

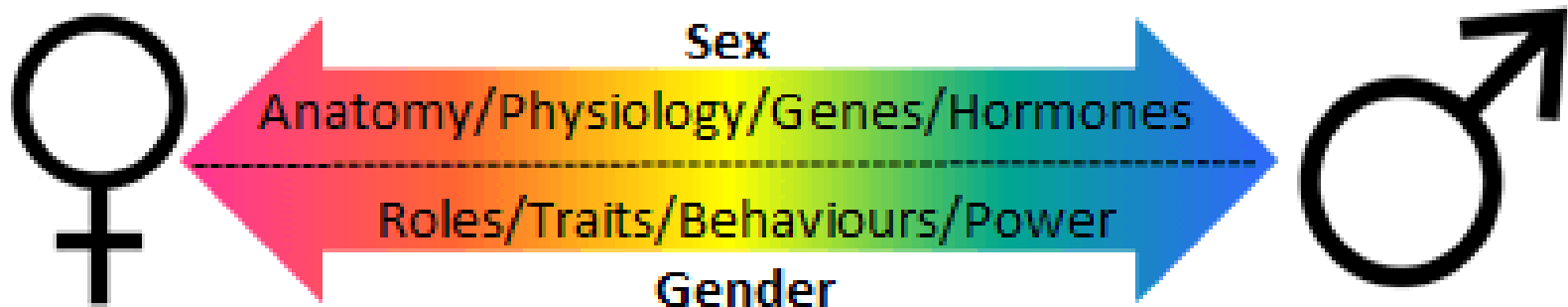


Plan International

An introduction to
gender transformative
programming

Gender

- Gender does not refer to **biological differences** between women, girls, men and boys.
- People can identify as women, men, both or neither.
- Gender is a **social construct** that defines the economic, social and cultural attributes and opportunities associated with being male or female in a particular point in time.



Gender is a social construct



Gender is less like this:



And more like this:



Gender is hierachical

GENDER IS LESS LIKE THIS



AND MORE LIKE THIS



Gender inequalities

Education

**Early and forced
marriage**

Equal pay

Domestic chores

**Access to
resources**

Maternal mortality

**Political
representation**

**Violence against
women and girls**

Gender inequalities

Education	Child marriage	Unequal pay	Domestic chores
70% of illiterate people are women	650 million women and girls were married before their 18th birthday while 115 million boys and men were	Women earn 23% less than men for the same work.	Adolescent girls spend 30-50% more time doing household chore than boys, Women bear 75% of the burden of unpaid domestic work.
Access to resources	Maternal mortality	Political representation	Violence against women and girls
Globally, less than 15 percent of all landholders are women	Everyday, nearly 810 women die from preventable causes related to pregnancy or childbirth	Women represent only 26.1% of parliament seats	1 in every 3 adolescent girls and women experience violence globally

Sources: World Bank data, UNICEF, UN Women, FAO

What can we do about it?

