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Gender Responsive Pedagogy Guide

TRANSFORMING GIRLS' EDUCATION PROJECT (TGEP) SIERRA LEONE

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and Claudia Mitchell, Phd., Distinguished James McGill Professor
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The content in this guide was reviewed in consultation with 120 representative faculty from the six teacher education sites, the MBSSE, MHTE and TSC.

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BUILDING A GENDER-RESPONSIVE TEACHING CULTURE

We hope that you will find this guide useful in your work as an instructor or in your work within teacher training institutes. The objective of this guide is to contribute to the development of capacities of teaching and non-teaching personnel and students as a strategy to promote a gender-responsive institutional culture, and to achieve gender equality through education. Rather than an 'add-on' the guide is intended to do the following:

1

Develop conceptual understandings about gender and the principles of mainstreaming

2

Contribute to gaining new insights about gender equality

3

Enrich knowledge and practical skills for introducing gender in institutional policies, plans, strategies and practices in line with diverse needs and contexts

GENDER RESPONSIVE PEDAGOGY AS PART OF GENDER TRANSFORMATION

This guide and the many contemporary efforts globally to address gender equity in institutions, school and communities seeks to be Gender Transformative. Gender Transformative approaches to programming aim to transform the power structures that underlie unequal gender relations and norms. Empowering women to come into the public domain, share their perspectives, and take on leadership roles, are all issues that are central to this approach. Gender Transformation builds on the earlier work of the 1990s on 'gender sensitivity' which identified and acknowledged the existing gender differences between women and men, but which worked around the differences to achieve project objectives. The more recent work on Gender Responsive Pedagogy that we highlight in this guide refers to programmes where gender norms, roles and inequalities have been considered, and measures have been taken to actively reduce them.

To become gender transformative there are many different strategies that we can draw on, but several are particularly relevant to teacher education in Sierra Leone.

WORKING WITH BOYS AND MEN AS ALLIES AND CHAMPIONS OF CHANGE

Given the small number of women as instructors and staff members in teacher training institutes in Sierra Leone and given the positive responses of many male instructors to seeing themselves as active agents of change or 'gender champions' it is vital to ensure that training and materials all address the roles of both men and women. The goal is of course to have more women as instructors, but the goal is also to have even more male instructors who are gender champions. At the same time, the schools where teachers are putting into practice gender responsive pedagogy will also involve both boys and girls. A gender responsive classroom will ensure that boys and girls see themselves as part of change

COMMITMENT TO A PARTICIPATORY AGENDA IN ORDER TO ENSURE THAT THE VOICES OF WOMEN ARE HEARD

Throughout the training and support, tools for engaging in participatory work is key so that the voices of everyone can be heard. Such approaches can include small group work (including opportunities for women to work together) and methods such as using visual tools such as drawing and cellphilming.

RESEARCHING KEY AREAS OF GENDER AS PART OF A GENDER TRANSFORMATIVE APPROACH

Teachers Colleges in Sierra Leone can go a long way towards being gender transformative by ensuring that gender equity issues are part of the research agenda. This could include campus-based issues including studying with students their perceptions of gender-based violence, for example. It could also mean studying critical issues of gender in the school communities. Which children for example are working on the street or not coming to school? What are the gender concerns when it comes to out-of-school children?

A LEVEL OF PERSONAL TRANSFORMATION IS NEEDED

'Starting with ourselves' and our position and experiences as men and women is a key part of gender transformation. This work can be done through many reflective activities, from small group work through to individual writing but it is key to identifying what needs to change and putting into practice change-related activities and behaviours.

HOW ARE WE DOING? MONITORING CHANGE

Gender Transformative Programming should include opportunities for institutional reflection through 'how are we doing?' activities such as collecting sex disaggregated data on attendance, retention, achievement, and safety, but also on broader areas of 'most significant change'. Change doesn't happen overnight so it is important to build in ways of monitoring what is happening over time.

GENDER EQUALITY THROUGH EDUCATION

Education is a basic human right, and gender equality is fundamental to its full realization. The Government of Sierra Leone promotes gender equality in and through education to ensure that women and men, female and male students have equal access to learning opportunities, as well as fair treatment in the learning processes, equitable outcomes and advancement in all spheres of life. Gender inequalities around the world are manifested in many aspects of education, including access, retention, success, and career choices and opportunities. This is both a cause and a result of systemic discrimination and gender stereotyping. Furthermore, the teaching profession paints a mixed picture when it comes to gender parity and equality issues. One important step towards achieving gender equality is to mainstream gender in the education process through curricula and instructor training. This requires that educational institutions provide gender-sensitive services and ensure gender-responsive budgeting in their curriculum and pedagogical approaches.

Therefore, mainstreaming gender equality throughout teacher training institutions is crucial for two main reasons. Gender equality is a priority on the international and national development agendas. More importantly, instructors are central to the education system for the key roles they play in the transmission of values, knowledge, and the development of human potential and skills.

Gender and Education: A Sierra Leonian Context[1]
Under Articles 28 and 29 of the UN Convention on the Rights of the Child (UN CRC), ratified by Sierra Leone in 1990, all children have the right to free primary education and efforts should be made to improve access to secondary level education if possible. Although school enrolment figures have improved thanks to the abolishment of fees and the introduction of compulsory primary education, the quality of education provided is questionable and for many Sierra Leonean children the ability to progress on to junior secondary school (JSS) and complete their education remains an aspiration rather than a reality. These problems are especially evident in regard to girls.

While participation in primary education is now roughly even among girls and boys, the gender gap is more obvious at secondary and tertiary level: only 9.5 per cent of adult women have achieved a secondary level education or higher, compared to 20 per cent of men. Families frequently struggle with the costs associated with education in terms of fees, uniforms and other expenses. For girls, however, further problems arise as a result of a conflict between adherence to cultural norms regarding traditional female roles on one hand, and modern influences promoting gender equality on the other. This is producing significant obstacles to

1 Adapted from http://www.defenceforchildren.org/wp-content/uploads/2015/06/GBV-and-Girls-Right-to-Education-in-Sierra-Leone_May2015_EN.pdf

girls' right to education, which manifest themselves in the three domains that normally serve to protect rights of girls and women, namely the families, communities and the State, mirroring the definition of gender-based violence set out in the key doctrine for gender rights, the Convention on the Elimination of All forms of Discrimination against Women (CEDAW, 1979) and in Article 2 of the UN Declaration on the Elimination of Violence Against Women (DEVAW, 1993).

Access to lower secondary education has also improved with enrolment rates now standing at 62 per cent compared to 27 per cent in 2000 but is clear that many children are not making the transition to secondary school and completing their education. This is especially evident in regard to girls. There are about nine girls for every ten boys at primary school level and the gender gap is even more evident at secondary and tertiary level. Only 9.5 per cent of women in Sierra Leone are educated at secondary level or higher, compared to 20 per cent of men.

Overall youth literacy in Sierra Leone is just 59 per cent, demonstrating that the country still has some way to go to improve educational outcomes for its young people. With regard to employment, the girls and young women consulted for this research were highly positive regarding their future job prospects. Sadly, this optimism is not supported by official employment statistics or anecdotal evidence. Youth unemployment remains high in Sierra Leone as around two thirds of young people are out of work. Employment opportunities are limited for women, who work predominantly in the low paid 'informal' sector, such as in agriculture and street trading . Work of this kind does not normally require a formal education and it is difficult for women to find work outside these traditional roles. Even when girls and young women have the benefit of an education, they can struggle to find a job.

RATIONALE FOR THE NEEDS OF GENDER INTEGRATION IN TEACHER TRAINING CURRICULUM

Gender is deep-rooted in social, economic, and political structures and thus, the issue of gender equality is closely related to every development, ranging from the elimination of poverty to the promotion of peace and democracy.

To this end, this chapter is prepared to guide the Teacher Training Institute (TTI) instructors to be able to consider the gender concerns and strategies to mainstream gender in existing TTI curriculum. In addition, this guide is meant to facilitate attitude change on the part of instructors in relation to identifying gender issue and strategies including understanding of basic concepts of gender, gender equity and equality, gender analysis, and mainstreaming.

UNDERSTANDING FUNDAMENTAL CONCEPTS OF GENDER[2]

WHAT IS GENDER?

Gender refers to the socially constructed rather than the biologically defined sex roles and attributes of females and males. The 1995 Commonwealth Plan of Action on Gender and Development defines gender as the socially defined/ constructed differences between women and men that result in women's subordination and inequality in opportunity to a better life.

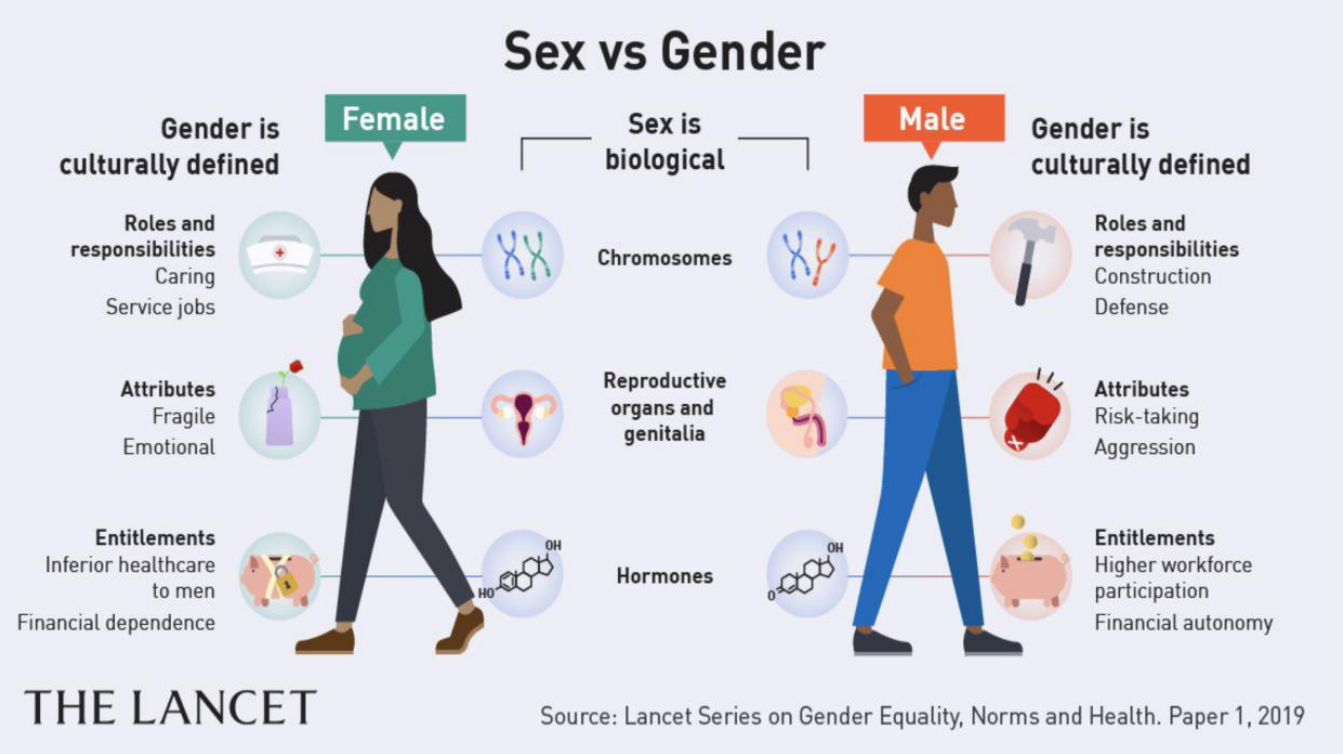
Concepts of femininity and masculinity are rooted in the social influences (gender) rather than biological influences (sex). Society often dictates what being a male or a female means (e.g. being dominant or passive, brave or emotional). In most cultures, males generally respond by defining themselves as masculine while females generally define themselves as feminine because these are social constructions. However, it is possible for one to be a female and see herself as masculine or male and see himself as feminine. This is called one's 'gender identity', a person's private sense, and subjective experience of his or her own gender.

Sex Roles

- Biological
- For example, only a woman can give birth and breast-feed.
- Sex roles are biological and are the same across cultures.

Gender Roles

- constructed and determined by society.
- For example, 'women do the cooking and men do the decision-making'.
- Gender roles can change over time and can vary in different cultural contexts



GENDER DISCRIMINATION

It refers to denying opportunities and rights to individuals on the basis of their sex.

