

**Draft amendments
to SISTER Guidelines for the formulation of 38 C/5 Regular Programme Workplans
(Activity/Office) – the part related to Gender Equality Marker (GEM)**

Gender Equality Marker (GEM):

Gender Equality Marker (GEM) is a resource tracking mechanism based on a coding system. It is intended to measure the extent to which activities expect to contribute to the promotion of gender equality and the implementation of UNESCO's Gender Equality Action Plan for 2014-2021 (GEAP II). GEM is a mandatory requirement for all UN agencies under the United Nations System-Wide Action Plan (UN-SWAP).

GEM is based on a four-point scale:

GEM 0 - The activity does not contribute to gender equality

The choice of this GEM level means the activity is not expected to contribute at all -or only marginally –to Priority GE. In this case, the implementation strategy of the activity must include a justification to explain why this would be the case. This option should be limited to (i) activities of strictly technical nature, such as scientific measurements/monitoring of physical phenomena, or (ii) activities which do not have any discernible effect on human activity/livelihood and hence on gender relations.

➔ *An example of GEM 0 would be “Support for JCOMMOPS technical coordination for surface drifters, moorings, and other observations coordinated through the Joint IOC-WMO Technical Commission for Oceanography and Marine Meteorology (JCOMM) Data Buoy Cooperation Panel (DBCP)”.*

GEM 1 - The activity is gender-sensitive

Activities that select this GEM level must identify and acknowledge the existing differences and inequalities between women and men. However, the choice of this GEM level means that the activity does not make any attempt/effort to address the inequalities. Under this category, the implementation strategy may include some references to gender equality, and even a generic gender analysis of the context/intervention. Sex-disaggregated data may or may not have been used to inform the gender analysis.

This option is not very different from GEM 0, i.e., it does not make any effort to address existing inequalities, and should be reserved for activities that would not have any discernible effect on human activity and hence on gender relations. This category will be merged with GEM 0 in Biennium 2018-2019.

➔ *An example of GEM 1 level activity would be “Good practices for pluralistic media” in CI. The implementation strategy includes the statement “fair representation of women and girls as programme managers and producers”. However, there is limited use of sex-disaggregated data and no elaboration of what would represent “fair representation of women and girls” and hence no identified mechanism to achieve change.*

GEM 2 - The activity is gender-responsive

The choice of this GEM level requires for the implementation strategy of the activity to include evidence-based gender analysis which identifies and acknowledges existing gender differences and inequalities, including inequalities in participation rates and in deriving benefits. Activities that opt for this GEM level should include in the key deliverables, specific policies and actions which would address the inequalities and result in improvements.

- *An example of a GEM 2 level (gender-responsive) activity would be “improved access to and retention in secondary education by girls”. The workplan for this activity should include an analysis of gender-specific access to secondary education by analyzing the participation of children enrolled and the number of children graduating from secondary education in secondary education, broken down by sex. In its key deliverables, this activity should identify specific policies and mechanisms that would help bring about change in the desired direction. If, for example, there is gender inequality to the disadvantage of girls, there is a need for policies and measures to increase enrolment and retention of girls. Some measures that have been found to help include specific policies, cash transfers, safety for girls in and around schools, female teachers, gender friendly sanitation facilities, etc.*

GEM 3 - The activity is gender-transformative

The choice of this GEM level means that the activity intends to address underlying causes of gender inequalities. Accordingly, the implementation strategy in the workplan must include evidence-based gender analysis that identifies and acknowledges not only the existing differences and inequalities, but also the underlying causes and factors of systemic character producing or influencing these differences and inequalities. In the key deliverables, this category of activities should formulate policies and initiatives which not only address the different needs, aspirations, capacities and contributions of women and men and girls and boys in the subject area of the activity, but also challenge existing and discriminatory policies and practices and influence radical change in social, economic and political contexts supporting or influencing such policies and practices.

- *An example of gender-transformative activity would be one dealing with the strengthening the role of media in promoting freedom of expression, safety of journalists, gender equality and conflict prevention. In the implementation strategy of this activity, there should be an analysis of the barriers to women's participation in community media making reference to baseline research revealing, for example, the low representation of women (particularly at managerial levels) in media institutions, and the relatively few of them which have gender policies. In its key deliverables this activity should seek to support initiatives and synergies for developing and implementing gender-transformative journalism and gender-responsive media policies and indicators.*

The following table summarizes the requirements to be met in order for the Workplan to qualify for the different GEM scales:

Contribution level: Requirements:	0 – No (or marginal) contribution	1 – Gender-sensitive	2 – Gender-responsive	3 – Gender-transformative
Implementation Strategy includes	A justification why the activity cannot contribute to Priority Gender Equality. <i>For example: technical nature of the activity; absence of any discernible effect on human activity/livelihood and hence on gender relations;</i>	Gender analysis of the context of intervention, with or without sex disaggregated data	Evidence-based gender analysis identifying and acknowledging the existing differences and inequalities	(i) Evidence-based gender analysis identifying and acknowledging the existing differences and inequalities (ii) Underlying causes
Key deliverables include			Policies and initiatives that address the different needs, aspirations, capacities and contributions of women and men in the subject area of the activity	Policies and initiatives that (i) address the different needs, aspirations, capacities and contributions of women and men in the subject area of the activity and (ii) challenge existing and discriminatory policies and practices

Based on the explanations above, the responsible officer of the activity must to click on the scale level that best corresponds to the workplan. The rating is expected to be based on what is actually stated in SISTER in the “Implementation Strategy” and “Key deliverables”, following the principles “What you see is what you rate”. There should be no scope for interpretation on why a specific code has been attributed. A dedicated quality assurance mechanism ensures that the marker is attributed correctly.

GEM is mandatory for each programme-related Workplan (programme and programme support, according to RBB). Validation cannot be requested unless the GEM level has been identified.