



September 2014

Gender in Emergencies Guidance Note Gender Marker

This guidance note provides information on CARE's Gender Marker approach – what it is, where it comes from, the pilot process currently underway, how the Gender Marker works and provides links to more information. The guidance note is targeted at all staff who have a role to play in applying the Gender Marker at preparedness, response and evaluation stages.

What is the Gender Marker and where does it come from?

The CARE Gender Marker is a simple, easy-to-use tool that grades, on a 0-2 scale, whether or not humanitarian relief work is prepared for, designed, and implemented in a way that ensures women, men, boys and girls benefit equally; and if it will contribute to increasing gender equality.

CARE's Gender Marker draws on the concept of the Inter Agency Standing Committee (IASC) Gender Marker launched in 2010 to ensure gender equality is part of the Consolidated Appeals Process. The IASC Gender Marker is used by the clusters to evaluate whether project-funding proposals will equally benefit men, women, boys and girls, and assess its potential to contribute to gender equality.

There has been substantial buy-in from donors and the humanitarian sector into the IASC Gender Marker. Donor interest in the Gender Marker has meant that results by country and by organisation are publically available on the Financial Tracking

System. More donors have adopted the system; most recently ECHO announced it will use its own version of the Gender Marker.

It is important to note that the IASC Gender Marker only rates *proposals*, not how effectively the response contributed to gender equality. CARE's Gender Marker expands on this, extending its application throughout the *entire project cycle* of humanitarian relief, from preparedness to planning and proposals, and into the response.

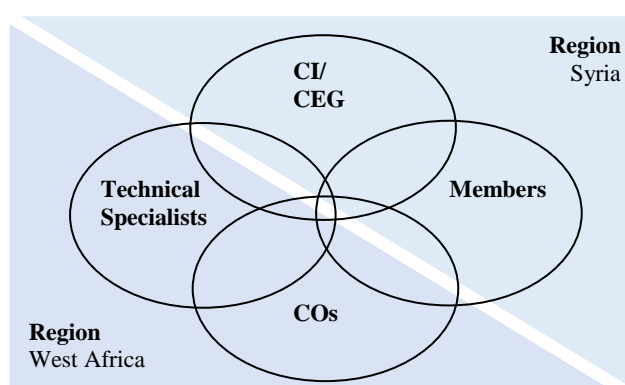
Pilot underway

CARE's expanded version of the Gender Marker – assessing gender work in preparedness, strategy development, proposals and implementation of the response – **is being trialled in calendar year 2014**. This will complement CARE's Gender Action Plan (GAP). Currently, CARE only monitors the number of GAPs prepared. The Gender Marker will be able to track the content of the GAPs produced, how well this links with the Emergency Response Strategy, and track CARE's gender sensitivity from preparedness into the response.

By conducting a pilot study, CARE can pre-test the Gender Marker in action and gain insights in how the Gender Marker functions across the organisation spanning the project cycle. This will help frame the way we move forward and develop the roll-out of the Gender Marker, with changes directed by the findings of the pilot.

It is important to note that the pilot will not just grade activities but will involve *training*, *awareness-raising* and *mainstreaming* gender throughout the organisation to produce the results CARE is trying to achieve.

Two regions have been selected for the pilot phase – Syria response countries and West Africa. CARE’s high-priority, high-risk countries in the above regions will be included in the pilot and will be the first to receive comprehensive Gender Marker training. This aims to increase the likelihood of tracking the gender marking of a response through the full project cycle.



Responsibilities in the pilot phase

The pilot phase involves four steps: training; grading with the Gender Marker; feedback; and review. The Gender in Emergencies team will provide oversight and technical support for each step. In terms of grading with the Gender Marker, the following leads have been identified:

PROJECT CYCLE STAGE	WHO IS RESPONSIBLE	WHAT TO GRADE
Emergency Preparedness	→ RECs	→ EPP Report
Strategy	→ GiE team	→ GAP/ Emergency Response Strategy
Proposals	→ Members	→ Funding Proposal
Implementation	→ CEG/M&E team	→ AAR/RTE

Can I use the Gender Marker outside the pilot?

There is considerable interest in parts of CARE to use the CARE Gender Marker outside of the pilot areas. Is this possible? In short, the answer is yes – CARE members, CEG staff and country offices can use the Gender Marker tool outside the pilot countries.

