Developing Gender-Responsive Curriculum and Teaching/Learning Materials

Target audience: Education material developers, teachers/school heads, teacher trainers

This tool will help you verify if gender-responsive mechanisms are used throughout the process of curriculum and teaching/learning materials development.

Planning

1. How many men and women are there as part of the steering committee?
2. Is the steering committee composed of equal numbers\(^\text{28}\) of women and men who are trained in gender-sensitivity?
3. Is the committee meeting atmosphere conducive to open discussion, and does it allow exchange of diverse opinions from both women and men?
4. Is there a needs assessment process in curriculum planning, and does it equally reflect the voices of both boys and girls so that both their needs and interests are identified?
5. Are the subject experts in each curriculum/teaching-learning materials working group properly trained in gender sensitivity?
6. Do the contents and outline of the curriculum and teaching/learning materials address the needs of both boys and girls? If yes, then how? If not, what can be changed in the process so that their needs are reflected?
7. If male and female teachers have different needs, do the topics and outline of the teaching materials meet/reflect these different needs? If yes, then how? If not, what can be changed in the process so that their needs are reflected?
8. Are gender issues (such as gender-biased subject choices and division of labour) taken into consideration when planning workshops for curriculum and teaching/learning materials development? If yes, then how?

Design

9. Have you had gender experts review the text, language and pictures for possible gender biases?
10. Are the text, language and pictures free of gender bias? If yes, then how?

(For more information about this, you may refer to Tool 13: “Analyzing the Gender-Responsiveness of Teaching/Learning Materials”.

\(^{28}\) Equal numbers are not mandatory, but you should seek a balance so that both men’s and women's experiences, interests and needs are taken into account. If ‘equal numbers’ do not exist, it is important to have a ‘critical mass’ of women and men. A critical mass is a number large enough to influence decision-making.
11. What are the domestic, volunteer and community roles of boys and girls? Are they given equal space and value in the curriculum and teaching/learning materials?

12. Do the exercises and stories feature girls and boys equally, and are they relevant to their life experiences?

13. Are girls and boys depicted in photos and graphics in equal numbers?

14. Are the practices/behaviours depicted according to existing stereotypes?

15. Are the writers and illustrators of the teaching/learning materials gender-sensitive? Have they received training for gender sensitivity?

16. Is there a gender balance of authors and artists, if available?

17. Are boys and girls equally encouraged to participate in classroom decision-making, and to what extent are they encouraged to make their voices heard?

**Review**

18. Have you pilot-tested the curriculum and teaching/learning materials on a small, but representative, sample of both boys and girls students?

19. If yes, how many boys and girls students are involved in the pilot testing?

20. Do they easily understand the materials?

21. Do both boys and girls rate the materials as relevant to their life experiences?

22. Are the members of the final review committee trained in gender-sensitivity?

23. Are the raised gender issues in the review considered during curricula and textbook development?

**Training**

24. Are men and women both trained as lead trainers in the use of the new curriculum/materials?

25. Are all female and male teachers trained to teach the new curriculum in a gender-responsive way?

**Access**

26. Are the new textbooks available to all boys and girls?

27. Do both girls and boys have equal access to all other instructional materials: supplements, classroom computers, maps, study guides, etc.?