



COMMONWEALTH of LEARNING

# Checklist for the Development of Gender-Responsive Learning Materials<sup>1</sup>

## Part A: Written Curriculum

### A1. DESIGN

- i) Is the promotion of gender equality integrated into the course description, objectives and learning outcomes?
- ii) Is there a section that builds gender awareness, particularly in relation to the course subject matter?
- iii) Are gender considerations raised at appropriate points throughout the unit?
- iv) Would the inclusion of a glossary of gender terms relating to the subject matter be useful?

### A2. CONTENT

- i) Are gender concepts and a gender perspective integrated into the content and exercises?
- ii) Does the content reflect an inclusive and participatory approach?
- iii) Does the content promote equal participation of men and women?
- iv) Do the stories, case studies and examples include men/boys and women/girls as active participants in roughly equal numbers?
- v) Are women included as role models, leaders and historical figures in learning materials?

### A3. LEARNING ACTIVITIES

- i) Do learning activities help to develop competencies and awareness of gender issues related to the subject matter?

### A4. REPRESENTATION, LANGUAGE, IMAGES & LEARNING RESOURCES

- i) Is there gender balance among content developers, editors and illustrators?
- ii) Is there equal and positive representation of females and males in images, as authors/narrators and protagonists?
- iii) Is gender-responsive language being used?
- iv) Do learning resources (including charts, visuals, text) avoid demonstrating gender bias and avoid using gender stereotypes?
- v) Do the reference materials include the perspectives of men and women scholars, researchers and others?

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<sup>1</sup> This *Checklist* focuses on the questions themselves rather than providing any descriptions or examples; however, the descriptions would continue to be very helpful in presentations on the use of the Checklist.

## Part B: Delivery and Evaluation

### B1. DELIVERY

- ii) Are the means of delivery of the course/learning programme equally accessible to female and male learners? Are measures being taken to address any difference in access, interests, needs and capacities?
- iii) Is the mode of delivery flexible or adaptable so that it can equally reach male and female learners, particularly those who might be prevented in participating due to work or household responsibilities?
- iv) Does the course consider the different learning needs of learners in urban versus rural settings; or learners with different access to resources (i.e. socioeconomic group)?

### B2. ASSESSMENT

- v) Are feedback and solutions being provided where appropriate and equally for both female and male learners in order to help them both achieve learning outcomes?
- vi) Do assessment tools offer a variety of ways to assess and evaluate learner progress so there is equality of opportunity and outcome?
- vii) Do the assessment tools provide some degree of flexibility in terms of timing and duration so as to allow for sufficient time for completion and for taking gender roles into account?

### B3. LEARNER SUPPORT SERVICES

- viii) Are adequate supports or additional resources being provided to female and male learners to facilitate continuation and success?
- ix) Is there gender balance among mentors and tutors?
- x) Do instructors and learner support staff understand gender bias and how this can affect how and to what extent learning takes place as well as how learners are assessed? Are instructors and learner support staff provided with any training, tips and/or guidance regarding the different needs and experiences of male and female learners and other gender issues?

### B4. EVALUATION

- i) Are learning outcomes monitored and measured, and are there any differences in outcomes on the basis of gender?
- ii) Does the course meet the different learning needs of both male and female learners and enhance their livelihood options?
- iii) Is baseline sex-disaggregated data being collected to be able to monitor learner progress in terms of needs, enrollment, completion and outcomes?
- iv) Is information gathered through assessment and evaluation being used to improve the next course offering?

## Appendix: References

Frei, S., & Leowinata, S. (2014). *Gender Mainstreaming Toolkit for Teachers and Teacher Educators*. Vancouver: Commonwealth of Learning.

(<http://www.col.org/resources/publications/Pages/detail.aspx?PID=493>)

Inter-Agency Network for Education in Emergencies. (2010). *Minimum standards for education: Preparedness, response, recovery* (2nd ed.). (New York, NY: author, 2010).

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