However, it should be recognized that the comprehensive package that accompanies the roll-out to pilot countries (training, grading, feedback and review) will be much lighter. This means that the intensive technical support provided by the Gender in Emergencies team will not be available as it is to pilot regions, due simply to capacity constraints.

How do I use the Gender Marker as a grading tool?

Refer to Annex 1 for guidance on grading with the Gender Marker. The tool looks at gender analysis in needs assessments, gender in activities and gender in outcomes across the different stages of the program cycle. Annex 2 provides the format to use (Gender Marker Vetting Form).

Want more information?

- Email the Gender in Emergencies team at emergencygender@careinternational.org.
- All GiE resources are available at on Minerva

Key documents:

- Guidance Note: An overview – integrating gender equality into emergency responses* is the primary document providing an overview of key steps to consider integrating gender equality into emergency responses.
- Guidance Note: Gender Action Plans*.
- Guidance Note: Rapid Gender analysis*.

Annex 1 – CARE Gender Marker guidance

The CARE Gender Marker is a tool that codes, on a 0-2 scale, whether or not humanitarian relief work is prepared for, designed, and implemented in a way that ensures women, men, boys and girls of all ages benefit equally; and if it will contribute to increasing gender equality. CARE's Gender Marker has been designed to closely align with the Inter-Agency Standing Committee Gender Marker. It expands on the current marker to extend its application throughout the entire project cycle of humanitarian relief, from preparedness to planning and into the response.

CARE GENDER MARKER	
2a: GENDER MAINSTREAMING <i>Potential to contribute significantly to gender equality through meaningful gender mainstreaming</i> <ul style="list-style-type: none"> A gender and age analysis is included in the needs assessment. Activities reflect the findings of the gender analysis. Outcomes are designed to contribute to gender equality goals with linkages to longer-term gender and development work. 	2b: TARGETED GENDER ACTION <i>Principal purpose of the response is women's empowerment, or to advance gender equality</i> <ul style="list-style-type: none"> The gender analysis in the needs assessment justifies a response in which <i>all</i> activities and <i>all</i> outcomes advance gender equality. Activities respond specifically to the identified disadvantage, discrimination or special needs of women, men, boys or girls. Main outcomes are designed to contribute to gender equality goals with linkages to longer-term gender and development work.
1: GENDER SENSITIVE <i>Potential to contribute in some limited way to gender equality</i> Some evidence of gender analysis, but gender does not appear in a comprehensive manner throughout all stages of the program cycle. Gender is part of only one or two of the three components of the Gender Marker: i.e. in needs assessment, activities or outcomes*. <i>*Where gender and age appear in outcomes only, the project is still considered gender-blind.</i>	
0: GENDER BLIND <i>No visible potential to contribute to gender equality</i> Gender and age are not reflected anywhere, or only appear in the outcomes. There is risk that the project will unintentionally fail to meet the needs of some population groups and possibly even do some harm.	

The Gender Marker allows the review team to code projects 2a/2b, 1, or 0. Each code represents the degree to which the project is designed to meet the needs of various segments of the population and/or targets groups with specific needs. The gender code is based on three elements:

Gender analysis in: NEEDS ASSESSMENT, ACTIVITIES, and OUTCOMES.

VETTING FORM

To code projects correctly and consistently, review teams are encouraged to use the Vetting Form.

Gender analysis in NEEDS ASSESSMENT	Gender in ACTIVITIES	Gender OUTCOMES	Number of Checkmarks	Gender Code
✓	✓	✓	3	2a or 2b
✓	✓	-	2	1
-	✓	✓	2	1
✓	-	✓	2	1
✓	-	-	1	1
-	✓	-	1	1
-	-	✓	1	0
-	-	-	0	0

GUIDANCE ON USING THE GENDER MARKER:

This provides guiding questions relevant to each element of the Gender Marker, according to the stage it is used.

