



## 5th Workshop on skills based curriculum development with a focus on gender and ethnicity

March 2010



### **SURAFCO**

Support to the Reform of the Luang Prabang Agriculture and Forestry College in Laos

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# 5<sup>th</sup> Workshop on skills based curriculum development with a focus on gender and ethnicity

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## Day 1

For the opening Mr. Bounxou presented the facilitators and the special guests from

MAF (Ministry of Agriculture and Forestry)

- Mrs Sisomphet ,division of women advancement)
- Mr Phetsamone, department of planning,

PAFO (Provincial Agriculture and Forestry Office)

- Mrs. Chantamaly ,head of administration and provincial department of women advancement

As a main facilitator we had Mrs Boutsady from the GDG (Gender Development Group) and Mrs Karin Zbinden SCA (Swiss College of Agriculture).

The director of the college Mr. Kamphui focused in his opening speech on the importance of gender and ethnic group awareness rising among the teachers, for a better integration of these topics in the curriculum and the school organisation. Further he mentioned about he is glad about the existing division of gender advancement in MAF.

As main points NAFC would like to focus on following objectives

- Having male and female teachers and students , good balance in ethnicity within students but as well in terms of teachers
- Putting learned issues of gender and ethnic groups with the curriculum into practice

## 1 Objectives of the workshop

The three days workshop has three main objectives

1. Learn more about gender and gender development context in Laos and in the world
2. Finding ways of how to introduce gender and ethnic aspects into the curriculum
3. Learning more about teaching methods

The 3<sup>rd</sup> objective was already a topic throughout the whole curriculum development since the first workshop.

Further the program of the day was presented and a monitoring team for the three days was selected:

- Ms.Chanmany
- Ms.Norkham
- Mr.Ampaivan
- Mr.Thongkhune
- Ms.Latsamy
- Mr.Yeher

## 2 Warming up

As a short introduction on gender issue Mrs Boutsady started a small game prepared by Dr. Karin on gender issues worldwide in Laos and at the NAFC.

	Male	Female	Wright or wrong
1. In Lao PDR there are more women than men working in farming	Yes	Yes	(right)
2. In Lao PDR 60% of women work in agriculture.	No	Yes	(wrong, 70% of female labour force and compared to men its 55% of male labour force)
3. There are more than 100 female students actually studying at NAFC.	Yes	Yes	(right: 102 female students in all three grades)
4. There are more than double as much male than female students studying at NAFC.	No	Yes	(wrong, but it is close to that: 185 male and 102 female students)
5. Women are underrepresented in decision-making processes. Worldwide the average of women in parliaments is less than 20%.	yes	Yes	(right: it's only 18.8%, the only country with more women than men in its parliament is Ruanda in Central Africa; in Lao PDR there are 29 women in National Assembly, that means 25%)
6. Gender is about men <i>and</i> women.	yes	Yes	(right, it's not only about women (like feminism); it is about the social roles that are attributed to <i>both</i> sexes)
7. In Lao PDR 3 different ethnic groups are distinguished because of their language and form of agricultural production.	No	No	(wrong: recently there was decided that is too short-looking: there are much more ethnic groups (actually 49 acknowledged by the government) and they are distinguished by language and their whole culture. The many ethnic groups can be grouped into 4 major ethno-linguistic categories: Lao-Tai; Mon-Khmer; Sino-Tibet; Hmong-lu Mien)
8. Science can prove that teachers treat boys in a different way than girls. Girls get often less attention and are not equally encouraged in their learning.	No	Yes	(right; we will hear more about this on the last day of the Workshop) Gives 2 points
Total points	7	7	

## Policies and international convention

After the start with the game Mrs Boutsady made a short introduction about gender issues worldwide and in Laos.

She explained to the participants the international CEDAW (Convention on the Elimination of all forms of Discrimination against Women) and its adaption to the Lao context.

- 1980 Lao PDR accepted the convention as one of the first country in the world
- Within the convention chapter 14 talks about women in the rural area
- 1996 HIV as a major problem was added to the convention (every four years the convention is adapted , and each country makes proposals for adaption)

Discrimination means not having the same freedom in choices as man, the same can be applied to discrimination of ethnic groups.

Equality does not mean to have for everybody the same but for everybody the same possibilities.

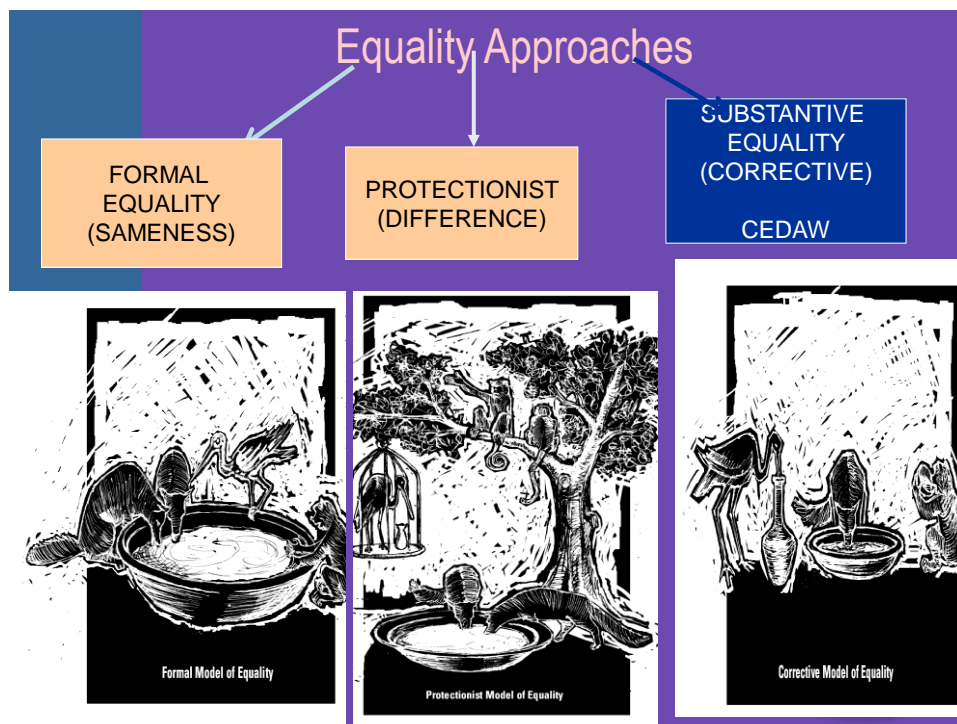


Figure 1: Gender equality approaches

### *CEDAW Article 14 on Rural Women*

Under Article 14, the states' Parties address the specific problems faced by rural women.

They act to ensure that women have:

- Equal access to land
- The elaboration and implementation of development planning
- Health care facilities and information
- Education and training
- Economic advantages especially when there is agrarian reform:
- Modern marketing facilities and technology
- Adequate and healthy living conditions

### *Millennium Development goals*

- 1.) Eradicate extreme poverty and hunger
- 2.) Achieve universal primary education
- 3.) Promote gender equality and empower women
- 4.) Reduce child mortality
- 5.) Improve maternal health
- 6.) Combat HIV AIDS , Malaria and other diseases
- 7.) Ensure environmental sustainability
- 8.) Develop a global partnership for development

The millennium development goals are interrelated. Especially gender equality and women empowerment are essential for environmental sustainability but a sustainable environment is also critical for the welfare of women and their families.

