claimed to have received training on gender mainstreaming (Table 4).

Tutors were asked about the leadership skills that they have put into practice in schools. Most tutors responded communication skills, followed by coordination of school programs, planning skills, and listening skills. In Kenya, respondents mentioned listening skills (31.8%), communication skills (27.8%), and other skills (27.8%).

However, few tutors mentioned they practice delegation of duties and assessment skills (Table 5).

Furthermore, regarding the nature of the leadership role in the college, a follow-up question was asked of individuals who had previously indicated that they had held one. Most respondents from Uganda and Tanzania (61.4 and 60.0% respectively) had become heads of departments (Table 6).

The statistics show the gaps in the tutors' ability to build social and academic capital for students and intellectual and professional capital for teachers, which are essential requirements for pedagogical leadership in all three countries. Pedagogical leadership purposes to bring a pedagogical lens to all aspects of teaching and is strongly focused on dialogue with those being led or taught.

Table 4. Responses of tutors on educational and leadership management training.

Items	Tutors' responses					
	Kenya (n=25)		Tanzania (n=15)		Uganda (n=44)	
	F	%	F	%	F	%
Attendance training on educational leadership management						
Yes	11	44.0	9	60.0	28	63.6
No	14	56.0	6	40.0	16	36.4
Institution or project tutors were trained.						
SESEA	1	4.0	3	20.0	6	13.6
Government Initiative	6	24.0	2	13.3	11	25.0
I/NGO	1	4.0	1	6.7	1	2.3
Others	1	4.0	1	6.7	1	2.3
The nature of training tutors participated						
Quality assurance	3	12.0	5	33.3	6	13.6
Gender mainstreaming	1	4.0	3	20.0	13	29.5
Staff and student's welfare	4	16.0	2	13.3	12	27.3

Table 5. Leadership and management skills.

Items	Tutors' responses					
	Kenya		Tanzania		Uganda	
	F	%	F	%	F	%
Leadership skills tutors have used						
Communication skills	18	72.0	14	93.3	30	68.2
Delegation of duties	11	44.0	3	20.0	19	43.2
Coordination of school programs	12	48.0	9	60.0	32	72.7
Assessment skills	12	48.0	6	40.0	21	47.7
Planning	14	56.0	6	40.0	30	68.2
Listening skills	12	48.0	11	73.3	23	52.3
Others	2	8.0	1	6.7	13	29.5

Follow-up and mentoring support

Complex educational intervention programs, especially those modelled on cascade approaches; require well-thought-out mentoring and follow-up support structures. The intervention targeted tutors of primary school colleges who were expected to transfer their learning to the student teachers. It was expected that the learned experiences of the student teachers would be evidenced in their respective practices in the primary schools during practicum. Mentoring can play a critical role in continually improving the professional knowledge and skills teachers need to instruct and prepare students for the demands of the 21st century and beyond. This is because teacher practices, as proposed by Muraya and Wairimu (2020), are among the factors that contribute to low learning outcomes of primary school grades in Kenya.

A session was held for the tutors on the design and conduct of practicum for the college students with a focus on the process of practicum supervision, where it was discovered that the exercise was carried out in the form of inspection rather than providing support. This led to reduced confidence among student teachers and little supervisor guidance and support. The project facilitators conducted follow-up sessions to identify the extent to which the tutors and college leaders were implementing what they had learned from the project intervention. Mentoring was provided to address the gaps and reinforce the best practices identified.

Regarding follow-up and mentorship programs, the findings reveal that nearly all interviewed Ugandan tutors (93.2%) claimed to engage in conducting mentorship activities with student teachers as part of capacity building compared to Kenya (60%) and Tanzania (60%).

Table 6. Tutors' responses on leadership role.

