Checklist: Gender-Equitable Schools

Gender equity in education is a means to ensure that students begin from the same starting point to reach a basic level of skills. This checklist provides achievable steps for Volunteers and their counterparts to create an enabling environment that promotes gender equity, one in which all students develop the necessary skills to succeed.[1] Because local ownership and capacity building are fundamental to the Peace Corps' process, the checklist below includes actions that support the broader school community (parents, teachers, and students) in addressing issues and barriers that prevent all students, both girls and boys, from realizing their full academic potential.[2] It also demonstrates the interrelationship between gender equitable practices and gender equality while addressing such key educational concepts as access and quality.[3] These actions should be done in close collaboration with counterparts, head teachers, and school directors.

Italics indicate that the action is also included as a quality standard that Volunteers report on under the GenEq/LGL CSPP in the VRF.

Review school data

- ☐ *Collect sex-disaggregated data of attendance and completion rates of the students in your classroom.*
- ☐ Meet with parents and school director to present student data and discuss results.

Promote gender-equitable teaching practices

- ☐ *Model gender-equitable teaching practices in the classroom.*
- ☐ Create classroom map of your students; note where boys and girls sit to create equitable and safe spaces.
- ☐ Ask counterpart to observe you using classroom map to chart teacher-student interactions and promote gender equity in participation.
- ☐ Observe counterpart and/or other colleagues using classroom map to chart teacher-student interactions to promote gender equality.
- ☐ Observe counterpart and/or other colleagues deliberately ensuring that tasks and activities are not divided based on sex or according to gender stereotypes.

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[1]See for example http://unesdoc.unesco.org/images/0024/002466/246651E.pdf, pg. 51

[2]Peace Corps. 2012. *Roles of the Volunteer in Development: Toolkits for Building Capacity*. Washington, D.C.: Peace Corps.

[3] http://www.ungei.org/resources/files/Education_from_a_Gender_Equality_Perspective.pdf. Pg.9

Conduct mapping activities for school and community

- ☐ *Create a safety map of the school, including students' routes to and from school, with separate groups of girls and boys.*

- ☐ Create a safety map of the school, including students' routes to and from school, with separate groups of female and male teachers.

- ☐ *Create a community map of the area surrounding the school including formal and non-formal health services and other resources (library, police station, etc.) with separate groups of girls and boys and female and male community stakeholders.*

- ☐ Meet (separately if possible) with girls and boys, female and male teachers, and community members to discuss the maps and what they highlight about safety and resources in the community.

- ☐ Bring groups together, as appropriate, to identify any possible areas of concern and develop recommendations for ensuring a safe learning space in which all students can thrive.

- ☐ Identify representatives from the groups to present information from the mapping exercises and the review of school data, along with recommendations, to the broader community (teachers, headmasters, students, parent groups, and other interested community members).

Strengthen student leadership

- ☐ *To support leadership skills and student-friendly classrooms, ensure classroom rules and responsibilities are developed by the students themselves.*

- ☐ *Work with counterparts (school director, head teachers) to link students, especially girls, to extracurricular activities such as camps and clubs that help them build critical life skills.*

- ☐ Based on community recommendations and observations, identify opportunities to enhance girls' and young women's leadership.

- ☐ Train youth to be tutors for younger students, for example, reading books after school.

- ☐ Connect younger students with older students for tutoring help.

Identify opportunities for training around safe, gender-equitable schools

- ☐ Identify and attend in-service or online training focused on safe, gender equitable schools, such as the gender-equitable schools core module, or student-friendly schools if offered by post.

- ☐ Discuss with the head teacher any messages from trainings around safe, gender-equitable schools, and develop potential plans for culturally appropriate adaptation of those messages.

- ☐ Discuss with the head teacher potential opportunities for training of interested teachers around safe, gender equitable schools using the above modules or highlighting the messages.

- ☐ *With the assistance of the head teacher, discuss, display visibly, and promote school or teachers codes of conduct and other rules for ensuring a safe learning space.*