### *Talk of Mrs Sisomphet from Ministry of Agriculture and Forestry*

Working in the area of gender, MAF is always trying to follow the MDGs.

The reason of having the strategy is that the MAF really wants to enhance the women in agriculture education and to achieve the millennium development goals, which would else not be possible.

There are 2 sections - the Enhancement (advancement) of Women and the Women Union - working under the ministry.

## 4 The concept of sex and gender in Laos

The participants were split up in 2 groups, one female, and one male:

Both groups had to draw a man and a woman working in agriculture and with their typical tools.



Figure: 1: Drawing made by men



Figure: 2 Drawing made by women

- When women draw the man they draw in the end a cigarette and when men draw the man they first draw a fishpond
- In the drawings from men the man had a beard and the women was sweating
- In the women's drawing the women is carrying a basket of food
- ➔ Man and women have a totally different body but as well they are seen in different roles

The drawing were quite similar put when the question rose up what they draw first and what as last there where many differences. For example the women draw for the women a rice basket what symbolized that the women bring the food to the fields which is according to a stereotype we have from women. The drawings show that work on a farm are often stereotype related , what man and women do or cannot do, that the women has a rice

### 4.1 What is sex and what is gender?

Very easy...

- sex you have since the day you were born
- but the roles and responsibilities are given by the society, and this is gender

Sex

- is given by nature and it's the same everywhere in the world
- it cannot be changed

Role

- depending on culture and what is taught from the environment
- but the role we can change it

## 5 Assessment for enrolment of women and ethnics

Mrs Norkham and Mr Thonkune presented the assessment for enrolment of women and ethnic groups to the college (Annex 1), made by a group of the SURAFCO team.

### 5.1 Outcome and discussion about the assessment

Mrs Andrea Schroeter summarized with the participants the assessment as follows

- Who wants what from the school (NAFC)?
- What do the interviewed people suggest as possibilities to involve more women?

Students	Funds to enter the college	Reduce the fee for poor students	Want to have a special quota on poor and women	Policy to promote more female students to study at the college
	More centres for examination in remote area			
Teachers	Improve the teachers qualification Improve their teaching methodology	Additional language and computer classes out of the curriculum		
Curriculum	Diploma for returnees (other school); and maybe only 1 years	More practice than theory		
Partners	Help them to find a job after graduating	Promotion of the school (Students and parents)	Many different ways in promoting posters, music, video, open event	Invitation one day of the year of secondary and primary year students
Infrastructure	Dormitory, Toilets	Improvement for the practical farming	Improve the food facilities in the college	
Management	Possible ways for female students to do the same activities as male students			

Mrs Boutsady mentioned that the college should set up a good income generation organisation, which can as well help with the products sold for the promotion of the college in the region. The students from the college can explain to the people they invite; about the main important issues to look at production, that customer are informed about what they buy what they buy

## 6 Code of conduct

Presentation of Mrs Sisomphet, of the code of conduct from MAF. The objective is to guarantee that man and women have the same rights and opportunities and to promote equality between women and men. All staff and students are expected to follow the rules independently from their level in the hierarchy (Annex 2 ).

## 7 Daily observation sheet for Workshop Monitoring Team

Objective of the discussion: to look back at the day and improve for the next day.

Observation of...	Comment	😊 😐 😞
<b>Time</b> (according to schedule, flexibility when it makes sense)	Delay in the schedule, but flexible (big group, lot of good discussions) Some participants late from coffee Lunch break too short , should be 1,5h	
<b>Participants in plenary</b> (active, positive, critical, involved, interested)	Active lot of comments Disturbing phones Ringing phone (the participant has to hand in one bottle of beer) Good participation even from the back Active because a lot was in Lao language	
<b>Participants behavior in groups</b> (active, inclusive, everyone enrolled)	Everybody contributed, very active Time for the group work too short	
<b>Contents</b> (interesting, appropriate)	Let them know in the evening what will be on the next day Time schedule in Lao OK related to the topic	
<b>Methods</b> (interesting, appropriate, varying)	Good appropriate	
<b>Trainers / teachers</b> (good communication, complementation)	When we distribute the handouts, give before or after input? Will be distributed after the presentations, want it after	
<b>Objectives</b> (matching)	New context but it matches The questions when revising the methods, methods should be more specific questions	

## *Day 2*

Summary of the day by Mrs. Chanmany

### **8 Gender Analysis**

Presentation of gender analysis tools Mrs. Boutsady

Gender Analysis is:

- Data collection analysis of men and women roles in their work organization and program

What do we analyze?

- Statistics of men and women
- Roles
- Accessing
- Controlling
- The need

Case study exercise in groups, for details see summary and translation of Mrs Boutsady (Annex 3).

- Land titling in Lao PDR
- Millennium Development Goals
- Substantive equality in Agriculture college

All the cases are real cases, similar situations happened in Laos. We have to look carefully on development, that everybody profits, women and man, young and old. Look as well at the issues like money management and labor distribution. If there are high investments from development projects or government's side they have to think about if it does really help the poor.

## 9 Gender mainstreaming

Input Mrs Boutsady

Gender mainstreaming is a strategy and a system to be developed for long term, should be done step by step, and does not end. It is using the gender analysis to mainstream to each organization and programme. Such as:

1. Advocacy
2. Networking
3. Knowledge management
4. Gender analysis

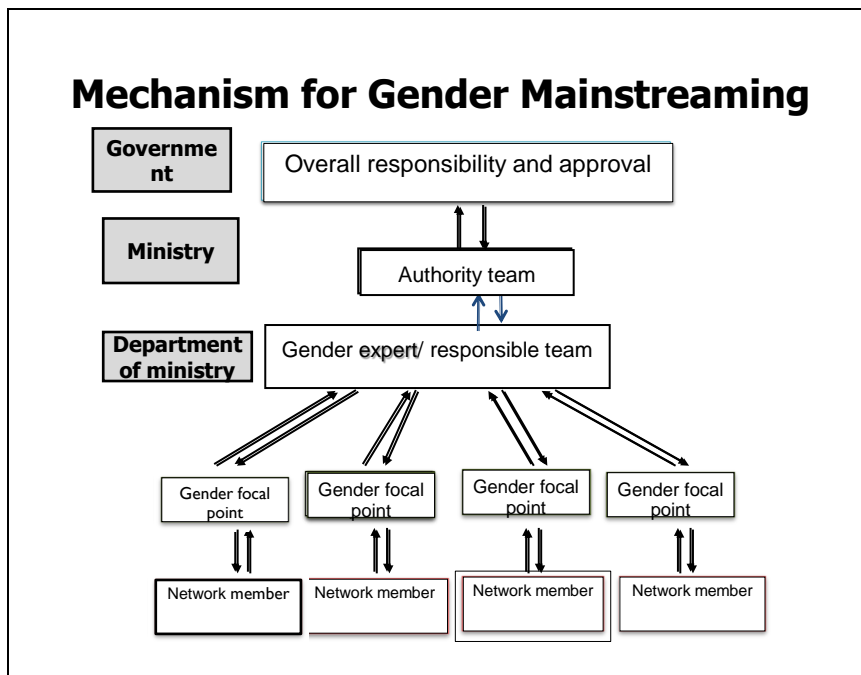


Figure 2: Mechanism of gender Mainstreaming

## 10 Extension for everyone

Input Andrea Schröter.

