**PHASE 2
DESIGN &
TEST**

Gender Checklist

Effort ●●○○○

Objective

To pause and reflect on the work you have done to date, and determine if and how you have considered gender before moving any prototypes to the testing stage.

Time needed
1–2 hours

Participants
Design and research team, partners, and stakeholders

How to use this tool

Now is a good time to reflect about gender and how it is or is not being addressed in your design process. While looking at gender should inform your work throughout the process, take care regarding how you discuss gender early in the process to be sure it doesn't limit what people may come up with during ideation. Use this checklist to reflect on how gender and power dynamics are represented in your prototypes.

1. **Review your prototypes.** Gather a team of individuals involved in the implementation of your program, project, or project component who have different roles and perspectives.
2. **Complete the checklist.** For each phase, review the questions and decide as a team if the program has addressed it. Whether you mark yes or no, discuss how it is or was addressed and to what extent. Consider and discuss specific examples to justify your decision. If helpful, add notes under each question to explain your scoring.
3. **Discuss what needs to be done.** As a team, discuss what steps can be taken take to remedy any gaps and/or to improve gender integration. Make any adjustments at this point and identify needs for additional support and resources. Consider engaging gender experts and resources for help in identifying possible actions.

If you're interested in implementing a gender checklist in every phase of the SBC Flowchart, use the following document for guidance: Gender Equality Check-in

PHASE 2: DESIGN & TEST | Gender Checklist

Y	N	QUESTION	NOTES
☐	☐	Has the design process purposefully involved women, men, girls, and boys in the generation of ideas for potential solutions?	
☐	☐	Has the design process made necessary accommodations to remove gender-related barriers to participation when testing prototypes?	
☐	☐	When imagining solutions to the health challenge, has the design team considered which solutions are most likely to lead to more equitable changes in gender-related knowledge, attitudes, beliefs, perceptions, norms, roles, and behaviors as well as the health behaviors and outcomes of interest?	
☐	☐	Do prototypes take into consideration that individuals are part of social relationships influenced by norms and power dynamics based on gender?	
☐	☐	Do prototypes contribute to more equitable changes in gender-related knowledge, attitudes, beliefs, perceptions, norms, roles, and behaviors?	
☐	☐	Has the program/project considered any unintended gender-related consequences that may result from the prototypes, such as increased inequality or gender-based violence?	
☐	☐	Have sufficient human, financial, and material resources been allocated for gender-related activities and to test prototypes among different audiences?	
☐	☐	Has the program/project developed questions to monitor the gender-related aspects of prototype/activity implementation—including access, participation, and unintended consequences?	
☐	☐	Has the program/project tracked and analyzed disaggregated quantitative monitoring indicators by sex, age, and other relevant demographic characteristics?	
☐	☐	Has the program/project included monitoring indicators to track changes in gender-related outcomes such as knowledge, attitudes, beliefs, perceptions, norms, roles, and behaviors?	

Citations

Breakthrough ACTION. (2021). *Gender Equality Check-In A tool to assess gender integration and gender transformative programming*.November, 2023 from https://breakthroughactionandresearch.org/wp-content/uploads/2021/08/Gender-Equality-Check-In-Tool-ENG.pdf