



3MDG AEI&CS ASSESSMENT - GUIDING QUESTIONS FOR INTERVIEWS

Group	Methodology	Specific 3MDG requirements	Estimated Time
Project SMT	Group/ Individual Interview	<ol style="list-style-type: none"> Refers to 3MDG funded project leaders. Group interview preferred if possible. 	4 hours
Field Staff	Group Interview	<ol style="list-style-type: none"> Refers to all staff and volunteers of the 3MDG project in a given township. If this is more than 30, then a representative sample should be chosen instead. Does <u>not</u> include members of the Project SMT Should be conducted in a minimum of 2 townships (if possible) In cases where an IP has only 1-2 staff per township, assessor should try to combine multiple townships into a single group interview. If the project is implemented in multiple townships, assessment team can assess field staff in the same townships as the Focus Group Discussions with communities. 	3 hours per location
Communities	Focus Group Discussion (FGD)	<ol style="list-style-type: none"> Choice of township should be approved by 3MDG prior to assessment. FGDs must be conducted in a minimum of 2 different townships, which have different operational contexts (urban/rural, access to health care services, conflict affected or not, etc...) A minimum of 1 FGD with men and 1 FGD with women must be conducted in each township. 2 townships*2 FGDs each = minimum of 4 FGDs total Each focus group should include 10 people. Selection of FGD participants must include <ul style="list-style-type: none"> Intended project beneficiaries At least one person under 15 years old At least one person over 60 years old One person from other traditionally disadvantaged groups (ex. disabled, chronically sick, ethnic/ religious minority, extremely poor) Village and religious leaders should <u>NOT</u> participate 	3 hours per FGD + transportation time
Partners	Group/ Individual Interview	<ol style="list-style-type: none"> Refers to any partner working with the 3MDG project team including NGO, CBO, government department, private business. A minimum of 2 partners should be consulted for the assessment. Group interview preferred 	2 hours per partner



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1 – Project Senior Management Team

The guiding questions in the table below are intended to be used during interviews with project senior management team members. It is recommended to hold a meeting with all PSMT and go through the assessment as a group. This is efficient and also allows teams to be in the same room and recognise different perspectives and experience. It also makes it much easier to share findings.

These questions are suggested only. Feel free to ask alternative questions as needed. The objective is to get enough information in order to choose the most accurate level score for each indicator.

Guiding Questions – Project Senior Management Team		
NO	Indicator	Guiding Questions
1.1	The organisation has a policy or equivalent guidance on the participation of intended project beneficiaries and communities.	<ul style="list-style-type: none"> Does your organisation have a formal policy or equivalent guidance on the participation of beneficiaries and communities? What does it cover? How often do you review it? When was it last updated? Who participated in the review and updates?
1.2	Representatives from all key stakeholder groups including communities are involved in the planning and design/redesign phase of the project in order to demonstrate transparency and ensure all perspectives are taken into account.	<ul style="list-style-type: none"> When did you plan your 3MDG project? Who was involved in planning your 3MDG project? How were they involved? Do you continue to consult them on program changes?
1.3	Representatives from all key stakeholder groups including communities are involved in the monitoring and evaluation phase of the project.	<ul style="list-style-type: none"> How do you monitor and evaluate your 3MDG project? Who is involved? How? Do you share findings with them?
1.4	Women and girls are involved in all stages of the project. (Stages Include 1. planning and design; 2. implementation; 3. monitoring and evaluation.)	<ul style="list-style-type: none"> At what stages are women and girls involved in the project? How are they involved?
1.5	Other traditionally disadvantaged groups (ex. elderly, ethnic and religious minorities, and disabled) are involved in all stages of the project. (Stages Include 1. planning and design; 2. implementation; 3. monitoring and evaluation.)	<ul style="list-style-type: none"> At what stages are other traditionally disadvantaged groups like the elderly, ethnic/religious minorities, the disabled, and the sick involved in the project? How are they involved?