Farmers are all different, different in access, different in decision making according to their situation and power.

These differences affect capacity

- Within households: women and men
- Within villages: rich and poor villages, remote and accessible villages
- Within provinces: rich and poor districts
- Within Lao PDR: rich and poor provinces

We need inclusive extension, so will encourage all farmers to join extension activities:

1. To give everyone the same chance to participate in training to break the wealth cycle and improve all livelihoods
2. To increase growth in each village as all farmers have the chance to increase production
3. To make extension more efficient and effective (often farmers who actually carry out the production are not involved in extension training. By training them directly we have more potential for impact on production)
4. To reduce inequalities between farmer-economic and social. (This reduces social tension and will in turn encourage greater security and development)
5. To help the poor to have more sustainable practices (e.g. not cultivate marginal land.) ( This will reduce erosion, flash floods, and landslides and improve the environment for all farmers in the village)
6. To adhere to national policy, achieve governmental targets and establish a National Extension System

## 11 How to put the learned issues into the modules within the curriculum

For further work on the topics of gender and ethnicity there are two main aspects: gender and ethnicity as a topic in the modules (what is thoughts to students) and gender and ethnicity as an attitude within the college and the whole education at the college.

There should be a focus on gender throughout the entire curriculum. In a group assignment the teachers select some modules and discuss ways of how to integrate there the learned issues about ethnic and gender equality.

As a second step they should as well take care that they do not have in all the modules the same aspects about gender. But this will have to be discussed later (proposal from SCA's side).

Examples of topics to choose from

- Gender awareness
- Gender analysis
- Inclusiveness

*Output of gender exercise*

S E	Module	Gender and Ethnicity topics	Participants comments	Facilitators comment
1	Agriculture policy	Policy of poverty reduction for women and men Mainstreaming Gender policy at NAFC	Document from the first day	Where will be the policy from MAF involved?
1	Community study and development	Theory 7: planning for participation of men and women and why we need men and women involved for the planning Why it is important to analyze?	There is no need of a lot of hours We have to look at all the modules again not to have to much overlapping. Looks not just like an introduction, it would be too deep. Can we move this to rural development?	Maybe here analysis , study ; then in the next modules more on planning and application
1	Farm practice on Livestock	Lot of arguments, don't know have to allocate the analysis into the ???		
2	Farm practice on Agronomy	Add something about gender in all the farm activities	To do analysis for work allocation for students	All students should participate in all the activities
2	Agriculture Extension and Knowledge transfer	Policies from Agriculture department and advancement of women  Gender mainstreaming Analysis of work allocation Mobilisation (men and women)		L EAP tools have been using many thing and this should be used for teaching. For the hours of teaching we can make it short and clear.
3	Livelihood in the uplands	Variety in upland Gender analysis Inclusiveness Study case on ethnicity /gender		If case study, it should be about something really happening. In every topic, can be integrated everywhere, looking at the different people what they need (men, women, poor)
3	Agro forestry and silviculture	Focus on student's involvement in practical working Planning of growing of forestry plantation (men and women included) (Before growing, women can join to clean and as well to protect the nursery) Laboratory allocation for slash and burn	Why can we not just put one topic in the end about women and ethnicity?	You define what is for the group and what both can do. But you should know what the objective of your module is. Do not define what women or man can do, the women should participate in the whole process. It's not only about participation,

				<p>you really should involve them.</p> <p>If we really know what gender is we even don't have to talk about it anymore, but as it is new for students and teachers we need to mention it.</p>
4	Rural development	Main focus on gender , Here summarize and go more in dept (last module)		<p>Separate lessons on gender in rural development Because looking at women and men in participatory process of planning is very important. Important is when women participate in a workshop , are they only there and silent or do they have really an opportunity to speak?</p> <p>Introduction in the first semesters and the continuation during later modules</p>

## 12 Final words of the day

From Dr. Karin Zbinden, appreciate how the participants already asses gender issues. Remembers that gender should always talk about men and women.

### 12.1 Daily observation sheet for Workshop Monitoring Team

Objective of the discussion: to look back at the day and improve for the next day.

Observation of...	Comment	😊 😐 😞
<b>Time</b> (according to schedule, flexibility when it makes sense)	No time plan, thus no checking possible 1 person should make time keeping (will just advise that the time ends soon , but then it will be decided if we have to continue with the discussion) We were over the time but sometime we need some more time  Presentation tomorrow 10' per group, including discussion	😊
<b>Participants in plenary</b> (active, positive, critical, involved, interested)	Participation ok But some people behind talk about other issues Sometimes people walk in and out .People needed a lot of time to know what to do in group work	😊
<b>Participants behavior in groups</b> (active, inclusive, everyone enrolled)	In group discussions not all participated Small groups efficient Big groups less efficient	
<b>Contents</b> (interesting, appropriate)	New concept for putting this in the modules, would like to have examples Group work presentations took too much time, took time from the others More facilitation rules needed	😊
<b>Methods</b> (interesting, appropriate, varying)	Variety good	😊
<b>Trainers / teachers</b> (good communication, complementation)	Ok	😊
<b>Objectives</b> (matching)	Ok	😊

### Day 3

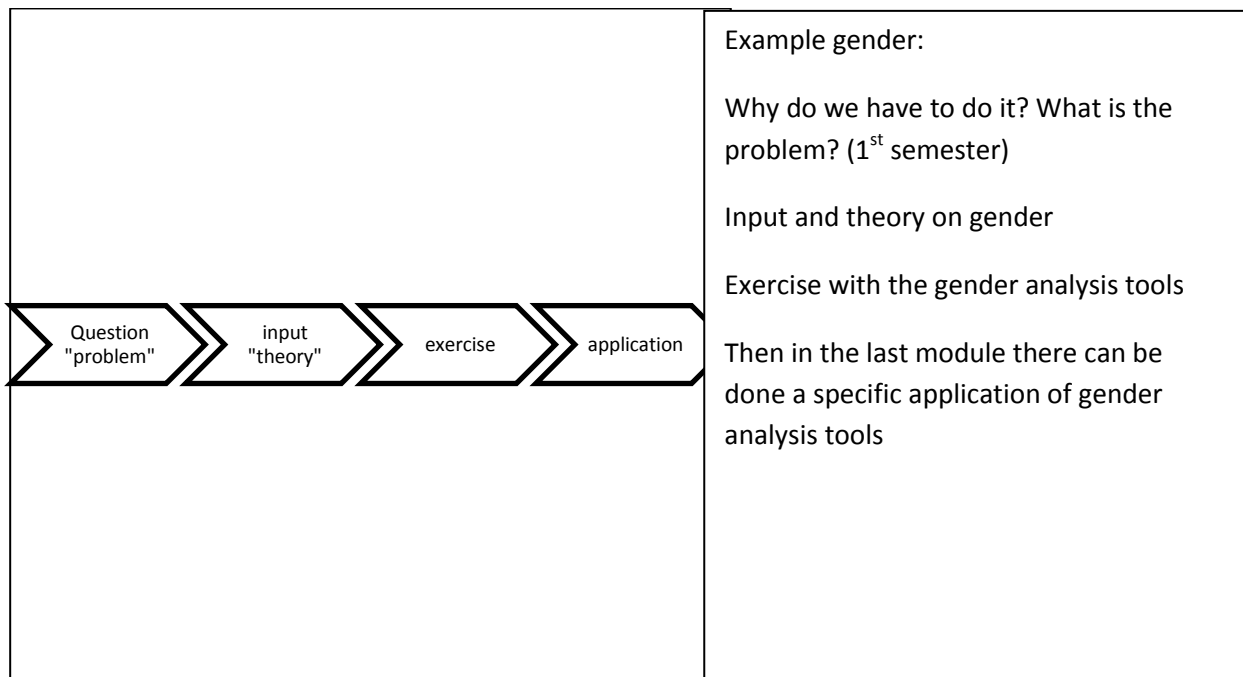
Mrs. Latsamy did the summary of day 2

The presentation of the day before where continued in the beginning of the day3

## 13 Final comment on module

### *Explanation of process of learning*

Input Dr. Karin



The exercise in the group work was a beginning; contents have to be well distributed over the 3 years in order to have a complete picture about gender as a topic after the studies and in order to be able to improve gender situation and inclusiveness in the upland of Laos as professionals.

In the next parts of the workshop the focus shifted to the issue of gender sensitive attitudes in the college and in the classroom. The topic was again addressed by using additional teaching methods.

## 14 Diversity as an Resource

Digital story in form of a power point presentation of Dr. Karin (pictures, very few comments, participants take own notes). The objective was to show that

- Difference is an opportunity and not an obstacle
- Learning and progressing together with different people, people are the main resource for improving unequal situations.

## 15 Gender and ethnic sensitive teaching/ extension

Text puzzle about gender sensitive teaching (Annex 4):

Objectives:

- Scientific proofs for different behaviours of teachers towards girls and boys in the classroom
- Learning a new form / method of group study

Comments on the method (participants and trainers):

- Participants learned from the group work how to enhance female enrolment in the classroom
- Text puzzle difficult to organize but when students know it once , they will regroup easily
- Objective of the method is that the students have to understand the issue of the text and then to explain this issues in another group, making links between the issues.
- Because it is a small group who can help each other they can as well work on a difficult scientific text.
- When they explain the issues discussed to the others they will do it in their own words and this will be easier to understand for the others.
- The method does not need a lot of material, it can be done as well as an intersection in the study tour or on the fields.

*The method had 3 phases:*

- 1.) Reading and understanding in the group
- 2.) Explaining in the new group
- 3.) Asking questions to the facilitator

After having discussed the scientific proofs of unequal behaviour of teachers towards girls and boys, in a short input teachers heard about some tips that could help them to make their behaviour in the classroom more sensitive. (Annex 4)

## 16 Code of conduct revisited

Teachers share in changing groups of two their ideas about possible adaptations of the code of conduct for NAFC (Annex 5).

Main ideas:

- Assign someone who is responsible for gender in the school
- Establish a process , for the integration of women in school
- Trained and disseminate code of conduct trough the school
- Monitor and evaluate the process
- Men and women share the responsibility
- No smoking allowed in the classroom and in the office
- No alcohol drinking in the school area
- Must use polite words, polite eye contact

## 17 Objectives and methods in teaching

The last part of the workshop was dedicated to the teaching methods and how they should be used in / selected for teaching. This has been done already in previous workshop and will be a major topic in the next workshops as well.

When we work as teachers then we have to work with different people and we should be glad about this difference because this makes as well teaching more interesting.

## 18 Group work on integration of women in extension

Exercise in order to show that the same content can be taught by using different methods (that are not always adequate).

All groups have the same text on integration of women in extension. Each group has to teach the content of this text to students, but by using different teaching methods.

4 different methods were provided (two groups for each method):

- Role play
- Group drawing
- Quiz
- Lecturing with support of power point presentation

In groups the teachers prepared a sequence they then taught to the participants (in a role of students)

**Comment:**

Depending on the objective we have to choose the method,

- We learn in different ways,
- With the head brain (ppt, lecturing)
- With the hands (feel practice)
- With the feelings (related feelings to the situation in which we learn)

*Comment of Andrea Schroeter to the presentations*

**Drawing**

- Was not a group drawing the teacher was drawing in front of the class
- Only one person was involved for the comments
- Not enough content related

**Exercise**

- Quiz with yes or no questions
- Not enough content related
- Students involvement was not high enough

**Role play**

- Not related to the content
- Good role play
- More students should be involved

**Power point**

- Start with the question what you want to teach
- Core issues not mentioned
- It was good to use picture

- Summarized the methods where well applied but without going into the content as it should be taught to the students.

**19 Looking back on the teaching methods used during the workshop**

The trainers provided the teachers with handouts to each teaching method and gave some hints about the usefulness of the methods (time required, group size, level of participation...)

Teacher could complete the handouts by reflecting their own experience gained during workshop 5.

Handouts for the teachers could complete on their own

## 20 Next steps

*From CTA of SURAFCO, Mrs. Andrea*

- Further consultants from local universities will be contacted to help within the development of the detailed contents
- The college will send the module descriptions in the next weeks to the Ministry level for approval, with including some gender focus in some modules directly in the module description.

*What are the next steps teachers require from the SURAFCO team?*

Teachers need more help. They learned a lot about what they can teach the students here, but not yet how to work with the students who are not yet here.

## 21 Evaluation of the workshop

The evaluation was done with the Fish pond method. Mrs. Boutsady facilitated the discussion that has been prepared by the trainer's team. Notes taken and summarized by Mrs. Ponghsy.

Q1: What are the most valuable and useful experiences of the three days of the workshop?

- participants have learned new lesson: enhancing gender, they have heard about gender, but it is not mainstreamed in their life, and they know better about it now
- they understand gender more than before, especially they will bring gender to mainstream in their module or lesson for their teaching
- they know the way how to mainstream gender in their lesson
- the principles that we should do and should not do to women
- gender is one thing that we should conduct in the promotion sector
- they are conscious about gender because it has been limited in the policy and law

Q2: What has been difficult in the workshop (regarding methods and topics)?

- a big group discussion is not comfortable because some people can't share their ideas
- using too much time for organizing group discussion
- confusing when having many ideas in a big group and can't share with them
- it is not punctual (time management)
- some people don't share their ideas with group
- the way to set the chairs is not convenient
- facilitators should pull all participants to share their ideas
- we should give more time to rest because there are a lot of participants
- workshop should be organized for 4 or 5 days
- the facilitator should be more strict

## **Final word**

Mr. Kamphoui

The topic is very meaningful and important not only on a national but as well on an international level. Don't just stop after 3 days, the work continues in integrating the issues learnt into the modules, but as well in terms of teacher's attitudes. The participants learned a lot in teaching methods but as well in the gender topic ; from the timing we have as well taken this in account when we do the planning for the modules .

