

POST CONFERENCE EVALUATION REPORT OF THE WORKSHOP ATTENDED IN FRANCE

SUMMARY STATEMENT

The workshop was attended at the universite Paris Est Creteil in France between 11th and 22nd of November 2018. This was the The PAMOJA research project on the collaboration between Kenyatta University and Universite Paris Est Creteil (UPEC) titled “The promotion of Gender Responsive Teaching: Drawing from Kenya and French Perspectives (2017-2019).

Conference objectives

The objectives of the project were:

1. Analyzing educational policies and teacher training programs in the two countries
2. Analyzing gender responsive teaching and learning experience in the two countries

Overall expectation of the workshop

This was a mobility project which I anticipated to be exposed to the gender responsive pedagogies in the French context and then compare with the Kenyan context with a view to drawing critical lessons. This expectation was met when we interacted with the French team and presented data on classroom observations that had been done in two primary schools in Kenya on gender representations in the classroom

What was of critical value to me was the detailed discussion on the key out puts of the project since the project was coming to an end. The focus was on joint publications between the two teams. There were several ideas that were floated on the two papers which were to be written by March 2019. It is important to report that the two papers are still being written and the two teams are exchanging ideas to improve the papers further. The other activity that was of value to me was the presentation the team made to the post graduate students on the project milestones and sensitized the faculty members on the need to be on the lookout for this grant

Lessons learnt

The Kenyan team visit to France was very fruitful as the two teams conceptualized two papers which were to be written as key out puts of the project. The two groups have already commenced the process of writing the two papers

This was a worthwhile collaboration as it allowed researchers from both countries to share experiences given that they come from two different contexts. Gender sensitivity studies are potentially transformative in this particular sense because it is targeting pre-service teacher education at the primary teacher colleges. I was particularly thrilled to work with one of the professors in the project who had developed an instrument that she tried with her own students on gender matters to record student experiences. This was unlike most

other researchers who rely on other instruments which may not give information that is authentic. It is important to say that network that I created is valuable and could be utilized in future.

Submitted by Dr Hellen Kiende