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1.6	All partners are involved in all stages of the project. (Stages Include 1. planning and design; 2. implementation; 3. monitoring and evaluation.)	<ul style="list-style-type: none"> • At what stages are partners involved in the project? How are they involved?
1.7	Women and girls have equitable access to project activities.	<ul style="list-style-type: none"> • Do you have a specific project focus on women and girls? Tell us about it. • How do you ensure that women and girls are able to access the project activities? Please provide examples.
1.8	Other traditionally disadvantaged groups including the elderly, ethnic and religious minorities and the disabled have equitable access to project activities.	<ul style="list-style-type: none"> • Do you have a specific project focus on other traditionally disadvantaged groups (including the elderly, ethnic and religious groups, and the disabled)? Tell us about it. • How do you ensure that other disadvantaged groups are able to access the project activities? Please provide examples.
1.9	Women and girls derive equitable benefit from project activities.	<ul style="list-style-type: none"> • How do women and girls benefit from the project activities? Please provide examples. • Do you think they benefit to the same extent as other community members?
1.10	Other traditionally disadvantaged groups derive equitable benefit from project activities.	<ul style="list-style-type: none"> • How do other disadvantaged groups benefit from the project activities? Please provide examples. • Do you think they benefit to the same extent as other community members?
1.11	Project partnerships are built through a highly collaborative process.	<ul style="list-style-type: none"> • Tell us about the project partners. How would you characterize your relationship with project partners? How do you build and manage those relationships? Please provide examples.
2.1	The organisation has a policy or equivalent guidance on sharing information with all its stakeholders, including intended beneficiaries.	<ul style="list-style-type: none"> • Does your organisation have a policy or equivalent guidance on information sharing? • Does it include guidance on sharing with: beneficiaries? Communities? Partners? How often is the policy reviewed and updated? Who participates in this process?
2.2	The 3MDG project communicates in languages and formats (ex. print, radio, community theater) that are easily understood by <u>all</u> intended beneficiaries.	<ul style="list-style-type: none"> • How do you communicate with beneficiaries? Do you provide information in local languages? • How often do you review your communication practices to make sure it's working as intended? • Do you solicit feedback from beneficiaries in this process?



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2.3	Relevant project information is regularly shared with all relevant stakeholders in a timely manner.	<ul style="list-style-type: none"> • What information is shared on the project? • Who do you share this information with? • When and how often is it shared? • What information is shared? Could you give examples?
2.7	Project activities consistently and fully promote information flow between direct project beneficiaries and others in the community / institution.	<ul style="list-style-type: none"> • How do project activities promote information exchange? Who exchanges the information? Who receives information? • Is information sharing between beneficiaries and others in the community/ institution you work something you prioritize as a part of your activities? How often do you look at this and try to improve on it?
2.8	Intended project beneficiaries are informed of the project's sustainability plan or equivalent thinking with respect to what will happen after the 3MDG funded project is completed.	<ul style="list-style-type: none"> • Do you have a sustainability plan or any equivalent thinking with respect to what will happen after the project is completed? • Who have you shared the plan with? • How often do you update the plan? • What information do you consider when updating it?
3.1	The organisation has a policy or equivalent guidance on the establishment and operation of formal feedback and response mechanisms (FRM) which includes the receipt, processing, and response to beneficiary feedback.	<ul style="list-style-type: none"> • Does your organization have a policy or equivalent guidance on the establishment and operation of formal feedback and response mechanisms? • Does it cover the receipt, processing and response to feedback? • How often do you review / update the policy? Who is involved in this process?
3.2	A formal feedback and response mechanism is in place for intended project beneficiaries.	<ul style="list-style-type: none"> • Does your organization have formal feedback mechanism for communities in place? Could you tell me more about it? • How do know if tis working or not? How often do you update the FRM?
3.3	Project staff and partners are trained on the beneficiary feedback and response mechanism and know how it works.	<ul style="list-style-type: none"> • Have all project staff been orientated/trained on the beneficiary feedback and response mechanism? • Have you trained your partners on the project FRM? Do they know how it works?
3.5	The feedback and response mechanism ensures confidentiality and is easily accessible to intended project beneficiaries and communities (including in local languages / dialects).	<ul style="list-style-type: none"> • How do you ensure confidentiality of feedback providers when the nature of the feedback provided by stakeholders is serious and potentially dangerous for the feedback provider?
3.6	Women and girls are regularly consulted on their preferred means for providing feedback (Ex. in person, telephone/ text, written letter/ email).	<ul style="list-style-type: none"> • Were women and girls consulted about the way they prefer to provide feedback when the feedback and response mechanism was designed?



