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| **WWF Draft Checklist for Gender Inclusion in Proposal and Program Development** |
| **Phase** | ***Questions to consider in forming a gender-sensitive and inclusive proposal\* (i.e., sensitive to and inclusive of females and males, which include: women and men, boys and girls):*** | **Yes** | **No**\* |
|   | \* Responding "no" to any of these questions could indicate that females and males are not given equal access to opportunities and resources in the project or program. |
| Stakeholder Engagement | Has WWF or a partner organization conducted a gender analysis to find out how both females and males access, use, manage and make decisions about their natural resources in the proposed project area? |   |   |
| Have project planners taken into account local gender dynamics (the way females and males interact and work together), especially culturally-constructed roles and responsibilities of women and men in relation to natural resource use and management? |   |   |
| Has the project examined all activities and determined that they will *not* negatively affect females and males?  |   |   |
| Define | Does the target population in the proposed intervention area include both females and males?1 |   |   |
| Design | Have project planners involved both females and males in program design, including in project planning through consultations and/or meetings? 1,3 |   |   |
| Do the vision, goals, or principles of the proposed project promote or seek to achieve gender integration?1 |   |   |
| Do project objectives ensure that females have the opportunity to benefit at least as much as males from proposed project activities?2 |   |   |
| Are strategies in place to promote full, real, active and quality female participation, including the empowerment and autonomy of poor women and girls (i.e., are mechanisms in place to ensure that NOT only the wealthy/powerful people participate in the project but that the most vulnerable groups are participating equally)?3 |   |   |
| Is there a budget line for gender analysis/activities/M&E in the overall project budget? (We recommend setting aside at least 5 percent of the total budget for such gender-sensitive activities.)  |   |   |
| Does the project have gender-sensitive indicators integrated into the M&E plan? e.g., 1) Will the project collect sex-disaggregated data? 2) Example of gender-sensitive indicator: “# of women in a decision-making role in community conservation/development committees”, etc… |   |   |
| Implement | Has the project involved both females and males in program implementation, including coordination of activities/meetings?1,3 |   |   |
| Has the project involved both females and males in program monitoring and evaluation?1 |   |   |
| Have steps been taken to ensure that females and males have equal ability to fully and actively participate in proposed activities, taking into account that social, financial, and time constraints vary between gender?1  |   |   |
| Analyze & Adapt | Has data been collected and analyzed in a way to demonstrate the specific impacts both females and males have on the project’s goals?3 |   |   |
| Have issues/impacts/outcomes that relate to female and male roles/activities been examined mid-way into the project to allow time for adaptation? If so, have necessary adjustments and/or changes been made to adapt project components, that were unsuccessful/problematic due to either women or men stakeholders?3 |   |   |
| Share | Are gender-sensitive indicators and sex-disaggregated data/results included in progress and final reports and other forms of communication and materials?3 |   |   |
| \* Responding "no" to any of these questions could indicate that women and men are not given equal access to opportunities and resources in the project or program. |
| *Sources:* 1. WHO Gender Assessment Tool 2. IUCN Gender Checklist 3. WWF-UK Gender Assessment Checklist |