GENDER STEREOTYPE

A gender stereotype is a generalized view or preconception of roles that ought to be played by men and women. Gender stereotypes can be harmful and are often perpetuated through media, conversation, jokes and books. In textbooks, for example, women are often portrayed as cleaners, caregivers and nurses, while men are drivers, doctors and leaders. These images reinforce socially constructed gender roles.

GENDER SENSITIVE

Gender sensitive means the ability to recognize and/or the recognition of gender equality issues. This might mean counting how many men and women are involved. It is also associated with collecting sex disaggregated data and is fundamental to become gender responsive and gender transformative [see next page].

GENDER RESPONSIVE

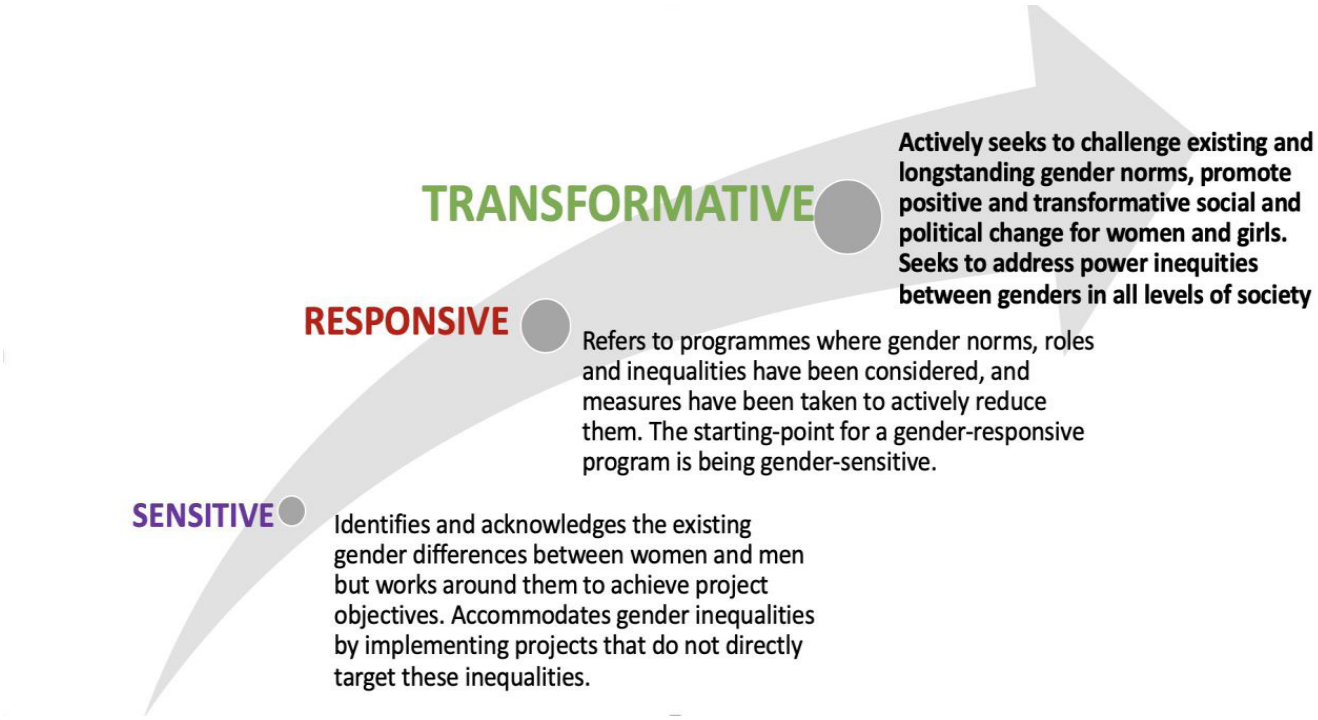
Gender responsiveness is taking action to reduce or correct gender discrimination with the intention to ensure gender equality.

GENDER TRANSFORMATIVE

Gender transformative approaches seek to actually transform [and not merely to 'get around] rigid norms or reduce the impact of rigid gender norms but to actually challenge and change the gender norms and practices.

GENDER BLIND

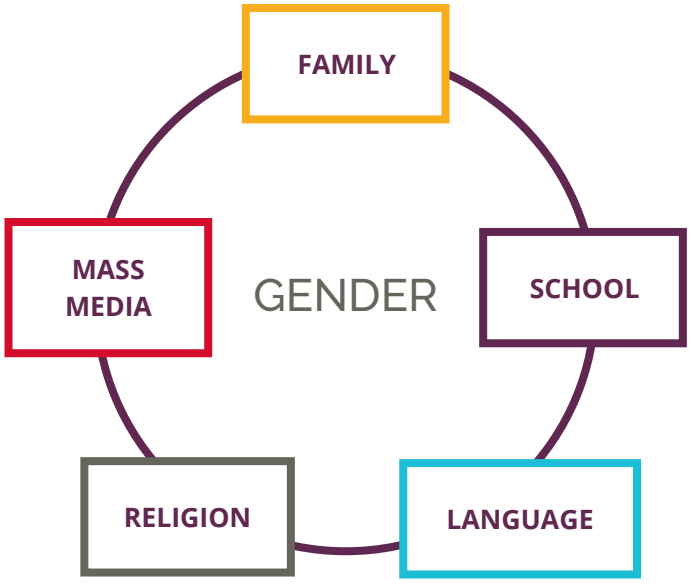
Being gender blind is the failure to recognize and address the different needs and interests of males and females.



HOW IS GENDER CONSTRUCTED?

Gender roles are constructed through socialization processes that start from birth. Gender socialization is the process by which society's values and norms, including those pertaining to gender, are taught and learned. It is a lifelong process and often an unconscious process where expectations are reinforced with rewards and punishments (boys in particular may receive negative sanctions for not following 'gender appropriate behaviour).

The interaction of a child with his/her parents; relatives, peers, teachers, religious leaders and society create and reinforce the construction of gender identity. Among the institutions or mechanisms that maintain or control gender roles and perpetuate unequal gender relations in society are family, school, language, religion and mass media.



FAMILY

Throughout childhood and adolescence, parents orient their children (more often unconsciously) to certain gender role standards, behaviours and practices. Parents also reinforce gender stereotypes by having expectations that are different for boys and girls such as girls doing housework and boys working outside the home. Telling children what they are and what is expected of them is a strong socializing factor.

All these processes cause children to believe and internalize the prescribed behaviours as right for them and develop their "appropriate" gender identity.

SCHOOL

Schools are social sites where the socialization process is reinforced. The social, physical and academic environments of schools often reinforce the construction of masculine and feminine identity starting from early ages. For example, teachers demonstrate attitudes and expectations that regard women and men differently.

LANGUAGE

Language is a medium people use in their everyday lives to communicate their thoughts or ideas. Sexist terms, whether obvious or subtle, often reinforce gender stereotypes. The bias against women in language takes various forms and can be found in words used, examples used in teaching, stories and proverbs presented verbally or in texts and other resources.

RELIGION

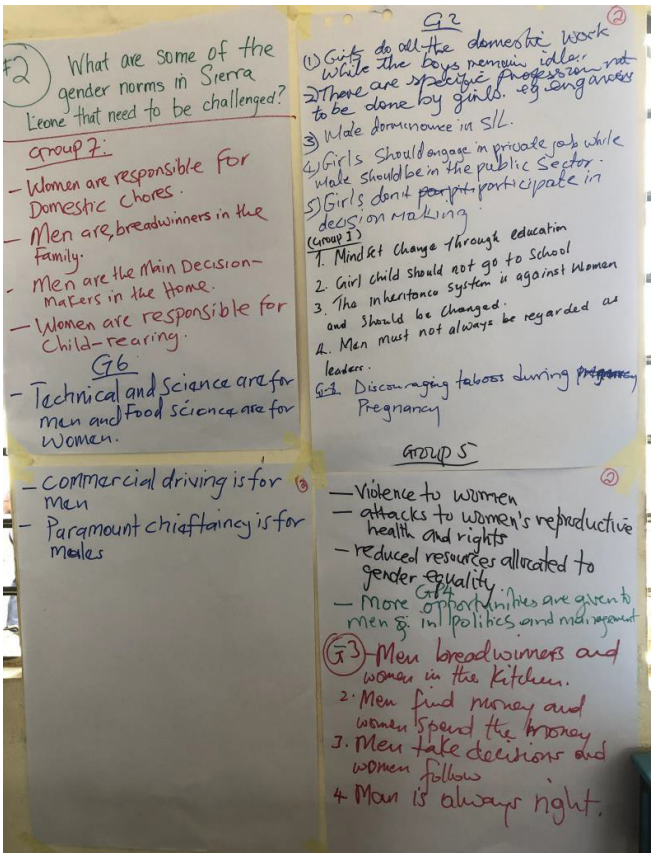
Religious teachings at times reinforce the belief that "women's place is at home" and women's primary obligation is to be good mothers and housewives, rather than leaders. This limits women's right to shape their destiny.

MASS MEDIA/POPULAR CULTURE

Print media (books, newspapers, magazines, and comics, etc.), broadcast media (radio and television) and films/videos are decidedly influential in shaping the minds of people. Media has been a most effective socializing agent because it goes about its function in a subtle and often subconscious way. Advertisements actually reinforce existing beliefs.

Typically, women are portrayed as:

1. housewives who have to buy products to lighten their burden;
2. loving mothers and wives who serve their husbands and children;
3. beautiful persons who have to attract the attention of men or hold their
4. husbands' attention through the use of this or that product; and,
5. sex objects whose bodies are used to entice consumers to buy products.



UNDERSTANDING GENDER EQUALITY

GENDER EQUALITY

Eliminate all forms of discrimination so that all girls and boys and /or women and men have equal opportunities and benefits. In terms of education, it is beyond equal participation of boys and girls i.e. it also includes performances as well as creating gender responsive institutional arrangement.

GENDER EQUITY

In the education context, it means ensuring that girls and boys have equal access to enrolment and other educational opportunities.

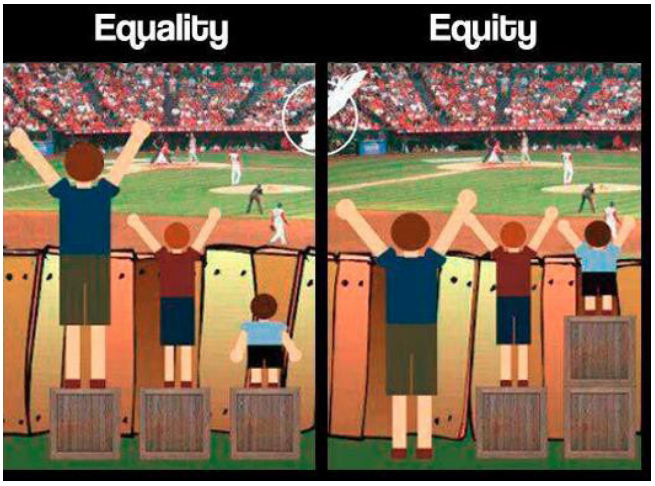


Figure 1 Equality vs. Equity. Retrieved from https://bugenderequitycentre.wordpress.com/2016/02/22/gender-equity-vs-gender-equality/

GENDER EQUALITY

Refers to sameness or uniformity in quantity, amount, value and intensity of provisions made and measures implemented for women and men.

- Equality can usually be legislated.
- For example, the Sierra Leonen Constitution provides for equality of women and men in different aspects of life such as right to property, right to participate in political life, in family life (see article 35 and 25 of the FDRE Constitution).

GENDER EQUITY

Refers to doing whatever is necessary to ensure equality of outcomes in the life experiences of women and men.

- Equity is difficult to legislate
- For example, giving male and female students equal access to all the courses offered in a school may not result in female students taking advantage of this opportunity if some courses are predominantly filled with male students and have only male instructors. In a gender equity approach then there may be a need for 'changing the landscape' by, for example, ensuring that there are female instructors or different teaching approaches.

THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS HIGHLIGHT THE IMPORTANCE OF GENDER EQUALITY BY SETTING THE FOLLOWING TARGETS:

- End all forms of discrimination against all women and girls everywhere
- Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
- Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
- Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life
- Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
- Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
- Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women
- Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

UNDERSTANDING GENDER MAINSTREAMING

Gender Mainstreaming is a globally accepted strategy for promoting gender equality. Mainstreaming is not an end in itself but a strategy, an approach, a means to achieve the goal of gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities– policy development, research, advocacy/ dialogue, legislation, resource allocation, and planning, implementation and monitoring of programmes and projects.

Figure 2. Gender Mainstreaming. Image from https://schreibfreiheit.eu/?s=gender+mainstreaming

The concept of bringing gender issues into the mainstream of society was clearly established as a global strategy for promoting gender equality in the Platform for Action adopted at the United Nations Fourth World Conference on Women, held in Beijing (China) in 1995. It highlighted the necessity to ensure that gender equality is a primary goal in all area(s) of social and economic development. The empowerment of girls and women is a global priority laid out in the 2030 agenda as put by the United Nations General Assembly ratified in 2015.

Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality (United Nations, 2001[2]).

2 Office of the Special Adviser on Gender Issues and Advancement of Women United Nations. (2001). Supporting gender mainstreaming. The work of the Office of the Special Adviser on Gender Issues and Advancement of Women

Mainstreaming includes gender-specific activities and affirmative action, whenever women or men are in a particularly disadvantageous position. Gender-specific interventions can target women exclusively, men and women together, or only men, to enable them to participate in and benefit equally from development efforts. These are necessary temporary measures designed to combat the direct and indirect consequences of past discrimination. Direct discrimination occurs when a woman or a man is denied certain rights/benefits because being a man or a woman. For example, if a woman is denied job or educational opportunity because she is a woman this constitutes direct discrimination. Indirect discrimination occurs when although the criteria used for denying rights or benefits may appear neutral, such criteria would have disproportionate adverse impact on one group compared to the other. For example, the privatization of water services followed by increased tariff would disproportionately affect women who rely greatly on the availability of water to carry out their reproduction roles.

Experience shows that for gender equality to be effectively promoted in educational programs and by educational institutions, it is necessary that gender issues are addressed at all levels. In other words, gender needs to be put into the mainstream.

Gender mainstreaming implies that gender is not a separate set of issues; it is an element of all issues at all levels. Most writers on gender and organizations agree that the ways organizations work mirror the ways society at large works. This means that gender inequality is as firmly embedded in the structure and culture of organizations as it is in the structure and culture of societies. Thus, intentionally or not, the dominant organizational culture of even the most progressive mixed organization is very likely to be masculine and to discriminate against women.

HOW TO MAINSTREAM GENDER IN THE CURRICULUM

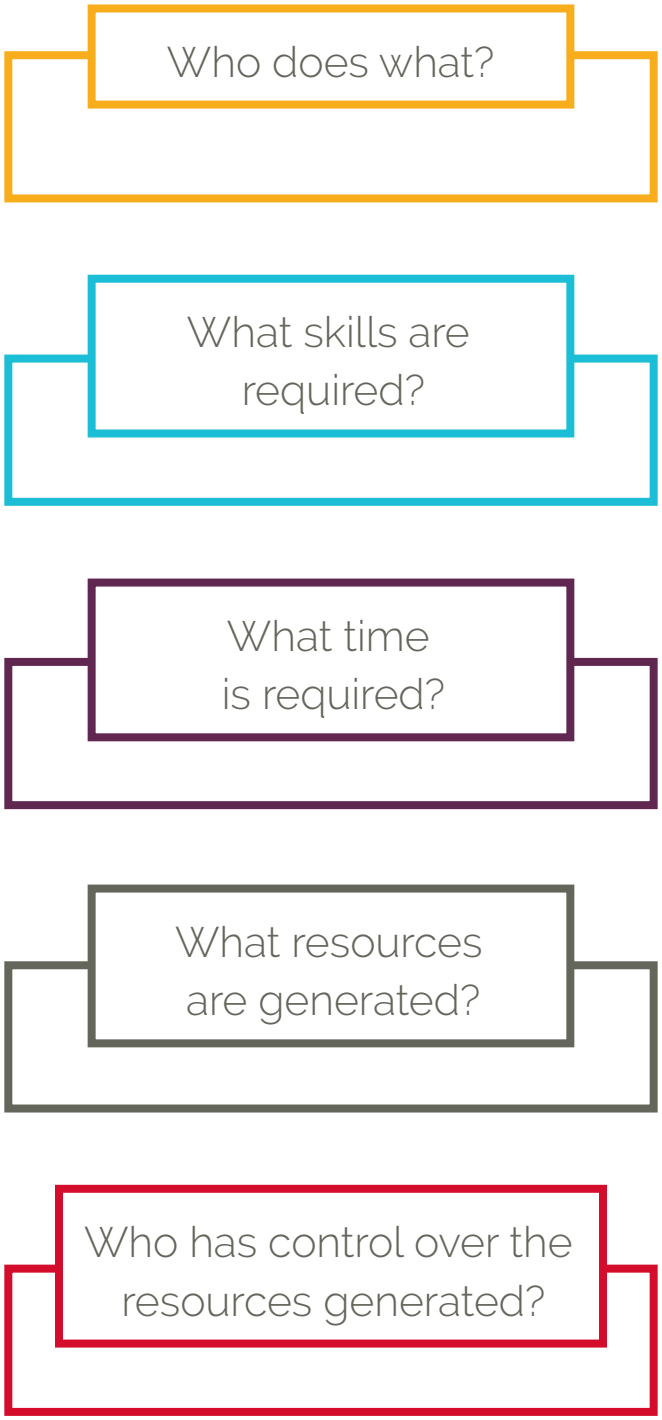
THERE ARE TWO BASIC CONCEPTS THAT ARE FUNDAMENTAL TO MAINSTREAMING GENDER IN THE CURRICULUM.

SEX DISAGGREGATED DATA

Collecting sex disaggregated data refers to taking note of male/female breakdown in terms of numbers. At a basic level, students need to learn to ask the question "how many men? How many women?" Gender mainstreaming is not just about counting but numbers are critical. Thus, instead of saying 'Teacher candidates attended the workshop' it is key to do a gender breakdown and consider 'X number of women teacher candidates attended, and X number of male teacher candidates attended'. Similarly, in teaching and keeping track of student progress, it is critical to go beyond saying 30 per cent of the class failed the test. Instead, this calls for sex disaggregation of data. What percentage of males failed the test? What percentage of females failed the test? Only then can we begin to develop programs and strategies that target the issues accurately.

GENDER-BASED ANALYSIS

Related to collecting sex disaggregated data is the idea of asking the following questions in relation to teacher training:



SOME INDICATORS OF SUCCESS IN GENDER MAINSTREAMING

- Percentage of men and women reporting meaningful participation of women in decision-making at the household level in a domain previously reserved for men;
- Percentage of men and women reporting meaningful participation of women in the public sphere;
- Percentage of men and women with changed attitudes toward gender-based violence;
- Percentage of couples making informed joint decisions regarding sexual and reproductive health;
- Percentage of men and women reporting that women are able to effectively control productive assets;
- Percentage of women reporting an improvement in their psychosocial well-being;
- Average number of hours per day spent on housework, and in relation to the duration of the working day, by sex.

THE ROLE OF MEN AS ALLIES AND CHAMPIONS IN GENDER MAINSTREAMING

A key feature of gender transformation is to recognize that men as well as women have to be involved in the work. At present the majority of leaders in Teacher Training Institutes in Sierra Leone are male, and the majority of instructors are male. All of these men can be gender champions in working with pre-service teachers, both male and female. Throughout this guide there have been suggestions for helping students, both male and female, to consider language, classroom interaction and textbooks and other materials as potentially biased or potentially transformative. In addition instructors and pre-service teachers can also reflect on their own positionality. While there is no one recipe for change here are some activities and approaches that are useful:

Consider working with groups of males on their own and organized around questions that help males to consider privilege or to relate personally to the issues.

- How would might life have been different in Sierra Leone if I had been born a member of the opposite sex?
- What advice would I give to my younger sister if she wanted to attend this college? Why?
- If you could change 3 things to create gender equality at this college, what would they be?

PART 1. GENDER RESPONSIVE TEACHING & LEARNING ENVIRONMENTS

COMMUNICATION

CONCERN**:** Interactions and communications (including spoken and written) among and between staff and students should be gender inclusive. Considering the gender relations and cultural norms of the society there is a need to ensure that provisions for particular attention to female students and female farmers are addressed.

STRATEGIES

1. **AVOID SINGULAR PRONOUNS:**
   It is recommended that the use of the singular pronouns, "he, him, his, she, her, hers" be avoided except when referring to a specific person. The following examples illustrate a more inclusive approach[3]:

REPEAT THE NOUN

EXAMPLE: You provide an environment where all the child's physical needs are met and where **HIS** health and safety are not endangered.

CHANGE TO: You provide an environment where all the child's physical needs are met and where **THE CHILD'S** health and safety are not endangered.

USE PLURAL PRONOUNS

EXAMPLE: Each inspector should ensure **HIS** staff is aware of the cost.

CHANGE TO: Inspectors should ensure **THEIR** staff are aware of the cost.

USE A NEUTRAL NOUN, TITLE OR OTHER DESCRIPTION FOR THE PRONOUN

EXAMPLE: HE will check the doors each night

CHANGE TO: THE SECURITY GUARD will check the doors each night.

REWORD THE SENTENCE

EXAMPLE: The teacher educator may become aware of other concerns of the students as he conducts the tutoring session

CHANGE TO:

3 Government of PEI. (1999). GUIDELINES FOR GENDER-INCLUSIVE COMMUNICATION.

2. **ALTERNATE MALE AND FEMALE EXPRESSIONS AND EXAMPLES.**
   Depending on the circumstances, there are times when it is better to alternate use of "he and she" rather than a nonspecific pronoun. "S/he" is not recommended.

   Example: Let each individual participate. Has she had the opportunity to speak? Has he taken the initiative?

   Animals, vehicles, machinery, etc. are referred to as "it" except in the case of an animal when "he" or "she" may be used if the sex is known and is relevant.

3. **VISUAL REPRESENTATION.**
   When preparing photos, videos, brochures, slides or graphics for presentations, represent women and men actively participating in all aspects of life at home, school, work or within the community. A balance of images to reflect the population is recommended. Men and women can be shown in nontraditional roles such as women as plumbers or men as caregivers. Promote a balanced presentation of women in authority positions. Consider posture and positioning within a picture to help establish that this balance is present; for example, avoid portraying men behind desks and women standing to the side. It is important to ensure that animation or cartoons do not base their humour on gender stereotypes.

4. **ORAL COMMUNICATIONS.**
   Oral communications should reflect and complement a gender-inclusive style, similar to the written and visual forms of communication. A balanced representation is achievable in oral communication by: using both women and men as interviewers, trainers and speakers at events using both women and men in voice-overs regardless of subject material.

5. **ADDRESSING PROBLEMS.**
   Problems and difficulties faced during work should be reported to a supervisor. This is also the case in relation to issues of gender discrimination or sexual harassment.
   Moreover, there is a need to consider:

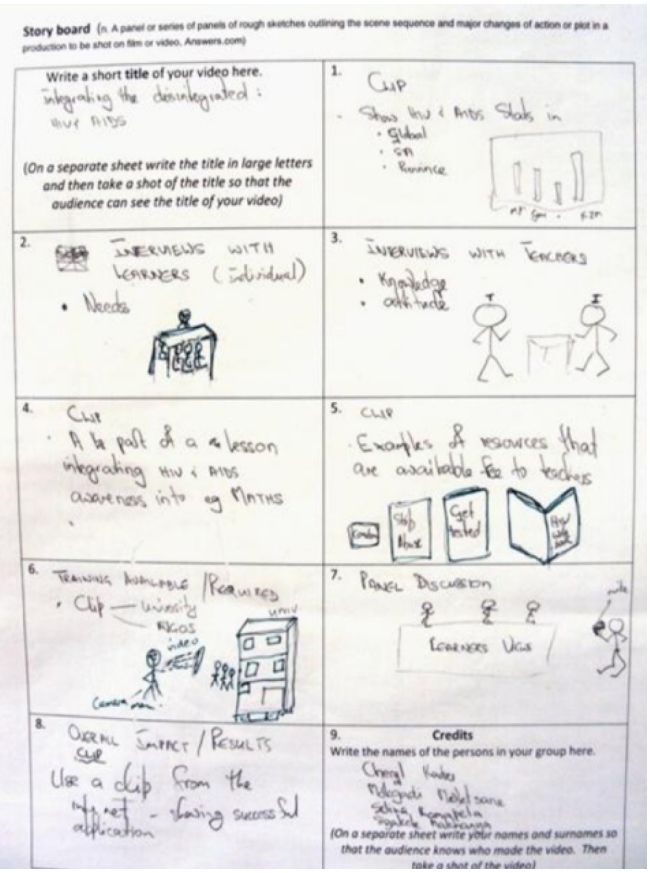
   - Appropriate location in terms of distance, transparent and open place to communicate with women.
   - Appropriate time in terms of considering the work burden of rural women in particular for female farmers and ensuring to arrange daytime schedules to communicate with female students.
   - Simple Child Care facilities need to be considered for those who are mother students, instructors, other staffs and farmers to ensure effective communication with supervisors, staffs and other stakeholders.