Items	Geographical location						Gender			
	Kenya (n=25)		Tanzania (n=15)		Uganda (n=44)		Male (n=50)		Female (n=34)	
	F	%	F	%	F	%	F	%	F	%
Tutor performance in leadership roles in this college										
Yes	19	76	14	93.3	39	88.6	43	86.0	29	85.3
No	6	24	1	6.7	5	11.4	7	14.0	5	14.7
Pearson Chi-square										0.008
Level of leadership role tutors performed in this college										
Head of college	0	0	1	6.7	1	2.3	2	4.0	0	0.0
Deputy head of the college	0	0	2	13.3	0	0.0	2	4.0	0	0.0
Head of the department	6	24	9	60.0	27	61.4	26	52.0	16	47.1
College Mentor	2	8	0	0.0	4	9.1	3	6.0	3	8.8
Classroom observer	3	12	0	0.0	1	2.3	1	2.0	3	8.8
Other	8	32	2	13.3	6	13.6	9	18.0	7	20.6
Pearson Chi square						0.008				

Table 7. Tutors' responses on follow-up and mentoring program.

Items	Geographical location						Gender			
	Kenya		Tanzania		Uganda		Male		Female	
	F	%	F	%	F	%	F	%	F	%
Tutors' engagement on mentorship trips to student teachers as part of capacity building										
Yes	15	60.0	9	60.0	41	93.2	41	82.0	24	70.6
No	10	40.0	6	40.0	3	6.8	9	18.0	10	29.4
Institution financed the follow-ups you have conducted with student teachers										
AKU IED, EA	0	0.0	2	13.3	3	6.8	4	8.0	1	2.9
Government	3	12.0	4	26.7	23	52.3	22	44.0	8	23.5
Own sponsorship	16	64.0	0	0.0	26	59.1	22	44.0	20	58.8
College	2	8.0	5	33.3	4	9.1	8	16.0	3	8.8
The mentoring support received from the organization										
Yes	8	32.0	9	60.0	33	75.0	33	66.0	17	50.0
No	17	68.0	6	40.0	11	25.0	17	34.0	17	50.0
Tutors trained on effective mechanisms to do monitoring or make follow ups										
Yes	11	44.0	9	60.0	34	77.3	34	68.0	20	58.8
No	14	56.0	6	40.0	10	22.7	16	32.0	14	41.2

In addition, the majority of respondents from Kenya (64%) and Uganda (59.1%) claimed that they had sponsored themselves to conduct follow-up sessions with student teachers, while in Tanzania the majority indicated that they received funds from the college administration.

The study's findings further reveal that 77.3% of the respondents from Uganda, 60% of the respondents from Tanzania, and 44% from Kenya confirmed having received training on effective mechanisms for mentoring or making follow-up on capacity building and training for government officials and educational leaders (Table 7).

Although mentoring was evident in the colleges under the project, there was a need for well-structured and institutionalized processes. This is in line with Cullingford (2016), Rebecca (2016), and Martin (2006), who argue that there is little consensus on mentors' actual role, what distinguishes mentoring from other forms of teacher support, and even how the mentoring process is

Table 8. Government officials and educational leaders who have attended capacity-building on gender responsiveness.

| Response | Geographical Location | | | | | | Total | |
| | Kenya | | Tanzania | | Uganda | | | |
	F	%	F	%	F	%	F	%
Yes, fully engaged	10	37	9	69	37	90	56	69
Yes, partially engaged	8	30	1	8	2	5	11	14
Not engaged	8	30	3	23	2	5	13	16
Don't remember/ No answer	1	3	0	0	0	0	1	1
Total	27	100	13	100	41	100	81	100

Table 9. Percentage of government officials and educational leaders who attended training on gender responsiveness.

| Respondent type | Kenya | | Tanzania | | Uganda | |
	F	%	F	%	F	%
Local government officials	2	66.6	9	75	3	100
Education leaders	10	41.6	1	100	35	35

managed. The interviews and observations made during practicum revealed that the majority of tutors pointed out gaps in student teachers' performance without leading the students to understand why the same were gaps and how these could be improved. To address this, the project enhanced the mentoring skills of the college leaders by taking them through the process of being a mentor, introducing mentoring tools to guide their activities, and identifying individual and group needs of those they led. The areas of focus included classroom practices, maintaining professional records, and personal development, which include action research, reflective practice, maintaining leadership and learning portfolios, integration of ICT, and Gender and Inclusion approaches in their practices.

