



CARE Gender Marker Case Studies and Lessons Learned

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Cover page photo: CARE Nepal staff speaks with flood affected people in Kailali, Nepal, August 2017.

Image: Sandra Bulling



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Introduction

CARE International is committed to achieving gender equality and empowerment for women and girls through their humanitarian and development programming using the [Gender Equality and Women's Voice \(GEWV\)](#) approach. The [CARE Gender Marker](#) is one of the key tools that supports the implementation of GEWV Approach. The CARE Gender Marker, released in 2016, helps the organisation to deliver on this commitment, and to continuously improve programming to better meet the needs of women, men, boys, and girls.

What is the CARE Gender Marker?

The CARE Gender Marker is an accountability and learning tool that monitors, on a 0-4 scale, how well gender has been integrated into the approach of humanitarian and development work. The grading scale places work directly along the CARE Gender Continuum.



Figure 1: CARE Gender Continuum

Designed for use by all CARE staff, the Gender Marker was created to help foster learning, reflection, and accountability; and ultimately to adapt and improve programming for better outcomes for beneficiaries.

Why this report?

The purpose of this report is to document and capture the outcomes of the initial one-year rollout process of the CARE Gender Marker to ensure that CARE learns from the different experiences of applying the Gender Marker, and from the lessons learned throughout the rollout process itself.¹ Additionally, significant interest and demand has been generated to understand the divergent ways the tool is being used around the confederation.

With one year having passed since the tool was officially released, the socialisation of the CARE Gender Marker has surpassed expectations, with strong uptake at the Country Office (CO) and Country Member Partner (CMP) level. As of October 2016, CARE has recorded over 600 people trained in using the tool, taking place in more than 20 different locations around the world, from Nepal to Niger. The actual number of trainings and trainees is likely to be higher.

Scope of report

To warrant that we capture the different lessons learned both from the process of applying the Gender Marker, and the socialisation of the tool, this report will include the following:

- A concise review of the Gender Marker FY2016 data from the Project and Program Information and Impact Reporting System (PIIRS), the first year the Gender Marker has been included within PIIRS data collection;

¹ To learn specifics on the rollout process and plan, please look at the Gender Marker Concept Note, which can be found on the CARE Gender Wiki at <http://gender.care2share.wikispaces.net/>

- A short recap of the different ways in which the CARE Gender Marker has reportedly been used across the confederation, to encourage cross-fertilisation of ideas and the collation of lessons learned from innovative uses of the tool;
- A number of case studies from different COs and CMPs to provide additional insight into the outcomes of using the Gender Marker within different contexts;
- A set of core recommendations assembled from across users of the Gender Marker.

Methodology

To inform this report, key Gender Marker champions such as the CIGN Gender Marker Superstars, and the Expert Group involved in the design, were asked to provide feedback on the process and use of the Gender Marker so far. This was captured through a short survey, informal discussions, feedback collected throughout the rollout process, and the invitation to provide a Case Study.

Key Lessons Learned

The revised CARE Gender Marker launched in June 2016. Throughout the first year of the rollout process, a number of elements emerged as pivotal to the success of the tool itself, as well as to the socialisation process. These relate to the functionality, ease, and positive outcomes of using the tool. Before highlighting the key lessons learned and recommendations that have emerged from this process, it's worth noting the strong points that users have shared:

- Introducing teams to the Gender Marker encouraged team members to take **greater responsibility for gender** within their role: *"It strengthened the sense of ownership for Gender Equality results across a programming team"*.
- Linked to this, the Gender Marker was shared as being a great tool to **help facilitate discussion** amongst programme teams about gender related elements in a practical, structured, and accessible manner.
- The **accessibility and practicality of the tool** to diverse sets of users, particularly those who are not gender specialists, is appreciated: *"It is practical, systematic and accessible"*, and *"It's handy and no-nonsense, and teams can see how it applies to their work immediately"*.

Three key lessons were extracted from the case studies and feedback process, highlighted below:

Broader gender comprehension is key

The Gender Marker training, and use of the tool, can only be effective when participants have a basic understanding of the terminology used, and the underlying principles of gender equality being addressed.

A number of respondents shared that Gender Marker training was most beneficial when the participants were at some way engaged with gender ideas and terminology. A fundamental understanding of Gender, Equality and Diversity (GED) are necessary to be in place prior to the training.

Timing and process matter

Ensuring the Gender Marker is used to grade at the right moment is essential to ensure the dialogue and learning that is built into the tool can result in feedback that is implemented to improve programming.

For example, one respondent shared: *"We could get CMP and CO teams to individually fill the marker out for the project, and hold a discussion as part of the annual review report planning process. This allows for dialogue and learning, and makes sure that changes can be incorporated into next year's budget."*

Another noted that we should *"Prioritise building skills [in the Gender Marker] at the CO level to ensure it is included in the proposal development at an early stage. Otherwise, it risks that the feedback will not be appropriately integrated into the project itself."*

Promote different uses of the tool

As the Gender Marker has been taken up swiftly and applied in a variety of innovative ways across the confederation, sharing of the outcomes and lessons is requested.

Respondents were keen to learn from other users of the Gender Marker to see how to best apply the tool to improve gender integration in their programming. They requested greater information on who is using the tool where, and how, as well as the challenges and benefits of doing so. It is hoped that this report can help contribute to this learning process, and that Case Studies can continue to be collected to fulfil this objective.