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3.7	Feedback received is always shared <u>when appropriate</u> with all other stakeholders (including partners, donors and governing authorities) who are affected by or need to take action on the information provided.	<ul style="list-style-type: none"> • Do you share feedback received via the FRM with partners? With Government? With donors? • How do you determine when to share feedback? How often do you share feedback? If feedback requires the action of a partner/ other stakeholder, do you track their response?
3.8	Feedback received is acted on in a timely manner by the appropriate groups/individuals.	<ul style="list-style-type: none"> • How do you respond to feedback? How often do you respond? Is there an appeals process (for example - if a response is deemed unsatisfactory by the feedback provider?) • Do you have an established timeline for responding to different types of feedback? What is the timeline? How consistently are you able to respond in time?
3.9	There are clear records of feedback received and how it has been responded to.	<ul style="list-style-type: none"> • Are there clear records of the feedback received and how it has been responded to? If yes, how are these recorded, where, and by who? • Are responses analyzed on a regular basis?
3.10	Information received through the feedback response mechanism is used to improve current and future activities.	<ul style="list-style-type: none"> • What do you do with the information you receive? How often do you act on this information? • Do you share lessons learned through this process with others (i.e. partners/ beneficiaries)?
4.1	The organisation has a policy or equivalent guidance on "Do No Harm" (DNH) and conflict sensitivity.	<ul style="list-style-type: none"> • Does your organisation have a policy or equivalent guidance on Do-No-Harm and conflict sensitivity? • How often is the policy reviewed and updated? Who participates in this process?
4.2	A risk assessment is conducted at the planning stage which considers key dividers and connectors related to the geographic areas, populations, and institutions with which the project will engage along with potential impacts of project activities.	<ul style="list-style-type: none"> • Does your organisation have a risk assessment process in place? What is this process? • How often do you update the risk assessment?
4.3	When appropriate, project activities are adjusted based on the results of the risk assessment in order to maximize constructive collaboration and reduce dividers affecting the project.	<ul style="list-style-type: none"> • Do you adjust activities based on the assessment results? How often do adjust activities based on findings? • Do you share lessons learned through this process with others (i.e. partners/ beneficiaries)?



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4.4	Project staff and volunteers are representative of the communities/ institutions they serve.	<ul style="list-style-type: none"> • To what extent is the project team representative of the communities/ institutions you work with? • Do women, ethnic / religious minorities and disabled staff hold leadership positions in the project team?
4.5	The selection of partners and staff does not increase tensions or negatively impact intended beneficiaries.	<ul style="list-style-type: none"> • Does the project team pay attention to the selection of partners in ways that do not increase tensions or negatively impact beneficiaries? How do you do this? • Does your organisation pay attention to staff recruitment and its potential impact on conflict dynamics? How does it do so?
4.6	Relevant project staff and partners are regularly trained in the basics of the Do No Harm (DNH) or a similar program approach	<ul style="list-style-type: none"> • Have relevant project staff, volunteers and partner organizations been trained on conflict sensitivity (like Do No Harm approach)?
4.7	<p>[For 3MDG IPs working in conflict affected areas only - all others mark "NA"] A detailed conflict analysis which includes gender considerations is completed for all the area(s) where the implementing partner is funded to work by 3MDG.</p>	<ul style="list-style-type: none"> • Does the project team undertake detailed conflict analyses of all the areas where it plans to work? Please give a recent example. • Does the analysis consider how differently men and women are affected from conflict? • Do you ensure that all groups involved in conflict in the area(s) you are working in are consulted at program planning? How?



