



August 2016

Gender in Emergencies Guidance Note Gender Marker

This guidance note provides information on using CARE's Gender Marker approach in emergencies. It builds on the overall Gender Marker Guidance Note that covers humanitarian and development programming. The guidance note is targeted at all staff who play a role in applying the Gender Marker in emergencies at preparedness, proposal design, and implementation review stages.

What is the Gender Marker?

The CARE Gender Marker is a simple, easy-to-use tool that grades, on a 0-4 scale, whether or not CARE's 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. The grading scale directly places work along the CARE Gender Continuum.

What is the purpose of the CARE Gender Marker?

The CARE Gender Marker is an internal accountability tool to ensure CARE delivers on its commitments to gender equality, [protection\(?\)](#) and women's voice by integrating these commitments into programming. These commitments are outlined in the Minimum Standards in the CARE Gender Equality and Women's Voice Guidance. The CARE Gender Marker is also a learning tool with inbuilt feedback mechanisms. [Protection is mainstreamed.](#)

What was the CARE Gender Marker Pilot?

The CARE Gender Marker was originally piloted for use in humanitarian programming. CARE drew on the Inter-Agency Standing Committee (IASC) Gender Marker, and expanded its application throughout the *entire project cycle* of humanitarian relief, from preparedness to planning and proposals, and into the response.

The humanitarian pilot began in 2014 in Syria, West Africa, and the Philippines. The external evaluation took place in 2015. The external evaluation recommended the integration of the Gender Marker into CARE's systems.

How can the CARE Gender Marker be used in emergencies?

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.

Every CARE project and programme, humanitarian and development, will use the Gender Marker through the 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.

Commented [PT1]: Maybe the wrong place to put it, but I wanted to reflect somewhere that the gender marker is also used to show if a project is mitigating GBV risks.

Some suggestions based on consultations with Country Offices and CARE Member Partners as to other uses of the tool include:

- **Emergency Preparedness:** use the Gender Marker as a tool for discussion during the Emergency Preparedness Planning Workshop; and to review the inclusion of gender into the EPP Report.
- **Proposal Design:** use the Gender Marker to review funding proposals to ensure gender is well integrated. This is particularly important during a humanitarian crisis where proposals are developed quickly.
- **Monitoring Implementation:** use the Gender Marker as a management tool (like a dashboard) to ensure gender is well integrated into on-going humanitarian programming. It can also be used as a checklist when conducting monitoring visits.
- **After Action Review:** use the Gender Marker as a part of After Action Reviews. Country Offices have done so with staff and partners to help them to practically engage with gender in emergency programming.

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

Who can use the CARE Gender Marker?

The CARE Gender Marker can be used by Country Offices, and by CARE Member Partners. Within a Country Office it can be applied by different users. For example, by the humanitarian coordinator to review the emergency preparedness report, by the gender advisor during trainings, by the ACD-Program to review proposals or to monitor implementation, and by the M&E advisor as a part of their M&E systems.

At the CARE Member Partner level, it can be used by humanitarian project officers to review and provide feedback on proposals before submitting to donors, as a checklist for field monitoring visits, as part of their review of EPP processes and reports, and as part of the After-Action Review process.

What do the grades mean?

Projects are awarded a grade ranging from 0 to 4, positioning them directly onto CARE's Gender Continuum. CARE aims 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 integration of gender into humanitarian projects and programming.

What training is available on the CARE Gender Marker?

The CARE International Gender Network (CIGN) Gender Marker Superstars are the CIGN Working Group leading the roll-out of training on the Gender Marker. There are Superstars ready and committed to training others throughout the CARE federation at Country Office and CARE Member Partner level.

Session plans for training on the Gender Marker are also available for orientation, tool training, and for After Action Reviews.

Want more information?

- Introduction to the CARE Gender Marker available: [external communication document](#)

Key documents:

- [CARE Gender Equality and Women's Voice Guidance](#)
- [CARE Gender Marker Vetting Form](#)
- [CARE Gender Marker Guidance Note](#)
- [CARE Gender Marker Frequently Asked Questions](#)

Annex 1 – Additional CARE Gender Marker Guidance for Emergencies

This guidance outlines some guiding questions relevant to each element of the Gender Marker, according to the stage in the humanitarian project cycle it is used.