TECHNOLOGY FOR EMPOWERMENT: A CASE FOR CELLPHILMING

How can girls and women use the technology of mobile phones or other devices to 'see for themselves' the issues that need changing? How can participants take on agency and at the same make visible to the community, policy-makers and others the issues that need changing?

WHAT'S A CELLPHILM?

A cellphilm is a 1-3 minute video created with a cellphone or other devices. Cellphilming is a participatory visual methodology where participants work in small groups to produce video about a critical issue in their lives. In a simple No-Editing-Required cellphilm simply use the pause-shoot-pause-shoot or One Shot Shoot format (make the whole film in one shot).



Storyboard Example: "Integrating the Disintegrated" HIV & AIDS Context.

STEPS IN MAKING A NO-EDITING-REQUIRED CELLPHILM

1. LEAD IN TIME
2. BRAINSTORMING ON THE PROMPT
3. CHOOSING A THEME AND GENRE
4. VISUAL ETHICS
5. STORYBOARDING
6. REVIEWING FILMING TECHNIQUES
7. FILMING
8. VIEWING
9. REFLECTING
10. SELECTING AUDIENCES

From Mitchell, DeLange & Moletsane (2019)

STEP 1: LEAD IN TIME

This is necessary to prepare the participants for reflecting on their own context and the issues which affect their lives. Participants typically reflect on the prompt or focus: 'feeling safe and feeling not so safe'

STEP 2: BRAINSTORMING ABOUT THE PROMPT

Working in groups of 4-6, the participants write down their ideas in relation to the prompt on a flipchart.

STEP 3: CHOOSING A THEME AND GENRE

Once the participants have exhausted possible issues about the prompt, they choose either by voting or consensus on the theme. The facilitator might help participants to decide based on concerns such as location, sound (avoid filming by a busy road), and safety. Some common genres include: media messages, melodramas, talk shows, and the use of placards to tell the story.

STEP 4: VISUAL ETHICS

Here the facilitator should also discuss visual ethics ensuring that the participants understand the rights of others, the need for consent, and recognition that the video/cellphilm, if shown publicly, should not harm anyone.

STEP 5: STORYBOARDING

The participants, in their groups, then move to create a simple hand drawn storyboard consisting of 6-8 shots, on which they plan out each shot: what would happen in the shot, who the actors would be or what they want to shoot, what they would be doing and saying, as well as where they will shoot the scene.

This is also the time to create a title for the film, to write it down on a sheet of paper, and to film it before they begin filming their story. They should also conclude with credits, the names of the participants who created the /cellphilm.

STEP 6: REVIEWING FILMING TECHNIQUES

Review the basics of using the device (cellphone, tablet): how to record, how to stop recording, how to ensure good sound quality by not filming too far from the person speaking, how to ensure good lighting

STEP 7: FILMING

The participants, in groups, set off to shoot/film their story, keeping in mind that they will not be able to edit their films, and therefore have to contemplate each shot, practice it, then film it and stop the recording, and then move on to the next shot, film it and stop the recording, until they have completed their shoot. If they make a mistake they must start from the beginning of the storyboard.

STEP 8: VIEWING

The next step is to screen the complete video/ cellphilm, with the producers introducing their video/cellphilm to the larger group and then screening it using a data projector.

STEP 9: REFLECTING

After the screening it is important to reflect on the video/cellphilm and ask the producers and audience (the other participants) questions such as the following:

- What did you like about the video/cellphilm?
- Who should see this video and why?
- How do you think it could help address the issue?
- What would help you in community to address the main issue in this video/cellphilm?

STEP 10: SELECTING AUDIENCES

The videos/cellphilms could be used to spark dialogue with various local audiences. Questions of storage of the cellphilms and sharing are key issues: how to access and screen the cellphilms with these audience should be discussed with the participants.

PART 2. TEACHING AND LEARNING RESOURCES

USING GENDER RESPONSIVE TEACHING AND LEARNING MATERIALS

Instructors can develop the most effective strategies for them to enhance the independent learning capabilities of both female and male students for whole- person development:

- Use materials that portray female and male characters in equal numbers and involved in similar activities;
- Make sure that resources and materials are free from stereotypes;
- Ensure each female and male student have essential college books and other learning materials;
- Ensure that learning materials give equal prominence and respect for male and female students, and support the potential of both to succeed;
- Ensure that the text, pictures or part of the material you wish to analyze is gender sensitive by briefly examining;
- Display posters on the walls that portray female and male characters in equal numbers and involved in activities together.

Adapting teaching materials: Review any teaching and learning materials to ensure gender responsiveness. If there is material which contains gender stereotypes, techniques can be used to address and revise. For instance:

- If a material in your hand portrays only male scientists, researchers or inventors, include a discussion of female scientists which is perhaps not present in the materials. Highlight local examples of women in Sierra Leone who are succeeding in these areas.
- To address the needs of students with different learning styles, instructors are encouraged to make diversified use of learning materials, such as audio, visual, pictorial, graphic representations, and texts, etc.
- Instructors should emphasize the limitations of 'gender bias curriculum prescriptions' and examples. Student teachers should be encouraged to go deeper into the issues and to reflect on their own experiences. This is all part of building their capacity to respond to gender issues.
- The lesson plan should make allowance for all students to participate in the learning activity. When doing a practical science experiment, ensure that both girls and boys have a chance to use the equipment and chemicals.

There should also be equal participation in such activities as making presentations. When assigning projects, ensure that both girls and boys are given leadership positions and roles. Take into account how the learning materials will be distributed equally to both girls and boys, especially in cases of shortages.

CURRICULAR METHODOLOGIES AND PRIORITIES

Curriculum change can be a difficult and time-consuming enterprise. Some steps in curricular transformation can include the following:

- Gender sensitization workshops for academic staff can begin a process of curriculum transformation;
- More participative teaching methodologies which will give equal opportunities for women students to participate more actively, such as tutorial sessions run by women students, research projects related to gender issues in each faculty and department.
- Research and development into gender aspects of various academic disciplines. For example, problems, challenges and technologies of women farmers; challenges faced by reproductive health workers; challenges faced by women doctors. This research and development can become the materials to be used for curriculum reform based on the African reality.
- Establish a Gender Studies Department/Unit/ Institute so that technical knowledge is available on the spot. Gender studies is essential in African societies. Politicians and policy-makers frequently display a politically correct concern with gender inequality only to flounder when it comes to implementing change. Lack of expertise and information is often cited as major obstacles to overcoming discrimination and its consequences. Development industry has acknowledged the importance of gender at all stages of the development process and there is demonstrated need for a deeper understanding of the specifics of gender in African contexts and societies to avoid relying on inappropriate expertise that is not based on in- depth research and development.

ENGENDERING THE CURRICULUM

The idea of engendering the curriculum may be challenging if you have certain materials you are obliged to use and topics to cover. However, there are several strategies you could employ:

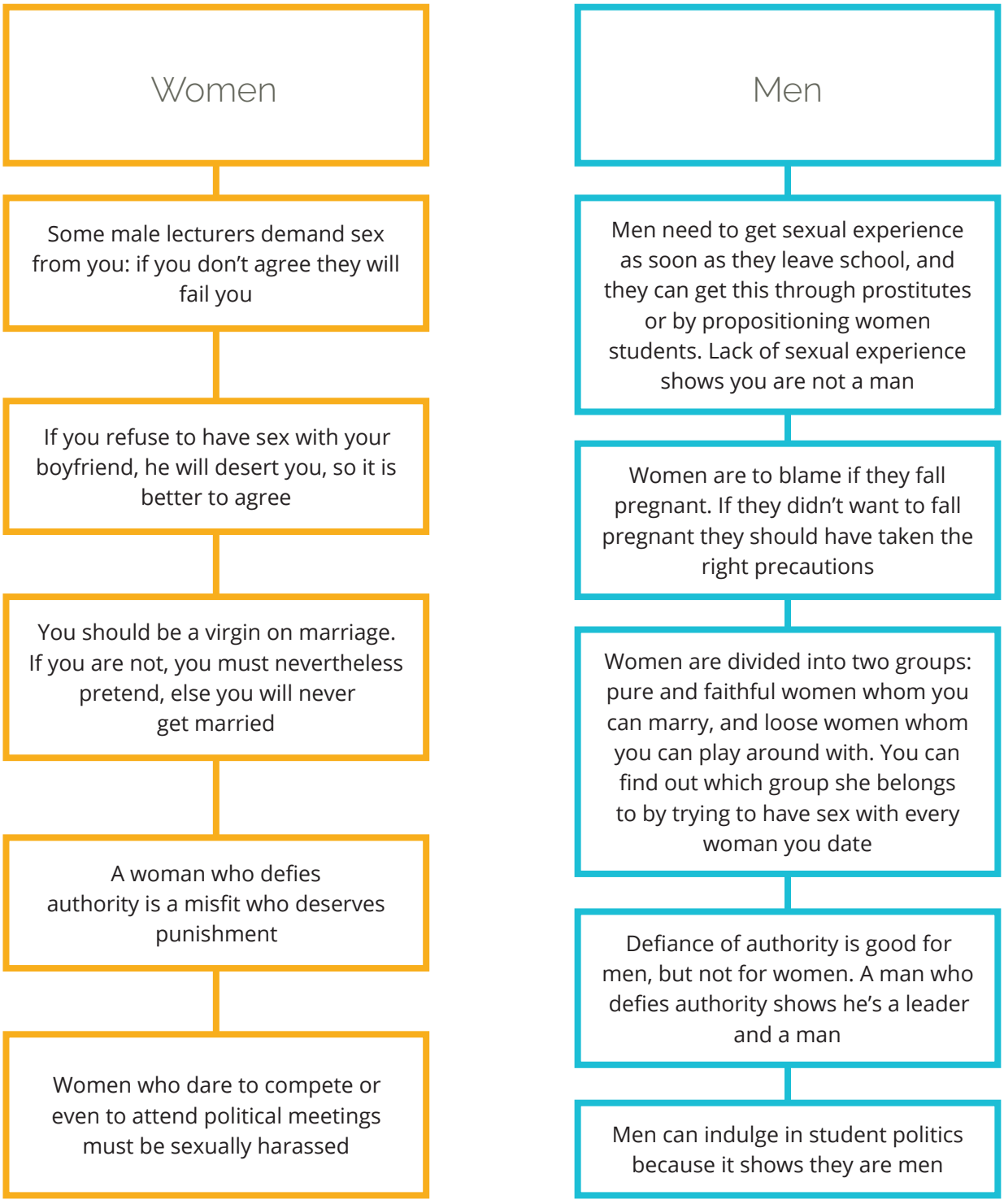
- Using gender inclusive examples when teaching;
- Using examples of female students and teachers in the subject area you are teaching;
- Using examples of female entrepreneurs in the area, when teaching;
- Take into consideration the significance of the hidden curriculum and the kinds of steps that instructors need to embark upon to counteract the hidden curriculum

THE HIDDEN CURRICULUM

The hidden curriculum is that which is implied by the structure and nature of schools and institutions, much of what revolves around daily or established routines. Examples of the hidden curriculum might include the messages and lessons derived from the mere organization of schools and institutions-- the emphasis on:

- sequential room arrangements;
- timed segments of formal instruction;
- an annual schedule that is still arranged to accommodate an agrarian age;
- disciplined messages where concentration equates to student behaviors where they are expected to sit up straight and be continually quiet;
- students getting in and standing in line silently;
- students quietly raising their hands to be called on;
- the endless competition for grades,

The hidden curriculum may include both positive or negative messages, depending on the models provided and the perspectives of the learner or the observer (Owen Wilson, 2005). The Working Group of the Association for the Development of Education in Africa identifies the following positive and negative hidden curricula in a tertiary education institution: Of note is that much of the hidden curricula are related to sex, a taboo subject which is rarely discussed openly. Sexual ethics and values are important areas, which are not dealt with in the formal curriculum, and may be haphazardly dealt within the informal curriculum.



