

A grayscale photograph of three young children, two boys and one girl, smiling warmly at the camera. They are positioned in the upper half of the frame, with their faces and upper bodies visible. The background is slightly out of focus, showing some foliage.

MAINSTREAMING GENDER

An introduction to the Inter-Agency Standing Committee (IASC) Gender Audit Tool

Mali Irvin, David Guyer Gender Fellow - July 2014

Introduction: Why Mainstream Gender?

- ❑ Save's new Gender Equality Principles set as a standard that all programs be gender-sensitive at a minimum.
- ❑ This begins with **gender mainstreaming** at the program design stage.



Girl Initiative for Results and Learning (GIRL Project)



- The **Girl Initiative for Results and Learning (GIRL Project)** was a two-year institutional capacity building and learning project (2011-13), with an objective of *a Sustained Increase in Volume and Quality of Save the Children's Programs Serving Girls.*
- The **Nike GIRL Baseline and Endline Audits** (Sept 2011, May 2013) sought to measure changes in programs addressing the distinct needs of girls, including where both girls and boys were targeted.
- A total of 242 project narratives and 48 Sponsorship programs were reviewed.

Piloting the IASC Gender Audit in Save the Children



- Our pilot Gender Audit reviewed the gender-sensitivity and capacity for gender integration of 100 Save the Children (US) projects, active on April 1, 2014, based on the IASC Gender Marker.
- The audit focused on international projects valued at \geq \$50,000 LOA. The audit covered 38 SCI Country Offices, ranging from 3 months to 9 years.
- The total value of projects covered by the audit is \$510m LOA.
- Project narratives were accessed from Save the Children's AMS database and CGRS Archives.

The Inter Agency Standing Committee (IASC) Gender Marker

- The IASC Gender Marker, developed in 2009, measures on a 0-2 scale, whether or not a project is designed well enough to meet the needs of girls, boys, women and men or if it will advance gender equality. The Marker is a cooperative effort between the IASC Gender Reference Group and the Humanitarian Programme Cycle process.
- The Gender Marker has led a number of agencies to develop their own gender markers, and others to adopt it for their own use (UNICEF, Care International, UNHCR, World Food Programme).
- The *2014 IASC Gender Marker Assessment* finds that the tool has been successful in integrating gender into the design stage of projects, although there continue to be some challenges. The main limitation is that it stops at the design stage.



Successful Gender Integration = Gender Analysis of 1) Needs Assessment, 2) Activities, and 3) Outcomes

