Guidelines for Mainstreaming DNH in the Planning, Implementation, Monitoring & Evaluation

Guidelines for mainstreaming Do No Harm principles in the planning, monitoring and evaluation process of main project cycle

CNI SBSS

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Executive Summary

Synodical Board of Social Services, Church of North India (CNI SBSS) has been part of the Local Capacities for Peace, South Asia network since its inception in 2005. CNI SBSS has been part of the whole process of mainstreaming Do No Harm principles into the program cycle management; all partners have been working on addressing the root cause of conflict existing in their own intervention area. As part of the Mainstreaming Do No Harm process CNI SBSS started working on the organizational guidelines and the checklist since 2014, changes and editing has happened since the first draft after feedback and inputs from staff at organizational level and from Regional level PME workshops and Review Meetings. After the feedbacks changes were made to make the Guidelines more relevant and also user friendly.

Guidelines for Mainstreaming the Do No Harm principles have been developed for the staff of CNI SBSS to use it during the project cycle management to see how the principles of Do No Harm principles can be incorporated in the program planning, implementation, monitoring and evaluation process for effective intervention.

The guideline and the checklist was developed keeping in mind our intervention area and how our intervention can be effectively implemented without causing any harm. The guidelines also show how gender can be incorporated in all the stages of the PME. The guidelines have been explained elaborately for easy understanding and the checklist has been developed and there is a logical flow to the checklist and can be used during the different PME process.

The guidelines is developed for use within the CNI SBSS circle but it can also be used by other organization who has intention of having effective intervention without causing further harm in already tensed situations.

1. Introduction:

Synodical Board of Social Service is the justice and development board of Church of North India. SBSS was conceived as a response of the Church of North India to the question of poverty and social justice for the marginalized and the exploited. With the vision to "Establish a society based in Equality, Justice and Peace in harmony with Nature.

CNI SBSS work with marginalized communities focusing primarily on Dalits, Adivasi, Women & Children, though Dioceses and their congregations. CNI SBSS facilitates holistic development of the marginalized communities, contributing to the mission of Church of North India and towards country's growth. CNI-SBSS is working on the issues of Right to Livelihood and Food Security, Right to Education, Water, Sanitation & Hygiene (WASH), Right to Health and Entitlement Rights." Community tensions or conflicts triggered by communal forces can jeopardize all developmental efforts. In this regard "Local Capacities for Peace" or "Do No Harm" approach framework is a comprehensive tool to take up situational analysis of the context of conflict and find out options for alternative interventions in the project area. This tool is used as supportive strategy of the program and activities to address issues related to peace and harmony. LCP is a step forward in building counter culture against violence and intolerance. It also strengthens the Planning, Implementation, Monitoring and Evaluation systems to address issues of rising conflicts during program management.

2. Objective & Scope

The guideline intends to help in understanding the values and principles of DNH and will assist the staff in mainstreaming LCP/DNH in the PME process with gender perspective. It will assist in identifying opportunity for infusion of the LCP/ DNH principles in the program PME Planning, Implementation, Monitoring and Evaluation.

The gender perspective will help in analyzing the programs through the perspective of both women and men and will help identifying uneven and gender- based distribution of power and influences in society and find ways to rectify the same. This will help the staff to be sensitive of conflict and gender in their intervention and will provide an opportunity to the staff to understand their context better and help in planning, Monitoring, evaluating and come up with better results of their intervention.

2.1 Levels of application:

Organizational level

- CNI SBSS will build the capacities of the Board/ management and all program staff on the conceptual understanding of the DNH Framework as an analytical tool to understand the context of conflict.
- CNI SBSS will nominate its staff and partners for regular training, exposure and workshop organized by the LCP South Asia network to enhance their capacities for integrating LCP in the ongoing project cycle
- CNI SBSS will have gender policy
- CNI SBSS will participate and contribute in the LCP Coordination Committee meeting at the South Asia LCP network level.
- CNI SBSS also will work "on conflict" that will aim at conflict management, conflict resolution and conflict transformation as the peace building process.

