

GAD CHECKLIST FOR AGRICULTURAL AND AGRARIAN REFORM PROJECTS

Rural development projects—agrarian reform, agriculture, and environment and natural resource management—form part of the country’s poverty reduction and rural development strategy. They comprise the distribution of resources (land titles, stewardship contracts, credit, agricultural inputs); introduction of new or improved production or postproduction technologies and inputs; improvement of agricultural extension services, including the capacity of agricultural extension workers; strengthening of agricultural marketing systems; and institutional development, such as the formation of agricultural producers’ or marketing groups. Projects also usually include the capacity development of relevant offices or units of the Philippine implementing agency in project development, design, planning, implementation, and monitoring and evaluation.

GENDER ISSUES AND GENDER EQUALITY RESULTS

Gender issues in agriculture and agrarian reform are related to inequalities in the status and condition of female and male members of agricultural and rural households, including:

- access to education and health;
- access to resources and services to improve their productive and reproductive work;
- norms, attitudes, and institutions that limit women’s and men’s life options (including access to land and participation in project activities), promote gender-role stereotyping, and result in women’s multiple burdens and various forms of violence against women and girls;
- involvement in organizations and collective action; and
- control over resources and decision-making processes.

Agricultural and agrarian reform programs and projects may be designed to contribute to the achievement of *gender equality results*, such as:

- 👉 improved capacity of woman and man farmers to improve their agricultural production;
- 👉 enhanced economic options for woman farmers;
- 👉 increased women’s access to and control over agricultural technologies, training credit, markets, and information;
- 👉 increased proportion of women going into rural production activities or enterprises that have been traditionally associated with men;
- 👉 increased number of women adopting new technologies or crops;
- 👉 increased employment of rural women and men;
- 👉 improved leadership capacity of women involved in farmers’ organizations and similar groups;
- 👉 greater representation of women in producers, marketing, and similar rural organizations; and
- 👉 improved capacity of rural development agencies to plan, design, implement, and monitor programs and projects that address gender issues and the concerns of woman farmers.

The identified gender issues need to be addressed by the project through specific interventions and activities. To ensure matching of gender issues and strategies, one may put forth the following questions: Will the interventions or activities reduce gender gaps and inequalities? In particular, are project inputs (seed supply, vaccines, or technical advice) suited to women's productive activities? Will the project enable women to engage in new or nontraditional agricultural activities?

GENDER ANALYSIS QUESTIONS

Gender analysis is required at two points of the project pre-implementation stage: as part of project identification, and after the project has been designed. The guide questions in box 3 (page 8), Part 1, of this manual may be used for gender analysis at the project identification and design stage. Meanwhile, a project design may be analyzed using the following guide questions:

Gender roles

- Has the project considered the actual roles and responsibilities of women and men in agriculture?
- Is the project addressing the array of women's agricultural activities, including subsistence and cash-crop activities?
- Will new technologies be introduced to assist women in agriculture?
- Will this make other agricultural activities accessible to women?
- Does the project consider roles and responsibilities of women and men in farm and off-farm activities?
- Has the project considered how women and men fit their agricultural activities with their other productive, reproductive, and community tasks?
- Will the project increase the time spent by women or men on agriculture-related activities?
- Will participation of women and the men in the project affect their other responsibilities? Or, will the project or new technology affect women's (men's) work schedules or overall workloads?

Access to and control of agricultural resources

- Do women have the same access to or control as men over sufficient land areas to participate in the project?
- Will women and men have equal access to credit, extension services and information, and technology provided by the project?
- Will the project involve female extension officers? Woman farmer leaders?
- Will the training and technology help women in their current activities?
- Are agency/project trainers, extension officers and other personnel aware of gender issues in agriculture or in agricultural projects?
- Can training of agency/project personnel ensure the gender-responsiveness of the project?
- Will women face more competition in their traditional crop or agricultural markets?

Constraints

- Have seasonal migration patterns of women and men been taken into account in the project design?
- Is the project designed to maximize women's participation and decision making?
- Has the project devised strategies to overcome the constraints (including mobility and time restrictions on women) to project participation by women and by men?
- Do the constraints to women's participation require separate programming (by way of separate groups, activities, or components)?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 8 lists the ten requirements for a gender-responsive agriculture project. Each requirement or element is generally accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 8

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project proponent has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes can be distinguished as follows.
 - a. For *Element 1.0*, a “partly yes” to Question 1.1 (or Q1.1) means meeting with male officials and only one or a few women who also happen to be officials of the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting with other stakeholders, including women and men that may be affected positively or negatively by the proposed project. A “partly yes” to Q1.2 means inputs or suggestions may have been sought from women and men beneficiaries but are not considered at all in designing project activities and facilities. A “partly yes” to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.
 - b. For *Element 2.0*, “partly yes” means some information has been classified by sex but may not help identify key gender issues that a planned project must address. In contrast, a full “yes” implies that qualitative and quantitative data are cited in the analysis of the development issue or project.
 - c. For *Element 3.0*, “partly yes” means superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).
 - d. For *Element 4.0*, “partly yes” means women are mentioned in the project objectives but only in connection with traditional roles (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full “yes” to Q4.1 signifies that women’s nontraditional roles are also recognized, while a full “yes” to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logical framework analysis.
 - e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities (Q5.1). A full “yes” means there is an identified gender issue and there are activities seeking to address these issues. In the case of Q5.2, “partly yes” means the project builds on women and men’s knowledge and skills as a token, or not in a serious way.
 - f. For *Element 6.0*, a “partly yes” response to any of the items and questions is associated with superficial or partial effort to address a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the question.

- g. For *Element 7.0*, “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.
 - h. For *Element 8.0*, “partly yes” means the project requires the collection of some sex-disaggregated data or information but not all the information will track the gender-differentiated effects of the project. A full “yes” means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.
 - i. For *Element 9.0*, “partly yes” means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency, or tap external GAD expertise (Q9.2).
 - j. For *Element 10.0*, a “partly yes” response to Q10.1 means there is a mention of the agency’s GAD plan but no direct connection is made to incorporate the project’s GAD efforts to the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these will be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an element or item under column 3.
 - a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for “partly yes” differ by element. For instance, the score for “partly yes” for Elements 2.0, 3.0, 7.0, and 8.0 is “1.” For elements that have two or more items or questions (such as Element 1.0), the rating for a “partial yes” is the sum of the scores of the items or questions that fall short of the maximum “2.”
 - c. For Elements 4.0, 5.0, and 9.0, which has two items each, the maximum score **for each item** is pegged at “1.0” and for “partly yes” is “0.5.” Hence, if a project scores a full “1.0” in one question but “0” in the other, or if a project scores “partly yes” (or “0.5”) in each of the two items, the total rating will be “partly yes” with a score of “1.0.” If a project scores “partly yes” for one item but “no” for the other, then the total rating for the element will be “0.5.”
 - d. For Elements 1.0, 6.0 and 10.0, which have three items each, the maximum score **for each item** is pegged at “0.67” and for “partly yes” is “0.33.” The rating for the element will be “partly yes” if the total score of the three items is positive but less than “2.0,” the maximum for the element.
 4. For an element (col. 1) that has more than one item or question, add the scores of the items or questions and enter the sum in the thickly bordered cell for the element.
 5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.
 6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent’s compliance with the requirement (for evaluators).

Box 8. GAD checklist for designing and evaluating agricultural and agrarian reform projects

Element and item/question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification and planning					
1.0 <i>Participation of women and men in project identification</i> (max score: 2; for each item or question, 0.67)					
1.1 Has the project consulted women and men on the problem or issue that the intervention must solve and on the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have women's inputs been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.33, 0.67)					
2.0 <i>Collection of sex-disaggregated data and gender-related information prior to project design</i> (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					
3.0 <i>Conduct of gender analysis and identification of gender issues (see box 3)</i> (possible scores: 0, 1.0, 2.0) Has a gender analysis been done to identify gender issues prior to project design? OR, does the discussion of development issues in the project document include gender gaps that the project must address?					
Project design					
4.0 <i>Gender equality goals, outcomes, and outputs</i> (max score: 2; for each item or question, 1)					
4.1 Do project objectives explicitly refer to women and men? Do they target women's agricultural production and marketing needs as well as men's? (possible scores: 0, 0.5, 1.0)					
4.2 Does the project have gender equality outputs or outcomes? (See text for examples.) (possible scores: 0, 0.5, 1.0)					
5.0 <i>Matching of strategies with gender issues</i> (max score: 2; for each item or question, 1)					
5.1 Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities? (see examples in the text) (possible scores: 0, 0.5, 1.0)					
5.2 Do the project activities build on women's and men's knowledge and skills? (possible scores: 0, 0.5, 1.0)					