Capacity building on gender responsiveness

Achieving gender parity and equality in education requires building capacities at individual, organizational, and institutional levels to produce positive results for girls and boys. It is crucial for school management systems to be practically supportive of gender-responsive pedagogy. For teachers and institutional administrators to work effectively in implementing gender-responsive pedagogy, the organizations in which they work, such as ministries of education, must have the capacity to fulfil their mandates. This study also examined the level of engagement of government officials and educational leaders in gender-related capacity-building initiatives. Table 8 shows responses of government officials and educational leaders on gender-related capacity-building initiatives that they have engaged in.

The findings reveal that 69% of the total government officials and educational leaders interviewed confirmed they were fully engaged in capacity-building initiatives on gender responsiveness, serving as the principal supervisors of educational issues at the ward level. Some were invited to attend capacity-building initiatives on gender responsiveness, while others engaged in the decision-making process. However, the findings report that 14% of respondents claimed they were partially engaged, while 16% were not engaged in capacity-building initiatives on gender responsiveness (Table 9).

Further, findings reveal that only 37, 69, and 90% of respondents from Kenya, Tanzania, and Uganda respectively were fully engaged. In other words, the engagement of government officials in capacity-building initiatives is not as significant in Kenya as it is in Tanzania and Uganda. The two main factors identified were lack of time and inadequate financial resources for the related activities. The study recommends urgent design of strategies to enhance government officials' engagement in capacity-building activities (Table 8).

Comparative analysis of government officials and educational leaders who have attended government gender-responsive meetings

Government officials and educational leaders have been attending training organized by the Foundations for learning project in the three implementing countries. The modules of the trainings ranged from education leadership and management, quality assurance in education, staff and students' welfare management, monitoring and supervision of curriculum implementation, and gender
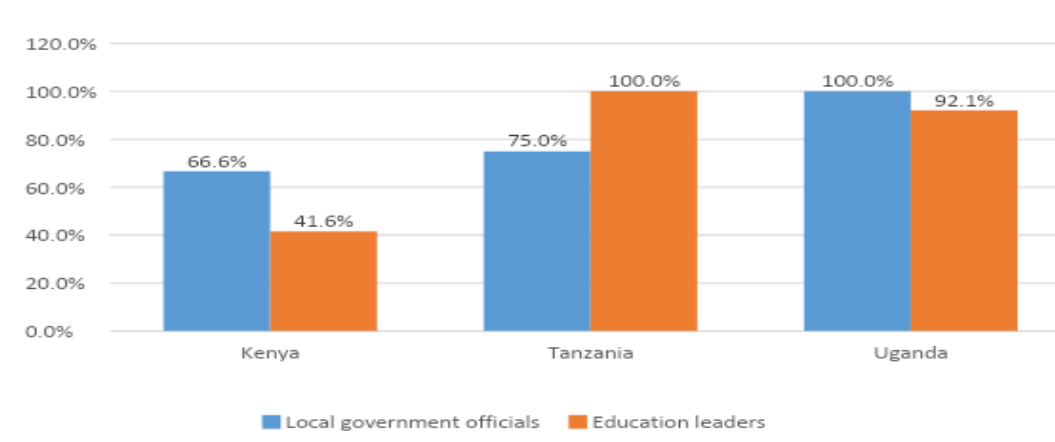
Figure 1. Percentage of government officials and educational leaders who attended training on gender responsiveness.

mainstreaming and inclusion in education. From the latter, the study compared how effectively government officials have been attending such meetings organized in the three countries where the F4L project is being implemented. Figure 1 depicts the comparative analysis of the two main stakeholders of the project.