Partner level:

- The integration of DNH in organizational interventions. DNH should be integrated at all three levels not forgetting the point of exit
- Guidelines for Mainstreaming DNH principles will be used in the program cycle management
- .It will develop the Conflict sensitive outcome monitoring indicators as a tool for unpacking the intervention.
- CNI SBSS will be flexible for redesign of the program to reduce the negative impact of conflict of its development intervention.
- It will prepare six-monthly review and progress report based on the outcome monitoring indicators.

Community level:

- Capacity building of the partner organization, grass root level staff and community leader on LCP tool and DNH Framework through orientation and workshop.
- At the implementation level it will do stakeholder analysis to identify the connector and divider through conflict mapping process.
- Develop data base on disaggregated data, social categorized data gender data and conflict sensitive data by using LCP Tool.
- Form conflict redressed forums at community level.

3. History of the LCP SA network

LCP South Asia Network has traveled a long journey since its formation in 2005. Initially the primary motive of this network and the partners associated with it was to mainstream Do No Harm principles in the projects, programmes and organizations PME system, but gradually the focus shifted more towards addressing, the actual conflicts prevailing in the countries of participating member organizations. The increasing level of potential and actual conflicts in the South Asia region bothered most of the partner organizations. There are many conflicts like casteism, ethnicity, religious intolerance, regionalism, violence against girls and women, conflicts over and many others. LCP South Asia Network members felt that their ability to implement development projects, to work for justice and peace and to achieve their development and organizational goals were jeopardized by such conflict situations.

After practicing LCP for so many years, Network has now moved beyond LCP and directly working on Conflict. While working with communities for so many years the network realized that "Young people today are used by the political and ideological leaders for their own vested interest. They are used to spread violence, spread hatred, spread intolerance and divide people. They are seldom seen as active actors in peace setting, instead they are viewed as agents of spreading violence". The network in 2015, made a strategic decision to start a collective Youth programme, in which Youth are now the focal point of intervention. As part of this collective Youth Programme selected Youth from all these 9 organizations has gone through various capacity building programmes and skill trainings such as conflict analysis, conflict mapping, relation mapping, HR training, Conflict transformation tools so that they could learn the skills and competencies for dealing actively and constructively with the conflicts they are facing in their day to day social life.LCP process so far has been instrumental in developing the analytical understanding of LCP practitioner within the member organizations, Youth, different faith leaders and community at large and thereby stimulating them to engage positively in addressing the conflicts at grassroots level and critically see the linkage of all these grassroots issues with wider macro level scenario in the whole South Asia region.

4. Guideline development process
4.1. Internal Process of developing the guidelines

The process of developing the guidelines started since 2014, the staff who had attended different workshops worked together in preparing the guidelines. The guideline is written in easy and understandable language so that it can be easily used by the team during the project management cycle. The guidelines have been edited at different times after getting feedback from colleagues.

4.2. Process of Updating the guidelines

The guideline will be reviewed in every two years both at DBSS level and SBSS level and necessary amendment will be done.

4.3 External Review of the guideline

This guideline has been further developed after the inputs provided in the workshop on PME/DNH mainstreaming workshop held from 12th to 14th Dec 2016 at Bangkok and also reworking on the previous guideline. Another meeting on PME meeting held in Bangkok September 2018 where partners reviewed each other PME guidelines and based on the review further changes have been made and shared with Secretariat and other partners.

4.4 Interaction with other Guidelines-Gender policy

For further understanding in the gender, there is Gender policy of the organization which can be referred.

5. Accountability

5.1. Role/responsibility/accountability:

SBSS

CNI SBSS will appoint a LCP Coordinator who will be responsible
for the overall implementation & coordination of the LCP project at SBSS level and liaise with the South Asia network and other project partners (DBSS). He/ She will be accountable to Head of Programs. LCP trainer will accompany the DBSS in capacity building of the staff in the process of integrating the tool in their PME process and they are accountable to LCP coordinator and Chief Coordinator.

DBSS:

As the implementing partner they will ensure timely implementation of the activities and the timely submission of the report to CNI SBSS.
Analyze their intervention and redesign to reduce negative impact and work towards positive impact of their initiatives.