Element and item/question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.0 Gender analysis of the designed project (max score: 2)					
6.1 <i>Gender division of labor</i> (max score: 0.67; for each item or question, 0.33)					
6.1.1 Is the project addressing the array of women’s agricultural activities, including subsistence- and cash-crop activities? (possible scores: 0, 0.17, 0.33)					
6.1.2 Has the project considered how women and men fit their agricultural activities with their other productive, reproductive, and community tasks in scheduling project activities? (possible scores: 0, 0.17, 0.33)					
6.2 <i>Access to and control of agricultural resources</i> (max score: 0.67; for each item or question, 0.22)					
6.2.1 Will women and men have equal access to credit, extension services, information, training, or technology to be introduced by the project? (possible scores: 0, 0.11, 0.22)					
6.2.2 Will the project involve female extension officers? Woman farmer leaders? (possible scores: 0, 0.11, 0.22)					
6.2.3 Will the training of agency/project personnel capacitate them for gender-responsive development? (possible scores: 0, 0.11, 0.22)					
6.3 <i>Constraints</i> (max score: 0.67; for each item or question, 0.33)					
6.3.1 Has the project devised strategies to overcome the constraints (including mobility and time constraints for women) to project participation by women and by men? (possible scores: 0, 0.17, 0.33)					
6.3.2 Has the project considered that the constraints to women’s participation may require separate programming (by way of separate groups, activities, or components)? IF SEPARATE PROGRAMMING IS NEEDED: Has the project addressed this? (possible scores: 0, 0.17, 0.33)					
7.0 Monitoring targets and indicators (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? For instance, will the following gender differences be monitored:					
<ul style="list-style-type: none"> - Adoption rates of technology - Membership and leadership in farmers’ organization or similar groups created by the project - Participation in training and similar project activities, by type of training or activity - Dispersal of project inputs (animals, seeds or planting materials, credit) 					
8.0 Sex-disaggregated database (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					

Element and item/question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
9.0 Resources (max score: 2; for each item or question, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? OR, will the project tap counterpart funds from LGUs and other partners for its GAD efforts? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or to promote gender equality and women’s empowerment? OR, does the project commit itself to investing project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the agency’s GAD efforts (max score: 2; for each item or question, 0.67)					
10.1 Will the project build on or strengthen the agency/ PCW/ government’s commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will it build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE – PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements, or the figures in thickly bordered cells.)					

Interpretation of the GAD score	
0-3.9	GAD is invisible in the project (proposal is returned).
4.0-7.9	Proposed project has promising GAD prospects (proposal earns a “conditional pass,” pending identification of gender issues and strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
8.0-14.9	Proposed project is gender-sensitive (proposal passes the GAD test).
15.0-20.0	Proposed project is gender-responsive (proponent is commended).

GAD CHECKLIST FOR NATURAL RESOURCE MANAGEMENT PROJECTS

Natural resource management projects include social forestry, community-based, and coastal resource management projects. The project proposal for such projects should have also identified the gender issues that relate to the project and the interventions (strategies and activities) to address these issues.

GENDER ISSUES AND GENDER EQUALITY RESULTS

Gender issues in the natural resource management sector are related to inequalities in the status and condition of women and men in different resource areas. These gender gaps or inequalities are manifested in the following:

- Norms, attitudes, and institutions that limit women's and men's life options
- Women's limited access to land and natural resources
- Low participation of women in governance or decision-making processes and in project activities
- Gender-role stereotyping and women's multiple burdens and various forms of violence against women and girls
- Unequal access to resources and services to improve their productive and reproductive work
- Limited access to education and health services

Natural resource management projects may be designed to contribute to the achievement of *gender equality results*, such as:

- ↳ greater women's access to and control over agroforestry and coastal management technologies, training, credit, markets, and information;
- ↳ increased proportion of woman recipients of stewardship contracts;
- ↳ increased number of women adopting new technologies or activities that do not deplete the natural resources;
- ↳ increased leadership capacity of women involved in farmers' or fishers' associations organized by the project;
- ↳ increased capacity of woman and man upland dwellers or coastal fishers to improve their production;
- ↳ greater economic options for woman farmers; and
- ↳ improved capacity of relevant development agencies to plan, design, implement, and monitor programs and projects that address gender issues and the concerns of woman farmers or fishers.

GENDER ANALYSIS QUESTIONS

As with projects in other sectors, gender analysis must be conducted at two points: as part of project identification and analysis of the development problem, and as an assessment of the likely impacts of the project design. The guide questions for the former are found in

box 3 (page 8), Part 1, of this manual. Meanwhile, the following questions may be asked when analyzing the likely gender effects or impacts of the designed project:

Gender division of labor and gender needs

- Has the project considered the various roles and responsibilities of women and men in the production and reproductive spheres?
- Has consideration been given to how women may be supported in their role in managing environmental resources? In their agroforestry or fishing roles?
- Does the project acknowledge that women and men may have varying needs and priorities in environmental management, resource use, and conservation? Have these been considered in the project design?
- Will the project increase the time spent by women or men on activities related to natural resource management?
- Will the project affect the women's (men's) work schedules or overall workloads?

Access to and control of natural resources

- Do women and men have adequate and equal access to information on proposed land use/coastal resource use changes, resettlement options, and compensation?
- Will the project affect women's and men's access to resources to carry out their work roles and responsibilities?
- Will women and men have equal access to land, credit, extension services, information, and technology to be introduced by the project?
- Will the project involve female forestry or fishery officers? Woman farmer leaders?
- Will the training of agency and project personnel capacitate them for gender-responsive development?

Constraints

- Will women be negatively affected by new technology? More specifically, will the introduction of new environmental practices displace women or men from their current positions in the sector? Will this adversely affect women's or men's capacity to continue to provide for their basic daily needs or to earn income from natural resources? IF SO: Will the project also introduce ways of minimizing these negative effects or enhancing positive effects?
- Are extension strategies designed to maximize women's participation and decision making?
- Has the project devised strategies to overcome the constraints (including time and mobility constraints) to project participation by women and by men?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 9 lists the ten requirements for a gender-responsive natural resource management project. Each requirement is usually accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 9

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project proponent has complied with the GAD element or item: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a “partly yes” to Question 1.1 (or Q1.1) means meeting with male officials and only a woman or a few women who also happen to be officials in the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting other stakeholders, including women and men that may be affected positively or negatively by the proposed project. A “partly yes” to Q1.2 means that inputs or suggestions have been sought from woman and man beneficiaries but not considered at all in designing project activities, selecting types of capacity development, and locating facilities. A “partly yes” to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.
 - b. For *Element 2.0*, “partly yes” means some information has been classified by sex but may not be key to helping identify key gender issues that a planned project must address. In contrast, a full “yes” implies that qualitative and quantitative data are cited in the analysis of the development issue or project.
 - c. For *Element 3.0*, “partly yes” means a superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).
 - d. For *Element 4.0*, “partly yes” means women are identified in the project objectives but only in connection with traditional roles (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full “yes” to Q4.1 signifies that women’s nontraditional roles are also recognized, while a full “yes” to Q4.2 denotes that the gender equality outcomes and outputs are consistently pursued in the logframe.
 - e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities, while a “full” yes means there is an identified gender issue and there are activities that seek to address these issues.
 - f. For *Element 6.0*, a “partly yes” to any of the items and questions is associated with a superficial or partial effort to address a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the question.
 - g. For *Element 7.0*, “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.
 - h. For *Element 8.0*, “partly yes” means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full “yes” means all sex-disaggregated data and qualitative information will be collected to help monitor the GAD outcomes and outputs.
 - i. For *Element 9.0*, “partly yes” means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency, or tap external GAD expertise (Q9.2).
 - j. For *Element 10.0*, a “partly yes” response to Q10.1 means there is mention of the agency’s GAD plan but no direct connection is made to incorporating the project’s GAD efforts to

the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.

3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.
 - a. To ascertain the score for a GAD element, a three-point rating scale is provided: "0" when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and "2" (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for "partly yes" differ by element. For instance, the score for "partly yes" for Elements 2.0, 3.0, 5.0, 7.0, and 8.0 is "1." For elements with two or more items or questions (such as Element 1.0), the rating is the sum of the scores of the items or questions that falls short of the maximum "2."
 - c. For Element 9.0, which has two items (9.1 and 9.2), the maximum score **for each item** is pegged at "1.0" and "partly yes" is "0.5." Hence, if a project scores a full "1.0" in one question but "0" in the other, or if a project scores "partly yes" (or "0.5") in each of the two items, the total rating for Element 9.0 will be "partly yes" with a score of "1.0." If a project scores "partly yes" in one item but "no" in the other, then the total rating for the element will be "0.5."
 - d. For Elements 6.0 and 10.0, which has three items each, the maximum score **for each item** is pegged at "0.67" and "partly yes" is "0.33." The rating for the element will be "partly yes" if the total score of the three items is positive but less than "2.0," the maximum for the element.
4. For an element (col. 1) that has more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.
5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.
6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

Box 9. GAD checklist for designing and evaluating natural resource management projects

