Commonwealth *of* Learning

Learning Resources Gender Evaluation Rubric

Learning Resources
Gender Evaluation
Rubric

Introduction and Purpose

Gender evaluation is the systematic, objective assessment of a policy, project, initiative or activity to examine its results in terms of gender equality. It not only highlights unexpected results and any lack of progress towards attaining gender equality, but also seeks to identify underlying reasons for those unexpected results or shortfalls. In the context of evaluating learning resources in a gender-responsive way, the primary purpose would be to find out the extent to which existing learning materials consider the different learning needs of women/girls and men/boys and to what level each gender was involved in both decision-making and participation in learning opportunities.

This document will help you conduct gender evaluations of course material.

Who is this rubric for?

This rubric is designed for course writers, editors, revisers, content developers, illustrators and educators (teachers, tutors, mentors, learner support staff) responsible for course assessment and evaluation. In other words, it can be used at any stage of course development to strengthen the gender-responsiveness of the course. External evaluators may also find it helpful and could integrate it into their chosen evaluation approach. If you use this tool consistently, you will be able to assess gender-responsiveness levels of all the various components of course development, revision, delivery, assessment and evaluation over a set period and conduct comparative assessments to gauge progress.

Application

This gender evaluation rubric has two main components, each with sub-sections or categories featuring key indicators. Part A: Written Curriculum seeks to measure to what extent gender equality has been considered throughout the curriculum development process, starting from course design, content and learning activities, all the way through to representation and use of language, images and learning resources. Part B: Course Delivery and Evaluation looks at whether processes such as delivery, assessment, learner support services and evaluation are gender-responsive or not. Indicators have a 5-point scale rating as follows:

- excellent: 4 points
- good: 3 points
- fair: 2 points
- poor: 1 point
- N/A (not applicable): 0 points

Each indicator line can therefore score a maximum of 4 (four) points and a minimum of 0 (zero). The total maximum possible score for each category is indicated at the end of each category rubric. Scores can be added by sub-section. A high total sub-section score indicates the assessed learning materials are satisfactorily gender-responsive for that category. Lower scores would require follow-up with appropriate and suitable action plans.

Glossary

Definitions of all gender-related terms in italics can be found in the glossary at the end of the evaluation rubric.

PART A: Written Curriculum

INDICATOR	EXCELLENT (4)	GOOD (3)	FAIR (2)	POOR (1)	N/A (0)	SCORE
A1. DESIGN						
1. Curriculum recognises key relevant gender issues and raises gender considerations at appropriate points throughout the course.	There is clear recognition of gender issues that relate to the subject matter. Gender considerations are also systematically raised at appropriate points in all the different topics of the course.	Curriculum recognises and explains at least one key gender issue and how it relates to the course. A few gender considerations are raised in some of the course topics.	Curriculum may recognise and mention gender issues but does not explain well either the gender issues or their link to the subject matter. Gender considerations are raised in only one or two points.	There is no recognition or mention of gender considerations that could be relevant to the subject matter.	Not applicable.	/4
2. The course description, objectives and learning outcomes promote gender equality.	Gender equality is articulated as a key learning outcome and is systematically promoted in the course description and objectives.	Learning outcomes articulate gender equality, and the course description and/or objectives mention gender equality.	Learning outcomes do not promote gender equality. Either the course description or the objectives promote gender equality.	The course description, objectives and learning outcomes do not promote gender equality.	Not applicable.	/4
3. Women's and men's different accessibility levels are accommodated when selecting media for learning.	There is clear evidence of measures taken to ensure media selection was based on women's and men's different accessibility levels. The selected media reflects this.	The selected media considers women's and men's different accessibility levels. However, there seems to be no evidence that intentional measures were taken to do so.	Despite evidence of measures taken to factor in women's and men's different accessibility levels for media choice, the selected media does not reflect this.	There is no evidence of measures having been taken to consider women's and men's different accessibility levels in media choice, and the selected media does not consider these differences.	Not applicable.	/4
4. The course considers the different learning needs of female and male learners from different groups (e.g. socio-economic, rural, urban, other) who have varying access to resources.	The course accommodates the different learning needs of female and male learners from different groups (e.g. socio-economic, rural, urban, other) by offering a wide range of appropriate learning approaches and resources.	The course considers the different learning needs of female and male learners from different groups (e.g. socio-economic, rural, urban, other) by offering some alternative approaches and additional resources.	The course considers only a few of the different learning needs of female and male learners from different groups (e.g. socio-economic, rural, urban, other) and offers limited additional approaches and resources, if at all.	The course does not attempt to meet the different learning needs of female and male learners from different groups (socio-economic, rural, urban, other) with varying access to resources.	Not applicable.	/4

