

Gender Responsive Score Card for CoEs

When advised by the facilitator, kindly read the 'specific actions/strategies' in the scorecard below and give your honest perception of the degree to which you believe it has been achieved. Please tick:

1. 'Not achieved' if the listed action/strategy has not yet been started.
2. 'Partially achieved' if the action/strategy has been started within the year.
3. 'Half achieved' if the action/strategy is at the half-way point of being completed.
4. 'Fully achieved' if the action/strategy is fully complete and will be repeated in the coming year.
5. 'N/A' if the action/strategy is **not applicable**.

Gender Responsive Competency	Specific action/strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved	N/A
		1	2	3	4	5
1. All members of the CoE have received gender training	a) All Tutors attend training on gender responsive pedagogy					
	b) All senior management attend training on gender responsive management					
	c) All non-teaching staff receive training materials on gender equality and gender responsive management					
	d) All TP mentors receive training on gender responsive pedagogy and gender-responsive mentoring strategies					
	e) All students receive training materials or coursework on gender responsive pedagogy					
2. Classroom practice is gender responsive	a) All tutors undergo appraisals/lesson observations for gender responsive pedagogy on a regular basis					
	b) All tutors make sure females and males to participate equally in activities during class					
	c) All tutors assign leadership roles equally to females and males in lesson activities					
	d) All tutors are patient with females and males who may be shy or afraid to speak					
	e) All tutors mix females and males to work together in groups					
	f) All tutors provide positive verbal feedback to both females and males in class					
3. Tutors challenge traditional gender roles during lessons	a) All tutors use teaching materials that do not show or reinforce traditional gender roles (e.g., women cooking/cleaning and men in professional roles)					
	b) All tutors identify and discusses traditional gender roles that appear in books/materials and discuss how these limit what females think they can achieve in their education and lives					
	c) All tutors actively use examples (in exercises or activities) that <i>challenge or reverse</i> traditional gender roles (eg., show men cleaning)					
	d) All tutors use examples that make females and males feel confident to challenge traditional gender roles in general (eg., boys should cook, girls should be doctors)					
	e) All tutors support female students in studying and achieving in subjects like maths and science					

Gender Responsive Competency	Specific action/strategy to assess:	Not achieved	Partially	Half achieved	Fully achieved	N/A
		0	1	2	3	3
4. CoE practices, activities and protocols are gender responsive	a) CoE cleaning and chores do not reflect or reinforce traditional gender roles (eg., only female students run errands or clean up)					
	a) Class prefect roles are equally assigned to female and male students					
	b) There are specific clubs/extra-curricular activities designed to build female student confidence in specific subject areas					
	c) A gender club is organised in order to discuss gender equality and help females <i>and</i> males feel confident to challenge traditional gender roles					
	d) A guidance counsellor is in place to provide support and a safe space for all students					
5. CoE infrastructure is gender responsive	a) Female students have safe accommodation that is close to CoE buildings and facilities (safe = lighting at night, secure doors/locks, security guards/watchmen)					
	b) Female staff have safe accommodation that is close to CoE buildings and facilities (if applicable) (safe = lighting at night, secure doors/locks, security guards/watchmen)					
	c) Female mentees have safe accommodation during teaching practice (follow up is done with Mentors to ensure this)					
	d) Female toilets throughout the CoE have water available and hygiene bins for sanitary napkins					
	e) Female changing rooms are safe, clean and available					
6. CoE teaching practice is gender responsive	a) TPCs, tutors, Gender Champions check that Mentors are aware of and are using the Gender Responsive Mentoring Strategies in the TP Handbook (in annex)					
	b) TPCs, tutors, Gender Champions check that Mentees are aware of and are monitoring their Mentor's use of the Gender Responsive Mentoring Strategies in the TP Handbook (in annex)					
	a) TPCs, tutors, Gender Champions ensure that there is a TP sexual harassment policy that protects Mentees and that LMs have disseminated this in their school					
	b) Teaching Practice Coordinators ensure that Mentees have safe accommodation before Teaching Practice begins					
	c) Teaching Practice Coordinators try to group/pair female Mentees when assigning TP schools and accommodation					
	d) TPCs, tutors, Gender Champions check if Mentors are using the <i>Gender Handbook for TP Mentors</i> with their Mentees (if available)					
7. The CoE has a sexual harassment policy that is fully implemented	a) The CoE has a finalised Sexual Harassment Policy					
	b) If so, the policy has a clear definition of what constitutes sexual harassment					
	c) If so, the policy states a transparent reporting system for staff or students experiencing sexual harassment					
	d) If so, the policy has an appropriate female staff member to act as the first point for reporting and to act as a counsellor					
	e) If so, the policy has disciplinary measures for those guilty of sexual harassment					
	f) If so, the Sexual Harassment Policy has been widely disseminated to all staff, students and community members					

