

CHECKLIST

Mainstreaming Minority Considerations and Integration into Program and Project Planning, Implementation, Monitoring, and Evaluation

A. Planning and implementation

1. Program/project beneficiaries and stakeholders

- Should program/project beneficiaries include members of ethnic, religious or linguistic minorities or sexual minorities?
- Are there any traditionally more vulnerable groups (youth, women, elderly, disabled, LGBTI, etc.) within those minorities requiring specific attention?
- If a project targets minorities are members of the majority population also included?
- Will any other population groups (majority or minority) not directly targeted by the program/project be directly or indirectly affected by activities or outcomes?

2. Data

- Have you collected or consulted available information/baseline data on minority groups and vulnerable groups within them, including data disaggregated along ethnic, religious, or linguistic lines and by sexual orientation, gender, age, disability, migration or displacement status?
- Does the program/project involve data collection involving members of minority populations? If so, you will need to ensure compliance with international ethical standards on data collection, including respect for the principles of self-identification and right to privacy.

3. Participation/forms of engagement

- Does the program/project ensure minority participation in addressing their rights, needs, concerns and interests? How will they access program/project products and services?
- What is the process for engaging with minority communities and any vulnerable groups within them?
- Have you identified any barriers to engaging with and ensuring participation/access for targeted minority population groups or ‘hard to reach’ cohorts within them? These may include, for example: distance and safety of travel for participants; barriers to physical access for persons with disabilities (PWDs); language/communication barriers for linguistic minorities and PWDs; timing of activities (to fit around work, family or other commitments); accommodation of cultural/religious practice (related to food, clothing, prayer, etc.); financial implications (travel, childcare, loss of earnings); historical experiences of discrimination, intra-group dynamics and power relations that may exclude some or cause them to self-exclude; levels of education (generally and in relation to rights awareness).

4. Program/project objectives, activities and indicators

- Have you consulted existing minority needs assessments and checked back with minority communities on the issues of most concern to them?
- Have you identified any gaps between international and national commitments and the situation of minorities in practice?
- Does the program/project touch on or (potentially) impact the rights of minorities positively or negatively in these or other issue areas (education, media, economic

participation, etc.)? For example: training for members of one minority community enhances employment opportunities (positive); members of minorities not targeted are further disadvantaged in accessing local employment opportunities (negative).

- Have indicators been developed for the program/project? If so, do they include appropriate minority indicators?
- Where a project targets minority rights and needs, does it also involve sensitizing majority populations to the issues at hand? (Be sure to consider this under section 5 – Risk mitigation)

5. Risk mitigation

- How can the relationship between different beneficiary or affected communities (majority-minority, minority-minority) and within communities be characterised – tense, harmonious? If not, what actions do you plan to undertake to mitigate this risk?
- Have you considered the need to prevent, mitigate or resolve tensions arising between or within different beneficiary or stakeholder groups or between them and the wider population?

6. Budgeting

- Can the program/project benefit from additional resources targeting engagement?
- Where members of majority and minority communities are employed on similar positions, are they remunerated equally?

7. Sustainability

- Are program/project objectives built around Government commitments, including with regard to international standards and processes (e.g. commitments under international human rights, including minority rights treaties, or relating to implementation of the EU-Georgia Association Agenda)?

8. Project personnel

- Do program/project personnel need to become more familiar with human rights, including minority rights, standards and implementation and with the dynamics of integration and social cohesion?
- Do they require training or support in planning or implementing programs/projects involving minority groups or in mainstreaming minority concerns in their work?
- Does the project employ any staff from minority groups?

B. Monitoring and Evaluation (M&E)

- Did any unforeseen or emerging minority-related issues arise that were not identified at the program/project design stage?
- Were there any shifts in overall approach or objectives as a result? If so, how were these reflected at an operational level?