PART 3: LESSON PLANNING AND DELIVERY

METHODS/PEDAGOGY

Select teaching methodologies that will ensure equal participation of both female and male students. Some teaching methodologies like group work, group discussions, role play, debates, case studies, and explorations can be very effective in encouraging student participation and will therefore give the female opportunity to participate more actively. In practice, take care that dominant individuals do not sideline less assertive ones.

The lesson plan should allow all students to participate. When doing a practical science experiment, ensure that both female and male students have a chance to use the personal protective equipment based on their size. When assigning projects, ensure that both female and male are given leadership positions and roles and take into account how the learning materials will be distributed equally to both, give priority to female students especially in cases of shortages.

Instructors should set clear learning targets and objectives and share learning intentions of their lessons with both female and male students through ensuring the active participation of female students. By allowing students to know the purpose of a lesson or a task, they will be able to make better decisions about the ways and means to achieve what they are expected to learn.

MOTIVATING STUDENTS WITH DIFFERENT LEVELS OF PERFORMANCE

Instructors should motivate female students to engage effectively in the process of learning through strong appreciation and acknowledgment. Instructors should also be aware of adjusting their expectations of students, during the assessments of common needs and individual and gender differences of their students.

Instructors can motivate female students through informal rewards, such as verbal recognition, appreciation and prizes. They should understand the existing gender disparities and cultural influences that contribute to undermining the self-esteem of female students.

To motivate female students with weaker performance, instructors can structure the tasks to suit their abilities and let them experience pride and confidence in having attained a goal through reasonable efforts. Individual progress and improvement should be recognized.

Give recognition to students' performance in aspects other than academic achievement, e.g. group activity practical session, participation in different clubs, etc. This is the most immediate means to raise the self-esteem of female students. There is no need to force students to be good at everything particularly female students.

Give encouragement to female students' creative work.

CLASSROOM SET-UP AND INTERACTION

Consider how to arrange the classroom and interact with the students in a way that will promote equal participation of both female and male students. Plan in advance to ask substantive questions to both female and male. Think about where to stand, sit, or move about the classroom during the lesson.

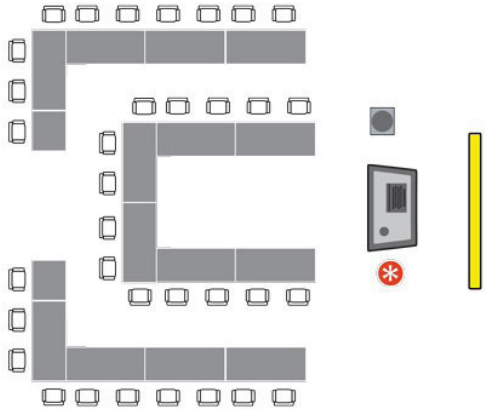


Figure 3 Retrieved from http://www.todaysclassroom.com/blog/clas sroom-layouts-seating-arrangements-for-effective-learning/

Different forms of classroom organization (e.g. variations in grouping, whole-class setting and seating arrangements) facilitate the delivery of diverse learning and teaching strategies such as group learning, whole-class teaching and individual works. However, instructors should understand that the above arrangements do not automatically result in the desired effect without suitable lesson / activity planning, instructor-student interaction, learning and teaching resources and other factors affecting effective learning and teaching.

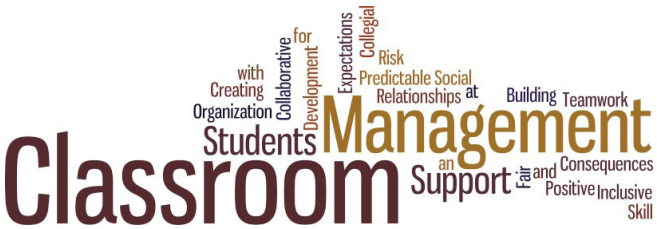
A gender responsive classroom set up responds to the specific needs of both males and females. This approach considers the following:

- Classroom set up that mixes females and males;
- Classroom set up that enhances participation of both females and males;
- Arrangement of the desks that encourages females to speak out and overcome their shyness;
- Stools in laboratories that are appropriate in size and shape thus enabling effective participation of both females and males;
- Fixtures and visual aids on the walls that send gender responsive messages;
- Appropriate shelf heights in the libraries;
- Appropriate size, shape and weight of desks and chairs.

Classroom organization must go a step further, however, and pay due attention to the gender responsiveness of the classroom set up. As mentioned earlier, many females are socialized not to speak out. Seating arrangements that place them at the back or in corners reinforce this tendency, which in turn leads to poor performance. Thus, the typical traditional seating layout, with desks arranged neat rows facing the teacher, does not encourage student-centered learning environment, which is the most appropriate for enhancing active student participation – particularly by females.

CLASS MANAGEMENT

Allow time to deal with gender-specific problems, if any, such as females who have missed class due to menstruation, household chores, or family responsibilities. Watch for indications of bullying, sexual harassment, impact of HIV/ AIDS, peer pressure, among others.



Instructors should create conducive learning environment in the class through organizing students of different abilities as they can learn well together through gender sensitive co-operative learning. Learning from peers and collaboration help to remove the feeling of failure and enhance female students' empowerment thereby boost motivation and learning.

Introduce lessons with an overview. Wherever possible offer the "big picture" rather than disconnected details.

Provide female role models. Research shows that female students need to see females in certain professions or career choices in order to visualize themselves in the same or similar roles; whereas male students need only to hear about certain roles to imagine themselves taking place in those same roles.

STUDENTS' PARTICIPATION IN THE CLASSROOM

Establishing rapport with students

- Introduce ice-breakers related to the subject matter and take part in the game with the students. To demonstrate the concept of "action and reaction" in physics, for example, join a team in the game "tug-of-war".
- Use other methods such as role plays, skits, songs and dances, which are generally more conducive to interaction than lecturing.
- Break the class into groups and then join in the various group discussions. This will help build a closer rapport even with students who are shy, and particularly females who are not socialized to speak out. Select topics that are simple and interesting and related to the everyday lives of both females and males. Move from group to group to indicate an interest in all the students.
- Assign an exercise to help students to speak out and allow them to choose and present their own topics, e.g., a memorable life experience. Without obviously singling out or embarrassing them, deliberately focus on those who are shy, give them an opportunity to present and encourage them to speak out. Participate by asking leading questions to encourage discussion and giving examples from own experience if appropriate.

Ensure that you call on or address both female and males a balanced number of times and for all subjects.

Give both female and male students an equal opportunity to explain their view a balanced number of times on each subject.

Give both female and male students equal opportunity to present their work or answers to the class (even if shortage of time happens).

Give similar duties to both female and male students (example cleaning, moving furniture, etc.).

Support and encourage both female and male students to be class representative, possibly having one female and one male as co-leaders.

Make time for adequate feedback from both female and male to ensure that both have understood the lesson.

QUESTIONS FOR FURTHER THINKING

- What kind of gender specific needs of students have you noticed in your class in the current school term?
- How did you address them?
- Were you successful?
  Would you now do it differently?
- What mechanism do you use to get feedback from your students?
- Do you use different mechanisms for getting feedback from males? From females?
- Discuss with your students how you can get better feedback from them.

FEMALE-FRIENDLY TEACHING CHECKLIST

- ❒ Become conscious of the number of questions asked and answered by males and by females and the amount of attention given to different students in the class
- ❒ Be aware of the impact of the seating arrangements in class on classroom interaction. Do males sit at the front and dominate? Are the females huddled in a corner and left alone?
- ❒ Understand the often lower levels of self-confidence in females and ensuring that they are given time to think and answer a question before moving on to another student
- ❒ Experiment with different student groupings to find which are the most comfortable and effective for different forms of learning – All female groups, mixed groups, groups in which there are mostly females, and 1 or 2 males
- ❒ Understand that females tend to enjoy and benefit from non-competitive, collaborative activities, working in groups towards a common objective
- ❒ Provide examples and activities in class which reflect females' interests and experiences as well as those of males
- ❒ Without being patronizing or condescending, praise and encourage females in their work and extending invitations for further assistance as needed
- ❒ Be openly questioning and critical of teaching and learning materials (such as textbooks) which do not include or reflect females' interests, and which portray women in menial roles
- ❒ Be sensitive to women's needs to occasionally leave the class for the bathroom (especially if it is shared with males and so may be very uncomfortable to use during break times)
- ❒ Have a zero tolerance policy with clear punitive measures for gender-based harassment in class and outside

Gender-based distractions in the classroom

- Discuss with your students the forms of gender based distractive behaviour that take place in your class.
- Discuss and find strategies and ways of eliminating such behaviour and making your classes gender-distractive-behaviour-free zones.
- Agree with the class to put up a poster "Gender-Distractive-Behaviour-Free Zone" in your classroom. Extend the campaign to the whole school.

Anti-social and deviant behaviour

- Discuss with the students the kind of forces that may be operating in the school that could lead to this kind of behaviour. What are the manifestations of these issues in the school?
- Discuss with the students what strategies can be used to eliminate such deviant behaviour.

PART 4. GENDER RESPONSIVE INTERACTIONS

MANAGING PEOPLE PERFORMANCE & RELATIONSHIP

CONCERN: Not enough women are advancing into leadership roles and contributing to influential decision-making. Women are not receiving an equal amount of education and are not employed at equal rates as their male counterparts[4].

STRATEGIES

1. Ensures that consistent personal performance is measured and maintained in varying work conditions and work contexts priorities and commitments including gender related factors and biological responsibilities of a person and priorities be given to women.

2. Address unconscious bias by educating all employees and reviewing and changing processes (for example, recruitment and performance reviews) to make decision-making more objective; include men in gender diversity transformation initiatives; conduct surveys to understand what the limiting attitudes are[5].

3. Develop a strategy based on solid gender diversity metrics and address the root causes of lower shares of women's representation. Metrics include pay levels of female versus male staff, women's attrition rates and reasons for exiting, the percentage of women receiving promotions and in which roles/ functions, and organizational health metrics (such as job satisfaction, perceptions of meritocracy, work-life balance, and desire for advancement).

COLLEGE ENVIRONMENT

For pre-service teachers learning about gender equity and gender-responsive pedagogies there is a 'double agenda'. In order for them to become gender-responsive in their own teaching, they also need to have practicum experiences in an environment that is safe, allowing them to talk about issues. They also need to be free from harassment.

GENDER CLUBS

Student-led Gender Clubs have become key features of gender programming in many colleges and schools. . A Gender Club is a co-curricular or extra-curricular student group that provides opportunities for students to gather and organize around discussing and carrying out activities related to issues of gender equity.

Some Gender Clubs work on creating female-only spaces. However, most, especially in colleges recognize the key role that male students can play as gender champions too, and so typically involve students of all genders and take an inclusive approach to engaging members of the campus and wider community to raise awareness about the impact of gender issues.

4 Patel, G. (2013). Gender Differences In Leadership Styles And The Impact Within Corporate Boards. The Commonwealth Secretariat, Social Transformation Programmes Division

5 Moodley, L., Holt, T., Leke, A., & Desvaux, G. (2016). Women Matter Africa: Making Gender Diversity a reality. McKinsey & Company.

Typically a Gender Club has an executive [some colleges have student representatives from each class as the main leaders] and budget to work with [even a small budget to help with printing out refreshments), and structures that allow for planning out activities across the semesters of the college. Ideally there will be several instructors ('gender champions') who can help to support the organization of a Gender Club. Often the activities are organized around key national or international events such as International Women's Day (March 8) or World AIDS Day (December 1). Others organize around the 'flow' of the year, including, for example an activity at the beginning of the year to recruit new members and to begin some type of awareness raising.