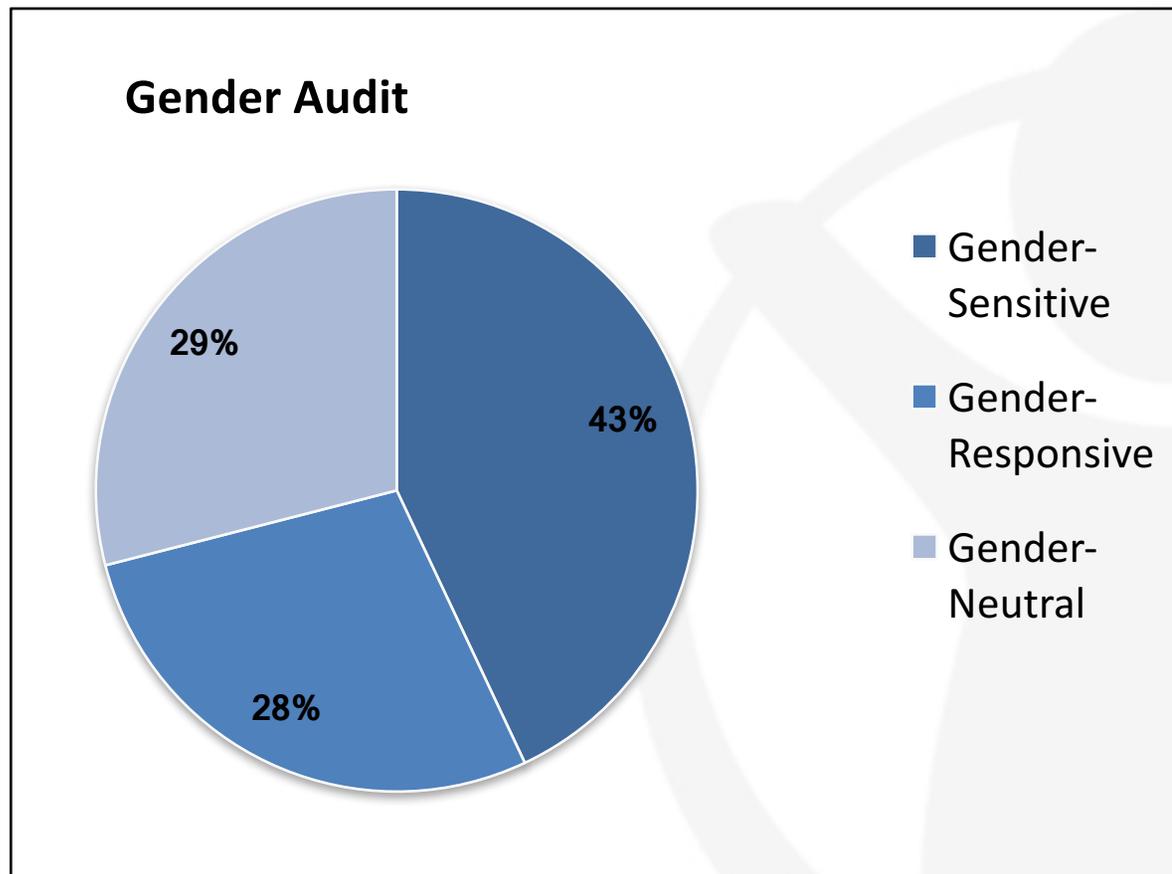
IASC GENDER MARKER	
<p>Code 2A (Gender-Mainstreamed)</p> <p>All three essential components (needs, activities and outcomes) are addressed, and the activities and outcomes demonstrate a commitment to gender equity between girls, boys, women and men. A robustly gender-mainstreamed project will have a number of gender activities and outcomes.</p>	<p>Code 2B (Gender-Sensitive/Targeted Action)</p> <p>All three essential components are addressed, and these proposals have targeted objectives and actions to address gender inequality. They may also focus on building gender-related services or better female-male relationships, such as more equal decision-making in households, or behavioral change communication strategies.</p>
<p>Code 1 (Gender- Responsive)</p> <p>Proposals have only one or two of the three essential components. A project narrative receives a code 1 when a gender assessment is limited or unclear, or effort is invested only in isolated pockets or bubbles.</p>	
<p>Code 0 (Gender-Neutral)</p> <p>There are no signs that gender issues are considered in the proposal. A proposal with ‘cosmetic gender language’, i.e. “especially for women or girls”, or gender in the outcomes only, also codes to 0.</p>	

Gender Marker Vetting Form (Tip Sheet)