Community (CBO, PO)

They will be the main correspondent to collect all data including conflict sensitive data and analysis along with the project staff to identify the source of tension and source of LCP in their context.
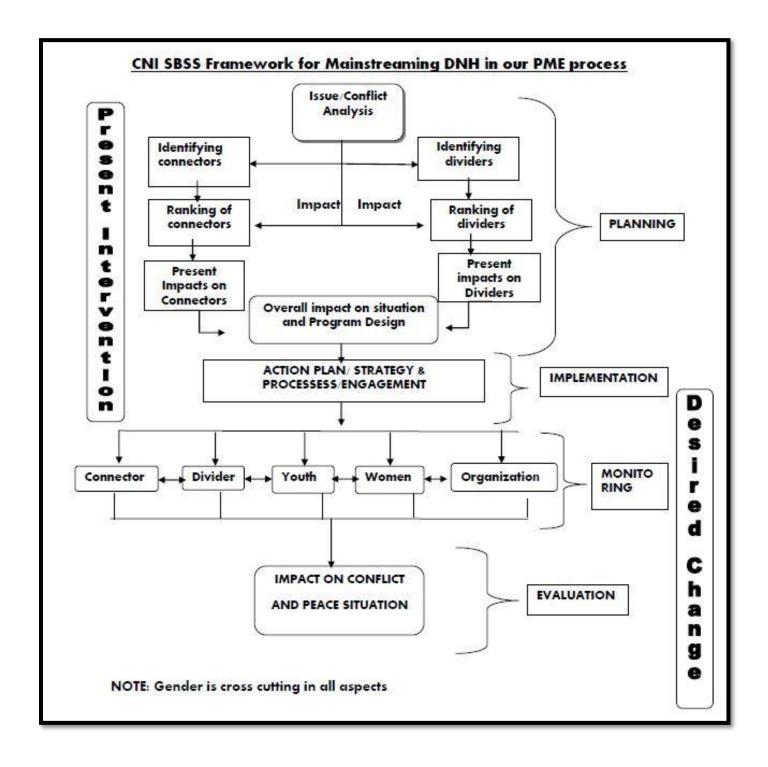
LCP operational structure

- ❖ Chief Coordinator
- ❖ Head of Programs
- ❖ LCP coordinator
- ❖ DBSS Program Coordinator
- ❖ POs & CBOs

Legal procedure:

In any violent conflict situation, there is a fear of loss of life and property. The complain of any loss of life or property during the process of project implementation will be addressed as per the guidance of the legal advisor of the organization.

Limitation and challenges:

- Continue to embrace our faith-based identity and values while reaching out to those in need irrespective of race, religion, caste, gender or political persuasion.
- Continue to apply participatory management principles that involves the diverse and creative resources of the network
- Promote and support the LCP network continuously through mutual learning and capacity building
- Make creative use of the space available within our own context and to respectfully provide sufficient space for others to grow in self-confidence and competence at their own pace and on their own terms; provide the conditions for peace and justice to grow organically

6. FRAMEWORK

CNI SBSS Framework for Mainstreaming DNH in our PME process

Present Intervention

Issue/Conflict Analysis

Identifying connectors

Identifying dividers

Impact   Impact

Ranking of connectors

Ranking of dividers

Present Impacts on Connectors

Present impacts on Dividers

Overall impact on situation and Program Design

PLANNING

ACTION PLAN/ STRATEGY & PROCESSESS/ENGAGEMENT

IMPLEMENTATION

Connector — Divider — Youth — Women — Organization

MONITO RING

Desired Change

IMPACT ON CONFLICT AND PEACE SITUATION

EVALUATION

NOTE: Gender is cross cutting in all aspects

7. Operational guideline based on the framework of mainstreaming LCP into PME process with Gender perspective:

Definition of Do No Harm/Local Capacities for Peace:

When projects are planned in conflicting areas, they become part of the on text and as such either reinforce and increase the divisions and tensions or support and strengthen the connectors/ capacities of peace. In order to make sure that the project interventions do not intensify conflicts, rather diffuse conflicts, conflict sensitive approach needs to be followed.

