



**USAID**  
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# A GUIDE FOR STRENGTHENING GENDER EQUALITY AND INCLUSIVENESS IN TEACHING AND LEARNING MATERIALS



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## EdData II: Data for Education Research and Programming (DERP) in Africa

Cover Illustration: Jerry Rosembert Moise

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Illustration: Jerry Rosebert Moise



Kenya PRIMR Initiative



# Foreword

The *Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials* was produced for the United States Agency for International Development (USAID) in 2015. It was informed by a literature review conducted by Nina Etyemezian of RTI International. It was authored by Jennae Bulat, of RTI International, and Michelle Lapp, an independent consultant, as part of the Data for Education Research and Programming (DERP) project with USAID's Bureau for Africa. Guidance was provided by Julie Hanson Swanson and Koli Banik of the Education Division of the Office of Sustainable Development, Bureau for Africa. In support of the Agency's Education Strategy and Policy on Gender Equality and Female Empowerment, this guide advances global efforts toward greater gender equality and inclusiveness in education by providing guidance on how to develop and evaluate materials that are free of bias and that promote equality and inclusiveness of all marginalized, disadvantaged, and underrepresented groups.



Illustration: Jerry Rosebert Moise

# Acknowledgment



Illustration: Jerry Rosebert Moise

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# Introduction

Equal access to quality education for all children is an important part of the international discourse surrounding education. As more countries meet goals for providing access to education for the majority of their children, international focus is aptly shifting to making access equitable for all children and improving the quality of the education that is provided.\* Initiatives such as the Millennium Development Goals and the Dakar Framework for Action exemplify this shifting focus from academic access to academic quality, attempting to make explicit the interconnections between equitable and fully inclusive access to education and the quality of educational outcomes.

The World Conference on Education for All in Jomtien and the Salamanca Statement contributed to the conversation on providing inclusive education for persons with disabilities and provided a framework for action. The Dakar Framework for Action is also playing a lead role in expanding the discourse on areas of discrimination and stereotyping, shifting the focus in these areas from educational parity to the more ambitious and transformative agenda of achieving full educational equality and inclusiveness.

The U.S. Agency for International Development (USAID) shares this growing international concern for promoting educational experiences that are fair and respectful to all children, including children who are marginalized (e.g., due to sex, disability, racial or ethnic status) and children who are in conflict situations.† In addition, USAID recognizes the role that equitable teaching and learning materials can play in overcoming social bias and stereotypes.

As the literature shows, much work still needs to be conducted to improve the implementation of equitable and inclusive teaching and learning materials. The *Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials* (henceforth referred



Photo: Early Grade Reading Assessment (EGRA) Plus: Liberia, EdData II.

to as the Guide) attempts to advance the global efforts toward greater gender equality and inclusiveness in education by providing guidance on how to develop and evaluate materials that are free of bias and that promote equality and inclusiveness of all marginalized, disadvantaged, and underrepresented groups.

## The Power of Teaching and Learning Materials

Because school plays such a central role in the lives of most children and because a child's experiences in school are centered around teaching and learning materials, the messages transmitted by such materials—whether explicitly or implicitly—can have a strong and lasting impact on a child's attitudes and perceptions.

There are many ways in which education systems—and the broader social contexts in which they exist—can exclude and marginalize subpopulations of children. Bias based on a child's sex is one obvious form of exclusion. In one study of the impact of gender-biased teaching and learning materials,<sup>1</sup> the researchers reported that exposing children in Grades 4, 7, and 11 to non-traditional gender roles in narratives led to increased perceptions of the number of men or women who can and should participate in non-traditional roles. Similarly, another study<sup>2</sup> on the effects of bias showed that exposing children in Grade 5 to gender-equitable roles led to more positive perceptions of gender roles and expectations for boys and girls. In addition, after exposure to gender-equitable roles, students acknowledged the importance of gender equality and the effects that gender stereotyping can have on people's ambitions, interests, and behaviors.

However, other equally pervasive forms of exclusion exist, whether they are based on the presence of a physical or mental challenge; one's socio-economic status, class, ethnic background, political orientation,

\* For an illustrative example, see the Inter-Agency Commission for the World Conference on Education for All. 1990. *Meeting Basic Learning Needs: A Vision for the 1990s*. World Conference on Education for All, Jomtien, Thailand, March 5–9. Available at <http://unesdoc.unesco.org/images/0009/000975/097552e.pdf>

† For more information, see USAID's Checklist for Conflict Sensitivity in Education Programs. Available at [http://www.usaid.gov/sites/default/files/documents/1865/USAID\\_Checklist\\_Conflict\\_Sensitivity\\_14FEB27\\_cm.pdf](http://www.usaid.gov/sites/default/files/documents/1865/USAID_Checklist_Conflict_Sensitivity_14FEB27_cm.pdf)



Photo: EGRA Plus: Liberia, EdData II.

sexual orientation, sexual identity, or language; or any other factors that cause a subgroup of society to be undervalued and underrepresented in society, civic activities, and/or education.

In many societies, individuals with physical, cognitive, or sensory and/or multiple disabilities tend to be excluded from many social, civic, and even educational activities. Worldwide, between 10 and 15 percent of children aged 18 years and younger are born with a disability or become disabled as a child.<sup>†</sup> However, in many countries, fewer than 10 percent of children with disabilities are enrolled in school.<sup>‡</sup> Although countries may provide schools designated for children with various disabilities, many countries do not, and even when they exist, designated schools can be too expensive or too far away for many families to access. In addition, existing materials often lack representations—much less positive portrayals—of students with disabilities.

Although the number of children with cognitive disabilities worldwide has been estimated at approximately 1 to 3 percent, cognitive disabilities in children can be difficult to identify; therefore, such disabilities often go silently unrecognized. Children with cognitive disabilities are often erroneously perceived in a negative light, and the stigma of cognitive disabilities poses barriers that make inclusion and participation in all spheres of life difficult. As a result, for many children living with cognitive disabilities, there is very little sensitivity about the potential that exists in such children and the need to support them in realizing this potential. Positive, non-stereotypical depictions of individuals with cognitive differences as productive members of society are

<sup>†</sup> The use of various definitions of disabilities, measurement methods, and instruments make the percentages difficult to pinpoint.

<sup>‡</sup> The number of children with disabilities who attend both regular and special schools is approximately 10 percent. The number of children with disabilities who are in regular schools is closer to 5 percent or less in most lower and middle income countries.

virtually nonexistent. However, such depictions are particularly important because they can raise awareness and sensitivity in the classroom and provide positive role models for such children.

In addition, within any given context—particularly in areas where multiple ethnic backgrounds, cultural customs, and languages co-exist—specific subgroups of society can be marginalized and even discriminated against because of group affiliations. Children of such subgroups can feel undervalued, misunderstood, and even invisible in social and educational arenas. Ensuring that teaching and learning materials intentionally represent members of all social subgroups in equally positive and contributing roles can go far in helping to weaken biases and stereotypes of this nature.

Teaching and learning materials play a central role in either perpetuating or transforming stereotypes. Through negative and often outdated stereotypes in teaching and learning materials, members of disenfranchised social groups (e.g., girls, children with disabilities, or ethnic and language minorities) are not depicted as powerful or central role models. Similarly, if members of privileged groups (e.g., boys or ethnic and language majorities) only see themselves depicted in specific occupations or in narrowly defined roles (e.g., occupational, but not familial roles), then this also limits their aspirations and future opportunities.

