Gender Marker Guidance

OVERVIEW CARE's Gender Marker is a self-assessment program quality and learning tool. It measures the integration of gender into programming along the CARE Gender Continuum from harmful to transformative. The Gender Marker enables CARE to track, improve on, and support more effective, gender integrated programming. The Gender Marker is designed to be used in combination with Monitoring, Evaluation and Accountability systems to help teams reflect on the integration of gender in order to **learn from and improve** the gendered approach of their work. This document provides guidance on how project teams can use the Gender Marker for learning and improved programming. It includes guiding questions and practical tips for each step.

WHO should use the Gender Marker?

CARE's Gender Marker can and should be used by any staff involved in project or program management, design, implementation, and/or monitoring evaluation and learning (MEL). At the country office level, this could include: Assistant Country Directors, Program Quality Managers, Project Directors, Managers, Coordinators, and Officers, Gender Advisors, as well as MEL Coordinators and Officers. In addition, CARE staff at the Regional and CARE Member Partner (CMP) levels can use the Gender Marker to assess active projects they are directly managing and/or supporting as well as projects that are being designed (e.g., proposal writing). Regional or CMP staff may include: Deputy Regional Directors of Program Quality, Gender Advisors, Project Directors and Officers as well as MEL Advisors and Officers.

WHEN should the Gender Marker be used?

CARE's Gender Marker is a dynamic tool that can and should be used throughout the project lifecycle. Teams may find it useful to assess a proposal and/or program design using the gender marker before submitting it to the donor. At start-up, teams may find the Gender Marker useful to create a baseline for where the project is on the gender continuum. Annually, teams may create time to discuss the project using the Gender Marker criteria to assess progress and improvement along the gender continuum, identify areas for improvement as well as action steps. At project end, CARE teams may find the Gender Marker useful to guide an after-action review. Additional information on ways the Gender Marker has been used can be found in the Gender Marker Learning Paper.

☀ TIP Meet with the program or project team and work through the Gender Marker grading steps below. Dialogue with the project team improves the value of the Gender Marker as a program quality and learning tool. Use the key questions to help guide the discussion. Note key points during the discussion and record learning on page 2 of the Vetting Form. There may not be agreement at every point – recognise the value of each other's differing perspectives! Use these disagreements as an opportunity to help frame the dialogue, and support learning on gender from different angles.

HOW to apply the Gender Marker?

Complete the information in the Project ID box. The CARE Gender Marker is then applied in four steps:

| **STEP 1** | **Assess how gender roles and relations relate to the project. Choose the option that best fits - is the project working with, or challenging gender roles and relationships; or is a gender integrated approach not applicable?** |

This question looks at how the project **works with** gender roles and relations. Using examples, consider whether the project is designed to actively **challenge and change** harmful gender roles, relations, and structures; or if it instead works with the existing gender roles, relations and structures.

PROGRAMME/PROJECT RELATIONSHIP TO GENDER ROLES AND RELATIONS

Gender roles and relations: This covers different groups of people's roles and responsibilities in the household and economy, how different groups of people spend their time, what resources/opportunities/services they can/can't access, how they are expected to act, etc.

Not Applicable	WORKS WITH existing gender roles and relationships	CHALLENGES existing gender roles and relationships
Certain projects may not use a gender approach. As CARE puts gender at the centre of programming, this will be very rare.	A project that does not actively challenge or transform existing gender norms, but instead works with the current relations, roles and structures.	A project that specifically aims to transform gender roles and relations.
A gender integrated approach may be less necessary for projects that are strictly focused on things like logistics.	This type of project may be unaware/blind to gender; **OR**	This type of project has a comprehensive understanding of gender norms, roles, relations and inequities within the target population and surrounding context. It has purposefully designed interventions to change those gender norms, roles and relations that are harmful.
Grade is 0. Explain this choice on the second page of the Gender Marker Vetting Form.	It may adapt programming to conform with the gender norms, roles and relationships to ensure equal access to project initiatives (for example, a project that gives women home-based income generating activities due to their limited mobility); **OR**	
	It may take advantage of existing roles and relations to achieve project objectives (for example, a nutrition project that targets women with cooking demonstrations).	For example, a project that targets men for child nutrition education or enables women to take on leadership roles that are traditionally filled by men.
	➤ **Go to column A.**	➤ **Go to Column B.**

