

# CARE GENDER MARKER VETTING FORM

Date: Country:	Project title: Stage graded:	Reviewer:	Project ID:
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1. Select which of the following statements best describes this intervention:

i. Does NOT work with gender roles and relations	GRADE 0
ii. WORKS WITH existing gender roles and relations	GO TO COLUMN A
iii. CHALLENGES existing gender roles and relations	GO TO COLUMN B

2.

COLUMN A	OR	COLUMN B	
WORKS WITH existing gender roles and relations		CHALLENGES existing gender roles and relations	
<b>Answer the questions below:</b> Tick YES for all of the statements that apply.		<b>Answer the questions below:</b> Tick YES for all of the statements that apply.	
<b>Analysis:</b> Is this intervention informed by <b>some</b> analysis of the gender differences of women, men, boys, and girls?	<input type="checkbox"/>	<b>Analysis:</b> Is this intervention informed by an <b>in-depth, project specific</b> gender analysis of the distinct needs, roles, relationships, protection risks and power dynamics of and between women, men, boys and girls?	<input type="checkbox"/>
<b>Activities:</b> Are project activities adapted to meet the distinct needs of women, men, boys, and girls as identified in the analysis?	<input type="checkbox"/>	<b>Activities:</b> Are project activities adapted to meet the distinct needs of women, men, boys and girls, supported by specific gender activities advancing gender equality through <b>all three</b> dimensions of CARE's Gender Equality Framework: agency, structure, and relations?	<input type="checkbox"/>
<b>Participation in Project Processes:</b> Does the intervention ensure meaningful participation of women, men, boys and girls in <b>at least one</b> of the following: transparent information sharing; decision-making; responsive feedback mechanisms?	<input type="checkbox"/>	<b>Participation in Project Processes:</b> Does the intervention ensure meaningful participation of women, men, boys and girls in <b>all three</b> of the following: transparent information sharing; decision-making; responsive feedback mechanisms?	<input type="checkbox"/>
<b>Monitoring and Evaluation Systems:</b> Are monitoring systems collecting and analysing: <b>both</b> sex and age disaggregated data, and changing protection risks and needs?	<input type="checkbox"/>	<b>Monitoring and Evaluation Systems:</b> Are monitoring systems collecting, analysing, and addressing <b>all four</b> of the following: changes in gender roles and relations, sex and age disaggregated data, unintended consequences, and the changing protection risks and needs?	<input type="checkbox"/>

3. Add up the total number of YES: \_\_\_\_\_

4. Using the Grading Guidance below, tick the grade received:

0-1 YES= Grade 0, 2-3 YES= Grade 1, 4 YES= Grade 2

Using the Grading Guidance below, tick the Gender Grade received:

0-1 YES= Complete column A, 2-3 YES= Grade 3, 4 YES= Grade 4

<input type="checkbox"/> <b>GRADE 0</b> <b>HARMFUL</b>	<input type="checkbox"/> <b>GRADE 1</b> <b>NEUTRAL</b>	<input type="checkbox"/> <b>GRADE 2</b> <b>SENSITIVE</b>	<input type="checkbox"/> <b>GRADE 3</b> <b>RESPONSIVE</b>	<input type="checkbox"/> <b>GRADE 4</b> <b>TRANSFORMATIVE</b>
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NOTE: All elements ticked as YES require justification below, and supporting documentation to be attached.



Please describe the reasons that support your YES answers above, and provide with supporting documents or links:

QUESTION	REASONS (WITH SUPPORTING DOCUMENTS OR LINKS ATTACHED)
Analysis	
Activities	
Participation in Project Processes	
Monitoring and Evaluation Systems	

LESSONS	FEEDBACK
What were the three main lessons (can be both positive and negative) from integrating gender into your project design / implementation?	Based on these lessons, what will be changed within the intervention to improve gender integration?

If you scored **Grade 0**, please explain why gender was not relevant to this intervention: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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