Date: 27/7/2021 **Project Title:** Enhancing women's voice to stop sexual harassment (STOP) **Country:** Vietnam

Reviewer: Tuan Nguyen **Stage of project:** Completed **Project ID:** VNM273

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.	☐		Seeks to **CHALLENGE** or change existing gender roles and relations.	●

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]?	☐	**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?	✓
ACTIVITIES: Are project activities adapted to meet the distinct needs of people of all genders as identified in the analysis?	☐	**ACTIVITIES:** Are project activities adapted to meet the distinct needs of people of all genders with specific gender activities addressing: agency, structure, and relations?	✓
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?	☐	**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?	☐
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?	☐	**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?	✓

3. **Add up the total number of ticked boxes:** ☐ **Add up the total number of ticked boxes:** 3

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	Score = 1 GENDER NEUTRAL	Score = 2 GENDER SENSITIVE	Score = 3 GENDER RESPONSIVE	Score = 4 GENDER TRANSFORMATIVE
☐	☐	☐	✓	☐

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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	1. Situation analysis provided overview of the risk, awareness/knowledge of SH, SH prevention legal and regulatory environment, and practices of male and female workers towards SH in factories 2. Baseline survey described gender differences of SH experience and factors that influence to SH experiences including working environment and policy structure 3. Annual progress evaluation to assess the application of the SHP model and adjust action plan accordingly Reports are available
Activities	1. Training programs (ToT, worker training) to improve capacity of male and female workers on sexual and gender-based violence/harassment (worker training, communication events) 2. Relation: Capacity building for SHP committee for SHP complain handling, factories managers, referral services are collected and introduced to SH survivals when needed. This helps to improve power relation between female workers and managers. 3. Structure: Intervention package (SH prevention policy, training manual) and advocacy activities for promoting SH prevention in national decree on protecting female employees and promoting gender equality, safe environment for workers in factories
Participation	1. Partners and factories contributed to project's activities (communication actions, delivering of the trainings and M&E mechanism/tools) 2. Factories (managers and workers) are consulted for training materials and facilitation, SH prevention package (SH prevention policy) and the National decree on protecting female employees and promoting gender equality 3. A feedback mechanism is in place, gathering feedbacks from partners/factory workers during the implementation, but limitedly performed; all stakeholders were also consulted regularly during meetings/workshop and communication
MEAL	1. A MEL mechanism was applied for in-factory and implementation monitoring with partners, data were disaggregated by sex and age. 2. Pre and post-tests provided training need and changes during capacity building activities for SHPC and factory workers. 3. In-factory implementation check list marked improvements and changes in the factory's policy and regulation, in relation to SHP. 4. The project final evaluation and social impact analysis evaluated the effectiveness and applicability of the package in SHP. 5. Implementing partners (VGCL, Hai Phong Economic Zone Trade Union) monitored changes in policies among other factories that they suggested amendments via factory's Trade Union officers.

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**?
Male integration was less focused from the beginning of the project, though majority of the targeted groups are female	Given the importance of male in SHP, a better plan for integrating men is required to strengthen the application of the SHP package. or instance, increasing male employees as members of SHPC; more worker trainings should be organized specifically for departments where male employees are dominant.
The feedback mechanism is an effective tool for project MEL data, however given the limited time for sharing and applying the tool	Changes are needed to simplify the mechanism, with more focused information of reporting, and supporting materials for awareness raising of related issues (SH, financial fraud, complaining)

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
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.	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. 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.	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. Aware of the effect of leveraging inequitable gender norms for the outcomes of programming.	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. Provides the opportunity for participants to question, experiment and challenge gender inequities.	Policies and programs that **change** inequitable gender norms and relations to promote equality. Not only has the ambition to transform gender roles, relations and structures, but has the resources, willingness and capacity to institutionalize transformative programming.

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.