EXAMPLE

CARE's Project Yellow is working to increase access to contraception for women in Country X. The team is discussing whether they think *Project Yellow* is **challenging** the gender norms that inhibit women's access to contraception or working **with** them. The team discusses how the Project's Gender Analysis revealed that inequitable gender norms contribute to women's limited mobility and disproportionate responsibilities for child-rearing and unpaid work at home; they discuss how these factors make it nearly impossible for women to access contraceptive counselling at clinics or hospitals in the project area. In response, Project Yellow is working with community health workers to provide home-based contraceptive counselling for women. While this intervention has demonstrated success in increasing women's access to contraceptive counselling and some methods, Project Yellow is not implementing any activities to transform the gender norms that contribute to their disproportionate unpaid work load and limit their mobility. Project Yellow determines that the **project is working WITH existing gender roles and relationships**. They will continue assessing Project Yellow using the Gender Marker criteria in **Column A**.

STEP 2

Depending on your response for Step 1, proceed to either Column A or Column B (only choose one!). Assess whether gender is integrated into the analysis, activities, and monitoring and evaluation systems by considering and discussing the criteria in each box. If the project sufficiently meets the criteria, tick the box. Each box-tick <u>requires explanation and supporting documentation</u> to be attached on page 2 of the Gender Marker Vetting Form.

☀ TIP

For each question in the Gender Marker consider not just a YES/NO response but ask - how has this been done? What evidence is there to demonstrate this? Document this on page 2 of the Vetting Form. Consider whether programming has the capacity, support, and budget to justify ticking the box for that criteria.

EXAMPLE

CARE's Project Orange team has decided that project is **challenging** gender norms, so they will assess Project Orange using the criteria in **Column B**. The project is discussing the criteria for 'Activities'. After discussing, the team decides that Project Orange is addressing the differences identified in the gender analysis. The team agrees that Project Orange's activities with adolescent girls build their individual and collective **agency**. The team also discusses a few activities focused on improving the communication and **relations** between girls and their parents. However, the team agrees that they could be doing more on **relations** and that *Project Orange* is not currently addressing how girls interact with formal or informal **structures**. Thus, only some of the Gender Marker criteria for 'activities' **Column B** has been met. *Project Orange* **should not tick this box**.

GENDER ANALYSIS

Gender Analysis: Gender analysis is a type of research that identifies key issues contributing to gender inequalities, many of which also contribute to poor development and humanitarian outcomes. It explores how gendered power relations lead to discrimination, subordination, and exclusion, particularly when intersecting with other areas of marginalisation or inequality due to age, class, ethnicity, caste, disability, status, sexuality etc. Gender analyses explore the different gendered roles and relationships within the project or programme's target area and identify how these create specific needs, risks and inequities for different population groups.

See CARE's Good Practices Framework, and the CARE Rapid Gender Analysis guidance for more information.

Gender Analysis Guiding Questions

COLUMN A	COLUMN B
Has a **gender analysis been conducted** that provides information about differences in the lives of women, men, boys and girls in this context (either a project-specific gender analysis or using data from other sources)?	Has an **in-depth, project-specific gender analysis been completed** that covers: • Gender roles, and their impact on access and power; • Different groups' (e.g., women and girls, men and boys) needs, roles, relationships, protection needs and risks; • Power dynamics of and between individuals and groups; • Barriers to gender equality; and, • Consideration of agency, structure, and relations?

ACTIVITIES

Gender Integrated Programming: Gender integrated programming is when gender analysis is used to design programme activities that respond to the differing gendered needs, risks, and inequities identified. Within gender integrated programming, services, activities and distributions will be designed and implemented in a manner that is reflective of gender differences to ensure it is inclusively accessible to all participating in the project. Gender integrated programming will also take action against unmet needs or gender discrimination.

Specific Gender Activities to Advance Gender Equality (Agency, Structure, Relations): This refers to targeted activities designed to challenge gender inequality in the domains of CARE's Gender Equality Framework: 1. Building individual agency, 2. Changing gender relations, 3. Transforming structures. Note: I f filling out Column B, projects must address all three domains to meet the criteria.