Because teaching and learning materials have the power to either maintain the status quo in a society—thereby reinforcing stereotypes found outside the school—or transform them, more frequent and positive portrayals of characters from different subgroups in these materials can spur change by empowering individuals to see themselves and others in more positive and inclusive ways.

## Definitions

Definitions and uses of terminology can vary; therefore, for the purposes of this guide, the following definitions are used.

**Disability.** Long-term physical, mental, intellectual, and/or sensory impairments, which, in interaction with various barriers, may hinder full and effective participation in society on an equal basis with others.<sup>3</sup>

**Gender.** The socially defined set of roles, rights, responsibilities, entitlements, and obligations of girls



and women and of boys and men in societies. The social definitions of what it means to be girls and women or boys and men vary among cultures and change over time.<sup>4</sup>

**Gender Equality.** Concerns women and men and involves working with men and boys and with women and girls to bring about changes in attitudes, behaviors, and roles and responsibilities at home, in the workplace, and in the community. Genuine equality means more than parity in numbers or laws on the books—it means expanding freedoms and improving overall quality of life so that equality is achieved without sacrificing gains for boys and men or girls and women.<sup>5</sup>

**Gender Identity.** An individual’s internal, personal sense of being a boy or man or a girl or woman. For transgender people, their birth-assigned sex and their own internal sense of gender identity do not match.<sup>4</sup>

**Inclusion.** A process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities and reducing exclusion within and from education. Inclusion involves changes and modifications in content, approaches, structures, and strategies, with a common vision and a conviction that it is the responsibility of the education system to educate all children.<sup>6</sup>

**Inclusive Education.** A process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve education for all. As an overall principle, inclusive education should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society.<sup>6</sup>

**Sex.** The classification of people as boys or men or as girls or women. At birth, infants are assigned a sex based on a combination of bodily characteristics, including chromosomes, hormones, internal reproductive organs, and genitalia.<sup>4</sup>

**Universal Design for Learning.** A framework for curriculum development in which materials are designed to allow all individuals equal opportunities to learn. The curriculum materials should be adapted to accommodate individual learning differences rather than using the same materials, teaching methods, or assessments for all learners.<sup>7</sup>



Photo: EGRA Plus: Liberia, EdData II.

## The Structure of This Guide

The purpose of this guide is to provide guidance on how to represent members of all subgroups of a society in teaching and learning materials in equitable and non-stereotypical ways. Reviewers can use the strategies proposed in this guide to evaluate existing teaching and learning materials across primary and secondary levels. Authors or developers can employ the strategies to inform the development of new materials.

This guide is organized according to themes that emerged from the review of relevant literature. Each theme reflects a particular type of bias that should be considered when evaluating or developing teaching and learning materials.

The four themes discussed in this guide are as follows:

- Equal frequency of representation (e.g., proportionate frequency of the representation in text of one group as compared to another)
- Gender equitable and inclusive illustrations (e.g., the representation of non-stereotypical character traits in text illustrations)
- Gender equitable and inclusive language (e.g., the use of alternating pronouns [“he” or “she”] to identify a character whose sex is unknown)
- Gender equitable and transformational roles (e.g., the variety and types of occupations attributed to one group versus another).

For each theme, a brief summary of existing literature is presented. This guide also includes explanations of considerations related to the type of bias, examples of bias-free representations, and checklists that can be used to evaluate existing materials for each type of bias. Included in this guide are tools for evaluating teaching and learning materials for equality and inclusiveness (see Annexes 1 through 3). Throughout this guide, it is assumed all materials will be designed using a universal design for learning approach; specific guidance regarding universal design is not, therefore, incorporated into this guide.<sup>7</sup>

# Theme I. Equal Frequency of Representation

## What Issues Do We Face?

Throughout most cultures, specific subgroups (e.g., boys and men, members of a dominant racial or ethnic group) are represented in teaching and learning materials much more frequently than others (e.g., girls and women, members of a minority racial or ethnic group). For example, studies revealed the following statistics:

- Approximately 15 percent of the world population has some form of disability,<sup>8</sup> and yet it is rare to see a child with a disability represented in teaching and learning materials.<sup>9–10</sup>
- In Pakistani textbooks for English, Urdu, mathematics, science, and social studies, girls and women represented only 23.1 percent of all characters.<sup>9</sup>
- In Cameroon, Côte d'Ivoire, Togo, and Tunisia, girls and women represented only 33 percent of the characters in the textbooks.<sup>10</sup>

## What Are the Consequences?

The characters represented in teaching and learning materials used in schools can be powerful role models for children. Students are most likely to identify with characters in books if those characters are similar to them—whether they are the same nationality, speak the same language, are the same sex, or have the same physical characteristics. If, in teaching and learning materials, a child does not see characters with whom he or she can identify—whether by language, ethnic group, sex, or other physical characteristics—then the child is likely to learn the implicit, but strong, message that he or she is less important than others. Ensuring the equal representation of children in teaching and learning materials can help expose children to positive messages and provide powerful role models.

## How to Develop Gender Equitable and Inclusive Materials?

The characters in teaching and learning materials should accurately reflect the range of characteristics in the specific society in which students will use them. Most societies are made up of approximately 50 percent girls and women and 50 percent boys and men; therefore, the characters in teaching and learning materials should reflect this distribution. In contexts where multiple languages are spoken and ethnic groups are present, characters in teaching and learning materials should reflect the distribution of these languages and ethnicities that exists in the broader social context. Because all societies include individuals with various physical, cognitive, and sensory disabilities, characters facing these issues in books should reflect these differences in positive and inclusive ways. In areas where social or political conflicts have resulted in widespread physical violence, characters can be used to address this reality and serve as role models for how to handle resulting trauma.

Given the prevalence of inequality in many aspects of society, ensuring equal representation in teaching and learning materials will take conscious effort and planning. When developing these materials, thought should be given to many considerations to ensure equitable representation of all groups.

### Frequency of characters from different subgroups in society

- Characters from different subgroups in society should appear with the same proportional frequency as they do in the population. For example, on average, 15 percent of people worldwide have a disability. Therefore, approximately 1 out of 7 characters in the stories and images should be children or adults with a physical or cognitive disability. Similarly, there should be a proportional representation of children and adults related to the ethnic and religious makeup of the country.

**Frequency of female and male characters**

- In teaching and learning materials, female and male characters should appear with equal frequency. Although a particular story may be focused on a male or female character, there should be equal representation of both genders across all stories and text in materials.

**Naming of male and female characters**

- If some characters are not identified and do not have names, those characters should be equally representative of each sex. The majority of unnamed characters should not be predominately one sex.

**BIAS-FREE EXAMPLES**

Alternate the introduction of female and male characters.

**Gender-Equitable Story Titles**

- *Cat on the Mat*
- *Beth and Her Math Test*
- *The Fox in the Box*
- *Dan and His Hat*
- *The Blue Whale*
- *Ata and His Pet*
- *The Dog in the Well*
- *Massa and Her Drum*

Include characters from different ethnic or religious groups in stories.



Illustration: USAID/Uganda School Health and Reading Program



**The big fat pig**

Once upon a time, there was a big fat pig. He was hungry all the time. He wanted to eat, eat and eat.  
 He ate everything. His stomach was big.  
 The big fat pig met a sheep and said, "I am hungry, I can eat you!" "You cannot," said the sheep, and she ran away. The big fat pig met a goat, a cow, a hen, a bird, and a dog. They all ran away. The big fat pig could not run. This made the big fat pig very angry.