The results show that the percentage of government officials who confirmed they have attended the training on gender responsiveness is lower in Kenya (66.6%) compared to 75% in Tanzania and 100% in Uganda. Likewise, educational leaders who claimed to attend training on gender responsiveness are 41.6% lower in Kenya compared to 100% in Tanzania and 92.1% in Uganda.

Generally, it emerged that government officials and educational leaders' engagement in capacity building in gender responsiveness in the project is poor in Kenya compared to Tanzania and Uganda. Furthermore, respondents revealed that they were engaged in gender responsiveness as principal supervisors of educational issues at the ward level, some were invited to attend capacity-building initiatives on gender responsiveness, and others engaged in the decision-making process. However, some local government officials and educational leaders reported that even though they never attended any training on gender responsiveness, they have acquired knowledge through media platforms, for example, radio podcasts.

The scenario presented is an indicator of the stagnation in realizing effective implementation of gender-responsive pedagogies since many related actions such as reorganization of classroom setups to be more participatory, application of new approaches, and addressing perpetrators of Gender-based-violence (GBV) will need substantial support from management. Some college and school policies and regulations may need to

be reviewed. For example, girls may need access to dormitories to change their sanitary towels or require well-equipped and spacious ablution blocks in the school compound to manage their menstruation cycles with ease. This highlights the central role of gender-responsive management in transforming a school into a gender-responsive environment where gender-responsive pedagogy leads to improved learning outcomes for all.

Educational leaders and government officials are mandated to participate in education development exercises including provision of supervision, school inspection, provision of COVID-19 prevention materials, funds for classroom construction, solar systems, playing materials, school equipment, computers, ECD policy guidelines, and menstruation materials for female students, as well as provide training and mentorship to leaders and officials. However, this exercise is often carried out very mechanically and should be informed by the prerequisite pedagogical practices if intended for improving learning outcomes.

Recommendations

Provision of training to tutors

To enhance the effectiveness of educational practices and promote gender responsiveness, stakeholders should continue to provide comprehensive training and courses to college tutors. These training sessions should cover various aspects such as lesson observation, demonstration techniques, sexual and reproductive health education, gender-sensitive expectations regarding behaviour, and support for victims of gender-based violence. By equipping tutors with these skills and knowledge, they can actively contribute to the

implementation of related policies and reforms, thus influencing positive change in educational practices (UNESCO, 2017).

Educational leadership management

Stakeholders should prioritize the provision of educational leadership management courses and training for both tutors and student teachers. This can be achieved by allocating increased budgets, expanding the team dedicated to educational leadership, and implementing effective strategies to ensure all tutors have access to relevant courses and training opportunities.

The college and school leaders should formulate, apply and monitor rules and regulations that address real issues that are related to the context and find measures to mitigate the challenges posed by the issues to tutors, teachers male and female student teachers and boys and girls. They should seek measures that will transform colleges and schools into gender responsive environments. Moreover, the school management should provide and diversify the necessary human resources for efficient gender responsive management and governance of the school so that both male and female learners have role models at equal measure. Additionally, the project should continue to offer training in student welfare, quality assurance, and gender mainstreaming to further enhance educational leadership capabilities (Bush and Glover, 2014).

During the implementation of leadership and management skills programs, topics such as time management, epidemic protection (for example, COVID-19), problem-solving, guidance and counselling, classroom management, digital literacy, teamwork, effective communication, openness, and tolerance should be incorporated into the curriculum. These skills are essential for effective educational leadership and management in today's dynamic educational environments (Dike et al., 2015).

