



# Building Capacity and Confidence in Gender Transformative Programming **A Virtual Learning Experience**

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Module 2 – Facilitator's Guide

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## Session 6: Gender in the Project Cycle

**Learning Objective**

Participants understand the basic points of the project cycle that will be used for the training, and how it applies to their work.

**Key Messages**

- Regardless of your organization's mandate, a project cycle is a universal and practical approach to understanding the processes within which gender equality and feminist approaches can be integrated.
- The journey through this training will be hands-on and practical, requiring everyone's active participation.

**Duration**

20 minutes

**Activities**

- Introduction (5 minutes)
- Gender in the Project Cycle (15 minutes)

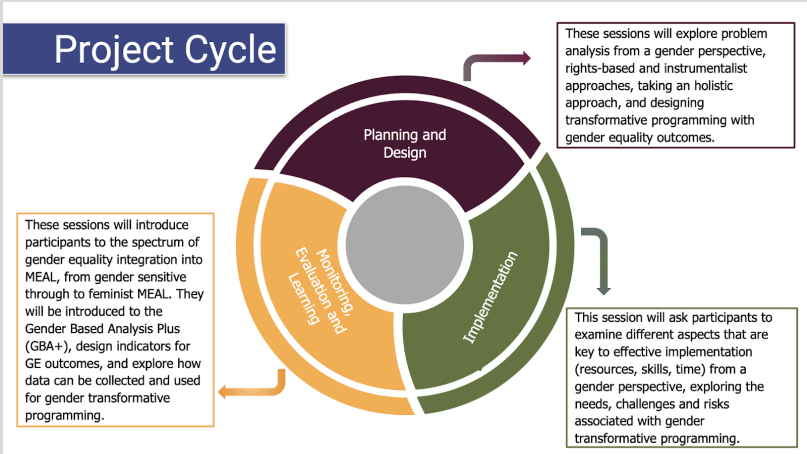
**Resources**

- Participant Resource Package
- PowerPoint

**Technology**

- PowerPoint presentation
- Zoom
- MURAL

## Process

#	Facilitator Steps	Technology Support
1	<p>Welcome participants to Module 2 of training. Take 5 minutes to debrief module 1 sessions. Ask 2 - 3 participants to share their key take away from module 1.</p>	<ul style="list-style-type: none"> <li>Turn on Zoom gallery view to allow everyone to see each other during the welcome and recap.</li> <li>If this is the first session of the day, consider hosting a virtual icebreaker to get module 2 started!</li> </ul>
2	<p><b>Explain to participants:</b> Now that a shared understanding has been established, the rest of the training will be spent on exploring what these concepts look like in their practical application. For this purpose, the training will take a project cycle approach. While there are countless models for the 'project cycle', they for the most part take a consistent form. Here we will be following a simple project cycle:</p> 	<ul style="list-style-type: none"> <li>Start the PowerPoint and share the screen. Follow along with the facilitator and go through the slides using the cues from the facilitator when to switch slides.</li> <li>Let the facilitator introduce the session, explain the session objectives and key messages to the participants.</li> </ul>

- 3 *Explain* that within each of these areas, we will explore how to strengthen the transformative nature of programming, introducing tools and examples throughout:
- **Planning and Design.** These sessions will explore problem analysis from a gender perspective, rights-based and instrumentalist approaches, taking a holistic approach, and designing transformative programming with gender equality outcomes.
  - **Implementation.** This session will ask participants to examine different aspects that are key to effective implementation (resources, skills, time) from a gender perspective, exploring the needs, challenges and risks associated with gender transformative programming.
  - **Monitoring, Evaluation, Accountability and Learning.** These sessions will introduce participants to the spectrum of gender equality integration into MEAL, from gender sensitive through to feminist MEAL. They will be introduced to the Gender Based Analysis Plus (GBA+), design indicators for GE outcomes, and explore how data can be collected and used for gender transformative programming.

- Progress through accompanying slide(s)

- 4 Invite participants to ask questions about the project cycle approach being used for the training, including if any clarification is needed.

- Progress through accompanying slide(s)
- Post the Mural link in the Zoom chat
- Act as tech support for anyone having difficulty navigating Mural and the instructions

## Session 7: Problem Analysis from a Gender Perspective

<b>Learning Objective</b>	To become comfortable with the application of a gender lens, and the identification of 'root causes'.
<b>Key Messages</b>	<ul style="list-style-type: none"> <li>• In order to design gender transformative programming, we need to have a deep understanding of the gendered nature of the problem, right down to the root causes.</li> <li>• Revising our conceptual understanding of gender inequality can help us to explore these root causes.</li> </ul>
<b>Facilitator's Notes</b>	<ul style="list-style-type: none"> <li>• Refer to the "tech guide" for detailed instructions on how to use MURAL</li> <li>• Ensure the Participant Resource Package is populated and ready for group work</li> </ul>
<b>Duration</b>	50 minutes
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Introduction (15 minutes)</li> <li>• Activity 7.1: Problem Trees (30 minutes)</li> <li>• Wrap-up (5 minutes)</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Participant Resource Package</li> <li>• PowerPoint</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Zoom</li> <li>• MURAL</li> </ul>

## Process

#	Facilitator Steps	Technology Support
1	<p>Ask participants to recall the sessions from day 1 on concepts and terminology. Ask for someone to recall and share the definition of <b>'gender transformative'</b> programming (to address the root causes of gender-related problems and gender equality). As with the design of any project or program, the very first essential step is to have a comprehensive understanding of the problem that is being addressed – sometimes called a <b>'situation analysis'</b> or <b>'problem analysis'</b>. Explain that in this session, participants will focus on a problem analysis from <b>a gender perspective</b>.</p>	<ul style="list-style-type: none"> <li>• Start the PowerPoint and share the screen.</li> <li>• Progress through the accompanying slide(s).</li> <li>• Follow the cues from the Facilitator when to switch slides.</li> </ul>
2	<p>Ask participants who amongst them has used a <b>'problem tree analysis'</b> before? If any have, ask them to share a brief overview, then introduce the following explanation:</p> <p><b>Problem Tree Analysis</b> is central to many forms of planning. Problem tree analysis is a group exercise that helps to find solutions by mapping out causes and effects around an issue.</p> <ul style="list-style-type: none"> <li>• The first step is to discuss and agree on the problem or issue to be analyzed. The problem or issue is written in the center of the flip chart and becomes the 'trunk' of the tree. This becomes the 'focal problem'.</li> <li>• Next, the group identifies the causes of the focal problem, these become the roots, and then identify the consequences, which become the branches. For this exercise, the focus will be on the roots or causes of the problem.</li> <li>• The heart of the exercise is the discussion, debate and dialogue that is generated as factors are arranged and rearranged, often forming sub-dividing roots and branches.</li> <li>• The problem tree can be converted into an objectives tree by rephrasing each of the problems into positive desirable outcomes – as if the problem had already been solved. In this way, root causes are turned into root solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress through the accompanying slide(s)</li> <li>• While the facilitator is hosting this discussion, consider using this time to set up the Zoom break-out rooms with the predetermined groups</li> </ul> <div> <p><b>Tip!</b> Make sure to save these groupings which will be helpful because they will be returning to these same groups for future activities.</p> </div>

3

*Explain to participants:* one of the most important aspects of the Problem Tree exercise is that it allows for analysis of multiple driving factors, and that it forces the analysis down to the 'root causes' (literally!).

