Gender Marker Tip Sheet

®care

for Adolescent Programming

This tip sheet is for staff working on adolescent-inclusive projects (i.e. projects that seek to improve the well-being of people across many age ranges, including but not limited to 10-19 year old participants) and adolescent-specific projects (i.e. when adolescents make up the great majority of direct participants). When filling out the Gender Marker as a team, this tip sheet will help you come together to collectively assess the integration of adolescents in all the components of the Gender Marker scoring. This is particularly important for adolescent-inclusive projects that may be able to answer questions on the Gender Marker clearly for adult participants but lack an explanation for their adolescent and youth participants. However, please note that this Tip-Sheet is NOT intended to be a replacement of the Gender-Marker Vetting Form and is meant for projects to reflect and discuss adolescents' distinct needs, their participation in project processes and inclusion in analysis and M&E systems. If, for example, an adolescent-inclusive project meets all the criteria in the Gender Marker vetting form but does not meet all the criteria mentioned in the Adolescent Tip-Sheet, the Gender Marker Vetting form score should be counted as FINAL. However, the project should make a note of the issues that come up when discussing adolescents through this tip-sheet. This dialogue would help adolescents get more recognition and visibility in CARE's work.

Adolescents, for this purpose, are defined as people of all genders within the age group of 10-19 years, married or unmarried.

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.*

Column A		Column B
The project/initiative was informed by *some* analysis of the gender differences between adolescents of all genders.	**Analysis**	The project/ initiative was informed by an **in-depth analysis** *of* the distinct needs, roles, relationships, protection risks and power dynamics of adolescents differentiated by all genders.
Example: The Harande Project, Mali, expects mothers to provide outreach and home visits to households to support the use of knowledge on essential best practices in nutrition and hygiene for pregnant and lactating women, and adolescent girls as illustrated in their Outcome Mapping Report		Example: The IMAGINE Project in Bangladesh and Niger, designs and tests interventions that hold promise for delaying the timing of first birth among married adolescents (ages 15-19) in Niger and Bangladesh. The project recognizes differential needs of married adolescents as compared to unmarried adolescents in their formative research

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Column A		Column B
Project activities were adapted to meet the distinct developmental needs of adolescents of all genders identified in the analysis.	**Activities**	Project activities were adapted to meet distinct developmental, physical and social needs of adolescents of all genders through <u>all three</u> dimensions: agency, structure, and relations.
Example: The SHOUHARDO project in Bangladesh conducted a Labor Market Assessment to assess the "supply" side – specific youth needs and preferences related to livelihoods and based on the findings, designed the project to strengthen youth's capacity to engage more effectively with the wage-employment sector.		*Example:* The Somali Girls' Education Program focuses on developing students' agency to boost classroom participation, shifting traditional gender roles that hinder girls' voice and contribute to boys' disengagement from school and ensuring increased parental support to education and capacity to support the costs of schooling.
The project/initiative ensured meaningful participation of adolescents of all genders <u>in at least one</u> of the following: decision-making on project design and activities; mechanisms for feedback and accountability related to the project.	**Participation**	The project/initiative ensured meaningful participation of adolescents of all genders in <u>all</u> of the following: transparent information sharing, decision-making and responsive feedback mechanisms.
Example: The Tipping Point Initiative's feedback tool for adolescents collects regular feedback from adolescent girls and boys to ensure project accountability and maintain program fidelity		Example: The IMAGINE project in Niger developed their design and activities, by engaging with adolescents girls to receive feedback on the project's theory of change and key concepts.
CARE's monitoring systems for the project are collecting and analyzing sex and age disaggregated data (SADD) and are considering the impact of the project on protection risks and needs for adolescents as a separate impact population.	**Monitoring, evaluation, accountability and learning systems**	CARE's monitoring systems for the project are collecting, analyzing and addressing <u>all four</u> of the following: changes in gender roles and relations, sex and age disaggregated data (SADD), unintended consequences, changing protection risks and needs specifically for adolescents as a separate impact population. Also, are projects engaging the adolescents in sense-making of the analysis and findings.
Example: Titukulane Project in Malawi is developing monitoring systems to collect data on age of every member in the beneficiary households and are analyzing this data to ensure benefits are provided based on age of the participants. The unique risks and needs of adolescents and youth are recognized and studied separately through extensive youth assessments.		Example: The Tipping Point Initiative in Bangladesh and Nepal, focuses on addressing the root causes of child early and forced marriage and improve girls' agency. The project collects SADD, the Process Documentation tool tracks unintended consequences and backlash, and the GBV Risk Mitigation & Management plan tracks changing protection risks.