Ensure that non-human characters are both female and male.

Kenya, Primary Math and Reading (PRIMR)



**Sit Sam, sit Pat**

Ensure equal representation of male and female characters.

- Pat has a mat.
- Sam has a fat pet.

Sam said, "Pet, sit here."  
 Pat said, "Sam, sit here."  
 Sam sat.  
 Sam said, "Pat, sit here."  
 Pat sat.

Kenya, Primary Math and Reading (PRIMR)

# Theme 2. Gender Equitable and Inclusive Illustrations

## What Issues Do We Face?

Illustrations have an even higher profile than text in teaching and learning materials because of their relative size on a page, their frequency, and their relative attractiveness for children (especially if the illustrations appear in color).

A study of teaching and learning materials in Kenyan English<sup>11</sup> found that male characters were more often represented than female characters in illustrations (i.e., 55.8 percent for male versus 44.2 percent for female characters). Similar reviews of Romanian<sup>12</sup> and Turkish<sup>13</sup> textbooks also found male characters to be more frequently represented than female characters in illustrations, particularly in textbooks for higher grades. Illustrations also tended to portray gender stereotypes. In Turkey, for example, 13 percent of the male characters were illustrated in roles of authority (e.g., an executive, a decision maker, an inspector), compared with only 4 percent of female characters.<sup>13</sup> Additionally, characters with disabilities are underrepresented. A study of 500 award-winning books in the United States found only 2 percent of books reviewed included characters with disabilities. Of those 10 books, only 6 featured a main character with a disability.<sup>14</sup> When characters with disabilities are featured in texts, a majority of the time they are portrayed with negative stereotypes (e.g., a burden, unable to fully participate in everyday life).<sup>14</sup>

In these materials, even illustrations of posture can be used to communicate different expectations for different subgroups. A study of early grade readers in New Zealand found that girls and women were often shown seated with their legs crossed or bent over talking to a child, which are both positions of subservience and vulnerability. However, boys and men were shown with one foot resting on an object or sitting with both feet on the ground, which are both positions of power and confidence.<sup>15</sup>

## What Are the Consequences?

As with all types of stereotyping, biased and other stereotypical portrayals of characters in illustrations perpetuate notions of roles that are narrow and restrictive. Such illustrations do not acknowledge or encourage a range of activities or interactions between or among members of different subgroups, much less challenge social norms. Additionally, the impact of illustrations can be even greater than that of text, particularly on young children, because illustrations are so prevalent in young children's materials and illustrations are, by design, much more visible and attractive than text.

## How to Develop Gender Equitable and Inclusive Materials?

When teaching and learning materials are being developed, thought should be given to the following considerations to avoid stereotyping in illustrations.

### Size and placement

Illustrations of characters representing all social subgroups should be of the same size and should appear with approximately equal frequency. The characters should also appear in similar roles.

More specifically related to one's sex, female and male characters should appear in open and enclosed places with approximately equal frequency (e.g., both in the house or classroom, both outside in the village or field).

### Inclusiveness

Approximately 15 percent of illustrations should be of characters with disabilities, ideally with a range of types of disabilities portrayed (e.g., individuals with mild to severe physical disabilities).

Illustrations should proportionally represent characters from different ethnic and religious groups.

**BIAS-FREE EXAMPLES**

Portray female characters engaging in activities that are usually restricted to boys.

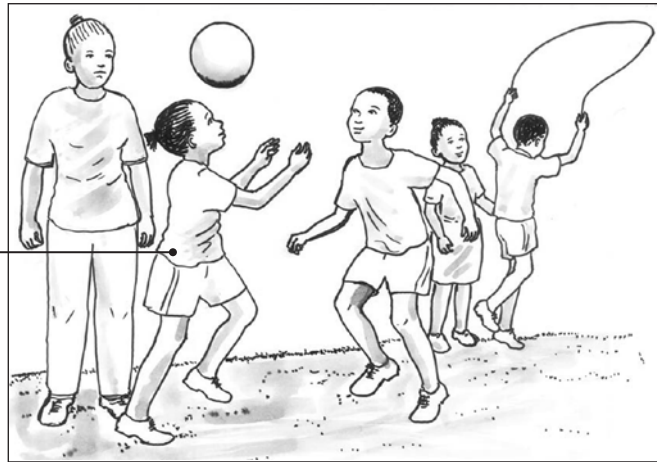
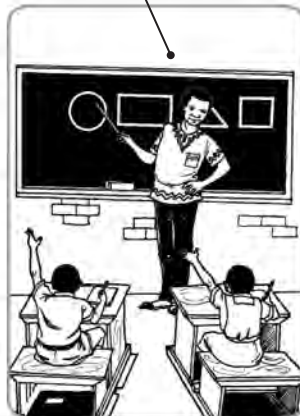


Illustration: Masud Ramadhan Abdi and Apollo Erik in *Reading English Learner Book*

Include illustrations depicting female and male characters in comparable roles.



Illustration: USAID/Uganda School Health and Reading Program



Portray characters from different ethnic or religious groups.



Illustration: Kenya, Primary Math and Reading (PRIMR)

Depict male and female characters appearing in open, as well as closed, spaces.



Illustration: USAID/Uganda School Health and Reading Program

Include characters from marginalized groups in stories.



Illustration: Jerry Rosebert Moise

# Theme 3. Gender Equitable and Inclusive Language

## What Issues Do We Face?

Historically, and within many languages, the pronouns “he” or “him” are used to refer to boys and men, specifically. These words are also generically used to refer to an individual when the sex of a given person is unknown and are often used to refer to mixed-sex groups. Using a male pronoun to refer to girls and women and to mixed-sex groups in many cases is convenient, but this can have a negative impact on girls and women. Using a male pronoun generically in texts implicitly attributes greater importance to boys and men, which is a message that both girls and boys can internalize at young ages.

Additionally, people with disabilities have historically been identified in negative ways. Most of the language used places the disability before the person (e.g., a deaf person, a handicapped child). However, this practice causes readers to focus on the label, the disability, and not the person as an individual.

## What Are the Consequences?

Similar to the prevalence of depictions of different groups, the language used to refer to characters in teaching and learning materials can have a subtle but strong impact on children. Using gender exclusive language (e.g., using male identifiers to refer to a population of individuals that may include female, as well as male, characters) limits the ways in which girls and women view themselves and the opportunities that can be open to them. Using negative stereotypes or language that places children’s primary focus on a person’s disability can also shape the way in which children view disabilities within society. Referring to individuals with disabilities by using the word “disabled” before anything else (e.g., “disabled children” instead of “children with disabilities”) places a generic label onto a person, causing readers to view those with disabilities as a homogenous group. Focusing first on the disability rather than on the person brings to light a person’s limitations instead of his or her identity and capabilities.

## How to Develop Gender Equitable and Inclusive Materials?

When teaching and learning materials are being developed, thought should be given to the following considerations to avoid stereotyping in illustrations. It is important to note that the use of gender in nouns or pronouns is language specific depending on the language’s pronoun system and how gender is or is not encoded in that system. Examples that follow assume a language that does encode gender in its pronoun system.