**Tip!** To get to the bottom of the root, participants need to keep asking 'why?' at every level, until the problem is brought down to the core causes.

- Progress through accompanying slide(s)

4

*Ask* participants to take approximately 3 minutes to themselves to brainstorm 1 – 2 gender-related problem that identifies a negative outcome or effect

For example, an organization that works in adolescent health might choose: 'High rates of teenage pregnancy amongst girls' as a problem.

Or an organization that works in maternal newborn and child health (MNCH) might say 'High unmet need for postpartum family planning.'

As a facilitator, make sure that these are high-level problems – meaning that the problem is one that identifies a negative outcome or effect in people's lives. If they are having difficulty coming up with problems, provide them with one or direct them to the list of examples provided in [Activity 7.1](#):

- High levels of teenage pregnancy amongst rural, out-of-school girls in region X of country X.
- High levels of sexual and gender-based violence amongst women sex workers in X city.
- High prevalence of malnutrition amongst female children in region X of country X.
- High levels of HIV infection amongst male prostitutes in X community.
- High levels of maternal mortality amongst women residents in X refugee camp.

- Progress through accompanying slide(s)



## Activity 7.1: Problem Trees

- 5 *Explain* that this activity will take **30 minutes** and participants will be divided into groups where they must agree on one problem that they are going to work with to build their Problem Trees.

Direct participants to Activity 7.1 of their **Participant Resource Package**. On this page, they will see the groups they're assigned to for this activity. They will also find the Mural link assigned to their group. Let participants know that they will automatically be moved to Zoom Breakout Rooms according to the groups assigned.

For this activity, they will be using the Mural to create their Problem Trees online. Mural will allow participants to use post-it notes so that they can re-arrange and re-write their 'causes' throughout the discussion, and they can also use colours and symbols to help organize their thoughts.

Guide participants to Activity 7.1 in their **Participant Resource Package** for complete activity instructions.

*Explain* that participants will have to add context to their problem in order to build their analysis. They can choose a location, some of the contextual elements, etc. Where they come across contextual questions, they can agree on an approach to their analysis that allows them to move forward.

- Progress through accompanying slide(s)
- Ensure the Zoom break-out rooms are ready for the activity

- 6 *Explain* for this group exercise, participants should focus on the **gender-related** causes of their problems, and/or be sure to include the **gendered aspects** of any causes that they do identify. While it is important to explore the 'branches' or consequences of the problem, today we're going to focus on the causes, or '**roots**' of the problem.

For example, high rates of teenage pregnancy are driven by many factors or causes – these can include factors like insufficient supply of contraceptives or poor knowledge of sexual and reproductive health of adolescent girls and boys. Participants should examine what the gendered aspects of these causes are – for example, limited accessibility to contraceptives specifically for adolescent girls, and the gendered myths and stigma about pregnancy prevention and contraception.

Remind participants of some of the concepts explored in the first session. To help explore the gendered aspects of each problem, they can ask themselves:

- Does the position of women and girls influence this problem?
- What strategic or practical needs are absent and contributing to this problem?
- How is intersectionality contributing these causes and to the problem?

Guide participants to [Annex 7a](#) for an example of what their problem tree can look like in Mural.

- Maintain accompanying slide(s) before moving participants to Zoom break-out rooms

<p><b>7</b> Remind participants that the facilitator will be “popping in” to their groups to provide support, but if they need immediate attention there is a <b>“help”</b> button that they can hit to signal they need help immediately.</p>	<ul style="list-style-type: none"> <li>Once the facilitator has provided activity instructions and all participants are on the same page, post the links to the Murals in the chat and move participants into their Zoom break-out rooms (it will take a few seconds for participants to all move from the main room to the break-out rooms)</li> </ul> <p><b>Tip!</b> Watch the alert in the main plenary that means that someone has hit the help button.</p>
<p><b>8</b> Wait a few minutes before popping into the first group – to determine which group to visit first (if the help button has not been pressed) have all the links for the Murals open. Monitor progress on these and if a group seems to be struggling with where to start, go to that group first.</p> <p>When visiting the different groups, help participants by clearing any confusion and kick-starting their discussion with ‘why?’ for each cause in each ‘root system’ – there are almost always several sub-causes for a cause!</p> <p>Don’t hesitate to help groups organize their thoughts and think of the main causes and sub-causes to get them on the right track.</p>	<ul style="list-style-type: none"> <li>The facilitator needs to be manually moved to the different break-out rooms</li> <li>While the group activity is running, monitor the call for any technology problems, or anyone seeking support, etc. and move the facilitator according to the needs of each group</li> </ul>
<p><b>9</b> After 30 minutes, regardless of how far groups get, close the Zoom break-out rooms and bring everyone back to the main plenary.</p>	<ul style="list-style-type: none"> <li>Close the breakout room groups</li> <li>Bring everyone back to plenary</li> </ul>

- 10 When participants return to the main plenary, *explain* they will have more time to work with their problem trees over the following sessions.

Close with the **key messages**:

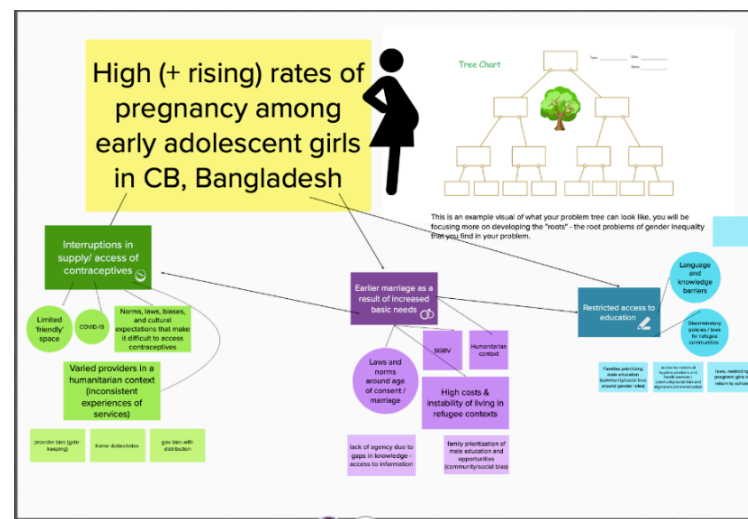
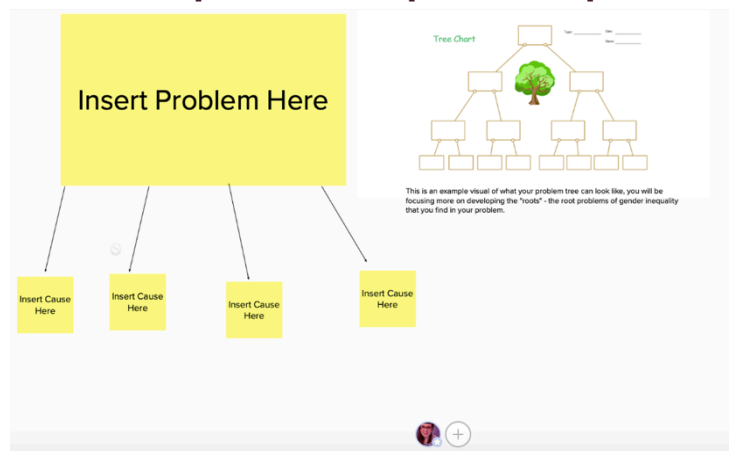
1. In order to design gender transformative programming, we need to have a deep understanding of the gendered nature of the problem, right down to the root causes.
2. Revising our conceptual understanding of gender inequality can help us to explore these root causes.