**Annex 1: Assessment on female and other  
disadvantaged students' enrolment in Northern  
Agriculture and Forestry College Education January 2010**  
**CONTENT**

**Summary Report**

- I. Information on interviewee**
- II. Knowledge and impression of the NAFC**
- III. Interest to study at NAFC**
- IV. Obstacles and challenges**

**Attachments:**

- **Survey Schedule**
- ***Questionnaire 1 NAFC Students***
- ***Questionnaire 2a Potential Students***
- ***Questionnaire 2b Parents of potential Students***
- ***Questionnaire 2c Teachers from other schools and DAFO staff***

## **Assessment on female and other disadvantaged students' enrolment in Northern Agriculture and Forestry College Education**

### **Summary Report**

This report is a summary of the assessment on female and ethnic students' enrolment at the Northern Agriculture and Forest College (NAFC). The objective of the assessment was to identify obstacles and opportunities for increased involvement of female and remote areas students. The survey was done in January 2010. Four different stakeholder groups have been interviewed, using the following similar questionnaires:

1. NAFC Female and Ethnic Students (Questionnaire 1)
2. Students of other schools (Questionnaire 2a)
3. Parents of potential students (Questionnaire 2b)
4. Teachers/DAFO Staff (Questionnaire 2c)

#### **I. Information on interviewee:**

Total surveys consist of 123 forms. Out of them, 50.4% of the respondents were male, thus there was a gender-balanced participation.

All the surveys were conducted in Luang Prabang province. Total 114 people are from Luang Prabang province and 9 from other northern provinces, but did not provide clear information about their origin.

The highest number of respondents came from Phonxay district, which sums up to 36% followed by Viengkham, Pak Xeng and Phoukhoun District. However, there are 3.5% of respondents that responded unclear and being identified as "Other".

Looking into the Ethnic Group category, 99 people answered the survey and 24 people did not provide the information. Out of the 99 people, 56,6% of respondents belong to the group of Lao Loum, 22.2% in the category of Lao Soung and 21.2% are Lao Theung. Thus for 56, 6 % of the respondents Lao is the mother language and for 44 % another ethnic language is the mother language.

The following table, shows the categories of the respondents

**Table: Group of responses:**

<b>Stakeholder group</b>	<b>Respondents in percent</b>	<b>Respondents in count</b>
External Teachers / DAFO Staff	32.5%	40
Parents of potential students	31.7 %	39

Potential students*	30.9%	38
LAFC Female and Ethnic Students	4.9%	6**

\* include previous NAFC students

\*\* In total 14 students have been interviewed, however the questionnaires got lost.

## II. Knowledge and impression of the NAFC

### 1. Do you know this college?

Total number of 90 respondents answered yes, 23 respondents answered no and 10 respondents chose to skip this question.

### 2. What do you know about the college?

There were 82 respondents, which answered this question, and 41 respondents skipped. Summarizing the answers received, 72 respondents answered that they know this college, which is providing agriculture education to students on livestock, farming and fisheries. 7 respondents answered by indicating they knew the detail about curriculums offered by the school. And the remaining 3 respondents gave an answer, which did not respond to the question.

### 3. Where do you get this information from or by whom?

Total 80 responded and 43 others skipped. With 56.3% of respondents answered they know it from their friends, then 41.3% responded they know the school from the students, 20% respondents know the college from colleagues and the last 12% answered that they have known this school from publishing media such as radio, television and newspapers.

### 4. What is the general positive information about this college?

Total 97 people answered this question and 26 people skipped. Among 97 people answered, there is only one person answered "Don't know".

Summary answers from the 96 respondents on the above question:

- This school is providing agriculture education and it is very useful to build up the knowledge of the students.
- Students who graduated from this school gain high knowledge and skill, so they can apply their learned skills to help their family to do better farming, fisheries and livestock activities.
- The curriculum that the school providing is found to be useful and almost most all of the students can easily find a job after graduation and have a good future career with government or related agencies.

### 5. What is general negative information about this college?

Total 82 respondents answered this question and 41 respondents skipped the question. From the 82 respondents, 4 of them answered "Don't have" (which we assume that they do not have any comment about this question) and 1 respondent answered "Don't know".

Summary answer from the 82 respondent on the above question:

- Not enough practices because lack of farms
- Concern about the quality of trainers
- Lack of job opportunity after graduation due to only diploma level offered
- Poor people could not qualify to study in this school because most of them unable to complete their high school due to their poor condition
- Concern working with livestock at home will cause many diseases.

The following questions 6 to 14, have been only asked to the NAFC students and focused on detailed feed back on the current situation in the college.

6. Did you know anyone in this college before you come to study?  
All 6 respondents answered this question. With 83.3% of respondents answered “Don’t know anyone”, and 16.7% of them knew a male student studying at the college before they enrolled.
7. Do you think is it useful for you to study at this college?  
All 6 people responded. 3 people answered that it is ‘very useful’ and the other 3 people answered that it is ‘useful’. Nobody mentioned ‘not useful’. In addition, 5 people of 6 provided an explanation: this college is a good place for providing farming and agriculture knowledge, which is very useful for developing economic in our country. It also helps people to get a permanent job.
8. What do you think can be improved?  
All 6 people answered this open question. 4 people answered that they would like the college to provide better-experienced teacher for opening additional special courses, and would like the college to offer more practical teaching to improve student skills. 2 other people did not provide any ideas, because they don’t know any details of the college yet.
9. What do you think about accommodation facilities in this college?  
All 6 people answer this question. It is open question. 4 of them do not have any idea because they are not using the accommodation in the college. 2 people answered that it looks nice and tidy.
10. What do you think about the sanitary facilities in this college?  
5 people did not provide any ideas and only one person answered that the facilities are clean.
11. What do you think about the cooking facilities in the college?  
5 people did not have an opinion on the cooking facilities and only one person answered that they are already in an acceptable condition and no improvements are needed.
12. What is your general impression about this college?  
All 6 people answered that they like that the dormitory is near the school building, they appreciate the good teaching and practicing and that they have many activities for student to join.
13. Do you know other agriculture and forest institutions or colleges?

All 6 people answered that they know other institution and college, but some places are in Vientiane such as Dong Dok University or in Champasack. The institutions they know are: a) Agriculture - Forest school in Xieng Ngeun and b) Souphanouvong University

14. Is NAFC better or worse compared to those institutions?

Out of 6 people, 3 answered that they are 'same' related to the curriculum offered and 3 people mentioned that they cannot make a comparison as they don't know the other institutions in detail.

### III. Interest to study at NAFC

1. Are you interested in studying or will you promote your students/children to enter education at this college?

Total 116 responses answered this question and 7 other skipped. 98.3% of the responses mentioned "Will promote" and 1.7% answered that they "Will not promote" due to no funds and no interest. The major reasons for the promotion are:

- Almost all students are engaged in agriculture fields, and their parents are working as farmers and gardeners. After they graduate, they could apply what they have learnt to help their family improving their own businesses in agriculture and livestock
- Would like to become an extensionist to support agriculture work such as give advice to farmers in their own village and district.
- Want to work with the government service and support family work in garden and rice field

2. In the future NAFC also offer new study fields: agro business and later maybe forestry. Would they have chosen a different study subject then the one they are studying now?

Out of the 6 present students 3 answered that they would have studied a different subject if offered at that time.

Which subject are you interest in studying?