Recommendations

A number of clear recommendations have emerged from this paper to help contribute to the successful continued rollout and application of the Gender Marker in the CARE confederation. These have been broken up into those recommendations regarding the rollout process, and those regarding leadership and accountability for both the rollout, and the tool itself.

Retain the CARE Gender Marker tool in its current format

The most prominent recommendation for the **Gender Marker tool is that it remains unchanged**. A great level of energy around the Gender Marker continues to be felt around the CARE world, and the uptake of the tool in the first year has been promising. Socialisation around the CARE confederation will undeniably continue to take time, and changing the content of the tool itself would likely only detract from this process, and the support generated for its application.

For the second phase of the Gender Marker rollout, a number of recommendations emerge:

Continue to rollout the CARE Gender Marker

1. Develop a new socialisation plan

The first phase of the Gender Marker rollout has been successfully completed, but the effort to continue socialisation is by no means finished.

- A. Develop second phase socialisation plan:** Building off the strong support and energy for the Gender Marker, a socialisation plan for the second phase of rolling out the Gender Marker needs to be developed. This should support and link to broader gender capacity building plans including on Gender Equality and Diversity training.
- B. Define leadership and accountability for the socialisation plan:** Identifying clear accountability for developing, and driving forward the socialisation plan around the confederation. This should build on existing networks and energy for the work; ensuring that it builds on the priorities of those involved and continues to enhance CARE's programme learning, quality, impact and accountability.
- C. Collaborate with other CARE Approach Markers on socialisation:** The Resilience and Governance Markers are simultaneously considering how to best socialise their Approach Markers. Collaborating to investigate ways to cohesively rollout the three CARE Approach Markers could provide avenues for greater resources, sharing of tasks, and ensures a simple, consistent application of the Programme Approach and improved programme quality.

2. Update the CARE Gender Marker Package

- A. Update the Gender Marker Guidance Note:** The Gender Marker Guidance Note supports the application of the Gender Marker tool. It should be adapted to take into account the feedback from the first year of rollout to support the application of the Vetting Form as a learning tool. Any changes must continue to be consistent with the Gender Equality and Women's Voice Guidance.
- B. Develop guidance on the CARE Gender Continuum:** There have been repeated requests for increased guidance on the CARE Gender Continuum. This would help Gender Marker users understand the grading. This guidance could provide specific explanations on, and examples of programmes that sit on each of the grades along the Continuum. Additionally, guidance or

examples on changes made to programmes to move across the Continuum have been requested.

- C. **Ensure all documentation is available in multiple languages:** The Gender Marker Vetting Form is now available in multiple languages. However, the supporting documentation has not yet been translated.

Clarify leadership and accountability

3. Reconvene the Gender Marker Expert Group

An overarching recommendation for designating leadership and accountability for the Gender Marker is to reconvene the original Expert Group who supported the design of the Gender Marker under the leadership of the Head of Gender. Reconvening this group will **ensure that expertise from different areas of CARE will guide strategic decisions** on the way forward for the Gender Marker as a key tool to support the application of the Gender Equality and Women's Voice Guidance. This should include designating responsibilities (for example, who will take the lead on driving forward socialisation of the Gender Marker) and formulate an approach that can encapsulate the varied needs of different stakeholders. It is recommended that participants in this group include the CARE Approach Marker leads, Gender Justice Team and new key stakeholders.

4. Agree on a common approach to integrating the Gender Marker in CMP systems

Building off the incredible energy that CMPs have generated over application of the Gender Marker, as well as in response to requests from CMPs themselves, developing a common approach to integrating the Gender Marker into CMP systems is recommended. Working together will ensure a stronger approach, provide clearer expectations for COs, and generate the potential to collect global aggregate CMP data.

Consideration within this could be pushed for **setting goals around the process of using the tool as a learning tool**, rather than solely concentrating on the grading, may also help to enforce accountability around how and why the tool is being used.

5. Enhance and maintain visibility and accountability of the Gender Marker

A strong push emerged for **greater leadership** for accountability on the use of the Gender Marker, as a way to ensure that it is systematically integrated into work processes, at the right time, and as a standardised requirement. Maintaining and enhancing visibility of the Gender Marker, and thereby enforcing accountability to this tool, is one key way to enforce this.

- A. **Create a Gender Marker data visualisation on the CARE Impact website:** The new CARE Impact website² can provide a key opportunity to enforce accountability and enhance visibility. By including the Gender Marker data from PIIRs on a new 'Approach' tab, CO and CMP leadership and staff will be able to directly visualise aggregate Gender Marker scores by country.

6. Strengthen messaging on the purpose of the Gender Marker

Moving forward, the **inherent tension between the scoring system of the Gender Marker, and the underlying value and purpose of the tool as a way to foster learning and improvement** needs to be recognised. This tension will always exist, and therefore ensuring consistent, common messaging on the *purpose* of the Gender Marker will be pivotal to its successful application. Ultimately, the aim of