Do No Harm is an analytical framework which is widely used as a tool for practicing conflict sensitivity. It was developed from the experience of development and humanitarian workers and provides a tool for mapping the interaction of assistance/ development initiatives and conflict situations. DNH/ LCP can be used to plan, monitor and evaluate both humanitarian and development assistance program. In all program designing the need to have conflict sensitivity is a necessity.

In conflict situation, though all section of the society are affected; however, women, girls, PWD (persons with disability) and children are more affected because of their vulnerability in the society. Women everywhere face unacceptable and disproportionate levels of violence. So in order to have sustainable peace and positive impact of our intervention it is necessary to understand the experience of conflict from both men and women's perspective and to see women as actors during conflicts as well as during the peace building. Women's full participation should be ensured at all levels of decision making and implementation of the peace processes.

7.1. Planning stage:

DNH framework will be integrated in the planning of any program and project. In the planning stage conflict analysis of the intervention has to be done (e.g. Selection of area, staff, and beneficiaries, type of interventions, time frame, gender roles, and specific issue related to gender**)** and after which the context has to be taken into account during planning with strong emphasis on the role of gender. In planning phase the first three steps of LCP/DNH can be applied**. i. Understanding the context of conflict ii. Identifying dividers iii. Identifying connectors** and segregating them on basis of gender.

Conflict analysis will help to understand and identify the main actors, the root cause of conflict, role of both gender in the conflict, effect of conflict on gender and the pattern of conflicts as well as capacities for peace. The relationship between the conflicting groups, to clarify where the power lies, to understand where there are things that connect people and things that divide people and also to identify where the greatest needs are and to show the entry points for interventions.

The answers for these questions need to be answered after conducting a conflict analysis: (Check list)

1. **What are the causes of conflict (dividers) in the area of political, social, economic and cultural context at the intervention level?**

2. **What are the things that bring people together (connector)?**

3. **Whether Ranking of connectors has been done and also based on gender?**

4. **Have you identified the dividers?**

5. **Whether Ranking of dividers has been done and also based on gender?**

6. **Whether impact on different stakeholders has been assessed?**

7. **What are the interventions that are there at present?**

8. **What is the intervention that needs to be changed?**

9. **How deeply are people committed to their conflict?**

10. **Who gains from the continuation of conflict?**

11. **Whether gender concerns/roles/relationships analysed?**

12. **Whether the impact on women, men, girls and boys has been analyzed specifically?**

The analysis will further show how there are local capacities of peace in every society, (schools, markets, panchayat, women's group, park, worship place, workplace, similar languages, cultures, religion etc.) and how these can be used as an entry point for bringing in about some effort of peace in conflicting areas.

7.2. Implementing stage:

In the implementing stage, following steps of DNH needs to be integrated:

a) Organization will develop the understanding of Board/ management and all program staff on DNH Framework as an analytical tool to understand the context of conflict.

b) Conduct regular refreshers training/workshops on DNH, Gender and Human Rights for staff, youth and board members.

c) Clear guideline on resource transfer for the staff, here conscious effort should be made that the beneficiaries are both male and female and that there is equal distribution of power and resources.

These questions need to be answered:

a. **Why?**
   ➢ Why are we doing the program?
   ➢ Why are we doing the program with this specific population?
   ➢ What is the expected outcome of this program?

b. Where?
  - ➢ Why are we doing this specific program in this area?
  - ➢ What is the criterion for choosing this specific location?

c. What?
  - ➢ What are the needs/ issues that lead us to plan the program in this area?
  - ➢ What is the change we want to bring through our intervention?
  - ➢ What resources are we using for the program?
  - ➢ What are we doing to address this need/ issue in this area?
  - ➢ What type of resources are we bringing in to this context? (Human Skill, knowledge, Money)

d. When?
  - ➢ What is the present context of the conflict in our intervention area? Is the situation post conflict, pre conflict, or is the conflict is still prevailing?
  - ➢ Why have we chosen this time to implement our project?
  - ➢ When will the project end? Do we have an exit plan?
  - ➢ When do we exit the intervention area?

e. With Whom
  - ➢ How did we choose the reference community?
  - ➢ Who all are direct beneficiaries and who all are the indirect beneficiaries?
  - ➢ Who did we leave out and why?