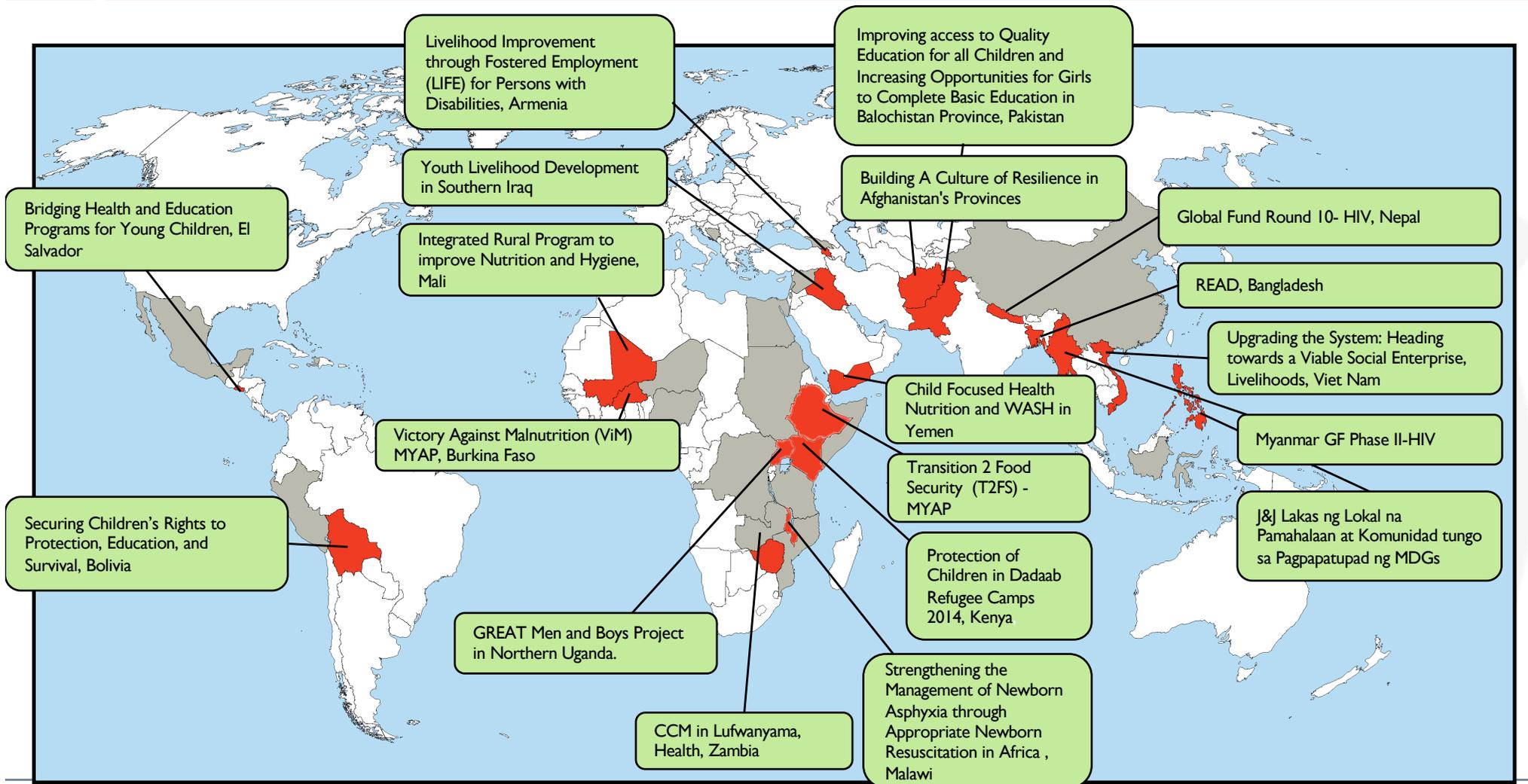
Gender Analysis in the Needs Assessment	Gender in Activities	Gender in Outcomes	Number of Checkmarks	Code
✓	✓	✓	3	2a or 2b
✓	-	✓	2	1
-	✓	✓	2	1
✓	✓	-	2	1
-	✓	-	1	1
✓	-	-	1	1
-	-	✓	1	0
-	-	-	0	0

