



# **The DAC Gender Equality Policy Marker**

**Excerpt from:  
Reporting Directives for the Creditor Reporting System  
[DCD/DAC/(2007)39/FINAL]**

**Joint Biennial Workshop of the  
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## The DAC Gender Equality Policy Marker

### Excerpt from Reporting Directives for the Creditor Reporting System [DCD/DAC/(2007)39/FINAL]

#### *The DAC policy marker system*

1. The marker system facilitates monitoring and co-ordination of Members' activities in support of DAC policy objectives for aid, including key elements of the Millennium Development Goals (MDGs). These cover the areas of economic well-being, social development, environment sustainability and regeneration and democratic accountability, protection of human rights and the rule of law.
2. Some of the MDGs are clearly sector-focused (e.g. universal primary education, reduction of maternal mortality rate), and the CRS sector classification gives the necessary detail to collect data on aid activities in these fields. Certain aspects of environmental sustainability can likewise be captured through purpose codes (e.g. specific activities for environmental policy and planning, biosphere protection, biodiversity conservation and hazardous waste management). However, activities across all economic sectors can be targeted to environmental sustainability. Gender equality measures are applied in various sectors. To identify these activities, the following markers have been defined: gender equality, aid to environment, and participatory development/good governance (PD/GG).
3. Policy marker data are **descriptive** rather than quantitative. The system allows for the identification of activities targeted to a policy objective. It gives information on the degree to which Members implement the agreed policies in their aid programmes.

#### *Reporting directives*

4. Data collection on the policy objectives of aid is based on a marking system with three values:
  - principal objective;
  - significant objective;
  - not targeted to the policy objective.
5. **Principal** (primary) policy objectives are those which can be identified as being fundamental in the design and impact of the activity and which are an explicit objective of the activity. They may be selected by answering the question "would the activity have been undertaken without this objective?".
6. **Significant** (secondary) policy objectives are those which, although important, are not one of the principal reasons for undertaking the activity.
7. The score **not targeted** means that the activity has been screened against, but was found not to be targeted to, the policy objective.
8. An activity can have more than one principal or significant policy objective. To qualify for a score "principal" or "significant", the objective has to be explicitly promoted in project documentation. Avoiding negative impact is not a sufficient criterion.

9. It is important to note that the same activity could score differently depending on the level of focus on the policy objective - it is important to examine whether the policy is the main objective or a subsidiary objective.

10. For data processing purposes, the scores are given numeric values: “2” for principal, “1” for significant and “0” for not targeted. An **empty** field indicates that the activity has not been marked (not screened against the objective).

### *Coverage*

11. Policy objective markers should be applied to all bilateral aid excluding administrative costs. In other words, they will cover both sector-allocable and non sector-allocable aid. Similarly, they cover all forms of aid (e.g. investment projects, technical co-operation)

12. If, with a view to reducing the administrative burden, some Members have decided to exclude certain activities from their marker systems, the marker field for these activities should be left empty. The Secretariat should be informed of the coverage.

## GENDER EQUALITY

### DEFINITION

An activity should be classified as **gender equality focused (score Principal or Significant)** if:

It is intended to advance gender equality and women's empowerment or reduce discrimination and inequalities based on sex.

### CRITERIA FOR ELIGIBILITY

Gender equality is explicitly promoted in activity documentation through specific measures which:

- a) Reduce social, economic or political power inequalities between women and men, girls and boys, ensure that women benefit equally with men from the activity, or compensate for past discrimination; **or**
- b) Develop or strengthen gender equality or anti-discrimination policies, legislation or institutions.

This approach requires analysing gender inequalities either separately or as an integral part of agencies' standard procedures.

**See also FAQ on gender analysis in the Appendix.**

### EXAMPLES OF TYPICAL ACTIVITIES

- Examples of activities that could be marked as **principal** objective:
  - legal literacy for women and girls;
  - male networks against gender violence;
  - a social safety net project which focuses specifically on assisting women and girls as a particularly disadvantaged group in a society;
  - capacity building of Ministries of Finance and Planning to incorporate gender equality objectives in national poverty reduction or comparable strategies.

Such activities can target women specifically, men specifically or both women and men.
- Examples of activities that could be marked as **significant** objective:
  - activity which has as its principal objective to provide drinking water to a district or community while at the same time ensuring that women and girls have safe and easy access to the facilities;
  - a social safety net project which focuses on the community as a whole and ensures that women and girls benefit equally with men and boys.

**See FAQs in the Appendix for further examples.**

**N.B.** Support to women's equality organisations and institutions (CRS sector code 15164) scores, by definition, **principal** objective.

