HER DIGITAL SKILLS

GENDER TRANSFORMATIVE DIGITAL SKILLS EDUCATION **CHECKLIST**

CHECKLIST TO THE GENDER TRANSFORMATIVE DIGITAL SKILLS EDUCATION FRAMEWORK

EQUALS
GLOBAL PARTNERSHIP

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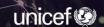
Gender Transformative Digital Skills Education CHECKLIST

Checklist to the [Gender Transformative Digital Skills Education Framework](#)

Gender Transformative Program Design

Is it based on Gender Analysis? ☐

Has research been done to understand the problem – i.e. the characteristics and scale of the gender digital divide? ☐

Has research been done to identify and understand who is most affected by the problem – for example, how does the gender digital divide intersect with inequalities related to class, age, race, ethnicity, religion, gender identify etc.? ☐

Has research been done to understand the gendered context – i.e. the social, economic, political, historical and religious factors that influence the gender digital divide? ☐

Based on all this research, have key gender gaps and barriers to women's and girls' digital skills development been identified? ☐

Have learning outcomes been defined? ☐

Do these learning outcomes include women's empowerment outcomes? ☐

Are digital learning outcomes competency-based – i.e. are they defined in terms of knowledge, attitudes and skills? ☐

Does it have a theory of change? ☐

Does it have a Monitoring, Learning and Evaluation framework, plan and budget? ☐

What monitoring data exists? ☐

What learning has been drawn from the data? ☐

Has the program been evaluated? ☐

If yes, was the evaluation independent? ☐

Were the results published? ☐

Does the program intervene at multiple levels to address normative barriers? ☐

At the individual level – does the program:	
Use inclusive channels/platforms to deliver digital skills learning – i.e. face-to-face training in contexts where women and girls are unconnected?	☐
Provide bite sized learning, in recognition of women's and girls' time constraints?	☐
Provide training in spaces that are socially acceptable for women and girls, and where they feel comfortable?	☐
Are these spaces close enough to women's and girls' homes to avoid travel?	☐
Is training delivered in local languages/dialects?	☐
Does the program engage regularly with learners for a sustained period of time?	☐
At the social level – does the program:	
Engage with powerful people in women's and girls' social networks, such as husbands, parents, brothers, employers, and community and religious leaders?	☐
Identify and incentivise women from the community to act as peer change agents to provide training, and act as role models and mentors?	☐
Prioritize group-based learning in trusted social networks, such as women's collectives?	☐
Create opportunities for networking and establish connections between women and girls from different backgrounds?	☐
At the resources level – is the program:	
Embedded in livelihoods programs or employment skilling programs to provide women with an economic incentive and income to pay for devices and data, and to enable experiential learning?	☐
Building the capacity of educators to deliver Gender Transformative Digital Skills Education?	☐
Hiring female educators for digital competency training programs or to teach STEM subjects in schools?	☐
Does it have a mentorship scheme?	☐
Has a pipeline been created from the training program to job opportunities, including for trainees?	☐
Does it solve the access challenge to ensure that women and girls have opportunities to regularly practice on appropriate devices over a sustained period of time?	☐

At the institutional level – is the program collaborating with organisations that are advocating for:	
Women's economic inclusion?	☐
Closure of gender and equity gaps in primary and secondary school education?	☐
Mainstreaming gender transformative approaches to digital skills education for all genders in public and private sector digital skills programs?	☐
The adoption and implementation of more effective legislation against Technology Facilitated Gender Based Violence?	☐
Investment in media campaigns to counter harmful normative beliefs about women's and girls' use of technology?	☐

Gender Transformative Curricula, Syllabi and Content

Is it tailored to meet the needs of learners, recognizing that no single curriculum or syllabus will meet the diverse needs of learners from different backgrounds in different contexts? There is no 'one size fits all' approach.	☐
Is the curriculum competency-based?	☐
Does it focus on competencies – i.e. the knowledge, skills and attitudes required for the confident, critical and safe use of technology? Or does it just focus on specific software applications or hardware?	☐
Is it built on an existing digital competence framework?	☐
Does it build on existing curricula and syllabi?	☐
Does it address gender gaps in existing curricula and syllabi by covering:	
Safety, particularly how to protect oneself (to the extent possible) from TFGBV, and redressal mechanisms?	☐
Netiquette, including unacceptable/ illegal behaviour, such as TFGBV?	☐
Rights, for example, to freedom from harm, privacy and data protection, and intellectual property?	☐
Does it cover inclusive digital financial competencies?	☐
Are the skills being taught relevant to women's lives?	☐
Is it 'mobile first' in contexts where women are low literate, and household ownership of computers is minimal?	☐

Does it just focus on Smartphones, or does it consider how women who cannot read or write might benefit from button phones?	☐
Is it pitched at the correct proficiency level for leaners?	☐
Does it use inclusive formats – i.e. audio and/or video content for low literate populations?	☐
Does it adopt a Social and Behaviour Change Communication approach to explicitly address regressive attitudes and normative beliefs?	☐
Does it establish the value proposition for women's and girls' use of digital technologies – both for women and girls themselves, and for powerful people at home and in the community?	☐
Does it feature relatable role models?	☐
Does it address fears about the negative side of the internet, and concerns about women's and girls' safety online?	☐
Is it designed to trigger discussion in groups, and with powerful people in women's and girls' social networks?	☐
Is it free from gender biases/stereotypes and is it inclusive?	☐
Does it include an equal number of images of women and girls?	☐
Does it include images of women and girls who may be disadvantaged due to class, education, age, race, ethnicity, caste, religion, and gender identity etc.	☐
Is its portrayal of women and girls empowering, not stereotypical?	☐
Is its portrayal of women and girls relatable and relevant to the context?	☐
Does it use gender neutral pronouns or 'her/she'	☐
Does it include an equal number of case studies and examples involving women and girls?	☐