Gender Responsive Competency	Specific action/strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved	N/A
		0	1	2	3	3
8. CoE policies are developed and/or amended to be gender responsive	a) Student admission policy provides dedicated spaces/admission for female students and students from disadvantaged backgrounds					
	b) Gender policy supports and makes accommodations for female students for pregnancy/child-care (e.g. creche, flexible scheduling, etc.)					
	c) Financial Management policy provides budgets for resources (ie., scholarships, college facilities) focused on female students/tutors					
	d) Health and safety policy specifies resources (ie., toilets and female hygiene bins) for female students/tutors					
	e) Tutor professional development policy specifies resources dedicated specifically for female tutors, training on gender sensitive pedagogy					
	f) Tutor appraisal policy includes gender responsive pedagogy in appraisals and/or lesson observations					
	g) Tutor/Student codes of conduct highlights gender responsive conduct regarding the treatment of female students (ie., sexual harassment)					
	h) Quality Assurance Policy includes gender responsive indicators in its Monitoring and Evaluation strategy					
	i) Teaching and Learning Policy includes Gender Responsive Mentoring Guidelines and scorecard					
	j) Staff Recruitment policy aims to actively recruit female tutors/staff					
	k) Public engagement policy includes a fundraising (revenue generation) plan to engage with industry/women groups					
	l) College News/communication policy/strategy includes a gender focus					
	m) Assessment Policy includes a gender responsive appeals and mitigation process					
	n) Acceptable use policy includes gender responsive procedures for Libraries, ICT and other college facilities					
9. CoE tutor recruitment is gender responsive	a) Data on female tutors employed collected/analysed for reasons for disparity with males, and strategies are developed to close gaps					
	b) Data on female senior managers collected/analysed for reasons for disparity with males, and strategies are developed to close gaps					
	Some strategies to enhance female tutor recruitment:					
	c) Ensure that there is a good quality demo school (good facilities, creche, KG) so female tutors feel confident sending their children there					
	d) Provide decent/secure accommodation for female tutors near college					
	e) Provide decent health facilities for families and children					
	f) Allow for flexible scheduling for breast feeding/maternity leave					
	g) Provide opportunities (scholarships and study leave) for female tutors to do further studies (sandwich, top ups, short courses, distance, etc.)					
	h) When advertising for posts, there is an explicit statement that the CoE aims to achieve gender balance amongst the staff and outlines all the above strategies/incentives					
	i) Identify/reach out to female candidates to encourage them to apply and extend deadlines if only a small number of women apply					
	j) Identify promising female tutors and pair them up with a senior mentor (preferably female) who can provide support, give guidance, dispel misconceptions and encourage them to apply to leadership roles					

	Specific action/strategy to assess:	Not achieved	Partially	Half achieved	Fully achieved	N/A
		0	1	2	3	3
10. CoE staff procedures are gender responsive	a) CoE Gender Champion is appointed and achieves her/his roles and responsibilities					
	b) CoE Gender Committee is constituted, meets regularly and achieves its roles and responsibilities					
	c) Female and male tutors/staff are equally included in discussions, meetings, contributing opinions, etc.					
	d) Female and male tutors/staff have equal opportunities for participating in activities, training, promotion, housing, etc.					
	e) Female and male tutors/staff have equal informal duties that do not reflect or reinforce traditional gender roles (eg., female staff should <i>not</i> be the only ones to run errands or clean up)					
	f) The criteria for Governing Council membership is reviewed and revised in order to ensure gender balance within the Council					
	g) The Council understands the importance of gender balance in female leadership and teaching staff; and the Council develops leadership succession plans that reflect this (when applicable)					
11. CoE data is collected and analysed in a gender responsive way	a) Data on female student enrolment is collected/analysed for reasons for disparity with males, and strategies are developed to close gaps					
	b) Data on female achievement collected/analysed for reasons for disparity with males, and strategies are developed to close gaps					
	c) Data on female SRC members collected/analysed for reasons for disparity with males, and strategies are developed to close gaps					
	d) The Gender Champion and Gender Committee completes a college self-assessment with this Gender Responsive Scorecard annually					
	e) The Gender Champion and Gender Committee discuss the results of this Scorecard with stakeholders and together they prioritise follow-up actions to be included in the CoE Strategic Plan					
12. CoE planning is gender responsive	There are both <u>targets</u> and <u>strategies</u> in CoE Strategic Plans to improve:					
	a) female student enrolment					
	b) female student achievement					
	c) female tutor recruitment					
	d) number of females in senior management positions					
	e) number of female students in the SRC					
	f) number of female students serving on statutory committees					
	g) number of males involved in gender equality promotion/activities					
h) an appraisal system is developed to assess targets and the implementation of strategies						
13. CoE budgeting is gender responsive	Budgets are allocated for:					
	a) gender training for CoE staff and students					
	b) gender responsive infrastructure and resources					
	c) scholarships for female students					
	d) recruitment and promotion of female staff					
	e) gender sensitive policy development and dissemination					
	f) wide dissemination of the sexual harassment policy					
	g) implementation of strategies to improve gender targets					
h) CoE Gender Champion and Gender Committee work						