f. Who are our staffs?
  - ➢ What is the composition of our team?
  - ➢ Are they from the community or from outside?
  - ➢ What were the criteria for taking these people?

g. How are we going to deliver our program
  - ➢ What are the system and process we follow in our development intervention?
  - ➢ Is it training/ workshop/capacity building?
  - ➢ How exactly do we do our work? Is it participatory?
  - ➢ PME mainstreaming

7.3. Monitoring phase:

Monitoring phase allows results, processes and experiences to be documented and used as a basis to steer decision-making and learning processes. Monitoring is checking progress against plans. The data acquired through monitoring is used for evaluation.

The following purpose needs to be fulfilled:

- To **learn from experiences** to improve practices and activities in the future; to emphasize **practice of conflict and gender sensitivity** in the field.
- To have internal and external **accountability of the resources** used and the results obtained; to check and ensure that the **resources used do not create** further conflict or tension.
- To take **informed decisions** in the future of the initiative;
- To **promote empowerment** of beneficiaries of the initiative and especially encourage **women participation**.
- Project monitoring to check if there is **progress** against planned activities and **key successes, setbacks and challenges**
- In case the findings show that there has been some mistakes or errors, to **learn from the mistakes** and to use the lessons learnt from other projects and to check that the planned activities is the best option to solve the issue at hand.
- To ensure that the **different experiences of both male and female** are taken into account and addressed accordingly.
- Whether we are **considering 5th and 6th steps of DNH**:-Unpacking of development programs done or not?-Internal analysis done or not?-IEMs considered or not?
- Whether 5th and 6th steps are **monitored by gender sensitivity**
- Whether documents and reports are bringing out the **evidences and elements of DNH** like studies, best practices, pictures, and regular reports.
- Whether these evidences capture the **gender transformation** processes.
- Is **course correction** been done during monitoring phase.

7.4. Evaluation Phase:

The DNH framework in evaluation will help in understanding the impact of the intervention in the field area. The relevance of the program will be evaluated as per the situations/ conditions/ contextual changes over time, so that the evaluation of the program will assess effective, impact and relevance of the results of the existing program or completed program. The findings in the evaluations can help in assessing if the objectives of
the organization are achieved, findings and way forward. Some of principles/indicators of evaluation are:

1. Evaluation should respect **principles of participation** and involve all program stakeholders, including program implementers, beneficiaries (program users).
2. Evaluating the program according to their **impact on conflict and peace**.
3. To have **indicators** which are flexible that can measure program performance and achievement at the community level.
4. It is never the whole program that has an unintended negative impact. It is one element or several elements of the program, a specific decision, an action, non-action that result in a **negative or positive impact on the context**.
5. To check the **relevance** of the program for the community.
6. Need to have flexible indicators that cover the process and outcome of the program as well as its outputs. During **evaluation phase these questions** need to be answered:
   a) Whether Evaluation ToRs contain the DNH element?
   b) Whether it includes the gender roles, responsibilities, relationships and impact in conflict settings?
   c) Integration between programme and DNH is there or not.
   d) Are findings capturing the elements of DNH and gender mainstreaming?
   e) Is there any course corrections/findings that have captured element of DNH? Are suggestions provided?

8. Exit Strategy

Ahead of completion of the project, a conflict sensitive exit strategy should be clearly developed in good time. Measures for guaranteeing project sustainability after the organization's pull out are a primary consideration. Mentoring the reference communities as they sustain the intervention is useful. Essentially, the exit strategy should be well-thought out, consultatively developed, and its execution shouldn't mean that the target group relapses to their initial situation. Community members shouldn't be orphaned but empowered.

When extending the project or following up with a new phase, organization should consider expectations of reference communities and flexible exit strategies, in order to respond to changes in the conflict context; Organization should discuss and develop options for phasing out, as early as possible, with triggers for different options clearly identified. Doing so will make it possible to minimize unrealistic expectations among project staff and reference people; and For the project to build sustainable structures that last beyond the life of the project, it should aim to build structural capacity, which will continue to analyze the conflict context and practice conflict sensitivity even after the project ends.