- a. For daughters and potential female students: Total 109 respondents answered this question and 14 respondents skipped. 38.51% of respondents have interest in studying livestock, while 32.79% are interested in studying Agriculture. Interest in agro business is 22.18 % and 6.52 % in Forestry.  
The main reason for female students and daughter to study livestock is that they think cattle and poultry raising provides a higher benefit than agriculture production and does not need a high investment capital.
- b. For sons and potential male students: Total 96 respondents answered this question and 27 respondents skipped. 36.6% of respondents are interested in studying Agriculture, 33.9% have interest in Livestock, while 21.7% have interest in Forestry and 7.8% interest in Agro Business.  
The main reason for male and sons' interest to study Agriculture is that they believe there is still plenty of land to do agriculture in this area. In addition, almost all parents want their son to gain a lot of knowledge and skill in agriculture, so they can support their family to set up successful businesses by using new methods and advanced technology.

3. Do you think the study time of 3 years is appropriate?  
 Total 122 respondents answered this question and 1 skipped. 88.5% of respondents answered that they think it is “Suitable” due to the broad range of subjects in the curriculum. Three years are not too long because there is a need to study the theory and have enough time for the practice as well. However, 9% or 11 people answered that they think it is too long because of lack of fund and 3.3% said that it is too short because they worry they will not get enough knowledge and skills during the three years.
4. What do you think is the most important point for your daughters or female students to study in this college or in other colleges/universities?  
 Total 113 respondents answered this question and 10 skipped. People selected multiple choice. The condition that people think it is the most important is “Good teachers” with 65.5%, secondly important is the “opportunity to gain knowledge in practice” and a “job opportunity after graduation” – equally chosen by 59,3%. The details are shown in the table below:

**Table: Important preconditions for daughters and potential female students:**

Items	Responses in Percent	Responses in Count
Content/curriculum	45.1%	51
<b>Good teachers</b>	<b>65.5%</b>	<b>74</b>
Good reputation of school	30.1%	34
Opportunity to gain theoretical knowledge	28.3%	32
<b>Opportunity to gain practical knowledge</b>	<b>59.3%</b>	<b>67</b>
<b>Job opportunity after graduation</b>	<b>59.3%</b>	<b>67</b>
Good accommodation	38.1%	43
Proper sanitation facilities	25.7%	29
Access to cooking facilities	17.7%	20
Access to a canteen	9.7%	11
Opportunity for income generation	23.9%	27
External financial support	16.8%	19
Opportunity to visit family	10.6%	12
Opportunity to stay with relatives	9.7%	11

5. Continue from Question #4 above, do you see any **difference** in choice for your sons or male students?

Total 112 people answered this question and 11 skipped. Out of 40.2% of respondents answered that it is 'Different'. The biggest difference mentioned by 22.3% of the respondents was "Opportunity to get a job after graduation". Furthermore they see a difference in "Opportunity to gain knowledge in real practicing" mentioned by 17.9% of the respondents. As a third difference in importance content and curriculum was mentioned by 17 %.

The table below indicates the differences between the male and female:

**Table: Important preconditions for sons and potential male students:**

Items	Responses in Percent	Responses in Count
Content/curriculum	17%	19
Good teachers	14.3%	16
Good reputation of school	7.1%	8
Opportunity to gain theoretical knowledge	6.3%	7
Opportunity to gain practical knowledge	17.9%	20
Job opportunity after graduation	22.3%	25
Good accommodation	8%	9
Proper sanitation facilities	1.8%	2
Access to cooking facilities	1.8%	2
Access to a canteen	3.6%	4
Opportunity for income generation	12.5%	14
External financial support	7.1%	8
Opportunity to visit family	4.5%	5
Opportunity to stay with relatives	2.7%	3

6. What jobs are people most interested in? (not more than 3 options)

Total 116 respondents answered this question and 7 skipped. 58.6% of respondents answered that a work in Extension is most attractive, while 43.1% of respondents said that they would like to be involved in teaching. Details are shown in the table below:

**Table: Employment Interests**

Field of Employment	Response in Percent	Response in Count
Extension	58.6%	68
Research	25%	29
Teaching	43.1%	50
Policy development	31%	36
Administration	24.1%	28
Product control and Customs	19%	22
Trade and Marketing	23.3%	27
Journalism	6.9%	8
Agro-Tourism	26.7%	31
Input supply	17.2%	20
Rural finance	12.9%	15

7. For whom would people prefer to work?

Total 119 respondents answered this question and 4 skipped. 81.5% of respondents want to work with the government, 10.9% want to work with a project, 5.9% have interest to work with a foreign company and 1.7% said that they want to work with a Lao company. Nobody selected to be willing to set up an own small-scale or medium scale business. The main reasons for people wanting to work with the government are:

- Long term job and could get a chance to continue studying overseas
- Good social security
- Get pension when retire
- Want to be government staff for helping villagers to have a better life

#### IV. Obstacles and challenges

1. What is main obstacle for female students to study at this college?

Total 118 people answered this question and 5 skipped. 81.4% of respondents chose the 1<sup>st</sup> obstacle, it is "Lack of fund" and 32.2% said that they might not get a job after graduation (Choice #4). With 18.6% two obstacles were mentioned with the same score: "the need to help parents at home" (Choice #6) and "not secure" (Choice# 10).

2. Do you see any difference in obstacles between male and female?

113 people answered this question and 10 skipped. 53.1% of respondents don't see a difference. Similar to the reasons for the female the main obstacle for the male mentioned was the "Lack of fund" (38.9%) and "No chance to get a job after graduation" 15%. The 3<sup>rd</sup>

obstacle mentioned is slightly different, they chose “must help family in garden and rice field work”.

3. What needs to be changed to increase female students’ involvement?  
Total 112 respondents answered this question and 11 skipped. The main point that almost respondents raised is the need of the college to explain that more women are needed in social and development work and to provide more opportunities for women to enter the same professions equally to men. The following points were raised:
  - Want the college to consider more women by setting quota for women to enroll in this subject
  - Build dormitory for woman near the college
  - Add additional evening or holiday courses in subjects that women like such as, cooking, cloth making/tailor, administration, marketing ...etc.
  - Need more explanation on why it is necessary that women have a high education level and how women can contribute to develop the agriculture sector.
  - Allow women to participate in all activities – equally to men
  
4. What needs to be changed to increase ethnic, remote area or poor students’ involvement?  
109 people answered this question and 14 skipped. The main idea respondents raised is that they would like the government and the college to provide scholarships to poor students and to provide favorable and transparent policy to both ethnic and poor students. The followings additional idea which are related to policy, funding and promotion are mentioned:
  - Provide a discount of the study fee for poor people
  - College shall provide a scholarship to attract ethnic students
  - Government shall provide study fund for poor family
  - After graduation, government shall provide job opportunities
  - College should develop policy to promote ethnic and poor students
  - Need parents support and them to understand why a good education is important for the future life.
  
5. Do you have any other opinions to share?  
69 respondents provided additional comments and 54 skipped. Most of the answers are already mentioned in question 3 and 4. The most frequent answers repeated by the respondents are
  - a) the need of curriculum adjustment to match with the requirements of the labor market,
  - b) the need to have knowledgeable and skilled teachers, which can offer additional courses on the weekends or during the summer and
  - c) to extend and open college education in other provinces in order to reduce the far travel distance.