² <https://impact.care-international.org/reach/countries>

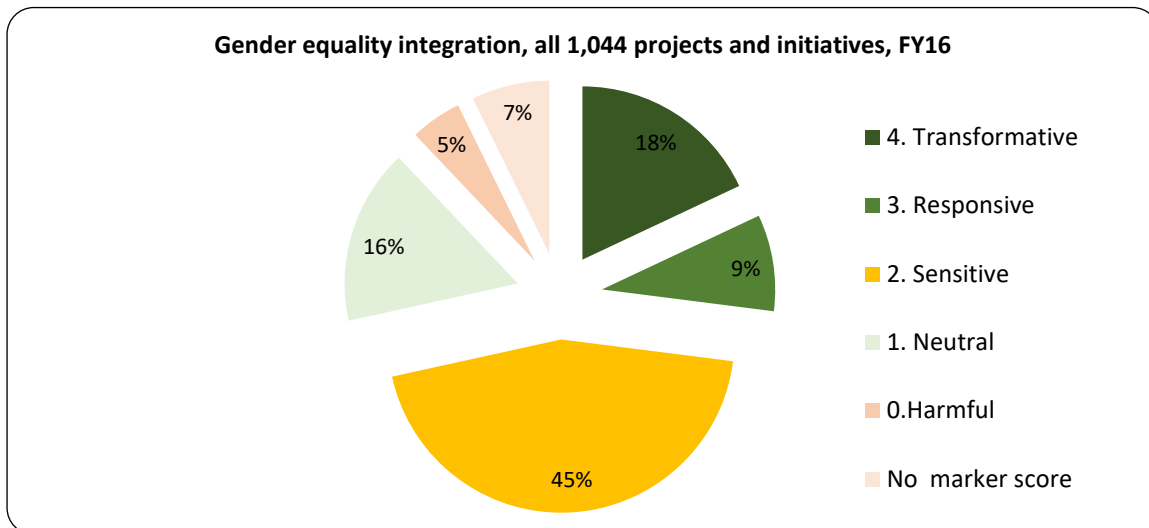
the Gender Marker is to motivate and provide impetus for changes in the way CARE works and incorporates gender.

Whilst the tool's scoring capacity is useful in that it can provide a baseline, and data to start investigating integration of gender at different levels, the real value of the tool lies in the capacity to generate dialogue, and learning. It has been noted that an over-emphasis on the grades themselves, rather than on the learning process can detract from this process of learning.

It is therefore recommended that in the continuing rollout of the tool, **consistent messaging and emphasis on the learning process**, rather than on the score itself, should be underlined. This is particularly important for those taking leadership for the Gender Marker.

PIIRS 2016 Gender Marker Data Review

One of the key, confederation-wide applications of the Gender Marker is its inclusion into the Project and Program Information and Impact Reporting System (PIIRS). The PIIRS data collection round conducted in 2016 was the first in which the CARE Gender Marker was included in the form for reporting against for all projects, programmes, and initiatives.



The Gender Marker received a positive level of uptake for the PIIRS 2016 round, with 77% of all projects and initiatives reporting against the Gender Marker. The breakdown of some of the key figures of the data is displayed below.

Table 1: PIIRS 2016 Gender Marker

	Total projects/initiatives in FY16	Total projects/initiatives graded using the CARE Gender Marker	% GM graded receiving grade:				
			0 Harmful	1 Neutral	2 Sensitive	3 Responsive	4 Transformative
Humanitarian	371	350	4%	15%	59%	5%	10%
Development	764	704	5%	17%	37%	11%	23%

After the PIIRS 2016 round, a learning exercise was undertaken as a means of learning how pervasive and accurate knowledge around the Gender Marker is, how project staff and COs are using the tool, and any challenges and recommendations to improve. This was to allow for documentation of best practices, generate cross learning, and in order to collate recommendations on how to improve.

Methodology

The sample used in the learning exercise was randomly selected from the PIIRs database with considerations made to ensure a representative sampling of projects across CARE’s regions, sectors, and both humanitarian and development contexts. With the aim to get a significant but manageable sample, 40 projects were randomly sampled from the PIIRS database.

The learning process involved scoring the selected projects and interviewing project managers regarding the process for completing the marker. A group of gender champions and those familiar with the Gender Marker were invited to join a cohort of co-learners. Once selected, the projects were invited to join the exercise; upon agreement, each project was paired with a co-learner.

Each co-learner completed a review of the project documentation (e.g., project proposal; reports; results framework; end line evaluation, etc.) provided by the project managers and scored the project based on this documentation. In addition to scoring the project, co-learners were then asked to conduct a short interview with the project manager to glean further insights into the key learning questions regarding knowledge around the Gender Marker; the scoring processes used when grading with the Gender Marker for PIIRs; challenges and recommendations

In the end, the final sample of projects that were both scored by a co-learner (described further below) and who participated in the interview was rather small and is reflected in the breakdown below:

- Of the 40 that were reached out to, 14 (35%) agreed to participate in the exercise;
- Of those 14 projects that agreed to participate in the exercise, 10 (25%) were reviewed using the gender marker vetting form by co-learners;
- Of those 10 projects that were reviewed by co-learners, 6 projects' (15%) managers were interviewed by co-learners.

Key insights from the learning exercise

Despite being based on a very small sample, some key insights could be drawn from the final analysis of all the quantitative scoring data and the qualitative interview data:

Awareness and understanding of the gender marker. All 6 project managers shared accurate facts about the Gender Marker which they reported learning from myriad sources ranging from Gender Marker trainings, peers, and Country Directors.