INDICATOR	EXCELLENT (4)	GOOD (3)	FAIR (2)	POOR (1)	N/A (0)	SCORE
A1. DESIGN						
5. A glossary of gender terms relating to the subject matter is included in the learning materials.	Learning materials include an accurate, comprehensive glossary of relevant gender terms.	There is a glossary of gender terms annexed to the learning materials, but some gender terms are left out or are not accurately or comprehensively defined.	There is no glossary, but definitions of key relevant gender terms are integrated into the learning materials.	There is no glossary of gender terms in the learning materials.	Not applicable.	/4
				DESIGN – A1 TOTAL SCORE		/20

INDICATOR	EXCELLENT (4)	GOOD (3)	FAIR (2)	POOR (1)	N/A (0)	SCORE
A2. CONTENT						
1. Gender concepts and a gender perspective are integrated in the course content and exercises.	The content and exercises systematically include relevant gender concepts and a gender perspective, supported by appropriate examples and/or facts and figures.	Gender concepts and a gender perspective are mentioned in the content and exercises, but are not supported by relevant examples and/or facts and figures.	Gender concepts and a gender perspective are mentioned in some of the content but not in the exercises, or vice versa. There are no supporting examples.	The content and exercises do not integrate any gender concepts or a gender perspective.	Not applicable.	/4
2. Content reflects an inclusive and participatory approach.	Content has specific in-built approaches and opportunities for inclusivity and participation by female and male learners with different needs.	Content comprises an inclusive and participatory approach, although the latter is inconsistently integrated into the content.	Content has a statement on incorporating an inclusive and participatory approach but does not indicate how this approach will be implemented.	Content does not have an inclusive and participatory approach.	Not applicable.	/4
3. Content promotes equal participation of women and men.	Content systematically promotes women's and men's equal participation by offering numerous opportunities for participation.	Content promotes at least two or three opportunities for equal participation of women and men.	Content promotes equal participation of women and men in a limited way.	Content does not promote equal participation of women and men.	Not applicable.	/4
4. Case studies, stories and examples present women/girls and men/boys as active participants in approximately equal numbers.	Women/girls and men/boys are systematically presented in equal numbers (50:50) as active participants in case studies, stories and examples.	35%-49% of active participants presented in case studies, stories and examples are women/girls.	16%-34% of active participants presented in case studies, stories and examples are women/girls.	15% or less of active participants presented in case studies, stories and examples are women/girls).	Not applicable.	/4
5. Women are presented as having equal value to men in learning materials as role models, leaders and historical figures.	Learning materials recognise and consistently indicate women as having equal value to men.	Learning materials present women as having equal value to men in at least 3:1 instances.	Learning materials present women as having equal value to men in at least 2:1 instances.	Learning materials do not present women as having equal value to men.	Not applicable.	/4

INDICATOR	EXCELLENT (4)	GOOD (3)	FAIR (2)	POOR (1)	N/A (0)	SCORE
A2. CONTENT						
6. Statistics and figures in course material are disaggregated by sex.	Over 75% of statistics and figures in learning materials are systematically disaggregated by sex.	50%-74% of the statistics and figures in learning materials are disaggregated by sex.	25%-49% of the statistics and figures are disaggregated by sex in learning materials.	24% or less of the statistics and figures in course materials are disaggregated by sex.	Not applicable.	/4
CONTENT – A2 TOTAL SCORE						/24

