

## ANNEX 4.7: FULL PROJECT CHECKLIST TEMPLATE

	STAGE OF PROJECT CYCLE	ATTENTION TO GENDER
1.	<p>Assessment &amp; situation analysis using gender lens</p> <p>Priority setting</p>	<p>Was <u>gender analysis</u> carried out?</p> <p>Was gender taken into account in other forms of analysis, such as situational analysis, analysing of project relevance, feasibility/viability and sustainability?</p> <p>Were <u>disaggregated data</u> (sex, age, ethnicity ...) used through the analysis?</p>
2.	<p>Policy and programme design</p> <ul style="list-style-type: none"> <li>– Set goals or objective(s)</li> <li>Set expected results of the project.</li> <li>– Develop activities</li> <li>– Prepare a budget</li> <li>– Compose a team</li> </ul>	<p>Is gender incorporated into the <u>intervention design</u> (overall goal, specific objectives, expected results, activities)?</p> <p>Does the <u>target population</u> purposely include both women and men? If not, why?</p> <p>Did both, man and women, participate in setting project intervention design?</p> <p>Are the <u>results</u> and project benefits taking gender roles and relations into account? Will they affect the relative status of men and boys, women and girls (including possible unintentional positive and negative outcomes)?</p> <p>Are <u>activities</u> planned in a way to identifying affirmative actions to favour gender equality and equity or to challenge existing harmful gender norms, roles, behaviours and structures and to promote the equitable participation of women and men in programs as appropriate?</p> <p>Are sufficient <u>funds</u> allocated to address particular needs of women and man and to put in place specific measures to increase women's and man's meaningful participation?</p> <p>Does the <u>project team</u> consist of both male and female team members at all decision making levels, including project management positions?</p> <p>Is the <u>project team</u> gender sensitive/ competent in gender and/or will they be trained in this area?</p>
3.	Implementing activities	<p>Are there any mechanisms in place to ensure that <u>programme implementation</u> will uphold the principles of gender equality, such as gender-sensitive codes of conduct for implementing the project?</p> <p>Are there any factors that may inhibit women's and man's full <u>participation</u> in the project? Are measures in place to overcome them and create equal opportunities to access the project benefits?</p> <p>Do methods or strategies for delivering programmes, including communication, reinforce or uphold existing stereotypes about different groups of men and women?</p> <p>Do women and men participated equally in the implementation stage – both as beneficiaries/target groups and as programme staff members?</p>
4.	Monitoring and evaluation	<p>Are <u>indicators</u> disaggregated by sex, age, ethnicity, etc. (where appropriate)?</p> <p>Are <u>gender-sensitive indicators</u> used? Do they indicate the gender gap, differences between gender (if relevant), differentiated situation of women and men, different the impact of the project on women and men ... ?</p>

Are the means of verification gender-sensitive? Will available baseline data be adequate to measure changes for men and women/changes in gender relations?

Have women and men participated equally in the monitoring and evaluation stages – both as beneficiaries and as programme staff members?

Is the evaluation team gender-sensitive or familiar with gender issues?  
Is there a gender specialist?

Does the evaluation Terms of Reference include gender? If so, how?

Do monitoring and evaluation reports illustrate if and how the project has contributed to changing gender power structures and societal relationships?

Is gender analysis present in each section of the monitoring and evaluation report? Are gender criteria used to assess feasibility, effectiveness, relevance and sustainability?

Are gaps and successes made visible in regard to gender approach incorporation? Are specific recommendations made in this regard?

*Inspired by: FHI 360, 2010; WHO, 2011; UNDP, 2007; ICIMOD, 2009.*