EMERGENCY PREPAREDNESS PLANNING (EPP)	
Gender ANALYSIS	The different needs and capacities of women, men, boys and girls are summarised. Eg. Is a summary of the Gender in Brief included in the Needs Assessment section to explore the likely impacts of particular hazards on women, men, boys and girls, <u>including risks around protection and Gender Based Violence</u> ? Has a country-specific Gender in Brief been prepared and included in the annex?
Gender in ACTIVITIES	Gender was integrated into the planned EPP Response and in the EPP workshop. Eg. Has a draft Gender Action Plan (GAP) been developed and included into the EPP Report as an Annex? Is there a plan to conduct and update a RGA throughout the response? Do the scenario plans consider the impact on other vulnerable members of society (eg. minority groups, those with a disability)? Does the proposed response link to longer-term gender and development work? Does the Emergency Response Team include a Gender Focal Point? Was a gender session conducted as a part of the EPP process?
Gender in PARTICIPATION in PROJECT PROCESSES	Equal and meaningful participation is integrated into the planned EPP Response. Eg. Does the proposed CARE response include feedback mechanisms and participatory processes accessible to, and inclusive of all members of society? Have means to inclusively share and distribute information been investigated and included in the proposed response? Does the proposed response allow for the participation of all members of the population/target group in decision-making?
Gender in MONITORING and EVALUATION SYSTEMS	M&E Systems in the planned EPP Response are designed to capture, analyse and reflect on gender-related data. Eg. Is it planned to routinely collect and analyse SADD? Is it planned to identify and monitor changing protection risks and needs? Will changing gender roles and relations be monitored? Will unintended outcomes be identified? Does the response plan to measure contribution to gender equality goals?

FOR MORE INFORMATION: [EPP Guidance](#); [GiE Guidance Notes](#)

PROPOSAL & DESIGN	
Gender ANALYSIS	The needs, practises and coping strategies of women, men, boys and girls in the affected population inform the needs assessment and design of the response. Eg. Does a meaningful gender analysis inform the needs assessment and design? Has existing SADD from other sources been included? Is there a Rapid Gender Analysis report available? <u>Does the analysis include an understanding of risks around GBV and protection?</u>
Gender in ACTIVITIES	Gender is included in all stages of the planned response. Eg. Are the activities in the strategy designed to respond to the distinct needs and realities of women, men, boys and girls as identified in the gender analysis? Is the GAP reflected in the activities proposed by the strategy? Are activities planned to advance gender equality advanced through changes in the following three domains: building agency, changing relations, and transforming structures? Are project teams made up of both men and women? Is there a budget-line for gender work? <u>Have activities considered GBV risk mitigation?</u>
Gender in PARTICIPATION in PROJECT PROCESSES	Design includes mechanisms that will give women, men, boys and girls in the affected population an equal and meaningful opportunity to understand, shape, participate, and respond to the response. Eg. Does the design allow for all members of the population to have an equal and meaningful opportunity to be involved in decision-making throughout the response? Is there a plan to share relevant information in a clear, honest and accessible manner with impact and/or target groups? Has a safe and reliable feedback mechanism been designed that will be accessible to women, men, boys and girls?
Gender in MONITORING and	M&E Systems are designed to capture, analyse and reflect on gender-related data.

EVALUATION SYSTEMS	<i>Eg. Is there a plan to conduct and/or update a RGA throughout the response? Is it planned to routinely collect and analyse SADD? Is it planned to identify and monitor changing protection risks and needs? Will changing gender roles and relations be monitored? Will unintended outcomes be identified?</i>
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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](#)

MONITORING IMPLEMENTATION	
Gender ANALYSIS	<p>The needs, practises and coping strategies of women, men, boys and girls in the affected population informed the needs assessment and design of the response.</p> <p><i>Eg. Was a Rapid Gender Analysis conducted? Was there a meaningful and site-specific gender analysis inform the needs assessment and design? Was SADD data collected? Was existing SADD from other sources consulted?</i></p>
Gender in ACTIVITIES	<p>Activities were adapted to safely and inclusively meet everyone's needs.</p> <p><i>Eg. Did the activities implemented respond to the distinct needs and realities of women, men, boys and girls? <u>Did the activities consider and mitigate risks around protection and GBV?</u> Did the response implement the GAP? Did the programme address the needs of all members of the target population? Did the response link to longer-term gender and development work?</i></p>
Gender in PARTICIPATION in PROJECT PROCESSES	<p>Women, men, boys and girls in the affected population were given equal and meaningful opportunity to understand, shape, participate, and respond to the response.</p> <p><i>Eg. Were all members of the population given an equal and meaningful opportunity to be involved in decision-making throughout the response? Was relevant information shared in a clear, honest and accessible manner with impact and/or target groups? Were women, men, boys and girls provided equal access to safe and reliable mechanisms for receiving, managing, and responding to complaints, dissatisfaction, and other forms of feedback?</i></p>
Gender in MONITORING and EVALUATION SYSTEMS	<p>M&E Systems captured, analysed and reflected on gender-related data.</p> <p><i>Eg. Was the RGA updated throughout the response? Was SADD routinely collected and analysed? Were changing <u>GBV and</u> protection risks and needs identified and monitored? Was the information and data collected by the M&E systems used to adapt the response to changing needs, risks, and capacities? Did the response measure contribution to gender equality goals?</i></p>

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