EMERGENCY PREPAREDNESS PLANNING (EPP)	
Gender Analysis in NEEDS ASSESSMENT	The needs, practises and coping strategies of women, men, boys and girls in the community are understood. <i>Eg. Has an analysis of general gender issues been collected for the country, and included as an appendix in the EPP? Have vulnerable and marginalised groups in the society been identified? Are gender dynamics and power relations understood in the community? Has Sex and Age Disaggregated Data (SADD) been collected and shared?</i>
Gender ACTIVITIES in	Gender was integrated into the EPP process. <i>Eg. Was a brief gender analysis developed? Has a draft Gender Action Plan (GAP) been developed? Was a gender session conducted as a part of the EPP process?</i>
Gender OUTCOMES in	Gender has been mainstreamed throughout the EPP. <i>Eg. Are the different impacts on, and needs of women, men, boys and girls taken into consideration in the scenario descriptions? Do these differences guide the planning? Do the scenario plans consider the impact on other vulnerable members of society (eg. minority groups, those with a disability)?</i>

FOR MORE INFORMATION: [EPP Guidance](#)

STRATEGY & PROPOSALS	
Gender Analysis in NEEDS ASSESSMENT	The needs, practises and coping strategies of women, men, boys and girls in the affected population inform the needs assessment. <i>Eg. Does a meaningful gender analysis inform the needs assessment? Is the needs assessment reflected in the strategy? Has existing SADD from other sources been consulted? Has the gender analysis section in the GAP been completed?</i>
Gender ACTIVITIES in	Gender is included in all stages of the planned response. <i>Eg. Are the activities in the strategy designed to respond to the distinct needs and realities of women, men, boys and girls? Is the GAP reflected in the activities proposed by the strategy? Are project teams made up of both men and women? Are feedback mechanisms and participatory processes accessible to, and inclusive of all members of society? Are the knowledge and skills of women, men, boys and girls considered?</i>
Gender OUTCOMES in	The response is planned to have a gender sensitive outcome. <i>Eg. Is the programme designed to address the needs of all members of the target population? Has a GAP been developed to guide the response? Is the strategy in line with the GAP? Does the project have the potential to contribute to gender equality goals? Does the proposed response link to longer-term gender and development work?</i>

FOR MORE INFORMATION: [IASC Gender Marker Tip sheets](#), [Food Security Tip sheet \(Food Assistance\)](#), [Food Security Tip sheet \(Agriculture and Livelihoods\)](#), [Shelter/NFI Tip sheet](#), [Health Tip sheet](#), [WASH Tip sheet](#)

IMPLEMENTATION	
Gender Analysis in NEEDS ASSESSMENT	The needs, practises and coping strategies of women, men, boys and girls in the affected population informed the needs assessment of the response. <i>Eg. Did the Emergency Strategy include a gender analysis? Did a meaningful gender analysis inform the needs assessment? Was SADD data collected? Was existing SADD from other sources been consulted?</i>
Gender ACTIVITIES in	Gender was included in all stages of the response. <i>Eg. Were the activities designed in the Emergency Strategy gender sensitive? Did the activities implemented respond to the distinct needs and realities of women, men, boys and girls? Were consultations inclusive of all members of the population?</i>
Gender OUTCOMES in	The response was, at a minimum, gender sensitive. <i>Eg. Did the response implement the GAP? Did the programme address the needs of all members of the target population? Did the response contribute to gender equality goals? Did the response link to longer-term gender and development work? Was decision making and responsibilities for aid products (such as food aid/sanitation packs) shared equally amongst beneficiaries? Was a decrease in GBSV reported?</i>

FOR MORE INFORMATION: [CARE Emergency Pocketbook](#), [CARE Gender Toolkit](#).

Annex 2 – CARE Gender Marker Vetting Form

Reviewer:	
Date:	
Country/Project:	
Stage graded:	EPP/ Emergency Response Strategy / Proposal/ Implementation

Please place a 1 in the boxes that you would "tick" according to the guidance on using the vetting form. In the 'Gender Code' column, grade the EPP/Emergency Response Strategy/Proposal/Response according to the CARE Gender Marker Guidance document.

Gender analysis in NEEDS ASSESSMENT	Gender in ACTIVITIES	Gender in OUTCOMES	Number of Checkmarks	Gender Code

Please include below comments on why you coded it as such, and feedback that could be useful to the Country Office to improve their EPP/Emergency Response Strategy/Proposal/Response in regards to gender, in each of the corresponding sections.

COMMENTS	
Gender analysis in NEEDS ASSESSMENT	
Gender in ACTIVITIES	
Gender in OUTCOMES	