CanWaCH

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

Participant Resource Package
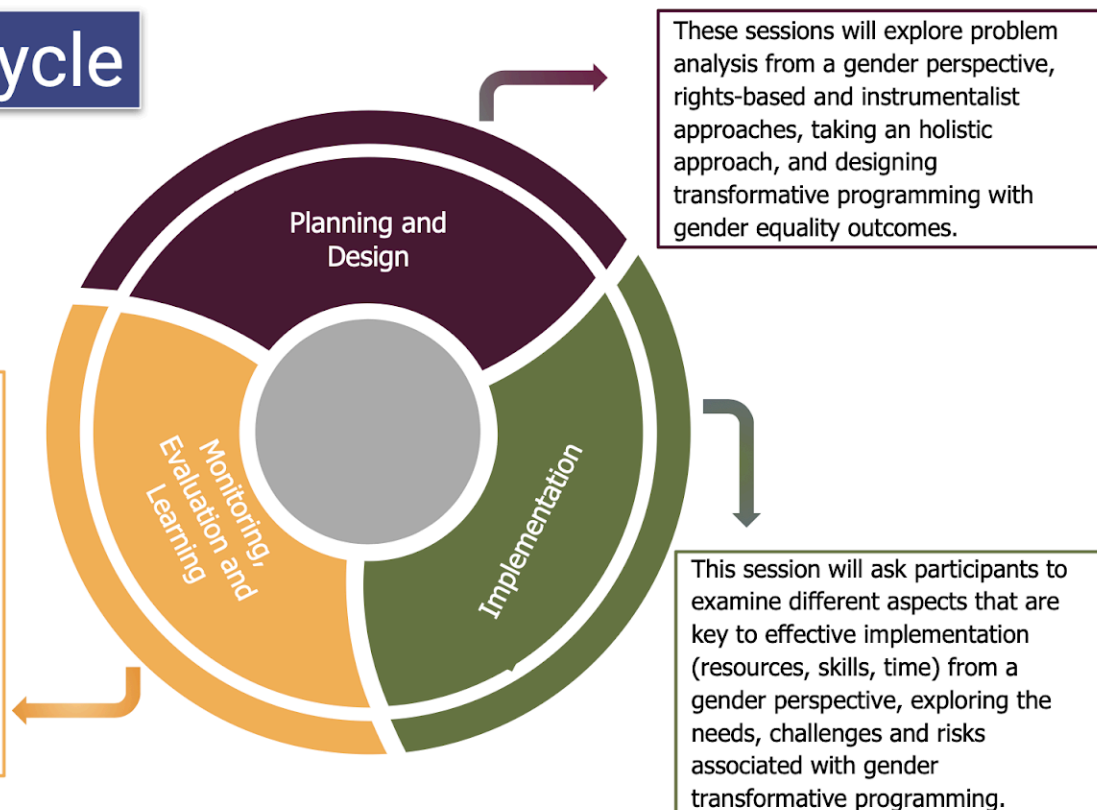**Module 2:** Session 6-11

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Table of Contents

Session 6: Gender in the Project Cycle

Project Cycle

These sessions will explore problem analysis from a gender perspective, rights-based and instrumentalist approaches, taking an holistic approach, and designing transformative programming with gender equality outcomes.

Planning and Design

Implementation

Monitoring, Evaluation 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.

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.

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Session 7: Problem Analysis from a Gender Perspective

Problem Tree Analysis

Problem Tree Analysis is central to many forms of planning. It is a group exercise that helps find solutions by mapping out the causes and effects of an issue.
- 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 and becomes the tree's trunk. This becomes the 'focal problem'.
- Next, the group identifies the causes of the focal problem, which become the roots, and then identifies the consequences, which become the branches. For this exercise, the focus will be on the roots or causes of the problem.
- The heart of the exercise is the discussion, debate, and dialogue generated as factors are arranged and rearranged, often forming subdividing roots and branches.
- The problem tree can be converted into an objectives tree by rephrasing each problem into positive desirable outcomes—as if the problem had already been solved. In this way, root causes are turned into root solutions.