Using the Gender Marker as a team helps to reflect on gaps in the integration of gender. For example, one respondent shared: *“As a M&E adviser completing the Gender Marker Vetting form together with the relevant project manager, we realised and identified what was missing from our project activities and in our system. For example: after completion, we feel that our M&E has no system to capture unintended consequences and changing protection risks and needs. We discussed with the project manager how to collect the required criteria and develop tools or systems to get it routinely, for example including this agenda in the project reflection workshop.”*

Processes for scoring projects using the Gender Marker varied. While a few project managers reported taking participatory and inclusive approaches to scoring their projects with team members and gender advisors, others did not report using the gender marker at all to score their projects during the past year. Projects that reported not using the Gender Marker did in fact have gender marker scores in PIIRs; this could suggest that while those responsible for entering the project data responded to the embedded Gender Marker questions in the PIIRs data entry form, the Gender Marker Vetting Form was not used to score the project prior to PIIRs data entry.

There is a high demand for more case studies in the Gender Marker training that reflect a broader spectrum of programming. Currently, the two projects on the gender wiki are from the humanitarian sector and provide a brief synopsis of the project. Interview respondents requested a broader spectrum of programming (e.g., more representation of different sectors of work as well as development projects), and

more details about the project that may glean further insights into what makes the project gender transformative, responsive, etc.

Demand for guidance on how to actualise gender transformative programming was also requested. A few project managers (as well as CARE staff who did not participate in the learning exercise) requested guidance documents that would help them to operationalise the different criteria outlined in the gender marker vetting form.

Documented Uses of the CARE Gender Marker

Whilst the Gender Marker is included for reporting against within PIIRS, the tool itself can and should be applied broadly across the programme cycle, beyond answering the questions within the PIIRS form. It was designed this way to encourage its application by multiple users, with the aim of inciting and fostering learning and accountability to CARE's gender goals, and to adjusting and improving programming as a result of this reflection.

Within the first year of the tool being released, the tool is already being applied in a variety of innovative ways. These include using the Gender Marker to create and monitor targets, use as an advocacy tool with donors and governments, integration into proposal approval processes, and many more.

Throughout this review process, respondents often asked for greater documentation of the different ways in which the tool can be applied, in order to learn from others' experience. As a result of this request, the Case Studies have been developed, with some of the key other known ways in which the tool is being used documented below:

- The Emergency Response Working Group has included the Gender Marker within their **collective priorities** for the financial year, worded as: "*Gender mark all proposals and the completion of all projects (+AAR for Type 2s and larger)*";
- The MENA team have entered into an **advocacy discussion** with UNHCR and other donors regarding best gender practice. Within this discussion, the CARE Gender Marker was recognised as a tool that can promote intentional consideration of setting gendered goals for a response. To build on this, the Gender Marker will now be used in further engagement with UNHCR, to offer additional collaboration and learning from CARE's Gender in Emergency tools;
- Many CMPs are integrating the Gender Marker as a **mandatory element of their proposal review process**. This is often used as a feedback mechanism, in which the process of using the Gender Marker helps to facilitate a structured discussion on integrating gender between the CO and the CMP;
- CARE Canada has used the Gender Marker to **grade all of their proposals** in the Common Appeals Process – including the grades in communication with the donor to afford transparency as to how CARE Canada is upholding accountability to their gender goals;
- Using the Gender Marker within broader **trainings on gender sensitive programming** as an easy way to demonstrate what this practically entails.

Case Studies

The following case studies aim to further document and highlight the ways in which different CARE COs and CMPs are using the Gender Marker, and the lessons they have learned throughout the process of applying the tool in their chosen ways. This includes learning driven from the rollout process itself, as well as those taken from the application of the tool.

Within such a decentralised application and rollout process, the risk is that CARE will not capture the lessons learned from the myriad uses of the Gender Marker outside of PIIRS, nor the lessons from the rollout process itself. The aim therefore, is to continue to collect these case studies to ensure we can learn iteratively, and ensure we can integrate this learning throughout the rollout process.

If you would like to contribute a Case Study on the ways in which you have used the CARE Gender Marker, please contact Isadora.Quay@care.org.au

Gender Marker Case Study

CARE Nepal

Overview

CARE Nepal was one of the COs who participated in the pilot Gender Marker Superstar program. Within this, a representative of CARE Nepal agreed to contribute to the development of the Gender Marker, and to subsequently be trained on the tool with the agreement that they would be available to train another CO, as a way of transferring knowledge around CARE.

In July 2016, the CARE Nepal Superstar was the first to train another CO, successfully training CARE Pakistan in the Gender Marker.

In order to build critical mass in regards to advocating for gender integration throughout the full project cycle, CARE Nepal rolled out the Gender Marker training with the Earthquake Response team in a staged approach. This begun in August 2016 with the training of Gender Focal Points; followed by training of an initial district team in September 2016, and two other district teams in December 2016. The trainings were well received, and valued for introducing a way of practically ensuring the teams were gender responsive in their approach.

Ways in which the Gender Marker is being used by CARE Nepal:

✓ **Humanitarian programme design**

✓ **Training staff**

Outcomes

Increased gender understanding:

Staff increased their knowledge and skills on how to practically integrate gender into their daily work. After the training, teams reached a common understanding that their programming was working within existing gender roles and relations. This realisation increased attention on ways to improve gender integration and outcomes at all stages within the project cycle.

Improved adapted programming:

By introducing the importance of specific gender analysis, the Gender Marker has increased CARE Nepal's capacity to meet distinct gendered needs in an emergency.