INDICATOR	EXCELLENT (4)	GOOD (3)	FAIR (2)	POOR (1)	N/A (0)	SCORE
A3. LEARNING ACTIVITIES						
1. Learning activities raise awareness of gender issues related to the subject matter.	75%-100% of learning activities systematically raise awareness of gender issues related to the subject matter.	50%-74% of learning activities raise awareness of gender issues related to the subject matter.	25%-49% of learning activities raise awareness of gender issues related to the subject matter.	24% or less of the learning activities raise awareness of gender issues related to the subject matter.	Not applicable.	/4
2. Learning activities help learners develop competencies (knowledge and skills) of gender issues in the subject matter.	Learning activities help learners develop knowledge and skills related to gender issues relevant to subject matter.	Learning activities help learners develop knowledge and skills related to at least one gender issue relevant to subject matter.	Learning activities help learners develop knowledge but not skills related to gender issues relevant to subject matter.	Learning activities do not help learners develop knowledge and skills related to gender issues relevant to subject matter.	Not applicable.	/4
LEARNING ACTIVITIES – A3 TOTAL SCORE						/8

INDICATOR	EXCELLENT (4)	GOOD (3)	FAIR (2)	POOR (1)	N/A (0)	SCORE
A4. REPRESENTATION, LANGUAGE, IMAGES AND LEARNING RESOURCES						
1. There is gender balance among content developers, editors, revisers and illustrators.	50% of content developers, editors, revisers and illustrators are women.	36%-49% of content developers, editors, revisers and illustrators are women.	15%-35% of content developers, editors, revisers and illustrators are women.	14% or less of content developers, editors, revisers and illustrators are women.	Not applicable.	/4
2. There is equal and positive representation of women and men in images as authors/narrators and protagonists.	Women and men are equally and positively represented in images as authors/narrators and protagonists.	36%-49% of images represent women positively as authors/narrators and protagonists.	15%-35% of images represent women positively as authors/narrators and protagonists.	14% or less of images represent women positively as authors/narrators and protagonists.	Not applicable.	/4
3. The language used is gender-responsive.	The language used explicitly mentions female/male, women/men, she/he, her/his in a consistent manner.	The language used explicitly differentiates between women/men in some instances only.	The language used explicitly cites women in one or two instances only.	The language used cites only men in all instances. The language is *gender-blind.*	Not applicable.	/4
4. Learning resources (including charts, visuals, text, examples, case studies, topic titles) avoid both gender bias and gender stereotypes.	All learning resources (including charts, visuals, text, examples, case studies, topic titles) systematically exclude all forms of gender bias and gender stereotypes.	Most but not all learning resources avoid gender bias and gender stereotypes.	Few of the learning resources avoid gender bias and gender stereotypes.	Gender bias and gender stereotypes are evident in all learning resources.	Not applicable.	/4
5. Reference materials equally include the perspectives of female and male scholars, researchers and others.	The perspectives of female and male scholars, researchers and others are equally represented in over 75% of reference materials used in the course.	50%-74% of the reference materials equally present the perspectives of female and male scholars, researchers and others.	25%-49% of the reference materials equally include the perspectives of female and male scholars, researchers and others.	24% or less of reference materials equally include the perspectives of female and male scholars, researchers and others.	Not applicable.	/4
REPRESENTATION, LANGUAGE, IMAGES AND LEARNING RESOURCES – A4 TOTAL SCORE						/20

PART B: Delivery and Evaluation

INDICATOR	EXCELLENT (4)	GOOD (3)	FAIR (2)	POOR (1)	N/A (0)	SCORE
B1. DELIVERY						
1. The course/learning programme is delivered in a way that reaches female and male learners equally.	The course/learning programme's delivery consistently reaches female and male learners equally over 75% of the time.	The course/learning programme's delivery reaches female and male learners equally 50%-74% of the time.	The course/learning programme's delivery reaches female and male learners, but only 25%-49% of the time.	The course/learning programme's delivery reaches female and male learners equally, but only 24% of the time, or less.	Not applicable.	/4
2. Appropriate measures were taken to address any differences in female and male learners' access, interests, needs and capacities.	Clear and appropriate measures were taken to address any differences in female and male learners' access, interests, needs and capacities.	Appropriate measures were taken to address differences between female and male learners in at least two but no more than three of these areas: access, interests, needs and capacities.	Appropriate measures were taken to address female and male learners' differences in only one of these areas: access, interests, needs and capacities.	Little or no measures were taken to address any differences in female and male learners' access, interests, needs and capacities.	Not applicable.	/4
3. Delivery mode is flexible or adaptable to equally reach female and male learners, particularly those who might be unable to participate due to work or household responsibilities.	Delivery mode is highly flexible and adaptable to consistently reach female and male learners equally, particularly those who might not be able to participate due to work or household responsibilities.	Delivery mode is slightly flexible and adaptable, and only reaches female and male learners equally some of the time.	Although delivery mode is flexible and adaptable, it does not reach female and male learners equally.	There is little or no flexibility or adaptability to equally reach female and male learners.	Not applicable.	/4
				DELIVERY − B1 TOTAL SCORE		/12

INDICATOR	EXCELLENT (4)	GOOD (3)	FAIR (2)	POOR (1)	N/A (0)	SCORE
B2. ASSESSMENT						
1. Where appropriate, feedback and solutions are provided equally to both female and male learners in order to help them learn what they need to know.	Feedback and solutions are provided equally over 75% of the time to both female and male learners to help them learn what they need to know.	Feedback and solutions are provided equally most of the time (50%-74% of the time) to both female and male learners to help them learn what they need to know.	Feedback and solutions are seldom (25%-49% of the time) equally provided to both female and male learners to help them learn what they need to know.	Feedback and solutions are equally provided to both female and male learners to help them learn what they need to know only 24% of the time or less.	Not applicable.	/4
2. Assessment tools offer a variety of ways to assess and evaluate learner progress so there is equality of opportunity and outcome for female and male learners.	A comprehensive set of assessment tools with a variety of ways to assess and evaluate learner progress is available to ensure equal opportunity and outcome for female and male learners.	Assessment tools offer at least two ways to assess and evaluate learner progress to ensure equal opportunity and outcome for female and male learners.	Assessment tools offer at least one way to assess and evaluate learner progress to ensure equal opportunity and outcome for female and male learners.	Learner progress assessment tools are rigid and do not seek to ensure equality of opportunity and outcome for female and male learners.	Not applicable.	/4
3. Assessment tools provide flexibility in terms of timing and duration to accommodate gender roles and allow sufficient time for completion of course work.	Assessment tools provide a high degree of flexibility in terms of timing and duration to accommodate gender roles and allow sufficient time for completion of course work.	Assessment tools provide some leeway in terms of timing and duration to accommodate gender roles and allow sufficient time for completion of course work.	Assessment tools provide limited flexibility in timing and duration in order to accommodate gender roles and allow sufficient time for completion of course work.	Assessment tools do not provide flexibility in timing and duration to accommodate gender roles or allow sufficient time for completion of course work.	Not applicable.	/4
ASSESSMENT – B2 TOTAL SCORE						/12