1



2



3



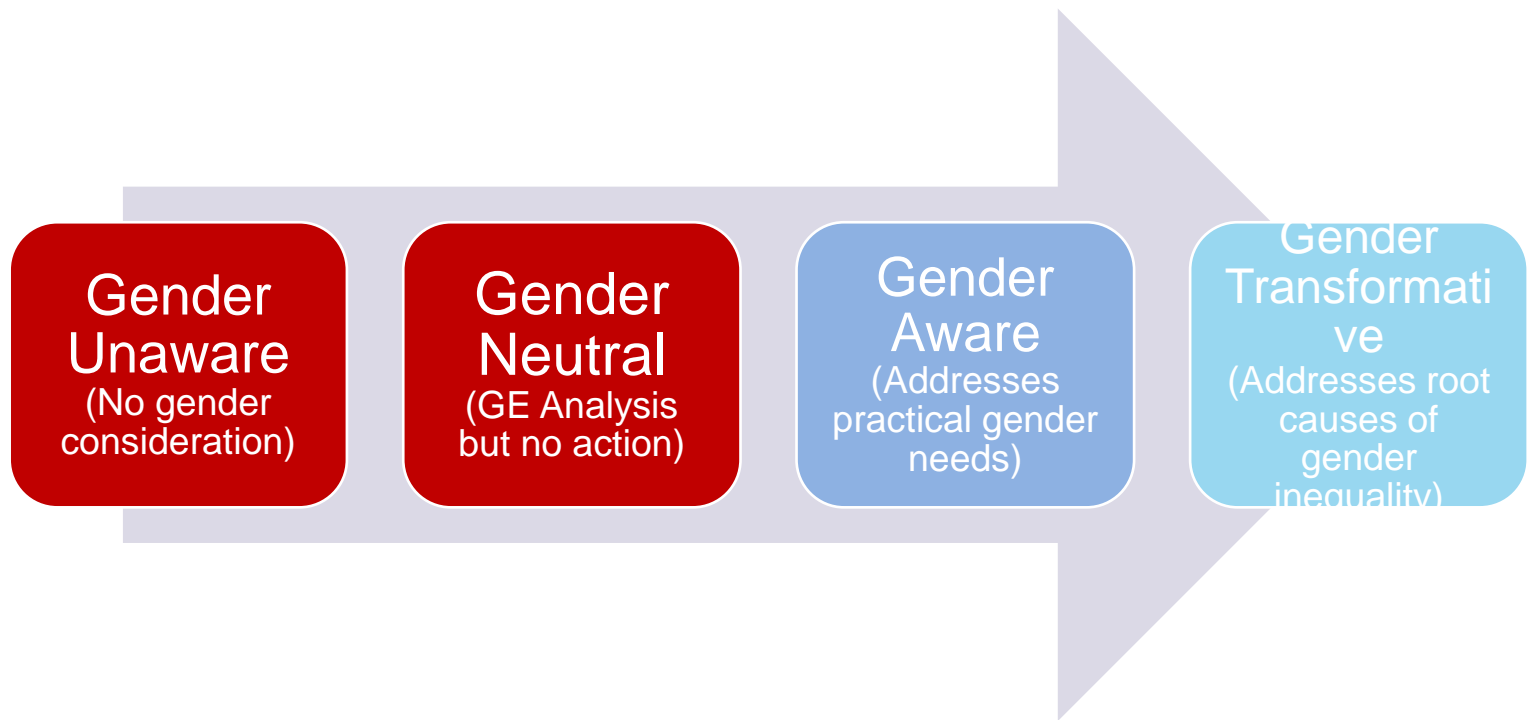
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Equity leads to equality



CONTINUUM OF GENDER INTEGRATION INTO PLAN PROGRAMMES



CONTINUUM OF GENDER INTEGRATION INTO PLAN PROGRAMMES



Gender Unaware	Gender Neutral	Gender Aware	Gender Transformative
<p>Gender-unaware projects do not recognise gender and exclusion issues and tend to aggravate gender and exclusion inequalities. They have no potential to contribute to gender equality and inclusion.</p>	<p>Gender neutral projects recognise gender equality and inclusion issues but do not do anything about them, and so tend to reinforce gender inequalities. They have no potential or little potential to contribute to gender equality and inclusion.</p>	<p>Gender-aware projects seek to improve the daily condition of diverse groups of women and girls by addressing practical gender and exclusion issues. They do not try to transform gender and power relations. They have not medium potential to contribute to gender equality and inclusion.</p>	<p>There is an explicit intention to transform unequal power relations. The focus goes beyond improving the condition of diverse groups of women and girls and seeks to improve their social position (how they are valued in society) as well as the full realisation of their rights. They have high potential to contribute to gender equality and inclusion.</p>

Plan International's gender transformative approach

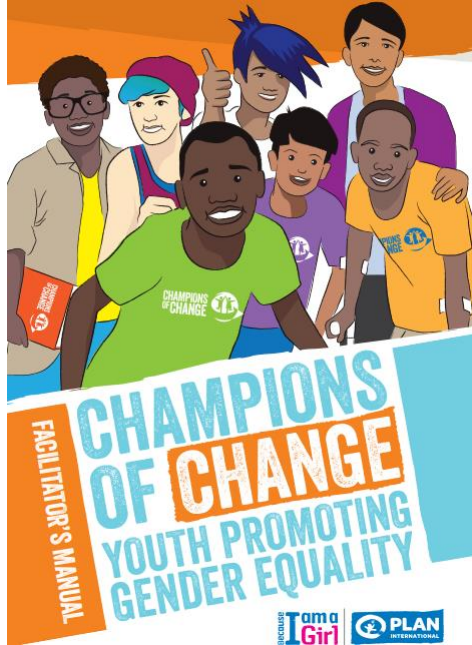
A gender transformative approach goes beyond addressing “symptoms” to explicitly tackle the root causes of gender inequality, particularly unequal gender power relations, discriminatory social norms and systems, structures, policies and practices.

It improves the daily condition of girls while advancing their position and value in society.

Plan International's gender transformative approach

1. Understand and address how **gender norms** influence children throughout their life-course.
2. Work to strengthen **girls' and young women's agency** over the decisions that affect them.
3. Work with and support boys, young men and men to embrace **positive masculinities** and to promote gender equality, while also achieving meaningful results for them.
4. Consider girls, boys, young women and young men in all their **diversity**.
5. Improve the **conditions (daily needs) and social position (value or status)** of girls and young women.
6. Foster an **enabling environment** where all stakeholders work together to support children and youth.

Our tools



PAQUET DES AOGD:

Promotion de la focalisation, de la qualité et des preuves



How can we know if we are on the right track?

OUTIL DE NOTATION GENRE TRANSFORMATEUR

ÉVALUER LE POTENTIEL DE CONTRIBUTION DES PROJETS À L'ÉGALITÉ DE GENRE, AUX DROITS DES FILLES ET À L'INCLUSION



Veillez sélectionner la phase du projet à évaluer:

CONCEPTION

MISE EN EUVRE

RÉSULTATS

Pour accéder à la base de données de toutes les évaluations de projet, veuillez sélectionner:

BASE DE DONNÉS

How can we know if we are on the right track?

ÉVALUER LE POTENTIEL DE CONTRIBUTION À L'ÉGALITÉ DE GENRE, AUX DROITS DES FILLES ET À L'INCLUSION À L'ÉTAPE DE LA MISE EN ŒUVRE DU PROJET				
FAD/SPAD	SEN100268	BUDGET TOTAL (EUR)	EUR	431.888
NOM DU PROJET	Coup d'envoi pour le leadership des filles dans la region de Thies			
BUREAU	Senegal			
DATE DE DEBUT (DD/MM/AAAA)	01/11/2018	DATE DE FIN (DD/MM/AAAA)	31/08/2021	
TYPE DE PROJET				
<input checked="" type="checkbox"/>	DÉVELOPPEMENT	<input type="checkbox"/>	GESTION DES RISQUES DE CATASTROPHES	
DOMAINES DE SPECIALISATION MONDIALE				
<input type="checkbox"/>	ÉDUCATION INCLUSIVE DE QUALITÉ	<input type="checkbox"/>	SANTÉ ET DROITS REPRODUCTIFS ET SEXUELS	
<input type="checkbox"/>	COMPÉTENCES ET OPPORTUNITÉS POUR L'EMPLOI ET L'ENTREPREUNARIAT DES JEUNES	<input type="checkbox"/>	DÉVELOPPEMENT DE LA PETITE ENFANCE	
<input checked="" type="checkbox"/>	PARTICIPATION DES ENFANTS ET DES JEUNES	<input checked="" type="checkbox"/>	PROTECTION DE L'ENFANCE VISANT À RÉDUIRE LES INÉGALITÉS FILLES-GARÇONS	
A. ANALYSE ET REVISION DES PROGRÈS				
Le suivi continu et la révision annuelle analysent les produits et les progrès concernant les indicateurs thématiques sensibles au genre, les éventuelles évolutions du contexte, ainsi que les approches et processus programmatiques visant à mobiliser les parties prenantes (filles, garçons, jeunes femmes et hommes, leurs familles et communautés)				
<i>Indiquer par un X l'option correspondante, ne choisir qu'une seule option.</i>				
Pas de potentiel	Seuls les produits/la portée font l'objet d'un suivi • Effectue le suivi des produits ou de la portée uniquement			
Potentiel faible	Effectue un suivi des produits/de la portée et mesure les indicateurs thématiques sensibles au genre • Assure le suivi des produits et de la portée • Mesure les indicateurs thématiques sensibles au genre à mi-parcours et à la fin			
Potentiel moyen	Effectue le suivi et mesure les indicateurs thématiques sensibles au genre, examine et analyse les progrès en matière d'égalité de genre et d'inclusion ainsi que les éventuelles évolutions du contexte • Assure le suivi des produits et de la portée • Mesure les indicateurs thématiques sensibles au genre à mi-parcours et à la fin • Examine les progrès en matière d'égalité de genre et d'inclusion et les éventuelles évolutions du contexte dans ce domaine		X	
Potentiel fort	Effectue le suivi et mesure les produits et les indicateurs sensibles au genre, les évolutions du contexte, et examine les indicateurs relatifs aux processus • Assure le suivi des produits • Mesure les indicateurs thématiques sensibles au genre à mi-parcours et à la fin • Examine les progrès en matière d'égalité de genre et d'inclusion et les éventuelles évolutions du contexte dans ce domaine			
			Décrivez brièvement pourquoi vous avez choisi ce niveau.	Que peut-on faire pour améliorer ce niveau à l'avenir?
			Le projet a fait une analyse situationnelle et une évaluation à mi parcours pour montrer comment le projet contribue à l'égalité de genre et la mobilisation des garçons et des membres de la communauté.	Veiller à l'implication des jeunes dans la conception et l'analyse des informations sur le Suivi et l'évaluation.