The most successful Gender Clubs have activities that are very participatory. These might activities such as the following:

- Poster making or other media making activities (producing cellphilms) to raise awareness about gender based violence or campus safety
- Developing scenarios or skits to act out about gender related issues
- Setting up a discussion group, public debates, or a reading group about issues of gender equity or gender based violence
- Inviting in guest speakers from the local community. These could include women who may be working in non-traditional professions or someone who has recently attended an event where issues of gender have been key
- Organizing art making competitions on gender issues

Gender clubs can be pro-active in identifying gender-related issues on campus that require attention from the administrators and teachers. Safety and security is one issue but there may be others. Agricultural colleges in Ethiopia recognized that there was a need for bursaries for female students or advocated for day-care facilities.

Gender Clubs in Teacher Training Institutes can be very effective in helping to organize gender-related activities in the schools.

SAFETY AND SECURITY

The concerns in this area are: sexual harassment of students by staff; sexual harassment of staff by staff; sexual harassment of students by students; and arguments against actions against sexual harassment

SEXUAL HARASSMENT OF STUDENTS BY INSTRUCTORS AND OTHER STAFF MEMBERS

In TTIs, there are allegations of male staff propositioning vulnerable female students, threatening to fail them, and or else enticing them with the promise of higher grades (or sex for grades) . Lecturers are in a position of authority with the power to pass or fail students. Using this power position for sexual favors is clearly unprofessional and goes against the code of ethics governing the teaching profession.

Staff-student relationships can be governed by a number of regulations such as:

- The Code of Conduct for Teachers and Other Education Personnel in Sierra Leone (2020) governs the relationship between staff and students in preschool, primary school, junior secondary school, senior secondary/technical etc.

vocational institutes. Specific clauses emphasizes the importance of maintain a professional relationship with all learners.

- Procedures outline steps for reporting. The TTI's must ensure that effective mechanisms exists for reporting and appropriate action.
- Gender violence and sexual harassment must be integrated into mainstream teaching, research and other learning processes. This will enable the problem to be addressed openly, rather than as at present where victims will hide out of fear of further victimization.
- All materials for inducting academic and support staff, visitors, students and other stakeholders must contain information that raises their awareness of the institutional stance against gender violence and sexual harassment.
- At all institutional events, it is necessary to raise awareness and sensitize participants to the institution's gender stance through inclusion of men and women as staff and student participants, providing safe and secure convenience and other facilities for men and women, providing pamphlets on gender violence and sexual harassment etc.
- All stakeholders must make commitments to taking holistic and comprehensive approaches to changing attitudes and behaviours that tolerate, condone and encourage gender violence and sexual harassment.
- The institution's leadership must be perceived to make a commitment against gender violence through recruiting and promoting men and women's presence, making the workplace and classrooms safe for men and women and punishing perpetrators without fear or favour.
- There must be transparency in the implementation of the policy and programs and the regulations and procedures must be clear, accessible and available to all sections of the institution.
- There must be clear lines of responsibility for the implementation of the policy and program and the processes must be swift and effective if they are to have any credibility.

SEXUAL HARASSMENT OF STAFF BY STAFF

Sexual harassment of staff by staff can also take place in the context of power differentials. Female lecturers can be victims as well as secretarial staff who are vulnerable to sexual harassment both from staff and students. Occupying middle level administrative posts, they may be threatened with loss of their jobs by their immediate supervisors if they fail to respond to demands for sexual favours. They are also vulnerable to sexual harassment from students, who may treat them with disrespect.

Young female instructor may also face sexual harassment and demands for sexual favours from senior male academics. Such propositioning may be culturally acceptable in societies where powerful men are often polygamous, and social climbing by young ambitious women may involve choosing powerful male figures as mentors. However, such relationships can deteriorate into sexual exploitation.

The staff Code of Ethics should cover sexual harassment of staff by their immediate supervisors, as the sexualization of professional relationships has a corrosive impact on academic freedom and excellence.

SEXUAL HARASSMENT OF STUDENTS BY STUDENTS

The sexual harassment of students by students is rampant in many institutions of higher learning, partly because baiting women students is seen as acceptable young male behaviour, particularly in public situations. Women students who compete for office in student politics may suffer severe sexual harassment, whereas women students who compete in beauty pageants may escape such treatment.

A student Code of Conduct which includes sexual harassment as an offence needs to be developed, with clear lines for reporting incidents, and for dealing with culprits.

ARGUMENTS AGAINST ACTIONS TO ADDRESS SEXUAL HARASSMENT

As an advocate against gender violence and sexual harassment, your colleagues, students or peers may ask the following questions:

- Gender violence and sexual harassment are personal issues, so why does the institution have to interfere in people's personal and individual relationships?
- Why should academics, teachers and other staff have to focus on gender violence and sexual harassment when they are not in the curriculum or in disciplinary regulations?
- Sexual interaction between men and women is normal and is part of African cultures. Why should we make a fuss over courtship and culturally accepted ways of proposing love?
- Relationships between students and staff are between consenting adults so why do we have to accept western ideas that make these relationships criminal?
- Unmarried male staff may choose to marry their female students and courtship will begin in the institution.

PART 5. GENDER-RESPONSIVE ASSESSMENT[6]

Assessment is an integral part of the teaching and learning process, without which learning would not take place. The results of assessment are used for multiple purposes, including improving the teaching and learning activity. To avoid bias in the administration of assessment and providing the feedback, assessment should be gender-responsive. The assessment conditions should cater for individual needs of boys and girls. To do so, teachers should use different assessment styles to appeal to different learners' needs, whether girls or boys; e.g., group work, individual assignments, projects, written, oral presentations, etc.

Gender-responsive assessment should benefit girls and boys equally. Thus, teachers should assess the effectiveness of a lesson from a gender perspective. During both formative and summative assessments, teachers must learn to recognize and eliminate gender bias, because it can limit students' ambitions and accomplishments (Sanders, 2003). Therefore, teachers need to become ever more skillful in their ability to evaluate teaching situations and develop teaching responses that can be effective under different circumstances.

When assessing boys and girls in the classroom, teachers should strive to create instruments that have equal representation of gender roles or gender-role content. Teachers' judgements of children's achievement should not be based on gender expectations, but rather result from equal treatment and evaluation, using the same benchmarks. What teachers are required to do is to create a learning environment that is both fair and equal, taking into account differences in gender.

After the processes of assessment of oral, written and group work or any other assessment tests, time should be created to provide adequate feedback to both girls and boys and vice versa. This ensures that the learners have understood the lesson. The timing of feedback is also important. Feedback must be provided early enough for students to be able to do something with it.

6 Adapted from the NATIONAL GENDER-RESPONSIVE TEACHER TRAINING PACKAGE.

APPENDIX A: CLASSROOM ACTIVITIES

The following is a resource with practical strategies and activities for addressing gender mainstreaming in classrooms, gender training and in gender clubs.

SHARING EXPERIENCES OF GENDER

TYPE OF ACTIVITY: INTRODUCTIONS

REFERENCE

Williams, Seed, & Mwau (2005) The Oxfam Gender Training Manual p. 55

INSTRUCTIONS

Divide group into single sex groups of 3-6 people. Everyone answers 2 questions:

1. How does my gender affect my life and work?
2. What changes would help me make use of my full potential?

Afterward, make gender-mixed groups and have everyone share/summarize experiences and comments from first groups.

LIFE STORY

TYPE OF ACTIVITY: INTRODUCTIONS

REFERENCE

Williams, Seed, & Mwau (2005) The Oxfam Gender Training Manual p. 59

INSTRUCTIONS

Ask participants to tell the story of their life, focusing on when they became aware of their gender

WHO AM I: WHERE DO I COME FROM?

TYPE OF ACTIVITY: INTRODUCTION

REFERENCE

Williams, Seed, & Mwau (2005) The Oxfam Gender Training Manual p. 57

INSTRUCTIONS

In pairs, take 5 min each to explain who you are, including your sex, race, class, religion, etc., the other person listens attentively and does not talk

POSTER MAKING

TYPE OF ACTIVITY: ART

INSTRUCTIONS

Make posters/illustrations/artwork that depict women and the work they do. This may include the balancing act of domestic labour, going to school, and caring to the young, sick, and elderly. Arrange to have these showcased throughout the school.

ARTFUL REPRESENTATIONS OF IDEAL WORK ENVIRONMENT (PHOTOVOICE; CELLPHILMS OR VIDEOS MADE WITH A CELLPHONE; DRAWINGS)

TYPE OF ACTIVITY: ART

INSTRUCTIONS

Have students think about their ideal work environment and then have them depict this through story, music, visual art, or anything else. Take time to compare these visions against reality and recognize the differences. Be sure to highlight any changes to gender roles, or re-balancing of work between the genders.

PERCEPTIONS OF GENDER IN EDUCATION

TYPE OF ACTIVITY: FIRST DAY OF CLASSES

DISCUSSION

Williams, Seed, & Mwau (2005) The Oxfam Gender Training Manual p. 73

INSTRUCTIONS

Ask students to consider what aspects of education are men-only or women-only or completed more often by men or by women.

OBJECTIVES

To create a common understanding of:

- education for women
- education for men
- education for the community.

To explore the meaning of the word 'community'.

METHOD

Preparation: before the session spread out a number of photographs of education projects and everyday life.

Divide participants into three groups — A, B and C.

- Each person in Group A is asked to choose a picture which represents education to them.
- Each person in Group B is asked to choose a picture which represents education for men to them.
- Each person in Group C is asked to choose a picture which represents education for women to them.

Ask all participants to look at pictures that are spread on the table, in silence, and make a first and second choice. After ten minutes ask them to pick their pictures. If their first choice is taken, they pick up their second choice. (10 mins)

Ask each group to discuss and write down all the aspects of education portrayed by the pictures they have picked. (20 mins)

In the plenary share what education is for women and for men, and what community education is. Focus on education as a process of men and women improving their lives and raise the question of the meaning of community. (30 minutes)

DISCUSSION OF GENDERED TASKS

TYPE OF ACTIVITY: DISCUSSION

REFERENCE

Inspired by Smith, D. E. (1987). The Everyday World as Problematic. p. 20

INSTRUCTIONS

Ask students to write out the various tasks that have to be done at their homes, and how much time each task takes to do. Once the list is completed, ask them to write beside each task who does this work (father, mother, son, daughter, etc.,). Then ask students whether it has to be this person who does each task. Begin to question why women do certain tasks and men do others. Ask the students whether the gender responsible for these tasks can change. Why or why not? If students say that men or women have more or less time, begin to question why this is. Consider social and cultural influences. You may students to also ask questions such as: Who are the tools designed for? Who is the clothing made for?

USING PHOTO IMAGES TO PROVOKE DISCUSSION

TYPE OF ACTIVITY: DISCUSSION

REFERENCE

Williams, Seed, & Mwau (2005) The Oxfam Gender Training Manual p. 529-532

INSTRUCTIONS

Find local/context-relevant images that depict gender roles, particularly within schools and communities. Use these images to discuss the role of women and men in Sierra Leone.

DISCUSSION OF GENDERED TASKS

TYPE OF ACTIVITY: DISCUSSION

REFERENCE

Inspired by Smith, D. E. (1987). The Everyday World as Problematic. p. 20

INSTRUCTIONS

Ask students to write out the various tasks that have to be done at their homes, and how much time each task takes to do. Once the list is completed, ask them to write beside each task who does this work (father, mother, son, daughter, etc.,). Then ask students whether it has to be this person who does each task. Begin to question why women do certain tasks and men do others. Ask the students whether the gender responsible for these tasks can change. Why or why not? If students say that men or women have more or less time, begin to question why this is. Consider social and cultural influences. You may students to also ask questions such as: Who are the tools designed for? Who is the clothing made for?

EQUAL TALKING OPPORTUNITIES

TYPE OF ACTIVITY: TECHNIQUE

INSTRUCTIONS

Whenever discussions take place, be sure to ask women to participate just as frequently, if not more, than you ask men to participate. Even if women do not raise their hand or offer or want to speak, encourage them to voice their thoughts, opinions, and insights. Be sure to thank them for their participation and acknowledge how it positively contributed to the discussed.

WAIT AND ASK A WOMAN

TYPE OF ACTIVITY: TECHNIQUE

INSTRUCTIONS

Whenever there is a chance to answer a question, practice something in class, or do anything that directs attention to one student in the class, instructors should wait a few seconds before they select an individual. If a female student raises their hand, the instructor should call on the female student more frequently than the male students to allow the females a fair shot at answering the question or being the first to perform the task correctly.

