

Date:	Project Title:	Country:
Reviewer:	Stage of project:	Project ID:

1. Select which of the following statements best describes this project or initiative:

COLUMN A	OR	COLUMN B
WORKS WITH existing gender roles and relations, does not attempt to challenge or change them. <input type="checkbox"/>	OR	Seeks to CHALLENGE or change existing gender roles and relations. <input type="checkbox"/>

2. Answer the questions in the corresponding column only and tick the box if criteria are met:

ANALYSIS: Is this project/initiative informed by some gender analysis of the differences between people of all genders? ¹ <input type="checkbox"/>	ANALYSIS: Is this project/initiative informed by an in-depth gender analysis of the distinct needs, roles, relationships, protection risks and power dynamics of and between people of all genders? <input type="checkbox"/>
ACTIVITIES: Are project activities adapted to meet the distinct needs of people of all genders as identified in the analysis? <input type="checkbox"/>	ACTIVITIES: Are project activities adapted to meet the distinct needs of people of all genders with specific gender activities addressing: agency, structure, and relations? <input type="checkbox"/>
PARTICIPATION IN PROJECT PROCESSES: Does the project/initiative ensure meaningful participation of people of all genders in at least one of the following: transparent information sharing; decision-making; responsive feedback mechanisms? <input type="checkbox"/>	PARTICIPATION IN PROJECT PROCESSES: Does the project/initiative ensure meaningful participation of people of all genders in all three of the following: transparent information sharing; decision-making; responsive feedback mechanisms? <input type="checkbox"/>
MONITORING EVALUATION ACCOUNTABILITY AND LEARNING: Are monitoring systems collecting and analysing both: sex and age disaggregated data; the changing capacities, vulnerabilities, and needs of participants? <input type="checkbox"/>	MONITORING EVALUATION ACCOUNTABILITY AND LEARNING: Are monitoring systems analysing and addressing ALL FOUR of the following: sex and age disaggregated data; changing capacities, vulnerabilities, and needs of participants; unintended consequences and changes in agency, relations and structures? <input type="checkbox"/>

3. Add up the total number of ticked boxes: <input type="text"/>	Add up the total number of ticked boxes: <input type="text"/>
---	--

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 grade received: 0-1 YES = Rescore in Column A 2-3 YES = Grade 3 4 YES = Grade 4
---	--

Score = 0 GENDER UNAWARE <input type="checkbox"/>	Score = 1 GENDER NEUTRAL <input type="checkbox"/>	Score = 2 GENDER SENSITIVE <input type="checkbox"/>	Score = 3 GENDER RESPONSIVE <input type="checkbox"/>	Score = 4 GENDER TRANSFORMATIVE <input type="checkbox"/>
---	---	---	--	--

1 People of all genders: CARE recognizes, includes, and celebrates people of diverse gender identities including people who are gender non-conforming as well as cis-gender men, women, boys, and girls. CARE also acknowledges that people with non-conforming gender identity are criminalized in some contexts and defers to the best judgment of the Country Office and Project Team in using this version of the Gender Marker Vetting Form with partners in these contexts.
 2 Note: For more information on the Gender Continuum and the definitions for the scores above, please see the bottom of the Vetting Form.

Please describe the reasons that support your answers above:

Criteria Category	Explanation for score (please reference, attach or link to supporting documents)
Analysis	
Activities	
Participation	
MEAL	

Gender Budgeting

Has the project budgeted for the activities referenced above

(e.g., gender analysis; MEAL, adapting programming to ensure meaningful participation)?

YES

NO

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 the project team do within the project/initiative to improve gender integration?

If the project scored **0 (GENDER UNAWARE)**, please explain why:

What do the grades mean?

Projects are awarded a grade from 0 to 4 along CARE's Gender Continuum. Note that for humanitarian response, a grade 2 or above demonstrates significant achievement in integrating gender.

- 0 - GENDER UNAWARE	- 1 - GENDER NEUTRAL	- 2 - GENDER SENSITIVE	- 3 - GENDER RESPONSIVE	- 4 - GENDER TRANSFORMATIVE
<p>Programming that ignores or is completely unaware of the economic/ social/political roles, rights, entitlements, responsibilities, obligations, and power relations associated and the dynamics between and amongst people of all genders.</p>	<p>Programming that works with gender norms. This may mean reinforcing or utilizing pre-existing gender inequitable structures, systems, and divisions in society relating to gender.</p> <p>Does not consider how gender roles and relations can impede the achievement of programming outcomes, or how programming may negatively affect gender roles and relations.</p>	<p>Programming that adapts to gender norms. Works around existing gender differences and inequalities to ensure equitable allocation/services/ support aligned with the pre-existing gender differences, structures, systems, and power divisions in society.</p> <p>Aware of the effect of leveraging inequitable gender norms for the outcomes of programming.</p>	<p>Programming that challenges inequitable gender norms. Responds to the different needs and constraints of individuals based on their gender and sexuality. Opens space for discussing, challenging, and engaging with inequitable gender structures, systems, divisions, and power relations.</p> <p>Provides the opportunity for participants to question, experiment and challenge gender inequities.</p>	<p>Policies and programs that change inequitable gender norms and relations to promote equality.</p> <p>Not only has the ambition to transform gender roles, relations and structures, but has the resources, willingness and capacity to institutionalize transformative programming.</p>

Do you need support using the Gender Marker?

Check out the [Gender Marker Guidance](#) for step-by-step support in scoring your project and using the Gender Marker as a dialogue and reflection tool with your team.

Do you want to improve your score?

Check out the Gender Marker Mini-Guides for [Analysis](#); [Activities](#); [Participation](#); and [MEAL](#) designed to support teams to operationalize the criteria in each of the four areas of the Gender Marker including step-by-step breakdowns of what the criteria looks like in practice and project case examples.