Follow-up and mentorship

Efforts to provide follow-up and mentorship support should be intensified, particularly in Kenya, where a significant portion of tutors have not received adequate training on effective teacher trainee monitoring and follow-up mechanisms. This additional support can enhance teacher efficacy and contribute to improved student learning outcomes (Hattie, 2009). Furthermore, educational partners could consider providing various benefits to project beneficiaries, including pandemic prevention materials, funds for classroom construction, solar systems, school equipment, computers, and menstruation materials for female student teachers. Additionally, training and mentorship programmes for

leaders and government officials can facilitate pedagogical changes among tutors and promote effective leadership and management practices within educational institutions (Lunenburg and Ornstein, 2012).

Integration of gender in teaching

Gender issues should be integrated into all aspects of educational planning processes. Utilizing media platforms such as radio podcasts can be an effective way to disseminate knowledge and raise awareness about gender responsiveness among various stakeholders. Moreover, engaging head teachers, curriculum support officers, community leaders, parents, health professionals, and political leaders in capacity-building initiatives on gender responsiveness can foster a more inclusive and equitable educational environment (UNESCO, 2017).

Community engagement

Male and female student teachers, boys, and girls, and even teachers are often exposed to sexual harassment within or outside learning institutions. This comes in various forms including physical insults, abusive language and gestures, receiving unwanted written and verbal comments, sexual advancements, and graffiti. In some cases, social constructs discourage the different sexes from participating in learning activities and responsibilities such as girls fearing to touch insects or take up leadership roles, and boys not being involved in cleaning chores in school, among others. Such experiences inhibit the acquisition of desired skills and competencies due to the consequent physical, psychological, or emotional harm received. For example, boys are often pressured to engage in sex prematurely due to cultural expectations or peer pressure. The outcomes of such pressures may be too much for the boys in school or student teachers in college to bear, and they need a lot of support to cope with such situations. Unfortunately, not all teachers have the prerequisite skills to detect and handle such issues, or could be the perpetrators of the same and fail to stop the vices.

Engaging the communities in addressing such issues may ease the burden on schools and colleges. The wider education system should intervene and sensitize communities about the importance of education for both boys and girls.

Conclusion

The study's primary focus was on college tutors who are project participants in Kenya, Tanzania, and Uganda. However, government officials and educational leaders were included to collect their insights on the project's

main thematic areas. Improving the quality of education provision in a manner that leads to the achievement of the Sustainable Development Goals 4 and 5 can be attained by ensuring that all students and particularly girls not only access schools but also perform well and do not drop out due to challenges which could be addressed by educational systems. One of the key areas to be given attention to is maximizing on making pedagogy gender-sensitive and creating gender-responsive learning environments. Improving learning outcomes is not only beneficial to individual schools and learners but has great positive impacts on society in general.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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APPENDICES

Tools for data collection.

Part 1. Educational leadership and Management.

No.	Questions and instructions	Responses	Codes	Skips
1.	Before April 2021, what leadership skills did you have that you used to put in practice in schools?	Communication skills	1	
		Delegation of duties	2	
		Coordination of school activities	3	
		Assessment skills	4	
		Planning skills	5	
		Listening skills	6	
		Other (Specify ……………………)	7	
2.	Before April 2021, had you ever attended any training on educational leadership management?	Yes	1	
		No	2	
3.	From which institution or project did you have the training from?	SESEA	1	
		Government initiative	2	
		I/NGOs (Specify ………………..)	3	
		Others (Specify …………………)	4	

Part 2. Follow up and mentoring support.

No.	Questions and instructions	Responses	Codes	Skips
1.	Have you ever been visited by college tutors as part of mentorship scheme before April 2021?	Yes	1	
		No	2	
2.	Before April 2021, have you received any mentoring support from any organization?	Yes	1	
		No	2	
3.	Have you ever been trained on effective mechanism to monitor or make follow-ups to fellow students or pupils?	Yes	1	
		No	2	

Part 3. Knowledge in classroom pedagogical practices.