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification and planning					
1.0 <i>Participation of women and men in project identification</i> (max score: 2; for each item or question, 0.67)					
1.1 Has the project consulted women on the problem or issue that the intervention must solve and on the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have women's inputs been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.33, 0.67)					
2.0 <i>Collection of sex-disaggregated data and gender-related information prior to project design</i> (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					
3.0 <i>Conduct of gender analysis and identification of gender issues (see box 3)</i> (possible scores: 0, 1.0, 2.0) Has a gender analysis been done to identify gender issues prior to project design? OR, does the discussion of development issues in the project document include gender gaps that the project must address?					
Project design					
4.0 <i>Gender equality goals, outcomes, and outputs</i> (max score: 2; for each item, 1)					
4.1 Do project objectives explicitly refer to women and men? (possible scores: 0, 0.5, 1.0)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
4.2 Does the project have gender equality outputs or outcomes? (possible scores: 0, 0.5, 1.0) Examples are:					
<ul style="list-style-type: none"> - Greater gender parity in the distribution of project resources (land, credit, technology, training opportunities) - Increased participation of women and men in project activities - Improved representation of women in decision-making bodies created by the program or project 					
5.0 <i>Matching of strategies with gender issues</i> (possible scores: 0, 1.0, 2.0) Do the strategies match the identified gender issues and gender equality goals? That is, will the activities or interventions reduce gender gaps and inequalities?					
6.0 <i>Gender analysis of the designed project</i> (max score: 2)					
6.1 <i>Gender division of labor</i> (max score: 0.67; for each item, 0.22)					
6.1.1 Has the project addressed the array of women's and men's roles and responsibilities in the productive and reproductive spheres? (possible scores: 0, 0.11, 0.22)					
6.1.2 Has the project considered the varying needs and priorities of women and men in environmental management, resource use, and conservation? (possible scores: 0, 0.11, 0.22)					
6.1.3 Has the project considered how women and men fit their resource management activities with their other productive, reproductive, and community tasks in scheduling project activities? (possible scores: 0, 0.11, 0.22)					
6.2 <i>Access to and control of resources</i> (max score: 0.67; for each question, 0.22)					
6.2.1 Will women and men have equal access to land, credit, extension services, information, training, and technology to be introduced by the project? <i>possible scores: 0, 0.11, 0.22</i>					
6.2.2 Will the project involve female foresters or fishery extension officers? Woman farmer leaders? (possible scores: 0, 0.11, 0.22)					
6.2.3 Will the training of agency/project personnel capacitate them for gender-responsive development? (possible scores: 0, 0.11, 0.22)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.3 <i>Constraints</i> (max score: 0.67; for each item, 0.33)					
6.3.1 Has the project devised strategies to overcome the constraints (including mobility and time constraints for women) to project participation by women and by men? (possible scores: 0, 0.17, 0.33)					
6.3.2 Has the project considered that the constraints to women's participation may require separate programming (by way of separate groups, activities, or components)? IF NEEDED: Has the project addressed this? (possible scores: 0, 0.17, 0.33)					
7.0 <i>Monitoring targets and indicators</i> (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? Examples of gender differences that may be monitored:					
<ul style="list-style-type: none"> - Adoption rates of agroforestry or resource management technology - Membership and leadership in farmers' or fishers' organizations or similar groups created by the project - Participation in training and similar project activities, by type of training or activity - Dispersal of project inputs (land, animals, seeds or planting materials, credit) 					
8.0 <i>Sex-disaggregated database</i> (possible scores: 0, 1.0, 2.0) Does the project monitoring framework or plan include the collection of sex-disaggregated data?					
9.0 <i>Resources</i> (max score: 2; for each item or question, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or to promote gender equality and women's empowerment? OR, is the project committing itself to invest project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item, 0.67)					
10.1 Will the project build on or strengthen the agency/ PCW/ government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE – PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements, or the figures in thickly bordered cells.)					

Interpretation of the GAD score	
0 - 3.9	GAD is invisible in the project (proposal is returned).
4.0 - 7.9	Proposed project has promising GAD prospects (proposal earns a "conditional pass," pending identification of gender issues and strategies and activities to address these, and inclusion of collection of sex-disaggregated data in the monitoring and evaluation plan).
8.0 - 14.9	Proposed project is gender-sensitive (proposal passes the GAD test).
15.0 - 20.0	Proposed project is gender-responsive (proponent is commended).

GAD CHECKLIST FOR INFRASTRUCTURE PROJECTS

Infrastructure projects involve the construction of facilities, including schools, hospitals, dams, irrigation structures, and transportation systems. Some result in the involuntary resettlement of communities or households. Regardless of the type of infrastructure project, users and resettled groups are erroneously viewed as an undifferentiated population, having the same needs, vulnerabilities, access, and opportunities to participate in deciding what facilities are needed where, how they will be maintained, how much they should cost each user, and the like.

GENDER ISSUES AND GENDER EQUALITY RESULTS

Projects in the infrastructure sector have to contend with a number of gender issues, including the following:

- Different groups of users may have divergent requirements based on the seasonality and location of their activities. Projects that are designed without considering the variations may have a great impact on women’s workload and access to resources.
- Women are rarely considered for employment in construction sites, although there are areas in which women have traditionally been involved in groundbreaking tasks. Most projects do not view women as potential workers. Where women workers need to move close to the worksite, they require secure and safe areas in construction camps.
- Gender gaps are often found in women’s and men’s participation in users’ groups that are organized to operate and maintain facilities (health centers, domestic water systems, and irrigation systems).
- Involuntary resettlement can and do affect women and men differently.

By recognizing the differences among those affected by infrastructure, projects can help achieve better *gender equality results*, among which are:

- ↳ more time for rest, productive, or reproductive activities due to shorter travel time to and from the market, basic service facilities, or sources of water and fuel;
- ↳ improved women’s access to safe and affordable public transport services and infrastructure;
- ↳ greater inputs of women to the design and operation of the infrastructure;
- ↳ increased capacity of women and their organizations to influence decisions about the design, operation, and maintenance of public services and facilities;
- ↳ increased employment of women at all levels (actual construction, technical, and management) in infrastructure projects or services;
- ↳ increased numbers of women employed in nontraditional occupations; and
- ↳ improved capacity of infrastructure agencies to plan, design, implement, and monitor programs and projects that address gender issues and the concerns of different groups of woman users or women resettled involuntarily.

GENDER ANALYSIS QUESTIONS

Gender analysis is required at two points of the project preparation stage: as part of project identification, and after the project has been designed. The guide questions in box 3 (page 8), Part I, of this manual may be used for gender analysis at the project identification stage. Meanwhile, gender analysis questions that may be asked at the design stage of an infrastructure project are the following:

Gender division of labor and gender needs

- Has the project identified activities of women and men that are related to the proposed infrastructure? And of each socioeconomic or ethnic group that it may affect?
- Have both women's and men's needs been considered in the design of the project?
- Has the project considered how it may affect current activities and responsibilities of women and men? For instance, will it affect the time women and men spend on the transport of goods to the market, travel to work, carrying of water, or collection of fuel?
- Has the project considered how participation of women and men in the project will affect their other responsibilities?

Access to and control of resources and benefits

- Will the project provide opportunities for women to be employed and trained in the construction or operation and maintenance of the infrastructure? In new industries that may be attracted to the area after the completion of the infrastructure project?
- Will the infrastructure be accessible to women and men living in poverty in terms of
 - cost of travel to and from the location of the infrastructure;
 - user fee or cost of the infrastructure; and
 - requirements for membership in the users' group?
- Will women be involved in the users' association? Specifically, will they be involved in the decision making over rules of use and operation and maintenance?
- Will the project adversely affect women's access to information, resources, and markets? IF SO: Has the project introduced ways of minimizing these effects? Consider the following:
 - Women's marketing of goods and other income-related activities as a result of the location of transport-related infrastructure
 - Employment of women who may be currently providing the service as a result of new facilities (such as bridges) or technologies
 - Resettlement of women and their families as a result of the construction of the infrastructure
 - Contact with other women (as in the case of private water pumps or piped water systems that allows them to save time for completing certain tasks)
- Has the project consulted the women or the NGOs operating in the areas on the design and location of the infrastructure?

Constraints

- Is the proposed infrastructure socially or culturally acceptable and accessible to women? Can they use it?
- Does the project design include measures to address constraints to equal participation and benefits by women and men?
- Does the project offer facilities or services that will support women's participation at different stages of the project, including operation and maintenance of the structure?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 10 lists the ten elements or requirements for a gender-responsive infrastructure project. Each requirement is generally accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 10

1. Put a check in the appropriate column (2a to 2c) under "Response" to signify the degree to which a project proponent has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a "partly yes" to Question 1.1 (or Q1.1) means meeting with male officials and only a woman or a few women who also happen to be officials in the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting other stakeholders, including women and men that may be affected positively or negatively by the proposed project. A "partly yes" to Q1.2 means inputs or suggestions may have been sought from woman and man beneficiaries but are not considered at all in designing facilities and project activities, selecting the types of capacity development, and identifying locations of facilities. A "partly yes" to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.
 - b. For *Element 2.0*, "partly yes" means some information has been classified by sex but may not be key to helping identify key gender issues that a planned project must address. In contrast, a full "yes" implies that qualitative and quantitative data are cited in the analysis of the development issue or project.
 - c. For *Element 3.0*, a "partly yes" means superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).
 - d. For *Element 4.0*, "partly yes" means women are identified in the project objectives but only in connection with traditional roles (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full "yes" to Q4.1 signifies that women's nontraditional roles are also recognized, while a full "yes" to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logframe.

- e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities (Q5.1); while a full “yes” means there is an identified gender issue and there are activities seeking to address these issues. In the case of Q5.2, “partly yes” means the project builds on women’s and men’s knowledge and skills as a token, or not in a serious way.
 - f. For *Element 6.0*, a “partly yes” response to any of the items and questions is associated with a superficial or partial effort to address a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the question.
 - g. For *Element 7.0*, “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.
 - h. For *Element 8.0*, “partly yes” means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full “yes” means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.
 - i. For *Element 9.0*, “partly yes” means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).
 - j. For *Element 10.0*, a “partly yes” response to Q10.1 means there is a mention of the agency’s GAD plan but no direct connection is made to incorporate the project’s GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.
 - a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for “partly yes” differ by element. For instance, the score for “partly yes” for Elements 2.0, 3.0, 7.0, and 8.0 is “1.” For elements with two or more items or questions (such as Element 1.0), the rating for a “partial yes” is the sum of the scores of the items or questions that falls short of the maximum “2.”
 - c. For Element 9.0, which has two items (9.1 and 9.2), the maximum score **for each item** is pegged at “1.0” and for “partly yes” is “0.5.” Hence, if a project scores a full “1.0” in one question but “0” in the other, or if a project scores “partly yes” (or “0.5”) in each of the two items, the total rating for Element 9.0 will be “partly yes” with a score of “1.0.” If a project scores “partly yes” for one item but “no” for the other, then the total rating for the element will be “0.5.”
 - d. For Elements 6.0 and 10.0, which has three items each, the maximum score **for each item** is pegged at “0.67” and for “partly yes” is “0.33.” The rating for the element will be “partly yes” if the total score of the three items is positive but less than “2.0,” the maximum for the element.
 4. For an element (col. 1) that has more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.