ATTACHMENTS :

## Schedule for Assessment of female & other disadvantaged students' enrolment

### in Northern Agriculture and Forestry College Education

#### 1. Objective

- To identify obstacles and opportunities for increased involvement of female and ethnic and poor students

#### 2. Stakeholders to be interviewed

- LAFC female and ethnic students
- DAFO, DEO and Teachers at ethnic minority schools
- Potential LAFC students at secondary, vocational, ethnic minority or other schools
- Parents of potential students

#### 3. Districts to be interviewed (poorest districts of LPB)

- Phoukoun District, Luang Prabang (Xieng Ngeun team)
- Paksang District, Luang Prabang (Pak Sueang team)
- Veingkhamb District, Luang Prabang (Xieng Ngeun team)
- Phonexay District, Luang Prabang (Pak Sueang team)

Targets at each district: two villages in remote areas identified by the district

a) Parents	male 3	female 3	x2 villages	= 12
b) Potential students	male 3	female 3	x2 villages	= 12
c) Ex LAFC students	male 2	female 2	x2 villages	= 08
d) DAFO	male 1	female 1	x1 district	= 02
e) DEO	male 1	female 1	x1 district	= 02
<b>TOTAL per 4 DISTRICT (36 x 4)</b>				<b>= 144</b>

#### 4. Ethnic minority schools to be interviewed (Xieng Ngeun team)

- Ethnic Minority School in Ban Suang Luang, Luang Prabang
- Ethnic Minority School in Namback District, Luang Prabang

Targets at each school

a) Teachers	male 3	female 3	x2 schools	= 12
b) Potential students	male 3	female 3	x2 schools	= 12
<b>TOTAL all schools</b>				<b>= 24</b>

**5. LAFC present year 2 and 3 students** (Pak Sueang team)

- Female students = 05
- Male ethnic students = 05

**TOTAL all present students = 10**

**TOTAL MINIMUM INTERIEWS =178**

Each gender and ethnicity balanced survey team consists of 2 teachers and 2 students. Assessments are done between December 2009 and January 2010. Xieng Ngeun team will use 6 (3 + 2 + 1) working days and Pak Sueang team 5 (2 + 2 + 1) working days. Detailed plans will be produced by each team.

## **Annex 2: Gender Policy Code of Conduct**

### **Within Department of Agriculture and Forestry**

#### **Preamble**

*The Staff of Ministry of Agriculture and Forestry (MAF) adopt a gender policy code of conduct in order to ensure that both men and women are treated equally and have equal access to opportunities of promotion and development.*

Both men and women will be bond by national laws, regulation and policies of MAF during their work.

*The following Code of Conduct will apply to every person working or receiving education at MAF at each level, division and province.*

(This code of conduct has been agreed between the participants of the three regional workshops on Dissemination of the Strategic Plan for Women's Advancement and Gender Mainstreaming in Agriculture and Forestry held in Champasack, Luang Prabang and Vientiane between April and May 2009)

Points to be followed:

1. Men and women have equal opportunities for accessing to trainings;
2. Director should promote leading position to women;
3. Women get equal salary and payment based on their work and capacity;
4. Family or husband should provide opportunity for women in participating to women empowerment activities;
5. Women should be self confidence on dealing with obstacles to high level positions;
6. Women should have equal participation in decision making activities;
7. Men and women are equal in managing family's economy;
8. Women should wear Lao skirt in every traditional and formal events;
9. Women should be consulted before been appointed responsible for activities such as receptionist or assistant;
10. Women should be appointed and have appropriate responsibilities according to their technical skills and abilities;
11. Women should work at leading position;
12. Women should manage budget to run gender activities;
13. Gender integration should be used in the dissemination of the MAF policy.

Points that are not allowed:

1. Men and women should not follow traditional opinions and believes that obstacle gender advancement;
2. Men and women are not allowed to drink alcohol work or lunch time;
3. Eye contacts or talking with different gender that can constitute sexual harassment is not allowed;
4. Sexist jokes or stories that look down at women are not permitted;

5. Pregnant women should not work as photocopier, chemical and chemical house keeper;
6. Women should not wear attractive clothes.

**Remarks:**

**If the regulation of the gender code of conduct is violated, it should be reported and presented to line manager.**

**Women that feel a violation of the code of conduct can report directly to Women Department of Agriculture.**

**If any violation of the gender policy code of conduct has occurred, it should be reported in order to (in case the first cannot resolve the case can be reported to the second one etc...):**

1. Discussion with own Women Department;
2. Report to the director of related department or team leader;
3. Provincial Women Union
4. Report to Lao Advancement for Women;
5. Courts of Justice

### **Annex 3: Case studies on awareness raising**

#### *Case study 1*

##### *Land titling in Lao PDR*

Since 1990, Lao government start develop the project for new land titling the project created to two phase ( LTP1, and LTP2) the objective of the project to develop permanent land titling in the both rural and urban area, especially the place people use for agriculture. Lao Women Union (LWU) is a main body to participate in the implement that project, such as set up village meeting, provided the information for promotion and improved the knowledge on for understanding why this project important, including awareness the on land use planning of the both men and women. Moreover, LWU in each level are pay important role to participate the outcome of that the land titling show that number of women in the land titling certificate and match with the their own land came form. So in the pests two (LTP2) LWU continue to be representative of women to make a decision on land policy which they can participate in the implementation of the project.

Data source: the base socio-economic report of the land project 2003

Questions:

1. what is women access to ?
2. what is women control to?
3. What level women are participating?
4. in this case, what are women's needs?

Answers:

1. women access the meeting, information about land titling and improved their knowledge
2. women are control of the land titling such as their name at the land titling and also involved at the monitoring the project
3. women participation in each level such as centre level, provincial level, district level and village level
4. women need to have their name to the land certificate

### *Case study 2: Based on MDG*

The 2rd Goal of MDG: - **Achieve universal primary education** in Lao PDR. To resolve lacking of access primary education of Lao women and to be achieving Gov's policy regarding education. Therefore, Ministry of Education had operated a project of primary education for (girl) women to focus on improving ability and knowledge of women in Lao all level. By the way resolve as school is so far from village in remote area. This project support to build new temporary building of school and including all kinds of material. To be participation in this activity the project supported lunch for students as one option for access school. After school finished, student's parents did not allow girls go to school because school located very far from village it was so rick for them for safety such as: boy thrashed or sexual harassment during girl walking to school. Also girl have to spend time for walking more than helping hose work so that girl especially ethnic girls could not go to school.

Questions:

1. Has this case discrimination?
2. If yes, what was discrimination for girls?
3. How this situation give impact for girls?

Answers:

1. men and women are equality  
women can make a decision
2. women can access
3. women need gender equality , education and development...
- 4.

### Case study 3: Substantive equality in Agriculture college

An agriculture college has located far from town about 10 Km, it had a few public mini bus or student had their own moter cycle to go there. So that some student had to stay college's dometory was arraged. Therefore, the poor students espcailly ethnic students had to stay college's dometory.

To achieve policy for country developing and MDG, College manager committee had planned to suport girl ethnic students incresing. Also the Gov and NGO promoted understanding and giving access education on agricultuer for childrent to community.

From feedback of student parents said when girl students practice in farm for their graduation in many months that it was not safety from sexual harrasment some girl student get pracnent before gaduation and get punish stop studying. Also girl ethnic student get discrimination of luanguage. Therefore, parents send girl to study economic admin or other without rick.

College manager committee proposed as giving oppertunity to access academy that it student's parent oblication.