TIP! To get to the root of the problem, participants need to keep asking '**why?**' at every level until the problem is reduced to its core causes.

Activity 7.1 Problem Tree

In your groups, decide on a gender-related problem statement. Remember that a problem statement should be…
1. **High stakes:** describe what you want to change—a must-have, not a nice-to-have.
2. **High level:** not a factor or driver of the problem.
3. **Specific:** who is the problem about? Where is it occurring? What is the scope of the problem?
4. **Relevant:** It should focus on a problem that is at least partly within your area of responsibility or impact.

Health Programming Problem Examples:
- 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 residents in X refugee camp.

In your groups, you are going to build your Problem Trees. You will automatically move into Zoom break-out rooms based on the assigned groups below:

| GROUP ONE	GROUP TWO	GROUP THREE	GROUP FOUR
Mural link **[Facilitator to create link]**	**Mural link** **[Facilitator to create link]**	**Mural link** **[Facilitator to create link]**	**Mural link** **[Facilitator to create link]**
X	X	X	X
X	X	X	X
X	X	X	X

1. Use MURAL to create your Problem Trees online. MURAL allows you to use post-it notes to re-arrange and re-write your 'causes' throughout the discussion and use colours and symbols to help organize your thoughts.

2. To build your analysis, you must add context to your problem. You can choose a location, some of the contextual elements, etc.

3. Where contextual questions arise, you can agree on an approach to your analysis that allows your group to move forward.

TIP! Focus on the **gender-related** causes of the problems or consequences of the problem. This activity focuses 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. 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.

4. To help explore the gendered aspects of each problem, ask yourself:
    a. Does the position of women and girls influence this problem?
    b. What strategic or practical needs are absent and contributing to this problem?
    c. How does intersectionality contribute to these causes and to the problem?

Remember! The facilitator will be "popping in" to your groups to provide support, but if you need immediate attention, you can press a "help" button to signal immediate support.

Annex 7a – Problem Tree Examples
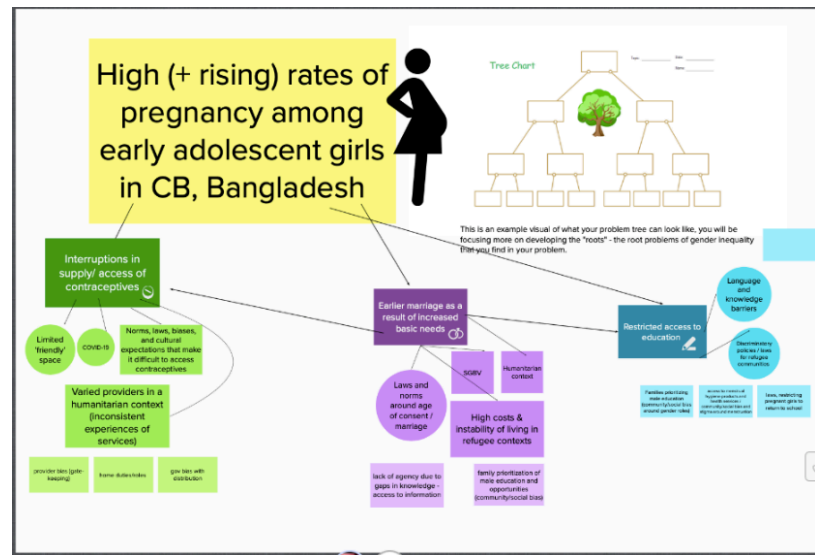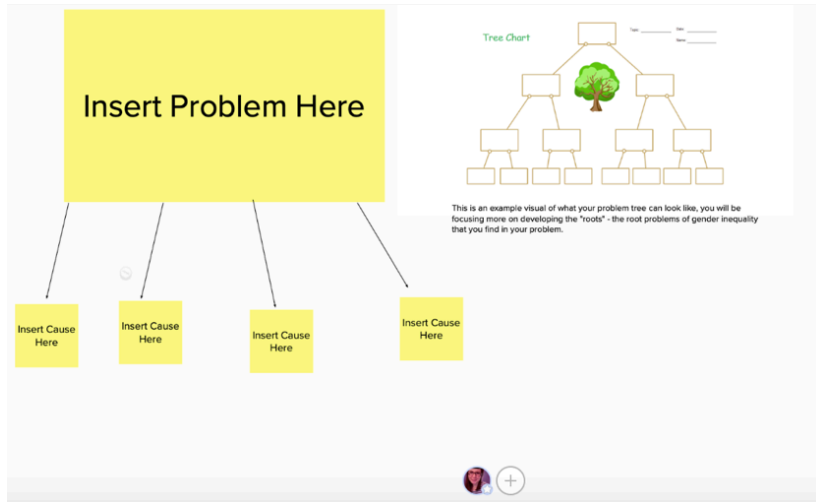
Session 8: Understanding a Rights-Based Approach to Gender Equality