1.	What pedagogical practices do you think are important for a gender responsive and inclusive classroom	a. Participate in teacher trainings on inclusiveness and pluralism. b. Support for gender-based violence victims c. Support for pregnant girls and mothers to continue education. d. Use of gender-responsive and culturally inclusive language e. Consider the different learning needs of boys and girls in lessons planning. f. Ensure gender inclusive teaching and learning materials. g. Ensure classroom seating arrangements give an equal opportunity for both boys and girls to participate in class and interact with the teacher and other students. h. Ensure equal participation by girls and boys in the classroom. i. Provide sexual and reproductive health classes. j. Gender-sensitive expectations towards girls' and boys' achievements k. Gender-sensitive expectations around girls' and boys' behavior l. Ensure daily instructional and support strategies target an equal number of boys and girls m. Support a gender friendly environment, including encouraging the provision of separate facilities for girls and boys and provision of sanitary pads and menstrual hygiene products. n. Lesson demonstration o. Lesson observation	Do not prompt: Select all that apply.	1110.3: % of pre-primary and primary student teachers reached by AKU programming demonstrating knowledge and skills in pedagogical practices (by gender, geography.) Measurement: Adequate knowledge is identifying at least 11 of the 15 (70%)
2	Have you ever been trained on any of pedagogical practices you have mentioned before April 2021?	Yes No	1 2	
3.	In which capacity were you trained in those pedagogical practices?	Pre-primary teacher Primary teacher Other (Specify ……………………….)	1 2 3	

a)   Interview guide for educational leaders and government officials

PART-4 Official and government representatives trained and engaged on gender-responsive organizational capacity development.
1. I would like us to begin by looking at the engagement of government official in projects implemented by higher learning institutions, do you feel being fully engaged in capacity building initiatives on gender responsiveness?
Probe:
- Have you ever attended gender-responsive organizational capacity development organized by any organization?
- Did AKU, IED-EA among the institution that have organized such workshop in your college?
- How many local education leaders and Government officials attended the capacity building workshop on gender-responsive?
- If someone talks of gender responsive and inclusion, what impression do you have, particularly in the context of teaching and learning practices of your student-teachers?

- The next time a gender-responsive capacity development take place, which government cadre you think should attend the meeting?

2. Let talk about sensitization meeting, shall we? How many of them have been organized in this community that were specifically for values on ECD?

Probe:

- Can you estimate the number of local government officials reached by sensitization meetings and workshop on the value of ECD?
- What was the attendance of educational leaders in ECD meeting and workshop?
- Do you think sensitization meetings are real platforms to by-in local leaders in the project, why?

Part 5: Knowledge in promoting pluralism and inclusive education.

a) Base questionnaire - college tutors

Part 4. General respondent's information.

NO.	Questions and instructions	Responses	Codes	Skips
1.	What do you consider to be your gender?	Male	1	
		Female	2	
2.	What was your highest level of education before April 2021?	Diploma	1	
		Degree	2	
		Masters	3	
		PhD	4	
		Other (Specify ………………)	5	
3.	How many years have been in to teaching?	1-4	1	
		5-9	2	
		10-14	3	
		15-19	4	
		20>	5	
4.	Before April 2021, had you ever performed any leadership role in this college?	Yes	1	
		No	2	→ 7
5.	What was your leadership role in this college?	Head of college	1	
		Deputy head of college	2	
		Head of department	3	
		College mentor	4	
		Classroom observer	5	
		Other (Specify …………………)	6	
6.	How many years have you been in leadership position in college settings?	1-4	1	
		5-9	2	
		10-14	3	
		15-19	4	
		20>	5	

Part 5. Educational leadership and management.

