

GTA Activity Assessment Form

This assessment form is used to assess whether a proposed or implemented activity qualifies as a Gender-Transformative Approach (GTA). The assessment focuses on the contribution of the activity towards reducing teenage pregnancies, improving access to SRHR information and services, strengthening reproductive autonomy, and promoting gender equality and inclusion.

Scoring Instructions

For each question assign: 2 points = Yes, 1 point = Partly, 0 points = No

Section A: Gender-Transformative Design and Approach (Maximum 4 points)

Question	Yes (2)	Partly (1)	No (0)
Is the activity informed by an analysis of gender norms, power relations and/or barriers to participation, access and decision-making?	☐	☐	☐
Is the activity designed as part of a repeated and/or multi-level approach, with mutually reinforcing interventions rather than as a stand-alone, one-off activity?	☐	☐	☐

Section B: Target Group (Maximum 6 points)

Question	Yes (2)	Partly (1)	No (0)
Does the activity directly benefit young women, girls or persons with disabilities (PWD)?	☐	☐	☐
Are beneficiaries actively and meaningfully involved in implementation?	☐	☐	☐
Does the activity address barriers faced by these groups?	☐	☐	☐

Section C: Empowerment and Agency (Maximum 8 points)

Question	Yes (2)	Partly (1)	No (0)
Does the activity strengthen knowledge of SRHR rights?	☐	☐	☐
Does it strengthen confidence, voice or leadership?	☐	☐	☐
Does it improve decision-making power regarding SRHR, education or life choices?	☐	☐	☐
Does it support advocacy, collective action or community engagement?	☐	☐	☐

Section D: Challenging Gender Norms (Maximum 6 points)

Question	Yes (2)	Partly (1)	No (0)
Does the activity challenge harmful gender norms or practices?	☐	☐	☐
Does it address discrimination, stigma or exclusion?	☐	☐	☐
Does it promote more equitable relationships and shared decision-making?	☐	☐	☐

Section E: Community and Influencer Engagement (Maximum 6 points)

Question	Yes (2)	Partly (1)	No (0)
Are men or boys engaged as allies or champions?	☐	☐	☐
Are parents, caregivers or families engaged?	☐	☐	☐
Are religious, traditional or community leaders engaged?	☐	☐	☐

Section F: Leadership and Representation (Maximum 6 points)

Question	Yes (2)	Partly (1)	No (0)
Are women, girls or PWD in leadership roles within the activity?	☐	☐	☐
Do beneficiaries influence decisions regarding implementation?	☐	☐	☐
Are beneficiaries involved in monitoring, learning or accountability processes?	☐	☐	☐

Section G: Sustainability (Maximum 4 points)

Question	Yes (2)	Partly (1)	No (0)
Are local structures, champions or networks strengthened?	☐	☐	☐
Can the activity be replicated or continued by community stakeholders?	☐	☐	☐

Total Score

Total Score: _____ / 40

Score	Assessment
0 – 27	Activity is NOT sufficiently gender-transformative and requires revision.
28 – 40	Activity qualifies as a Gender-Transformative Approach

Minimum Eligibility Requirements

In addition to achieving a minimum score of 26 points, the activity should:

- Directly benefit young women, girls and/or persons with disabilities.
- Contribute to at least one of the following:
 - Reproductive autonomy
 - Improved access to SRHR information and services
 - Reduction of teenage pregnancy
 - Challenging harmful gender norms
 - Leadership and participation of women, girls or PWD
 - Inclusion and accessibility of SRHR services
- Follow a do-no-harm approach.
- Not reinforce harmful gender stereotypes or discriminatory practices.

Reviewer Comments: