

Gender balance in education checklist

- This activity does not intend to promote any type of gender stereotype.
- This activity doesn't require me to create working teams based on gender.
- The pictures, videos and any visual content I am using are equally representative of both genders, or are gender neutral.
- All stories, arguments, and dialogues that I include in this activity are equally representative of both genders and do not promote any type of gender stereotypes. (For example, if representing a profession, I use both female and male characters).
- In case I cannot avoid using visuals or dialogues that have gender-based stereotypes, I include an open discussion with my students and raise their awareness about it.
- This activity allows all students to relate to relevant professions or main characters regardless of their gender.
- This activity allows all students to achieve the proposed goals and skill development regardless of their gender.
- In this activity I allow all students to work based on their talents and skills and never based on their gender.
- When attributing tasks and roles, I will consider my students interests and skills and will be aware not to base my choices on gender.
- In this activity I will be aware of my gender biases, and I will try to identify them and reduce them as much as I can.
- In this activity I will not treat students differently based on their gender, and my level of demand will not be influenced by my students' gender.
- In this activity I choose at least one moment to promote a conversation with my students about the importance of gender equity awareness and promotion.

The ASSESS team created this checklist to help teachers reflect on the gender-balance of any activity they carry out with students. It is a very simple one and detailed guides can be found online. You don't have to check all the boxes, but the more you check, the more gender balanced your practice is. If you need any support, don't hesitate to contact us to assess-project@nuclio.org.
