

Results Framework (RF) - Ending Gender Stereotypes in Schools Programme

Results Statement	Key Indicators	Level of Disaggregation	Periodicity	Means of Verification (MoV)	Assumptions & Risks	Remarks
Impact	Children in all their diversity enjoy a learning environment free from gender stereotypes.				If (a) gender un-stereotyped education is implemented effectively at scale along with favorable policy change and effective implementation of such policies, (b) girls and boys in all their diversity build favorable attitudes in challenging the gender norms and gender stereotypes, (c) parents and community members are positive and supportive to their children in challenging harmful gender norms and gender stereotypes; (d) there is favorable and enabling environment for gender un-stereotyped education based on normative framework on gender equality.	Gender stereotypes in education: Policies and practices to address gender stereotyping across OECD education systems (OECD Education Working Papers No. 271) identifies three major strategies and areas of interventions to address the issue of gender stereotypes in schools: i) Governance, ii) Capacity building and iii) School-level interventions. Details provided in the footnote below.
SDG Target	SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, especially girls SDG 5. Achieve gender equality and empower all women and girls (5.1 End all forms of discrimination against all women and girls everywhere)					
Outcome 1	Girls and boys in all their diversity and parents and community members question unequal and discriminatory gender norms and gender stereotypes and adopt positive behaviors in addressing pre-existing gender bias and discrimination against gender stereotypes in the schools and communities					
	OC1.1a Percent of girls and boys in all their diversity who challenge harmful gender norms and gender stereotypes and adopt positive behaviors to pursue their desired goals	Sex, Location, Age, Grade, Ethnicity, Disability	2-3 years	Survey (e.g. Baseline & Midline, Endline)	'a) If girls and boys in all their diversity and parents and community members question gender norms and gender stereotypes, and challenge harmful gender norms, b) if there is supportive environment in the schools and communities including positive attitudes of community leaders; teachers and school administrations adopt gender stereotype free education curricula and support the actions of students, c) if there is educational opportunities in pursuant to children's desired career goals. Risks: Risk of backlash in the family and community; community leaders may oppose and challenge the positive shift in the attitudes, behaviors and actions; teachers and school administration may not be in full support of the transformation that challenge the traditional patriarchal norms and practices.	
	OC1.1b Percent of girls and boys in all their diversity who demonstrate positive attitude and perceptions on gender norms and gender stereotypes	Sex, Location, Age, Grade, Ethnicity, Disability	2-3 years	Survey (e.g. Baseline & Midline, Endline)		
	OC1.2 Average number of hours spent by girls and boys on unpaid domestic work (including childcare and other care work)	Sex, Location, Age, Ethnicity, Disability	2-3 years	Survey (e.g. Baseline & Midline, Endline), testimonies		Adapted from UNGEI Gender Equality in Education Snapshot (GES) toolkit indicator (Percentage of adolescents aged 10–14 years who, during the reference week, spent at least 21 hours on unpaid household services) (GEMR 2020 Gender Report)
	OC1.3 Percent of boys and girls aspiring for un-stereotyped career goals	Sex, Location, Age, Grade, Ethnicity, Disability; Professional category selected	2-3 years	Survey (e.g. Baseline & Midline, Endline)		
	OC1.4a Percent of parents and community members who challenge the harmful gender norms and gender stereotypes and adopt positive behaviors against gender stereotypes	Sex, Location, Age, Ethnicity, Disability	2-3 years	Survey (e.g. Baseline & Midline, Endline)		