Some ways of conflict sensitive exit include:
- Handing over a project to a credible community-based organization. In this case, the CBO's capacity to manage the process should have been built and the community should be supportive and aware of this process. The CBO can be mentored.

- Phased transformation of the project to the agency's new focus, without undermining the gains made in the old intervention

- In the case of development projects, an agency can hand over the newly developed infrastructure to community members. In this case, building community capacities for administering the resources is useful. An example is having local management committees that have been constituted with community involvement.

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9. Reference:

1. **Gender roles:** gender roles in society means how we're expected to act, speak, dress, and conduct ourselves based upon our assigned sex. For example, girls and women are generally expected to dress in a particular way, be polite, accommodating, and nurturing. Men are generally expected to be strong, aggressive, and bold. Every society, ethnic group, and culture has gender role expectations, but they can be very different from group to group. They can also change in the same society over time.

2. **Gender stereotypes:** a stereotype is a widely accepted judgment or bias about a person or group — even though it's overly simplified and not always accurate. Stereotypes about gender can cause unequal and unfair treatment because of a person's gender. Breaking down gender stereotypes allows everyone to be their best selves. There are four basic kinds of gender stereotypes:i.Personality traits — for example, women are often expected to be accommodating and emotional, while men are usually expected to be self-confident and aggressive. ii. Domestic behaviors — for example, some people expect that women will take care of the children, cook, and clean the home, while men take care of finances, work on the car, and do the home repairs. iii. Occupations — some people are quick to assume that teachers and nurses are women, and that pilot, doctors, and engineers are men.iv.Physical appearance — for example, women are expected to be thin and graceful, while men are expected to be tall and muscular. Men and women are also expected to dress and groom in ways that are stereotypical to their gender (men wearing pants and short hairstyles, women wearing salwar suits, sarees, dresses,skirts)

3. **Gender mainstreaming:** gender mainstreaming does not only entail developing separate women's projects within work programs, or even women's components within existing activities in the work programs, it requires that attention is given to gender perspectives as an integral part of all activities across all programs. This involves making gender perspectives – what women and men do and what resources and decision-making processes they have access to – more central to all policy development, research, advocacy, development, implementation and monitoring of norms and standards, and planning, implementation and monitoring of projects.

4. **DNH gender strategy:**gender strategy means examining gender-based differences in status, power, and access to resource, choice and opportunity and analyzing how such differences are perpetuated and/or exacerbated by the patriarchal social structure and discriminatory systems such as based on caste/ethnicity, disability, religion, PLHIV etc. Identifying and understanding context specific patriarchal system, structures, gender power relations and practices which perpetuate/exacerbate unequal distribution of the benefits of development outcomes, resources, opportunities and choices, and challenging them; • gathering and using gender disaggregated data to inform decisions at each stage of project cycle • use gender friendly and gender sensitive methods, approaches and tools that facilitate equal and meaningful participation of all gender at all decision-making levels • examining intersectionality impact of gender with caste/ethnicity, religion, disability, status of hiv etc. And addressing them through relevant interventions.

10.PME Checklist: CNI SBSS

	Planning	Yes	No	Remarks		Implementation	Yes	No	Remarks
	On Do No Harm Approach					On Do No Harm Approach			
1	Context and conflict analysis has been done of the area of intervention (social, political, economic) etc				1	Justification for doing the planned program is clear			
2	The connectors have been identified				2	The needs/issues that lead to develop the plan in the specific area is clear			
3	Ranking of connectors have been done based on gender				3	Whether the project is being conducted in the right location			
4	Planning done to strengthen the connectors in the communites				4	Proper action plan has been developed to address the identified issue			
5	The dividers have been identified				5	The expected changes are well articulated and objective specific			
6	Ranking of dividers have been done based on gender				6	The intervention has been planned strategically considering time of the intervention and exit plan			
7	Planning done to address the different key driving factor of conflict/tension				7	Stakeholders analysis has been done and is in place			
8	Impact of the issue/conflict on different stakeholders have been assessed				8	The composition of team are from the community			
9	Program has been designed to address the the root casue of the issue/conflict				9	The plan has been developed and shared and internalized within the team			
10	Level of ownership of people addressing the issues is high				10	Capacity building of the team has been done to take the process forward			

