PLANET Checklist for applying a Rights-Based Approach to Development Projects

This checklist is intended to help guide project plans to incorporate a people-centred and rights-based approach, to ensure maximum inclusion, equitable benefits and sustainability.

Does the project include the <u>three</u> basic elements of the Rights-Based Approach?

<u>Goal</u>	Is the realisation of human rights central to the goal of the project? Does the project document utilise human rights language?
<u>Process</u>	Does the process respect human rights principles?
<u>Outcome</u>	Does the outcome include the increased capacity of duty-bearers to meet their obligations, and of rights-holders to claim their rights?

To what extent does the project incorporate the <u>six</u> PLANET Principles?

<u>P</u>articipation	❖ **To what extent are the people affected by the project able to participate in the project?** ➢ What consultations have been planned or conducted? How are people being consulted (taking account of groupthink, elite capture, gender and other power dynamics)? How does the project respond to consultations (tokenism vs adaptation)? ➢ Does the project use local labour and knowledge? ➢ To what extent can people participate in decision-making? At what phase of the project are they being involved? Are they represented on the project steering committee or in other relevant decision-making fora? ➢ Does the project respect existing local leadership structures? ➢ To what extent can participation <u>change</u> the project? What parameters are set in stone vs being flexible and able to respond to community input and preferences? ➢ To what extent do local people own and control the project? At what point (if ever) does the local community have full ownership?
<u>L</u>ink to Rights	❖ **To what extent does the project link to national and international human rights standards?** ➢ What rights enshrined in the Universal Declaration of Human Rights are considered and affected? ➢ What provisions of international conventions to which the project country is a State party (e.g. CEDAW, CRC, CRPD etc.) are considered and affected? ➢ Does the project align to provisions of the National Bill of Rights or other guiding national human rights standards?

	➢ Does the project respond to recommendations of the Universal Periodic Review (UPR), or to those of UN Treaty Body Committees?
Accountability	❖ **To what extent are the project implementers accountable to the people affected by the project?** ➢ How can affected people access information about the project (project documentation, budgets, evidence of decision-making)? What information is available in local languages? ➢ If affected people are dissatisfied with the project, what channels are available to them to voice their concerns? ➢ To what extent are affected people involved in the Monitoring & Evaluation of the project? Does the results framework take account of the subjective views of affected people?
Non-Discrimination	❖ **Does the project take into account how it might affect different groups of people?** ➢ Including, for example, women, children, PWD, elderly, religious or linguistic minorities, VAW survivors, migrant workers, displaced persons, outer island communities, nuclear legacy victims. ➢ Does the project take account of differential access of these groups? ➢ Considering these different groups, are the benefits of the project equitable?
Empowerment	❖ **Does the project include building the knowledge, skills or other capacities of the affected people?** ➢ Does this capacity building go beyond the immediate technical confines of the project to consider a broader spectrum of empowerment (eg. Knowledge of law or rights, *as well as* how to repair a water pump)? ➢ Does the project link, or could it link, to existing work around human rights in any aspect?
Transforming Social Norms	❖ **Does the project impact, positively or negatively, social relations and norms in the affected communities?** ➢ Is there potential for the project to reinforce harmful social norms, for example in the way resources are allocated and used? ➢ Is there potential for the project to generate or exacerbate conflict tension within or among communities? ➢ Is there potential for the project to model positive social norms in the way it is structured and implemented?