INDICATOR	EXCELLENT (4)	GOOD (3)	FAIR (2)	POOR (1)	N/A (0)	SCORE
B3. LEARNER SUPPORT SERVICES						
4. Support services and additional resources facilitate student retention and success equally for female and male learners.	Over 75% of support services and additional resources consider gender-based differences among learners to facilitate student retention and success equally for female and male learners.	50%-74% of support services and additional resources consider gender-based differences among learners to facilitate student retention and success equally for female and male learners.	25%-49% of support services and additional resources consider gender-based differences among learners, resulting in unequal student retention and success for female and male learners.	24% or less of support services and additional resources consider gender-based differences among learners and facilitate student retention and success equally for female and male learners.	Not applicable.	/4
5. There is gender balance among mentors and tutors.	50% of mentors and tutors are women.	35%-49% of mentors and tutors are women or men, depending on the sector.	Only about 15%-34% of mentors and tutors are women or men, depending on the sector.	14% or less of mentors and tutors are women or men, depending on the sector.	Not applicable.	/4
6. Instructors and learner support staff understand gender bias and how this can affect how and to what extent learning takes place as well as how learners are assessed.	Instructors and learner support staff understand and make clear efforts to prevent gender bias as they are aware of its effect on learning and learner assessment.	Instructors and learner support staff avoid gender bias, although they might be unable to clearly explain its impact on learning and learner assessment.	Instructors and learner support staff state that they understand gender bias but cannot clearly explain its impact on learning and learner assessment.	There is no understanding of gender bias among instructors and learner support staff and its role in learning and learner assessment.	Not applicable.	/4
7. Instructors and learner support staff are provided with training, tips, guidance and/or coaching regarding the different needs and experiences of female and male learners and other gender issues that affect learning outcomes.	High-quality training, tips, guidance and/or coaching regarding the different needs and experiences of female and male learners as well as other gender issues that affect learning outcomes are provided to instructors and learner support staff at least twice a year.	Good quality training, tips, guidance and/or coaching regarding female and male learners' different needs and experiences or other gender issues that affect learning outcomes are provided to instructors and learner support staff at least once every year.	Training, tips, guidance and/or coaching regarding female and male learners' different needs and experiences or other gender issues that affect learning outcomes is provided to instructors and learner support staff once every two years.	Training, tips, guidance and/or coaching regarding female and male learners' different needs and experiences or other gender issues that affect learning outcomes are rarely provided to instructors and learner support staff.	Not applicable.	/4
LEARNER SUPPORT SERVICES – B3 TOTAL SCORE						/16

INDICATOR	EXCELLENT (4)	GOOD (3)	FAIR (2)	POOR (1)	N/A (0)	SCORE
B4. EVALUATION						
1. Learning outcomes are monitored and measured by gender and capture any differences in outcomes on the basis of gender.	Systematic practices are in place to monitor and measure learning outcomes by gender. Differences in outcomes based on gender are captured.	There is a system in place to monitor and measure learning outcomes by gender although it is yet to capture any gender-based differences in outcomes.	The system to monitor and measure learning outcomes is not consistently applied. Gender-based differences in outcomes are yet to be captured.	Learning outcomes are not monitored or measured by gender. As a result, no gender-based differences in outcomes are captured.	Not applicable.	/4
2. The course meets the different learning needs of both female and male learners and enhances livelihood options for both genders.	The course meets over 75% of the different learning needs of female and male learners and enhances livelihood options for both genders.	The course meets 50%-74% of the different learning needs of female and male learners and enhances livelihood options for those students.	The course meets 25%-49% of the different learning needs of female and male learners and enhances livelihood options for those students.	The course meets 24% or less of the different learning needs of female and male learners, and enhances their livelihood options.	Not applicable.	/4
3. *Quantitative baseline sex-disaggregated data* is gathered to monitor the number of female/male instructors, mentors, learner support staff and learners, in terms of enrolment and completion rates for female and male learners.	Well-designed, user-friendly formal system in place to encourage and facilitate collection of sex-disaggregated baseline data on educators, mentors, tutors and learner support staff, as well as learners' enrolment and completion rates.	System to collect sex-disaggregated baseline data exists, but is informal and voluntary and as a result does not consistently capture data on all stated categories: number of female/male instructors, mentors, learner support staff and learners, as well as learners' enrolment and completion rates.	There is a system in place to encourage and facilitate collection of sex-disaggregated baseline data, but it primarily focuses on learners' enrolment and completion rates, and not on instructors, mentors or learner support staff.	No system of sex-disaggregated baseline data collection to monitor number of female/male instructors, mentors, learner support staff and learners, or to monitor enrolment and completion rates for female and male learners.	Not applicable.	/4