### Use of nonrestrictive gender pronouns

- When speaking about a non-specific character, the use of “he” or “she” or “him” and “her” should be alternated rather than consistently using male pronouns.
- When speaking about a particular character, the appropriate personal pronoun should be consistently used to refer to that character (i.e., “she” or “he”).
- When specific groups are mentioned, appropriate masculine and feminine forms of roles (e.g., sportsmen, sportswomen, postmen, postwomen) should be used.
- The neutral form of a title and function should be used when possible (e.g., chairperson, rather than chairman).

### Use of “relational” definitions

- If female characters are identified by familial relationships, then male characters should be identified in the same manner. If male characters are identified by broader social roles, then female characters should be identified in the same manner. For example, if a female character is referred to as “the mother,” then the male character should be called “the uncle.” Conversely, if a male character is called “a teacher,” then the female character should also be referred to in an occupational role, such as “the Parent Teacher Association member,” or “the farmer.”

**Use of “person-first” language**

- Language used to describe individuals with disabilities should promote a positive image of the person and not use any negative stereotypes or labels.
- When people with disabilities are mentioned, “person-first” language should be used (i.e., “a girl who is blind” instead of “a blind girl”).

**BIAS-FREE EXAMPLES**

Use a female pronoun—or alternate between female and male pronouns—when a character’s sex is unknown.

Use the appropriate role such as “woman” instead of “mother” and “council member” instead of “councilman.”

**Gender-Neutral Language:**

- “When a student asks a question, answer **her** clearly.”
- “The **woman** went to the city to meet with the council **member**.”



Make unnamed characters both female and male.

Use neutral forms of titles and functions.

Baby wants to play in the sand.

• She puts sand in her hands.

She puts sand on her legs.

She puts sand in her hair.

She is very happy.

Then her brother sees her.

• He says, “Baby sister, you are dirty!”

He gives her a bath.

He puts a clean pink dress on her.

Adapted from Kenya, Primary Math and Reading (PRIMR)

Source: *Let’s Read and Write*, English Class 2, Ministry of Education, Science and Sports Ghana Education Service

# Theme 4. Gender Equitable and Transformational Roles

## What Issues Do We Face?

Findings from a range of textbook analyses indicate that members of one social subgroup are often portrayed more positively than others. For example, in most contexts, girls and women are represented almost exclusively in home-based or reproductive roles (e.g., sewing, cooking, weaving, cleaning the home, taking care of the children). In addition, girls and women are rarely represented as members of the paid workforce, and women are inadequately represented in history books, mathematics and science materials, and civic education student books as leaders and contributors to their societies. In contrast, boys and men are usually represented in more socially productive roles (e.g., doctors, farmers, policemen, community leaders). Boys and men are also usually represented as participating more in outdoor and physical activities and engaging more in the broader community. This trend is also often observed with other social subgroups, whether they are subgroups based on ethnic and language affiliation, the presence of a disability, or other characteristics. An analysis<sup>16</sup> of roles of characters with disabilities in text and illustrations reveals that people who are considered to have a physical disability or chronic illness, or those who do not follow the mainstream society, are represented as having negative behaviors. These biased and possibly discriminating representations can perpetuate stereotypes that do not accurately depict individuals' personality characteristics, skills, levels of participation in the labor force, or contributions to society.

## What Are the Consequences?

By perpetuating outdated stereotypes in teaching and learning materials, members of other marginalized groups are deprived of valuable role models; therefore, they are subtly discouraged from envisioning themselves in more powerful or valued roles. Similarly, if boys and members of privileged groups only see themselves depicted in specific occupations or in narrow roles, such as “fathers,” then this also

limits their aspirations and future opportunities. Furthermore, depictions of only traditional occupations in teaching and learning materials help to maintain negative attitudes toward women and members of other subordinate and privileged groups who try to break out of these patterns. Although teaching and learning materials have the power to reinforce stereotypes found outside the school, they also have the power to transform them and give children greater options that are not constrained by narrowly defined gender norms or disability.

## How to Develop Gender Equitable and Inclusive Materials?

When developing teaching and learning materials, thought should be given to the following to ensure that representations for characters are a balanced reflection of traditional and non-traditional gender and social roles.

### Interpersonal relations

- Relationships between girls and boys and women and men, as well as those with and without disabilities, should be presented as equal, with mutual respect, with all characters participating in decisions and activities and exercising both traditional and non-traditional roles (e.g., a father caring for an infant) to promote collaboration and cooperation.
- In materials, characters representing all social subgroups (e.g., characters with disabilities, male and female characters, members of all ethnicities) should be portrayed with proportional frequency in leading and supporting roles (e.g., observing, participating, leading, watching, and assisting).
- Particularly in contexts in which ethnic, language, or other cultural tensions may exist, illustrations should portray members from each social group interacting in harmonious and mutually beneficial ways.



**Activities**

- Characters representing all subgroups should be represented in all typical areas of activities with proportional frequency. These activities include education (e.g., classroom, homework, experiments), leisure (e.g., sports, recreational activities), and chores or responsibilities (e.g., caring for siblings, getting water, cleaning).
- Characters representing all subgroups should be portrayed with proportional frequency as engaging in indoor and outdoor activities.
- Characters with disabilities should be portrayed as having a wide range of personal traits, interests, and occupations (e.g., a leader, a lawyer, athletic).
- Characters representing all subgroups should be shown in non-traditional and traditional occupations (e.g., female truck driver, male nurse).
- Characters should depict a range of ethnicities, characteristics, and abilities. All characters should be portrayed as having a range of intellectual abilities and potential and as achieving various academic, intellectual, social, and personal goals.

**BIAS-FREE EXAMPLES**

**Portray a character with a disability in an active and participatory role.**





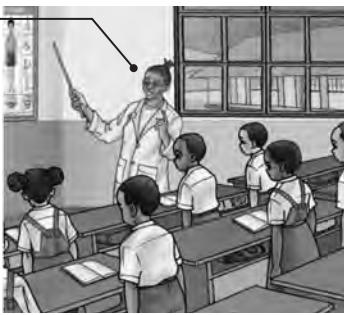
Illustration: Jerry Rosembert Moise

**Use a girl or woman as a central character to balance stories in which a boy or man is the central character.**



Chief Executive Officer (CEO)  
Kenya, Primary Math and Reading (PRIMR)

**Portray male and female characters as having comparable skills, knowledge, and accomplishments.**



Female doctor  
Kenya, Primary Math and Reading (PRIMR)

**Portray a person with a disability in a role typically attributed to those without disabilities.**





Illustration: Jerry Rosembert Moise

**Male doctor**



Kenya, Primary Math and Reading (PRIMR)



Illustration: Jerry Rosebert Moise

# Annexes

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## Annex I. Instructions for Completing the Worksheet

For each statement on the sample worksheet (see Annex 2), place a tick mark (tally) in the appropriate box. Refer to the respective pages within the guide for an explanation and/or example of each question in the worksheet. Be sure to read the text in each of the boxes on the worksheet. When all tick marks have been made, within each box indicate the total number of tick marks.

For most statements, overall ratings can be calculated by using the following steps. In some cases, however, the calculations vary to address the unique nature of each criterion; therefore, take care to review the calculations proposed for each criterion to ensure that the proper steps are followed. These steps assume that in the population there are equal numbers of female and male citizens (50 percent of each).