Increased women's participation:

During the training, the participants realised a lack of participation of women within their programming. They all felt it was important to remedy this, and CARE and partner staff are now paying attention to engaging women and adolescent girls, to ensure they are partaking in decision making relevant to humanitarian and development programming.

Adoption of women's empowerment approach:

After receiving the training, the response team integrated lessons learned around women's empowerment and the value of a gendered approach. For example, the Livelihood Manager prepared a checklist to ensure that access to CARE's recovery programming was equally benefitting all family members; and Shelter staff are now engaging women in construction work.

Improved gender sensitive M&E:

Using the Gender Marker has pushed CARE Nepal to adopt gender sensitive M&E systems, inclusive of collecting SADD data.

Empowerment of staff:

Equipping staff members with the knowledge, skills and tools to understand how to include the promotion of gender equality into their daily work has led to greater ownership of the responsibility to promote a gender responsive approach.

Gender Marker Case Study

CARE Nepal

Key Lessons

- Use of the Gender Marker can be more effective among groups who already have a clear understanding of the concepts of gender (e.g. gender equality, gender equity, women's empowerment, the Gender Continuum, and gender transformation).
- The tool is a useful way to practically illustrate what different levels (from harmful to transformative) of gender integration involve and look like within implementation.
- The Gender Marker was found to be useful during various stages throughout the programme cycle, including: during concept note development, proposal writing, project implementation assessments, and as a part of monitoring and evaluation efforts.

Gender Marker Case Study

CARE Australia: Humanitarian Emergency Response Unit

Overview

The Humanitarian Emergency Response Unit (HERU) of CARE Australia has integrated the Gender Marker throughout their processes at key intervals in the project cycle, including using it:

- As a quality checklist by CARE Member Partner staff to review **proposals** submitted by COs. In this process, the Gender Marker is ideally first used to grade and review an initial proposal draft. Comments based on this grade are then sent back to the CO. The revised draft is graded again; with both the original and the revised grade recorded to document the change and improvement in gender related elements of the proposal. These results are reported back to the Senior Management Team.
- To review **Emergency Preparedness Plans (EPPs)**.
- Within group sessions as a part of the **After Action Review** of the El Nino drought response in PNG, to help guide discussions around gender within the response.

Ways in which the Gender Marker is being used by HERU, CARE Australia:

- | | |
|---------------------------------|-------------------------------|
| ✓ Humanitarian | ✓ Grading proposals |
| ✓ Planning processes | ✓ After Action Reviews |
| ✓ Setting gender targets | ✓ Training staff |

Outcomes

Formalising gender as a priority:

The Gender Marker is now included as a key indicator for the HERU team, defined as: 100% of proposals graded 2 or above.

By integrating it in this way, the team is creating formalised targets and responsibilities for gender sensitive programming.

Improved gender integration:

By tracking the Gender Mark received in initial proposal drafts, and subsequently in revised drafts, improvements in design from a gender perspective are immediately evident. Making these changes at the proposal stage helps HERU to prepare appropriately to deliver gender sensitive responses.

Gender sensitive EPPs:

CARE International has recently reviewed the guidance notes for EPPs. Part of this review was to include integration of the Gender Marker into processes, to help ensure that key gender considerations and tools are included during preparedness. It is expected that Gender Marker scoring for EPPs will improve over time as the new guidance is rolled out, and COs begin to adopt this.

Facilitating structured gender discussion and documenting learning

Using the Gender Marker within the AAR process, as well as in the proposal review process, encourages participants to think about and engage with how well gender was (or is planned to be) integrated across the response. The resulting discussions help develop broad agreement on the gender challenges and achievements, and have resulted in recommendations for improvements in gender integration in the future.

Gender Marker Case Study

CARE Australia: Humanitarian Emergency Response Unit

Key Lessons

- It can be challenging to ensure Gender Marker grades are updated in a timely fashion in the tracking sheet every time a project is reviewed. To overcome this, grading has been integrated into the formal proposal approval processes.
- Grading of EPPs result in low scores, given the current EPPs are prepared using guidelines that do not yet integrate more recently developed gender tools and policies. The development of new guidelines should increase the grades received.
- The Gender Marker can be used not only to improve gender integration, but also to facilitate conversations on gender at a number of key moments in the programme cycle. This facilitates different feedback loops, and encourages learning. These include during a response, between responses, and learning from practice to policy.

Gender Marker Case Study

CARE France

Overview

CARE France has a long history of using the Gender Marker in their review process for humanitarian proposals. This process has now been updated to reflect the changes in the CARE Gender Marker released in June 2016. For CARE France it is a formalised requirement for all proposals, both humanitarian and development, to have a Gender Marker grade before it can move on to management for review.

Ideally, this grading is undertaken before the final version of a proposal, to ensure that points identified as weaknesses, or improvements suggested to increase the incorporation of gender are addressed and integrated into the final version.

CARE France will not accept any proposal receiving a grade 0.

Ways in which the Gender Marker is being used by CARE France:

- | | |
|-------------------------|---------------------------------|
| ✓ Humanitarian | ✓ Grading proposals |
| ✓ Development | ✓ Setting gender targets |
| ✓ Training staff | |

Outcomes

Preventing harmful programming:

Using the Gender Marker within the first phases of project design ensures that CARE France can anticipate and prevent harmful programming by taking the time to reflect on and respond to identified weaknesses.

Improved integration of gender:

Grades over the period that CARE France has been using the Gender Marker have increased, indicating a stronger understanding of and commitment to the value of gender sensitive programming.