5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stage.
6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

Box 10. GAD checklist for designing and evaluating infrastructure projects

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification					
1.0 <i>Participation of women and men in project identification</i> (max score: 2; for each item or question, 0.67)					
1.1 Has the project consulted women on the problem or issue that the intervention must solve and on the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have women's inputs been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.33, 0.67)					
2.0 <i>Collection of sex-disaggregated data and gender-related information prior to project design</i> (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					
3.0 <i>Conduct of gender analysis and identification of gender issues</i> (possible scores: 0, 1.0, 2.0) Has a gender analysis been done to identify gender issues prior to project design? OR, does the discussion of development issues in the project document include gender gaps that the project must address?					
Project design					
4.0 <i>Gender equality goals, outcomes, and outputs</i> (max score: 2; for each item, 1)					
4.1 Do project objectives explicitly refer to women and men? Do they target women's and men's need for infrastructure? (possible scores: 0, 0.5, 1.0)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
4.2 Does the project have gender equality outputs or outcomes? (see examples in the text) (possible scores: 0, 0.5, 1.0)					
5.0 Matching of strategies with gender issues (max score: 2; for each item, 1)					
5.1 Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities? (possible scores: 0, 0.5, 1.0)					
5.2 Does the project build on women's and men's knowledge and skills? (possible scores: 0, 0.5, 1.0)					
6.0 Gender analysis of the designed project (max score: 2)					
6.1 <i>Gender division of labor</i> (max score: 0.67; for each question, 0.33)					
6.1.1 Has the project considered whether the infrastructure or participation in the project will affect current activities and responsibilities of women and men, girls and boys? (possible scores: 0, 0.17, 0.33)					
6.1.2 Will the needs of women and men, including those affected by involuntary resettlement, be considered in the design of the infrastructure? (possible scores: 0, 0.17, 0.33)					
6.2 <i>Access to and control of resources</i> (max score: 0.67; for each question, 0.33)					
6.2.1 Will women and men have equal access to the infrastructure and other resources (including employment) distributed by the project? (possible scores: 0, 0.17, 0.33)					
6.2.2 Will women be involved in the decision making over rules for the use and operation and maintenance of the infrastructure or transport-related resources? (possible scores: 0, 0.17, 0.33)					
6.3 <i>Constraints</i> (max score: 0.67; for each item, 0.33)					
6.3.1 Is the proposed infrastructure socially or culturally acceptable and accessible to women? Or, can they use it? (possible scores: 0, 0.17, 0.33)					
6.3.2 Has the project designed measures to address constraints to equal participation and benefits of women and men? (possible scores: 0, 0.17, 0.33)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
<p>7.0 Monitoring targets and indicators (possible scores: 0, 1.0, 2.0)</p> <p>Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? For instance, will the following gender differences be monitored:</p>					
<ul style="list-style-type: none"> - Utilization rate of the infrastructure or facility - Membership and leadership in users' organizations - Participation in training and similar project activities, by type of training or activity - Employment generated by the project - Loss of livelihood as a result of the project 					
<p>8.0 Sex-disaggregated database (possible scores: 0, 1.0, 2.0)</p> <p>Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?</p>					
<p>9.0 Resources (max score: 2; for each question, 1)</p>					
<p>9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)</p>					
<p>9.2 Does the project have the expertise to integrate GAD or promote gender equality and women's empowerment? OR, will the project invest in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)</p>					
<p>10.0 Relationship with the agency's GAD efforts (max score: 2; for each item or question, 0.67)</p>					
<p>10.1 Will the project build on or strengthen agency/PCW/government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)</p>					
<p>10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)</p>					
<p>10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)</p>					
<p>TOTAL GAD SCORE - PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements, or the figures in thickly bordered cells.)</p>					

Interpretation of the GAD score

- 0 - 3.9 GAD is invisible in the project (proposal is returned).
- 4.0 - 7.9 Proposed project **has promising GAD prospects** (proposal earns a “conditional pass,” pending identification of gender issues and strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
- 8.0 - 14.9 Proposed project is **gender-sensitive** (proposal passes the GAD test).
- 15.0 - 20.0 Proposed project is **gender-responsive** (proponent is commended).

GAD CHECKLIST FOR PRIVATE SECTOR DEVELOPMENT PROJECTS

Development projects with the private sector, including industrial undertakings, cover a broad range of programs or projects for both formal and informal sector producers, traders, and service providers. Development interventions that affect the private sector vary, ranging from new policies or rules, such as taxes, protection or deregulation, and incentives, to infrastructure support for industrial estates or export processing zones, and financial assistance, capacity development, research and development, and marketing support (including export or trade missions). All these are bound to involve and affect women and men differently in their various roles as producers, workers, suppliers or owners of resources, investors, consumers, and decision makers; and in terms of gender relations in the workplace, the market, and decision-making processes.

GENDER ISSUES AND GENDER EQUALITY RESULTS

As in other sectors, private sector or industry projects face several gender-related issues, including the following:

- Lack of comprehensive sex-disaggregated data that show the extent of women's participation in the sector and their stake in resources and decisions made, and will enable policymakers and planners to evaluate and quantify the impact of industry and private sector development initiatives on various groups of women and men
- Low appreciation among planners, designers, and implementors of the value of sex-disaggregated data as inputs to the planning and preparation of programs and projects
- Awareness of gender issues being limited to the few who are involved in GAD mainstreaming efforts in the agencies
- Little understanding of the needs and concerns of women, especially those in rural areas, and of factors that may inhibit their participation in the project

Woman entrepreneurs are largely found in the informal sector, operating microenterprises where capital requirements are low and production is labor-intensive, not to mention enduring long working hours and minimal returns to labor. Financial assistance has generally been in the form of microfinance, which often includes credit as well as savings mobilization and group formation.

However, there are a number of women who own, manage, or operate small and medium enterprises (SMEs), and whose financial, technical, and marketing needs differ from those of microentrepreneurs. Many of these SMEs depend on various layers of subcontractors or home-based workers, mostly women, who produce specific parts of a commodity (such as garments) for their principal.

Like the woman microentrepreneurs, these home-based workers may enroll in the Social Security System and the Philippine Health Insurance Corporation as self-employed workers. However, very few do so, leaving the large majority of woman workers without any social protection. The greater proportion of women in the nonagricultural informal sector compared to men's makes "social protection" a gender concern.

In the formal economy, women face various gender biases or discriminatory practices. Woman entrepreneurs, for instance, are found in a narrow band of economic fields and are poorly represented in the leadership of industry organizations. Among woman workers,

gender discrimination is experienced in hiring, assignment of tasks, promotion, and work conditions (including sexual harassment).

Development interventions in the private sector can help foster greater gender equity and equality in industry and in the workplace through technical assistance to business service organizations, industry associations, or employers' groups, on the one hand, and workers' organizations, on the other; capacity development for gender-responsive programming and practices in relevant government agencies and private sector groups; and support for the installation of facilities and services that will address gender concerns in the workplace.

Gender equality results of industry and private sector projects may include:

- ↳ improved productivity of women-owned or -operated enterprises, which will make them as profitable as men-owned or -operated enterprises;
- ↳ greater opportunity for women to venture into high-return business fields;
- ↳ safer workplaces for woman workers, as sexual harassment and occupational health and safety problems are addressed;
- ↳ higher self-confidence among woman entrepreneurs and workers as they, respectively, become knowledgeable in their options and their rights as workers; and
- ↳ greater access of woman microentrepreneurs to higher credit levels and technical support, allowing them to move to less crowded business fields that have hitherto excluded them.

GENDER ANALYSIS QUESTIONS

Gender analysis should be conducted at two points: as part of project identification and analysis of the development problem, and as an assessment of the likely impacts of the project design. The guide questions for the former are found in box 3 (page 8), Part I, of this manual. The following questions may be asked when analyzing the likely gender effects or impacts of the design.

Gender division of labor and gender needs

- Does the project reduce gender-role stereotyping, particularly among workers in the target enterprises?
- Does the project promote safety and security in the workplace, including control of sexual harassment and other forms of gender biases? Specifically, does the project include
 - education of management and workers on relevant laws?
 - training in the handling of sexual harassment and similar gender-based violence or discrimination cases?
 - establishment of mechanisms required by law?
- Does the project help the private sector address the issue of woman workers' multiple work burden (through flexible time and similar arrangements)?
- Does the project help woman entrepreneurs become more efficient in their chosen fields?
- Has the project considered how participation of women and men in the project will affect their other responsibilities?

Access to and control of resources

- Does the project offer entrepreneurs, women and men, opportunities to venture into new fields? Does it offer adequate technical and other support to aid in the transition?