RIGHTS	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.[1]

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.*"[2]

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**[3] 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.
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.

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[1] Stanford Encyclopedia of Philosophy

[2] http://www.globalization101.org/negative-vs-positive-rights/

[3] https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

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

Activity 8.1 Instruments: Rights-based or Instrumentalist? Vote with your picture!

1. This is an interactive activity to help explore the meaning of the human rights-based approach vs. the instrumentalist approach.

2. Get two detached sheets of paper (preferably blank) and a writing utensil (preferably a black or dark marker).

3. On one sheet of paper, draw an 'instrument' of your choice (for example, a guitar or a trumpet).

4. On the other sheet of paper, draw a picture that signifies human rights (for example, a dove or the peace symbol)

5. Take **5 minutes** to complete your drawings. Take this time to stand/stretch, etc.

6. Once complete, the facilitator is going to read out different statements.

7. As each statement is read aloud, you are to decide if the statement takes a human rights-based or instrumentalist approach.

8. Hold the drawing of either the human rights-based approach or the instrumentalist approach to the camera, depending on the approach you believe the statement takes:
   ● If you believe the statement takes an instrumentalist approach, hold up the drawing of the instrument to the camera.
   ● If you believe the statement takes a human rights-based approach, hold up the drawing of the human rights symbol to the camera.
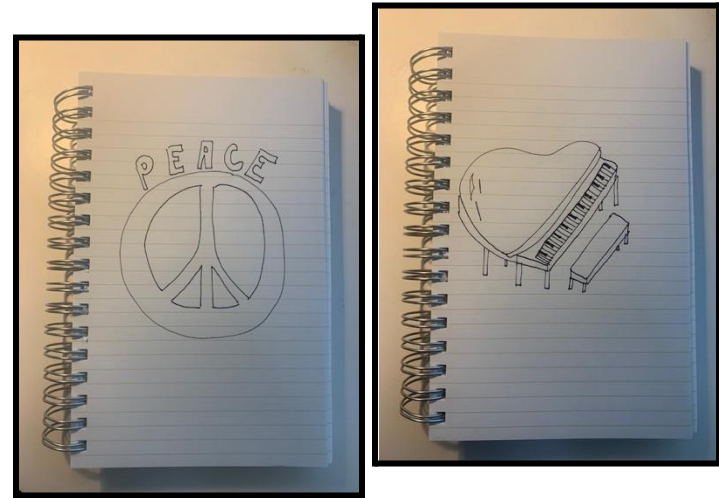
Activity Statements

"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"

 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 considered on issues that concern them and the development of their society.

Transparency and accountability: Individuals have access to information on policies, decisions, and the 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)

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Activity 8.2: Going back to our Problem Statements

You will be moved back into your problem statement groups. Have a discussion and think about the following questions:
- Have you taken a 'human rights-based' approach to your analysis?
- What rights are associated with the gender-related problem you identified?
- For your main problem statement, identify what 'rights' are being insufficiently fulfilled or violated.

