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**SOCIOLOGY OF EDUCATION, GENDER INCLUSIVITY**

**COURSE OUTLINE**

**MAY- AUGUST, 2023**

**Unit Code:** **ED/CU/TT/BC/00/ED7202**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Apply social skills in education**

**Duration of Unit: 30** hours

**Unit Description**

This unit specifies the competencies required to apply social skills in education. It involves examining family and school functions in education, functions of a community in education, analysing school-community relationships and social stratification. It also entails examining gender and inclusivity in education and other factors that affect social functions social relationships.

**Summary of Learning Outcomes**

* 1. Explain social, gender, and diversity concepts
  2. Examine family and school functions in education
  3. Demonstrate the understanding of sexual and gender-based violence in educational institutions
  4. Examine the socialisation process and social stratification
  5. Demonstrate inclusion and diversity in technical education and all spheres of life
  6. Analyse school and community relationships
  7. Demonstrate an understanding of gender responsive and inclusive pedagogy in curriculum delivery
  8. Apply gender responsive and inclusivity practices in education and training
  9. Examine social economic issues in education

**Unit Description**

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| **Week/Date** | **Learning Outcome** | **Content** | **Trainee Activities** | **Suggested assessment methods** | **Time**  **Hrs** |
| 1 | 1. Define related terms and state the importance of sociology, gender and inclusivity in education | Course objectives and expectations  Definition of:   * Education, * Sociology * Sociology of Education * Reasons why sociology is a science * Importance of sociology of education to trainers. * Gender and diversity concepts * Importance of gender and diversity in education | Interactive class discussions  Watch the videos – why gender equality is good for everyone men included  Gender attributes exercise - Fact or opinion | Respond to reflective questions from videos | 3 |
| 2 | 1. Examine family and Demonstrate the understanding of sexual and gender-based violence in educational institutions | * Definition of Family * The Family as an Institution * Functions of family * Involvement of family in Education. * Types of marriages and Families * Gender based division of labor and gender roles in the family | Oral questions  Group discussions | Reflective oral questions | 3 |
| 3 | 1. Examine socialization and demonstrate inclusion and diversity in technical education and all spheres of life | * Definition of terms * Socialization in the traditional and modern set up * Process of socialization * Aims of the process of socialization * Agents of socialization * Social factors & implications for educational achievement. * Diversity and inclusion * Sexual and gender-based violence: individual, family, society, learning institutions, causes, effects and strategies to address | Group discussions  Role play - Acting out stereotypes  Reflections – exploring effects of gender | Oral questions  Observation and reflections | 3 |
| 4 | 1. Analyse school and community relationships | * Education and society * Education & cultural transmission * Purpose of education * Political function of education * Selective function of education * Economic function of education | Interactive class discussions  Use of dyads  Video on social functions of education | Oral questions and reflections | 3 |
| 5 | 1. Analyse school and community relationships | * Definition of terms * Parent – teacher interaction * Teacher – learner interaction * Teacher & class room management * The influence of the community on the school * Gender responsive and inclusive pedagogy in curriculum delivery and practices and language in technical education | Interactive class discussions  Watch videos – how new technology helps blind people explore the world  Use of dyads on gender neutrality in language LG P.G. 29  Drama Skits on inclusivity and exclusivity in the classroom | Respond to reflective questions | 3 |
| 6 | 1. Describe social stratification | * Definition of terms * Types of social class * Determinants of social stratification * Consequences of social stratification * Sociology & Equality of educational opportunities * Influence of social class in school academic performance * Social change and Education | Interactive class discussions  Role plays social class | Oral questions and reflections | 3 |

**Cat 1- Group Work** **Assignment. Due Date 9/6/2023 (30 marks)**

1. Analyse in detail reasons why we are having so many cases of religious cults in Kenya.

In your discussion come up with the effects and solutions to reduce these cases.

**Cat 2- Presentations will be done from (16/6/2023) (70Marks)**

In groups discuss and compile a paper on one of the following emerging issues showing the causes, how they affect the learning in TVET institutions in Kenya and suggest solutions to these issues.

1. Sexual and Gender Based Violence
2. Drugs and Substance Abuse
3. Unemployment
4. COVID Related Issues
5. Corruption
6. Climate Change
7. Strikes
8. Suicidal Cases
9. Gender and Other Stereo Types etc

Total Continuous Assessment Marks **100%**

Final Examination **100%**

Final Grade – Average of Cat and Final Exam

**Suggested Methods of Instructions**

* Demonstration
* Project
* Role play
* Simulation
* Case study
* Assignments
* Group/individual work
* Question and answer

**Recommended Resources**

* Digital devices
* Internet connectivity
* Story board
* Personal Protective Equipment (PPE)
* Audio-visual devices/Aids

**References**

1. Owuor O. & Lieshout S. (2021) TVET teachers and TVET students training/learning guide: Gender and Inclusion. Orange knowledge programme-Nuffic. Netherlands.
2. Esau, E. (1983). *Sociology of Education*, London: Longman.
3. Kiera, W.L and Kimokoti, A (2007). *Fundamentals of Sociology of Education with reference to Africa.* Nairobi. University of Nairobi Press.
4. Olatunde, O., and Ade, A. (1985).  *Sociology: An introductory African text.* London: Macmillan
5. Sifuna, D.N, Chege F.N., Wainaina P.K., et al. (2006). *Themes in the study of the foundations of Education.* Nairobi: Joko Kenyatta Foundation.