

**Working with the Media on Gender and Education:  
A Guide for Training and Planning**

# **Activity Worksheets**





## Activity 1

In groups or individually identify the major challenges to achieving the MDGs and Dakar goals in your country. For each challenge think about what strategy might be needed to overcome it.

[illegible]



## Activity 2

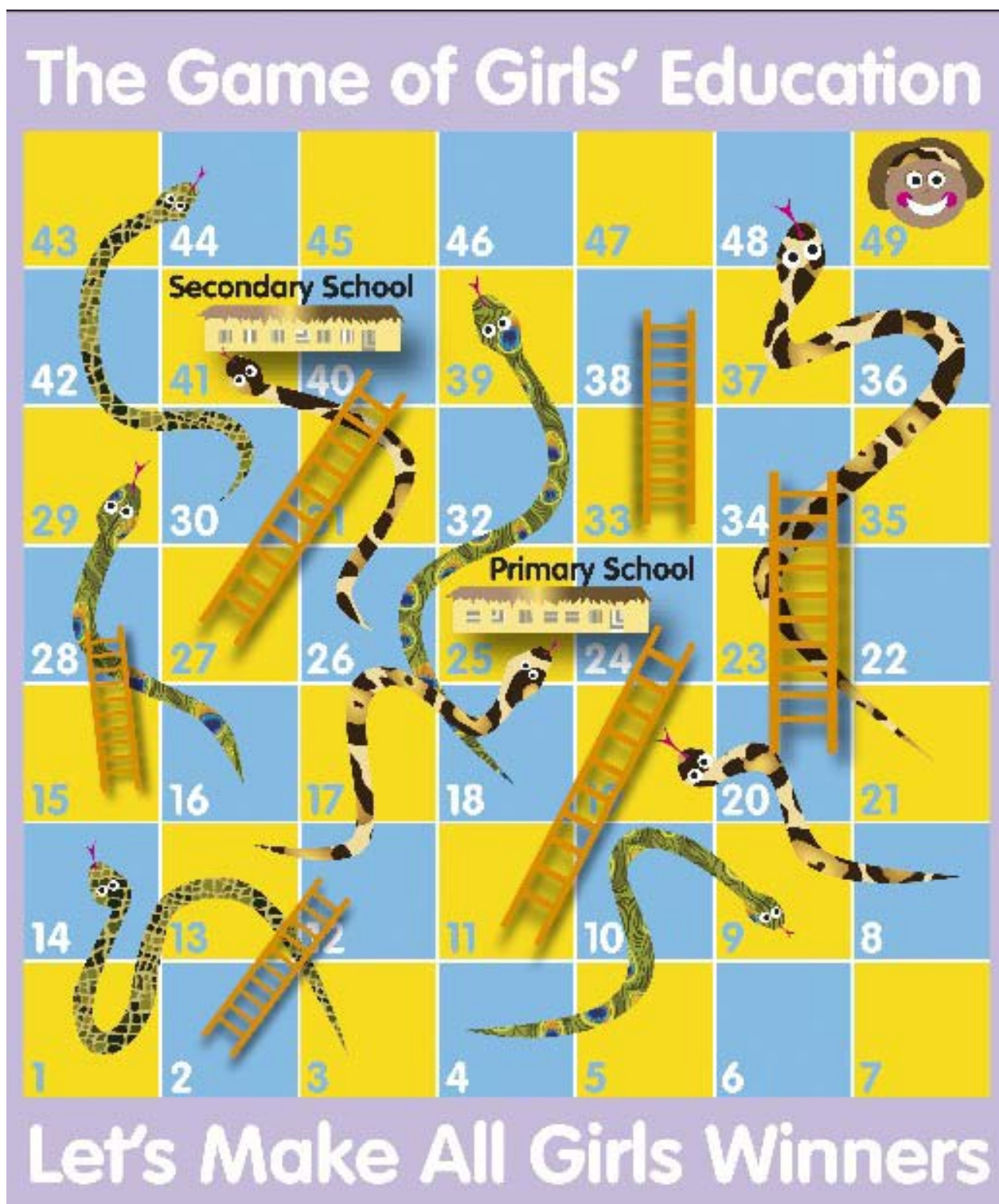
Individually or in groups, go back to the education challenges for your country that you identified in activity 1. Think about the different ways in which each of the challenges identified might affect boys/men and girls/women differently. How would they need to be tackled to ensure that the needs of girls/women and boys/men are addressed?

