



Explanation of the scores:

- G-0: Gender issues are not targeted at all. The approach is gender blind.
- G-1: Some efforts have been made to pay attention to gender issues, or to bridge the gender gap, however, it only appears in isolated elements.
- G-2: The activity is fully mainstreaming gender equality in a significant way, paying full attention to the gender dimension, including gender issues in the course contents, appropriate balance of gender role models in lecturing and intervening staff, providing gender-sensitive documentation and ensuring an optimal share of men and women as participants.
- G-3: Indicates that the activities are specifically and principally dealing with gender issues or women's promotion as main topic and main focus. The principal purpose of such training is to advance gender equality. A typical example of a G-3 activity is a course on implementation of the 'EU Gender Action Plan on Gender Equality and Women's Empowerment in Development Cooperation'. G-3 is not better than G-2, it is just a way to classify the different types of courses.
- Not relevant: In case a question is not relevant for the course, this doesn't count for the score. However, if a question is considered to be irrelevant this should be proven with arguments.

Increase the effectiveness of your trainings!

The Gender Equality Scorecard

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The Gender Equality Scorecard is a product of the Learn4Dev Gender Expert Group.
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The Gender Equality Scorecard is a practical tool for gender mainstreaming in trainings:

- checklist for course designers and trainers to make the gender dimension explicit in the course design, implementation and evaluation;
- can be used to establish a base-line on the gender dimension of current courses;
- practical tool for awareness raising on the gender blindness of existing courses;
- monitoring & evaluation tool to ensure accountability and transparency on the gender dimension of courses.



The Gender Equality Scorecard

Criteria	Quality Assessment of Gender Criteria	SCORES				Not relevant Specify
		G-0 No	G-1 Marginally	G-2 Fully	G-3 Mainly	
Participants	1. Is recruitment of trainees targeted to both women and men?					
	2. Has the aim of promoting gender equality impacted the recruitment of trainees?					
	3. Did you consider the possibility of a gender gap among participants before starting recruitment?					
	4. If a gender gap was to be expected, did you adjust recruitment to reduce this gap ?					
	5. Is the timing of the training appropriate for participants with family responsibilities?					
	6. Are the facilities of the training appropriate and accessible for both men and women?					
	7. Have possible gender-based obstacles been considered while designing the training?					
	8. If detected, have gender-based obstacles been addressed to ensure equal access to the training for both women and men belonging to the target group?					
Contents	9. Prior to designing the course material, was a gender analysis carried out/consulted on the theme of the training?					
	10. Do the learning objectives of the training have a gender dimension?					
	11. Are practical and strategic gender needs addressed in the training materials used for the course ?					
	12. Are sex-disaggregated data and/or gender equality performance indicators used (where possible) throughout the course?					
	13. Are the language and images used gender sensitive? Have stereo-types been avoided?					
Method	14. Has a gender sensitive Training Needs Assessment taken place before the design of the training programme?					
	15. Has the training integrated gender-sensitive approaches, particularly with regards to information, documentation and products?					
	16. Does the programme and methodology of the training enhance gender-responsive attitudes and skills?					
	17. Has the training included case studies, examples and/or exercises dealing with gender issues?					
	18. Are the evaluation-sheets to be completed by the participants of the course sex-disaggregated?					
	19. Are the evaluation-sheets gender sensitive in any sense?					
Facilitators	20. Is gender expertise requested in the TOR for trainers and key resource persons?					
	21. Are (local) gender experts included as trainers and/or key resource persons in the training design & delivery?					
	22. Does the evaluation sheet of the course include criteria about the gender-performance of the trainers?					