



3. Checklist: Is gender included in your action programme design?

It is most cost-effective to integrate gender equality promotion in action against child labour exploitation from the start. This checklist can be used to assess to what extent gender concerns are integrated into the design of an action programme. If most of the answers to the following questions are 'yes', it means the action programme design is responsive to the needs and concerns of people of both sexes. If more than half of the answers are 'no' or 'not sure', more attention is needed to make sure that the programme will address the needs and concerns of girls, boys, men and women.

In designing an action programme, do you do the following?

Problem analysis	Yes	No	Not sure
1. Conduct a gender analysis: Develop profiles of girls and boys and their mothers and fathers, especially on types of work, workload and working conditions; and break down data by sex.			
2. Have basic understanding of the gender roles in the community, area or sector: What do men and women, boys and girls do; what is the division of labour and who decides on what.			
3. Have basic understanding of the gender relations in the community, area or sector, e.g. customs, traditions, cultural or religious beliefs that affect the way in which men and women, boys and girls play a role in the family and in community life.			
4. Identify the practical and strategic needs of boys and girls and their parents. <ul style="list-style-type: none"> - practical needs refer to needs linked to basic livelihood and survival such as food, water, shelter, income, clothing, and healthcare - strategic needs refer to needs identified to overcome the subordinate position of women and girls and to promote the equal and meaningful participation of boys, girls, men, and women in their family and community. 			
5. Identify any existing gender inequalities in the community, area or sector and if/how these inequalities are being addressed by any other programme or policies.			
Strategy development	Yes	No	Not sure
6. Use the outcome of gender analysis when developing the strategy.			
7. Consider to what extent gender-specific baseline data need to be collected.			
8. Identify how girls and boys, women and men can equally participate in and benefit from the programme.			
9. Give explicit attention to awareness raising on gender equality promotion.			



Strategy development	Yes	No	Not sure
10. If gender inequalities exist, consider whether any gender-specific measures need to be built into the programme.			
11. Foster the necessary group and institutional structures that encourage the equal participation of both sexes.			
12. Avoid increasing the workload of mothers, boys and girls as unpaid workers.			
13. Apply a family- and area-specific approach, especially in action programmes targeting specific economic sectors or occupations. This means targeting all boys and girls in the families covered by the action programme.			
14. Include measures that will address both their practical and strategic gender needs. (See No. 4 for definitions of practical and strategic needs.)			
Target groups	Yes	No	Not sure
15. Specify clearly the key characteristics and differences in the target groups by sex, age, type of work, income, ethnic origin, and position.			
16. Identify clearly how the programme benefits are distributed to the target groups. If any group has been underrepresented in benefiting from the services in the past, identify how the benefits will be made available to them.			
17. Provide for strengthening the capacity of immediate partner groups and organizations to promote gender equality and address inequalities.			
Institutional framework	Yes	No	Not sure
18. Assess the capacity of the implementing agency to address the needs of boys and girls and to promote gender equality (by considering its mandate, its major areas of intervention, its structure and sex balance among staff, staff's attitudes and capacity to plan and implement strategies on gender equality promotion).			
19. Identify and seek cooperation from organizations with expertise on promoting gender equality, if the implementing agency and/or cooperating partners need assistance in this respect.			



Objectives	Yes	No	Not sure
20. Be gender-specific and explicit.			
21. Ensure that the objectives reflect priority concerns of girls and boys, mothers and fathers.			
22. In direct action programmes, make sure that the immediate objectives identify the number of girls and boys as intended beneficiaries.			
23. If the aims of the programme include gender-specific action to redress inequalities, design a specific immediate objective for this purpose.			
Outputs	Yes	No	Not sure
24. In direct action: specify the percentage of girls and boys among the intended beneficiaries.			
25. In institutional development: determine what is needed to develop the institutional capacity towards the promotion of gender equality.			
26. In research: make sure that data are disaggregated by sex and that gender relations and inequalities are identified with explicit information about the specific situations, constraints and opportunities of both boys and girls, and mothers and fathers.			
27. In training/education: state how many boys and girls, and mothers and fathers will be trained, in what areas and at what levels.			
28. In policymaking: ensure that roles of girls' and boys' and their parents', their needs and participation, as well as their specific constraints are explicitly taken into consideration.			
Activities	Yes	No	Not sure
29. Ensure that girls are able to participate equally with boys and if families and communities are involved, ensure that women and men participate equally.			
30. Identify and use communication channels that will effectively reach girls and women.			
31. Organize the location, physical arrangements, timing and duration of programme activities in such a way that all, including girls and women, can participate.			
32. Arrange child care facilities when necessary.			



Activities	Yes	No	Not sure
33. If girls and women cannot speak freely in mixed groups, organize separate events and arrange for women staff to communicate with them. It may also be necessary to have male staff work with boys (e.g. boys in prostitution).			
34. Seize opportunities to demonstrate that the participation of girls and women alongside boys and men in development is beneficial to everyone.			
Indicators	Yes	No	Not sure
35. Check if the baseline data and indicators are broken down by sex and gender-specific in order to assess the programme impact on the situation of girls and boys, women and men.			
36. Measure and evaluate the nature and extent of the benefits provided to boys and girls, men and women.			
Planning, monitoring and evaluation	Yes	No	Not sure
37. Ensure the systematic collection of data to measure the impact of the programme on boys and girls.			
38. Analyse and follow up on possible differences in impact of the programme on boys and girls, mothers and fathers in monitoring and evaluation of the programme.			
Inputs	Yes	No	Not sure
39. Create understanding and encourage commitment among all staff and partners that promoting gender equality is everybody's responsibility.			
40. Make sure that managers enact their special role: <ul style="list-style-type: none"> - provide active leadership in gender equality promotion - take note of early warning signs of gender inequalities - ensure specific gender guidance and expertise is provided as necessary. 			
41. Ensure that sufficient human and financial resources are allocated for the gender components of the programme.			
42. Verify to what extent gender expertise is required in personnel inputs and if so, explicitly state gender expertise in personnel job descriptions.			



Inputs	Yes	No	Not sure
43. If girls and women cannot be effectively reached by male staff, determine the number of female staff required, and vice versa for boys and men.			
44. Encourage an equal balance among male and female staff at all levels and provide equal remuneration for men and women for work of equal value.			