GENDER MARKER MINI-GUIDE
Gender Analysis in Practice

WHAT is in this guide?

This practical guidance is to help teams use CARE's Gender Marker. It supports project teams to identify if their project is meeting the gender analysis criteria of the Gender Marker, understand what the gender analysis criteria in the Gender Marker means in practice, and share case examples with best practices for more gender responsive or transformative projects.

WHO should use it?

Anyone supporting a CARE project! This includes CARE staff in Country Offices, regional offices and CARE International Members and lead members involved in program management, design and implementation.

WHEN should it be used?

Throughout the project lifecycle. To inform design of gender responsive or gender transformative programming, and throughout the project cycle to improve and reflect upon the intervention. Depending on the duration of the project (e.g., short-term emergency response; one-year project, multi-year project), teams should identify times throughout implementation (e.g., monthly, quarterly, semi-annually or annually) to reflect on the project as part of program quality exercises. Using the Gender Marker, teams can assess progress along the gender continuum and identify areas for improvement and any action steps.

GENDER MARKER GENDER ANALYSIS CRITERIA IN PRACTICE

Below are the analysis criteria from Columns A and B of **CARE's Gender Marker Vetting Form**. For more information on the Gender Marker, how to assess projects, and use the Marker as a learning and reflection tool, access the **Gender Marker**.

Gender Analysis Guiding Questions

COLUMN A Projects will score 'Gender Unaware, Neutral or Sensitive'	COLUMN B Projects will score 'Gender Responsive or Transformative'

Gender Analysis

To meet the Analysis criteria in Column A, the project needs to: Be informed by some gender analysis.

To meet the Analysis criteria in Column B, the project needs to: Be informed by an in-depth, project specific gender analysis.

GENDER INTEGRATED PROGRAMMING

Has a gender analysis been conducted that provides information about differences in the lives of people of all genders in this context (either a project-specific gender analysis orusing data from other sources)? [1]

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 people of all genders? [1]

CRITERIA IN PRACTICE

- Review existing gender data and other literature relevant to the project sector and operating context to understand the different roles, responsibilities, needs and priorities of people across gender identities and age groups.
- Design programming in consideration of people's different needs, conditions, capacities and vulnerabilities based on age, gender and other relevant identities, such as disability.

- Review existing gender data, analyses and other literature relevant to the project sector and operating context to understand the different roles, responsibilities, needs, capacities, vulnerabilities and priorities of women, men, boys and girls.
- Undertake or use primary qualitative research (for example, focus group discussions and key informant interviews) in the target locations.

If conducting your own primary analysis:

- Focus on the most relevant and important areas of inquiry from **CARE's Good Practices Framework for Gender Analysis**.
- Include respondents from different genders from across the community (such as community members, traditional/religious leaders, local authorities, poorer households living on the periphery) to understand their different roles, responsibilities, needs and priorities.
- Ensure that respondents include the most marginalised community members, such as LGBTQI+[2] people, elderly/young women, women and men with disabilities, single headed-households, landless people and ethnic and religious minority groups.
- Disaggregate and analyse data by sex, age, disability and other relevant identities (e.g. ethnicity).
- Develop **SMART (Specific, Measurable, Achievable, Relevant, Time-bound) recommendations** that respond directly to findings from the analysis.

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1   This language reflects that of the gender marker. We understand this to include all people who identify as women, men, boys and girls (including trans identities). We acknowledge this framing is incomplete in failing to acknowledge the particular situations of non-binary/gender non-conforming people and encourage offices to consider the different situations across people of all genders.

2   We use LGBTQI+ is an umbrella term to represent sexual diversity, as well as non-binary, and fluid gender identities that exist (and have existed) across cultures and geographies. We acknowledge the term itself, which stands for Lesbian, Gay, Bisexual, Transgender, Queer/Questioning and Intersex is insufficient in its roots/representation of Northern and Western conceptions of gender nad sexuality which have been globalized through imperialism.

Case example (criteria in Columns A and B not met): Project Purple is a climate change adaptation project targeting producer communities in the rice value chain. It was designed in a hurry for a donor that does not prioritise gender equality. A gender analysis was not included in the design phase nor during the project start-up period. Project implementation starts with training on a water-saving approach to rice cultivation. Only men attend the training, which is delivered by male extension workers who share written resources to explain the new method. The project evaluation finds that the new method of rice cultivation has not been implemented because women (who experience high levels of illiteracy) have a primary role in rice production but were not targeted by the training or resource materials.