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## APPENDIX

### Gender Equality: frequently asked questions

#### **FAQ 1. What is gender analysis?**

Gender analysis examines the differences in men's and women's lives, including those that lead to social and economic inequalities and applies this understanding to programme and policy development and to service delivery.

Gender analysis should lead to the inclusion of explicit measures in the activity design which:

- incorporate gender specific strategies in the activity budget;
- overcome barriers to women's full participation in the activity;
- ensure that women and men have equitable control over the activity;
- ensure that women and men, girls and boys benefit equitably from the activity's results;
- use gender specific and/or sex-disaggregated indicators, including impact indicators, for monitoring and evaluation.

#### **FAQ 2. Is qualifying for a marker for gender equality as a principal objective "better" than qualifying as a significant objective?**

**No**, if mainstreaming is systematically practised, gender equality will often be a significant objective, integrated into projects, across the range of sectors. A principal mark is given where the activity would *not* have been undertaken *without* a gender equality objective.

The following two approaches to an agricultural extension project distinguish between principal and significant marks:

- *The gender analysis shows that the majority of farmers in a particular area are women who have been neglected by extension services. An agricultural extension project aims to hire and train substantial numbers of women to increase women's access to extension services. This project would be marked with gender equality as a **principal objective** (i.e. "2").*
- *An agricultural extension project is planned with the aim of increasing crop production in a particular area. During the pre-design phase a gender analysis pointed to the need to carry out specific actions to involve and empower women-headed households. Alongside other measures and as part of the overall project, a specific lending and credit facility was established for them to purchase agricultural inputs such as pesticides or fertilisers. This project would be marked with gender equality as a **significant objective** (i.e. "1").*

Note that a *gender mainstreaming project* would be marked with gender equality as a **principal objective** (i.e. "2").

#### **FAQ 3. Should activities that target women or girls specifically be assigned the gender equality marker?**

**Mostly "yes" but not necessarily** - the marker focuses on gender equality as an objective rather than on women or girls as a target group. Therefore the scoring follows the same principles of the definition and the list of eligibility criteria.

Examples of activities that target women and that are not gender equality focused:

- *Women targeted to plant tree seedlings for the purpose of reforestation without economic or any other benefit for them;*
- *Women targeted for repairing roads because men are not available (migrant labourers). By contrast, if the project also involves women in community planning, it would be considered as gender equality focused.*

**FAQ 4. Are maternal health clinics focussed on gender equality by definition?**

**Yes**, as they improve the status of women by providing health care services responding to their needs.

- *The project would be marked with gender equality as a **significant objective** (i.e. “1”) if services are limited to safe motherhood without an empowerment perspective.*
- *The project would be marked with gender equality as a **principal objective** (i.e. “2”) if the maternal health clinic provides also information and services which strengthen women’s reproductive rights.*

**FAQ 5. Can activities that target men and boys specifically be assigned the gender equality marker?**

**Yes**. Each of the examples listed below addresses inequalities between men and women, boys and girls:

- *Training for male judges or police officers on women’s human rights;*
- *Male adolescents who receive training in sexual and reproductive rights;*
- *Men’s groups who meet for activities to combat violence against women.*

**FAQ 6. Can the gender equality marker apply to capital projects as well?**

**Yes**.

Example

- *The construction of a school respects the special needs of girls regarding hygiene, privacy, and safety by building toilets for boys and girls in separated areas.*

**FAQ 7. When to use the CRS purpose code “15164 – Women’s equality organisations and institutions”?**

The use of purpose code 15164 is restricted to the reporting of contributions to these organisations. Any other activity targeted to gender equality should be coded under the relevant CRS purpose code, and marked for gender equality. A women’s equality programme with several dimensions should also be marked for gender equality, and be either coded under the purpose code best summarising the overall objective of the programme, or split into several main components each of which is reported under relevant purpose codes.

Examples

- *Support for an association of women’s lawyers should be coded under “15130 – Legal and judicial development” and marked for gender equality.*
- *Multisectoral approach: a programme addressing gender based violence which includes policing, legislative reforms, care, social welfare and support for non governmental organisations should be either reported as a whole under e.g. “15162 – Human rights” or it should be split into components e.g. “15130 – Legal and judicial development”, “16010 – Social/welfare services”, etc. and marked for gender equality.*

**FAQ 8. What is the distinction between the value “0” and the value “blank”?**

The gender equality marker, as other markers, can take three values: “0” for not targeted, “1” for significant and “2” for principal. However, the “0” value can be assigned only to activities that have been screened against the gender equality marker, and that were found as not targeted to the objective.

For activities that have not been screened, the “0” value should not be used, but the marker field should be left empty. This way, there is no confusion between activities that do not target the objective (marker =“0”), and activities for which the answer is not known (marker=”null”).