



## DOES YOUR PROGRAM REFLECT GENDER-TRANSFORMATIVE OR POSITIVE YOUTH DEVELOPMENT PRACTICES? A CHECKLIST

This checklist is intended for use by development practitioners who want to ensure their programs incorporate good practices for gender-transformative and positive youth development (PYD) programming. This list is not intended to be exhaustive, but rather illustrative. References are included for those who wish to learn more.

We adopted the USAID-funded Gender, Policy and Measurement Program definition of gender-transformative to anchor our work. Gender-transformative interventions recognizes gender norms

and inequalities, challenges and addresses them, and seeks solutions to overcome them by empowering women, men, girls, and boys, as well as sexual minorities such as transgender persons and men who have sex with other men (MSM). Drawing on the work of YouthPower Learning, we recognize PYD engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.



	<b>Assessment/Program Design</b>	<b>Program Implementation</b>	<b>Program Evaluation</b>
<b>Programs that are gender-transformative may do the following well:</b>	<ul style="list-style-type: none"> <li>✓ Perform gender analysis from conceptualization through program design. Analyze how the program design and desired outcomes may be influenced by and may impact the different roles and responsibilities that culture assigns men, women, boys and girls, particularly around power and decision-making. This may include access to resources, ability to participate meaningfully and other factors.</li> <li>✓ Identify gendered assumptions that may affect the program's success. Design processes to ensure equity and monitor closely.</li> <li>✓ Establish a process for program design that engages the target group and/or sub-target groups (i.e., young people, adolescent girls and/or boys) and that is inclusive, age and developmentally appropriate, gender-sensitive and engages relevant key stakeholders, such as youth, parents, community leaders, teachers, etc.</li> <li>✓ Take into account the different experiences of indigenous and other marginalized women and girls.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Include gender-sensitivity training in institutional capacity-building efforts.</li> <li>✓ Increase awareness of inequalities within the target community, encourage critical assessment and seek recommendations of existing harmful gender and age stereotypes.</li> <li>✓ Engage men and boys and address their particular needs and concerns as well as those of women and girls in project activities.</li> <li>✓ Provide program participants (including adolescents and youth) with the opportunity and space to examine and challenge the gender and age-specific norms and dynamics of power and control within society.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Include gender-sensitivity training in institutional capacity-building efforts.</li> <li>✓ Increase awareness of inequalities within the target community, encourage critical assessment and seek recommendations for addressing existing harmful gender and age stereotypes.</li> <li>✓ Engage men and boys and address their particular needs and concerns as well as those of women and girls in project activities.</li> <li>✓ Provide program participants (including adolescents and youth) with the opportunity and space to examine and challenge the gender and age-specific norms and dynamics of power and control within society.</li> </ul>

	<b>Assessment/Program Design</b>	<b>Program Implementation</b>	<b>Program Evaluation</b>
	<ul style="list-style-type: none"> <li>✓ <b>Guiding Questions:</b></li> <li>✓ Are males and females valued differently in the particular culture? In what ways?</li> <li>✓ How does this affect the opportunities and resources they have access to? (e.g. health, education, economic opportunities, level of civic participation, access to decision-makers, etc.)?</li> <li>✓ What are the gender issues that are important to consider and how does this impact program activities?</li> <li>✓ Are there other gender-related considerations for the project, such as LGBTI, religious/ethnic minorities or specific segments of vulnerable populations?</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Guiding Questions:</b></li> <li>✓ Are the program activities helping to address gender-related barriers, gender inequities, and gender roles?</li> <li>✓ Are program activities addressing power dynamics between girls/women and boys/men and/or gendered and age-specific norms regarding decision-making?</li> <li>✓ How will females experience program activities differently than males?</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Guiding Questions:</b></li> <li>✓ Can I expect any gender differences in program outcomes? Have gender-sensitive indicators been developed that are specific to the program?</li> <li>✓ How might males and females differentially understand and answer questions in the measurement tools/indicators selected?</li> <li>✓ How will I interpret the results to consider gender?</li> <li>✓ Are the measures developmentally appropriate for the age group?</li> </ul>
<p><b>Programs that incorporate Positive Youth Development approaches may do the following well:</b></p>	<ul style="list-style-type: none"> <li>✓ Perform age analysis from conceptualization through program design. Analyze how the program design and desired outcomes may be influenced by and may impact the different roles and responsibilities that culture assigns boys and girls, particularly around power and decision making.</li> <li>✓ Identify assumptions and norms regarding adolescents and youth that may affect the program's</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Ensure program features create the following:</b></li> <li>✓ <b>Aligns with Assets and Agency</b></li> <li>✓ <b>Opportunities for skill-building:</b> Develop soft and life skills through skill-building activities within individual, family, peer and community settings.</li> <li>✓ <b>Aligns with Contribution</b></li> <li>✓ <b>Youth engagement and contribution:</b> Allow youth engagement to take different</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ensure indicators are disaggregated by age/significant life status.</li> <li>✓ Establish and utilize PYD indicators, i.e. indicators that measure how well the intervention advances PYD, such as those that measure assets, agency, youth engagement and the enabling environment.</li> <li>✓ Use findings to inform program re-design or adaptations as needed.</li> </ul>