Case example (criteria met for both columns): Despite its challenges, Project Purple is extended. An in-depth gender analysis is conducted during the Project Purple Phase II start-up period. It targets women, men, and queer/trans people, including community members, local leaders, and those with disabilities in the target locations. Using focus group discussions with participatory tools, the gender analysis explores the gendered division of labour, household decision-making, control over productive assets, access to public spaces and services, and gender-based violence. It finds that women have a heavy burden of caregiving, community management and productive work, including a leading role in rice cultivation. It also finds that LGBTQI+ people are often denied access to land and trade. It also finds that women and LGBTQI+ people have little decision-making power, lack access to cultivation inputs and are at risk of violence for stepping out of traditional roles. People with disabilities are also excluded from rice cultivation. The gender analysis recommendations are used to design project activities that target people of all genders to promote more sharing of household domestic work and decision-making power, and gain community support for the participation of women and queer/trans people and reduce violence against women and LGBTQI+ people. Training activities are redesigned to enable women and queer/trans people to attend and effectively engage discussions across people's different levels of access to education. Disability awareness-training is successful in shifting attitudes about the capacity of people with a disability who are subsequently included in rice cultivation tasks, enabling them to earn an income. Project Purple Phase II's final evaluation shows that it has increased rice yields, reduced water consumption and achieved gender equitable outcomes.

Case example 2 (Column A criteria met only): Project Orange is a land rights project implemented in the northern region of the targeted country. The project proposal included a mandatory gender analysis section which the design team completed using existing literature from research and needs assessments undertaken at the national level and in the south of the country. Activities were designed based on the findings of the secondary gender analysis. When project implementation starts Project Orange staff are dismayed to find that the ethnic minority groups living in target locations in the north don't speak the national language and have very different practices and uses of the land. Project staff – all of whom are from the enthic majority group – are unable to communicate effectively with project participants, especially women who are less likely to speak the national language. The planned activities are not relevant for the target locaton, and the staff realise that they risk doing harm if they proceed with activities as planned.

Case example 2 (criteria met for both columns): Project Orange negotiates with the donor to reallocate project funds for an in-depth gender analysis in the target locations. The gender analysis targets marginalized ethnic groups, including people of all genders and ages, and traditional and spiritual leaders. Project Orange recruits men and women enumerators from marginalized ethnicities who speak the local language to undertake data collection. Using focus group discussions with participatory tools, the gender analysis explores what genders exist in the community, gendered division of labour, household and land-use decision-making, access to and control over land, differences in use of land and forest products by gender, and gender-based violence. It finds that people of different genders have very different uses of land, have different levels of access to

different parts of the forest, and that the spiritual significance of their land and forests vary across the life-cycle. It also finds that the stress caused when ethnic minorities are removed from their traditional lands can lead to increased violence against women and LGBTQI+ people. Following the gender analysis, Project Orange is redesigned to focus on advocacy and gender and social norms, actively engaging targeted communities to document their own stories in their own language, examine the drivers of GBV, use these stories to develop policy positions and change harmful practices and behaviors, and bringing together community members across genders with authorities to advocate for themselves. The Project Orange final evaluation finds that women are more confident and less at risk of GBV and men report increased respect for women.

TIP

Each CARE project or program should be informed by a gender analysis – whether conducted by CARE or another organization. The data should be specific to the project's area of work (in terms of time, geography, population and sector). Gender analyses should be built upon existing gender analyses and assessments – by CARE or other organizations working in the same place. As needed, undertake targeted research to fill key knowledge gaps. Decisions to take on further research may also depend on access, safety, and target population circumstances, and ethics in engaging communities.

Does your team need more technical assistance on gender and MEL?

The Global Gender Cohort can help! Contact **gendercohort@care.org** for more information.

Want more information on the CARE Gender Marker?

See more guidance on the gender marker at: **https://genderinpractice.care.org/gender-marker/**

For more information, contact:
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Founded in 1945 with the creation of the CARE Package, CARE is a leading humanitarian organization fighting global poverty. CARE places special focus on working alongside poor girls and women because, equipped with the proper resources, they have the power to lift whole families and entire communities out of poverty. Last year CARE worked in 87 countries and reached 82 million people around the world. To learn more, visit www.care.org.