Take time to discuss and make any changes or additions to your group's problem in Mural.

Ask yourself:
- What specific factors within the household and interpersonal relationships affect 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 fulfilling rights? Have we captured these specific elements in our Problem Tree?
- How do government institutions and policies influence our problem? What systems-level factors influence this problem, and have we captured those in our analysis?

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

Socio-Ecological Model

Society (Policy) | Community | Relationship | Individual
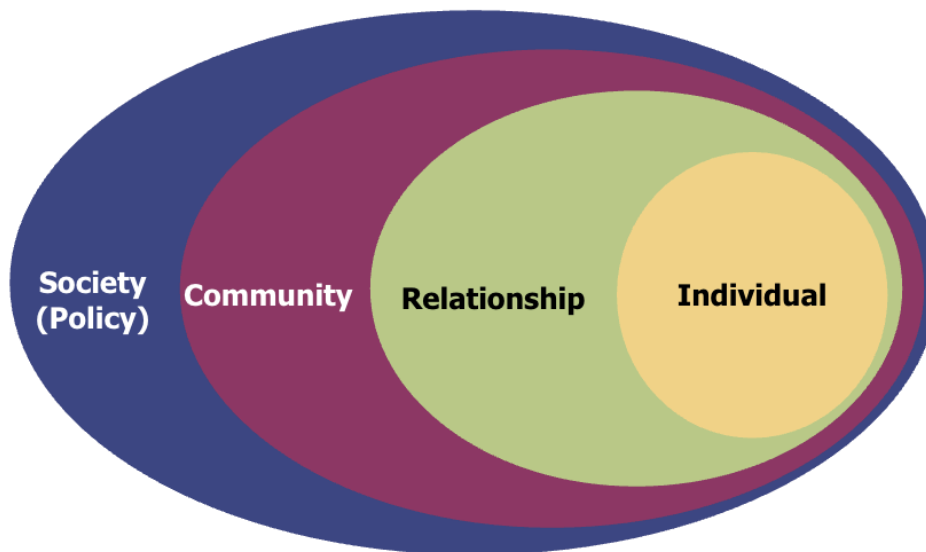
Individual. This refers to the primary subject or focus of your project or study. Sometimes, in the language of human rights, this would be referred as the 'rights holder'.

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.

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'.

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Activity 9.1: Back to Problem Trees

You will be moved back into your problem statement groups. Have a discussion and think about the following questions:

- 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?

You have about **20 minutes** to discuss and revise your analysis.

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

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)

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.
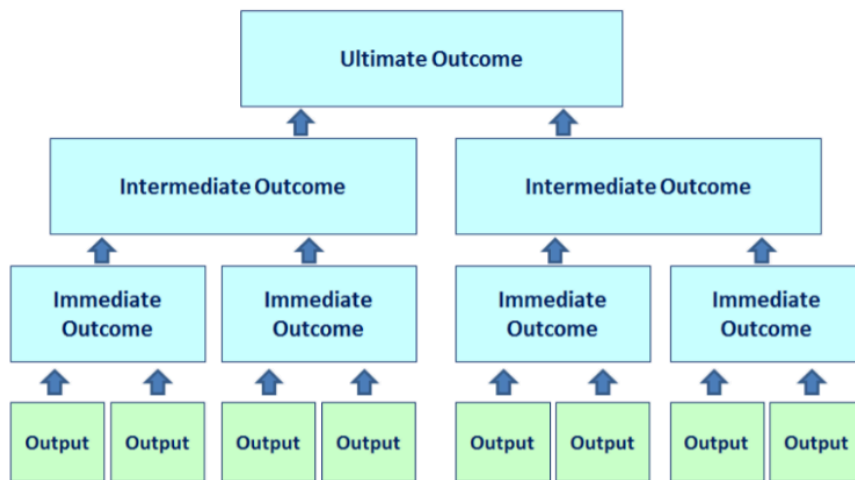
Gender Equality Outcomes

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 <u>empower</u> 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 <u>decision-making power</u> 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.

Ultimate Outcome	Improved realization of the right to quality MNCH care for women, in poor rural areas of X, Y, and Z regions.
Intermediate Outcome	Strengthened local government policy commitments and programs to prevent and respond to gender-based violence and rights violations in selected rural communities. Increased meaningful participation of women in community-level health system decision making.

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	Increased agency among adolescent girls related to sexual and reproductive healthcare and decision-making.
Immediate Outcome	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.

Activity 10.1: Building a Logic Model

GROUP ONE	GROUP TWO	GROUP THREE	GROUP FOUR
[Facilitator to create link]	**[Facilitator to create link]**	**[Facilitator to create link]**	**[Facilitator to create link]**
[Facilitator to create link to Google Sheet - see example below]	**[Facilitator to create link to Google Sheet - see example below]**	**[Facilitator to create link to Google Sheet - see example below]**	**[Facilitator to create link to Google Sheet - see example below]**
X X X	X X X	X X X	X X X

1. Each group will now take their problem tree analysis and build a logic model that describes a project or program to respond to your problem analysis.

2. Please see **ANNEX 10a** for an example of a Logic Model.

3. As a group, you are to focus only on the **top three levels of the LM:** Ultimate Outcome, Intermediate Outcomes, and Immediate Outcomes.

4. Identify some activities for only one immediate outcome stream.

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

Note: Assumptions about context, partners and scope will need to be made to fill in gaps. Detailed research and consultations would typically be conducted, and budget or timeline parameters would be provided. So, as a group, you should agree on the assumptions when building your project design. Don't get caught up on these missing pieces – focus on strong logic and design.

Reminder: Do not be concerned if your LM isn't complete—it takes more time to design a good project! The value of this exercise is in the *analysis*, the *discussion*, and the progress toward a *greater understanding* of how to strengthen gender equality within project design.

1. This activity will take approximately **30 minutes**. You will then be moved back into your Zoom break-out group from session 7, where you designed your problem tree.

2. You will use the blank logic model on the Google Sheet link provided for your group above to create logic models that respond to your problem tree analysis.

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Google Sheet Template:

	A	B	C	D	E	F	G	H	I	J
1										
2	ULTIMATE OUTCOME									
3		Indicators(s):								
4	INTERMEDIATE OUTCOMES									
5		Indicators(s):			Indicators(s):			Indicators(s):		
6	IMMEDIATE OUTCOMES									
7		Indicators(s):	Indicators(s):	Indicators(s):	Indicators(s):	Indicators(s):	Indicators(s):	Indicators(s):	Indicators(s):	Indicators(s):
8	ACTIVITIES									
9										
10										

Annex 10a: Logic Model Handout

https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results_based_management-gestion_axee_resultats-guide-en.pdf

Contribution and Influence / **Attribution and Control**

Change in **state**, **conditions** or **wellbeing** of ultimate beneficiaries (**not** surrounding circumstances)

Ultimate Outcome
- Empowerment
- Safety
- Health
- Freedom
- Enjoyment of Human Rights
- Learning Outcomes
- Prosperity
- Living Conditions
- Wellbeing
- Human Dignity
- Security (Environmental, Economic, Personal, Community, Food, etc.)

Timeframe
- ➤ WHY are we doing this?
- ➤ WHAT changes in state, conditions or wellbeing will the **ultimate beneficiaries** experience?
- ➤ Usually occurs after the end of the project.
- ➤ Should still be measured during the life of the project, if possible, as changes may occur earlier.