- Progress through accompanying slide(s)

## Annexes

### Annex 7a: Problem Tree Examples on Mural

#### Blank example / Complete example



## Session 8: Understanding a Rights-Based Approach to Gender Equality

### Learning Objective

Participants should have a strong understanding of what is meant by a 'rights-based approach' and an 'instrumentalist approach'.

### Key Messages

- Gender transformative programming should always reflect a rights-based approach; but we must also understand the instrumentalist rationale for gender equality programming.
- A human rights-based approach to programming demands that human rights are the core *rationale* for any intervention, but it also demands that human rights principles guide all stages of *implementation*.

### Duration Activities

55 minutes

- Introduction (20 minutes)
- Activity 8.1: Instruments: Rights-based or Instrumentalist? Vote with your picture! (15 minutes)
- Activity 8.2: Problem Statement (15 minutes)
- Wrap-up (5 minutes)

### Resources

- Participant Resource Package
- PowerPoint
- PowerPoint presentation
- Zoom
- Mural

### Technology

## Process

#	Facilitator Steps	Technology Support
1	<p><i>Ask participants</i> whether they have heard of a <b>'human rights-based approach'</b> to programming or development. Ask for any volunteers to describe how they would define a rights-based approach, where they have heard of it, or how it applies to their work.</p>	<ul style="list-style-type: none"> <li>• Start the PowerPoint and share the screen.</li> <li>• Progress through the accompanying slide(s).</li> <li>• Follow the cues from the Facilitator when to switch slides.</li> </ul>
2	<p><i>Ask participants</i> to think about how they define 'rights'. In plenary, ask for as many synonyms for rights as they group can think of. These might include 'entitlements', 'agency', 'choice', 'power', etc.</p> <p><i>Explain</i> that rights can be defined as: Rights are legal, social, or ethical principles of freedom or entitlement; that is, rights are the fundamental normative rules about what is allowed of people or owed to people according to some legal system, social convention, or ethical theory. (Stanford Encyclopedia of Philosophy)</p> <p><i>Explain</i> that some rights can be described as 'positive' and 'negative' rights – ask participants for examples of each (for facilitators, examples can be found in <a href="#">Annex 8a</a>).</p>	<ul style="list-style-type: none"> <li>• Progress through accompanying slide(s)</li> </ul>
3	<p><i>Explain to participants</i> that they can find some of the normative frameworks that describe what rights people have in <a href="#">Annex 8b</a> and introduce the following normative frameworks: <b>Universal declaration of Human Rights (UN); CRC; CEDAW.</b></p>	<ul style="list-style-type: none"> <li>• Progress through accompanying slide(s)</li> </ul>

- 4 *Explain* that a **human rights-based approach** to programming and development puts human rights at the heart of both the 'why' and the 'how' of development programming. First, we'll examine the '**why**': the fulfillment of human rights as the *core rationale* for a development initiative.

According to GAC:

*"A human rights-based approach to international assistance is a tool to help countries meet their human rights obligations and assist people in knowing their human rights and the processes available to claim them. In doing so, it seeks to achieve equitable and sustainable results. It **reinforces a feminist approach, as human rights are at the foundation of gender equality and the empowerment of women and girls.**"*

- 5 *Explain* to participants that a '**human rights-based**' approach can sometimes be more easily understood when contrasted with an '**instrumentalist**' approach.

*Ask* the group to rephrase the instrumentalist statements from the slide to express a rights-based approach without losing the instrumental benefits of gender equality.

For example:

- "When you educate a girl, national GDP increases by XX%" → "When a girl's right to education is fulfilled, the benefits can go beyond her as an individual and will not contribute to the economic health of the whole community and country."
- "Maternal and infant mortality rates decrease when women have agency to make health-related decisions." → "Every woman has the right to make decisions related to her

- Progress through accompanying slide(s)

- Progress through accompanying slide(s)

health. This builds agency and empowerment and is also shown to reduce maternal and infant mortality rates.”

### Activity 8.1: Human Rights-Based Approach vs. Instrumentalist Approach

**6** Take a moment to make sure that all participants understand:

- The difference between an instrumentalist approach and a human rights-based approach;
- That the two are not mutually exclusive.

We’re going to take **10 minutes** for an interactive activity to help explore the meaning of human rights-based approach vs. instrumentalist approach.

*Ask participants* to get 2 detached sheets of paper (preferably blank) and a writing utensil (preferably a black or dark marker). On one sheet of paper, participants are to draw an ‘instrument’ of their choosing (for example: a guitar or a trumpet). On the other sheet of paper, participants are to draw a picture that signifies human rights (for example: the peace symbol or a dove).

Give participants **5 minutes** to stand/stretch and complete their drawings. Guide participants to Activity 8.1 for detailed instructions in their **Participant Resource Package** (if needed).

**7** Once all participants have completed their drawings, explain to participants that we are going to read out different statements. As each statement is read out, participants are to decide if the statement takes a human rights-based approach or an instrumentalist approach. Repeat the statement 2 or 3 times.

Participants are to hold the drawing of their instrument up to the camera if they believe the statement takes an instrumentalist approach, or they are to hold the drawing of their human rights symbol to the camera if they believe the statement takes a human rights-based approach.

- Post the drawing directions in the Zoom chat for participants to reference
- Have Zoom in gallery view for this activity

- Ensure Zoom is on gallery view
- As the facilitator reads out a statement, type the same statement into the chat discussion to ensure participants feel prepared to respond





You can use 4-5 statements for this exercise. After each statement, the facilitator should ask a participant to explain their 'vote', and then ensure that everyone understands why the statement takes an 'instrumentalist' or 'rights based' approach to gender equality.

**Statements:**

"Women will decide whether, when, how many and with whom to have children"

"Inheritance laws must be equal for men and women for women to achieve economic development"

"When women can own and run businesses, the whole economy grows"

"Women's unpaid labour must be recognized in economic analysis and planning"

"Sustainable peace is more achievable when women are active participants in discussions"

- 8 The group should have a good understanding of the 'why' – and how to understand human rights as a core or intrinsic rationale for development programming – they will now discuss the relevance of a human rights-based approach to the 'how' of development programming.

*Explain to participants:* a defining feature of a human rights-based approach is that the realization of rights is not only at the core of the rationale for an intervention, but its principles must **guide all stages of implementation**.

**Equality and non-discrimination:** All individuals are equal as human beings and entitled to human rights, without discrimination of any kind.

**Participation and inclusion:** All individuals are entitled to active, free, and meaningful participation in, contribution to, and enjoyment of civil, political, economic, social, and cultural development. The voices and interests of affected individuals are taken into account on issues that concern them and the development of their society.

**Transparency and accountability:** Individuals have access to information on policies, decisions and use of funds, and are empowered to hold those who have a duty to act accountable. State and non-State actors comply with their applicable obligations and responsibilities.

