Analyzing the Gender-Responsiveness of Teaching/Learning Materials

**Target audience:** Project/programme officers, material developers, teachers/school heads, teacher trainers

*This tool will help you assess the level of gender-responsiveness of the teaching/learning materials you are using, have created or need to update. The reflection initiated should open the way to further remedial action, if necessary.*

**Overall View**

1. Briefly examine the text, pictures or part of the material you wish to analyze.
   - Summarize the content of the material that you are analyzing.
   - What is your overall opinion on the ways that boys and girls are depicted in the teaching/learning materials from a gender perspective? What is the central message?
2. Is the document easy to read/understand?
3. What part of the teaching/learning materials seem to promote gender equality? Why?
4. What part of the teaching/learning materials seem to perpetuate gender bias and stereotypes? Why?

**Frequency of Appearance of Female and Male Characters**

5. How many men and women are portrayed or mentioned in the texts and pictures?
6. When and how often do female characters appear compared with male characters?
7. When does the first named man appear? When does the first named woman appear?
   
   For instance, female characters in a text can be referred to without being named, whereas male characters are named; this leads to an impression that male characters are given more importance.
8. How often are men and women characters named in the teaching/learning material?

**Nature of Appearance of Female and Male Characters**

9. What kind of activity (productive/reproductive/community) is each person involved in?

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29 Adapted from Obura; Changing Images; Styles Emily; Mirrors and Windows; UNESCO Gender Sensitivity: A Training Manual and FAWE, ABC of Gender Analysis, 1997.
10. How are women and men portrayed?
   - Nurturers
   - Economic producers
   - Leaders
   - Victims
   - Others

11. What psychological traits (resourceful, smart, brave, coward, gentle, etc.) are attributed to female and male characters?

12. How are family roles distributed between male and female characters (caring for children, helping children with their homework, playing with children, cleaning the house, cooking, repairing, etc.)?

13. In what specific activities are girls and boys involved?

**Illustrations**

14. How are both women and men portrayed in pictures/drawings? How do women appear in comparison with men especially in terms of their picture sizes?

15. Are the illustrations culturally appropriate and/or gender-responsive?

16. Do the illustrations portray both women and men positively and in ways that are free from gender bias?

**Places**

17. Where is the action/activity taking place in pictures/drawings? Is it in a public area or in the private domain?

18. Which places signify importance and why? Are women and men both portrayed in these places?

19. What impact does positioning of each person have on his/her visibility?

**Results**

20. What are the implications of the activities in which the people are involved in terms of hierarchy, importance and portrayal of gender relations? Are men and women portrayed on an equal footing?

21. Are female characters presented as autonomous individuals or only shown in relation to males?

22. What issues are prominent?
   - The multiple roles of women/girls
   - Women taking initiative to control their lives
   - Women/girls questioning their life conditions
   - Women leaders/girls as classroom, school leaders
   - Women/girls as equal partners of men/boys
   - Women in non-traditional employment/girls in non-traditional roles
- Others

23. Is the content realistic in terms of women's/men's, girls'/boys' roles and responsibilities in your community?

24. What kinds of individual role models are presented for both girls and boys? Are there any differences you can note?

25. Can you see any changes in the respective roles of women and men in society based on the teaching/learning materials? What are these changes?

26. Would these same changes be possible in your own community? Why or why not?

27. Do the teaching/learning materials promote gender equality, women's self reliance/ girls' empowerment?

28. How do the teaching/learning materials promote equal partnership between women and men, girls and boys?

29. Do the teaching/learning materials reinforce gender stereotypes? If so, in what way?

30. Is there anything you would like to improve in the teaching/learning materials to make them more gender-responsive?