Teaching staff about the potential harm of gender blind programming:

Linking the Gender Marker with the Continuum has highlighted the potential for gender blind programming to be harmful, opening up a discussion around the imperative for understanding gendered differences in programming.

Formalising gender commitments:

By systematically using the Gender Marker for all proposals, and setting a minimum of grade 1, CARE France has set a standard for the minimum level of gender integration they expect from their programming.

Key Lessons

- Ensure the Gender Marker is used at an early phase, allowing for lessons learnt through the process to be applied, and programming to be adapted.
- There are some challenges in ensuring that the Gender Marker does not remain as a static grade of a moment in time, but rather used to improve the quality of the proposal.
- **The decision to no longer accept a grade 0 is the result of the visibility and commitment of CARE to use the Gender Marker, and reflects a process of learning and understanding the value of gender within programming.**

Gender Marker Case Study

CARE Fiji

Overview

Tropical Cyclone (TC) Winston hit the Fiji islands on 20 and 21 February 2016, registering as a category 5 storm. TC Winston was the strongest cyclone to ever make landfall in the Pacific. Drawing on an existing partnership agreement, CARE Australia and Live & Learn (L&L), its local partner in Fiji, carried out a joint response. Fiji undertook two sessions to use the Gender Marker in the final weeks of implementation of the TC Winston Response. The session consisted of training on, and the application of, the tool to assess the integration of gender in the TC Winston response. These sessions included CARE and partner staff, as well as feedback from CARE Australia staff involved in the response. The sessions served to remind L&L staff of CARE's aim for a strong focus on gender and protection as part of our existing partnership agreement.

Ways in which the Gender Marker is being used by CARE Fiji:

- ✓ **AAR grading of the humanitarian response**
- ✓ **Training partner staff**
- ✓ **Data collection and learning**

Outcomes

Strengthening capacity:

Given that the Gender Marker was used in the final implementation period, it was not used to inform the TC Winston response itself. However, the Gender Marker served as an important tool to build capacity among CARE's local partner staff, which will inform future responses. It contributed to a greater understanding among Live and Learn staff of gender and protection in the contexts of both humanitarian and development programming.

Learning from response:

Using the Gender Marker highlighted gender and protection gaps and oversights in the TC Winston joint response, such as the discussion about the lack of data. This underscored the challenges and limited accountability mechanisms to ensure gender was effectively integrated into the joint CARE-Live & Learn response.

Increasing commitment to gender beyond the CARE partnership:

Feedback from L&L staff highlighted their appreciation for the training on the tool. They felt the tool was 'very relevant' and had broad application beyond humanitarian response. Feedback suggested the session renewed commitment amongst the local partner to address gender in ongoing development programming outside the scope of the partnership with CARE.

Integration into EPP:

One staff member recommended the inclusion of the Gender Marker in the Live & Learn Emergency Preparedness Manual that had been developed for TC Winston.

Key Lessons

- The Gender Marker tool assumes a certain degree of knowledge about gender concepts and understanding of CARE's Gender Equality Framework, which local partners do not necessarily possess. Various concepts and terms had to be broken down and 'unpacked' so participants could provide relevant feedback.

Gender Marker Case Study

CARE Fiji

- Good facilitation and gender expertise is needed not just to explain the tool and the underlying concepts, which is relatively straightforward, but also to unpack and discuss the various gender and protection concepts and dimensions. This is particularly the case when staff or local partners have had limited exposure to gender and protection issues generally, or specifically in the context of a humanitarian response.
- It is equally beneficial to use the Gender Marker tool beyond the AAR and early phase of a response as conditions and staffing change over time and project activities are adapted. In the absence of a final evaluation or reflection exercise, the participatory use of the Gender Marker provides a useful opportunity to capture lessons learned regarding the integration of gender and protection.
- The Gender Marker sessions highlighted CARE's responsibility to provide capacity building and on-going technical support for gender and protection throughout all phases of any joint humanitarian intervention implemented by local partners.
- It is important to be realistic about localisation partnerships but strive to address program quality, accountability and sustainability.
- There are inherent and inter-related challenges to integrate gender and protection to CARE's standards within a locally-led joint humanitarian response.
- It was difficult for participants to actually grade the project. It was not clear whether a tick was warranted if some of the aspects had been addressed but not others. For instance, if the MEAL framework addressed gender but indicators were not effectively monitored. Or if SADD was collected, in some areas but not all, but not analysed (as is often the case).
- Staff and/or partners may be hesitant to give the project a low grade due to a sense of 'pride' or embarrassment at receiving a poor grade.

Gender Marker Case Study

CARE Canada

Overview

CARE Canada is integrating use of the Gender Marker through a number of different channels:

- The **Humanitarian Assistance and Emergencies Team (HAET)** is using the Gender Marker to grade proposals.
- The **Global Health Team** are piloting the tool for long-term development use, integrating the marker across programming as a part of annual monitoring and work planning processes.
- The **Women's Economic Empowerment** team is working with their COs to strengthen their knowledge and capacity using the Gender Marker. Every time a Program Manager visits a CO they deliver a GM training;
- The **Gender Equality Group (GEG)** is responsible for integrating the Gender Marker as an overall measurement and management tool at the CMP level. They will be setting out the ways in which this is most practical. This includes using the tool as a way to report back to the Board, and other ways in which to incorporate the tool into the current measurement and accountability mechanisms. A key role of GEG will include monitoring, measurement, dissemination, and learning from these uses of the Gender Marker. In April 2017, the GEG reported their first consolidated baseline of the GM findings to all staff, and used related information to report to the Board against two key program quality indicators.