([https://www.international.gc.ca/world-monde/issues\\_development-enjeux\\_developpement/priorities-priorites/human\\_rights-droits\\_personne.aspx?lang=eng](https://www.international.gc.ca/world-monde/issues_development-enjeux_developpement/priorities-priorites/human_rights-droits_personne.aspx?lang=eng))

- Progress through accompanying slide(s)

- 9 In plenary, ask participants to brainstorm for a moment and share thoughts on how these principles are particularly relevant for gender transformative programming – and if possible, share examples from their own work. Explain that you will return to these principles in a later session.

- Progress through accompanying slide(s)
- Consider turning on Zoom gallery view for the plenary discussion if the PowerPoint is not needed

### Activity 8.2: Going back to our Problem Statements

- 10 Ask the groups to return to their problem analysis – have they taken a 'human rights-based approach' to their analysis?

What rights are associated with the gender-related problem you identified?

For their main problem statement, ask them to identify what 'rights' are being insufficiently fulfilled or violated. Give them **15 minutes** to discuss and make any changes or additions to their problem.

- Move participants to the Zoom break-out rooms according to Activity 8.2 instructions in their **Participant Resource Guide** (these are the same groups used in session 7: problem trees)

### 11 Close this session by re-visiting the **key messages**:

1. Gender transformative programming should always reflect a rights-based approach; but we must also understand the instrumentalist rationale for gender equality programming.
2. A human rights-based approach to programming demands that human rights are the core *rationale* for any intervention, but it also demands that human rights principles guide all stages of **implementation**.

- Progress through accompanying slide(s)

## Annexes

### Annex 8a: Positive/Negative Rights

*"Philosophers and political theorists make a distinction between negative and positive rights. A negative right is a right not to be subjected to an action of another person or group; negative rights permit or oblige inaction. A positive right is a right to be subjected to an action or another person or group; positive rights permit or oblige action."*<sup>1</sup>

In other words, **negative rights** require no action on anyone's behalf – the duty is in the absence of action. **Positive rights** require the action of a duty-bearer, usually the state.

Take the **Universal Declaration of Human Rights**<sup>2</sup> as an example.

#### NEGATIVE RIGHTS

**Article 4** No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

<sup>1</sup> <http://www.globalization101.org/negative-vs-positive-rights/>

<sup>2</sup> [https://www.ohchr.org/EN/UDHR/Documents/UDHR\\_Translations/eng.pdf](https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf)



**Article 13 (1,3)** Everyone has the right to freedom of movement and residence within the borders of each State. Everyone has the right to leave any country, including his own, and to return to his country.

**Article 18** Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

## POSITIVE RIGHTS

**Article 8** Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

**Article 21 (1)** Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

**Article 26 (1)** Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

## Annex 8b: Human Rights Normative Framework

### THE SEVEN "CORE" UNITED NATIONS INTERNATIONAL HUMAN RIGHTS TREATIES

Treaty	Adopted	States parties	Monitoring body
International Covenant on Civil and Political Rights (ICCPR)	1966	155	Human Rights Committee
International Covenant on Economic, Social and Cultural Rights (ICESCR)	1966	152	Committee on Economic, Social and Cultural Rights
International Convention on the Elimination of All Forms of Racial Discrimination (CERD)	1965	170	Committee on the Elimination of Racial Discrimination
Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)	1979	181	Committee on the Elimination of Discrimination against Women
Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)	1984	141	Committee against Torture
Convention on the Rights of the Child (CRC)	1989	192	Committee on the Rights of the Child
International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (MWC)	1990	34	Committee on Migrant Workers

Source: United Nations Treaties Database, <http://untreaty.un.org/English/access.asp> (accessed 21 February 2006). All countries have ratified at least one of the seven core United Nations human rights treaties, and 80 per cent have ratified four or more.

### HUMAN RIGHTS-BASED APPROACH

The UN defines a **human rights-based approach** as:

“A human rights-based approach is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to **analyse inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power** that impede development progress.” – FAQ on HRBA, OHCHR, pg. 16

According to GAC:

“A human rights-based approach to international assistance is a tool to help countries meet their human rights obligations and assist people in knowing their human rights and the processes available to claim them. In doing so, it seeks to achieve equitable and sustainable results. It **reinforces a feminist approach, as human rights are at the foundation of gender equality and the empowerment of women and girls.**”

### INSTRUMENTALIST APPROACH

An **instrumentalist approach** can be understood by asking:

*“if this problem is solved, what additional external benefits will be seen by others (i.e., community, economy, etc.)?”*

An instrumentalist approach to gender equality sees it as a *means* to the achievement of other goals, such as economic development or sustainable peace and security. An instrumentalist approach to gender equality has often been used to gain support from a wider constituency. Ask participants if they can think of some examples.

“When you educate a girl, national GDP increases by XX %”;

“Maternal and infant mortality rates decrease when women have agency to make health-related decisions.”

“When women can own and run businesses, the whole economy grows”;

“Sustainable peace is more achievable when women are active participants in discussions”

The UN Office for the High Commission on Human Rights describes it like this:

*“There are two main rationales for a human rights-based approach: (a) the intrinsic rationale, acknowledging that a human rights-based approach is the **right thing to do**, morally or legally; and (b) the instrumental rationale, recognizing that a human rights-based approach **leads to better and more sustainable human development** outcomes. In practice, the reason for pursuing a human rights-based approach is usually a blend of these two.”* – FAQ on HRBA, OHCHR, pg. 16

## Session 9: A Holistic Approach—Understanding the environmental factors of inequality

### Learning Objective

Participants should recognize gender-related power dynamics between key stakeholders that support inequality.

### Key Messages

- Gender inequality is about relational power - or 'position' (discussed in early sessions on terminology/concepts). This makes it necessary to understand power dynamics - both in terms of stakeholders who serve as barriers to empowerment, and those who are allies for empowerment.

### Duration

70 minutes

### Activities

- Introduction (30 minutes)
- Activity 9.1: Back to Problem Trees (20 minutes)
- Plenary (20 minutes)

### Resources

- Participant Resource Package
- PowerPoint

### Technology

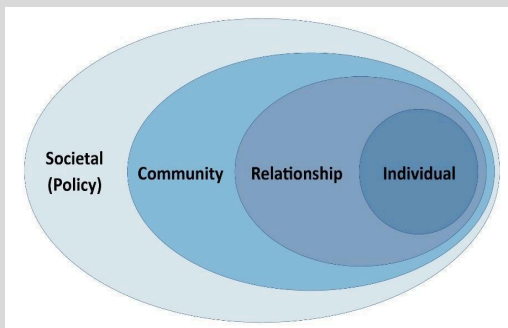
- PowerPoint presentation
- Zoom
- Mural



## Process

#	Facilitator Steps	Technology Support
1	<p><i>Ask participants</i> to recall some of the conversations they had in the first sessions about power and gender equality.</p> <p><i>Explain</i> that here we're going to discuss:</p> <ul style="list-style-type: none"> <li>What are some of the ways we understand the relationship between gender inequality and power?</li> <li>How is gender inequality <b>sustained</b>? Who is involved? What is involved</li> </ul> <p>Guide the brainstorm session by probing the group to consider the <b>enabling environment</b> for inequality, including the people, the systems and the social norms that sustain inequality.</p>	<ul style="list-style-type: none"> <li>Start the PowerPoint and share the screen.</li> <li>Progress through the accompanying slide(s).</li> <li>Follow the cues from the Facilitator when to switch slides.</li> <li><b>Capture the brainstorm discussion in a Mural</b>; share the screen so that participants can see the discussion being captured live (the tech support should be owning the mural link and capturing the participants discussion--with the screen shared folks can see the discussion happening in real time)</li> </ul>

- 2 Introduce the socio-ecological model as a way of analyzing and organizing different 'levels' of influence, and how environmental factors shape and are shaped by social phenomena, like gender inequality.