Gender Audit Findings

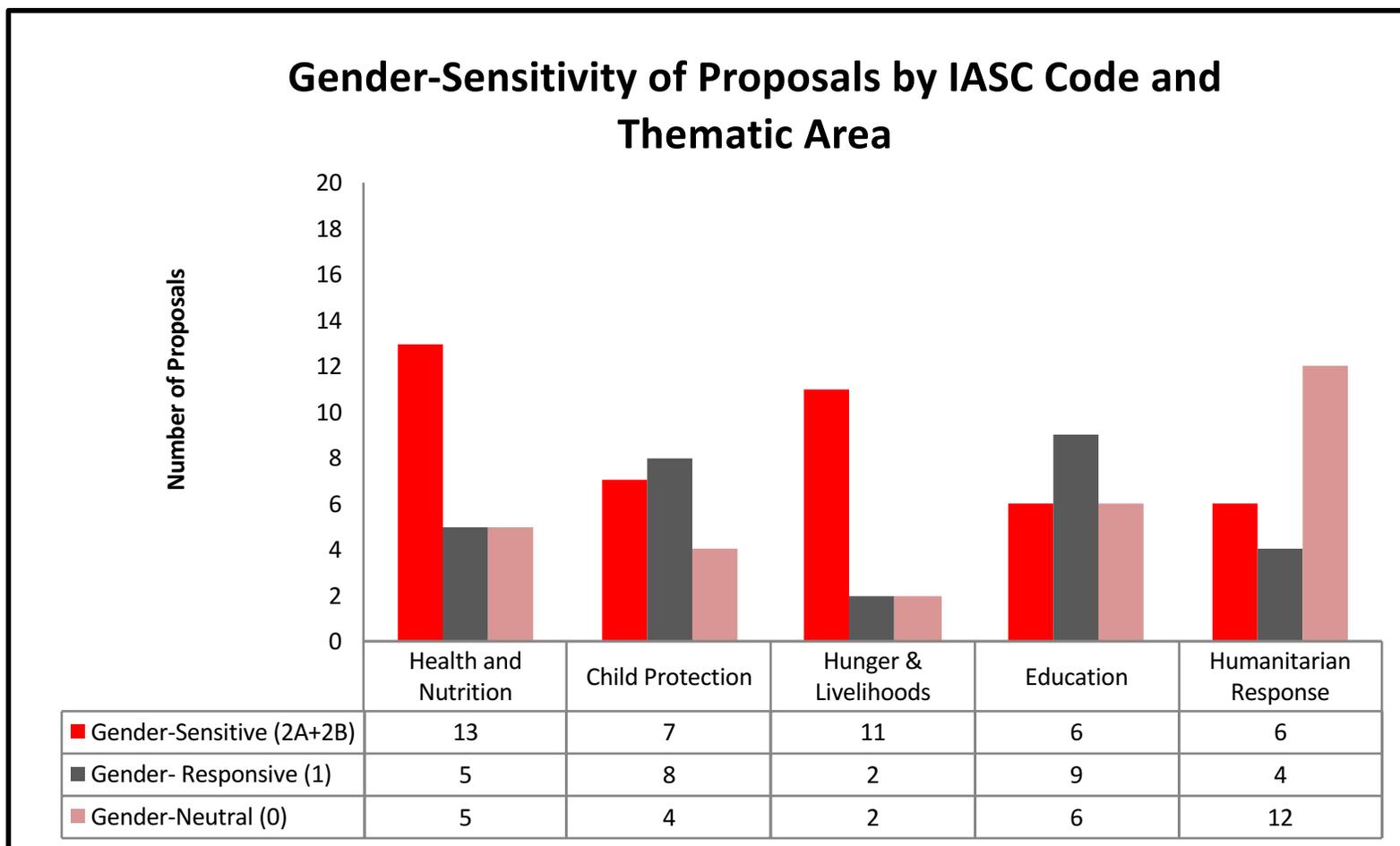
APRIL 2014



Geographical Snapshot of Gender-Sensitive Programs



Gender-Sensitivity by Thematic Area



Example I: Support for Integrated Service Delivery Excellence (SISD-E), Malawi, Health

IASC Gender Score : 2B (Gender-Sensitive)

<p>Donor: JHPIEGO</p> <p>LOA Value (USD): \$11.9m</p> <p>Timeline: October 2011– June 2016</p>	<p>Project Description</p>
	<p>The objective of this program is to promote healthier Malawian families through the significant expansion and improved quality of priority Essential Health Package (EHP) services at the national level. Over the five-year project, SISD-E will reach eight million Malawians with priority EHP services through a phased approach that achieves 90% coverage in 15 districts in Malawi’s five zones.</p>
	<p>Justification/ Rationale</p>
	<p>This proposal emphasizes an “integrated, client-centered approach” of the delivery of EHP services to ensure no missed opportunities in reaching the people of Malawi. Strategies include a focus on vulnerable women and youth through specific targeting methods and making sure that men are actively engaged in bettering the health of their partners and families, as well as themselves. Data is disaggregated by sex and age.</p>