See CARE's Gender Equality and Women's Voice guidance note for more information on CARE's approach.

Activities Guiding Questions

COLUMN A	COLUMN B
Gender Integrated Programming	
Are the **project activities designed to meet the gender differences identified in the gender analysis**? Can services provided by the project be safely and inclusively accessed by all participants?	Are the **project activities designed to meet the gender differences identified in the gender analysis**? Can services provided by the project be safely and inclusively accessed by all participants? **AND** Are there **project activities to advance gender equality in ALL THREE dimensions of gender equality**: 1) Build individual agency; 2) Change gender relations; **AND** 3) Transform structures?

PARTICIPATION IN PROJECT PROCESSES

Meaningful Participation: In this context, 'meaningful' requires the careful design of activities, structures, or mechanisms to provide real opportunities for participation by marginalised groups. For example, this means going beyond the inclusion of marginalised groups in a meeting to ensure that those groups have the confidence to speak out and that others will listen to their views.

Transparent Information-Sharing: The clear, honest, safe and equally accessible sharing of relevant information with all project participants (not just community leaders/authorities). The project provides information to target groups so that they understand project initiatives, can participate in and benefit from them, and can hold CARE to account.

Involvement in Decision-Making: An equal and meaningful opportunity for project participants to be involved in decision-making at various stages of the programme and project cycle.

Responsive Feedback Mechanism: Accessible, safe, and reliable processes through which participants can report complaints or other feedback about the project. These mechanisms should be transparent, with standard procedures for responding to and learning from feedback, within a set timeline.

Participation in Project Processes Guiding Questions

COLUMN A	COLUMN B
To tick the box in Column A, programming has to include meaningful participation in **AT LEAST ONE** of the following areas.	To tick the box in Column B, programming has to include meaningful participation in **ALL THREE** of the following areas.

Transparent information-sharing

Has relevant **information about the project been shared with participants** of all genders and ages in a format that is clear and transparent? Are people of all genders able to safely and equally access this information?

Involvement in decision-making

Are people of all genders, ages, and backgrounds offered an equal and meaningful opportunity to be **involved in decision-making** throughout the project cycle? Can women and girls speak up and represent themselves in community consultations?

Responsive feedback mechanism

Does the project have an intentional process to receive feedback from participants on how to improve CARE's programming? Does the project have a **standard procedure for responding to this feedback**? Can women, men, boys and girls **safely report complaints and other forms of feedback**?

MONITORING AND EVALUATION SYSTEMS

Sex and Age Disaggregated Data (SADD): Data that is collected and analysed by male, female, and different age groups. SADD provides information on how vulnerabilities, needs, risks, barriers, and access change according to sex and age. The age segments for age-disaggregation may vary by country or sector; however, commonly used segments include: children 0-9; adolescents: 10-19; very young adolescents 10-14; older adolescents 15-19; adults 19-60; women of reproductive age 19-45; elderly adults 60+. **To tick this box, both sex AND age data must be collected – not just one.**

Protection Risks and Needs: In this context, 'protection' refers to work that aims to protect an individual's human rights, including safety, security and dignity; access to services; or data protection and privacy. While not all projects will consider all of these domains, gender sensitive and transformative projects must consider gender-based violence and sexual exploitation and abuse risks in the initial gender analysis and in monitoring and evaluation systems.

Analysis of Unintended Consequences: Unintended consequences are the changes and effects that occur from programming that were not expected. These can be both positive and negative. For example, a positive unintended consequence could be men doing more household work when their wives take on leadership roles in the community. A negative unintended consequence could be increased violence against women by men when women start occupying leadership roles that were previously filled by men.

Monitoring Changing Gender Roles and Relations: Gender roles and relations are changing all the time. For example, women are increasingly entering national parliaments around the world, girls' education participation is growing, and men are taking on more unpaid work in the home in some countries.

Monitoring and Evaluation Systems Guiding Questions

COLUMN A	COLUMN B
To tick the box in Column A, programming needs to have M&E systems that **collect and analyse BOTH** SADD **and** changing protection risks and needs.	To tick the box in Column B, programming needs to have M&E systems that **collect**, **analyse**, and **address ALL FOUR** of the areas below.