- 3 *Explain* that this model is often used in public health and development programming, and more broadly as a social analysis tool in many sectors. The model can be presented using different terms for each level, or with greater detail or 'sub-levels', however the purpose is the same: to place the individual at the center of the analysis and to examine the various influencing factors surrounding the individual. Briefly, invite participants to share their own experience using similar models in their work.

Share the following explanations for the different levels:

- **Individual.** This refers to the primary subject or focus of your project or study. Sometimes, in the language of human rights, this would be referred as the 'rights holder'.
- **Relationship.** This level includes those people with whom the individual has a direct relationship – it is sometimes called 'interpersonal'. It can include spouses or partners, children and other family members, friends and colleagues. Most often, factors at this level describe family or household dynamics.
- **Community.** This level extends into the surrounding community and includes social norms and institutions that define and shape community interactions. This can include religious institutions and cultural norms, commercial activity and educational activities.

- Progress through accompanying slide(s)
- **Re-create this graphic in Mural. The facilitator will lead a brainstorm discussion, the tech support will capture these ideas in sticky notes that can be placed on the graphic accordingly.**

- Progress through accompanying slide(s)
- While the facilitator is explaining this information, share the Mural link that captures their discussion on the socio-ecological model with the participants—the facilitator will bring attention to this, so go along with their cues!

- **Societal (Policy).** This level refers to the governance and systems established to provide services, write and enforce laws, protect and defend rights, etc. In the language of human rights, this level would refer to the state as the 'legal duty-bearer'.



**Engaging men and boys!** Engagement of men and boys is essential for gender transformative programming. Men and boys can be seen as both beneficiaries of gender transformative change, and as instrumental partners in gender transformative change for women and girls. Men and boys suffer from deep-seated gender norms related to toxic masculinity, including violence, risky behaviour, poor health and lack of emotional connectedness.

**4** *Ask* the groups to return again to their '**Problem Trees**' and apply this model to their analysis. They should ask themselves:

- What specific factors within the household and within interpersonal relationships are affecting different 'root systems' in our Problem Tree? Have we captured those factors?
- How do community institutions and social norms at the community level either support equality or create barriers to the fulfillment of rights? Have we captured these specific elements in our Problem Tree?
- How do government institutions and policy influence our problem? What systems-level factors influence this problem, and have we captured those in our analysis?

Give groups about **20 minutes** to discuss and revise their analysis.

- Progress through accompanying slide(s)
- Move participants into their Zoom break-out groups from session 7: problem trees
- Weave the facilitator in and out of the break-out rooms to ensure participants are on track

<p>During this time, the facilitator should enter each group and spend some time walking through the analysis and helping each group to answer the following questions:</p> <ul style="list-style-type: none"> <li>• <i>Have the 'root causes' of the Problem been unearthed?</i></li> <li>• <i>Does it reflect a rights-based approach to gender equality?</i></li> <li>• <i>Are factors at all levels being adequately considered in the analysis?</i></li> <li>• <i>Has the role of men and boys been articulated explicitly?</i></li> </ul>	
<p><b>5</b> After <b>20 minutes</b>, bring everyone back together. Each group can nominate one person in their group to share:</p> <ul style="list-style-type: none"> <li>• 1 part of their root system that addresses RIGHTS</li> <li>• 1 part of their root system that addresses an enabling environment</li> <li>• 1 part of their root system that looks at how gender intersects with other factors of identity to contribute to the issue.</li> </ul> <p>Take about <b>20 minutes</b> for each group to share.</p>	<ul style="list-style-type: none"> <li>• End Zoom break-out rooms and bring everyone back to plenary</li> <li>• Share the problem tree for each group as they share their 3 points.</li> </ul>
<p><b>6</b> To close the session, congratulate each group on their analysis and explain that in the next sessions, they will continue to work with their Problem Trees to invert their analyses into gender transformative <i>Logic Models</i>.</p>	<ul style="list-style-type: none"> <li>• Progress through accompanying slide(s)</li> </ul>

## Session 10: Towards Design for Gender Equality: Gender Aware and Gender Transformative Theories of Change and Logic Models

**Learning Objective**

Participants will gain practical experience building a Logic Model with gender equality outcomes.

**Key Messages**

- A logic model or Theory of Change is a response to a good Problem Analysis.
- Every logic model should be at least gender aware, and many can be gender transformative.

**Duration**

1h10

**Activities**

- Introduction (35 minutes)
- Activity 10.1: Building a Logic Model (30 minutes)
- Wrap-up (5 minutes)

**Resources**

- Participant Resource Package
- PowerPoint
- Pre-created logic models in Google Sheets

**Technology**

- PowerPoint presentation
- Google Sheets
- Zoom

## Process

#	Facilitator Steps	Technology Support
1	<p><i>Explain</i> to the group that in this session they will take all the concepts, discussions and analysis that they explored in <a href="#">Module 1: Concepts and Terminology</a> and convert their <b>Problem Tree Murals</b> into <u>gender aware</u> or <u>gender transformative</u> <b>logic models</b>.</p> <p>First, to ensure that everyone is working from the same foundation, the group will be guided through a brief refresher in results-based management (RBM) tools. Most participants will already be familiar with the basic principles of RBM but explain that it is important that everyone has a similar basic understanding and familiarity with terms. This should take about <b>20 minutes</b>.</p>	<ul style="list-style-type: none"> <li>Start the PowerPoint and share the screen.</li> <li>Progress through the accompanying slide(s).</li> <li>Follow the cues from the Facilitator when to switch slides.</li> </ul>
2	<p>Before groups launch into creating their <b>Logic Models</b>, it is important that they have a good understanding of how to design a gender equality outcome statement or result statement.</p> <p><b>What elements does a gender equality outcome statement have?</b></p> <ul style="list-style-type: none"> <li>GE outcome statements explicitly describe an improvement or positive change related to gender equality</li> <li>GE outcomes statements do not merely refer to 'women and men' or add 'including girls' to the stated result.</li> </ul>	<ul style="list-style-type: none"> <li>Progress through the accompanying slide(s)</li> </ul>



**Note:** there is some debate about whether adding 'especially women' to a result statement qualifies it as a GE outcome. In these cases, it may be more useful to look at the nature of the result itself and whether it has the potential to empower beneficiaries.

For example, the latter of the two following statements may more effectively qualify as a GE outcome than the former because of the nature of the change it describes.

Improved access, especially for adolescent girls, to nutritionally diverse food sources.

Increased decision-making power at the household level for adolescents, especially girls, related to food purchasing and consumption.

#### **Why is this important throughout the LM?**

- Because it formalizes the intention of the project to affect positive change towards gender equality.
- Because elements that are included in outcome statements determine the monitoring and evaluation design of a project, the budget of the project, and the management design of a project.

**Basically, explicit GE outcomes ensure accountability for GE results.**

*Ask* the group if they can give some examples of GE outcomes.

### Activity 10.1: Building a Logic Model

- 3 *Explain* that each group will now take their **Problem Tree analysis** and build a logic model that describes a project or program to respond to their problem analysis.