#### Question:

1. How is College implement on gender equality?
2. Parent take part to protect treir childrent how they make discrimination in long term? What is specail measure of College to promote sustantive euality effetively?
3. If the situation was not resolve what will be implementing in long term for girl ethnic students?
4. What is Community and parent can do to reduce gap of gender right and substandtive equaliry?

#### Answers:

1. men do less hard works, women do double works
2. women do more easy works and women don't have enough time to take a rest  
- men can do community works
3. their children can reduce few works that they can  
- men don't help their houseworks
4. women are not participate in the financing

- men have more chances than women in using money and men knows the marketing

## **Annex 4: Gender and Classroom**

### *Group work on gender in the classroom*

#### GROUP 1

Gender involves those social, cultural, and psychological aspects linked to males and females through particular social contexts (Lindsey, 1994).

**What happens with course content, classroom assignments, textbooks? Some scientifically proved findings:**

- 1. According to Wood & Lenze (1991), course content / texts are gender insensitive when it “emphasizes, neglects, devalues, or misrepresents experiences, concerns, and/or perspectives typically associated with one sex” (p. 16).**
- 2. In a study of the examination of sexist language in 55 speech communication texts, Randall (1985) found 9 that mentioned sexist language, 6 directly confronted sexism**
- 3. Introductory communication texts may contain stereotypical representations of women’s personality, traits, roles, and occupations (Cawyer et al., 1994).**

#### GROUP 2

Positive and negative social sanctions, in response to an individuals gendered behaviors, construct an individuals gender identities.

**Classroom Interaction: What happens regarding to instructors’ language, classroom style, and ways of responding to students? Some scientifically proved findings:**

1. **Elementary and secondary teachers interact more with male students by paying more attention to and spending more time with them (Treichler & Kramarae, 1983).**
2. **Teachers call on males more, give them more detailed assignment directions, give them more positive feedback, and listen to male students more (Sadker & Sadker, 1990).**
3. **Male / female instructors tend to assign higher grades to essays they believe male students wrote (Goldberg, 1968 - cited in Pearson & West, 1991).**
4. **Jones (1997) summarizes research in this area:**
  - a. **Professors are more likely to know the names of male students than female students;**
  - b. **Professors maintain more eye contact and more attentive postures when talking to male students than when addressing female students;**
  - c. **Professors ask more challenging questions of male students;**
  - d. **Professors give longer and more significant verbal and nonverbal responses to males' comments than to those of females (coach males to correct answer);**
  - e. **Faculty call on male students more often;**
  - f. **Faculty are more willing to make time and to devote longer periods of time to confer with male students than with female students;**
  - g. **Female students' contributions are interrupted, ignored, or dismissed more often than those of males; and**
  - h. **Faculty extend and pursue comments by male students more than those of female students.**

### GROUP 3

Social institutions - especially family and education - are primary conduits for expectations regarding gendered roles.

**Expectations: What do Instructors and Students expect in the classroom? Some scientifically proved findings:**

**1. Instructors have preconceived gender expectations and through their actions reinforce stereotypes.**

- a. Praise female students for being quiet and compliant, praise male students for academic interaction, interest, achievement (Hall & Sandler, 1982; Sadker & Sadker, 1986; Wood & Lenze, 1991).**
- b. Students self concepts depend on teacher expectations—when teachers communicate expectations they impact learning (Mboya, 1995).**

**2. Students hold expectations for teachers**

- a. Students evaluate female professors favorably when as instructors they demonstrate control of the classroom and subject matter while using an interactive style.**

**Male instructors receive higher student ratings when they adhere to a masculine authoritative style (Statham, Richardson, & Cook, 1991).**

- b. This limits actions of instructors to preconceived gender roles.**

GROUP 4

Strategies for Gender-Responsive Interaction*
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**Expectations: How can Instructors and Students work in the classroom respecting gender-responsiveness? Some scientifically proved recommendations:**

- 1. Calling On and Questioning:**
  - Do not let certain students dominate a lesson or the teacher's attention**

- **Avoiding calling on a student who is the first hand-raiser**
  
- **Developing a method of participation other than raising hands**
  
- 2. Having a Wait Time of about 3~5 Seconds
  - **Having a wait time before questioning or calling on a student**
  
  - **Providing female students or those students lacking in speaking ability with sufficient time to develop their responses**
  
  - **Having a wait time before responding to students after they respond**
  
  - **Enabling teachers to provide more detailed feedback by having time to think about the strong and weak points of students' responses**
  
- 3. Teachers' Feedback
  - **Providing feedback on the quality of performance, rather than on the appearances of performance**
  
  - **Distributing feedback to all students fairly**
  
  - **Feedback consists in: acceptance, praise, criticism, correction and follow-up (probing)**

#### GROUP 5

Strategies for Gender-Responsive Interaction*
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**Group activities: How can groups work in the classroom respecting gender-responsiveness? Some scientifically proved recommendations:**

- 4. Group activities
  - **Structuring cooperative interaction among students**

- **Using small group cooperative learning models**
  
- **Developing strategies to make passive students participate more in group activities**
  
- **Allocating and rotating specific roles in a group**
  
  
- 5. **Group formation / selection**
  - **Enhancing group dynamics by composing of group members heterogeneously by ability, motivation, sex, etc.**
  
  - **Be aware of how to choose the composition of the groups and declare why you do it this way (groups can be gender segregated, when it makes sense and when you give a reason why to do it)**

### *Gender Sensitivity Tips<sub>1</sub>*

**Prepared by Dr. Steve Hunt, Illinois State University**

1. Become more aware of your own patterns of behavior.
  - (a) **Videotape your classroom - you can count the number of times you interact with women and men.**
  - (b) **Check the tape for the type of feedback you give.**
  
2. Be sensitive to examples used in instructional units.
  - (a) **Examine texts & lesson plans**
    1. **Are examples male oriented?**
    2. **Are women invisible?**
  
3. Gender balance language usage and terms.

4. Avoid implicit as well as overt gender or racial put-downs.

**(a) Feedback to women based on neatness or appearance.**

**(b) Don't allow males to abuse females verbally.**

5. Do not allow sexist or racist humor.

6. Set and enforce rules about interruptions of other speakers.

7. Structure a unit in public speaking classes on powerless speech.

**(a) Research indicates that women use more powerless speech**

**(b) Powerless speech includes:**

**1. Hedges / qualifiers (“something like” or “I guess”)**

**2. Hesitation forms / vocalized pauses (“uh,” “um,” “you know”)**

**3. Tag questions (ending a sentence with “isn't it” or other tagged-on questions to seek confirmation)**

**4. Disclaimers (“I don't know much about this but. . .”)**

## **Annex 6:Teaching methods**

### *Exercise:*

1. Read the text of chapter 6 in the booklet „Extension for Everyone!“ from LEAP / NAFES
2. You as a teacher choose to taught the topic of the text to your students
3. Prepare now (in your group) a sequence for your lesson by using the method of

## **➔ Role play**

4. Define the objectives of the short sequence (max 5 minutes) and plan your sequence together.

Schedule:

Time for preparation: 30 minutes

Time for presentation: 5 minutes max.

Your colleagues of the other groups will be your students; so you can “teach” them.

<sup>1</sup>

**Adapted from McCorkle, S. (1990). The teacher’s role in gender balancing. In Fiordo, R.A. (Ed.), Communication in education (pp. 163-176). Calgary: Detselig Enterprises.**