Target audience: Teachers/school heads, teacher trainers, researchers

You can use these tools during a visit to a school and in a classroom observation. The analysis of the results will help you identify gender biases/issues in the school and classroom environment, as well as in the teaching-learning process.

The tools you will find here are intended for observation at a co-educational primary school. You need to adapt them if observation is conducted at a different level of education and in single-sex schools.

Questions should also be applied in and adapted to the contexts where they are relevant. Please also refer to Tool 14: “Guidance on Gender-Responsive School Observation.”

---

30 The tables, lists of questions, and teacher/student interview questionnaires were initially designed by UNESCO Consultant Shirley Miske. They have been adapted since then.
Sheet #1 - School Information

Ask the school head or collect from school records in advance:

1. How many students in each class and leaders in the school are females/males?

<table>
<thead>
<tr>
<th>Students in the School</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
<th>Class monitor/leader girl or boy?</th>
<th>Deputy monitor? girl or boy?</th>
</tr>
</thead>
<tbody>
<tr>
<td># Students in Grade......</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students in Grade .......</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students in Grade .......</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students in Grade .......</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students in Grade .......</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students in Grade .......</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How many teachers in the school are female/male?

3. Do they have similar qualifications and training?

Table 2. Information on teachers in the school

<table>
<thead>
<tr>
<th></th>
<th>Grade</th>
<th>Qualification</th>
<th>Training</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Is the school head male or female?

5. How many deputy school heads are there?

6. What is their distribution (male/female)?
   a) Do girls and boys have the same curriculum? (In case of secondary school students, you may ask if they study identical subjects)
   b) If not, then what do girls study that boys do not?
   c) If not, then what do boys study that girls do not?
Sheet #2 – Classroom Map

1. Draw a map of the classroom (please see the example below). Label the front, back, door, windows, board, fans, and heaters.

2. Where do the girls and boys sit?
   
a) Mark “+” for girls and “o” for boys; “Θ” for the teacher. Are student seating patterns segregated according to sex?

b) Students who sit near the teacher are often called on more frequently or receive more of the teacher’s attention. Where do girls and boys sit in the classroom in relation to the teacher? Count the number of girls and boys who sit closest to the teacher (i.e., all students in the front row or the ten students who sit nearest to the teacher).

   c) Is the seating arrangement decided by the teacher? Or are students free to sit wherever they want?

3. When the teacher walks around the classroom, does she or he walk near and stop to talk to the girls and boys equally?

   a) Draw a broken line to show where the teacher walks. Draw an arrow pointing to the boy/girl every time she stops to talk to him/her.

   b) When the teacher asks a question, does s/he look at any specific student? If so, is it a boy or girl?

   c) After class, keep a record of how many times the teacher talks to girls and boys.

Attention should also be given to the quality of communication between the teacher and the students (not only to the quantity).

Example of a Classroom Map
Sheet #3 – Classroom Information

1. Is student group discussion used in the teaching and learning activities?
2. If yes, how do girls and boys act together?
3. Do the pictures or charts on the wall show equal numbers of male and female characters?
4. Are these male and female characters portrayed in gender-stereotyped ways?

Table 3. Wall posters

<table>
<thead>
<tr>
<th>Wall posters (Total #:)</th>
<th># Girls/Women</th>
<th># Boys/Men</th>
</tr>
</thead>
</table>

5. Do girls and boys have equal access to materials?
   Count the number of textbooks you see girls and boys using during the lesson(s) you observe. Does every child have a pen or pencil and an exercise book?

Table 4. Access to materials

<table>
<thead>
<tr>
<th># Textbooks</th>
<th># Pencils or pens</th>
<th># Exercise books</th>
</tr>
</thead>
<tbody>
<tr>
<td># Girls present........</td>
<td># Boys present........</td>
<td></td>
</tr>
</tbody>
</table>

6. Is there enough light in the classroom for both boys and girls?
7. If there are chairs and tables in the classroom, then does every child have one?
   How many boys do not have chairs? .................................................................
   How many girls do not have chairs? .................................................................

