



Plattform
Wiederaufbau
Ukraine

Welcome!

Workshop: How to integrate gender in recovery and reconstruction projects in Ukraine?

November 11

15:30 – 17:00 (CET)



Ця подія буде супроводжуватися синхронним перекладом (німецько-українським). Будь ласка, оберіть мову, якій ви надаєте перевагу.

Agenda



General introduction

Isadora Quay, Gender in Emergencies Group

The CARE Gender Marker and adaptation of activities in Ukraine

Ganna Gerasymenko, Gender in Emergencies Advisor, CARE Ukraine

Implementation of gender markers in Ukraine

Daryna Ivchenko, Divchata/NGO Girls

Tymofii Saitarly, Safe Space

Working groups: Case study



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Gender in Emergencies Group

Introduction to Gender Markers

Isadora Quay

Isadora is the CEO of the Gender in Emergencies Group. She is the co-chair of the Gender Marker Working Group. She teaches a course in Gender Markers. She supported the design of the IASC Gender with Age Marker. She created the CARE International Gender Marker.



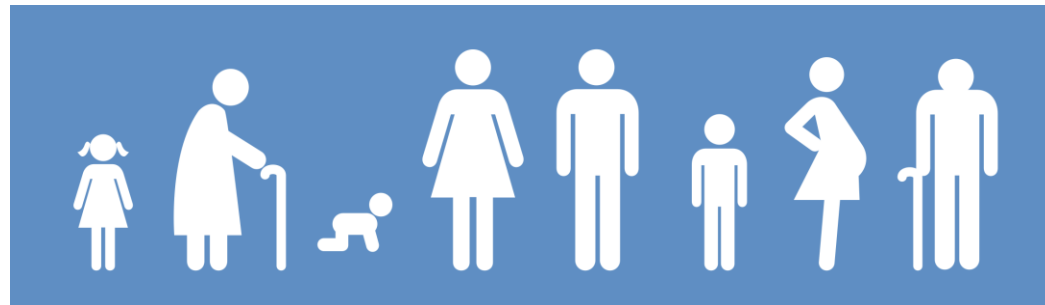
What is a Gender Marker?

- A Gender Marker is a tool used to assess the **level of integration of gender** into its work including the strategy, design, and implementation;
- Gender Markers can be used for all types of work – **humanitarian, reconstruction, and development;**
- Using the Gender Marker places a project on a Gender Continuum



Who should use a Gender Marker?

- A Gender Marker is a tool designed to be used by everyone working on programming. There are not only for gender experts.
- Gender Markers are designed to support dialogue and discussion amongst teams about how to better integrate gender equality into project design and delivery.



Why are Gender Markers useful?

1. Gender Markers are requirements for many donors: OECD-DAC; ECHO Gender-Age Marker, IASC Gender with Age Marker; Germany's Gender Marker.
2. Gender Markers support better integration of gender equality into programming and support steps to work more gender transformative work.
3. Gender Markers are a useful organizational tool and dataset to get an overview about how a whole portfolio is tracking on gender mainstreaming.

How to use a Gender Marker properly?

- Assess the overall objective of the project: important for the OEC-DAC, German, CARE Gender Markers.
- Many Gender Markers use common criteria: gender analysis; adapted activities; participation, protection, M&E.
- Follow the logic of the Gender Marker tool: don't assign a grade without answering the questions.
- Gender Markers 2.0 can be used at both project design and implementation.
- Once completed the form, use it to have a conversation about how to improve the project.



Gender in Emergencies Group

Thank You:
isadoraquay@giegroup.org

WHY CARE Gender Marker?

The Gender Marker is a **learning conversation** to **collaboratively** discuss and **improve** our gender approaches:

- It is **NOT a test** of the project
- It is **NOT a judgement** on the implementers
- It is **NOT a competition**



Establish minimum standards

By establishing a standard criteria we ensure that minimum standards of gender equality are met by CARE's humanitarian and development programming.



