

IASC GENDER MARKER

The IASC Gender Marker is a tool that codes, on a 2 -0 scale, whether or not a humanitarian project is designed to ensure that women, men, boys and girls of all ages will benefit equally from it, and that it will contribute to increasing gender equality. The IASC Gender Marker is required for all Consolidated Appeals Processes (CAPs) and other humanitarian appeals and funding mechanisms. Cluster/Sector Leads should support their partners in the use of the Gender Marker so that the cluster's projects ensure that ALL members of affected populations have equal access to services and that targeted action to advance gender equality is based on a gender and age analysis. This makes projects and programmes more effective. Gender codes uploaded onto the global Online Project System (OPS) and Financial Tracking Service (FTS), also help to ensure that donors are better placed to identify high quality, gender and age-sensitive projects. Designing and implementing a project that achieves a gender code 2a or 2b can enhance both project performance and funding potential.

GENDER EQUALITY IN THE PROJECT SHEETS

IASC GENDER MARKER	
GENDER CODE 2A – GENDER MAINSTREAMING <i>Potential to contribute significantly to gender equality</i> A gender and age analysis is included in the project's needs assessment and is reflected in one or more of the project's activities and one or more of the project outcomes.	GENDER CODE 2B – TARGETED ACTION <i>Project's principal purpose is to advance gender equality</i> The gender analysis in the needs assessment justifies this project in which all activities and all outcomes advance gender equality. Targeted actions are projects responding to the disadvantage, discrimination or special needs of women, girls, boys or men. All targeted actions are based on gender and age analysis.
CODE 1 <i>Potential to contribute in some limited way to gender equality</i> There are gender dimensions in only one or two components of the project sheet: i.e. in needs assessment, activities and outcomes*. The project does <i>not</i> have all three: i.e. gender and age analysis in the needs assessment, which leads to gender and age-responsive activities and related gender and age outcomes <i>*Where gender and age appear in outcomes only, the project is still considered gender-blind.</i>	
CODE 0 <i>No visible potential to contribute to gender equality</i> Gender and age are <i>not</i> reflected anywhere in the project sheet 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. These projects are considered gender-blind.	
CODE N/A - NOT APPLICABLE This project does <i>not</i> have direct contact with affected populations, including their employment, and does <i>not</i> directly affect or determine the selection or use of resources, goods or services accessed by affected populations.	
CODE NOT SPECIFIED This project is still in development and the Gender Marker code is temporarily not specified.	

The Gender Marker allows Cluster Vetting/Review Teams 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 → OUTCOMES

VETTING FORM

To code projects correctly and consistently, Cluster/Sector Vetting/Review Teams are encouraged to use the Vetting Form:

Gender analysis in NEEDS ASSESSMENT	Gender in ACTIVITIES	Gender in OUTCOMES	No. of Checkmarks	GENDER CODE
✓	✓	✓	3	2a or 2b
✓	✓	-	2	1
-	✓	✓	2	1
✓	-	✓	2	1
✓	-	-	1	1
-	✓	-	1	1
-	-	✓	1	0
-	-	-	0	0

THE ADAPT & ACT-C FRAMEWORK FOR GENDER EQUALITY PROGRAMMING:

The ADAPT & ACT-C Framework is a tool for use when designing or vetting a project to integrate gender dimensions. While the order of the steps in the framework may vary, as many as possible of the steps - ideally all nine - should be taken into account in the design of projects to ensure that the services and aid they provide meet the needs and concerns of women, girls, boys and men equally.

FRAMEWORK FOR GENDER EQUALITY PROGRAMMING	
A	ANALYSE the impact of the crisis on girls, boys, women and men and what this entails in terms of division of labour/tasks, work load and access to humanitarian assistance, and protection.
D	DESIGN services to meet the needs of women, men, boys and girls equally. Humanitarian actors should review the way they work to ensure that girls and boys, women and men benefit equally from their activities
A	Make sure that women, men, boys, and girls can ACCESS services equally. A continuous monitoring of who is involved in projects will help ensure equal access to the services provided by the projects.
P	Ensure girls and boys, women and men PARTICIPATE equally in the design, implementation, monitoring and evaluation of projects and programmes and that girls, boys, women and men are in decision-making positions.
T	Ensure that girls and boys, women and men benefit equally from TRAINING or other capacity-building initiatives offered by the project.
&	
A	Make sure that the project takes specific ACTION to prevent risks of GBV , especially sexual exploitation and abuse. The IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings should be used as a tool for planning and coordination.
C	COLLECT and analyse all data concerning the affected population, disaggregating details by sex and age; analyse and develop profiles on the different needs and realities of men, women, boys and girls and how and whether their needs are being met.
T	Based on the gender analysis, make sure that girls, boys, women and men are TARGETED with specific actions when appropriate. Where one group is more at-risk than others, for example, to sexual violence due to their gender role in collecting firewood, water or in grazing animals, special measures should be taken to protect that group.
C	Ensure COORDINATION and gender mainstreaming in all areas of humanitarian work. Set up gender networks to ensure coordination and gender mainstreaming in all areas of humanitarian work.