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	OC1.4b Percent of parents and community members who demonstrate positive attitude and perceptions on gender norms and gender stereotypes.	Sex, Location, Age, Ethnicity, Disability	2-3 years	Survey (e.g. Baseline & Midline, Endline)		
Output 1.1	Girls and boys in all their diversity have increased knowledge and understanding on social norms and gender stereotypes at the level of schools.				'a) If play-based curricula are reflected to the overall curriculum to challenge gender stereotypes and gender norms and classes/sessions are conducted effectively; additional training, orientation, and extra-curricular activities are conducted; b) if there is a supportive and enabling environment in the schools and communities; c) if schools adopt and deliver the curricula suited to challenge the gender norms and gender stereotypes with whole-school approach; d) if there is use of positive discipline approach and there is interest among the teachers and schools management committees. Risks: Teachers and school administrations may resist the change and may not accept transformation in the curricula, there may be lack of incentives for the teachers and schools in the adoption and delivery of revised gender un-stereotyped curricula.	
	OP1.1.1 Percent of girls and boys who have increased knowledge and understanding of social norms and gender stereotypes through play-based curricula.	Sex, Location, Age, Grade, Ethnicity, Disability	2-3 years	Survey (e.g. Baseline & Midline, Endline), testimonies		
Output 1.2	Parents and community members have increased knowledge and understanding of gender norms and gender stereotypes				If parents and community members internalize the issue of harmful gender norms and gender stereotypes; if community leaders are in favor of internalizing the changes; if community level interventions are organized in an effective manner and at scale through various means (orientation, advocacy campaign, awareness raising campaign through radio, TV, online media etc.).	
	OP1.2.1 Percent of parents and community members who have increased knowledge and understanding of social norms and gender stereotypes.	Sex, Location, Age, Ethnicity, Disability	2-3 years	Survey (e.g. Baseline & Midline, Endline)		
Outcome 2	School teachers and school administrations adopt and promote gender un-stereotyped education in schools				If teachers and school administrations who are trained on gender stereotypes and gender norms internalize the importance of it and adopt the skills in their practices; if there is effective mentoring, follow up and	
	OC2.1a Percent of schoolteachers (who are trained on gender stereotypes and gender norms) who demonstrate positive attitudes and perceptions on gender norms and gender stereotypes.	Sex, Location, Level of School, Ethnicity, Types (headteacher,	2-3 years	Survey* (e.g. Baseline & Midline, Endline)		*Surveys to be conducted with teachers and students.

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		subject teachers), Disability			support from the respective education authorities; there is adequacy of teaching learning materials, adequate budgetary provisions by the respective government. Risks: Teachers and school administrations may resist the change due to deep rooted social norms and traditional practices despite increased knowledge following the training; government may not allocate adequate resources due to budgetary constraints and priorities, as well as due to poor acknowledgement of the issue.	
	OC2.1b Percent of schoolteachers (who are trained on gender stereotypes and gender norms) who demonstrate improved skills and practices to deliver gender un-stereotyped education in schools.	Sex, Location, Level of School, Ethnicity, Types (headteacher, subject teachers), Disability	2-3 years	Survey* (e.g. Baseline & Midline, Endline)		*Surveys to be conducted with teachers and students.
	OC2.2a Percent of school management committee members and other non-teaching staff (who are trained on gender stereotypes and gender norms) who demonstrate positive attitudes and perceptions on gender norms and gender stereotypes.	Sex, Location, Level of School, Ethnicity, Types (administrators, SMC members), Disability	2-3 years	Survey* (e.g. Baseline & Midline, Endline)		*Surveys to be conducted with teachers and students.
	OC2.2b Percent of school management committee members and other non-teaching staff (who are trained on gender stereotypes and gender norms) who demonstrate improved skills and practices to support the delivery of gender un-stereotyped education in the schools.	Sex, Location, Level of School, Ethnicity, Types (administrators, SMC members), Disability	2-3 years	Survey* (e.g. Baseline & Midline, Endline)		*Surveys to be conducted with teachers and students.
Output 2.1	School teachers and school administrators have increased knowledge and understanding of social norms and gender stereotypes				If teachers and school administrations are sensitized and trained on gender stereotypes and gender norms and internalize the issue; teachers training modules effectively integrate the contents on gender norms and gender stereotypes, if enabling environment prevails in the schools (policy, reflection of gender norms and gender stereotypes in the teachers' training modules, mentoring and follow up and support from relevant education authorities etc.).	
	OP2.1.1 Percent of schoolteachers (who are trained on gender stereotypes and gender norms) have increased knowledge and understanding of gender norms and gender stereotypes in education.	Sex, Location, Level of School, Ethnicity, Types (headteacher, subject teachers), Disability	2-3 years	Survey (e.g. Baseline & Midline, Endline)		
	OP2.1.2 Percent of school management committee members and other non-teaching staff (who are trained on gender stereotypes and gender norms) have increased knowledge and understanding of gender norms and gender stereotypes in education.	Sex, Location, Level of School, Ethnicity, Types (administrators, SMC members), Disability	2-3 years	Survey (e.g. Baseline & Midline, Endline)		
Outcome 3	School and institutional environment is strengthened to dismantle gender stereotypes in schools				If school and education administrations are sensitized on the issue of gender norms and gender stereotypes, government adopts various aspects of ending gender stereotypes in their policies and plans; if ending gender stereotypes in schools receives budgetary allocation, there is mentoring, support and reporting is integrated into EMIS.	
	OC3.1 Number (and percent) of educational institutions with policies and procedures for dealing with discrimination, school-related gender-based violence, including sexual harassment.	Location, Level of Government, Level of Schooling	Annual	Administrative Records (Policies, Plans etc.)		Adapted from GES toolkit indicator (Percentage of schools that have developed and put into practice a code of conduct with reference to SRGBV)
	OC3.2 Number (and percent) of women and men completing a technical, vocational, or other tertiary qualification by subject area.	Sex, Location, Age, Grade, Ethnicity, Disability, Subject area	Annual	Administrative Records (Policies, Plans etc.)		Adapted from GES toolkit indicator (Participation rate in technical and vocational programs (15 to 24-year-olds) (UIS SDG 4 Dataset)