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2 – Field Staff

The guiding questions in the table below are intended to be used during interviews with field staff. It is recommended to hold a meeting with all project field staff including volunteers in a township. If group is too large, OK to use a representative sample. Project SMT should not be included.

These questions are suggested only. Feel free to ask alternative questions as needed. The objective is to get enough information in order to choose the most accurate level score for each indicator.

NO	Indicator	FIELD
1.4	Women and girls are involved in all stages of the project. (Stages Include 1. planning and design; 2. implementation; 3. monitoring and evaluation.)	<ul style="list-style-type: none"> Does your organisation make specific efforts to ensure that women and girls participate in all phases of the project? If yes, what are these efforts?
1.5	Other traditionally disadvantaged groups (ex. elderly, ethnic and religious minorities, and disabled) are involved in all stages of the project. (Stages Include 1. planning and design; 2. implementation; 3. monitoring and evaluation.)	<ul style="list-style-type: none"> Does your organisation make specific efforts to ensure that other disadvantaged groups (including elderly, ethnic and religious minorities and the disabled) participate in all phases of the project? If yes, what are these efforts?
1.6	All partners are involved in all stages of the project. (Stages Include 1. planning and design; 2. implementation; 3. monitoring and evaluation.)	<ul style="list-style-type: none"> Are partners involved in the project? How? Please provide examples.
1.7	Women and girls have equitable access to project activities.	<ul style="list-style-type: none"> Do women and girls participate in project activities? Do you think they are able to participate at the same level as men?
1.8	Other traditionally disadvantaged groups including the elderly, ethnic and religious minorities and the disabled have equitable access to project activities.	<ul style="list-style-type: none"> Do disadvantaged groups participate in project activities? Do you think they are able to participate at the same level as other community members?
1.9	Women and girls derive equitable benefit from project activities.	<ul style="list-style-type: none"> How do women and girls benefit from the project activities? Please provide examples. Do you think they benefit to the same extent as other community members?



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1.10	Other traditionally disadvantaged groups derive equitable benefit from project activities.	<ul style="list-style-type: none"> • How do other disadvantaged groups benefit from the project activities? Please provide examples. • Do you think they benefit to the same extent as other community members?
2.1	The organisation has a policy or equivalent guidance on sharing information with all its stakeholders, including intended beneficiaries.	<ul style="list-style-type: none"> • Have you ever received any guidance on what kind of information should be shared with beneficiaries or communities? What about with partners?
2.2	The 3MDG project communicates in languages and formats (ex. print, radio, community theater) that are easily understood by <u>all</u> intended beneficiaries.	<ul style="list-style-type: none"> • How do you communicate with beneficiaries? Do you provide information in local languages?
2.4	Relevant project information reaches all women and girls who are intended project beneficiaries on a regular basis and in a timely manner.	<ul style="list-style-type: none"> • How does your organisation ensure that information reaches women and girls? Please give examples.
2.5	Relevant project information reaches all other traditionally disadvantaged groups who are intended project beneficiaries on a regular basis and in a timely manner.	<ul style="list-style-type: none"> • How does your organisation ensure that information reaches other disadvantaged groups (including elderly, ethnic and religious minorities and the disabled)? Please give examples.
2.7	Project activities consistently and fully promote information flow between direct project beneficiaries and others in the community / institution.	<ul style="list-style-type: none"> • How do project activities promote information exchange? Who exchanges the information? Who receives information?
2.8	Intended project beneficiaries are informed of the project's sustainability plan or equivalent thinking with respect to what will happen after the 3MDG funded project is completed.	<ul style="list-style-type: none"> • Do you have a sustainability plan or any equivalent thinking with respect to what will happen after the project is completed? • Who have you shared the plan with? • How often do you update the plan? • What information do you consider when updating it?
3.1	The organisation has a policy or equivalent guidance on the establishment and operation of formal feedback and response mechanisms (FRM) which includes the receipt, processing, and response to beneficiary feedback.	<ul style="list-style-type: none"> • How well do you think the FRM works in your organization? If you have ideas to make it better, are you able to share these? Do these ideas get implemented?
3.2	A formal feedback and response mechanism is in place for intended project beneficiaries.	<ul style="list-style-type: none"> • Does your organisation have a formal feedback and response mechanism for communities?