- Will the project adversely affect women’s access to jobs, resources, and markets? IF SO: Does the project design include measures to mitigate the negative effects of the project through on-the-job retraining that will enable entrepreneurs and workers to engage in new or nontraditional tasks or activities?
- Are women trained by the project to operate businesses or, in the case of workers, newly introduced machines?
- Do project criteria and rules provide women with sufficient access to project resources and benefits (credit, training, trade missions, technology, or information)?
- Will women be involved in decision making on the focus and direction of the project’s technical assistance? On the distribution of opportunities among members of business service organizations?

Constraints

- Will the project consult women’s groups, women-in-business organizations, and woman labor union leaders? Or, has the project consulted woman and man beneficiaries?
- Will the project strengthen existing organizations (such as informal sector coalitions, women-in-business organizations, employers’ or workers’ organizations) in the sector that promote women’s rights and interests?
- Is the proposed project design socially or culturally acceptable and accessible to women? Can women avail themselves of the services, advice, or credit?
- Will women and men have equal access to project planning and decision making? Are women and men viewed as equal agents of change and participants in industry or workers’ organizations?
- Does the project offer facilities or services that will support women’s participation at different stages of the project?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 11 enumerates the ten requirements for a gender-responsive private sector development project. Each requirement is usually accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 11

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project proponent has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a “partly yes” to Question 1.1 (or Q1.1) means meeting only with male officials and only a woman or a few women who also happen to be officials in the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting other stakeholders, including women and men that may be

affected positively or negatively by the proposed project. A “partly yes” to Q1.2 means inputs or suggestions may have been sought from woman and man beneficiaries but are not considered at all in designing project activities and facilities. A “partly yes” to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.

- b. For *Element 2.0*, “partly yes” means some information has been classified by sex but may not be key to helping identify key gender issues that a planned project must address. In contrast, a full “yes” implies that qualitative and quantitative data are cited in the analysis of the development issue or project.
 - c. For *Element 3.0*, a “partly yes” means a superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).
 - d. For *Element 4.0*, “partly yes” means women are identified in the project objectives but only in connection with traditional roles or economic activities (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full “yes” to Q4.1 signifies that women’s nontraditional roles are also recognized, while a full “yes” to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logframe.
 - e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities while a full “yes” means there is an identified gender issue and there are activities seeking to address these issues.
 - f. For *Element 6.0*, a “partly yes” response to any of the items and questions is associated with superficial or partial effort to address a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the question.
 - g. For *Element 7.0*, “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.
 - h. For *Element 8.0*, “partly yes” means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full “yes” means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.
 - i. For *Element 9.0*, “partly yes” means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).
 - j. For *Element 10.0*, a “partly yes” response to Q10.1 means there is a mention of the agency’s GAD plan but no direct connection is made to incorporate the project’s GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.
 - a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for “partly yes” differ by element. For instance, the score for “partly yes” for Elements 2.0, 3.0, 5.0, 7.0, and 8.0 is “1.” For elements with two or more items or questions

(such as Element 1.0), the rating for a “partial yes” is the sum of the scores of the items or questions that falls short of the maximum “2.”

c. For Element 9.0, which has two items (9.1 and 9.2), the maximum score **for each item** is pegged at “1.0” and “partly yes” is “0.5.” Hence, if a project scores a full “1.0” in one question but “0” in the other, or if a project scores “partly yes” (or “0.5”) in each of the two items, the total rating for Element 9.0 will be “partly yes” with a score of “1.0.” If a project scores “partly yes” in one item but “no” in the other, then the total rating for the element will be “0.5.”

d. For Elements 6.0 and 10.0, which has three items each, the maximum score **for each item** is pegged at “0.67” and “partly yes” is “0.33.” The rating for the element will be “partly yes” if the total score of the three items is positive but less than “2.0,” the maximum for the element.

4. For an element (col. 1) that has more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.
5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.
6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent’s compliance with the requirement (for evaluators).

Box 11. GAD checklist for designing and evaluating private sector development projects

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification					
1.0 <i>Participation of women and men in project identification</i> (max score: 2; for each item or question, 0.67)					
1.1 Has the project consulted women on the problem or issue that the intervention must solve and on the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have women’s inputs been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.33, 0.67)					
2.0 <i>Collection of sex-disaggregated data and gender-related information prior to project design</i> (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
<p>3.0 <i>Conduct of gender analysis and identification of gender issues (see box 3)</i> (possible scores: 0, 1.0, 2.0)</p> <p>Has a gender analysis been done to identify gender issues prior to project design? OR, does the discussion of the development issue in the project document include gender issues that the project must address?</p>					
Project design					
<p>4.0 <i>Gender equality goals, outcomes and outputs</i> (max score: 2; for each question, 1)</p>					
<p>4.1 Do project objectives explicitly refer to women and men? (possible scores: 0, 0.5, 1.0)</p>					
<p>4.2 Does the project have gender equality outputs or outcomes? (see text for examples) (possible scores: 0, 0.5, 1.0)</p>					
<p>5.0 <i>Matching of strategies with gender issues</i> (possible scores: 0, 1.0, 2.0)</p> <p>Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?</p>					
<p>6.0 <i>Gender analysis of the designed project</i> (max score: 2)</p>					
<p>6.1 Gender division of labor (max score: 0.67; for each question, 0.22)</p>					
<p>6.1.1 Will the project help woman entrepreneurs become more efficient in their chosen fields? (possible scores: 0, 0.11, 0.22)</p>					
<p>6.1.2 Will the project help address the issue of multiple work burdens of women? (possible scores: 0, 0.11, 0.22)</p>					
<p>6.1.3 Will the project address gender relations issue in the workplace (such as sexual harassment, gender-based occupational health concerns, and provision of onsite reproductive health services)? (possible scores: 0, 0.11, 0.22)</p>					
<p>6.2 Access to and control of resources (max score: 0.67; for each question, 0.22)</p>					
<p>6.2.1 Will women have access to sufficient credit, information, training, and services or facilities? (possible scores: 0, 0.11, 0.22)</p>					
<p>6.2.2 Will women be involved in decision making on key aspects of the project? (possible scores: 0, 0.11, 0.22)</p>					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.2.3 Does the project have measures for mitigating negative effects on women and men? (possible scores: 0, 0.11, 0.22)					
6.3 Constraints (max score: 0.67; for each item, 0.33)					
6.3.1 Is the proposed project design socially or culturally acceptable and accessible to women? Can women effectively participate or benefit from the project? (possible scores: 0, 0.17, 0.33)					
6.3.2 Has the project devised strategies to overcome the constraints to project participation by women and by men? Specifically, has the project considered that the constraints to women's participation may require separate programming (by way of separate groups, activities, or components)? IF SEPARATE PROGRAMMING IS NEEDED: Has the project addressed this? (possible scores: 0, 0.17, 0.33)					
7.0 Monitoring targets and indicators (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? Examples of gender differences that may be monitored:					
<ul style="list-style-type: none"> - Ownership of enterprises/establishments - Management of enterprises/establishments - Performance of women- and men-owned enterprises in areas of project interventions - Participation in trade missions - Borrowers' and loan profiles - Rate of adoption of project interventions - Satisfaction rate with project interventions - Membership and leadership in the project's partner organizations (industry or business service organizations) - Employment generated by the project, or loss of jobs as a result of the project - Membership and leadership in industry or workers' organizations or similar groups created by the project - Participation in training, by type of training - Distribution of project inputs other than credit (market linkages, technical information, design) 					
8.0 Sex-disaggregated database (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
9.0 Resources (max score: 2; for each item, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or to promote gender equality and women's empowerment? OR, is the project committed to investing project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item or question, 0.67)					
10.1 Will the project build on or strengthen the agency/PCW/government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE - PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements, or the figures in the thickly bordered cells.)					

Interpretation of the GAD score

- 0 - 3.9 GAD is invisible in the project (proposal is returned).
- 4.0 - 7.9 Proposed project **has promising GAD prospects** (proposal earns a "conditional pass," pending identification of gender issues and strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
- 8.0 - 14.9 Proposed project is **gender-sensitive** (proposal passes the GAD test).
- 15.0 - 20.0 Proposed project is **gender-responsive** (proponent is commended).

GAD CHECKLIST FOR EDUCATION PROJECTS

Education projects or projects for the education sector encompass construction of facilities (infrastructure), technical assistance for a sectoral review or preparation of a sector plan, development or revision of curricula or educational materials, scholarships, and training of teachers and other education sector officials and personnel. The assistance may be for the entire sector, formal or informal education, or a particular level of formal education (elementary, secondary, or tertiary).

GENDER ISSUES AND GENDER EQUALITY RESULTS

Education projects in the Philippines have to contend with a number of interrelated gender issues (NCRFW 2004), including the following:

- Deteriorating quality of education at all levels particularly in the rural areas, as better quality schools are found in town centers or urban areas. In areas with high indigenous people's populations, the distance from school and indifference to girls' education are unfavorable to females.
- Wide variations in literacy among regions. National female and male literacy rates are about the same, but some areas have significantly lower figures. Literacy rates are lowest in the Autonomous Region in Muslim Mindanao (ARMM) and areas in Mindanao under armed conflict, with female literacy rates significantly lower than those of the males. Low male literacy rate is associated with the recruitment of men at a very young age to join armed groups.
- Generally, higher school dropout among boys, as they leave school to work in the farms, factories, markets, piers, or the streets. School participation of children is often bound with their work responsibilities to their family.
- More women than men reach the tertiary education level, but women tend to flock into business administration and other overcrowded stereotyped "feminine" fields (teachers' training, nursing, midwifery).
- Despite efforts to revise the curricula and instructional materials at various levels, these materials continue to promote gender stereotypes, influencing young people's career choices.
- Gender-based harassment among students, of students by teachers, and of teachers by their superiors.
- While there are more women than men among teachers, decision making in the sector remains a male preserve.