NO.	Questions and instructions	Responses	Codes	Skips
	What leadership management skills did you have that you usually put in practice at school or in the college?	Communication skills	1	
		Delegation of duties	2	
		Coordination of school program	3	
		Assessment skills	4	
		Planning	5	
		Listening skills	6	
		Other (Specify …………………)	7	
	Have you been enrolled in any educational Leadership Management course before April 2021?	Yes	1	
		No	2	→ 10
	If YES, in which education level have you been enrolled into?	Certificate	1	
		Diploma	2	
		Bachelor	3	
		Masters	4	
	Before April 2021, had you ever attended any training on educational leadership management?	Yes	1	
		No	2	
	From which institution or project did you have the training from?	SESEA	1	
		Government initiative	2	
		I/NGOs (Specify ……………………..)	3	
		Others (Specify ……………)	4	
	What was the nature of training you have participated in? (Tick all applying)	Quality assurance in education	1	
		Gender mainstreaming and inclusion in education	2	
		Staff and students' welfare management	3	
		Monitoring, supervision, and evaluation of curriculum implementation	4	
		Others (Specify ……………….)	5	

Part 6. Follow up and mentoring support.

No.	Questions and instructions	Responses	Codes	Skips
1.	Have you ever conducted mentorship trips to student teachers as part of capacity building before April 2021?	Yes	1	
		No	2	
2.	What institution financed the follow ups you have been conducted to student teachers?	AKU IED, EA	1	
		Government	2	
		Own sponsorship	3	
		College	4	
		Other (Specify ………..)	5	
3.	Before April 2021, have you received any mentoring support from any organization?	Yes	1	
		No	2	
4.	Have you ever been trained on effective mechanism to do monitoring or make follow ups	Yes	1	
		No	2	

Part 7. Knowledge in classroom pedagogical practices.

1.	Before April 2021, what pedagogical practices do you think are important for a gender responsive and inclusive classroom	a. Participate in teacher trainings on inclusiveness and pluralism. b. Support for gender-based violence victims c. Support for pregnant girls and mothers to continue education. d. Use of gender-responsive and culturally inclusive language e. Consider the different learning needs of boys and girls in lessons planning. f. Ensure gender inclusive teaching and learning materials. g. Ensure classroom seating arrangements give an equal opportunity for both boys and girls to participate in class and interact with the teacher and other students. h. Ensure equal participation by girls and boys in the classroom. i. Provide sexual and reproductive health classes. j. Gender-sensitive expectations towards girls' and boys' achievements k. Gender-sensitive expectations around girls' and boys' behavior. l. Ensure daily instructional and support strategies target an equal number of boys and girls. m. Support a gender friendly environment, including encouraging the provision of separate facilities for girls and boys and provision of sanitary pads and menstrual hygiene products. n. Lesson demonstration o. Lesson observation	Do not prompt: Select all that apply.	1110.3: % of pre-primary and primary student teachers reached by AKU programming demonstrating knowledge and skills in pedagogical practices (by gender, geography.) Measurement: Adequate knowledge is identifying at least 11 of the 15 (70%)
2.	Have you ever been trained on any of pedagogical practices you have mentioned before April 2021?	Yes No	1 2	
3.	In which capacity were you trained in those pedagogical practices?	Pre-primary tutor Primary tutor Other (Specify ……………………….)	1 2 3	

Part 8. Knowledge in training and facilitation support practices (tutors only).

				Indicator measurement
1.	Before April 2021, what training and facilitation practices do you think are important for a gender responsive and inclusive training and support program?	1. Availability of a training plan 2. Having clear goals and objectives for the session. 3. Presence of relevant training materials. 4. Use of learner centered methods. 5. Mentoring the learners 6. Use of low cost and context relevant examples 7. Conducting feedback 8. Providing mentorship 9. Availability of an assessment plan 10. Use of formative assessment. 11. Use of demonstration in the session 12. Differentiated instruction. 13. Types of classroom discourse 14. Use of ICT in classroom 15. Use of media and other resources of teaching 16. Clear student motivation 17. Identification of student needs for intervention 18. Use of Inclusive pedagogies.	Do not prompt: Select all that apply	*1110.4: % of pre-primary and primary tutors reached by AKU programming demonstrating knowledge and skills in pedagogical practices (by gender, geography)* Measurement: Adequate knowledge is identifying at least 13 of the 18 (70%)