



EngenderHealth  
for a better life

## EngenderHealth's Gender and Youth Marker<sup>1</sup> Vetting Form

Country: \_\_\_\_\_ Project: \_\_\_\_\_

Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Grade assigned (Gender): \_\_\_\_\_ Grade assigned (Youth): \_\_\_\_\_

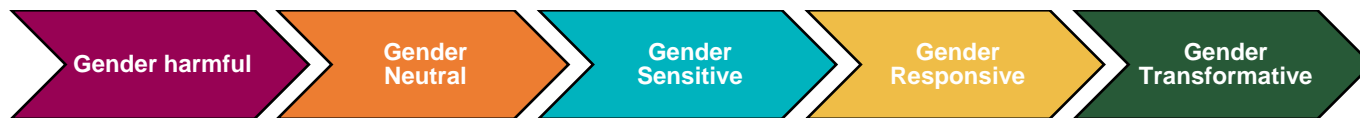
Criteria	Gender (Yes/No)	Young people <sup>1</sup> (10-24 years)  (Yes/No)	Explanatory Notes
<p><b>Analysis</b></p> <p>Is the project design informed by sex- and age-disaggregated gender and power analyses with women, men, girls, boys, and other marginalized groups?</p>			<p>Gender, youth, and social inclusion analysis is the systematic attempt to identify key issues that contribute to inequalities related to gender, age, or marginalized status, many of which also contribute to poor development and humanitarian outcomes. Gender and power analysis explores the power dynamics and relationships between different groups and impacts on access to and control over resources, capacities, and resilience.</p> <p><i><b>For the Young People column:</b></i> Indicate “yes” if the project segments young people (all categories of adolescents and youth), identifies their specific needs, and includes approaches and interventions designed to meet those needs.</p>
<p><b>Activities</b></p> <p>Are the project activities designed to address the specific needs, challenges, and capacities of women, men, girls, boys, and marginalized groups by advancing all three dimensions of gender equality</p>			<p>Gender equality advances through activities targeting changes in the following three domains: agency (direct inputs to women and girls through building their sexual and reproductive health-related knowledge, skills, self-esteem, self-confidence, decision-making, and personal aspirations); structure (government laws and policies related to sexual and reproductive health; social norms and institutional practices within the community); relations (power dynamics with and support of intimate partners, family members, and peers). The activities ensure that they lead to all groups enjoying equitable access and control over sexual and reproductive health information and services.</p>

<sup>1</sup> Young people are inclusive of adolescents (10-19 years) and youth (15-24 years). Adolescents are inclusive of early adolescents (10-14 years); middle adolescents (15-16 years); and late adolescents (17-19 years).

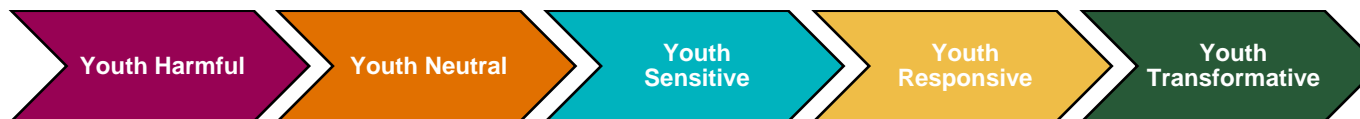
(i.e., agency, structure, and relations)?			<b>For the Young People column:</b> Indicate “yes” if project activities address specific needs of the segments of young people (all categories of adolescents and youth), and engage in all three dimensions (i.e., agency, structure, relations).
<p><b>Participation</b></p> <p>Does the project ensure meaningful participation of women, men, girls, boys, and marginalized groups in all of the following: transparent information sharing, participatory decision making, and responsive feedback mechanisms?</p>			<p>Participatory approaches involve women, men, girls, boys, and marginalized groups and are adapted to local contexts through the following:</p> <ul style="list-style-type: none"> <li>• <i>Transparent information sharing:</i> Project staff share and ensure all target groups have equal access to relevant, accurate, project-related information provided in languages understood by such groups.</li> <li>• <i>Involvement in decision making:</i> Project staff ensure that target groups have equal access to meaningfully participate in decision-making efforts related to project activities (e.g., via community consultations).</li> <li>• <i>Responsive accountability mechanisms:</i> Project staff establish and employ accessible, safe, reliable, transparent mechanisms for garnering, managing, and responding to complaints and other forms of feedback from target groups.</li> </ul> <p><b>For the Young People column:</b> Indicate “yes” if the segments of ‘young people’ (all categories of adolescents and youth) are participating in and/or benefiting from transparent information sharing, involvement in decision making, and responsive accountability mechanisms.</p>
<p><b>Negative Effects</b></p> <p>Does the project intervention consider prevention and mitigation strategies, safety plans, and “Do No Harm Framework minimum standards”, to protect women, men, girls, boys, and marginalized groups from harmful effects, as a result of intervention?</p>			<p>Potential negative effects of project interventions that may impact women, men, girls, boys, and marginalized groups should be proactively identified and prevented. Examples of such concerns include: backlash against a survivor for reporting sexual or gender-based violence or tensions between or among groups.</p> <p><b>For the Young People column:</b> Indicate “yes” if the project has established prevention, mitigation, and safety plans for the segments of ‘young people’ (all categories of adolescents and youth).</p>
<p><b>Monitoring and Evaluation (M&amp;E) Systems</b></p> <p>Are monitoring systems collecting, analyzing, and reporting sex- and age-disaggregated data for all changes in gender roles,</p>			<p>Collection and analysis of sex and age disaggregated data is critical to understanding and responding to the specific vulnerabilities and challenges faced by project participants.</p> <p><b>For the Young People column:</b></p> <p>Indicate “yes” if the M&amp;E system can report the following:</p> <ul style="list-style-type: none"> <li>• Age-disaggregated by the following categories: 10–14, 15–16, 17-19, and 20–24.</li> </ul>

relations, and inclusion of marginalized groups in the project area?			
<b>Gender and Youth Marker Scale and Interpretation for Gender Column</b> (total number of “yes” responses)	<b>TOTAL Yes</b>		<p>If the project has resulted in any negative effects (<i>Negative Effects column= No</i>), this should be listed as “0= gender harmful,” irrespective of the number of “yes” responses. Otherwise, use the following formulae:</p> <ul style="list-style-type: none"> <li>• 0 “yes” responses = gender harmful</li> <li>• 1 “yes” response = gender neutral</li> <li>• 2 “yes” responses = gender sensitive</li> <li>• 3 or 4 “yes” responses = gender responsive</li> <li>• 5 “yes” responses = gender transformative</li> </ul> <p>If the project is rated as “gender harmful,” it must immediately apply EngenderHealth’s Do No Harm Framework minimum standards.</p>
<b>Gender and Youth Marker Scale and Interpretation for Young People Column</b> (total number of “yes” responses)		<b>TOTAL Yes</b>	<p>If the project has resulted in any negative effects (<i>Negative Effects column= No</i>), this should be listed as “0= youth harmful,” irrespective of the number of “yes” responses. Otherwise, use the following formulae:</p> <ul style="list-style-type: none"> <li>• 0 “yes” responses = youth harmful</li> <li>• 1 “yes” response = youth neutral</li> <li>• 2 “yes” responses = youth sensitive</li> <li>• 3 or 4 “yes” responses = youth responsive</li> <li>• 5 “yes” responses = youth transformative</li> </ul> <p>If the project is rated as “youth harmful,” it must immediately apply EngenderHealth’s Do No Harm Framework minimum standards.</p>

### Gender Integration Continuum



### Youth Integration Continuum



**Table 1: Discussion and Reflection Guidelines**

<b>Topic</b>	<b>Area of Discussion</b>	<b>Rationale (for marking “yes” or “no”)</b>	<b>Examples and Links</b>
<b>Analysis</b>	<b>Gender</b>		
	<b>Early adolescents</b> (10–14) <b>Middle adolescents</b> (15–16) <b>Late adolescents</b> (17–19) <b>Age group</b> (20–24)		
<b>Activities</b>	<b>Gender</b>		
	<b>Early adolescents</b> (10–14) <b>Middle adolescents</b> (15–16) <b>Late adolescents</b> (17–19) <b>Age group</b> (20–24)		
<b>Participation</b>	<b>Gender</b>		
	<b>Early adolescents</b> (10–14) <b>Middle adolescents</b> (15–16) <b>Late adolescents</b> (17–19) <b>Age group</b> (20–24)		

<b>Negative Effects</b>	<b>Gender</b>		
	<b>Early adolescents</b> (10–14) <b>Middle adolescents</b> (15–16) <b>Late adolescents</b> (17–19) <b>Age group</b> (20–24)		
<b>Monitoring and Evaluation Systems</b>	<b>Gender</b>		
	<b>Early adolescents</b> (10–14) <b>Middle adolescents</b> (15–16) <b>Late adolescents</b> (17–19) <b>Age group</b> (20–24)		

**Table 2: Overarching Success, Challenges, Next Steps, and Responsible Parties**

Theme	What Went Well (Successes)	Challenges	Next Steps	Responsible Party
Gender				
Early adolescents <b>(10–14)</b>  Middle adolescents <b>(15–16)</b>  Late adolescents <b>(17–19)</b>  Age group <b>(20–24)</b>				