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3.3	Project staff and partners are trained on the beneficiary feedback and response mechanism and know how it works.	<ul style="list-style-type: none"> Do you understand how the project feedback and mechanism for beneficiaries works? Please outline how it works. If feedback is related to exploitation, abuse or corruption, do you know what to do?
3.4	Intended project beneficiaries are aware of the feedback and response mechanism, understand how it works and are able to use it independent of others.	<ul style="list-style-type: none"> Do you think feedback is encouraged and welcomed in your organisation?
3.5	The feedback and response mechanism ensures confidentiality and is easily accessible to intended project beneficiaries and communities (including in local languages / dialects).	<ul style="list-style-type: none"> Do you think it is safe for communities to provide feedback? Why? Why not? Do you think it is easy for communities to provide feedback? Why? Why not? Is feedback provided kept confidential? How?
3.6	Women and girls are regularly consulted on their preferred means for providing feedback (Ex. in person, telephone/ text, written letter/ email).	<ul style="list-style-type: none"> Were women and girls involved in the design of the feedback and response mechanism?
3.9	There are clear records of feedback received and how it has been responded to.	<ul style="list-style-type: none"> Are there clear records of the feedback received and how it has been responded to? If yes, how are these recorded, where, and by who?
4.2	A risk assessment is conducted at the planning stage which considers key dividers and connectors related to the geographic areas, populations, and institutions with which the project will engage along with potential impacts of project activities.	<ul style="list-style-type: none"> Does your organisation have a risk assessment process in place? Have you ever been involved in the assessment process?
4.4	Project staff and volunteers are representative of the communities/ institutions they serve.	<ul style="list-style-type: none"> [To women, ethnic / religious minorities and disabled staff] Do you feel your ideas about how to improve the project are listened to by senior management?
4.6	Relevant project staff and partners are regularly trained in the basics of the Do No Harm (DNH) or a similar program approach	<ul style="list-style-type: none"> Have you been trained on conflict sensitivity? How often have you been trained?
4.7	[For 3MDG IPs working in conflict affected areas only - all others mark "NA"] A detailed conflict analysis which includes gender considerations is completed for all the area(s) where the implementing partner is funded to work by 3MDG.	<ul style="list-style-type: none"> Are you aware if your organisation has conducted a conflict analysis of the area where it is planning to work/working? Have you read it? Does the analysis consider how differently men and women are affected from conflict?

3 – Communities

The guiding questions in the table below are intended to be used during focus groups discussions with communities. Discussing with communities is one of the most important components of the AEI&CS assessment process. Focus groups discussions should be organised as detailed at the beginning of this guide.

NOTE – Questions related to Indicator 3.4 must be asked exactly as written (in the local language). All other questions are suggested only. Feel free to ask alternative questions as needed. The objective is to get enough information in order to choose the most accurate level score for each indicator.

NO	Indicator	Intended Beneficiaries
1.2	Representatives from all key stakeholder groups including communities are involved in the planning and design/redesign phase of the project in order to demonstrate transparency and ensure all perspectives are taken into account.	<ul style="list-style-type: none"> At the beginning of the project, did project staff get advice from the different groups and members (including women, girls, elderly, disabled, and ethnic and religious minorities) of the community about what was needed and how would the project work best? Can you give an example of where the community’s view influenced what happened in the project? Do you think that people benefiting from the project or other community members would like to be more involved? If yes, in what ways?
1.3	Representatives from all key stakeholder groups including communities are involved in the monitoring and evaluation phase of the project.	<ul style="list-style-type: none"> What has happened as the project moved along? How is the community involved in decisions related to the project?
1.4	Women and girls are involved in all stages of the project. (Stages Include 1. planning and design; 2. implementation; 3. monitoring and evaluation.)	<ul style="list-style-type: none"> For women and girls - do you participate in project activities? What activities? How do you participate?
1.5	Other traditionally disadvantaged groups (ex. elderly, ethnic and religious minorities, and disabled) are involved in all stages of the project. (Stages Include 1. planning and design; 2. implementation; 3. monitoring and evaluation.)	<ul style="list-style-type: none"> For representatives of other disadvantaged groups - do you participate in project activities? What activities? How do you participate?



