Measuring the Gender-Friendliness of Schools

Target audience: Project/programme officers, teachers/school heads

This gender lens could help you to understand a school’s gender-sensitivity and responsiveness to the different needs of girls and boys, and help you make necessary changes to ensure that gender equality is promoted in schools.

Security and Health Issues

1. Is the school close enough for all school-age boys and girls to walk to?
2. Can both boys and girls be safe on their way to school? Are services provided to ensure their safety, such as transportation?
3. In the school and on the way to/from school, do girls and boys feel safe from:
   - bullying?
   - discrimination?
   - sexual harassment?
4. Are girls who get pregnant supported by the school, and do they feel free to continue schooling?
   - Is there a clear policy on reproductive health?
   - Are teachers and school officials aware of existing laws on this matter?
5. Are boys or girls who are living with/affected by HIV/AIDS (or other diseases) supported equally by the school?
   - What kind of support do boys and girls receive, if any?
   - Is there any special provision to reduce stigma/discrimination that girls and boys may face? Is it different between boys and girls?

School and Classroom Facilities

6. Are there well-maintained and adequate number of functional latrines for both girls and boys?
7. Is there clean drinking water in school available and accessible for all students, including girls and boys?
8. Are there enough seats and seating space for both girl and boy students?
9. Does seating arrangement give an equal opportunity for both boys and girls to participate in class and interact with the teacher and other students?
10. Is there sufficient amount of light and fan/heating arrangements for both girls and boys?
**Curriculum**

11. Does the curriculum reflect the needs and life experiences of both boys and girls?

12. Do both boys and girls feel confident in making subject choices that may not be traditionally male or female subjects?

13. Do girls participate and achieve equally with boys in maths and sciences, and boys in disciplines such as literature and history?

14. Does the curriculum promote peace and equality for boys and girls regardless of their race, class, caste, disability, religion or ethnic background?

15. Do curricular/extracurricular activities equally attract the participation of both boys and girls?

16. Are there activities to counter existing social stereotypes about boys and girls?

17. Are there activities (such as sports, cultural events, etc.) organized by teachers and/or students that intend to eliminate gender-based discrimination and promote fair and mutually supportive gender-friendly culture in the school?

**Teaching and Learning Materials**

18. Does each boy and girl have essential schoolbooks and other learning materials?

19. Do teaching and learning materials portray girls and boys of varying socio-economic and religious background, including those with disabilities, with equal prominence, potential and respect?

20. Are the materials and resources used by the students free from gender stereotypes?

**Student Participation in Decision-Making**

21. Do students take part in deciding the school’s rules?

22. Does the school decision-making body listen to the voices of both girl and boy students? If yes, how?

23. Does the school encourage both boys and girls to express their opinions, needs and concerns freely?

24. Do both boys and girls have equal opportunities to participate in all school and classroom activities?

   - What kind of activities are boys and girls offered or assigned by teachers?

25. Are both boys and girls given equal opportunity in the management and leadership of school clubs, teams and associations?

   - Is there a class or activity leader/leader team?

   - Is the leader a boy or a girl? How is the leader’s team composed?
**Guidance and Counseling**

26. Does the school have some kind of guidance/counseling programmes and facilities?
   - What kind of aspects do these services include? Does it include sexuality/reproductive health/specific subject choice?
   - Can both girls and boys have equal access to these programmes?

**Teachers**

27. What is the ratio of male teachers to female teachers?
28. Do community leaders and parents value female and male teachers equally? Does it translate into formal recognition?
29. Does the school head (male or female) treat both male and female teachers equally?
   Are they given equal responsibilities and opportunities?
30. Do all teachers encourage girls and boys to speak and contribute equally?
31. Do all teachers value the views of boys and girls equally?
32. Have both female and male teachers and the school head participated in gender training courses?
33. Do both male and female teachers have relevant training to support both girls and boys on reproductive health issues?

**Community Members and Parents**

34. Are community leaders and parents equally supportive of both boys and girls to attend school?
   Guiding questions:
   - Is there a system of community funding in place?
   - Are community members and parents volunteering in the school?
   - Are donations made to the school?
   - Are fundraisers supporting the school?
   - Is there any in-kind support received by the school?
35. Are community women and men with special knowledge or skills brought into the class as resource persons?