

Case study 5

Gender bias refers to the systematic and unfair treatment of individuals based on their gender or sex. It involves making assumptions or judgments about people based on their gender, rather than their individual characteristics, abilities, or merits. Gender bias can take many different forms, including discrimination in hiring or promotion, unequal pay for equal work, stereotyping, and harassment. Gender bias can be conscious or unconscious, and it is often deeply ingrained in cultural attitudes and social structures. It can have serious negative effects on individuals and society as a whole, limiting opportunities and perpetuating inequality.

- **Description:** Rachel, an 11-year-old girl loves cars and has just started 6th-grade class. Rachel loves cars and enjoys talking about them! She wants to become friends with her male classmates who are also interested in cars. But her male classmates frequently dismiss her and do not engage in conversations with her, saying that cars are not a "girl's thing" and that, girls only like makeup. As a result, Rachel feels excluded and discouraged from participating in class discussions and has become less confident in her interests.
- **Keywords:** gender stereotyping/gender bias/exclusion

Tool 3 for Gender bias detection

1. **Title:** Gender-responsive teacher education curriculum evaluation tool
2. **Using this tool, you can** examine teacher education curricula for gender responsiveness.
3. **Instructions / Methodology / Recommendations on how to use the tool:** Using the tool indicated below, select one teaching and learning material (a module, book, textbook, or other reading material) from the school curriculum and answer the questions, followed by reflection and analysis.
4. **Interpretation of the results:** Use the checklist to look at how well teaching and learning materials work for both genders.
5. **Keywords:** Gender bias/Equality/Inclusive/Checklist
6. **Links for more information:**
<https://unesdoc.unesco.org/ark:/48223/pf0000375869>
<https://www.varkeyfoundation.org/media/4459/gender-mainstreaming-toolkit-1-copy.pdf>

Items	Yes	No	Remark
The stories, case studies, and examples include women and girls and men and boys as active participants in roughly equal numbers			
Pictures and other images show women and girls and men and boys doing a wide range of activities, and not confining to gender stereotypes			
The views of women and girls and men and boys are represented equally, both as narrator and as authors			
The adjectives used to characterize male and female roles and behaviours are positive and interchangeably used			
Women are included as roles models, leaders, and historical figures in learning materials			
Learning materials meet the needs of students with disabilities through diverse presentations of content and illustrations			
The teaching and learning material is fairly inclusive of the various groups of society along linguistic, political, religious, gender, and disabilities criteria, among others			
Women and men are equally portrayed as school principals, managers, drivers, doctors, engineers, and other non-traditional jobs			
Women and men assume diverse roles and responsibilities that can be reversed			
The material is free from gender-biased names such as “chairman”, “waitress”, “hostess”, etc.			
The content of the material promotes gender equality principles with a focus on human rights, girls’ and boys’ equal rights, and other women’s rights			
The use of “she” or “he” is alternatively used in teaching materials			
Female characters are presented as having comparable skills, knowledge, and accomplishments as male characters, and vice versa			

Tool 4 for Gender bias detection

1. **Title:** Gender bias survey for young students
2. **Using this tool, you can** find out if there is any gender bias in the classroom between students and in what capacity.
3. **Instructions / Methodology / Recommendations on how to use the tool:**
Print the PDF file that comes with the survey and share it with the class.
Teachers can also use Mentimeter to conduct this survey and discuss the results in real time with their students.
4. **Interpretation of the results:** See the scorecard and collect points for each survey. 10–14 points: gender-inclusive class! 7-9 points: need to improve on gender inclusion, 0–6 points: children are facing gender bias.
5. **Keywords:** Gender bias/Equality/Inclusive/Scorecard
6. **Links for more information:**
<https://www.zerotolerance.org.uk/resources/Just-Like-a-Child.pdf>
<https://education.gov.scot/media/vvogktrj/sci38-primary-action-guide.pdf>

AGE:	GENDER:		
Please read the following statements carefully and then circle to indicate if you agree, disagree or are unsure about it. This questionnaire is anonymous, please fill it out honestly according to your beliefs.			
Boys are better at maths than girls	Agree	Disagree	Unsure
Girls are better at reading than boys	Agree	Disagree	Unsure
It is ok for boys to cry	Agree	Disagree	Unsure
Girls are strong	Agree	Disagree	Unsure
Boys are good listeners	Agree	Disagree	Unsure
Boys can be nurses	Agree	Disagree	Unsure
Girls can be doctors	Agree	Disagree	Unsure
Girls like football	Agree	Disagree	Unsure
It is a woman's job to do the housework	Agree	Disagree	Unsure
It is ok for girls to cry	Agree	Disagree	Unsure
Men are the boss of the house	Agree	Disagree	Unsure
Girls can have short hair	Agree	Disagree	Unsure
Boys can wear pink	Agree	Disagree	Unsure
Boys can wear dresses	Agree	Disagree	Unsure

SCORE SHEET	Agree	Disagree	Unsure
Boys are better at maths than girls	0	1	0
Girls are better at reading than boys	0	1	0
It is ok for boys to cry	1	0	0
Girls are strong	1	0	0
Boys are good listeners	1	0	0
Boys can be nurses	1	0	0
Girls can be doctors	1	0	0
Girls like football	1	0	0
It is a woman's job to do the housework	0	1	0
It is ok for girls to cry	1	0	0
Men are the boss of the house	0	1	0
Girls can have short hair	1	0	0
Boys can wear pink	1	0	0
Boys can wear dresses	1	0	0
10-14 points - gender inclusive class! 7-9 points - need to improve on gender inclusion 0-6 points - children are facing gender bias			