Measure transformative change

By using a five-point scale CARE is able to differentiate between gender-sensitive programming and gender-transformative programming.



Increase accountability

The CARE Gender Marker makes CARE accountable to meeting its strategic goals on gender equality - both internally and externally.



Improve programming

Using grades makes it easier to identify weaknesses and encourages the organization to continually strive for improvement.

-0- GENDER UNAWARE	-1- GENDER NEUTRAL	-2- GENDER SENSITIVE	-3- GENDER RESPONSIVE	-4- GENDER TRANSFORMATIVE
Programming that ignores or is completely unaware of gender norms.	Programming that works with gender norms, which may reinforce these.	Programming that adapts to gender norms.	Programming that challenges inequitable gender norms.	Policies and programs that change inequitable gender norms and relations to promote equality.

WHAT is CARE Gender Marker?

1. Select which of the following statements best describes this project or initiative:

COLUMN A	OR	COLUMN B
WORKS WITH existing gender roles and relations, does not attempt to challenge or change them. <input type="checkbox"/>		Seeks to CHALLENGE or change existing gender roles and relations. <input type="checkbox"/>

2. Answer the questions in the corresponding column only and tick the box if criteria are met:

ANALYSIS: Is this project/initiative informed by some gender analysis of the differences between people of all genders? <input type="checkbox"/>	ANALYSIS: Is this project/initiative informed by an in-depth gender analysis of the distinct needs, roles, relationships, protection risks and power dynamics of and between people of all genders? <input type="checkbox"/>
ACTIVITIES: Are project activities adapted to meet the distinct needs of people of all genders as identified in the analysis? <input type="checkbox"/>	ACTIVITIES: Are project activities adapted to meet the distinct needs of people of all genders with specific gender activities addressing: agency, structure, and relations? <input type="checkbox"/>
PARTICIPATION IN PROJECT PROCESSES: Does the project/initiative ensure meaningful participation of people of all genders in at least one of the following: transparent information sharing; decision-making; responsive feedback mechanisms? <input type="checkbox"/>	PARTICIPATION IN PROJECT PROCESSES: Does the project/initiative ensure meaningful participation of people of all genders in all three of the following: transparent information sharing; decision-making; responsive feedback mechanisms? <input type="checkbox"/>
MONITORING EVALUATION ACCOUNTABILITY AND LEARNING: Are monitoring systems collecting and analysing both: sex and age disaggregated data; the changing capacities, vulnerabilities, and needs of participants? <input type="checkbox"/>	MONITORING EVALUATION ACCOUNTABILITY AND LEARNING: Are monitoring systems analysing and addressing ALL FOUR of the following: sex and age disaggregated data; changing capacities, vulnerabilities, and needs of participants; unintended consequences and changes in agency, relations and structures? <input type="checkbox"/>

Assessment of **gender mainstreaming** in the project:

- Analysis,
- Activities,
- Participation,
- MEAL systems.

Throughout the entire project lifecycle!

CARE Gender Marker: Lessons Learnt from Ukraine Response

- Gender Marker as a **learning and reflection tool** vs. 'tick box' exercise (part of MEAL)
- **Accessibility and practicality** of Gender Marker to diverse sets of users (particularly, non-gender specialists)
- Use of the Gender Marker **throughout the project lifecycle** is critical for continuous learning and PQ
- Self-assessment is practical but carries risk of grade inflation → **participatory approach to engage partners** for having different perspectives
- Quantitative data is a critical feature but over-emphasis on grades can detract from learning → **reflective workshops** with project teams
- Capacity of the Gender Marker to **generate awareness, dialogue, learning, and program improvement** is the tool's greatest asset



Gender Marker: Better Understanding of the Importance of Gender Analysis

- RGA is a tool that humanitarian responders use to identify and meet the **different needs, capacities and coping strategies** of women, men, boys and girls before, during and after an emergency.
- RGA provides essential information about **gender roles and responsibilities**, capacities and vulnerabilities.
- RGA is used in situations where **time is of the essence and resources are very scarce**.
- RGA is built up progressively: using a range of **primary and secondary information**
- A key aim of RGA is to provide **practical programming and operational recommendations** to meet gender-differentiated needs and to ensure 'do no harm'.



