

Gender Mainstreaming - Checklist for policy indicators

I. Nature of educational provision and enrolment figures

What are the enrolment figures for female and male students in VET? (Give the year in which the data were collected and if there are different types of programmes, identify these and give the enrolment figures for each.)

Enrolment in programme 1: (specify programme)_____

Year	Female Students		Male Students		Total
	number	in %	number	in %	

Enrolment in programme 2: (specify programme)_____

Year	Female Students		Male Students		Total
	number	in %	number	in %	

Etc.

Where there are differences related to gender: How is the difference justified?

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II. Drop out rates

(Give the year in which the data were collected and – if there are different branches/departments/study programmes within your institution – identify these and give the enrolment figures for each.)

Programme 1: (specify programme)_____

Drop out rates in % (Year of Survey		
Female Students	Male Students	Total

Programme 2: (specify programme)_____

Drop out rates in % (Year of Survey		
Female Students	Male Students	Total

Etc.

III. Achievement rates

Student Achievement Rate	Percentage	
	F	M
Students completing their course		
Going onto further education or training		
Gaining a qualification where gender is underrepresented		

IV. Post education employment rates

Employment Rates	Percentage of all graduates*		
	F	M	Total
Graduates entering employment within one year after completion of programme			
Graduates entering employment where gender is underrepresented within one year after completion of programme			

*Please insert the percentage of female graduates in employment in relation to all female graduates etc.

V. Curriculum and teaching materials

Does the curriculum include a range of teaching methods which best promote the active participation of both males and females in learning?

yes no

How do the individual teachers use them?

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Is there any advice provided on subject choices to ensure that neither of the sexes limit their training and employment opportunities by their study patterns?

yes no

Are the textbooks as well as other teaching materials and examinations gender-sensitive as regards language, images and examples used?

yes no

VI. Composition of management board and senior management team

	Women		Men		Total Number
	Number	Percentage of Total	Number	Percentage of Total	
Staff numbers in the Institution					
Student numbers in the Institution					
Staff representation on the Board					
Student representation on the Board					
Senior Management team - gender split					

VII. Teacher survey - gender split

What proportion of men and women are represented in the academic teaching cadre, in the administrative/secretarial staff and in the ancillary staff?

Posts	No. Women	Percentage of Total	No. of Men	Percentage of Total
Heads of Department				
Senior teachers				
Teachers				
Administrative staff				
Ancillary staff				

VIII. Co-curricular activities (sports, recreational facilities)

List co-curricular activities which exist for female and male students:

Co-curricular Activities	Participation	
	Female Students	Male Students

IX. Female/male composition of management and membership of student clubs/societies

Student-Run Clubs/Societies	Management		Membership	
	Female	Male	Female	Male

(Adapted from “Gender Mainstreaming in Education” – Institute of Development and Labour Law, University of Cape Town – published by Commonwealth Secretariat. June 1999)