	On Youth Engagement					**On Youth Engagement**			
1	Youth has been identified as a strategic choice for intervention				1	Mobilization of youth around the identified issue is in process			
2	Role of youth has been identified during planning				2	Regular Capacity building of the youth is being conducted with proper follow up			
3	Youth has participated in the planning process				3	Potential youth leaders have been identified and their profile has been developed			
4	Youth mapping has been done to assess their status in the community				4	Identified youth has been capacitiated on different issues/ tools			
5	Formats are in place to capture and measure the work done				5	Youth has developed their own engagement plan quartely and half yearly			
6	Youth group will develop Quartely/ Half yearly plan					**On Gender Engagement**			
	On Gender Engagement				1	Mapping of issues affecting women has been identified and priortized action plan is developed			
1	Role of gender has been analyzed and identified on the issue				2	Regular Capacity building of women is being conducted with proper follow up			
2	Whether gender role has been established				3	Created platforms for women to share their opinions			
3	Intervention is designed to bring changes in the stereotypical role assigned to women				4	The program design is facilitating equal and balanced participation of both gender			
4	Strategy in place to strengthen the role of women in the community				5	Both the gender are receiving adequate budget allocation for their program activities			
5	As an organization gender sensitivity methods and approaches is being followed as an				6	Women's participation in all meeting has increased and minimum presence is 40%			

	On DNH guidelines					On DNH guidelines			
1	PME guideline has been followed as a systems requirement in project cycle management				1	Team members are using and giving feedback on the PME guidelines regularly			
	Monitoring	**Yes**	**No**	**Remarks**		**Evaluation**	**Yes**	**No**	**Remarks**
	On Do No Harm Approach				1	Evaluation has included all stakeholders, including program implementers , beneficiaries			
1	The activities has been implemented as planned and it has been well documented				2	Evaluation has been done on the programs impact on the identified issue/conflict			
2	Is there any deviation from the planned activity				3	The indicators are able to measure the program performance and achievement at the community level			
3	The progam has been able to strengthen the connectors in the community				4	The intervention is addressing the root casue of the issue and is brining about positive change in the community			
4	The progam has been able to address the different dividers				5	The intervention has not caused negative impact in the community			
5	Quartley and half yearly reports, case stories,is reported regularly				6	Whether the Evaluation TORs contain the DNH element			
6	Team's confidence has been built to faciliate in implementing the planned activity				7	Whether it included the gender roles, responsibilities, and impact in conflict settings			
	Youth				8	Integration between program and DNH is there			
1	Youth group is now active and is building network with other groups				9	Are findings capturing the elements of DNH and gender mainstreaming			
2	Capacitated youth are now representing their group/org at the local and national level				10	Is there any course corrections/findings have captured and suggestions provided.			

3	Youth group is implementing different progam on their own					Youth			
4	Follow up of the different program developed by youth is being done				1	The youth group is now able to build their own strategy/plan			
5	Pre- test and post-test assessment of the CB is being done and documented				2	The youth leaders are now capacitiated to address different issue on their own			
	Gender					Gender			
1	The intervention has been able to change the perspective of stereotypical role/position held by men and women				1	Different intervention strategy developed includes gender perspective			
2	There is sharing of leadership roles between men and women				2	Roles previosly considered to be only held by men is now being held by women			
3	Women is holding leadership role/ position in different community initiative				3	There is mutual respect among men and women in the community			
4	Women are now able to speak up in comminity gathering								
	DNH guidelines								
1	The project cycle management has been strengthened by using the DNH guidelines								
	Documentation								
1	Whether documents and reports are bringing out the evidences and elements of DNH like studies, best practices, pictures and regular reports								

2	Whether the above mentioned reports capture the gender transfromation processess						
3	Has course correction been done during the monitoring phase						
4	Learning of the intervention has been reported						

1. Observation/Feedback on reporting period : (If needed please insert another page)

2. Analysis in Comparison to previous phase of reporting :

Filled by :				Date :	DBSS :	

Notes

Notes

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