RAPID GENDER ANALYSIS

Ukraine

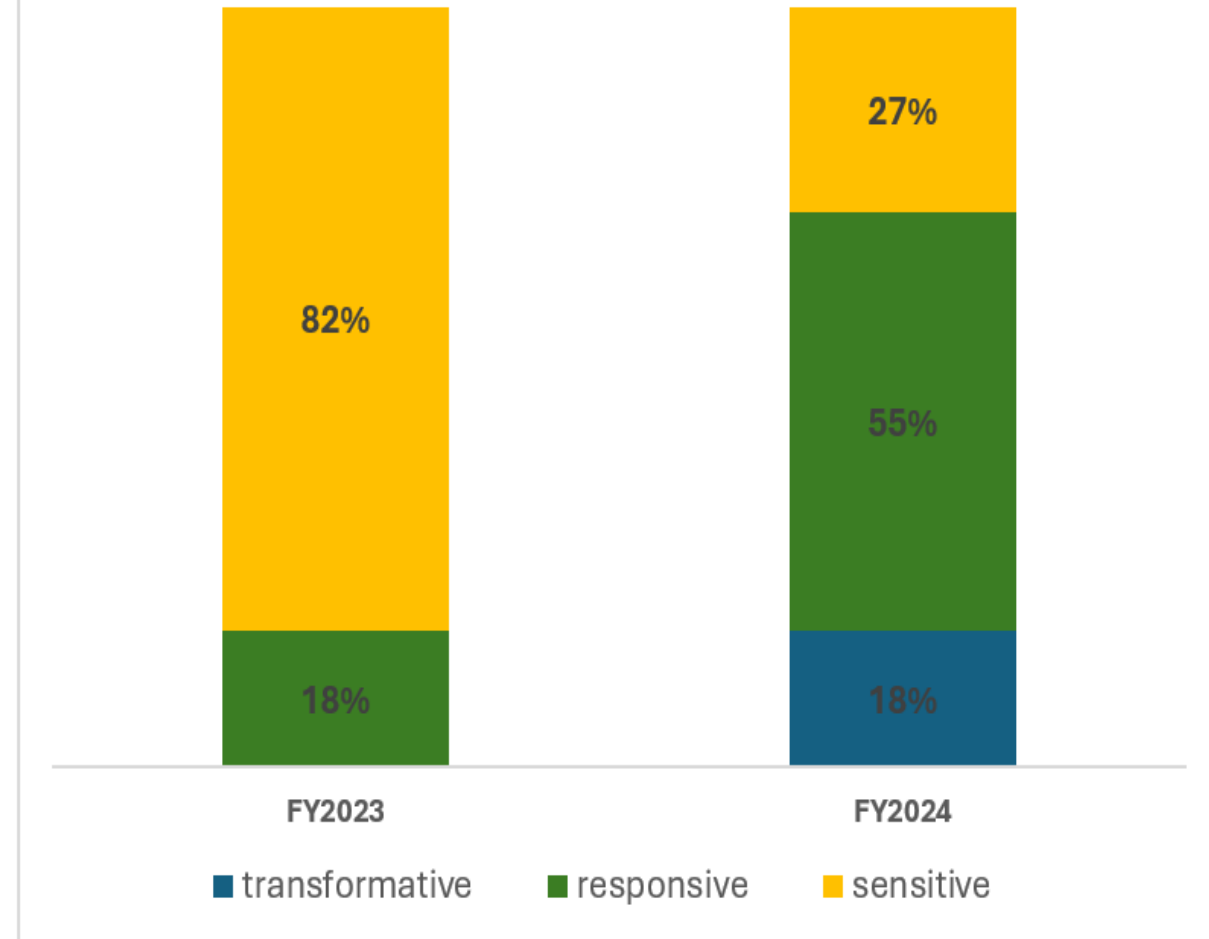
August 2024

Gender Marker: Adapting Activities from Gender-Sensitive to Gender-Transformative