Change in **behaviour**, **practice** or **performance** of intermediaries or beneficiaries

Intermediate Outcome
- Decision-making
- Social action
- Efficiency
- Behaviour
- Effectiveness
- Policy Making
- Practice
- Viability

- ➤ WHAT changes in behaviour, practice or performance, will **intermediaries or beneficiaries** experience?
- ➤ Usually expected to be achieved by the **end of the project.**

Change in **capacities** of intermediaries or beneficiaries

Immediate Outcome
- Knowledge
- Opinions
- Skills
- Awareness
- Attitudes
- Aspirations
- Willingness
- Motivations
- Processes

- ➤ WHAT changes in capacity will **intermediaries or beneficiaries** experience?
- ➤ Achieved during implementation.

Products & **services** delivered by project or program implementer(s)

Outputs
- Workshop facilitated
- Training provided
- Policy advice provided
- Research undertaken
- Assessments conducted
- Report submitted
- Clinics built or refurbished

Planned activities undertaken by project or program implementer(s)

Activities
- Draft report
- Hire tutor
- Procure material
- Conduct environmental assessment
- Monitor implementation
- Provide technical assistance
- Analyze documentation
- Develop training curriculum

- ➤ HOW will **implementers** work to achieve the above changes/outcomes?
- ➤ Completed during implementation according to work plan schedule

Resources invested by implementer(s) & donor(s)

Inputs
- Money
- Staff
- Time
- Materials
- Equipment
- Technology
- Partners

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Session 11: Implementation—Planning for Transformative Change

Implementing Gender Transformative Programs - The PIP

The Project Implementation Plan ('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 how, when and with what resources each outcome will be achieved.

Sample Table of Contents of the PIP

Executive Summary
Acronyms
Acknowledgements
Chapter 1 Introduction
Background
PIP Methodology
Chapter 2 Project/Program Design
Context and Rationale
Logical Framework Analysis
Reach and Beneficiaries
Cross-cutting Themes
Risk Strategy
Sustainability
Chapter 3 Project/Program Management
Management Approach and Structure
Roles and Responsibilities of the Implementing Partners
Project/Program Committees

Chapter 4 Project/Program Implementation
Outputs and Activities
Work Breakdown Structure
Schedule
Budget
Chapter 5 Project/Program Information
Performance Measurement Framework
Monitoring Risk
Performance Reporting Framework
Annual Work Planning
Stakeholder Communications Plan
Appendices
Memoranda of Understanding
Updated Logical Framework Analysis (LFA)
Project/Program Performance Report
Work Plan for Year 1

Considerations for Elements of Implementation Planning: Needs, Risks and Challenges

- **Budget**: What are some of the budgetary requirements and challenges in making sure this project is gender transformative?

- **Work Plan/Timeline**: What kind of change is expected? How does that happen and how long does it take?

- **Human Resources**: What are the skills needed? How can the project ensure sufficient skills to make sure the transformative objectives are achieved?

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Activity 11.1: Case Study

As a group, we will discuss one case study of a gender transformative program. Linked here.

You will be moved into Zoom break-out rooms based on the following group assignments:

Group 1	Group 2	Group 3	Group 4
XX	XX	XX	XX
XX	XX	XX	XX

You will consider your group's case study project design, particularly the gender transformative elements. Consider the project design of the case study and reflect on its gender transformative elements (activities or parts of the intervention that really make it transformative). Consider different needs and risks to ensure sufficient budget, time, and skilled human resources to execute the gender transformative project successfully.

Global Affairs Canada's Gender Equality Marker

Gender Equality Coding for Initiatives

(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

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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.

Gender Equality Code	Explanation of GE coding:
GE-3	**Targeted** - 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.
GE-2	**Fully integrated** -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.
GE-1	**Partially integrated** - 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.
GE-0	**None** - 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	
GE-03 Targeted	**Targeted** - 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.
GE-02 Full Integration	**Fully integrated** -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.

GE-01 Partial Integration	**Partially integrated** - 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.
GE-0 None	No gender equality outcomes

OECD DAC GE Policy Marker	
GE-02 Principal	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.
GE-01 Significant	Gender equality is an important and deliberate objective, but not the principal reason for undertaking the project/program.
GE-0 Not Targeted	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.