1. Add the total tick marks from the “Female Representations” cell and the “Male Representations” cell. Enter this total as (A): the “total tick marks.”
2. Divide the total tick marks from the “Female Representations” cell by (A): the “total female tick marks”  $\div$  A. Convert the resulting decimal into a percentage by moving the decimal two places to the right. To get a percentage that is a whole number, round up for numbers 0.5 and above or round down for numbers below 0.5. Enter this total as (B): the “total female tick marks”  $\div$  A.

3. Divide the total tick marks from the “Male Representations” cell by (A): the “total male tick marks”  $\div$  A. Convert the resulting decimal into a percentage by moving the decimal two places to the right. To get a percentage that is a whole number, round up for numbers 0.5 and above or round down for numbers below 0.5. Enter this total as (C): the “total male tick marks”  $\div$  A.
4. Subtract C from B. Disregard any resulting negative sign; what is important is the difference in percentages, not whether the difference is positive or negative.
5. If (D) is less than or equal to 10%, then assign 2 points for this criterion. If (D) equals between 11%

and 20%, then assign 1 point for this criterion. If (D) is greater than 20%, then assign 0 points for this criterion.

The following table presents an example of how to complete the worksheet to determine the rating. For this example, assume a story in which two girls are walking to school together. The girls see a total of five friends on the way to school, one boy and four girls. There are six tick marks for female characters, and one tick mark for the male character.

As you work through the worksheets, some questions may be encountered that are not appropriate (N/A). Note these questions as “N/A.”

| Questions  | Group Tallies  |   | Rating Calculations   |
|--|--|---|---|
| <p>I.B. Make a tick mark (tally) for each character appearing in a story.</p> <p>1. Add the total tick marks from the “Female Representations” cell and the “Male Representations” cell. Enter this total as (A): the “total tick marks.”</p> <p>2. Divide the total tick marks from the “Female Representations” cell by (A): the “total female tick marks” <math>\div</math> A. Convert the resulting decimal into a percentage by moving the decimal two places to the right. To get a percentage that is a whole number, round up for numbers 0.5 and above or round down for numbers below 0.5. Enter this total as (B): the “total female tick marks” <math>\div</math> A.</p> | <p>Make a tick mark if the character is a girl or woman.</p> <p style="text-align: center;">           </p> <p>(This total is from the 2 main girls walking to school + 4 friends who are seen by the girls on the way to school)</p> <p>Total “female” tick marks: <u>6</u></p> | <p>Make a tick mark if the character is a boy or man.</p> <p style="text-align: center;"> </p> <p>(This total is from the 1 boy seen on the way to school)</p> <p>Total “male” tick marks: <u>1</u></p> | <p>Total tick marks: _____ (A)<br/> <i>Example: 6 + 1 = 7 (A)</i></p> <p>Total “female” tick marks <math>\div</math> A: _____ % (B)<br/> <i>Example: 6 <math>\div</math> 7 = .857 <math>\Rightarrow</math> 85.71% <math>\Rightarrow</math> 86% (B)</i></p> <p>Total “male” tick marks <math>\div</math> A: _____ % (C)<br/> <i>Example: 1 <math>\div</math> 7 = .143 <math>\Rightarrow</math> 14.3% <math>\Rightarrow</math> 14% (C)</i></p> <p>B - C = D<br/> <i>Example: 86% - 14% = 72% (D)</i></p> <p>D = <math>\leq</math>10%: Assign 2 points<br/> D = 11% to 20%: Assign 1 point<br/> D = <math>&gt;</math>20%: Assign 0 points</p> <p>Circle the overall rating:<br/> 2 points, 1 point, or <u>0 points</u></p> |

## Annex 2. Sample Worksheets

### Worksheet for Evaluating Teaching and Learning Materials for Gender Equality and Inclusiveness

|                              |  |
|------------------------------|--|
| Title of materials reviewed: |  |
| Page numbers reviewed:       |  |
| Targeted grades:             |  |
| Authors:                     |  |
| Publishers:                  |  |
| Date of publication:         |  |
| Current date:                |  |
| Reviewer(s):                 |  |
| Country:                     |  |
| Additional information:      |  |
| Final bias index:            |  |

| Theme I Worksheet. Equal Frequency of Representation   |   |  |  |   |
|--|---|--|--|---|
| Questions  | Group Tallies   |  | Gender-Neutral Representation  | Rating Calculations   |
| A. Make a tick mark (tally) for each character appearing in the title of a story of the materials. | Make a tick mark if the character is a girl or woman.<br><br>Total "female" tick marks: _____ | Make a tick mark if the character is a boy or man.<br><br>Total "male" tick marks: _____ | Make a tick mark if the sex of the character is not known or if gender-neutral terminology is used.<br><br>Total "neutral" tick marks: _____ | Total tick marks: _____ (A)<br>Total "female" tick marks ÷ A: _____ % (B)<br>Total "male" tick marks ÷ A: _____ % (C)<br>B - C = D<br>D = ≤10%: Assign 2 points<br>D = 11% to 20%: Assign 1 point<br>D = >20%: Assign 0 points<br>Circle the overall rating: 2 points, 1 point, or 0 points |

| Theme I Worksheet. Equal Frequency of Representation   |   |   |   |   |
|--|---|---|---|---|
| Questions  | Group Tallies   |   | Gender-Neutral Representation   | Rating Calculations   |
| B. Make a tick mark (tally) for each named character appearing in the <u>text of the materials</u> .   | Make a tick mark if the character is a girl or woman.<br><br>Total “female” tick marks: _____                                   | Make a tick mark if the character is a boy or man.<br><br>Total “male” tick marks: _____  | Make a tick mark if the sex of the character is not known or if gender-neutral terminology is used.<br><br>Total “neutral” tick marks: _____  | Total tick marks: _____ (A)<br>Total “female” tick marks ÷ A: _____ % (B)<br>Total “male” tick marks ÷ A: _____ % (C)<br>B – C = D<br>D = ≤10%: Assign 2 points<br>D = 11% to 20%: Assign 1 point<br>D = >20%: Assign 0 points<br>Circle the overall rating: 2 points, 1 point, or 0 points |
| C. Make a tick mark (tally) for each unnamed character in the text of the materials.<br>Note: If no unnamed characters appear in the materials, assign 1 point.  | Make a tick mark if the unnamed character is a girl or woman.<br><br>Total “female” tick marks: _____                           | Make a tick mark if the unnamed character is a boy or man.<br><br>Total “male” tick marks: _____  | Make a tick mark if the sex of the character is not known or if gender-neutral terminology is used.<br><br>Total “neutral” tick marks: _____  | Total tick marks: _____ (A)<br>Total “female” tick marks ÷ A: _____ % (B)<br>Total “male” tick marks ÷ A: _____ % (C)<br>B – C = D<br>D = ≤10%: Assign 2 points<br>D = 11% to 20%: Assign 1 point<br>D = >20%: Assign 0 points<br>Circle the overall rating: 2 points, 1 point, or 0 points |
| D. Make a tick mark (tally) for each character in a story (to determine frequencies of representation of characters with disabilities).<br>Note: If no characters with disabilities appear in the materials, assign 0 points.  | Make a tick mark if the character has a disability.<br><br>Total “disability” tick marks: _____                                 | Make a tick mark if the character does not have a disability.<br><br>Total “no disability” tick marks: _____                            |   | Total tick marks: _____ (A)<br>Total “disability” tick marks ÷ A: _____ % (B)<br>B = Proportional to presence in culture:<br>Assign 1 point<br>B = Not proportional to presence in culture:<br>Assign 0 points<br>Circle the overall rating: 1 point or 0 points                            |
| E. Make a tick mark (tally) for each character in the text of the materials (to determine frequencies of representation of characters from different ethnic or religious groups).<br>Note: If no characters of different ethnic or religious groups appear in the materials, then assign 0 points. | Make a tick mark if the character is from a dominant ethnic or religious group.<br><br>Total “dominant group” tick marks: _____ | Make a tick mark if the character is from a non-dominant ethnic or religious group.<br><br>Total “non-dominant group” tick marks: _____ | Make a tick mark if the character is portrayed in a way that makes it impossible to determine his or her ethnic background or religious affiliation.<br><br>Total “neutral” tick marks: _____ | Total tick marks: _____ (A)<br>Total “Group 1” tick marks ÷ A: _____ % (B)<br>B = Proportional to presence in culture:<br>Assign 1 point<br>B = Not proportional to presence in culture:<br>Assign 0 points<br>Circle the overall rating: 1 point or 0 points                               |
| <b>TOTAL POINTS</b> 🖊  |   |   |   |   |