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1.7	Women and girls have equitable access to project activities.	<ul style="list-style-type: none"> Do you think women and girls have the same opportunity to participate in the project than other community members? If not, why?
1.8	Other traditionally disadvantaged groups including the elderly, ethnic and religious minorities and the disabled have equitable access to project activities.	<ul style="list-style-type: none"> Do you think the elderly, ethnic and religious minorities, disabled and sick people have the same opportunity to participate in the project than other community members? If not, why?
1.9	Women and girls derive equitable benefit from project activities.	<ul style="list-style-type: none"> [For women and girls] - What do you get out of the [3MDG Funded] project? Do you feel that you get more from the project than others in your community? Less? The same?
1.10	Other traditionally disadvantaged groups derive equitable benefit from project activities.	<ul style="list-style-type: none"> [For traditionally disadvantaged group representatives] What do you get out of the [3MDG Funded] project? Do you feel that you get more from the project than others in your community? Do you get less? The same?
2.2	The 3MDG project communicates in languages and formats (ex. print, radio, community theater) that are easily understood by <u>all</u> intended beneficiaries.	<ul style="list-style-type: none"> How is information being shared or provided to people? In what language and formats? Is this helpful or not and why?
2.3	Relevant project information is regularly shared with all relevant stakeholders in a timely manner.	<ul style="list-style-type: none"> What can you tell us about this project? How are you kept informed about what is going on in the project? Do you know who is receiving assistance through this project?
2.4	Relevant project information reaches all women and girls who are intended project beneficiaries on a regular basis and in a timely manner.	<ul style="list-style-type: none"> Do project staff make sure women and girls receive information? [Women & girls] How often do you receive information on the project? Is the information you receive useful? Why / Why not?
2.5	Relevant project information reaches all other traditionally disadvantaged groups who are intended project beneficiaries on a regular basis and in a timely manner.	<ul style="list-style-type: none"> Do project staff make sure that the elderly, ethnic and religious minorities, disabled and sick people receive information? [Representatives of elderly, minorities, disabled and sick] How often do you receive information on the project? Is the information you receive useful? Why / Why not?



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2.7	Project activities consistently and fully promote information flow between direct project beneficiaries and others in the community / institution.	<ul style="list-style-type: none"> • [To community members/ members of institution NOT directly involved in project] Do the people who attend project activities share what they learned with you? • [To community members/ members of institution NOT directly involved in project] If you have questions or want to communicate with project staff, can you communicate through project participants? If no, why not?
2.8	Intended project beneficiaries are informed of the project's sustainability plan or equivalent thinking with respect to what will happen after the 3MDG funded project is completed.	<ul style="list-style-type: none"> • Do you know what will happen after this project ends? • How do you know? • Were you consulted about this? Please explain.
NA	Information Sharing and Transparency - Suggestion for Improvement	<ul style="list-style-type: none"> • Do you have suggestions about better ways to provide information in your community so that everyone knows what is going on?
3.4	Intended project beneficiaries are aware of the feedback and response mechanism, understand how it works and are able to use it independent of others.	<ul style="list-style-type: none"> • Are you aware of a formal process to give feedback to [IP NAME] about the project or [IP NAME] itself? Please raise your hand if you are. [NOTE TO FACILITATOR: Ask this question exactly as written. Count number of aware people vs. not aware. Record this in the notes for this indicator. For example: "5 people out of 10 are aware of the existence of an agreed process to follow to give feedback about the project or the organisation." This information should be recorded in the "Methodology" section of the worksheet.] • Do you know how to provide feedback? • Tell me how you provide feedback?
3.5	The feedback and response mechanism ensures confidentiality and is easily accessible to intended project beneficiaries and communities (including in local languages / dialects).	<ul style="list-style-type: none"> • Some feedback is very personal or serious; do you think community members feel safe to raise very personal matters? As far as you are aware, has personal or serious feedback been kept confidential? • Is it easy to provide feedback on the project? Why? Why not? • What would make the feedback mechanism safer or more accessible?
3.6	Women and girls are regularly consulted on their preferred means for providing feedback (Ex. in person, telephone/ text, written letter/ email).	<ul style="list-style-type: none"> • Did project staff ask women and girls in the community how they would like to give feedback?



