

User's Guide for the "Gender Equality Scorecard for Trainings"

1. Is recruitment of trainees targeted to both women and men?

If participants are recruited by national authorities or agencies, the course providers can encourage them to enhance a gender-balanced group of participants as much as possible. This could be explicitly addressed in the written communication.

2. Has the aim of promoting gender equality impacted the recruitment of trainees?

This question is particularly relevant for gender trainings, and not always for other courses. E.g. a training can be specifically focused on women's leadership training, which means that only women will be recruited for the training.

3. Did you consider the possibility of a gender gap among participants before starting recruitment?

Did you analyse the target group of the training, and assess the roles played by women and men within this target group?

4. If a gender gap was to be expected, did you adjust recruitment to reduce this gap?

What can you do when you foresee a gender gap? E.g. are there possibilities to apply a quota system, to have a dialogue with partners, or target-focused recruitment of participants?

5. Is the timing of the training appropriate for participants with family responsibilities?

Are the time-schedules appropriate so that people with family responsibilities are able to attend the full training? In case participants have to be present outside office-hours, did you check if this is feasible for all?

6. Are the facilities of the training appropriate and accessible for both men and women?

E.g. Is safety and privacy ensured? In some areas of India women cannot travel alone in public transport when coming from remote areas. Is accommodation arranged for the person who has to accompany the women?

7. Have possible gender-based obstacles been considered while designing the training?

E.g. did you notice any unequal opportunities for women/man to participate in a training? Is lack of funding used as argument for unequal participation? Is it lack of transport, or cultural obstacles that obstructs women's equal participation?

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?

Have gender-based obstacles been detected and discussed with the national authorities or agencies? What has been done to take away these obstacles?

9. Prior to designing the course material, was a gender analysis carried out/consulted on the theme of the training?

By consulting the gender profile of a country or a sector relevant to the course, you can get lots of information on relevant gender issues at stake. There are many gender profiles available: the World Bank, UN-Women, Wiki-Gender UNDP, UNICEF, FAO and many others produce gender profiles. CEDAW-country reports also reveal key gender issues. E.g. in a course on the theme of energy, a gender analysis of the energy sector helps to identify relevant gender issues, which could be addressed in the training.

10. Do the learning objectives of the training have a gender dimension?

Has the promotion of gender equality explicitly been mentioned in the learning objectives of the course?

11. Are practical and strategic gender needs addressed in the training materials used for the course ?

Practical gender needs are those needs that affect the flow of power, and seek an immediate response to necessities - including access to water, sanitation, health, education - without challenging the subordinate position of women nor the unequal division of paid and unpaid work.

Strategic gender needs seek to change the unequal gender relations, and challenge women's subordinate position by promoting gender equality, including equal treatment, equal rights, equal opportunities, equal wage, equal distribution of power, and equal access to and control over resources and development benefits for both men and women.

12. Are sex-disaggregated data and/or gender equality performance indicators used (where possible) throughout the course?

Wherever statistical data, cases, studies or indicators are used, have these been checked for gender relevance? E.g. instead of using targets for school enrolment of pupils in general, use target for school enrolment of boys and girls to see if there is a significant gender-difference which requires to be addressed.

13. Are the language and images used gender sensitive? Have stereo-types been avoided?

Stereo-types are collective beliefs of what is 'typical male' or 'typical female'. Is the language and training material used challenging these stereotypes by showing images of women and men in equal positions and making use of their equal rights?

14. Has a gender sensitive Training Needs Assessment (TNA) taken place before the design of the training programme?

The TNA can be done through a questionnaire, which specifies sex, and mentions topics, sectors, and modalities which could be addressed in the training. Gender relevant issues related to the course content should also be mentioned among the options of the TNA.

15. Has the training integrated gender-sensitive approaches, particularly with regards to information, documentation and products?

Has a gender equality perspective been integrated in the information and documentation provided; not as an add-on, but mainstreamed throughout the materials and products of the training?

16. Does the programme and methodology of the training enhance gender-responsive attitudes and skills?

Will participants be able to solve problems and/or achieve development goals with a gender equality perspective? Did they learn to look through the gender lens?

17. Has the training included case studies, examples and/or exercises dealing with gender issues?

Review the exercises and case studies. How many are gender-sensitive? Which ones can be adjusted to make them more gender sensitive? Which ones should be replaced by more gender-sensitive case studies?

18. Are the evaluation-sheets to be completed by the participants of the course sex-disaggregated?

Are participants asked for their sex (male/female) in the evaluation sheet?

19. Are the evaluation-sheets gender sensitive in any sense

E.g. the number of sessions, case studies and/or exercises dedicated to gender issues. Or the extent to which the course has raised the awareness of the gender dimensions on the training themes.

20. Is gender expertise requested in the TOR for trainers and key resource persons?

Are the TOR for the recruitment of course designers, trainers and resource persons gender sensitive? Is gender expertise required? Are gender-balanced training teams required?

21. Are (local) gender experts included as trainers and/or key resource persons in the training design & delivery?

Did you search for local gender experts? Have they been invited to the course as resource persons? Has the National Gender Machinery been consulted?

22. Does the evaluation sheet of the course include criteria about the gender-performance of the trainers?

E.g. How well could he/she explain gender aspects? Make a serious point about gender issues? Avoid stereotypes and/or sexist jokes? Incorporate both sexes in discussions?