INDICATOR	EXCELLENT (4)	GOOD (3)	FAIR (2)	POOR (1)	N/A (0)	SCORE
B4. EVALUATION						
4. *Qualitative gender-sensitive* information is collected to track female and male learners' progress in terms of needs and outcomes.	Qualitative gender-sensitive information collected to track female and male learners' progress and used to identify strategic objectives in course plans and resource allocation based on identified needs and outcomes.	Qualitative gender-sensitive information collected to track female and male learners' progress in terms of needs and outcomes.	Qualitative gender-sensitive information is collected inconsistently, and female and male learners' needs and outcomes are not adequately tracked.	No evidence of qualitative gender-sensitive information collected on female and male learners' progress.	Not applicable.	/4
5. Information obtained through assessment and evaluation is used to improve the gender equality component in the next course offering.	A user-friendly and formal system is in place to ensure information gleaned from assessments and evaluations is used to improve the gender equality component in the next course offering.	Although there is no formal system in place, information obtained through assessment and evaluation is used to improve the gender equality component in the next course offering.	Information obtained through assessment and evaluation is minimally used to improve the gender equality component in the next course offering.	Information gained from assessment and evaluation is not acted on or used to improve the gender equality component in the next course offering.	Not applicable.	/4
				EVALUATION – B4 TOTAL SCORE		/20

Glossary of Gender Terms

Disaggregated by sex: See *Quantitative sex-disaggregated data*.

Gender is an overarching and fundamental variable that intersects with all other cross-cutting variables such as race, class, age, ethnicity, sexual orientation, religion, disability and locality. Gender systems are rooted in different socio-economic contexts that determine what is expected, allowed and valued in a woman/man and girl/boy in these specific contexts. Gender roles are learned through socialisation processes; they are not fixed but changeable. Perspectives on gender are institutionalised through educational, political and economic systems; legislation; and culture, religion and traditions.[1]

Gender balance is a "human resource issue as it concerns the equal participation of women and men in all areas of work,"[2] including in projects and training events.

Gender bias refers to the "unfair difference in the way women and men are treated"[3] and also perceived based on their gender.

Gender-blindness is the failure to recognise that women and men have specific roles and responsibilities assigned by social, cultural, economic and political contexts and expectations.[4] Gender-blind curricula reinforce gender inequalities and do not try to change the unequal structure of gender relations, and gender-blind terms used generically, such as "mankind," "chairman," "man," "men," reinforce gender stereotypes. Gender blindness also includes the failure to use female role models in modules and case studies. Failing to recognise the differences between genders means those differences will not be accommodated.

Gender equality relates to equal rights, responsibilities and opportunities for women and men, girls and boys. It does not mean that women and men will become the same, but that individuals' rights, responsibilities and opportunities will not depend on whether they are born female or male. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, while also acknowledging the diversity within groups of women and men. Equality between women and men is seen as both a human rights issue and a precondition for, and indicator of, sustainable people-centred development.[5]

Gender perspective is a key component of gender analysis in that it provides a lens to assess and identify the different ways gender

---

1 Commonwealth of Learning (2009), *COL's policy on gender*. Retrieved from http://oasis.col.org/handle/11599/710

2 UNICEF, UNFPA, UNDP and UN Women (n.d.), "Gender equality, UN coherence and you." *Glossary*. Retrieved from https://www.unicef.org/gender/training/content/resources/Glossary.pdf

3 Gender bias. In *Cambridge Dictionary* (online version, n.d.). Retrieved from https://dictionary.cambridge.org/dictionary/english/gender-bias

4 Gender blindness. In UN Women Training Centre (n.d.), *Gender equality glossary*. Retrieved from: https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder=

5 Commonwealth of Learning, *Policy on gender*.

affects and influences individuals' roles in society, opportunities and how they relate to one another.[6]

Gender-responsiveness pertains to taking action to correct gender bias and discrimination in order to make sure gender equality and equity are consciously achieved. In the context of course development and evaluation, gender responsiveness means there is careful consideration of the different learning needs of women/girls and men/boys in the planning, development and implementation of learning materials and activities with the intent to ensure equal involvement of all learners in the creation of and participation in learning opportunities, and in the decision-making processes that affect such opportunities.

