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| <b>Indicator name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Extent to which curricula and learning materials are free from discriminatory social norms and gender stereotypes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Aggregable indicator</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Indicator type (quantitative/qualitative)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Qualitative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Thematic area of engagement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Promoting economic and social rights and empowering girls and women                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Related objectives in the Gender Action Plan III</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Overall thematic objective:</b> Women, men, girls and boys, in all their diversity, fully enjoy and exercise their equal economic, labour and social rights.</p> <p><b>Specific thematic objective 6:</b> Reduction in gender disparities in enrolment, progression and retention at all levels of education and lifelong learning for women, men, girls and boys</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Technical Definition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>This indicator intends to assess if, how, and to what extent education curricula and learning materials do not contain discriminatory social norms and gender stereotypes.</p> <p>The following definitions apply:</p> <ul style="list-style-type: none"> <li>- <u>Gender stereotypes</u> are preconceived ideas whereby males and females are arbitrarily assigned characteristics and roles determined and limited by their gender. Gender stereotyping can limit the development of the natural talents and abilities of boys and girls, women and men, their educational and professional experiences as well as life opportunities in general. Stereotypes about women both result from and are the cause of deeply engrained attitudes, values, norms and prejudices against women. They are used to justify and maintain the historical relations of power of men over women as well as sexist attitudes which are holding back the advancement of women”.<sup>1</sup></li> <li>- <u>Social norms</u> refer to the importance of shared expectations or informal rules among a set of people (a reference group) as to how people should behave. They are held in place through social rewards for people who conform to them (e.g. other people’s approval, standing in the community) and social sanctions against people who do not (such as gossip, being ostracised or violence).<sup>2</sup></li> <li>- <u>Discriminatory social norms</u> reflect and reproduce underlying gendered relations of power that restrict the access of women and other individuals to opportunities, resources and power.</li> <li>- <u>Education curricula</u> refers to a systematic and intended packaging of competencies (i.e. knowledge, skills and attitudes that are underpinned by values) that learners should acquire through organised learning experiences both in formal and non-formal settings.<sup>3</sup></li> <li>- <u>Learning materials</u> refers to physical or virtual items or objects (books, kits, CD-ROMS, online resources) which aim at supporting pupils in their learning process. They complete</li> </ul> |

<sup>1</sup> [European Institute for Gender Equality](#)

<sup>2</sup> ODI (2015) [Social norms, gender norms and adolescent girls: a brief guide](#)

<sup>3</sup> Extracted from UNESCO – International Bureau of Education [“Curriculum”](#)

the lessons taught within the classroom.<sup>4</sup>

### Rationale

Education is key to promote women's and girls' empowerment. Curricula and learning materials can be used to reinforce the status quo in terms of gender inequality, or to support transformations in gender relations and promote gender equality by ensuring that they: (i) do not perpetuate existing gender bias and discrimination in society, and (ii) are relevant to the gendered needs of boys and girls.

### Data source and calculation

Reporting covers cooperation, development and humanitarian (if applicable) initiatives and investment frameworks funded by the EC (INTPA, NEAR, FPI, ECHO) and EEAS.

EUMs may provide information related to their interventions through their contributions to GAP III reports or through the EUDs, e.g., in cases of joint dialogue (i.e., as part of joint programming or TEI).

#### Data sources:

The intervention's monitoring and reporting systems, e.g., inception, interim and final reports from implementing organisations (including governments, international organisations, national and international civil society organisations, private sector, etc.), ROM reviews and evaluations.

Administrative records from educational centres within the scope of the EU action/intervention as well as the data available at the Ministry/regional department of Education and the national/regional statistics offices.

Surveys/interviews conducted and budgeted by the intervention can also be relevant data sources.

Baseline and endline studies conducted and budgeted within the EU intervention. These studies can be conducted as part of the gender country profile and / or gender sector analysis, or be based on existing official reports and published data. Baseline and endline studies should be conducted using the same data collection methodology.

#### Calculation:

- Analysis of the curricula and learning materials by skilled gender and human rights specialists.
- Analysis of the existence of gender stereotypes and discriminatory social norms through the curricula and learning materials examined.

### Worked examples

In the framework of the Partnership Agreement with Country A, the EU supports equitable quality education. A national programme is set up to provide measures to reverse the rise of inequality, especially between urban and rural areas and ethnic groups. The objective is to reduce and prevent learning differences arising from socio-economic background, gender, migrant and disability status of students as well as differences in terms of access to schooling and socio-emotional wellbeing. Also, the programme intends to address the discriminatory social norms and gender stereotypes widely existing among social and ethnic groups in different communities. With this aim, the programme includes a thorough review of the school textbooks

<sup>4</sup> Adapted from UNESCO: <https://policytoolbox.iiep.unesco.org/glossary/teaching-and-learning-material-tlm/#:~:text=Definition,lessons%20taught%20within%20the%20classroom.>

and other learning materials.

- ⇒ By the end of the first year, the school textbooks for grades 1 and 2 and the learning materials for kindergarten were analysed with a gender and human rights perspective and proposals for change were made.
- ⇒ During the second year, new school textbooks and kindergarten learning materials were produced and approved by the Ministry of Education.
- ⇒ At the start of the first semester of year 3, the new textbooks were introduced in grades 1 and 2 and the new learning material was introduced in the kindergartens.

#### Baseline

Data from official counterparts (i.e., national gender equality mechanisms, national gender observatories, line ministries/authorities, statistical institutes, etc.). Data from international and national organisations working on education or other independent non-state actors.

If baseline data are lacking, a mapping can be done at the start of the intervention using surveys/ interviews.

#### Disaggregation

N/A

#### Availability and Timeliness

Information should become available annually, depending on the duration of the intervention.

#### Related DAC CRS code

110 - Education / 11110 – Education policy and administrative management

#### Associated SDGs

SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Target 4.7, Indicator 4.7.1 (See [Metadata](#))

SDG 5 Achieve gender equality and empower all women and girls.

Target 5.1, Indicator 5.1.1 (See [Metadata](#))

Target 5.c, Indicator 5.c.1 (See [Metadata](#))

#### Other issues

The country gender profile and/ or gender sector analysis can be a very relevant source of information for this indicator.

If there is no gender analysis available at the EUD, it is recommended to look at the analysis undertaken by EU Member States or other trusted partners (UN, World Bank, human rights national and regional mechanisms, etc.) as well as the [national-level reviews](#) carried out in 2019 by UN Women and the partner countries to assess progress made and challenges encountered in the implementation of the Beijing Declaration and Platform for Action.

Special attention should be paid to following up on partner country institutions reached with EU support.