For more resources on the **Gender Marker** and integrating gender into humanitarian programming go to

<http://www.humanitarianresponse.info/themes/gender/the-iasc-gender-marker>

For the e-learning course on “Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men”

see www.iasc-elearning.org



MINE ACTION

WHY DOES GENDER EQUALITY MATTER IN EMERGENCY MINE ACTION INTERVENTIONS?

Mines and explosive remnants of war (ERW) pose a significant threat to the lives, well-being and socio-economic development of individual women, girls, boys and men, as well as to entire communities. Providing mine action interventions alone will not guarantee optimal results. Only a gender-sensitive and participatory approach at all stages of a project can help ensure that adequate and efficient activities are undertaken.

Projects that analyse and take into consideration the needs, priorities and capacities of both the female and male population are far more likely to improve the lives and dignity of those affected by conflict or disaster. The IASC Gender Marker is a tool that codes, on a 2-0 scale, whether or not a humanitarian project is designed to ensure that women/girls and men/boys will benefit equally from it, and that it will contribute to increasing gender equality. A full description of the IASC Gender Marker and its application can be found in the Gender Marker Overview Tip Sheet.

NEEDS ASSESSMENTS → ACTIVITIES → OUTCOMES

A **NEEDS ASSESSMENT** is the essential first step in providing emergency mine action programming that is effective, safe and restores dignity. A gender analysis is critical to understanding the social and gender dynamics that could help or hinder aid effectiveness. The gender analysis in the needs assessment will identify gender gaps, such as unequal access to mine action services for women/girls and men/boys that need to be addressed. These should be integrated into **ACTIVITIES**. The project's **OUTCOMES** should capture the change that is expected for female and male beneficiaries. Avoid outcome statements that hide whether or not males and females benefit equally.

GENDER IN MINE ACTION PROJECT NEEDS ASSESSMENTS	
✓	Land Release - gather information at times and locations convenient for all individuals – women, girls, boys and men.
✓	Land Release - gather information from women and men about the location and impact of the threat and the projected use of cleared land.
✓	Land Release – involve both women and men in the land release process and have access to and benefit from the use of released lands.
✓	MRE – collect, analyse and use data and information that reveal the distinct at-risk behaviour of women, girls, boys and men.
✓	MRE – consider the availability of women, girls, boys and men when planning the venue for and the timing and composition of MRE meetings.
✓	MRE – Ensure and verify that the messages/tools presented are adapted and fully understood by women, girls, boys and men.
✓	VA – gather and analyse sex- and age-disaggregated data on survivors' needs and access to health and counselling services
✓	Advocacy – employ appropriate means of communication to ensure awareness-raising efforts reach women, girls, boys and men.
✓	Land Release, MRE, VA and Advocacy – seek to achieve a gender-balance on survey and clearance teams, MRE trainers, health workers and counsellors, and in all public outreach/public relations events respectively.
✓	Land Release, MRE, VA and Advocacy – Take the appropriate and necessary measures to hire women, such as adapting recruitment procedures, trainings, the composition of the working teams, separate facilities, parental leaves, internal code of conduct, etc.
✓ GENDER IN MINE ACTION PROJECT ACTIVITIES	
✓	Train survey/clearance teams in gender considerations and recommend best practices in collecting data/information from both women and men.
✓	Assemble survey teams comprising men and/or women, as appropriate, based on the characteristics of the groups to be interviewed.
✓	Design services that benefit women and men equally, including land release, mine risk education, victim assistance and advocacy activities and that advocacy and MRE campaigns and messages are tailored to be understood by all.
GENDER IN MINE ACTION PROJECT OUTCOMES	
✓	Information on the threat of mines and ERW is routinely collected from women, girls, boys and men in the affected communities.
✓	MRE messages and strategies are designed and delivered appropriate to the different sex and age groups.
✓	Referral systems for all persons with disabilities - disaggregated by sex and age - are developed and utilised .
✓	(For advocacy purposes) A female regional or national figure has been identified and is involved in a campaign that builds regional or national awareness of mine action issues for women and girls.