A TYPICAL DAY AT WORK

TYPE OF ACTIVITY: DISCUSSION

REFERENCE

Inspired by Smith, D. E. (1987). The Everyday World as Problematic. p. 78

INSTRUCTIONS

Ask students to take 2-5 minutes to write out their typical workday, or what their workday looked like yesterday. Depending on the size of the class, you may break into groups of 4-5 and have everyone share their day or ask individual students to share to the entire class. The instructor can make a point to highlight differences between the men's days and the women's days. How much time was spent working? What type work? How much time was spent relaxing? Who worked with the children/cared for others? Who made money? Who was safe and who may have experienced fear or danger?

A BABY IS BORN

TYPE OF ACTIVITY: ACTIVITY

REFERENCE

Inspired by Williams, Seed, & Mwau (2005) The Oxfam Gender Training Manual p. 87

INSTRUCTIONS

Prepare 30 cards, split into 2 sets of opposites (e.g., rich/poor, boy/girl, labourer/landowner, etc.,). Prepare a chart that says, "successful child" on one side and "less successful child" on the other. Distribute all cards to participants. Ask them to come forward one at a time and decide where to place their card, and see what conversations are generated. This is intended to show that gender is one of many sources of differentiation, and they can all influence one's success in life.

WORLD UPSIDE DOWN

TYPE OF ACTIVITY: DISCUSSION

REFERENCE

Inspired by Williams, Seed, & Mwau (2005) The Oxfam Gender Training Manual p. 109

INSTRUCTIONS

A story is read out by one person that explains that "women", "her", "she" are always used when speaking in generalities. And all politicians, directors of companies, etc., are women (maybe adjust for cultural relevance). Facilitate discussion of participants reactions to the story, first in small groups then as one large group. Compare this imaginary world to the one we live in.

ACTION CHECKLIST FOR MEN

TARGET GROUP: GENDER TRAINING

TYPE OF ACTIVITY: ACTIVITY

REFERENCE

Inspired by Williams, Seed, & Mwau (2005) The Oxfam Gender Training Manual p. 136-137

INSTRUCTIONS

Have men read over the action checklist for men to challenge sexism and ask if there is anything they disagree with or if there is anything, they think they should add. This will require some vetting to make it culturally relevant, appropriate and attainable.

ACTION CHECKLIST ON SEXISM: A CHECKLIST FOR MEN

- ❒ Look out for ways you unintentionally threaten women. Don't walk behind a woman at night—cross the road. Don't loiter in a group of men or block the path.
- ❒ Approach a man, not a woman, for directions at night or in lonely places.
- ❒ Don't comment, stare or whistle at a woman's looks or dress; it's sexual harassment.
- ❒ Share domestic tasks equally. Housework and childcare should not be only 'women's work'.
- ❒ If you have a woman partner, you should both have equal access to income.
- ❒ Express your emotions and acknowledge your feelings.
- ❒ Confront sexism in other men; do not rely on women to do this for you.
- ❒ Challenge sexism at work, and in your dealings with the State (e.g. health, welfare).
- ❒ Don't limit children; both boys and girls can enjoy football and sewing.
- ❒ What you call 'normality' is based on male power and should be questioned

ALLOCATE CLASS-TIME TO HOMEWORK & TEST PREPARATION

TYPE OF ACTIVITY: TEACHING TECHNIQUE

REFERENCE

Inspired by Sadker & Sibler (2007). Gender in the Classroom, p. 250

INSTRUCTIONS

Since women's familial and household duties may leave them with less time do homework outside of class, instructors should try to allocate more class time to completing important assignments and projects. When big tests are coming up, it would also be helpful to run a review session or allocate time in class for students to study.

PEER TUTOR

TYPE OF ACTIVITY: TEACHING TECHNIQUE

INSTRUCTIONS

Set up a free tutor program for students by getting the school to pay to the tutors. This tutor program could work in a few ways:

- Female-to-female tutor program. This would create more a community amongst the female students and hopefully be a great learning opportunity for both the tutor and tutee. However, the tutors may not have time to help other people with their work.
- Anyone as tutor. If the school organized the tutor program and allocated a safe space on campus where women could learn from more experienced students–male or female–then it could improve female students' schoolwork. However, there might a problem with tutors completing work for their tutees in exchange for sex.

WORKING WITH SINGLE GENDER GROUPS

TYPE OF ACTIVITY: TEACHING TECHNIQUE

REFERENCE

Inspired by Sadker & Sibler (2007). Gender in the Classroom. p. 59

INSTRUCTIONS

If women typically under-participate in group work, then when getting students to split into groups, allow/encourage students to split into single-gender groups. Having women-only groups will mean that women have a chance to share and contribute. This can avoid men dominating discussions and not allowing much time for women to speak. The instructor could assign students to single-gender groups if they want, but they may prefer to be more subtle if students tend to form single- gender groups on their own.

PRESENTATIONS ABOUT WNOTABLE FEMALES

TYPE OF ACTIVITY: ACTIVITIES/ASSIGNMENT

REFERENCE

Inspired by Sadker & Sibler (2007). Gender in the Classroom. p.

INSTRUCTIONS

This assignment can be done in pairs or groups. Assign students a person about whom to deliver a presentation. This person should be a notable figure in education or in any area of prominence in Sierra Leone, , but the instructor should strive to include more females than males. Be sure to assign notable females to the female students, as well as to the male students – this should be easy if there are many notable females but only a few female students.

SUPPORTING FEMALE STUDENT LEARNING

TYPE OF ACTIVITY: TEACHING TECHNIQUE

REFERENCE

Inspired by Sadker & Sibler (2007). Gender in the Classroom. p. 233

INSTRUCTIONS

Teachers should consciously reflect on how they interact with female students to ensure that they, the instructor, are supporting the student as best they can. This includes basic aspects of supporting any students learning such as creating a positive atmosphere that encourages female students to participate and learn and regularly providing clear and helpful feedback on their work.

WRITING ANSWERS DOWN FIRST

TYPE OF ACTIVITY: TEACHING TECHNIQUE

REFERENCE

Inspired by Sadker & Sibler (2007). Gender in the Classroom. p. 247

INSTRUCTIONS

When asking a question, to encourage all students to try to answer it, ask them all to write down the answer first. You may do this when you ask a question and see that no one has an immediate answer. Shen you see this hesitation, ask all students to write down their answer. After they have had the chance, try to call a female student, as they will be more confident now in their answer and more likely to participate.

COOPERATIVE WORK

TYPE OF ACTIVITY: TEACHING TECHNIQUE

INSTRUCTIONS

Structure your course and assignments to encourage collaboration and cooperation, rather than competitiveness. Grading should not be based on comparison between groups, rather grading should be determined a rubric that allows all students the possibility of obtaining an A if they meet the criteria. Provide whole-class projects that encourage everyone to work toward a common goal rather than splitting them into small groups and forcing them to compete. A full list of cooperative techniques can be found in Appendix A.

How to Make Methodologies Gender Responsive

Methodology	Action
Question and answer method	⌖ Give equal chances to both girls and boys to answer questions. ⌖ Extend positive reinforcement to both girls and boys. ⌖ Allow sufficient time for students to answer questions, especially girls who may be shy or afraid to speak out. ⌖ Assign exercises that encourage students, especially girls, to speak out. ⌖ Distribute questions to all the class and ensure that each student participates. ⌖ Phrase questions to reflect gender representation – use names of both men and women, use both male and female characters .
Group discussion	⌖ Ensure that groups are mixed (both boys and girls). ⌖ Ensure that everyone has the opportunity to talk and to lead the discussion. ⌖ Ensure that group leaders are both boys and girls. ⌖ Encourage both girls and boys to present the results. ⌖ Ensure that both girls and boys record the proceedings. ⌖ Ensure that groups consist of girls and boys of different academic ability. ⌖ Ensure that the topic of the group discussion takes gender into account – include both male and female heroes in a history class, both men and women in a discussion on leadership.
Demonstration: Dissection in a biology practical lesson	⌖ Make sure that the groups are mixed (boys and girls). ⌖ Use different techniques to assure the students that is it all right to touch the specimens and deal with any fear that may be expressed or apparent. ⌖ Encourage girls to touch the specimens, without making them feel foolish or belittled. ⌖ Make sure that each student has an opportunity to work with the specimen. ⌖ Make sure that the boys do not dominate the execution of the experiment. ⌖ Ensure that girls are not relegated to simply recording how the dissection is done, but actually participate. ⌖ Make an effort to connect what is happening in the class to what happens in every day life – relating the dissection of a frog to cutting up a chicken or fish in the kitchen.

Retrieved from Gender Responsive Pedagogy: A Teacher's Handbook.

APPENDIX A: COLLABORATIVE LEARNING/TEACHING STRATEGIES[7]

ONE MINUTE PROBLEM

DESCRIPTION AND PURPOSE

This strategy allows students to discuss responses with a group before sharing them with the class, giving students both confidence in their answers and a way to correct any misconceptions. Students expand their own understanding by seeing their peers' responses. As a teacher, it allows you to assess students' comprehension of concept.

HOW TO USE

1. **Prompt:** Provide students with a question, problem, or prompt related to material in the lesson.
2. **Respond:** Students work in groups of two to three to solve the problem or answer the question. Give students a set time to discuss – some prompts will require more than one minute!
3. **Post:** When group members have agreed on a response or answer to the problem, they record it on a large sticky note or piece of paper and post it in the same area of the classroom.
4. **Discuss:** After all groups have posted their answers, discuss the responses. Look for thinking errors and misunderstandings and correct them as needed.

WHEN TO USE

Use One Minute Problem at any point in the lesson to check for understanding.

- As a warm-up activity to discuss previous lesson or homework assignment
- As a warm-up activity to evaluate prior knowledge about a difficult concept (one that frequently has misconceptions)
- During class discussions as a way for students to summarize ideas
- During Guided Practice to get a quick formative assessment
- As a closing activity so that students can review what was learned in the lesson

VARIATIONS

Truly One-Minute Problems: Give students shorter problems or questions and give them only one minute to respond. This can work well with math problems or multiple-choice questions similar to those seen on assessments. When students have their answer, they write it on a sticky note and post it on the board. This can also be done individually.

Agree or Disagree: Provide students with a statement relevant to the current topic. Students work as a group to decide if they agree or disagree with the statement and why. They write their explanation on a sticky note and place it on the board. Have the board divided into two sections, one for those that agree and one for those that disagree. Compare the explanations on either side of the board. Students can be further probed to defend their opinion with examples in their content journal.

7 Adapted from Barkley, E. Cross K.P. Major, C.H. (2005). Collaborative Learning Techniques: A Handbook for College Faculty. San Francisco, CA: Jossey-Bass

JIGSAW

DESCRIPTION AND PURPOSE

Students work in small groups to develop knowledge about a given topic and to formulate effective ways of teaching it to others. These "expert" groups then break up, and students move to new "jigsaw" groups, each group consisting of students who have developed expertise in different subtopics. Jigsaw is helpful in motivating students to accept responsibility for learning something well enough to teach it to their peers. It also gives each student a chance to be in the spotlight. When students assume the role of teacher, they lead the discussion, so even students who are reticent to speak in class must take on leadership roles. This Collaborative Learning Technique is also an efficient strategy for extending the breadth, depth, and scope of learning because students learn and teach multiple topics simultaneously during the same class sessions.

PREPARATION

Spend sufficient time designing the learning task. The topic should be simple enough for students with a good grasp of the subject to teach it to their peers, but complex enough to require discussion and the design of interesting strategies for instruction. The topic should divide usefully into a number of expert groups of equal numbers of students. Be aware that the number of subtopics dictates the number of students in the second jigsaw group. Also, students who are not familiar with collaborative learning and are not comfortable in being so self-directed may complain that they are "doing the teacher's work." Explain the purpose of this collaborative technique to students before the exercise and have a closure activity for reflection on what students have learned.

PROCEDURE

1. The instructor presents a list of possible topics for developing expertise, making the division of the material into component parts clear.
2. Either through teacher assignment or by interest areas, students form groups charged with developing expertise on a particular topic.
3. Students work in these expert groups to master the topic. They also determine ways to help others learn the material, exploring possible explanations, examples, illustrations, and applications.
4. Students move from their expert groups to new jigsaw groups in which each student serves as the only expert on a specific topic. In these groups, experts teach the material and lead the discussion on their particular topic. Thus, each new jigsaw group consists of four to six students, each prepared to teach their subject to their peers.
5. The whole class reflects on the group discoveries in a closure activity.