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3.8	Feedback received is acted on in a timely manner by the appropriate groups/individuals.	<ul style="list-style-type: none">• If people have ideas about the project, do you feel the organisation listens to them?• Do people get a response when they give feedback? How long does it take to get a response?
NA	For Suggestion – Feedback and Response Mechanism	<ul style="list-style-type: none">• Do you have any suggestions for improving how the organisation receives and responds to your feedback?
4.4	Project staff and volunteers are representative of the communities/ institutions they serve.	<ul style="list-style-type: none">• Do you feel comfortable talking with project staff? Do they speak your language and understand your way of doing things?



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4 – Partners

The guiding questions in the table below are intended to be used during interviews with Partners. It is recommended to hold a meeting with a representative group of project partner staff.

These questions are suggested only. Feel free to ask alternative questions as needed. The objective is to get enough information in order to choose the most accurate level score for each indicator.

NO	Indicator	Partners
1.2	Representatives from all key stakeholder groups including communities are involved in the planning and design/redesign phase of the project in order to demonstrate transparency and ensure all perspectives are taken into account.	<ul style="list-style-type: none"> • Were you or someone from your organization consulted by [IP NAME] at the start of this project? • Were you involved at other times? Please explain.
1.6	All partners are involved in all stages of the project. (Stages Include 1. planning and design; 2. implementation; 3. monitoring and evaluation.)	<ul style="list-style-type: none"> • Did the project planning team include you in ...the planning and design phases of the project? ...implementation phase? ...monitoring and evaluation phase? • How were you included? Please provide examples
1.11	Project partnerships are built through a highly collaborative process.	<ul style="list-style-type: none"> • Do you feel you receive adequate support from your partner? What could be improved? • Generally speaking, are you satisfied with your partnership? What could be improved?
2.3	Relevant project information is regularly shared with all relevant stakeholders in a timely manner.	<ul style="list-style-type: none"> • How are you kept informed about the project? Do you receive project information on a regular basis? How often do you receive information? [same Qs for 2.6] • Is the information you receive useful? Why / Why not? [same Qs for 2.6]
2.6	Relevant project information reaches project all partners and appropriate governing authorities on a regular basis and in a timely manner.	



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2.8	Intended project beneficiaries are informed of the project's sustainability plan or equivalent thinking with respect to what will happen after the 3MDG funded project is completed.	<ul style="list-style-type: none"> • Do you know what will happen after this project ends? • How do you know? • Were you consulted about this? Please explain.
3.2	A formal feedback and response mechanism is in place for intended project beneficiaries.	<ul style="list-style-type: none"> • Does your organization have a feedback and response mechanism? • If feedback is related to exploitation, abuse or corruption, do you know what to do?
3.3	Project staff and partners are trained on the beneficiary feedback and response mechanism and know how it works.	<ul style="list-style-type: none"> • Do you understand how the project feedback and mechanism for beneficiaries works? Please outline how it works. • If feedback is related to exploitation, abuse or corruption, do you know what to do?
3.10	Information received through the feedback response mechanism is used to improve current and future activities.	<ul style="list-style-type: none"> • Do you ever receive 'lessons learned' or experience sharing from [IP NAME]? • How often do you receive this kind of information? What do you do with it?
4.6	Relevant project staff and partners are regularly trained in the basics of the Do No Harm (DNH) or a similar program approach	<ul style="list-style-type: none"> • Have key project participants from your organization been trained in conflict sensitivity (like Do No Harm)? Who trained you? • How often have they been trained?
NA	[Suggestion for Improvement – General]	<ul style="list-style-type: none"> • Do you feel you receive adequate support from your partner? What could be improved?