Target audience: Project/programme officers, teaching/learning material developers, teachers/school heads

This tool helps you to assess and reflect on the gender sensitivity and responsiveness of the CLC’s environment, management and training delivered.

Learners

1. How many male and female learners are participating in each CLC course?
   - Look for trends and differences in the courses that are usually taken by men and by women.
2. What are the sex-disaggregated age groups?
   - Is there an equal number of total male and female learners at the CLC?
   - Are there more male or female learners?
   - Is there any age-group specific trend in the proportion of female and male learners?

Teachers and Facilitators

3. How many male and female teachers/facilitators are there in the CLC?
   - Note the number of male and female teachers/facilitators.
4. What subjects do male and female teachers/facilitators teach?
   - Look for differences in the subjects they teach. Do men usually teach a certain kind of subject, while women teach other kinds?

Facility and Learning Environment

5. Is there enough space in the classrooms/learning environments (the way in which the seats and tables are arranged, etc.) for male and female learners to feel comfortable during the class/session?
6. Are the men/boys and women/girls featured in equal numbers in posters/wall decorations and in a manner that is free from gender biases and stereotypes?
   - Note the number of men/boys and women/girls in each poster and wall decoration.
7. Is the CLC facility located in a safe environment (safe against crime/abuse, etc.) for men/boys and women/girls?
8. Is the location of CLC courses convenient to access by both men/boys and women/girls?
9. How many separate-functioning, clean and lockable toilets are there for men/boys and for women/girls?

10. Is there a child-friendly area/space for girls and boys at the CLC, such as a playground or a child-care centre?

Courses

11. What are the course timings?
   • Does the timing of the courses take into account the responsibilities and schedules of men, women, boys and girls?
   • Are girls’ and boys’ school schedules considered when deciding on when to offer the course?

12. Do the courses offered target both men/boys and women/girls or are they more inclined to only one sex?

13. Are the teaching/learning materials gender-responsive and free from gender bias?
   • You may refer to Tool 13: “Analyzing the Gender-Responsiveness of Teaching/Learning Materials.”

14. Are there enough learning materials for both women and men?

15. What course contents do women and men want?
   • Are these contents relevant to their needs?
   • Are there differences in the preferences between women and men?
   • Do women tend to want courses which are different than, what men want?

16. What expectations do women/men and girls/boys have from the services and programmes offered by the CLC?
   • Is there any difference in the level and type of expectation between women and men?

Information on CLC courses

17. Is the information on CLC courses sent to all household members?

18. Do both women and men have the information on CLC courses?

19. Do both women and men feel comfortable speaking with the main contact person for information at the CLC?

Management

20. Is there a balance in the number of female and male members in the CLC management committee?

21. What are the specific titles and roles of female committee members?
22. Do they take part in:
   • Needs assessment?
   • Planning?
   • Curriculum development?
   • Implementation/organization of activities?
   • Monitoring and evaluation?

23. What kinds of decisions do they make?

24. How does the committee identify the needs of male and female learners?

25. Do they consult both male and female learners?

26. Does the selection/election process of the management committee allow for or encourage equal opportunities for both men and women to be part of the committee?
   • How are members of the committee chosen or elected?
   • Are they elected on a voluntary basis?
   • Do they receive any support? If yes, then from whom?
   • Do men and women receive equal support for their nomination as members?

27. Who supervises the CLC?
   • Is it a woman or a man?
   • Who does she/he interact with during her/his visits?
   • Does she/he interact equally with male/female CLC staff members?