VARIATIONS AND EXTENSIONS

- Consider using this technique for complex problem-solving tasks and have expert groups learn a skill necessary to solve the problem.
- Increase student interest in this exercise by asking students to help generate the lists of topics.
- Instead of calling students "experts," call them "teachers."
- Instead of asking students to work in two different groups (the expert one for mastery, and the jigsaw one for teaching), have students work with only one group, with pairs forming and breaking off to develop expertise on a specific topic, and then rejoining the full group for teaching. This variation is called Within- Team Jigsaw (Millis & Cattell, 1998, pp. 133-134).

- Ask groups to choose a spokesperson for an all-class review. The spokespersons make a presentation to the whole class, and remaining group members can elaborate or contribute additional views.
- Give students an individual quiz on the topics. Consider grouping individual scores into team scores. This variation is called Jigsaw 2 (Slavin, 1986).
- One way of assuring preparation for Jigsaw group work is to test individually for content knowledge prior to the discussion in the expert group, and retest after expert group discussion.

THREE STEP INTERVIEW

DESCRIPTION AND PURPOSE

In the Three-Step Interview, students in each group take part in three separate discussions, or interviews.

TO ESTABLISH THIS STRATEGY:

1. Divide into teams of four, numbering the members from 1 to 4.
2. Introduce a discussion topic such as "Should students have to wear a school uniform?"
3. The three steps then are introduced, with perhaps 2-3 minutes being allocated to each step. The steps are:

   Step 1: Nos. 1 and 2 interview each other. Nos. 3 and 4 interview each other.

   Step 2: Nos. 1 and 3 interview each other. Nos. 2 and 4 interview each other.

   Step 3: The 4 members then discuss the topic and attempt to reach a consensus.

Team members should be asked to take notes while listening to the viewpoints of their 'partner' at the time. They then can refer to these notes during Step 3. A variety of interview techniques, such as the Who / What / When / Where / Why / How questions, can be incorporated into this strategy. Extra students (e.g. a fourth team member) can be asked to share a number within a group. For example, if they share the '2' role, they both will have to interview the other person e.g. the '3', when they are required to do so.

VARIATIONS

Instead of asking for a full group discussion in Step 3, merely create a third interview i.e. Nos. 1 and 4 interview each other. Then Nos. 2 and 3 interview each other. In this way, each person will have interacted individually with all other team members

TABLEAU

DESCRIPTION AND PURPOSE

The name of this strategy comes from the term tableau vivant which means "living picture." In this activity, students create a still picture, without talking, to capture and communicate the meaning of a concept.

Students must truly understand the meaning of a concept or idea in order to communicate it using physical poses, gestures, and facial expressions rather than words. This collaborative strategy is appealing to kinesthetic learners and allows all students to be creative while strengthening their comprehension of a concept.

HOW TO USE

1. Prompt: After reading a story or teaching a concept or idea, prompt the students to convey the meaning by creating a tableau. Explain the parameters of the activity. For example, you may allow them to use or create props.
2. Brainstorm: Have students work in pairs or trios. Assign them their topic for the tableau. You can assign a variety of topics related to a concept or give one just one concept to the whole class. Give students time to brainstorm ideas for their tableau and rehearse as well.
3. Present: Students present their final freeze-frame product to the entire class. After presentations, students can vote on the presentation that best captured the concept.

WHEN TO USE

Use a Tableau as a way to check for understanding. This is most commonly done at the end of a lesson or unit.

VARIATIONS

- Guess the Tableau: Give each group of students their tableau topic as a secret they should keep. When each group presents, the class should guess what each group is presenting and provide evidence for their choice.
- Tableau Series: Have students create a series of tableaus with short narration or dialogue in between to link the tableaus (assuming each group has a different prompt or concept that they are working on, within the same unit).

ROLEPLAY

DESCRIPTION AND PURPOSE

A Role Play is a created situation in which students deliberately act out or assume characters or identities they would not normally assume in order to accomplish learning goals. Role playing provides an action environment for students to experience the emotional and intellectual responses of an assumed identity or imagined circumstance. At its essence, Role Play is an example of "learning by doing." The word rote indicates that students must actively apply knowledge, skills, and understanding to successfully speak and act from a different. assigned perspective. The term play indicates that students use their imaginations and have fun, acting out their parts in a nonthreatening environment. Role Play thus engages students in a creative, participatory activity that requires them to apply course concepts as they assume fictional identities or envision themselves in unfamiliar situations.

PREPARATION

It is critical to spend thoughtful time designing the scenario for your Role Play. Appropriate scenarios require interaction from stakeholders with multiple perspectives. Therefore, identify the perspectives and define the type and number of characters and the framework for their actions. In addition to the roles for persons who are participating in the action, consider assigning group process roles such as moderator (who can, for example, intervene if a person is falling out of character) or observer (who interprets and comments on the action). When crafting the basic story line, it is best to initiate the action through a critical event that the players must respond to, such as a comment by one of the actors or an incident that has just occurred. Identify resources (if any) for each of the playing roles and decide how the activity will end. For example, will you set a time limit, or will YOU let the scenario end naturally?

PROCEDURE

1. Ask students to form groups with enough members in each group to assume each stakeholder role.
2. Present the scenario and allow time for discussion of the problem situation. It is important to allow sufficient time for students to ask questions on any aspects of the scenario that are unclear.
3. Assign or ask students to each assume a stakeholder role. If assigning group process roles such as moderator or observer, make sure students are clear on their tasks.
4. Inform students of the time limit or other parameters that will signify the end of the activity.
5. Instruct students to enact the role play. The role play should run only until the proposed behavior is clear, the targeted characteristic has been developed, or the skill has been practiced.
6. Follow the role play with a discussion within the small groups and/or with the whole class. Discussion should focus on the students' interpretations of the roles and the motivations for and consequences of their actions.
7. Consider asking students to reenact the role play, changing characters or redefining the scenario and then holding another discussion.

VARIATIONS AND EXTENSIONS

- Allow students to help determine the scenario, identify the major stakeholders, and create the roles.
- After practicing, have student groups perform the role play in front of the class. Or, instead of having multiple groups participating in multiple role plays, consider having one group role-play in front of the rest of the class. Assign observers specific tasks for interpreting the action and dialogue of the role play.
- Combine this activity with a Fishbowl, by having one group perform the role play while another group watches, and then have the groups trade places.
- Consider creating roles that allow students to manipulate the environment. For example, a Manipulative Devil sets up obstacles and creates challenges for the characters; the Improvising Storyteller creates extensions to the scenario, adapting to unforeseen twists in the action (No author cited; retrieved December 4, 2003, from http:/ /adulted.about.com/library/ weekly/ aa092502b.htm.)
- Use Role Play to help students develop speaking and listening skills in a technique called Triad Listening (Luotto & Stoll, 1996). Groups of three students take turns performing specific roles (Speaker, Reflective Listener, and Referee). Speakers talk first, trying to state their ideas as concisely as possible and then amplifying and clarifying the idea with an example. Reflective Listeners say back to the Speakers what the Speaker has said but using their own words. Reflective Listeners try to be as thorough and accurate as possible. They try to avoid simply repeating the same words, but instead use their creativity to capture the essence of what the Speaker has said. Referees make sure that group members stick to the rules. If the Referee (or the Speaker) feels that the Reflective Listener's summary is inaccurate, the Referee interrupts and helps dear up the misunderstanding.

FISHBOWL

DESCRIPTION AND PURPOSE

In Fishbowl, an outer circle of students sits around a smaller, inner circle of students. Students in the inner circle engage in an in-depth discussion, while students in the outer circle consider what is being said and how it is being said. This activity has also been called Inside/Outside Circles. Inner circle students are challenged to participate in a high-level discussion while the outer circle is able.

to listen to the discussion and critique content, logic, and group interaction. This technique therefore serves two purposes: to provide structure for in-depth discussion and to provide opportunities for students to model or observe group processes in a discussion setting.

PREPARATION

Decide whether you want to facilitate the inner circle discussion, sit with the outer circle, or separate yourself so that you can observe both circles. In class, preparation time involves having students move into the circles and giving students instructions. You will need moveable chairs and sufficient classroom space to form the circles. If the physical constraints of the classroom do not allow movement of chairs into circles, consider having the inner circle of students simply sit in chairs and participate in the discussion at the front of the classroom.

PROCEDURE

1. Ask a small group of students (generally three to five) to form a circle in class and ask the remaining students to form a larger circle around the first circle.

2. Give students the following guidelines: Only inner circle students will speak; outer circle students will be "observers" and will take notes on both content and group process; although observers will not speak during the Fishbowl discussion, they will have the opportunity to address any issues that arise in the follow-up discussion.

3. Give students the prompt question for discussion.

4. Ask students to report out in a whole-class discussion, requesting that they address the content issues that arose and that they comment on group processes.

VARIATIONS AND EXTENSIONS

- Instead of one large Fishbowl, consider multiple small Fishbowls of four to six students, with two or three students in each of the inner and outer circles.

- After the initial Fishbowl discussion, ask students to switch places, with the outer circle assuming the inner circle role, and vice versa.

- Allow students from the outer circle to join the inner circle by tapping a student on the shoulder and exchanging places with him or her. This is a fun strategy for creating enthusiasm, and it keeps more students active and engaged. Be aware, though, that some students and some cultures and religions are not comfortable with being touched, so consider as an alternative telling students who wish to join or exit a group to simply raise their hands. Or give an entry/ exit token such as a slip of paper.

- Have students perform a task, such as solving a problem or learning a new skill, instead of discussing an issue.

- Bring in a group of experts to form the inner circle.

CAROUSEL PAPERS

DESCRIPTION AND PURPOSE:

This activity is based on of the Idea of a carousel or merry-go-round. In the activity, participants work in groups of 5-6, circulating around a room on the walls of which are posted large sheets of paper each containing a different question or prompt typically related to some aspect of gender (e.g. What are the key issues related to gender inequality in schools in Sierra Leone? What is gender mainstreaming? What are the main challenges for instructors in addressing sexual violence? What are the strengths that Instructors have for addressing sexual violence?). Typically there will be 6 to 8 questions each on a separate sheet of chart paper. The idea is for small groups to discuss the question or prompt for 4 to 5 minutes, writing down their Ideas, and then moving on to the next question or prompt when they hear the pre- arranged signal to move There are several purposes to this activity. A key purpose of the Carousel Papers is to encourage participation and working in small groups because this makes it much easier for each person to speak up. The activity also invites creative thought since each group, as they come along to a new question, will have to come up with different responses from the ones that are already there. Finally, it encourages critical thinking because each small group will come back to their original question and create from all the other responses along with their own original one, a short insightful report to share with the whole group.

PREPARATION

The main preparation is to arrange the 6 to 8 pieces of chart paper on the walls all around the room so that the participants can rotate in an organized manner from one sheet to the next without causing a traffic jam. You also need to come up with a different question or prompt for each sheet and write it at the top of the chart paper. You will need one marker for each group so that they can write down their responses.

You need to think of a way to signal time to move on since the room is likely to be filled with sound with so many groups interacting at once. It could a bell, a whistle, a loud clap, or an animal sound but make sure you let everyone know what the signal Is before they start.

PROCEDURES

In a large group of 35 to 40 people have participants form 8 small groups. This can be done by numbering off the groups. (Numbers will vary so if you have a smaller total, create smaller groups.)

Number all the chart paper sheets and the groups and make sure that there is a chart paper for each group.

Ask each small group to start with the chart paper question that matches their group number.

Make sure you give out the ‘rules’ to the whole group:

- Once the activity starts, groups will have 5 minutes to respond to a particular question before they move on. Establish a sound or a bell ringing or something loud and recognizable to signal that it is time to move on.
- Groups should not write down what a previous group has written. They can say “We agree” but they need to add something new. They can also add drawings or arrows or other jottings!
- Groups should keep going around until each group comes back to their original question.
- When the group comes back to its original question, they should read through all the responses and put together a short report considering the following: What are the main ideas or key points? Was there anything that surprised you? What was this and why? Was there anything missing that should now be considered?
- Select one person from each small group, or have the group make this choice of spokesperson to report back to the whole group. Make sure that each group gives an oral report.