Gender stereotypes are "simplistic generalizations about the gender attributes, differences and roles of women and men"; for example, that women are gentle and nurturing and should be concerned with looking after their family, and men are aggressive and logical and should be concerned with working hard to earn money to support their family. They tend to push the message that women are inferior to men and "are often used to justify gender discrimination more broadly and can be reflected and reinforced by traditional and modern theories, laws and institutional practices."[7]

Qualitative gender-sensitive data seeks to measure the quality of women's/girls' and men's/boys' participation in and experience of various aspects of daily life, including, for example, education, meetings and public services.[8] It shows the ways in which women/girls participated in activities, and the level of their active involvement, rather than simply showing the number or percentage of women/girls who participated compared to men/boys. In general, qualitative gender-sensitive data may require time and persistence as it can be a form of storytelling that can provide important evidence and can be used to validate *quantitative sex-disaggregated data* (see below).

Quantitative sex-disaggregated data breaks down data in numbers, percentages or ratios for each sex into smaller categories, such as economic status, to present a general picture of the general conditions experienced by women and men, girls and boys in daily life. Additional examples include literacy rates, education levels, business ownership, employment, wage differences, dependents, house and land ownership, loans and credit, debts, etc. "When data is not disaggregated by sex, it is more difficult to identify real and potential inequalities. Sex-disaggregated data is necessary for effective gender analysis."[9]

Sex refers to the natural biological characteristics that human beings are born with, which categorise them as female or male. In contrast to "gender," sex is not influenced by culture or time. Unless medical intervention is involved, the sex of an individual cannot be changed.

---

6 Gender perspective. In UN Women Training Centre, *Glossary*. Retrieved from: https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey&sortorder&fullsearch=0&page=-1

7 Gender stereotypes. In UN Women Training Centre, *Glossary*. Retrieved from: https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey&sortorder&fullsearch=0&page=-1

8 Adapted from UNESCO (2003), *Gender sensitive auantitative and aualitative indicators*.

9 Sex-disaggregated data. In UN Women Training Centre, *Glossary*. Retrieved from: https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=S&sortkey=&sortorder=

References

Cambridge Dictionary (online version, n.d.). Retrieved from https://dictionary.cambridge.org/dictionary/english

Commonwealth of Learning. (2009). *COL's policy on gender*. Retrieved from http://oasis.col.org/handle/11599/710

UNESCO. (2003). *Gender sensitive quantitative and qualitative indicators*. Retrieved from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/BSP/GENDER/PDF/3.%20UNESCO%20Gender%20Lens%20for%20measuring%20performance%20guide%20for%20developing%20gender%20sensitive%20indicators.pdf

UNICEF, UNFPA, UNDP and UN Women. (n.d.). "Gender equality, UN coherence and you." *Glossary*. Retrieved from https://www.unicef.org/gender/training/content/resources/Glossary.pdf

UN Women Training Centre. (n.d.) *Gender equality glossary*. Retrieved from https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36

LEARNING FOR SUSTAINABLE DEVELOPMENT

COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

VISION: To be the foremost global agency that promotes learning for sustainable development

MISSION: To help governments and institutions to expand the scale, efficiency and quality of learning by using open, distance and technology-based approaches

COMMONWEALTH of LEARNING (COL)

4710 Kingsway, Suite 2500
Burnaby, BC V5H 4M2 Canada
Phone + 1 604 775 8200 / Fax + 1 604 775 8210
info@col.org
www.col.org
@col4d
facebook.com/COL4D/
instagram.com/commonwealthoflearning/

August 2019