Sex- and Age-Disaggregated data

COLUMN A	COLUMN B
Is the **M&E system collecting and SADD**? (To tick the box, both sex- AND age-disaggregated data must be collected – not just one. If only sex-disaggregated data is collected, do not tick the box.)	Is the **M&E system collecting and analysing SADD**? (To tick the box, **both sex- AND age-disaggregated data must be collected** – not just one. If only sex-disaggregated data is collected, **do not** tick the box.) **AND** **Is this information used to regularly adapt the project** to the changing needs, risks and capacities identified?

Protection risks and needs

COLUMN A	COLUMN B
Are the **safety and security risks (including gender-based violence and sexual exploitation and abuse risks) for women, men, girls and boys identified and routinely monitored** throughout programming? **AND** Are the causes of these risks identified? **AND** Is this information used to inform programming?	Are the safety and security risks (including gender-based violence and sexual exploitation and abuse risks) for women, men, girls, and boys identified and routinely monitored throughout programming? **AND** Are the causes of these risks identified? **AND** Is this information used to inform programming? **AND** Is this information used to regularly adapt the project and its activities to respond to any changes in access to rights, safety, and security?

Analysis of unintended consequences

COLUMN A	COLUMN B
These criteria are not applied to projects or programmes filling out column A.	Does the **M&E system capture unintended consequences**, both positive and negative (e.g. new economic activities; backlash as a result of the project)?

Monitoring changing gender roles and relations

COLUMN A	COLUMN B
	Are **changing roles and relations tracked through the M&E system** (e.g. changes in decision-making or who does household tasks or caregiving responsibilities)?

STEP 3

Count the number of boxes that have been ticked, and use the grading guidance to calculate your score and position along the Gender Continuum.

STEP 4

Return to your notes on the second page of the Gender Marker Vetting Form. Are additional comments or explanations required to support the boxes that have been ticked? What other reflections, recommendations, or feedback would help the project address any gaps or opportunities to improve the level and quality of gender integration?

After grading, learning, feedback and recommendations should be shared amongst your colleagues, and used to adapt programming to be more effective.

☀ TIP

Don't finish the Gender Marker exercise here! Ask the team (or yourself), based on lessons learned through this exercise, what could be changed or improved in current or future programming to improve gender integration? Create an action plan and designate responsibility for action points. Include a timeline and resources required to implement this action plan. Set a date to review how changes have been implemented, and how that has improved your programming.

What do the grades mean?

Projects are awarded a grade from 0 to 4 along CARE's Gender Continuum. Note that for humanitarian response, a grade 2 or above demonstrates significant achievement in integrating gender.

0 HARMFUL	1 NEUTRAL	2 SENSITIVE	3 RESPONSIVE	4 TRANSFORMATIVE
Programming that ignores the economic/social/political roles, rights, entitlements, responsibilities, obligations, and power relations associated with being female and male; as well as the dynamics between and amongst men and women, boys and girls	Programming that works with gender norms. Reinforces and may take advantage of pre-existing gender inequitable structures, systems, and divisions in society relating to gender. Does not consider how gender roles and relations can impede the achievement of programming outcomes, or how programming can negatively affect gender roles and relations.	Programming that adapts to gender norms. Works around existing gender differences and inequalities to ensure equitable allocation/services/support aligned with the pre-existing gender differences, structures, systems, and power divisions in society. Aware of the effect of leveraging inequitable gender norms for the outcomes of programming.	Programming that challenges inequitable gender norms. Responds to the different needs and constraints of individuals based on their gender and sexuality. Opens space for discussing, challenging, and engaging with inequitable gender structures, systems, divisions, and power relations. Provides the opportunity for participants to question, experiment and challenge gender inequities.	Policies and programs that change inequitable gender norms and relations to promote equality. Not only has the ambition to transform gender, but has the resources, willingness and capacity to institutionalise transformative programming.

Want more information on the CARE Gender Marker?

Holly Robinson, Emergency Response Specialist - Gender in Emergencies, CARE Canada at holly.robinson@care.ca

Sarah Eckhoff, Senior Impact Measurement Advisor, Gender Justice, CARE USA at sarah.eckhoff@care.org

Isadora Quay, Gender in Emergencies Coordinator, CARE International at quay@careinternational.org