CARE Canada has set a goal of having 75% of long term development programming graded at a minimum gender responsive (grade 3), and 70% of humanitarian programming graded at gender sensitive (grade 2). CARE Canada's initial outcome, reported in April 2017, is 80% sensitive, 20% responsive for humanitarian proposals; and 60% responsive, 20% sensitive, 10% transformative, 10% blind for development projects.

Ways in which the Gender Marker is being used by CARE Canada:

- | | |
|---------------------------------|----------------------------|
| ✓ Humanitarian | ✓ Grading proposals |
| ✓ Development | ✓ Monitoring |
| ✓ Planning processes | ✓ Training staff |
| ✓ Setting gender targets | |

Outcomes

Common tool and results across levels:

The Gender Marker can be used at all levels, from project to programme in the country office, to the international program unit at headquarter level. This flexibility promotes engagement and monitoring of gender across all of CARE Canada.

Accountability to gender:

Leadership uptake and support of the Gender Marker has encouraged greater responsibility and ownership at multiple levels for accountability to gender.

Encouraging a discussion:

Within trainings it became evident that the Gender Marker is providing the impetus for project teams to discuss gender in their work. It has proven to be a flexible discussion tool that both specialists and novices can use to talk about gender in a common language.

Capturing gender work:

The Gender Marker creates an opportunity for CARE Canada to identify specific examples of gender work that can concisely be described for a diverse set of audiences, including the Board.

Gender Marker Case Study

CARE Canada

Socialisation

The GEG work to collate and present data on the GM contributes to the strong socialisation of the marker itself, but also the socialisation of good quality gender work amongst all staff. This also helps to emphasize how key gender equality is to CARE's work to the Board by using these presentations and data sets.

Key Lessons

- As the tool is subjective, it requires some prior knowledge of gender analysis, and the theory of change to use the tool to grade. As such, the need remains to continue building capacity to ensure teams can enhance their judgement to grade and achieve some level of consistency.
- The CARE Gender Marker can help to build a dialogue to begin the transfer of this knowledge between staff more knowledgeable on gender, and those less so. This was particularly noted for humanitarians, where it appears some of the wording remains unfamiliar.
- Use of the Gender Marker requires a solid understanding of gender within the context given that the same set of gender equality programming solutions can be sensitive in one context, but transformative in another.
- The grades should be used to fuel the conversation on whether we are making significant enough gains in regards to gender or not, not on the achievement of grade itself.
- This tool does not provide evidence as to the outcomes of integrating gender into the approach, and therefore works alongside Gender Equality Monitoring and Evaluation.

Gender Marker Case Study

CARE USA Asia Regional Management Unit

Overview

CARE USA Asia Regional Management Unit (ARMU) has recently started using the Gender Marker as a high level indicator of the quality of the CARE USA Country Office's projects in the region. The PIIRS data was analysed for the region, and then compared to other regions and global results. These showed that the region performed relatively poorly and a decision was made to work as a region to address this.

Further analysis of the data suggested that there were two main factors that led to a relatively low number of responsive and transformative projects: the lack of in-depth gender analysis and poor scores related to monitoring and evaluation. In addition, there was some evidence that compared to other regions, projects tended not to address all three dimensions of the Gender Equality Framework.

Ways in which the Gender Marker is being used by CARE USA ARMU:

- ✓ **Regional Monitoring tool**

Outcomes

Identifying program quality priorities:

Analysing the Gender Marker scores has helped the region to identify areas where the Country Offices need technical support. As an initial step, ARMU has been able to get external support to develop some standard gender-sensitive indicators for key sectors.

Improved accountability:

By using the Gender Marker to monitor its performance, ARMU can move towards being more accountable to Country Offices related to Program Quality support. They also help ARMU find a balance between compliance and learning.

Working regionally:

The Gender Marker provides a common language that the region can use to discuss its performance, despite the great variation in programming between countries. It encourages sharing of best practices and tools.

Key Lessons

- The Gender Marker will only be a useful tool if COs are adequately resourced financially and technically to act on gaps.
- Program Quality can be improved if the Gender Marker is used consistently across the region, and throughout the project cycle.

Gender Marker Case Study

CARE USA

Overview

The Gender Justice Team and Competitive Bids Unit (CBU) conducted an assessment of 47 FY 2016 USG proposals. The assessment scored proposals using CARE's Gender Marker with the objective to:

- Provide an indicative measure of the degree of gender integration in USG proposals;
- Establish a baseline against which progress towards integrating gender transformative approaches can be measured;
- Help identify areas for improvement; and
- Serve as an internal advocacy tool for improving gender integration in proposals.

The results were as follows:

- CBU's average across the sample is approaching the minimum of Grade 2 (average 1.7) – Gender Sensitive;
- A total of 5 proposals scored gender harmful;
- Overall, proposals scored well on the gender analysis criteria; even those proposals scored as gender harmful included some element of gender analysis (with one exception).
- Among the four Gender Marker criteria (analysis, activities, participation in project processes, and monitoring and evaluation (M&E) systems), the reviewed proposals were least likely to meet the standards for M&E. This was especially true for development proposals.
- Almost all proposals included some element of participation in project processes, but very few met the criteria for “responsive feedback mechanisms”.