Direct each group to the Logic Model Handout (**Annex 10a**) that has been included in their **Participant Resource Package**.

Instruct the groups to only focus on the **top three** levels of the LM: Ultimate Outcome, Intermediate Outcomes, Immediate Outcomes – and to identify some activities for only **one** Immediate Outcome stream.

*Ask* groups to keep the following in mind:

- Keep in mind the lessons from Module 1: What is gender transformative change? How can the design reflect a human rights-based approach? How can the change be sustained – at the household, community and systemic level?
- Begin with the Ultimate Outcome, then design toward that goal, level by level.

Assumptions about context, partners and scope will need to be made to fill in gaps. Typically, detailed research and consultations would be conducted, and budget or timeline parameters would be provided – so groups should agree on their assumptions in order to build their project design. Groups should not get too caught up on these missing pieces – rather they should focus on strong logic and design.

- Progress through the accompanying slide(s)



- 4 *Explain* that this activity will take approximately **30 minutes** and groups will be put back into their Zoom break-out groups from Session 7 – when they designed their Problem Trees.

They will be using a blank Logic Model created on Google Sheets to create their own Logic Models responding to their analysis of their Problem Tree. They can find the links to the Google Sheet and Problem Trees in their **Participant Resource Package**.

- Progress through the accompanying slide(s)
- **Note:** participants have been granted editor access to the Google Sheets using the email provided for this training. Ensure participants are logged out of their personal Gmail accounts in order to access and edit this Google Sheet. If they are having trouble logging out, ask that they request access. Keep an eye on your email for these requests and quickly approve their request so they can access the Google Sheet!

- 5 Remind participants that the facilitator will be “popping in” to their Zoom break-out groups to provide support, but if they need immediate attention there is a “help” button that they can hit to signal they need help immediately.

Wait a few minutes before popping into the first group. To determine which group to visit first (if the help button has not been pressed) have all the links for the Murals open and monitor progress on these. If a group seems to be struggling with where to start, go there first.

- When ready, move participants into their Zoom break-out groups (using the saved groups from session 7)
- It will take a few seconds for participants to all move from the main room to the Zoom break-out rooms.
- Watch the alert in the main plenary that means that someone has hit the help button.
- The facilitator will need to be manually moved into the Zoom break-out rooms
- While the group activity is running, monitor the call for any technology problems, groups asking for help, etc. and move the facilitator around

- 6 After **30 minutes**, regardless of how far groups get, bring everyone back to plenary. Close the session by explaining that in the sessions to come, they will have a chance to work with each other to strengthen their logic models and make them more gender transformative.

- Close the Zoom break-out groups and bring everyone back to plenary
- Progress through accompanying slide(s)

## Annexes

### Results-Based Management Refresher

#### What is Results-Based Management?

RBM is a widely recognized approach to program/project management that emerged as a response to what was seen as an over-emphasis in development programming on *activities* rather than end *results*. RBM requires that you look *beyond* activities and outputs to focus on actual results (**outcomes**): the changes created by your programming and to which it has contributed.

*The focus on activities at the expense of results is what management scholar Peter Drucker, in 1954, referred to as the “activity trap.” Instead, Results-Based Management requires that you look beyond activities and outputs to focus on actual results (outcomes): the changes to which your programming contributed. By establishing clearly defined expected results, assessing risk, collecting information to assess progress on them on a regular basis during implementation, and making timely adjustments, practitioners can manage their projects and programs better in order to maximize the achievement of results.*

([https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results\\_based\\_management-gestion\\_axee\\_resultats-guide-en.pdf](https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results_based_management-gestion_axee_resultats-guide-en.pdf))

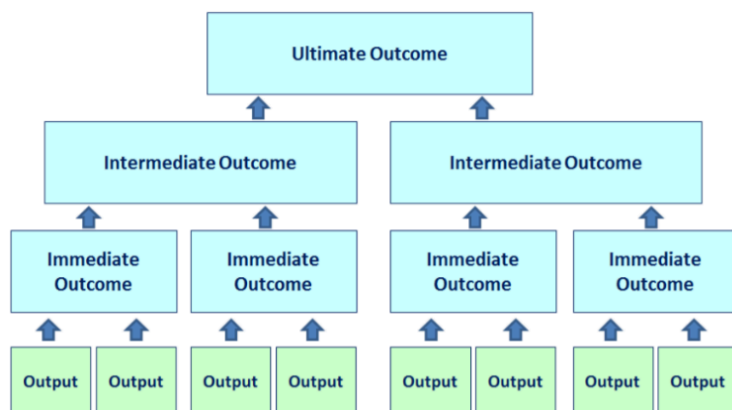
#### The framework for RBM follows three principles, each with an associated tool:

1. Knowing where you want to be and plotting your path (Logic Model and Theory of Change)
2. Knowing where you are along the journey (Performance Measurement Framework)
3. Monitoring and adjusting what you do to ensure you reach your destination (Evidence-Based Planning and Management).

A **logic model** is a visual depiction of the theory of change for a specific project, reflecting the series of changes that are critical to achieving project outcomes. It depicts the logical connections between the planned outputs and the expected outcomes that the project aims to achieve or contribute to. The Logic Model's pyramid structure enables us to illustrate the complex nature of a program or project. Different intermediate outcomes represent different "pathways" leading to the same ultimate outcome.

Each level of the logic model explains the cause-and-effect relationship which is expected to occur within the project. In other words: **if** this set of outputs are accomplished, **then** this immediate outcome will be achieved; **if** these immediate outcomes are achieved, **then** this intermediate outcome will be achieved, and so on until the ultimate outcome level. This relationship between different levels of results is called the 'results chain'. Different organizations use different terminology to refer to different levels of outcomes, but generally they follow the same logic. Here we are using Global Affairs Canada's guidance and terminology.

Each level of results should reflect the same types of change or outcomes, and these are described below. In addition, it is important to note that the further towards the 'top' or ultimate outcome of a project, the less control the project has over the achievement of the outcome. For example, a project has a HIGH level of control over the achievement of outputs – they are a completed activity for which the project is solely responsible and can occur in the short-term. However, intermediate level outcomes refer to changes in *practice* or *behaviour*, which is influenced by many external factors and individual preferences and opportunities, and ultimate outcomes are changes in state and occur over a longer period. The project will only *contribute* to the achievement of the ultimate outcome.



## Gender Equality Outcomes

### What elements does a gender equality outcome statement have?

- GE outcome statements explicitly describe an improvement or positive change related to gender equality
- GE outcome statements do not merely refer to 'women and men' or add 'including girls' to the stated result

**NOTE:** there is some debate about whether adding 'especially women' to a result statement qualifies it as a GE outcome. In these cases, it may be more useful to look at the nature of the result itself and whether it has the potential to empower beneficiaries. For example, the latter of the two following statements may more effectively qualify as a GE outcome than the former because of the nature of the change it describes.

- Improved access, especially for adolescent girls, to nutritionally diverse food sources.
- Increased decision-making power at the household level for adolescents, especially girls, related to food purchasing and consumption.

### Why is this important throughout the Logic Model?

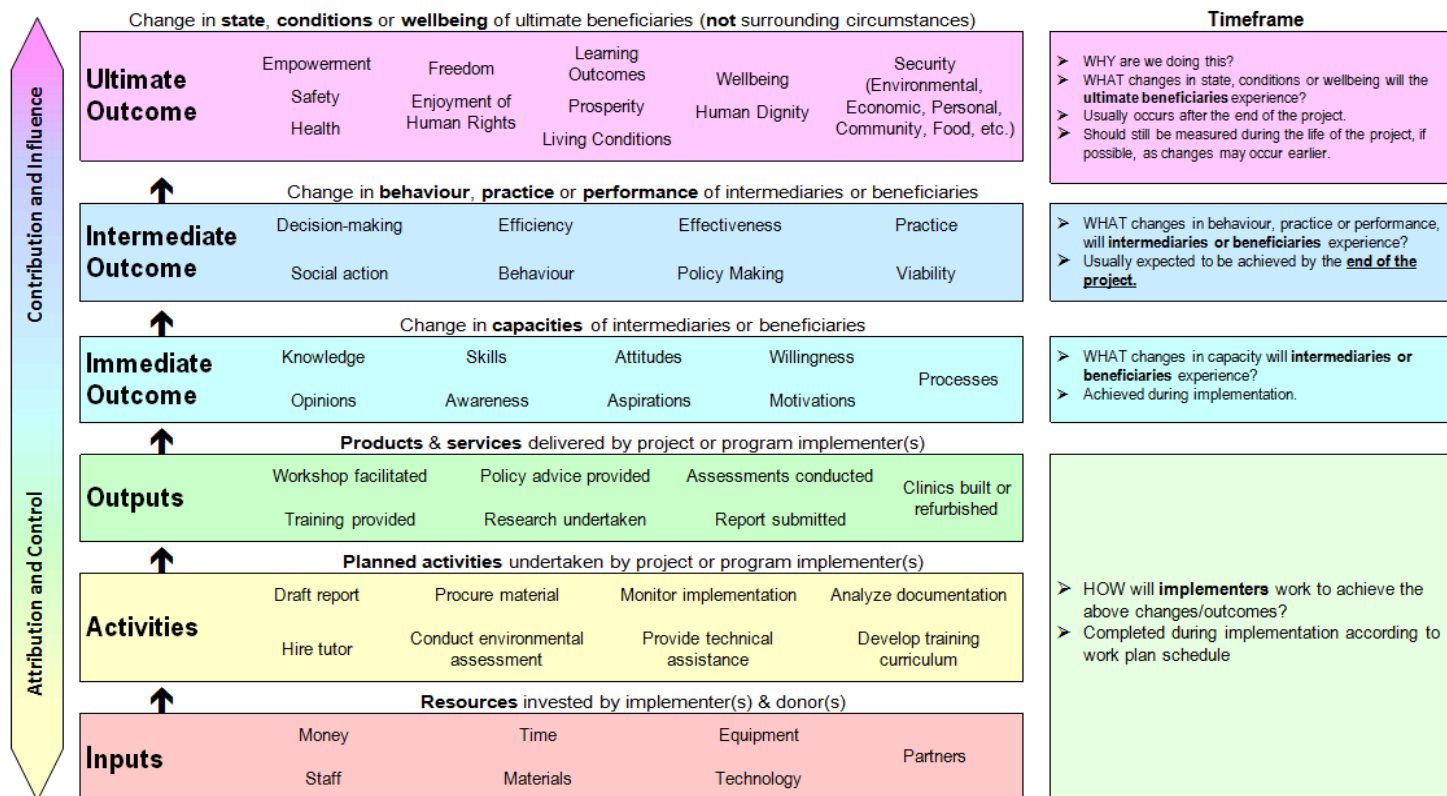
- Because it formalizes the intention of the project to affect positive change towards gender equality.
- Because elements included in outcome statements inform the project's monitoring and evaluation design, budget, and management design.

**Explicit GE outcomes ensure accountability for GE results. See the below table, for some examples.**

<b>Ultimate Outcome</b>	Improved realization of the right to quality MNCH care for women, in poor rural areas of X, Y, and Z regions.
<b>Intermediate Outcome</b>	<p>Strengthened local government policy commitments and programs to prevent and respond to gender-based violence and rights violations in selected rural communities.</p> <p>Increased meaningful participation of women in community-level health system decision making.</p> <p>Increased agency among adolescent girls related to sexual and reproductive healthcare and decision-making.</p>

<b>Immediate Outcome</b>	Strengthened skills in advocacy, negotiation, and management for participation in democratic or community management bodies for women's rights organizations.
	Increased knowledge of and capacity for supporting women's political rights amongst men and boys.
	Increased knowledge of adolescent girls and boys about sexual and reproductive health and rights, including consent, contraceptives, gender-based violence and gender equality.

## Annex 10a: Logic Model Handout



## Session 11: Implementation—Planning for Transformative Change

### Learning Objective

Participants should understand the implications (needs, challenges and risks) of gender transformative programming for key areas of implementation.

### Key Messages

- Achieving change in attitudes, social norms, and behaviours, takes time, skills and investment.
- The risks of poorly implementing gender transformative programming cause unintentional harm to women and girls.
- Supporting the implementation of gender transformative programming requires a collaborative effort between budget managers, program managers, and technical staff.

### Facilitator's Notes

- Take the time to explain Activity 11.1 and ensure folks are on the same page as to avoid confusion and make the most out of their learning

### Duration Activities

1h25

- Introduction (5 minutes)
- Activity 11.1: Case Study (30 minutes)
- Activity 11.2: Refine our logic models (30 minutes)
- Wrap-up (20 minutes)

### Resources

- Participant Resource Package
- PowerPoint

### Technology

- PowerPoint presentation
- Zoom
- Mural

## Process

#	Facilitator Steps	Technology Support
1	<p><i>Explain</i> to the group that you will now be exploring some of the needs and challenges of <b>implementing</b> gender transformative programs.</p> <p><i>Ask</i> who in the room has participated in the development of a Project Implementation Plan (PIP)? Many participants will be familiar with this document, some others may not.</p> <p><i>Ask participants</i> to explain what are some of the pieces of information essential for a PIP?</p> <p><i>Explain:</i> The 'PIP' is the document created by an organization after a project has been approved. It asks the team to revisit and validate the original project design, to update and adjust as needed, and to create a detailed plan as to how, when and with what resources each outcome will be achieved.</p>	<ul style="list-style-type: none"> <li>• Start the PowerPoint and share the screen.</li> <li>• Progress through the accompanying slide(s).</li> <li>• Follow the cues from the Facilitator when to switch slides.</li> </ul>
2	<p>Refer participant's to <b>Session 11</b> in their <b>Participant Resource Package</b> where they will find a sample<sup>3</sup> of a PIP contents page.</p> <p><i>Explain</i> that to simplify for this exercise, you will focus on three elements of implementation planning:</p> <ol style="list-style-type: none"> <li>1. budget;</li> <li>2. workplan/timeline;</li> <li>3. human resources.</li> </ol>	<ul style="list-style-type: none"> <li>• Ensure Zoom gallery view in plenary is on for this group discussion</li> </ul>