DESIGNING MINIMUM GENDER COMMITMENTS FOR MINE ACTION:

In order to translate the cluster and organisational commitments to gender-responsive mine action projects into reality, minimum gender commitments can be developed and applied systematically to the field response. The commitments must be articulated in a way that can be understood by all, in terms of value added to current programming and in terms of the concrete actions that need to be taken to meet these commitments. They should constitute a set of core actions and/or approaches (maximum five) to be applied by all cluster partners; they should be practical, realistic and focus on improvement of current approaches rather than on programme reorientation. Finally, they should be measurable for the follow-up and evaluation of their application.

The commitments should be the product of a dialogue with cluster members and/or within the organisation. A first list of commitments should be identified and then discussed, amended and validated by the national cluster and sub-clusters and/or organisation's staff working in the sector. It is important to note that commitments need to reflect key priorities identified in a particular setting. The **ADAPT and ACT-C Gender Equality Framework** (detailed in the Gender Marker Overview Tip Sheet) outlines basic actions that can be used when designing or vetting a gender integrated project, and can be a useful reference in designing minimum gender commitments. *The commitments, activities and indicators below draw on elements of the ADAPT and ACT-C Gender Equality Framework and are provided as samples only:*

1. Land Release: Ensure that all individuals, regardless of sex and age, enjoy the same level of access to, and benefit equally from, land release activities (including training and employment opportunities)

Sample of activities	Sample of indicators
Collect and analyse sex and age disaggregated data from casualty rates or/ and in assessments & surveys or/and when tracking beneficiaries of cleared land.	A gender analyses of the landmine pollution as been provided and permits to understand the different needs and risks that are facing women, girls, boys and men.
Make sure that women can hear about the vacancy announcements, which are clearly open to them and permits to identify aspects of the job that might influence women applicants, such as travel, lodging and childcare arrangement.	Vacancy announcement are relayed by peers, radio, newspapers, etc. (depending on which is better to catch the attention of women). Vacancy notices include information on travel, lodging and childcare arrangements.
Make possible to have all-female/male or mixed classes and teams, depending on the need of will of all.	% of women and men who would prefer all female/male or mixed groups.
Ensure prevention and response to gender based violence and any form of discrimination.	The mine action organisation has adopted an adequate code of conduct.
Women and men are represented equally in priority settings processes	Number of women or of women's representatives in the decision forums
Women and girls can talk to a female surveyor/ boys and men can talk to a male surveyor if needed.	50% of women working in survey teams.
Land release actors received a gender training	100% of actors who received a gender training
Ensure that women and men are equally involved in the process of hand over	Women and men are inform of the procedures Women's right to land are taken into account and they have a change to give their voice.

2. MRE – Ensure that all affected women, girls, boys and men have equal access to culturally-appropriate forms of MRE that specifically address those activities that put them at risk.

Sample of activities	Sample of indicators
Ensure qualitative female and male participation in MRE sessions	Number of sessions for women, for men, for boys, for girls.
Ensure that all have access to MRE session by adapting the time, location, organizing child-care if needed, etc.	100% of women, girls, boys and men received the MRE message
Train people with influence to become MRE trainers and ensure gender balance amongst identified leaders.	50% of the community leaders are chosen for their ability to influence other women.

3. Victim Assistance – Ensure the planning/provision of services for mine/ERW survivors (including physical rehabilitation, vocational training and psychological support) are tailored to the distinct needs of women, girls, boys and men.

Sample of activities	Sample of indicators
Collect, analyse and use SADD	Statistics by sex and age are available and inform VA programming
Give gender trainings to staff at all levels	100% of staff members received a training on gender and mine action
Make sure that there is gender balance staff in order to give the opportunity to women and girls to be treated by a women and vice versa	50% of the staff members are women
Make sure that there are specific programmes/ services to respond to specific needs	Number of targeted needs that are not taken into account

4. Ensure that advocacy initiatives reach and involve women, girls, boys and men, as appropriate

Sample Activity	Sample Indicator
Develop messages and select means of communication	A random sampling of women, girls, boys and men in the community confirm that they have received and understand the messages.

For more information on the **Gender Marker** go to www.onereponse.info

For more detailed information on gender in mine action, see *Gender Guidelines for Mine Action Programmes* at <http://www.mineaction.org/doc.asp?d=370>

For the e-learning course on “Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men” see www.iasc-elearning.org