	Assessment/Program Design	Program Implementation	Program Evaluation
	<p>success. Design processes to ensure equitable and PYD approaches and monitor closely.</p> <ul style="list-style-type: none"> <li>✓ Establish a process for program design that engages the target group (i.e., young people, adolescent girls and/or boys) and that engages relevant key stakeholders, such as youth, parents, community leaders, teachers, etc.</li> <li>✓ Take into account the different experiences of hard-to-reach or vulnerable youth.</li> <li>✓ Allocate adequate time and resources to identify or create opportunities for young people to participate in the assessment and program design processes.</li> <li>✓ Cultivate youth leadership in plans for sustainability.</li> <li>✓ Take into account during program design the developmental stage/life stage of the target population (i.e., married or unmarried, in or out of school, parenting or not, literate or not, pubertal stage).</li> <li>✓ Ensure adequate time and resources are allocated to provide quality training, support and supervision to adults, staff and organizations that work with young people to ensure</li> </ul>	<p>shapes. This can include youth expression, youth involvement in community service, and creating opportunities for youth decision-making at the national level through formal structures such as advocacy. This can also include programs that provide structure for youth contribution.</p> <ul style="list-style-type: none"> <li>✓ <b>Aligns with Enabling Environment</b></li> <li>✓ <b>Healthy relationships and bonding:</b> Identify and link youth to positive adult role models, mentors, coaches, teachers, health care providers, religious and other community leaders. Ideally, youth have at least one caring and consistent adult in their lives. Healthy peer relationships are also particularly important to adolescents.</li> <li>✓ <b>Belonging and membership:</b> Foster activities in which youth feel included regardless of gender, ethnicity, sexual orientation or disabilities. Identify activities that provide positive sense of belonging (schools, sports, community service, faith-based youth group, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Involve young people in reflection and assessment of their own progress as well as providing feedback to the program or organization.</li> <li>✓ Demonstrate the value of cross-cutting skills, such as communication and teamwork, as part of achieving sector-driven development objectives.</li> </ul>

	<b>Assessment/Program Design</b>	<b>Program Implementation</b>	<b>Program Evaluation</b>
	<p>strong youth-adult partnerships and support.</p> <ul style="list-style-type: none"> <li>✓ Include a process for assessing and building upon the existing supports, assets and strengths that young people have internally, in their lives and in their communities.</li> <li>✓ Engage parents, teachers, community leaders and other adults intentionally to ensure program interventions are culturally sensitive and relevant.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Positive norms, expectation and perceptions:</b> Having clear and consistent norms and expectations about health, relationships, and forms of engagement that provide youth with an increasing amount of responsibility and independence and which allow youth to grow and take on new roles.</li> <li>✓ <b>Safe space:</b> Create safe spaces that are tailored to the needs of youth - including physical infrastructure as well as emotional safety. Space can be defined in a variety of ways, including virtual. Many communities lack any space for youth to convene. Thus, communities must be committed to providing youth with safe spaces to practice, engage, and learn creatively and collaboratively. An emotionally safe space is critical to learning.</li> <li>✓ Access to age-appropriate and youth-friendly services.</li> <li>✓ Integration among services: make information available to youth and families, connecting and integrating health and social services so there is a continuum of care and support at a community level.</li> </ul>	

<p><b>Programs that do both effectively should:</b></p>	<ul style="list-style-type: none"> <li>✓ Infuse community engagement and interpersonal communications with opportunities to engage youth in meaningful, provocative dialogue about gender and overall betterment of their community and society as a whole.</li> <li>✓ Establish clear terminology, provide culturally relevant and sensitive definitions of PYD and gender-transformative programs, and explain the value for each.</li> <li>✓ Have a youth-led approach that effectively brings together the benefits of gender-transformative programming and PYD, integrating young people (female and male) at all stages of the process.</li> <li>✓ Have an approach that involves community members, parents, teachers, and other supporting adults.</li> <li>✓ Document and disseminate the achievements of programs that effectively ensure that young women and men, boys and girls are empowered, are healthy, successful, and contributing to societal progress, including advancing gender equality.</li> <li>✓ Consider, as a community, what additional lessons we have and share them within the CoP.</li> </ul>
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## KEY RESOURCES

**Guidelines for Integrating Gender into an M & E Framework and System Assessment.** Prepared by Measurement Evaluation. Washington, D.C.: USAID (2016)

**Gender Transformative Approaches, An HC3 Primer.** Health Communication Capacity Collaborative. (2014)  
<http://www.healthcommcapacity.org/wp-content/uploads/2014/08/Gender-Transformative-Approaches-An-HC3-Research-Primer.pdf>

**Gender Equality Continuum Tool (GEC).** USAID Interagency Gender Working Group (2012).  
[http://www.igwg.org/igwg\\_media/Training/FG\\_GendrIntegrContinuum.pdf](http://www.igwg.org/igwg_media/Training/FG_GendrIntegrContinuum.pdf)

**Community Programs to Promote Youth Development.** National Research Council & Institute of Medicine's Committee on Community-Level Programs for Youth. Report Brief. Nov, 2004.  
<http://www.nap.edu/catalog/10022/community-programs-to-promote-youth-development>

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## CONTACT

### YouthPower Learning

Making Cents International  
1350 Connecticut Ave, NW  
Suite 410  
Washington, DC 20036 USA  
[www.YouthPower.org](http://www.YouthPower.org)

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 YouthPower Learning

USAID YouthPower Learning generates and disseminates knowledge about the implementation and impact of positive youth development (PYD) and cross-sectoral approaches in international development. The project leads research, evaluations, and events designed to build the evidence base. Concurrently, YouthPower Learning employs expertise in learning and knowledge sharing to promote engagement and inform the global community about how to successfully help transition young people into productive, healthy adults. YouthPower Learning supports the implementation of the 2012 USAID Youth in Development Policy to improve capacity and enable the aspirations of youth so that they can contribute to, and benefit from, more stable, democratic, and prosperous communities.

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