Recognition by program or project designers of the various gender issues that persist nationally and in specific areas of the country can help them develop interventions that will ultimately improve the level and quality of education of women and men alike. Education programs and projects may be designed to enable young children—boys especially—to attend school at the same time that they help their families earn a living, make better school facilities accessible to rural females and males, and improve the gender-responsiveness of the

education sector. In some areas, constraints to girls' access to education may be addressed through the physical design of schools, availability of woman teachers from the same cultural or religious group, or campaign to integrate the girls in the public school system. *Gender equality results* of education programs or projects may include:

- ☞ longer stay in school of boys, where male school dropout rate is particularly high;
- ☞ increased enrolment of girls, where there are barriers to female entry in the existing school system;
- ☞ improved school performance of male and female students;
- ☞ greater access of rural females and males to good quality education;
- ☞ increased capacity of women to influence decisions in the education sector;
- ☞ improved capacity of public and private schools at all levels to address gender issues in the classroom and in the campus; and
- ☞ improved capacity of agencies in the education sector to plan, design, implement, and monitor programs and projects that address gender issues and the concerns of different stakeholders.

GENDER ANALYSIS QUESTIONS

Gender analysis is required at two points of the project preparation stage: as part of project identification, and after the project has been designed. Box 4 (page 8), Part I, of this manual suggests key questions for gender analysis as part of analysis of the development problem, while box 12 offers a summary of the core gender analysis questions for assessing the gender impact of the proposed health project, as designed. Other questions that may be asked are:

Gender division of labor and gender needs

- Has an assessment been made of the education and training needs (curricula, teaching methods, schedules) of women and men? Of girls and boys?
- Does the project address the different education and training needs of women and men? For instance, are households in the project area dependent on the work of girls or boys for income? If so, will flexible education schedules help females or males in their other tasks?
- Does the project recognize and accommodate the different roles of women and men? Of their roles in the management of educational and training programs and institutions?
- Does the project (through curricula, instructional materials, role models, and skills training) provide opportunities for expanding the roles and career options of young women and men?
- Has consideration been given to how women may be supported in their role of providing socialization and tutoring children to become good citizens, workers, and human beings?

Access to and control of educational services and benefits

- Does the project ensure that opportunities for training and scholarships are equally accessible to women and men, girls and boys? To rural as well as urban females and males? To different categories of females and males (rural/urban, ethnic groups)?

- Is information about educational opportunities readily available to females and males?
- Have all methods of education delivery been considered to ensure access to education by girls and boys, young women and men, who may otherwise not be able to attend school?

Constraints to participation

- Has the project addressed any time and distance constraint so that girls and boys could attend class?
- Are there societal attitudes or cultural factors that prevent girls or young women, or boys or young men, from attending school or a training program? Has the project addressed these constraints?
- Has the project considered financial costs of participation that may restrict attendance of females or males?
- Will the project improve women’s representation in education boards?
- Has the project considered financial costs of participation that may increase women’s and men’s access to the project’s training services or facilities?
- Will women’s participation in the project affect the attitudes of women and men toward women?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 12 lists the ten elements or requirements for a gender-responsive education project. Each requirement is generally accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 12

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project proponent has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a “partly yes” to Question 1.1 (or Q1.1) means meeting with male officials and only a woman or a few women who also happen to be officials in the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting other stakeholders, including women and men that may be affected positively or negatively by the proposed project. A “partly yes” to Q1.2 means inputs or suggestions may have been sought from woman and man beneficiaries but are not considered at all in designing project activities, choosing and locating facilities, and selecting types of capacity development activities. A “partly yes” to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.
 - b. For *Element 2.0*, “partly yes” means some information has been classified by sex but may not be key to helping identify key gender issues that a planned project must address. In

contrast, a full “yes” implies that qualitative and quantitative data are cited in the analysis of the development issue or project.

- c. For *Element 3.0*, a “partly yes” means a superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).
 - d. For *Element 4.0*, “partly yes” means women are identified in the project objectives but only in connection with traditional roles or economic activities (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full “yes” to Q4.1 signifies that women’s nontraditional roles are also recognized, while a full “yes” to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logframe.
 - e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities, while a full “yes” means there is an identified gender issue and there are activities seeking to address these issues.
 - f. For *Element 6.0*, a “partly yes” response to any of the items and questions is associated with superficial or partial effort to address a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the question.
 - g. For *Element 7.0*, “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.
 - h. For *Element 8.0*, “partly yes” means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full “yes” means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.
 - i. For *Element 9.0*, “partly yes” means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).
 - j. For *Element 10.0*, a “partly yes” response to Q10.1 means there is a mention of the agency’s GAD plan but no direct connection is made to incorporate the project’s GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.
- a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for “partly yes” differ by element. For instance, the score for “partly yes” for Elements 2.0, 3.0, 5.0, 7.0, and 8.0 is “1.” For elements with two or more items or questions (such as Element 1.0), the rating for a “partial yes” is the sum of the scores of the items or questions that falls short of the maximum “2.”
 - c. For Element 9.0, which has two items (9.1 and 9.2), the maximum score **for each item** is pegged at “1.0” and “partly yes” is “0.5.” Hence, if a project scores a full “1.0” in one question but “0” in the other, or if a project scores “partly yes” (or “0.5”) in each of the two items, the total rating for Element 9.0 will be “partly yes” with a score of “1.0.” If a project

scores “partly yes” in one item but “no” in the other, then the total rating for the element will be “0.5.”

d. For Elements 6.0 and 10.0, which has three items each, the maximum score **for each item** is pegged at “0.67” and “partly yes” is “0.33.” The rating for the element will be “partly yes” if the total score of the three items is positive but less than “2.0,” the maximum for the element.

4. For an element (col. 1) with more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.
5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.
6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent’s compliance with the requirement (for evaluators).

Box 12. GAD checklist for designing and evaluating education projects

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification and planning					
1.0 <i>Participation of women and men in project identification</i> (max score: 2; for each item or question, 0.67)					
1.1 Has the project consulted and involved women in the problem or issue that the intervention must solve and in the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have women’s inputs been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as stakeholders, partners, or agents of change? (possible scores: 0, 0.33, 0.67)					
2.0 <i>Collection of sex-disaggregated data and gender-related information prior to project design</i> (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					
3.0 <i>Conduct of gender analysis and identification of gender issues (see box 3)</i> (possible scores: 0, 1.0, 2.0) Has a gender analysis been done to identify gender issues prior to project design? OR, does the discussion of development issues in the project document include gender gaps that the project must address?					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project design					
4.0 <i>Gender equality goals, outcomes, and outputs</i> (max score: 2; for each item, 1)					
4.1 Do project objectives explicitly refer to women and men as students, parents, teachers, or administrators? (possible scores: 0, 0.5, 1.0)					
4.2 Does the project have gender equality outputs or outcomes? (see text for examples) (possible scores: 0, 0.5, 1.0)					
5.0 <i>Matching of strategies with gender issues</i> (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?					
6.0 <i>Gender analysis of the designed project</i> (max score: 2)					
6.1 <i>Gender division of labor</i> (max score: 0.67; for each question, 0.22)					
6.1.1 Are families in the target community reliant on the work of girls or boys for income? IF SO: Will flexible education schedules help females or males fit in their other tasks? (possible scores: 0, 0.11, 0.22)					
6.1.2 Does the project offer opportunities (through curricula, instructional materials, role models) for expanding roles of women and men, girls and boys, at home and in the community, economy, and society? (possible scores: 0, 0.11, 0.22)					
6.1.3 Has an assessment been made of the education and training needs of both females and males? (possible scores: 0, 0.11, 0.22)					
6.2 <i>Access to and control of resources</i> (max score: 0.67; for each question, 0.22)					
6.2.1 Does the project ensure that opportunities for training and scholarships that may be provided are equally accessible to women and men, girls and boys? To different categories of females and males (rural/urban, ethnic groups)? (possible scores: 0, 0.11, 0.22)					
6.2.2 Is information about educational opportunities readily available to females and males? (possible scores: 0, 0.11, 0.22)					
6.2.3 Have all methods of education delivery been considered? (possible scores: 0, 0.11, 0.22)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.3 <i>Constraints</i> (max score: 0.67; for each item, 0.33)					
6.3.1 Has the project addressed any time and distance constraint so that girls and boys could attend class? (possible scores: 0, 0.17, 0.33)					
6.3.2 Has the project considered the financial costs of participation that may restrict attendance of females or males? (possible scores: 0, 0.17, 0.33)					
7.0 <i>Monitoring targets and indicators</i> (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? Examples of gender differences that may be monitored:					
<ul style="list-style-type: none"> - Net enrolment or school participation rate - Passing rate for female and male students (NEAT, NSAT, HSRT) - Participation in training and similar project activities, by type of training or activity - Employment generated by the project 					
8.0 <i>Sex-disaggregated database</i> (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					
9.0 <i>Resources</i> (max score: 2; for each item, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or promote gender equality and women's empowerment? OR, is the project committed to investing project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 <i>Relationship with the agency's GAD efforts</i> (max score: 2; for each item or question, 0.67)					
10.1 Will the project build on or strengthen the agency/PCW/government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE - PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements, or the figures in the thickly bordered cells.)					