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	OC3.3 Number (and percent) of administrative areas/divisions that adopt gender un-stereotyped education curricula at scale covering at least 70% of schools in their territory.	Location, Level of Government	Annual	Administrative Records (Policies, Plans etc.)	Risk: There is risk of delay from government on adoption of ending gender stereotypes in the education policies and plans due to lack of interest, less priority and lack of funding.	
	OC3.4 Number (and percent) of schools that adopt and implement gender un-stereotyped education curricula effectively.	Location, Level of Government, Level of Schooling	Annual	Administrative Records (Policies, Plans etc.)/Survey		
Output 3.1	Supportive policy environment enables schools and organizations to adopt and implement gender un-stereotyped education effectively				If there is sensitization and policy advocacy support to the government (Ministry of Education and Department of Education, Curriculum Development Centre and Teachers Training Centers, etc.) and buy-in by the respective government in adaptation of gender un-stereotyped education curricula and mainstreaming into the policies and plans.	
	OP3.1.1 Number of governments policies, plans, curricula, and budget plans/documents that reflect adoption of gender un-stereotyped education	Location, Level of Government, Level of Schooling	Annual	Administrative Records (Policies, Plans etc.)		
	OP3.1.2 Number of school curricula that are free from gender stereotyped messages/content in the textbooks and teaching-learning materials.	Location, Level of Government, Level of Schooling	Annual	Administrative Records (Policies, Plans etc.)		
Output 3.2	Availability and use of locally contextualized learning materials and knowledge resources				If the organizations engaged in implementation of the ending gender stereotypes in schools programming prioritize the development of learning materials and knowledge resources with allocation of adequate human resources and budget, if there is advocacy around the need of integration and use of locally contextualized learning materials, if there is conducive environment and organizational culture in terms of sharing of resources and learning materials.	
	OP3.2.1 Number of locally contextualized learning materials developed and are available for use.	Location, Types (e.g. for students, teachers, community etc.),	Annual	Administrative Records (learning materials and other products etc.)		
	OP3.2.2 Number of knowledge resources developed and shared among relevant organizations and partners.	Location, Types (e.g., success stories, lessons learned, research etc.)	Annual	Administrative Records (knowledge products etc.)		
	OP3.2.3 Number of (and percent) of schools using locally contextualized learning materials or knowledge resources.	Location, Level of Schooling	Annual	Administrative Records, programme monitoring		
	OP3.2.4 Number (and percent) of administrative areas/divisions that use locally contextualized learning materials or knowledge resources.	Location, Level of Government	Annual	Administrative Records, programme monitoring		

Note: OECD proposed areas of interventions to address gender stereotypes in schools

- (1) Governance – goals, from international to local, and equitable choices; legislation, responsibility, and support; and educational offerings that include learning environments.
- (2) Capacity building – creating educational environments that foster inclusion through mechanisms such as public awareness campaigns, assessing needs for training and implementing strategies.
- (3) School-level interventions – providing resources for students, from a positive school climate to counselling, inclusive curriculum, and organizations.