| Theme 2 Worksheet. Gender Equitable and Inclusive Illustrations  |   |   |   |  |
|--|---|---|---|--|
| Questions  | Group Tallies   |   | Gender-Neutral Representations  | Rating Calculations  |
| <p>A. Make a tick mark (tally) for each character in each illustration (to determine frequencies of representations).</p>  | <p>Make a tick mark if the character is a girl or woman.</p><br><p>Total “female” tick marks: _____</p>                                   | <p>Make a tick mark if the character is a boy or man.</p><br><p>Total “male” tick marks: _____</p>  | <p>Make a tick mark if the sex of the character is not known or if gender-neutral terminology is used</p><br><p>Total “neutral” tick marks: _____</p>   | <p>Total tick marks: _____ (A)</p> <p>Total “female” tick marks ÷ A: _____ % (B)</p> <p>Total “male” tick marks ÷ A: _____ % (C)</p> <p>B – C = D</p> <p>D = ≤10%: Assign 2 points</p> <p>D = 11% to 20%: Assign 1 point</p> <p>D = &gt;20%: Assign 0 points</p> |
|  |   |   |   | <p>Circle the overall rating: 2 points, 1 point, or 0 points</p>   |
| <p>B. Make a tick mark (tally) for each character in each illustration (to determine frequencies of representations of characters with disabilities).</p> <p>Note: If no characters with disabilities appear in the illustrations, assign 0 points.</p>  | <p>Make a tick mark if the character has a disability.</p><br><p>Total “has a disability” tick marks: _____</p>                           | <p>Make a tick mark if the character does not have a disability.</p><br><p>Total “does not have a disability” tick marks: _____</p>               |   | <p>Total tick marks: _____ (A)</p> <p>Total “disability” tick marks ÷ A: _____ % (B)</p> <p>B = Proportional to presence in culture: Assign 1 point</p> <p>B = Not proportional to presence in culture: Assign 0 points</p>                                      |
|  |   |   |   | <p>Circle the overall rating: 1 point or 0 points</p>  |
| <p>C. Make a tick mark (tally) for each character in each illustration (to determine frequencies of representation of characters from different ethnic or religious groups).</p> <p>Note: If no characters from different ethnic and religious groups appear in the illustrations, then assign 0 points.</p> | <p>Make a tick mark if the character is from a dominant ethnic or religious group.</p><br><p>Total “dominant group” tick marks: _____</p> | <p>Make a tick mark if the character is from a non-dominant ethnic or religious group.</p><br><p>Total “non-dominant group” tick marks: _____</p> | <p>Make a tick mark if the character is portrayed in a way that makes it impossible to determine the character’s ethnic background or religious affiliation</p><br><p>Total “neutral” tick marks: _____</p> | <p>Total tick marks: _____ (A)</p> <p>Total “Group 1” tick marks ÷ A: _____ % (B)</p> <p>B = Proportional to presence in culture: Assign 1 point</p> <p>B = Not proportional to presence in culture: Assign 0 points</p>   |
|  |   |   |   | <p>Circle the overall rating: 1 point or 0 points</p>  |
|  |   |   | <b>TOTAL POINTS</b> 🖊️  |  |

| Theme 3 Worksheet. Gender Equitable and Inclusive Language   |  |   |   |  |
|--|--|---|---|--|
| Questions  | Group Tallies  |   | Gender-Neutral Representations  | Rating Calculations  |
| <p>A. When the sex of a character is not specified in the materials or illustrations, make a tick mark (tally) for each pronoun used.</p> <p>Note: If this is not meaningful within the language of interest, then make no tick marks and indicate “N/A” in the Summary Sheet.</p>   | <p>Make a tick mark if a female pronoun (e.g., “she” or “her”) is used.</p> <p>Total “female” tick marks: _____</p>                                    | <p>Make a tick mark if a male pronoun (e.g., “he” or “him”) is used.</p> <p>Total “male” tick marks: _____</p>                        | <p>Make a tick mark if gender-neutral terminology is used.</p> <p>Total “neutral” tick marks: _____</p> | <p>Total tick marks: _____ (A)<br/>           Total “female” tick marks ÷ A: _____ % (B)<br/>           Total “male” tick marks ÷ A: _____ % (C)<br/>           B – C = D<br/>           D = ≤10%: Assign 2 points<br/>           D = 11% to 20%: Assign 1 point<br/>           D = &gt;20%: Assign 0 points</p> <p>Circle the overall rating: 2 points, 1 point or 0 points</p> |
| <p>B. Make a tick mark (tally) for each instance in which there is a reference to a title or function in the materials or illustrations (e.g., teacher, doctor, farmer).</p> <p>Note: If this is not meaningful within the language of interest, then make no tick marks and indicate “N/A” in the Summary Sheet</p>                           | <p>Make a tick mark if a female form of a title or function (e.g., “chairwoman” or “chairperson”) is used.</p> <p>Total “female” tick marks: _____</p> | <p>Make a tick mark if a male form of a title or function (e.g., “chairman”) is used.</p> <p>Total “male” tick marks: _____</p>       | <p>Make a tick mark if gender-neutral terminology is used.</p> <p>Total “neutral” tick marks: _____</p> | <p>Total tick marks: _____ (A)<br/>           Total “female” tick marks ÷ A: _____ % (B)<br/>           Total “male” tick marks ÷ A: _____ % (C)<br/>           B – C = D<br/>           D = ≤10%: Assign 2 points<br/>           D = 11% to 20%: Assign 1 point<br/>           D = &gt;20%: Assign 0 points</p> <p>Circle the overall rating: 2 points, 1 point or 0 points</p> |
| <p>C. Make a tick mark (tally) for each instance in which there is a reference to a mixed-sex group in the materials or illustrations (i.e., one that includes men and women and girls and boys).</p> <p>Note: If this is not meaningful within the language of interest, then make no tick marks and indicate “N/A” in the Summary Sheet.</p> | <p>Make a tick mark if a female term (e.g., “policewomen”) is used to refer to a mixed-sex group.</p> <p>Total “female” tick marks: _____</p>          | <p>Make a tick mark if a male term (e.g., “workmen”) is used to refer to a mixed-sex group.</p> <p>Total “male” tick marks: _____</p> | <p>Make a tick mark if gender-neutral terminology is used.</p> <p>Total “neutral” tick marks: _____</p> | <p>Total tick marks: _____ (A)<br/>           Total “female” tick marks ÷ A: _____ % (B)<br/>           Total “male” tick marks ÷ A: _____ % (C)<br/>           B – C = D<br/>           D = ≤10%: Assign 2 points<br/>           D = 11% to 20%: Assign 1 point<br/>           D = &gt;20%: Assign 0 points</p> <p>Circle the overall rating: 2 points, 1 point or 0 points</p> |
| <p>D. Make a tick mark (tally) for each instance in which there is a reference to a character with a disability in the materials or illustrations.</p> <p>Note: If no characters with disabilities appear in the materials, then assign 0 points.</p>  | <p>Make a tick mark if person-first language is used.</p> <p>Total “person-first” tick marks: _____</p>  | <p>Make a tick mark if person-first language is not used.</p> <p>Total “non-person-first” tick marks: _____</p>                       |   | <p>Total tick marks: ____ (A)<br/>           Total “person-first” tick marks ÷ A: ____ % (B)<br/>           B = 100%: Assign 1 point<br/>           B &lt; 100%: Assign 0 points</p> <p>Circle the overall rating: 1 point or 0 points</p>   |

