

How To Make Sure A Good Project Gets The Code It Deserves:

Gender in the 2014 CAP Project Summary Sheet

Humanitarian projects that promote gender equality and strive to meet the different needs of different groups are definitely growing, but this level of project quality is still far from universal. **Clear evidence** of gender-aware planning needs to be seen in the Project Summary document (Project Sheet), *where the Gender Marker is applied*.

- Your project summary sheet must show that relevant gender and age issues have been considered throughout the design process: in the needs analysis, in developing activities, and in measuring outputs/outcomes.
- The summary sheet must provide enough information to show *how* the project will ensure equitable participation and fair distribution of humanitarian benefits for women, girls, boys, and men.
- Donors may *never see* gender information provided in proposal sections on Cross-cutting Themes or Gender: these sections do not influence the Gender Marker Code. The Code is determined solely on evidence provided in the following three summary sheet sections:

(1) Needs Assessment / Context Analysis

- The Needs section **must** briefly explain the relevant similarities and differences between men, women, girls and boys (including different age groups and disabilities) that have been considered in project design. These may be differences **in how the crisis has affected males and females**; differences in their needs and priorities or social and economic disparities (e.g. men's and women's income, work, community roles, girl's and boy's access to school, exposure to violence).
- Describe how women, girls, boys and men influence each other's access to resources and resolve issues. This social analysis and provides understanding of how the aid is likely to be used by families.
- Use the Needs analysis section to paint a compelling 'word picture' of the different needs and realities of the men and women your project targets.
- If the assessment *process* took care to gain the views of different groups, be sure to describe and/or reference this.
- Extra words are not required to demonstrate awareness of key gender differences and to say how the analysis has taken them into account; simply present this as part of your findings. (See examples)

(2) Activities AND (3) Outcomes¹

- All activities should relate to and be justified by the needs and context described, including results of the above gender analysis.
- Activities **AND** Outcomes need to provide target proportions (men, women, boys and girls of which age groups) to enable monitoring of equitable participation and fair distribution of resources. What is specifically stated here can be tracked and measured: this provides the guarantee for a gender-sensitive project.
- Set targets, and explain why you set them, for the participation levels of women, girls, boys and men in the various activities. Ratios do NOT have to be 50-50 --- they rarely are! -- but the reason for chosen targets should be explained. (Don't forget the men! Describe their needs, options, and how they will participate too.)
- Consider: How will the project benefit women? Men? Boys? Girls? Will they have equal opportunity to participate and benefit? How will we know if the changes described in the needs section are actually happening? Describe.
- This information *demonstrates* that the project has considered the situation and needs of women, girls, boys and men in relation to each of the proposed activities, and how progress will be measured.

¹ IASC Gender Marker guidance refers to gender in 3 sections: **Needs** → **Activities** → **Outcomes**. Different appeals use different headings; in some CAP documents these appear as **Needs** → **Activities/Outputs** → **Targets/Indicators**.