Interpretation of the GAD score

- 0 - 3.9 GAD is invisible in the project (proposal is returned).
- 4.0 - 7.9 Proposed project **has promising GAD prospects** (proposal earns a "conditional pass," pending identification of gender issues and strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
- 8.0 - 14.9 Proposed project is **gender-sensitive** (proposal passes the GAD test).
- 15.0 - 20.0 Proposed project is **gender-responsive** (proponent is commended).

GAD CHECKLIST FOR HEALTH PROJECTS

Like other social sector programs, health programs or projects may include construction of facilities (infrastructure), technical assistance for a sectoral review or preparation of a sector plan, provision of health and medical supplies and materials, and training and other capacity development activities for health officials and personnel. Health programs may be highly focused or specialized, as in the case of anti-tuberculosis, anti-HIV, or reproductive health programs. However, some, including primary health care, are more general and community-based.

GENDER ISSUES AND GENDER EQUALITY RESULTS

Recent scanning of gender issues in the health sector (Illo 1997; WAGI 2002; NCRFW 2004) reveals the persistence of several concerns, including:

- high maternal and child mortality rates, particularly in rural areas and all the regions of Mindanao, indicative of the distribution of health care services and resources that favors urban centers;
- high fertility rate, which continues to be the highest in the Southeast Asian region;
- gap between desired and actual number of children;
- declining nutritional status for young and adult women;
- much higher rate of male-to-female transfer of HIV infection associated with unprotected sex;
- increasing health consequences of gender-based violence;
- alarmingly high outmigration of health professionals; and
- higher number of women than men working in the health sector, although decision making in the sector remains a male preserve.

Health services have been decentralized since the early 1990s; hence, local health programs and projects, like national health initiatives, have to be sensitive to general gender issues as well as issues specific to the regions or program areas (HIV, tuberculosis, reproductive health, immunization). Regardless of the coverage of health interventions, *gender equality results* of health programs or projects may include:

- ↳ decreased maternal and child mortality rates;
- ↳ increased use of contraceptives by women and men;
- ↳ increased access to family planning or reproductive health care or services;
- ↳ increased access of girls and boys living in poverty to nutrition programs;
- ↳ better access to improved health services by females and males in rural areas;
- ↳ increased capacity of women to influence decisions in the health sector;
- ↳ improved capacity of the public health system to handle cases of gender-based violence; and
- ↳ improved capacity of agencies in the health sector to plan, design, implement, and monitor programs and projects that address gender issues and the concerns of different stakeholders.

GENDER ANALYSIS QUESTIONS

Gender analysis is required at two points of the project preparation stage: as part of project identification, and after the project has been designed. Box 3 (page 8), Part I, of this manual suggests key questions for gender analysis as part of the analysis of the development problem, while box 13 offers a summary of the core gender analysis questions for assessing the gender impact of the proposed health project, as designed. Other questions that may be asked are:

Gender division of labor and gender needs

- Has an assessment been made of the health needs of women and men? Of girls and boys?
- Does the project address the different health needs of women and men?
- Does the project recognize and accommodate the different roles of women and men? Of their roles in healthcare and health management?
- Does the project provide opportunities for expanding female and male roles in healthcare?
- Has the project considered the interrelatedness of women's productive and reproductive roles?
- Has consideration been given to how women may be supported in their role of providing healthcare to the household and to the community?
- Is the project compatible with women's traditional approaches to curative and preventive healthcare?

Access to and control of health services and benefits

- Has the project incorporated existing health services and health providers?
- Are women-to-women services (that is, woman caregivers/health providers to woman patients) provided in maternal and child health programs? In reproductive health and family planning?
- Is the project expanding and improving essential health services and early prevention of health problems in underserved areas?
- Will the project improve women's control over their fertility?
- Does the project provide information about or services related to adolescent reproductive health (ARH)? To HIV/AIDS? To sexually transmitted infections (STI)?

Constraints to participation

- Does lack of women-to-women maternal and child health services constrain women from using existing health services? The services that the project will be offering?
- Are there societal attitudes that prevent the community from recognizing STI? HIV/AIDS?
- Are there cultural constraints on measures to prevent the spread of STI? Has the project addressed these constraints?

- Will the project improve women’s representation in health boards?
- Has the project considered financial costs of participation that may increase women’s and men’s access to the project’s health services or facilities?
- Will women’s participation in the project affect the attitudes of women and men toward women?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 13 lists the ten elements or requirements for a gender-responsive health project. Each requirement is generally accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 13

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project proponent has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a “partly yes” to Question 1.1 (or Q1.1) means meeting with male officials and only a woman or a few women who also happen to be officials in the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting other stakeholders, including women and men that may be affected positively or negatively by the proposed project. A “partly yes” to Q1.2 means inputs or suggestions may have been sought from woman and man beneficiaries but are not considered at all in designing project activities, identifying locations of facilities, or selecting types of capacity development. A “partly yes” to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.
 - b. For *Element 2.0*, “partly yes” means some information has been classified by sex but may not be key to helping identify key gender issues that a planned project must address. In contrast, a full “yes” implies that qualitative and quantitative data are cited in the analysis of the development issue or project.
 - c. For *Element 3.0*, “partly yes” means a superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).
 - d. For *Element 4.0*, “partly yes” means women are identified in the project objectives but only in connection with traditional health management roles (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full “yes” to Q4.1 signifies that women’s reproductive rights and nontraditional roles are also recognized, while a full “yes” to Q4.2 denotes that the gender equality outcomes and outputs are consistently pursued in the logframe.
 - e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities, while a full “yes” means there is an identified gender issue and there are activities seeking to address these issues.

- f. For *Element 6.0*, a “partly yes” response to any of the items and questions is associated with superficial or partial effort to address a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the question.
 - g. For *Element 7.0*, “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.
 - h. For *Element 8.0*, “partly yes” means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full “yes” means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.
 - i. For *Element 9.0*, “partly yes” means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).
 - j. For *Element 10.0*, a “partly yes” response to Q10.1 means there is a mention of the agency’s GAD plan but no direct connection is made to incorporate the project’s GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.
 - a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for “partly yes” differ by element. For instance, the score for “partly yes” for Elements 2.0, 3.0, 5.0, 7.0, and 8.0 is “1.” For elements with two or more items or questions (such as Element 1.0), the rating for a “partial yes” is the sum of the scores of the items or questions that falls short of the maximum “2.”
 - c. For Element 9.0, which has two items (9.1 and 9.2), the maximum score **for each item** is pegged at “1.0” and “partly yes” is “0.5.” Hence, if a project scores a full “1.0” in one question but “0” in the other, or if a project scores “partly yes” (or “0.5”) in each of the two items, the total rating for Element 9.0 will be “partly yes” with a score of “1.0.” If a project scores “partly yes” in one item but “no” in the other, then the total rating for the element will be “0.5.”
 - d. For Elements 6.0 and 10.0, which has three items each, the maximum score **for each item** is pegged at “0.67” and “partly yes” is “0.33.” The rating for the element will be “partly yes” if the total score of the three items is positive but less than “2.0,” the maximum for the element.
 4. For an element (col. 1) that has more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.
 5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.
 6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent’s compliance with the requirement (for evaluators).

Box 13. GAD checklist for designing and evaluating health projects

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification and planning					
1.0 <i>Participation of women and men in project identification</i> (max score: 2; for each item or question, 0.67)					
1.1 Has the project consulted and involved women and men in the problem or issue that the intervention must solve and in the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have women's and men's inputs been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as stakeholders, partners, or agents of change? (possible scores: 0, 0.33, 0.67)					
2.0 <i>Collection of sex-disaggregated data and gender-related information prior to project design</i> (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					
3.0 <i>Conduct of gender analysis and identification of gender issues (see box 3)</i> (possible scores: 0, 1.0, 2.0) Has a gender analysis been done to identify gender issues prior to project design? OR, does the discussion of development issues in the project document include gender gaps that the project must address?					
Project design					
4.0 <i>Gender equality goals, outcomes and outputs</i> (max score: 2; for each item, 1)					
4.1 Do project objectives explicitly refer to women and men (including adolescents) as clients and/or health providers? (possible scores: 0, 0.5, 1.0)					
4.2 Does the project have gender equality outputs or outcomes? (see text for examples) (possible scores: 0, 0.5, 1.0)					
5.0 <i>Matching of strategies with gender issues</i> (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.0 Gender analysis of the designed project (max score: 2)					
6.1 <i>Gender division of labor</i> (max score: 0.67; for each question, 0.33)					
6.1.1 Does the project address the different health needs of females and males? (possible scores: 0, 0.17, 0.33)					
6.1.2 Has consideration been given to how women may be supported in their role of providing healthcare to the household and to the community? (possible scores: 0, 0.17, 0.33)					
6.2 <i>Access to and control of resources</i> (max score: 0.67; for each question, 0.33)					
6.2.1 Has the project incorporated existing health services and health providers? (possible scores: 0, 0.17, 0.33)					
6.2.2 Are women-to-women services provided in the project design? (possible scores: 0, 0.17, 0.33)					
6.3 <i>Constraints</i> (max score: 0.67; for each item, 0.33)					
6.3.1 Are there cultural constraints on health measures that the project will be introducing? (possible scores: 0, 0.17, 0.33)					
6.3.2 Has the project considered financial costs of participation that may hamper women's and men's access to the project's health services or facilities? (possible scores: 0, 0.17, 0.33)					
7.0 Monitoring targets and indicators (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? Examples of gender differences that may be monitored:					
<ul style="list-style-type: none"> - Utilization of health services - Mortality and morbidity rates among children and adults - Participation in training and similar project activities, by type of training or activity - Representation in health boards and similar health decision-making bodies - Participation in reproductive health programs and services - Employment generated by the project 					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
8.0 <i>Sex-disaggregated database</i> (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					
9.0 <i>Resources</i> (max score: 2; for each item, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or to promote gender equality and women's empowerment? OR, is the project committed to investing project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 <i>Relationship with the agency's GAD efforts</i> (max score: 2; for each item or question, 0.67)					
10.1 Will the project build on or strengthen the agency/PCW/government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE - PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements, or the figures in thickly bordered cells.)					

