

# CARE GENDER MARKER GUIDANCE

CARE's Gender Marker is a self-assessment tool that measures the integration of gender into programming measured along the CARE Gender Continuum; from harmful to transformative. The Gender Marker enables CARE to track, improve and support more effective, gender equitable programming using grades from 0 to 4. The Gender Marker is used in conjunction with Monitoring, Evaluation and Accountability systems, which measure outcomes for all members of the target population.

## 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 the intervention's overall relationship to gender roles and relations – is it working with, or challenging gender roles and relationships; or is a gender approach not applicable?**

### INTERVENTION'S RELATIONSHIP TO GENDER ROLES AND RELATIONS

#### i. Not Applicable

Certain projects may not use a gender approach. In such cases, *Not Applicable* should be selected. This choice must be explained on the second page of the Gender Marker Vetting Form.

**Grade is 0.**

#### ii. WORKS WITH existing gender roles and relationships

An intervention that works within the set of economic/social/political roles, rights, entitlements, responsibilities, obligations, and power relations associated with gender and generational norms.

#### iii. CHALLENGES existing gender roles and relationships

An intervention that specifically seeks to challenge the set of economic/social/political roles, rights, entitlements, responsibilities, obligations, and power relations associated with gender and generational norms.

**STEP 2: Consider whether gender is integrated into the analysis, activities, project participatory processes, and monitoring and evaluation systems of the intervention; tick YES for all that are relevant. Each YES requires explanation and supporting documentation to be attached on page two of the Gender Marker Vetting Form.**

### GENDER ANALYSIS

**Gender analysis:** Gender Analysis is the systematic attempt to identify key issues contributing to gender inequalities, many of which also contribute to poor development and humanitarian outcomes. This process explores how gendered power relations give rise to discrimination, subordination, and exclusion in society; particularly when overlaid across other areas of marginalisation due to age, class, ethnicity, caste, disability, status, sexuality etc.

See [CARE's Good Practices Framework](#), and the [CARE Rapid Gender Analysis](#) guidance for more information.

### ACTIVITIES

**Adapted programming:** Adapt activities to meet everyone's needs. Design and implement services that are safely and inclusively accessible to all impact and/or target groups, and take action against unmet needs or gender discrimination.

**Specific gender activities to advance gender equality (agency, structure, relations):** Advance gender equality through activities targeting changes in the following three domains: building agency, changing relations, and transforming structures.

See [CARE's Gender Equality and Women's Voice](#) guidance note for more information.

### PARTICIPATION IN PROJECT PROCESSES

**Transparent information sharing:** Share relevant information with impact and/or target groups in a clear, honest and accessible manner. Ensure that women, men, boys, and girls have safe and equal access to this information.

**Involvement in decision making:** Give women, men, boys, and girls of different ages and backgrounds an equal and meaningful opportunity to be involved in decision-making at various stages of the programme and project cycles. Pay particular attention to the engagement and involvement of women and girls in community consultation.

**Responsive accountability mechanism:** Provide women, men, boys and girls equal access to safe and reliable mechanisms for receiving, managing, and responding to complaints, dissatisfaction, and other forms of feedback. Pay attention that such mechanisms are transparent, with standard procedures for responding and learning from feedback.

## MONITORING AND EVALUATION SYSTEMS

**Sex and age disaggregated data:** Routinely collect and analyse SADD to understand how needs, risks, barriers, and access change according to sex and age. Use this information to adapt the response to these distinct changing needs and capacities.

**Protection risks and needs:** Ensure that the changing **protection risks and needs** for women, men, boys and girls are identified and monitored throughout the project. Understand who is at particular risk of different protection issues, what specific type of risk they face, and the factors that create and perpetuate these different risks.

**Analysis of unintended consequences:** Measure, analyse, and adapt programming to reflect on the distinct consequences of the intervention, including those that are unintended. Identify and address changing barriers to access.

**Monitoring changing gender roles and relations:** Regularly monitor specific changes in gender roles and relations throughout the intervention, including monitoring intended and unintended outcomes.

**STEP 3 & 4:** Count the number of points ticked as YES, and use the grading guidance to receive your code and position on the **Gender Continuum**. When undertaking this assessment, consider whether the intervention has the capacity, support, and budget to justify the answer.

Finally, complete the second page to provide supporting documentation and an explanation for all points graded as YES, and to reflect on the recommendations and lessons that could feedback and improve programming.

## What do the grades mean?

Projects are awarded a grade ranging from 0 to 4, positioning them directly onto CARE's Gender Continuum. CARE strives to have all projects reaching a minimum code of 2 (gender sensitive), whilst striving to reach towards transformative work. For humanitarian response a grade 2 or above demonstrates good work.

The Gender Mark achieved should be used as an opportunity to reflect on how well the project is integrating gender, and whether there are areas in which this can be improved, with the broader goal of checking alignment with strategic goals, and striving towards the best possible outcomes for target groups. After grading, it is strongly advised that the learning, feedback and recommendations are shared amongst your colleagues, and used to adapt programming to be more effective.

## When to use CARE's Gender Marker?

CARE's Gender Marker is a tool that can be used in a number of different ways, and at a variety of different moments in the project cycle to improve and reflect on an intervention. As a starting point, every CARE project and programme will use the Gender Marker through Project and Program Information and Impact Reporting System (PIIRS). This annual activity ensures that every project, no matter what stage it is at, will have reflected on the integration of gender in the past years' work.

The Gender Marker is not restricted to only being used in this one way. CARE Member Partners often use the Gender Marker to grade proposals, and to begin a discussion on gender with Country Offices. Country Offices have also used the Gender Marker to strengthen their Gender Audits; as a part of After Action Reviews; and as a training tool to have staff and partners practically engage with the ideas of gender outside of the conceptual ideas.

Use of the Gender Marker is not restrictive – use the tool in innovative ways to facilitate understanding, engagement, and share your learning.

## Want more information on the CARE Gender Marker?

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