<sup>3</sup> <http://www.appian.ca/Appian%20Library/PIP%20Guide.pdf>

Executive Summary	<b>Chapter 4 Project/Program Implementation</b>
Acronyms	Outputs and Activities
Acknowledgements	Work Breakdown Structure
<b>Chapter 1 Introduction</b>	Schedule
Background	Budget
PIP Methodology	<b>Chapter 5 Project/Program Information</b>
<b>Chapter 2 Project/Program Design</b>	Performance Measurement Framework
Context and Rationale	Monitoring Risk
Logical Framework Analysis	Performance Reporting Framework
Reach and Beneficiaries	Annual Work Planning
Cross-cutting Themes	Stakeholder Communications Plan
Risk Strategy	<b>Appendices</b>
Sustainability	Memoranda of Understanding
<b>Chapter 3 Project/Program Management</b>	Updated Logical Framework Analysis (LFA)
Management Approach and Structure	Project/Program Performance Report
Roles and Responsibilities of the Implementing Partners	Work Plan for Year 1
Project/Program Committees	

### Activity 11.1: Case Study

- 3 Next, present the considerations for the three elements of implementation planning that they will be working with (these can be left up on the screen during the activity):
  - o **Budget:** What are some of the budgetary requirements and challenges in making sure this project is gender transformative?
  - o **Workplan/timeline:** What kind of change is expected? How does that happen and how long does it take?
  - o **Human Resources:** What are the skills needed? How can the project ensure sufficient skills to make sure the transformative objectives are achieved?
- Progress through accompanying slide(s)



**Facilitators Note:** These elements are usually connected!

Participants shouldn't feel pressured for their discussions to stay in neat categories. For example, the need for expertise in social and behaviour change communication has implications for human resources, budget – and even timelines, when considering the trainings needed for staff at the beginning of a project.

4 Share the [case study](#) and explain that each group will be reviewing the same case study of a gender transformative program. Explain that in their groups, they will:

1. Consider their project design and in particular, pick out at least 3 gender transformative elements: activities or parts of the intervention that really make it transformative. (for example, an advocacy campaign or training)
2. Under the headings 'Needs' and 'Risks', each group will identify some of the needs and risks associated with ensuring sufficient budget, time and skilled human resources required to successfully execute their gender transformative project.

Before they get started on their work, ask participants to recall the discussion we had on Day 1 about a rights-based approach being equally important to implementation and processes.

- Progress through accompanying slide(s)

- 5 Give each group **20 minutes** to discuss and take notes.

After 20min, bring the groups back to plenary to share what they discussed.

- Move participants to their Zoom break-out rooms based on the pre-determined groups
- Keep an eye out for participants who are in need of help to assist with inquiries
- Move the facilitator in and out of the 3 groups to ensure participants are on the right track.

## Global Affairs Canada's Gender Equality Marker

### Gender Equality Coding for Initiatives<sup>4</sup>

(taken directly from GAC's website)

GAC's Feminist International Assistance Policy (FIAP) commits that by 2021-22, no less than 95 percent of Canada's bilateral international development assistance initiatives will target or integrate gender equality and the empowerment of women and girls. This includes 15 percent of investments specifically targeting gender equality and the empowerment of women and girls, with the remaining 80 percent integrating these goals across all international assistance efforts.

This tool provides further information on GAC's Gender Equality (GE) coding framework and the internal GE assessment form.

GAC's Gender Equality coding framework assigns a GE code in relation to a project's intended contribution to advancing gender equality and the empowerment of women and girls.

GAC's GE codes cover a spectrum from GE-0 to GE-3 (see table below). GAC GE coding requirements and definitions are based on [results-based management \(RBM\)](#) logic and practice, including the theory of change. Gender Equality results or outcomes are measurable changes that explicitly address a reduction in gender inequality, or an improvement in gender equality between women and men, boys and girls.

Each proposed project is assessed using GAC's internal Gender Equality Assessment Form as an initial step in the due diligence process. A GE code is assigned using the table below.

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<sup>4</sup> [https://www.international.gc.ca/world-monde/funding-financement/gender\\_equality\\_toolkit-trousse\\_outils\\_egalite\\_genres.aspx?lang=eng#tool\\_9](https://www.international.gc.ca/world-monde/funding-financement/gender_equality_toolkit-trousse_outils_egalite_genres.aspx?lang=eng#tool_9)

Gender Equality Code	Explanation of GE coding:
<b>GE-3</b>	<b>Targeted</b> - Gender equality is the principal objective of the initiative: The initiative was designed specifically to address gender inequalities and would not otherwise be undertaken. All outcomes in the logic model are gender equality outcomes.
<b>GE-2</b>	<b>Fully integrated</b> -There is at least one intermediate gender equality outcome which will achieve observable changes in behaviour, practice, or performance that will contribute to gender equality.
<b>GE-1</b>	<b>Partially integrated</b> - There is at least one gender equality outcome at the immediate outcome level which will achieve a change in skills, awareness, or knowledge that contributes to gender equality.
<b>GE-0</b>	<b>None</b> - There are no gender equality outcomes.

The types of change associated with each gender equality code are aligned to the levels of change in GAC's Results Based Management logic model.

A gender equality specific and targeted project (GE 3) means that all the outcomes at all levels are exclusively focussed on addressing gender inequalities to advance women's and girls' equal participation with men in decision-making; to support the full realization of women's and girls' human rights; and/or to reduce gender inequalities in access to and control over resources and benefits of development.

A gender equality fully integrated project (GE 2) means that the project has identified at least one intermediate outcome that aims to achieve long term transformational change for gender equality that will be sustained after the project ends.

A gender equality partially integrated project (GE 1) means that the project has identified at least one immediate outcome that aims for short term changes in gender equality related to knowledge, awareness or skills. These changes are not expected to be sustainable over the long term.

Since initiatives are assessed at the proposal stage, a project can be strengthened after approval when developing the Project Implementation Plan (PIP). The GE Assessment Form often includes suggested follow-up actions to strengthen GE in the project. In many cases, however, an initiative designed to integrate gender equality cannot be strengthened to become one that specifically targets gender inequalities without a redesign of the initiative.

## International Reporting on Gender Equality

The OECD-DAC analyzes its member's (bilateral development assistance agencies) level of investments that promote gender equality. The OECD-DAC relies on reporting from members that use a gender equality coding or marker system. GAC's GE codes are rolled up for annual international reporting to [OECD-DAC](#) as part of the GAC's accountability process.

The following table shows how GAC GE coding is mapped to OECD GE policy marker:

GAC GE Policy Marker	
<b>GE-03 Targeted</b>	<b>Targeted</b> - Gender equality is the principal objective of the initiative: The initiative was designed specifically to address gender inequalities and would not otherwise be undertaken. All outcomes in the logic model are gender equality outcomes.
<b>GE-02 Full Integration</b>	<b>Fully integrated</b> - There is at least one intermediate gender equality outcome which will achieve observable changes in behaviour, practice, or performance that will contribute to gender equality.
<b>GE-01 Partial Integration</b>	<b>Partially integrated</b> - There is at least one gender equality outcome at the immediate outcome level which will achieve a change in skills, awareness, or knowledge that contributes to gender equality.
<b>GE-0 None</b>	No gender equality outcomes
OECD DAC GE Policy Marker	
<b>GE-02 Principal</b>	Gender equality is the main objective of the project/program and is fundamental in its design and expected results. The project/program would not have been undertaken without this objective.
<b>GE-01 Significant</b>	Gender equality is an important and deliberate objective, but not the principal reason for undertaking the project/program.
<b>GE-0 Not Targeted</b>	The project/program has been screened against the gender marker but has not been found to target gender equality.

For more information on the minimum standards for the gender equality policy marker, refer to [OECD](#).