| Theme 3 Worksheet. Gender Equitable and Inclusive Language   |   |   |                                |  |
|--|---|---|--------------------------------|--|
| Questions  | Group Tallies   |   | Gender-Neutral Representations | Rating Calculations  |
| <p>E. Make a tick mark (tally) for each instance in which there is a reference to a character with a disability in the materials or illustrations.</p> <p>Note: If no characters with disabilities appear in the materials, then assign 0 points.</p>  | <p>Make a mark if appropriate terminology is used.</p> <p>Total “appropriate” tick marks: _____</p> | <p>Make a tick mark if a slang or derogatory term is used.</p> <p>Total “inappropriate” tick marks: _____</p> |                                | <p>Total tick marks: ____ (A)</p> <p>Total “appropriate” tick marks ÷ A: ____% (B)</p> <p>B = 100%: Assign 1 point</p> <p>B &lt; 100%: Assign 0 points</p> |
|  |   |   |                                | <p>Circle the overall rating: 1 point or 0 points</p>  |
| <p>F. Make a tick mark (tally) for each instance in which there is a reference to a character from non-dominant ethnic or religious group in the materials or illustrations.</p> <p>Note: If no characters from different ethnic and religious groups appear in the materials or illustrations, then assign 0 points</p> | <p>Make a mark if appropriate terminology is used.</p> <p>Total “appropriate” tick marks: _____</p> | <p>Make a tick mark if a slang or derogatory term is used.</p> <p>Total “inappropriate” tick marks: _____</p> |                                | <p>Total tick marks: ____ (A)</p> <p>Total “appropriate” tick marks ÷ A: ____% (B)</p> <p>B = 100%: Assign 1 point</p> <p>B &lt; 100%: Assign 0 points</p> |
|  |   |   |                                | <p>Circle the overall rating: 1 point or 0 points</p>  |
| <b>TOTAL POINTS</b> 🖱️   |   |   |                                |  |

| Theme 4 Worksheet. Gender Equitable and Transformational Roles  |   |   |  |  |
|---|---|---|--|--|
| Questions   | Group Tallies   |   | Gender-Neutral Representations   | Rating Calculations  |
| <p>A. Make a tick mark (tally) for each instance in which a character is portrayed in a leading role in the materials or illustrations (e.g., a principal in a school, a supervisor in a job, a leader in a community).</p> | <p>Make a tick mark if a female character is portrayed in a leading role.</p> <p>Total “female” tick marks: _____</p> | <p>Make a tick mark if a male character is portrayed in a leading role.</p> <p>Total “male” tick marks: _____</p> | <p>Make a tick mark if the sex of the character represented is not known.</p> <p>Total “neutral” tick marks: _____</p> | <p>Total tick marks: _____ (A)</p> <p>Total “female” tick marks ÷ A: _____ % (B)</p> <p>Total “male” tick marks ÷ A: _____ % (C)</p> <p>B – C = D</p> <p>D = ≤10%: Assign 2 points</p> <p>D = 11% to 20%: Assign 1 point</p> <p>D = &gt;20%: Assign 0 points</p> |
|   |   |   |  | <p>Circle the overall rating: 2 points, 1 point or 0 points</p>  |



| Theme 4 Worksheet. Gender Equitable and Transformational Roles  |  |  |   |   |
|---|--|--|---|---|
| Questions   | Group Tallies  |  | Gender-Neutral Representations  | Rating Calculations   |
| <p>B. Make a tick mark (tally) for each instance in which a character with a disability is portrayed in the materials or illustrations.</p> <p>Note: If no characters with disabilities appear in the materials or illustrations, then assign 0 points.</p>                       | <p>Make a tick mark if a person with a disability is portrayed in a leading role.</p> <p>Total “leading” tick marks: _____</p>   | <p>Make a tick mark if a person with a disability is portrayed in a supporting role.</p> <p>Total “supporting” tick marks: _____</p>   |   | <p>Total tick marks: ____ (A)</p> <p>Total “leading” tick marks ÷ A: ____% (B)</p> <p>B = 50%: Assign 1 point</p> <p>B &lt; 50% or &gt; 50%: Assign 0 points</p>  |
|   |  |  |   | <p>Circle the overall rating: 1 point or 0 points</p>   |
| <p>C. Make a tick mark (tally) for each representation of a character portrayed in a leading role in the materials or illustrations.</p> <p>Note: If no characters from different ethnic and religious groups appear in the materials or illustrations, then assign 0 points.</p> | <p>Make a tick mark if the character is from a dominant ethnic or religious group.</p> <p>Total “dominant group” tick marks: _____</p>   | <p>Make a tick mark if the character is from a non-dominant ethnic or religious group.</p> <p>Total “non-dominant group” tick marks: _____</p>   | <p>Make a tick mark if the character is portrayed in a way that makes it impossible to determine the character’s ethnic background or religious affiliation.</p> <p>Total “neutral” tick marks: _____</p> | <p>Total tick marks: ____ (A)</p> <p>Total “Group 1” tick marks ÷ A: ____% (B)</p> <p>B = 50%: Assign 1 point</p> <p>B &lt; 50% or &gt; 50%: Assign 0 points</p>  |
|   |  |  |   | <p>Circle the overall rating: 1 point or 0 points</p>   |
| <p>D. Make a tick mark (tally) for each time a character with a disability is portrayed in the materials or illustrations.</p> <p>Note: If no characters with disabilities appear in the materials or illustrations, then assign 0 points.</p>                                    | <p>Make a tick mark if the character is portrayed in a leading, active, or otherwise positive way.</p> <p>Total “positive” tick marks: _____</p>   | <p>Make a tick mark if the character is portrayed in a subservient, passive, or otherwise negative way.</p> <p>Total “negative” tick marks: _____</p>  |   | <p>Total tick marks: ____ (A)</p> <p>Total “positive” tick marks ÷ A: ____% (B)</p> <p>B = 100%: Assign 1 point</p> <p>B &lt; 100%: Assign 0 points</p>           |
|   |  |  |   | <p>Circle the overall rating: 1 point or 0 points</p>   |
| <p>E. Make a tick mark for each female character represented in the materials or illustrations.</p>   | <p>Make a tick mark if the character is portrayed as having skills, knowledge, accomplishments typically (within the culture) attributed to male characters.</p> <p>Total “positive” tick marks: _____</p>   | <p>Make a tick mark if the character is portrayed as having skills, knowledge, accomplishments typically (within the culture) attributed to females characters.</p> <p>Total “traditional” tick marks: _____</p> | <p>Make a tick mark if the sex of the character represented is not known or if gender-neutral skills, knowledge, or accomplishments are portrayed</p> <p>Total “neutral” tick marks: _____</p>            | <p>Total tick marks: ____ (A)</p> <p>Total “positive” tick marks ÷ A: ____% (B)</p> <p>B = 50%: Assign 1 point</p> <p>B &lt; 50% or &gt; 50%: Assign 0 points</p> |
|   |  |  |   | <p>Circle the overall rating: 1 point or 0 points</p>   |
| <p>F. Make a tick mark for each male character represented in the materials or illustrations.</p>   | <p>Make a tick mark if the character is portrayed as having skills, knowledge, accomplishments typically (within the culture) attributed to female characters.</p> <p>Total “positive” tick marks: _____</p> | <p>Make a tick mark if the character is portrayed as having skills, knowledge, accomplishments typically (within the culture) attributed to male characters.</p> <p>Total “traditional” tick marks: _____</p>    | <p>Make a tick mark if the sex of the character represented is not known or if gender-neutral skills, knowledge, or accomplishments are portrayed</p> <p>Total “neutral” tick marks: _____</p>            | <p>Total tick marks: ____ (A)</p> <p>Total “positive” tick marks ÷ A: ____% (B)</p> <p>B = 50%: Assign 1 point</p> <p>B &lt; 50% or &gt; 50%: Assign 0 points</p> |
|   |  |  |   | <p>Circle the overall rating: 1 point or 0 points</p>   |
| <b>TOTAL POINTS</b> 📝   |  |  |   |   |