8. Is there a fan or a heater in the classroom?
9. Does the air/heat reach every child?
10. Is there is any offensive/bad language addressed to girls and/or boys, written on desks, tables and walls?
Sheet #4 – Teacher Calling Students/Students Writing on Board

1. How many times does the teacher call on or address a girl or a boy during the lesson? Place a tick(✓) in the box below. Later count the total number of ticks.

2. How many times do girls or boys go to the chalkboard to write during the lesson?

Table 5. How often do girls and boys participate in class?

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher calls on student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student goes to the board</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Who cleans up the board for the teacher? A boy or a girl?
   Ask the teacher if and how the board cleaning is assigned. Are both girls and boys equally assigned this task?
Sheet #5 – Textbook Analysis

Examine the textbooks

1. Do the textbooks represent girls and boys equally and fairly?
   a) Are there equal numbers of girls and boys in the pictures?
      (Count the total number of girls and boys)

   b) Are the girls and boys doing similar tasks?
      What are the boys doing in the pictures? What are the girls doing?
      Do they have stereotyped roles?

Table 6. Pictures in textbooks

<table>
<thead>
<tr>
<th>Textbook # pages:</th>
<th>#pictures girls</th>
<th>#pictures boys</th>
<th>#times girls appear</th>
<th>#times boys appear</th>
</tr>
</thead>
</table>

2. What are the girls and boys doing in the pictures?
Are these activities all stereotyped according to sex (e.g., mothers always hold babies or cook, boys always play soccer, fathers always watch TV or read newspapers)?

Table 7. Activities

<table>
<thead>
<tr>
<th>What are the girls doing?</th>
<th>What are the boys doing?</th>
</tr>
</thead>
</table>
Sheet #6 – Schoolyard and Canteen Observation

Examine the schoolyard

1. Observe students on the playground during break time.
   a) What are the girls doing?
   b) What are the boys doing?
   c) Do girls and boys use the same amount of space on the playground?

2. Are there separate toilets for girls and boys?
   a) Do they all work properly?
   b) Are there enough toilets for girls and boys based on their numbers?

Examine the canteen when students are having their meals

1. Is the seating arrangement of the canteen (or the place where children eat their meals) assigned to students or can they choose where they sit?

2. Can boys and girls sit together if they want?

3. Do students have to clean their dishes or do other cleaning tasks?

4. Do girls and boys have different tasks to do?
Sheet #7 - Interviews

Interview the teacher. Ask her/him:

1. How many of the boys do you expect will go on to secondary school?
2. How many of the girls do you expect will go on to secondary school?
3. Think of the top two girls in the class. What work do you think they will do after they finish their education? Why?
4. Think of the top two boys in the class. What work do you think they will do after they finish their education? Why?
5. How are the class leaders chosen?
6. Who is the class leader (monitor) in this class? (girl or boy)
7. What are her/his duties?
8. Who is the assistant class leader (monitor) in your class? (girl or boy)
9. What are her/his duties?
10. How are the school leaders (leader/assistant leader) chosen?
11. What are her/his duties?

If information is available:

Table 8. Student Achievement – The top 20 students in the class in Grade

<table>
<thead>
<tr>
<th></th>
<th>Mathematics</th>
<th>Language</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td># Girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Boys</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interview the students. Ask 5 girls and 5 boys:

1. Where do you sit in your classroom? Do you like sitting there?
2. Do you often participate in the class (talking with the teacher and classmates, and going to the chalk board)?
3. Do you like to go to school and to be in your classroom? Why or why not?
4. What is your favourite subject?
5. What is the subject you like the least?
6. How much education do you hope to receive? (lower secondary, upper secondary, university or other)? Up to which grade do you think you can study?
7. What kind of work do you want to do when you finish school?
8. What kind of work should girls/women do? Why?
9. What kind of work should boys/men do? Why?