[illegible]



## Activity 3

Use the board below and play "Snakes and Ladders: the game of girls education" Keep a list of the "snakes" and "ladders" you identify on the table provided. Chose 3 of the "snakes" that you think are priority issues that must be tackled most urgently in order to achieve gender equitable education for girls and boys in your country. Then decide what "ladders" – changes in policy or practice- would be needed in order to tackle them





## Activity 3 (tables)

Snakes	Ladders

Priority Snakes	Ladders to address priority snakes



## Activity 4

Choose 2 of the “ladders” that you identified as policy or practice changes needed in activity 2. Now use the following questions to think about some of the ways in which you could advocate for the policy or practice changes to be implemented:

- What is the aim of your advocacy? What is it you want to achieve?
- Who is your target: who do you need to influence in order to achieve your aim?
- What activities or types of advocacy would you use to influence you target?
- Who could help you do this?

Ladder (policy or practice change)	Advocacy Aim	Advocacy Activities	Who could help you?



## Activity 5

### Gender news critique

Working individually or in groups, identify one or more news articles about a topic that interests you. This could be a topic relating to education, or a topic that is currently in the news. As you look at each article think about how gender has been addressed. Has the article been written in a gender sensitive way? Use the following questions to help guide your analysis and discussions:

1. What is the story about?	
2. Who is telling the story?	
3. Whose story is told? Whose story is not told?	
4. What does the image show? Are women and men shown? Who is shown in the foreground, who is in the background?	
5. What adjectives are used to describe the girls/women? And the boys/men?	
6. What does the image or article tell you about girls and women – age, occupation, skills, physical appearance? What do they tell you about the men?	
7. Is all that information relevant to the story? If not, why is it included?	
8. Is there information missing from the story that would help you understand how men and women are affected by the issue being addressed?	
9. How are other issues such as poverty, HIV/AIDS addressed?	
10. What does the story make us think about women? About men? About the relationship between them?	



## Activity 6

Identify what media channel(s) you would use to reach each of the audiences listed in the table below:

<b>Audience</b>	<b>Media channel(s)</b>
Finance Minister	
Community elders	
Donor agencies and World Bank officials	
Women's Affairs Minister	
District Education Officer	
Male headteachers and education managers	
Female headteachers and education managers	
Secondary school students (boys)	
Secondary school students (girls)	
Female teachers	
Male teachers	
Fathers	
Mothers	



# Activity 7



Go back to the 3 priority “snakes” and “ladders” that you identified in Activity 2. Identify what your aim, objective, audience and key media message would be for each one of them.

Snake	Ladder	Aim	Objective	Audience	Message



## Activity 8

Go back to the priority “snakes” and “ladders” that you identified in activity 2. Chose one of the ladders that you identified as policy changes needed. Plan how you would develop a media-advocacy strategy to influence the development and implementation of this policy. Try to answer questions 1-9 above, using the guidance given for each question.

<b>What is your aim? Your objective?</b>
<b>Who do you want to influence – who is your target audience?</b>
<b>What media channel(s) should you use?</b>
<b>What is your message?</b>
<b>What materials do you need to develop?</b>
<b>How can you make sure you get media attention?</b>
<b>Who are your allies – who can you work with?</b>
<b>How should you time your activities?</b>
<b>Is your strategy working – how will you evaluate?</b>