## Annex 3. Checklist for Evaluating Teaching and Learning Materials for Gender Equality and Inclusiveness

| <b>Theme 1. Equal Frequency of Representation</b>   |          |         |          |     |  |
|---|----------|---------|----------|-----|--|
| A. Do named female and male characters appear with equal frequency in the titles of materials?  | 2 points | 1 point | 0 points |     |  |
| B. Do named female and male characters appear with equal frequency in the text of the materials?  | 2 points | 1 point | 0 points |     |  |
| C. In the text of the materials, are unnamed characters equally represented as boys and men and girls and women (in either text or illustrations)?  | 2 points | 1 point | 0 points |     |  |
| D. Do characters with disabilities appear proportionally in the text of the materials?  |          | 1 point | 0 points |     |  |
| E. Do characters from different ethnic and religious groups appear proportionally in the text of the materials?   |          | 1 point | 0 points |     |  |
| <b>Equal Frequency of Representation subtotal</b> ➡   |          |         |          |     |  |
| <b>Theme 2. Gender Equitable and Inclusive Illustrations</b>  |          |         |          |     |  |
| A. Are there equally frequent illustrations of male and female characters?  | 2 points | 1 point | 0 points |     |  |
| B. Do the illustrations proportionally represent characters with and without disabilities?  |          | 1 point | 0 points |     |  |
| C. Do the illustrations proportionally represent different ethnic and religious groups?   |          | 1 point | 0 points |     |  |
| <b>Gender Equitable and Inclusive Illustrations subtotal</b> ➡  |          |         |          |     |  |
| <b>Theme 3. Gender Equitable and Inclusive Language</b>   |          |         |          |     |  |
| A. When the sexes of the characters are not specified, are masculine and feminine pronouns alternated (i.e., using “he” and “she” alternately, as relevant for a given language) in the materials or illustrations? If these terms do not exist in the language used in the textbook, then mark this as N/A (not appropriate).  | 2 points | 1 point | 0 points | N/A |  |
| B. Are neutral forms of titles and functions used (e.g., “policeperson” instead of “policeman,” as relevant for a given language) in the materials or illustrations? If these terms do not exist in the language used in the textbook, then mark this as N/A (not appropriate). If a character’s sex is not identified, note this in the appropriate column of the worksheet. | 2 points | 1 point | 0 points | N/A |  |
| C. When talking about mixed-sex groups, are female or neutral terms used (e.g., “workers” instead of “workmen”) in the materials or illustrations? If these terms do not exist in the language used in the textbook, then mark this as N/A.   | 2 points | 1 point | 0 points | N/A |  |
| D. Is “person first” language used in the materials or illustrations when referring to individuals with disabilities (e.g., use of “a girl who is blind” rather than “a blind girl”)?   |          | 1 point | 0 points |     |  |
| E. Is appropriate language used to refer to characters with disabilities?   |          | 1 point | 0 points |     |  |
| F. Is appropriate language used to refer to characters from non-dominant ethnic or religious groups?  |          | 1 point | 0 points |     |  |
| <b>Gender Equitable and Inclusive Language subtotal</b> ➡   |          |         |          |     |  |

| <b>Theme 4. Gender Equitable and Transformational Roles</b>  |  |         |          |  |  |
|--|--|---------|----------|--|--|
| A. In the materials or illustrations, are male and female characters equally portrayed in leading and supporting roles?                              |  | 1 point | 0 points |  |  |
| B. In the materials or illustrations, are characters with disabilities portrayed in leading and supporting roles?                                    |  | 1 point | 0 points |  |  |
| C. In the materials or illustrations, are characters from different ethnic and religious groups portrayed in leading and supporting roles?           |  | 1 point | 0 points |  |  |
| D. Do materials or illustrations and other texts portray people with disabilities in positive and active ways?                                       |  | 1 point | 0 points |  |  |
| E. Are female characters portrayed in the materials or illustrations as having comparable skills, knowledge, and accomplishments as male characters? |  | 1 point | 0 point  |  |  |
| F. Are male characters portrayed in the materials or illustrations as having comparable skills, knowledge, and accomplishments as female characters? |  | 1 point | 0 points |  |  |
| <b>Gender Equitable and Transformational Roles subtotal</b> ➡  |  |         |          |  |  |
| <b>Themes total number of ACTUAL points</b> ➡  |  |         |          |  |  |

### Step 1. Circle your total POSSIBLE of points

|  |    |
|--|----|
| If you have no N/A ratings in Theme 3, your total number of POSSIBLE points is | 28 |
| If you have 1 N/A rating in Theme 3, your total number of POSSIBLE points is   | 26 |
| If you have 2 N/A ratings in Theme 3, your total number of POSSIBLE points is  | 24 |
| If you have 3 N/A ratings in Theme 3, your total number of POSSIBLE points is  | 22 |

### Step 2. Add up your total ACTUAL points

If your total ACTUAL points equal your total number of POSSIBLE points, then **congratulations, these materials are relatively bias free**. They will be good resources in your classroom or school.

If your total ACTUAL points are within 4 points of your total number of POSSIBLE points, then **these materials are fairly bias free, but could be improved in important ways**.

If your total ACTUAL points are 5 or more points lower than your total number of POSSIBLE points, then **these materials should be revised to better promote equality and inclusiveness**.



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