Example 2: Lufwanyama Integrated Newborn and Child Health Project, Zambia, Health

IASC Gender Score : 1 (Gender-Responsive)

<p>Donor: USAID</p> <p>LOA Value (USD): \$1.4 m</p> <p>Timeline: September 2009 – September 2014</p>	<p>Project Description</p>
	<p>The objective of this program is the increased use of key newborn and child health services by Trained Birth Assistants (TBAs) and Community Health Workers (CHWs) to decrease Zambia's under-5 mortality rate in the Lufwanyama district.</p>
	<p>Justification/ Rationale</p>
	<p>The program description has a limited, “cosmetic” gender assessment of maternal-child health behaviors. The interventions use gender-neutral quantitative indicators to track activities (i.e. “supply of clean delivery kits for TBAs” and “supply of drugs for CHW kits”).</p>

Example 3: Reading Enhancement for Advancing Development (READ), Bangladesh

IASC Gender Score : 2A (Gender-Mainstreamed)

<p>Donor: USAID</p> <p>LOA Value (USD): \$4.2 M</p> <p>Timeline: September 2013-September 2017</p>	<p>Project Description</p>
	<p>Drawing on the strengths of SC’s Literacy and Numeracy Boost programs, READ’s objective in Bangladesh is to effectively strengthen systems and capacity to support education officials, head teachers and classroom teachers, parents and community leaders as they work together to deliver measurable improvements in learning.</p>
	<p>Justification/ Rationale</p>
	<p>Gender equity is a focus of READ’s learning assessment analysis and program design. If there are patterns of one sex falling behind in results, this will be investigated to inform any adjustments to be made in activity design. Female and male teachers will be taken into account in the school context and in the teaching-learning process. Although adolescent girls are targeted in reading activities, a more robust gender assessment of girls and boys’ vulnerabilities in education would help to strengthen the project’s gender strategy.</p>

Example 4: “BASA Pilipinas”

READ Philippines, Education

IASC Gender Score : 1 (Gender-Responsive)

<p>Donor: USAID</p> <p>LOA Value (USD): \$2.6M</p> <p>Timeline: August 2013- November 2015</p>	<p>Project Description</p>
	<p>Basa Pilipinas is USAID/Philippines’ flagship basic education project in support of the Philippine Government’s early grade reading program. Implemented in close collaboration with the Department of Education, Basa Pilipinas aims to improve the reading skills for at least one million early-grade students in Filipino, English and selected mother tongues. This will be achieved by improving reading instruction, reading delivery systems, and access to quality reading materials.</p>
	<p>Justification/ Rationale</p>
	<p>This project narrative misses the opportunity to provide a clear gender assessment of the needs of early-grade readers. Although the project narrative indicates the use of cultural and gender-appropriate materials, there is no mention of what makes education materials gender-appropriate. Also, there is only one indicator that tracks gender balance - whether or not teachers know how to notice gender differences in reading, but no activities regarding what teachers should do once they notice the gender imbalance.</p>

Conclusion : Is the IASC Gender Marker effective in ensuring gender-sensitive programming?



- ❑ Yes and **No**.
- ❑ The IASC Gender Marker has been successful in integrating gender in the **design phase**, with some qualifications.
- ❑ There is no systematic collective monitoring of gender-marker commitments.
- ❑ Still, the IASC Gender Marker can be used as one of a set of existing tools to measure gender-sensitivity throughout the project cycle.

Resources

- ❑ 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.
- ❑ For more resources on the Gender Marker and integrating gender into program design 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
- ❑ Forthcoming: SC’s Gender Equality Toolkit



www.savethechildren.org

Thank you.