Changing social norms through engaging men

- Engaging men and boys is vital and does yield results, though the progress on social norms is frequently not linear.
- Cultural norms in some areas make it difficult to attract male participants to initiatives typically seen as women-focused, such as GBV and SRH programs.
- The need for innovative outreach strategies and adapted messaging to engage both men and women in fostering a cohesive and supportive community environment.
- Shifting some training modules to online sessions adopting a hybrid approach to accommodate participants who are uncomfortable with having in-person discussions on sensitive issues.

Projects by Gender Marker



Gender Marker: Improved Participation and Strengthened Partnerships

- **Consultations with partners** to better understand their challenges and needs in technical support, capacity sharing → **Gender Action Plans** for detailed commitments;
- **Focus on partnering with women's rights organizations (WROs)** and organizations representing vulnerable population groups,
- Establishing **inclusive feedback channels for project participants** and ensuring 'do not harm' approach
- Participation of project teams in the **humanitarian clusters and working groups** (GiHA, Gender in Humanitarian Action WG, Protection cluster, GBV AoR, WASH cluster, Cash WG)

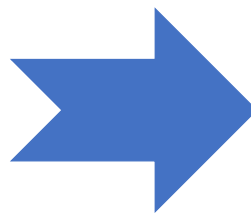


Using Gender Markers

Peer-to-Peer Learning



**Volunteer to Document:
Question or Experience**



**Report back to
Plenary session**

What is Project Blue's Objective?

Project Blue is a Water Sanitation & Hygiene (WASH) project implemented in a newly-liberated area in Ukraine. The design team completed a gender analysis. Activities were designed based on the findings of the secondary gender analysis. Project Blue designed activities to ensure protection risks and needs are monitored and addressed. Project Blue also held several meetings in the collective centres. They met with women's groups and local groups to present the project, discuss its objectives and open the floor to questions.

COLUMN A

WORKS WITH existing gender roles and relations,
does not attempt to challenge or change them.

OR

COLUMN B

Seeks to **CHALLENGE** or change existing
gender roles and relations.

Gender Analysis

The design team found a lack of sex-disaggregated toilets and bathing facilities in collective centres, which is increasing risks related to GBV and Protection, especially for women and children. It also found that women have little decision-making power in informing what WASH interventions are used in the collective centres. Older women and men, and those with disabilities, are usually not considered as part of interventions in collective centres, due to limited access.

ANALYSIS: Is this project/initiative informed by some gender analysis of the differences between people of all genders¹?



Adapted Activities

Activities were designed to implement sex-disaggregated toilets and bathing facilities in collective centres. Protection monitoring and referral mechanisms were set up to support with Gender Based Violence risks. Activities aimed to ensure the participation of women in programme decision-making structures, through working closely with Women's Rights Organisations. Water Sanitation and Hygiene (WASH) activities were also implemented outside of collective centres to reach older women and men, as well as those with disabilities.

ACTIVITIES: Are project activities adapted to meet the distinct needs of people of all genders as identified in the analysis?



Participation

The team posted the project description at the offices of Women's Rights Organisations, and at the collective centres. The project held focus group discussions with women from the project sites to inform implementation adjustments in the first months of the project. The staff informed partners that their feedback would be relevant.

PARTICIPATION IN PROJECT PROCESSES: Does the project/initiative ensure meaningful participation of people of all genders in at least one of the following: transparent information sharing; decision-making; responsive feedback mechanisms?



Monitoring and Evaluation

The team collected sex- and age-disaggregated data for over 50% of output and outcome indicators for the duration of the project. SADD data is discussed and analysed at quarterly Monitoring meetings. The team meets monthly to analyse protection data, discuss protection issues, identify areas where changes are needed, and sets a timeline for making these changes.

MONITORING EVALUATION ACCOUNTABILITY AND

LEARNING: Are monitoring systems collecting and analysing **both**: sex and age disaggregated data; the changing capacities, vulnerabilities, and needs of participants?



Gender Marker Scoring

- Add up the ticks across all four categories:
- Based on Collum A:

Using the Grading Guidance below, tick the grade received:

0-1 YES = Grade 0 | 2-3 YES = Grade 1 | 4 YES = Grade 2

- Place project on the the Gender Continuum



Model Answer

care Форма для оцінювання виключеності гендеру в проекті

Date: 12/11/24 Назва проекту: Project Blue Країна: Ukraine
 Ваше ім'я: IQ Етап проекту: Implementation ID проекту: 1

1. Виберіть, яке з наведених нижче тверджень найкраще описує цей проект чи ініціативу

Колонка А	Колонка В
ПРАЦЮЄ з існуючими гендерними ролями та відносинами, не намагаючись поставити їх під сумнів чи змінити.	Має на меті ПІДВАЖИТИ або змінити поточні гендерні ролі та відносини.

2. Дайте відповіді на запитання лише у відповідній колонці та позначте відповідні пункти:

АНАЛІЗ: Чи ґрунтується цей проект/ініціатива на поглибленому гендерному аналізі чітких потреб, ролей, стосунків, ризиків захисту та динаміки влади між жінками і чоловіками, хлопцями і дітьми?	<input checked="" type="checkbox"/>	АНАЛІЗ: Чи ґрунтується цей проект/ініціатива на поглибленому гендерному аналізі чітких потреб, ролей, стосунків, ризиків захисту та динаміки влади між жінками і чоловіками, хлопцями і дітьми?	<input type="checkbox"/>
ДІЯЛЬНІСТЬ: Чи пристосована проектна діяльність до задоволення потреб людей всіх гендерів, визначених в аналізі?	<input checked="" type="checkbox"/>	ДІЯЛЬНІСТЬ: Чи пристосована проектна діяльність до задоволення потреб жінок і чоловіків, хлопців і дітей і чи є конкретні гендерні проектні активності, направлені на роботу з агентністю, структурами та відносинами?	<input type="checkbox"/>
УЧАСТЬ У ПРОЦЕСАХ ПРОЕКТУ: чи забезпечує проект/ініціатива участь чоловіків і жінок прийнятні в одному з наступних завдань: прозорий обмін інформацією, прийняття рішень, чутливі механізми зворотного зв'язку?	<input checked="" type="checkbox"/>	УЧАСТЬ У ПРОЄКТНИХ ПРОЦЕСАХ: чи забезпечує проект/ініціатива значущу участь чоловіків і жінок в усіх трьох наведених завданнях: прозорий обмін інформацією, прийняття рішень, чутливі механізми зворотного зв'язку?	<input type="checkbox"/>
МОНІТОРИНГ, ОЦІНКА, ПІДВІТНІСТЬ І НАВЧАННЯ: чи збирають системи моніторингу дані з урахуванням гендеру та віку, чи враховують зміну можливостей, взаємної точки та потреби всіх учасників і учасниць?	<input checked="" type="checkbox"/>	МОНІТОРИНГ, ОЦІНКА, ПІДВІТНІСТЬ І НАВЧАННЯ: чи аналізують системи моніторингу і чи враховують УСІ ЧУТЛИВІ аспекти: дані з розбіжкою за гендером та віком, зміну можливостей, взаємності та потреб учасників, непередбачені наслідки та зміни в організаціях, відносинах і структурах?	<input type="checkbox"/>

3. Вкажіть загальну кількість позначок: або

4. Використовуючи вказівки з оцінювання нижче, зазначте отриману оцінку:
 0-1 ТАК = Оцінка 0 | 2-3 ТАК = Оцінка 1 | 4 ТАК = Оцінка 2

