



GENDER MARKER MINI-GUIDE

Activities 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 activities criteria of the Gender Marker, understand what the gender activities criteria in the Gender Marker means in practice, and share case examples.

WHO should use it?

Anyone supporting a CARE project! This includes CARE staff at project locations, country office, regional and CARE member partners involved in program management, design, implementation and monitoring.

WHEN should it be used?

Throughout the project lifecycle. To inform design of gender integrated or gender equality 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 how the project addresses gender. Using the Gender Marker, teams can assess progress along the gender continuum and identify areas for improvement and any action steps.

GENDER MARKER ACTIVITIES CRITERIA IN PRACTICE

Below are the criteria from Columns A and B of CARE's Gender Marker Vetting Form. The columns allow you to assess your project's gender integration against the gender continuum (transformative, responsive, sensitive, neutral or unaware). The criteria to assess project activities are listed in each column.¹

¹ For more information and guidance on the Gender Marker, how to assess projects, and use the Marker as a learning and reflection tool, access the [Gender Marker Vetting Form and Guidance](#).

Activities Guiding Questions



TIP

People experience diverse forms of marginalisation depending on their gender, class, ethnicity, age, sexual orientation, able-bodiedness or other factors. This is known as “intersectionality”. Activities should go beyond the Gender Marker’s minimum requirements and overcome the barriers created by each form of marginalization, for instance by jointly planning activities with a diversity of marginalized groups. Activities may help adolescents access information about services, but bias on the part of service providers may present another barrier. Projects can include reflective dialogue activities with service providers to address their bias in addition to users’ lack of information.

COLUMN A

Projects will score 'Gender Unaware, Neutral or Sensitive'

COLUMN B

Projects will score 'Gender Responsive or Transformative'

Project Activities

To meet the Activities criteria in Column A, project activities need to: **i) address gender differences from the gender analysis.**²

To meet the Activities criteria in Column B, project activities need to **BOTH: i) address gender differences from the gender analysis; AND ii) advance gender equality in ALL THREE domains of CARE's Gender Equality Framework.**³

THESE ARE THE GUIDING QUESTIONS TO ASK WHEN DETERMINING IF YOU MEET THE ACTIVITIES CRITERIA

Are the **project activities designed to meet the gender differences identified in the gender analysis?** Can services and activities provided by the project be safely and inclusively⁴ accessed by all participants?

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Can services and activities 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?

CRITERIA IN PRACTICE

- Adapt activities to meet the distinct needs of individuals based on gender, ability, age, and other dimensions of power⁵ identified in the gender analysis
- Design activities to be sensitive and respond to the needs and dignity of all participants, taking into account accessibility, safety, ability, timing and location of activities/services, and social norms⁶ that may restrict mobility of certain groups
- Put in place measures to mitigate any risks from participating in project activities, e.g., by developing GBV referral pathways/service mapping

- All the minimum criteria from A, a well as:
- Design specific activities that address **agency, relations AND structures:**
 - 1 Support individual agency: Example activities include training, awareness raising, critical self-reflection, and confidence building.
 - 2 Challenge gender and power relations: Example activities include couples' dialogues, inter-generational dialogues, and building solidarity amongst women and girls.
 - 3 Transform structures in order to promote gender equality⁷: Example activities include Community Score Card to improve systems and services, community events that surface and re-envision harmful gender norms, and quotas or other interventions that enable women to enter formal decision-making bodies.

² Gender analysis is a type of research that identifies key issues contributing to gender inequalities, many of which contribute to poor development outcomes. Tools for gender analysis are available at gendertoolkit.care.org – start with the **Good Practices Framework**

³ See **Gender Primer** and **Gender Equality and Women's Voice Guidance Note** for models and examples.

⁴ Inclusion means that all people, regardless of their abilities, health care needs, gender, age, socioeconomic status, religion, ethnicity, caste, etc. have the right to access services on an equal basis with others. Inclusion rests on the belief that everyone has a basic right to participate fully in society.

⁵ **Power** can take many forms, and other examples include economic status, geographic location, educational attainment, marital status, refugee status, ethnicity, sexual orientation, religion, caste, etc.

⁶ Social norms are the implicit rules of behavior within a group about what is typical and appropriate.

⁷ See **GEWV Guidance note** for additional examples of activities to address agency, structures and relations.

⁸ **Social Analysis and Action (SAA)** is an approach developed by CARE for working with communities through regularly recurring dialogue to address harmful social norms.

⁹ **Community Score Card (CSC)** is a participatory, community-based monitoring and evaluation tool developed by CARE that enables communities to assess the quality and appropriateness of services such as health service provision, schooling, water and sanitation, and emergency response.

Case example 1 (criteria in Columns A met, but not B): Project Green is focused on maternal health. The gender analysis identified social norms that undermine maternal health, such as norms that married couples should produce as many children as possible and right after marriage, even if the bride is still a child. Analysis The Global Gender Cohort can help and contact gendercohort@care.org for more information.

Want more information on the CARE Gender Marker?

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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.