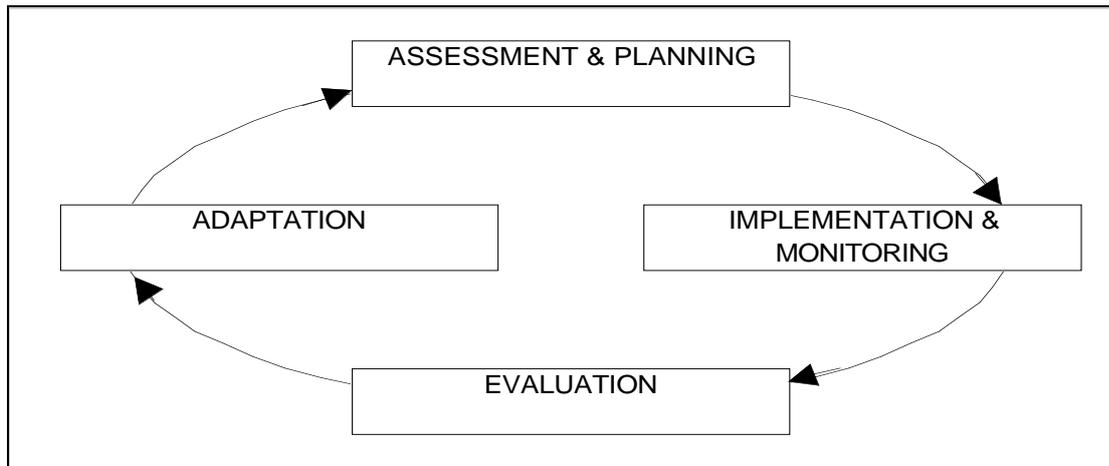


Gender Issues in the Project Cycle – A Checklist



This checklist is an adapted and simplified version of the following:

www.unifempacific.com/resources/publications/considerations/g_considerations.htm

A. The most Critical Points

A1. Is the project design based on a real understanding of the needs of men and women?

A2. Look at the planned results. Are they really what the male and female stakeholders need?

A3. Look at the daily life of the community. Look at who is using their time, labour, and resources. Which groups are in the most disadvantaged position? Why? How will the project make things better?

A4. How will the project contribute to the empowerment of men and women in the sector it deals with?

A5. Check that at all stages of the project cycle, any data collected is broken down into data related to women and data related to men – that is, gender disaggregated data.

Checklist for Gender Integration in Project Cycle

Gender issues must be built into all stages of the project cycle. The following sets of questions are key for each of the **four main stages** in the project cycle: **identification, planning, implementation, and monitoring & evaluation.**

1 Identification: Assessing Gender Needs

1.1 What needs and opportunities exist for increasing women and men's productivity?

1.2 How will these affect women and men's labour, time, workload etc?

1.3 You want women and men to have equal access to resources. How can this be done?

1.4 You want women and men to have more control of resources. How can this be done?

1.5 Have both men and women been directly consulted in identifying such opportunities?

2.1 Planning: Defining general project objectives

2.1.1 Are project objectives clearly related to practical and strategic gender needs?

2.1.2 Do these objectives adequately reflect gender needs?

2.1.3 Have both men and women participated in setting those objectives?

2.1.4 Have there been any earlier efforts?

2.1.5 How has the present proposal built on earlier activity?

2.2 Planning: Identifying possible negative effects

2.2.1 Will the project reduce women's and men's equal access to, or control of resources and benefits?

2.2.2 Will it badly affect women's and men's situation in some other way?

2.2.3 What will be the effects on women and men in the short and longer term, thinking of social, economic and political effects?

2.3 Planning: Project impact on women's and men 's activities

2.3.1 Community activities can be to do with production, reproduction and maintenance, social or political. Which of these does the project affect?

2.3.2 Is the planned activity consistent with the way women and men see the activity?

For example in West Africa the women of some ethnic groups weave baskets. An NGO wants to streamline production and increase profit. But does the NGO, the women and the men all have the same viewpoint about – the time that can be spared - the priority this activity should have – who keeps the profits and uses them for what – etc?

2.3.3 If it is planned to change the way women and men carry out an activity – where it is done, payment, technology, kind of activity - is all this feasible? What positive or negative effects will there be on both women and men?

2.3.4 If in fact there is no change, is this a missed opportunity for women and men's roles in the development process?

2.3.5 How can the project design be adjusted to increase the positive effects, and reduce or eliminate the negative ones?

2.4 Planning: Project impact on women's and men 's access and control

2.4.1 How will each of the project components affect women's and men's access to and control of the resources and benefits?

2.4.2 How will each of the project components affect women's and men's access to and control of the resources and benefits around household and family responsibilities?

2.4.3 How will each of the project components affect women's and men's access to and control of the resources and benefits around their social, political and community responsibilities?

2.4.4 What arrangements have been made for further exploration of constraints and possible improvements?

2.4.5 How can the project design be adjusted to increase both women and men's access to, and control of resources and benefits?

3.1 Implementation: Personnel

3.1.1 Are project personnel trained to be aware of and sympathetic towards women and men's needs?

3.1.2 Are personnel used to deliver the goods or services both to women and men?

3.1.3 Do personnel have the necessary skills to provide the inputs required by women and men?

3.1.4 What training techniques will be used to develop delivery systems?

3.1.5 Are there appropriate opportunities for both women and men to participate in project management positions?

3.1.6 Is the project manager trained in gender analysis, and does the job description include responsibility for this component?

3.2 Implementation: Organisational structure

3.2.1 Does the organisational structure provide for access to resources by women and men?

3.2.2 Does the organisation have adequate power to obtain resources, needed by both men and women, from other organisations?

3.2.3 Does the organisation have the institutional capability to support and protect both women and men during the change process?

3.3 Implementation: Operations and logistics

3.3.1 Are the organisation's delivery channels accessible to both women and men in terms of personnel, location and timing?

3.3.2 Do control procedures exist to ensure dependable delivery of goods and services?

3.3.3 Are there mechanisms to ensure that the project resources or benefits are not controlled or taken over by males?

3.4 Implementation: Finances

3.4.1 Is there funding to ensure programme continuity'?

3.4.2 If the level of funding enough for the planned tasks?

3.4.3 Does the project ensure that males do not get preferential access?

3.4.4 Is it possible to trace funds for both women and men, from allocation to delivery, with a fair degree of accuracy?

3.5 Implementation: Flexibility

3.5.1 Does the project have a monitoring system that allows it to measure the effects of the project on both women and men'?

3.5.3 Does the organisation have enough flexibility to adapt its structure and operations to meet the changing situations of men and women?

4.1 Monitoring & Evaluation: Data requirements

4.1.1 Does the project's monitoring and evaluation system measure clearly the project's effects on both men and women?

4.1.2 Are both men and women, from both project and community, involved in selecting what data is needed?

4.1.3 Is the monitoring system participatory – did members of the community select some of what is monitored and then collect the data?

4.2 Monitoring & Evaluation: Data collection and analysis

4.2.1 Is the data collected with sufficient frequency so that adjustments can be made during the project?

4.2.2 Is the data fed back to the project personnel and to the community in an understandable form and on a timely basis, so that adjustments can be made?

4.2.3 Are women involved in the collection and interpretation of data?

4.2.4. Is data analysed so as to provide guidance for the design of other projects?

4.2.5. Are key areas of gender-related research identified?