Використовуючи вказівки з оцінювання нижче, зазначте отриману оцінку:
 0-1 ТАК = Оцінка 0 | 2-3 ТАК = Оцінка 1 | 4 ТАК = Оцінка 2

Оцінка = 0 ГЕНДЕР НЕ ВРАХОВУЄТЬСЯ Оцінка = 1 ГЕНДЕРНО НЕУВАЖЛИВІ Оцінка = 2 ГЕНДЕРНО-ЧУТЛИВИЙ Оцінка = 3 ГЕНДЕРНО ПРОВАЖЛИВИЙ Оцінка = 4 ГЕНДЕРНО ТРАНСФОРМАЦІЙНИЙ

1. Пріятка. Для отримання додаткової інформації про гендерний континуум і визначення наведених вище балів дивіться нижню частину форми.

ФОРМА ДЛЯ ОЦІНЮВАННЯ ВИКЛЮЧЕНОСТІ ГЕНДЕРУ В ПРОЄКТИ

care Gender Marker Vetting Form

Date: 12/11/25 Project Title: Project Blue Country: Ukraine
 Reviewer: IQ Stage of project: Implementation Project ID: 1

1. Select which of the following statements best describes this project or initiative:

COLUMN A	COLUMN B
WORKS WITH existing gender roles and relations, does not attempt to challenge or change them.	Seeks to CHALLENGE or change existing gender roles and relations.

2. Answer the questions in the corresponding column only and tick the box if criteria are met:

ANALYSIS: Is this project/initiative informed by some gender analysis of the differences between people of all genders?	<input checked="" type="checkbox"/>	ANALYSIS: Is this project/initiative informed by an in-depth gender analysis of the distinct needs, roles, relationships, protection risks and power dynamics of and between people of all genders?	<input type="checkbox"/>
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PARTICIPATION IN PROJECT PROCESSES: Does the project/initiative ensure meaningful participation of people of all genders in at least one of the following: transparent information sharing; decision-making; responsive feedback mechanisms?	<input checked="" type="checkbox"/>	PARTICIPATION IN PROJECT PROCESSES: Does the project/initiative ensure meaningful participation of people of all genders in all three of the following: transparent information sharing; decision-making; responsive feedback mechanisms?	<input type="checkbox"/>
MONITORING EVALUATION ACCOUNTABILITY AND LEARNING: Are monitoring systems collecting and analysing both sex and age disaggregated data; the changing capacities, vulnerabilities, and needs of participants?	<input checked="" type="checkbox"/>	MONITORING EVALUATION ACCOUNTABILITY AND LEARNING: Are monitoring systems analysing and addressing ALL FOUR of the following: sex and age disaggregated data; changing capacities, vulnerabilities, and needs of participants; unintended consequences and changes in agency, relations and structures?	<input type="checkbox"/>

3. Add up the total number of ticked boxes: or

4. Using the Grading Guidance below, tick the grade received:
 0-1 YES = Grade 0 | 2-3 YES = Grade 1 | 4 YES = Grade 2

0-1 YES = Rescore in Column A | 2-3 YES = Grade 3 | 4 YES = Grade 4

Score = 0 GENDER UNAWARE Score = 1 GENDER NEUTRAL Score = 2 GENDER SENSITIVE Score = 3 GENDER RESPONSIVE Score = 4 GENDER TRANSFORMATIVE

1. People of all genders: CARE recognizes, includes, and celebrates people of diverse gender identities including people who are gender non-conforming as well as cis-gender men, women, boys, and girls. CARE also acknowledges that people with non-conforming gender identity are criminalized in some contexts and defers to the best judgment of the Country Office and Project Team in using this version of the Gender Marker Vetting Form with partners in these contexts.
 2. Note: For more information on the Gender Continuum and the definitions for the scores above, please see the bottom of the Vetting Form.

GENDER MARKER VETTING FORM



What did you find challenging about using the Gender Marker? What did you like about it?

What questions do you have about the tool or how it is used from your own experience?

Thank You