Ways in which the Gender Marker is being used by CARE USA:

✓ **Retrospective proposal assessment**

✓ **Creating a baseline**

Outcomes

Baseline created:

This analysis established a baseline of data that will enable CBU to track trends in gender integration in proposal development over time.

Initiated process guide to support integration of gender into proposals:

Responding to results of the assessment, a guide for integrating gender into proposals is currently being drafted as a part of CBU's new Business Development Manual. The gender guidance outlines the requirements and tools to meet CARE's Gender Standards at each stage of proposal development.

Identified areas to improve:

Using the Gender Marker in this assessment has helped to identify key gaps in gender integration in USG proposals. Having this information allows action to be taken to address these gaps

Strengthened CBU capacity for gender integration into proposals:

Participating in a detailed review of the Gender Marker assessment of FY 16 proposals has helped members of CBU to better understand the core elements of gender integration.

Gender Marker Case Study

CARE USA

Key Lessons

- There was no correlation between Gender Marker scores and whether the reviewed proposals won or lost. This shouldn't discourage CARE from doing better on gender integration, in accordance with our values, standards, and brand.
- Support is needed on how to successfully develop proposals that clearly articulate a gender transformative (or even responsive) M&E framework.
 - We are not good enough at measuring “changing protection risks and needs,” especially in development contexts; we demonstrate even less capacity to institute systems of measurement and analysis to assess unintended consequences.
 - Consistent integration of SADD data collection/analysis within proposals would be a relatively quick win.
- Sharing Gender Marker study results with CBU in a participatory manner has enabled all members of the team to see themselves as accountable for strong gender integration in proposal development processes.
- Some Gender Standards are not reflected in the Gender Marker criteria (namely those related to staffing and budget) but are also important contributors to gender integration in proposal development. These might be elements to consider in future revisions of the tool.

Overview

Since autumn 2016, CARE International UK (CIUK) has been applying the marker as part of the proposal design and implementation phases for all projects and programmes in both humanitarian and development sectors. Only projects without any implementation activities with impact communities (e.g. research projects), or less than 6 months duration, are exempt from using the marker.

To institutionalise the marker in proposal and project design, CIUK includes its completion in the sign-off process for submission of proposals to donors. During project design, Programme Funding Coordinators (PFCs) with Technical teams are responsible for ensuring that the marker is used to facilitate a discussion with the CO on the mainstreaming of the CARE Approach (both gender and governance, and from 2018 also resilience). The marker is then completed by the CO with support from the technical team and/or PFC and submitted by the PFC as part of the set of documents that goes to the delegated authorities signing off the submission of the proposal. There is no minimum score for sign off, but a score of 1 or below for humanitarian projects, and 2 or below for development projects, triggers a conversation between technical and programme teams and managers to determine whether the score is acceptable for the project in question.

Once the contract is awarded, CIUK Programme Management Coordinators (PMCs) are encouraged to use the markers as part of their engagement with COs – for example during monitoring visits, mid-term review or around PIIRs deadlines - to **understand how the approach is being mainstreamed**, what are the gaps and where support might be needed. All PFCs and PMCs have been trained in the Governance and Gender Markers and emphasis has been put on using the markers as a learning tool.

Procedure is for COs to be responsible for marker assessments with support from CIUK programme and technical teams as needed. However, as a one-off exercise, in late 2016 the PMCs were asked to complete the Gender and Governance Marker for all active projects to **create a baseline** for the CIUK humanitarian and development portfolio for the Senior Management Team. In October 2017 and future years, CIUK will use the PIIRs data for our projects, and will track progress as a contribution to the CIUK Key Performance Indicator for alignment of our portfolio with the 2020 Program Strategy.

Ways in which the Gender Marker is being used by CARE International UK:

- | | |
|---------------------------------|------------------------------|
| ✓ Humanitarian | ✓ Development |
| ✓ Grading of proposals | ✓ Creating a baseline |
| ✓ Setting gender targets | ✓ Training |

Outcomes

Institutionalisation of the marker:

Inclusion of the marker in proposal sign-off procedures ensures it is considered in all projects, that CARE Approach integration is more clearly articulated and there is discussion around budget implications.

Increased awareness of the CARE Approach:

Programme team has improved understanding of the CARE Approach and importance of discussion with COs and partners.

Investment in capacity building:

Institutionalisation has encouraged investment in capacity building for CIUK staff, including marker training and learning discussions.

Setting performance targets:

Targets for improved use of markers or scores have been included in some team (e.g. Inclusive Governance, Programme Management Team) and some individual performance plans.

Encouraging cross-team working:

Rollout of the marker is incentivising cross-team working and thinking e.g. between technical teams, between technical and programme teams, between Programme Funding and Management Coordinators, and different parts of the federation.

Strengthened programming:

In some cases, the markers have facilitated genuine discussion between CIUK programme and CO teams on gender integration, and led to positive corrective actions (e.g. improved feedback mechanisms).

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About CARE

CARE works with poor communities in developing countries to end extreme poverty and injustice.

Our long-term aid programs provide food, clean water, basic healthcare and education and create opportunities for people to build a better future for themselves.

We also deliver emergency aid to survivors of natural disasters and conflict, and help people rebuild their lives.

We have 70 years' experience in successfully fighting poverty, and last year we helped change the lives of 72 million people around the world.