ACCUEIL

The Gender Transformative Marker

1. Allows us to **examine the extent to which** our programme and influencing work contributes to gender transformative and inclusive change
2. Serves as a **project design guide** and diagnostic tool to identify areas we can strengthen to increase a project's potential to be gender transformative
3. Promotes a **common understanding of our approach** among Plan International staff and partners

Another example of a gender marker

CARE GENDER MARKER VETTING FORM

Date: Project title: Reviewer: Project ID:
Country: Stage graded:

1. Select which of the following statements best describes this intervention:

- i. Does NOT work with gender roles and relations **GRADE 0**
- ii. WORKS WITH existing gender roles and relations **GO TO COLUMN A**
- iii. CHALLENGES existing gender roles and relations **GO TO COLUMN B**

3.	Add up the total number of YES: <input type="text"/>	Add up the total number of YES: <input type="text"/>			
4.	Using the Grading Guidance below, tick the grade received: 0-1 YES= Grade 0, 2-3 YES= Grade 1, 4 YES= Grade 2	Using the Grading Guidance below, tick the Gender Grade received: 0-1 YES= Complete column A, 2-3 YES= Grade 3, 4 YES= Grade 4			
<input type="checkbox"/> GRADE 0 HARMFUL		<input type="checkbox"/> GRADE 1 NEUTRAL	<input type="checkbox"/> GRADE 2 SENSITIVE	<input type="checkbox"/> GRADE 3 RESPONSIVE	<input type="checkbox"/> GRADE 4 TRANSFORMATIVE

NOTE: All elements ticked as YES require justification below, and supporting documentation to be attached.

Another example of a gender marker

2.

COLUMN A

WORKS WITH existing gender roles and relations

Answer the questions below:
Tick YES for all of the statements that apply.

Analysis: Is this intervention informed by some analysis of the gender differences of women, men, boys, and girls?

Activities: Are project activities adapted to meet the distinct needs of women, men, boys, and girls as identified in the analysis?

Participation in Project Processes: Does the intervention ensure meaningful participation of women, men, boys and girls in at least one of the following: transparent information sharing; decision-making; responsive feedback mechanisms?

Monitoring and Evaluation Systems: Are monitoring systems collecting and analysing: both sex and age disaggregated data, and changing protection risks and needs?

OR

COLUMN B

CHALLENGES existing gender roles and relations

Answer the questions below:
Tick YES for all of the statements that apply.

Analysis: Is this intervention informed by an in-depth, project specific gender analysis of the distinct needs, roles, relationships, protection risks and power dynamics of and between women, men, boys and girls?

Activities: Are project activities adapted to meet the distinct needs of women, men, boys and girls, supported by specific gender activities advancing gender equality through all three dimensions of CARE's Gender Equality Framework: agency, structure, and relations?

Participation in Project Processes: Does the intervention ensure meaningful participation of women, men, boys and girls in all three of the following: transparent information sharing; decision-making; responsive feedback mechanisms?

Monitoring and Evaluation Systems: Are monitoring systems collecting, analysing, and addressing all four of the following: changes in gender roles and relations, sex and age disaggregated data, unintended consequences, and the changing protection risks and needs?

**QUESTIONS?
THANK YOU!**