Interpretation of the GAD score

- 0 - 3.9 GAD is invisible in the project (proposal is returned).
- 4.0 - 7.9 Proposed project **has promising GAD prospects** (proposal earns a "conditional pass," pending identification of gender issues and strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
- 8.0 - 14.9 Proposed project is **gender-sensitive** (proposal passes the GAD test).
- 15.0 - 20.0 Proposed project is **gender-responsive** (proponent is commended).

GAD CHECKLIST FOR HOUSING AND SETTLEMENT PROJECTS

GENDER ISSUES AND GENDER EQUALITY RESULTS

Many gender issues related to infrastructure projects also apply to housing projects. Women are rarely, if ever, considered as a major stakeholder and are therefore not consulted or invited to join users' organizations. They also do not have access to employment in construction and other stages of the project, except to take on clerical and other desk-bound jobs. While gender-role stereotyping continues in housing construction sites, a rise in the number of women in the management structure of the housing industry has been noted. More women are also emerging as leaders of community associations and homeowners' associations.

A number of issues, however, persist. As the PPGD has noted, these cannot be fully addressed unless gender considerations are taken into account. Among the gender-related issues are:

- limited access to housing, which stems from widespread ignorance that women and men can equally apply for housing;
- complicated housing procedure that requires considerable documentation and costs in terms of cash and time, which many women have little;
- matching affordability levels with the women's desired housing design or site development plan, which has usually resulted in facilities or infrastructure such as deep wells that are not strategically located or too few, requiring women to travel and stand in queues, thereby increasing their water-carrying time;
- design of housing units that seldom addresses the activities of women in terms of space utilization;
- lack of consideration for the need for certain facilities—such as well-lighted streets and community space equally accessible to women and men—in town or settlement planning, originating from little awareness and appreciation of women's concerns and gender issues; and
- despite recent gains, low acceptance of women in the housing industry, leading to gender-role stereotyping even at the professional level.

Housing and settlement projects need to address the abovementioned issues, in recognition of women's right to shelter and development. Projects so designed may help achieve *gender equality results* such as:

- 👉 easier access to affordable yet decent housing, especially for female-headed households living in poverty, female informal sector workers who need to be close to markets, and women in low-paying jobs who need to live close to their workplace;
- 👉 more efficient use of women's time when facilities are well located and housing space properly designed, giving them time for rest or productive activities;

- ☞ enhanced capacity of women for housing, shelter, or settlement planning and development;
- ☞ increased employment of women at all levels (actual construction, technical and management) of infrastructure projects or services;
- ☞ increased awareness and recognition of gender concerns in housing and settlement development; and
- ☞ improved capacity of infrastructure agencies to plan, design, implement, and monitor housing and settlement programs and projects that address gender issues and the concerns of different groups of woman users.

GENDER ANALYSIS QUESTIONS

Gender analysis is required at two points of the project preparation stage: as part of project identification, and after the project has been designed. Box 3 (page 8), Part I, of this manual suggests key questions for gender analysis as part of the analysis of the development problem, while box 14 offers a summary of the core gender analysis questions for assessing the gender impact of the proposed housing and settlement project as designed. Other questions that may be asked are:

Gender division of labor and gender needs

- Will the needs of women and men be considered when designing the houses and the settlement?
- Do the project's low-cost housing units have provisions that will reduce women's time spent on reproductive activities or enhance women's productive activities? For example,
 - design of house that provides women with adequate space and facilities as well as lighting for home-based income-generating activities;
 - strategic location of electrical outlets for the possible use of electrical appliances later; and
 - layout of the house that allows women to keep an eye on young children while doing other tasks.
- Is the housing project close enough to the women's workplaces or to the market (for those engaged in market vending)?
- Has the project considered how the location of the housing project will affect the current activities of women and men?
- Has the project considered how participation of women and men in the project will affect their other responsibilities?

Access to and control of housing and settlement services and benefits

- Will there be opportunities in the project for women to be employed and trained in the construction of houses and other facilities?
- Will women be trained by the project in operating and maintaining facilities in the settlement?
- Will the houses be located such that women will have better access to water and sanitation facilities, transport, and security?

- Will the project provide equal opportunities for women and men to own a house?
 - Will it inform women that they themselves may apply for a housing unit?
 - Will female-headed households be given equal access to housing units as male-headed households?
- Will women be involved in the decision making on the location and design of common facilities? The design of core houses? The amortization plan, including the terms and schedule of payments?
- Will the project be using technologies appropriate to women’s and men’s needs and capabilities, as well as to local materials, traditions, and the environment?
- Will the project adversely affect women’s access to jobs, resources, and markets? Does the project design include measures to mitigate the negative gender effects of the project?

Constraints to participation

- Is the proposed project—specifically, the design of houses and common facilities—socially or culturally acceptable and accessible to women? Can women use these?
- Has the project designed measures to address constraints to equal participation and benefits by women and men?
- Will participation by women in project activities affect the attitudes of women and men toward women?
- Will the project offer facilities or services that will support women’s participation in different stages of the project?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 14 lists the ten elements or requirements for a gender-responsive housing and settlement project. Each requirement is generally accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 14

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project proponent has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a “partly yes” to Question 1.1 (or Q1.1) means meeting with male officials and only a woman or a few women who also happen to be officials in the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting other stakeholders, including women and men that may be affected positively or negatively by the proposed project. A “partly yes” to Q1.2 means inputs or suggestions may have been sought from woman and man beneficiaries but are not considered at all in designing project activities and facilities. A “partly yes” to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.

- b. For *Element 2.0*, “partly yes” means some information has been classified by sex but may not be key to helping identify key gender issues that a planned project must address. In contrast, a full “yes” implies that qualitative and quantitative data are cited in the analysis of the development issue or project.
 - c. For *Element 3.0*, “partly yes” means a superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).
 - d. For *Element 4.0*, “partly yes” means women are identified in the project objectives but only in connection with traditional roles or economic activities (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full “yes” to Q4.1 signifies that women’s nontraditional roles are also recognized, while a full “yes” to Q4.2 denotes that the gender equality outcomes and outputs are consistently pursued in the logframe.
 - e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities, while a full “yes” means there is an identified gender issue and there are activities seeking to address these issues.
 - f. For *Element 6.0*, a “partly yes” response to any of the items and questions is associated with superficial or partial effort to address a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the question.
 - g. For *Element 7.0*, “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.
 - h. For *Element 8.0*, “partly yes” means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full “yes” means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.
 - i. For *Element 9.0*, “partly yes” means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).
 - j. For *Element 10.0*, a “partly yes” response to Q10.1 means there is a mention of the agency’s GAD plan but no direct connection is made to incorporate the project’s GAD efforts to the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.
- a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for “partly yes” differ by element. For instance, the score for “partly yes” for Elements 2.0, 3.0, 5.0, 7.0, and 8.0 is “1.” For elements with two or more items or questions (such as Element 1.0), the rating for a “partial yes” is the sum of the scores of the items or questions that falls short of the maximum “2.”

- c. For Element 9.0, which has two items or questions (9.1 and 9.2), the maximum score **for each item** is pegged at “1.0” and “partly yes” is “0.5.” Hence, if a project scores a full “1.0” in one question but “0” in the other, or if a project scores “partly yes” (or “0.5”) in each of the two items, the total rating for Element 9.0 will be “partly yes” with a score of “1.0.” If a project scores “partly yes” in one item but “no” in the other, then the total rating for the element will be “0.5.”
 - d. For Elements 6.0 and 10.0, which have three items each, the maximum score **for each item** is pegged at “0.67” and “partly yes” is “0.33.” The rating for the element will be “partly yes” if the total score of the three items is positive but lower than “2.0,” the maximum for the element.
4. For an element (col. 1) that has more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.
 5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.
 6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent’s compliance with the requirement (for evaluators).

Box 14. GAD checklist for designing and evaluating housing and settlement projects

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification and planning					
1.0 <i>Participation of women and men in project identification</i> (max score: 2; for each item or question, 0.67)					
1.1 Has the project consulted and involved women, women’s groups, or NGOs in the problem or issue that the intervention must solve and in the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have women’s inputs been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as stakeholders, partners, or agents of change? (possible scores: 0, 0.33, 0.67)					
2.0 <i>Collection of sex-disaggregated data and gender-related information prior to project design</i> (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
3.0 <i>Conduct of gender analysis and identification of gender issues (see box 3)</i> (possible scores: 0, 1.0, 2.0) Has a gender analysis been done to identify gender issues prior to project design? OR, does the discussion of development issues in the project document include gender gaps that the project must address?					
Project design					
4.0 <i>Gender equality goals, outcomes, and outputs</i> (max score: 2; for each item, 1)					
4.1 Do project objectives explicitly refer to women and men as partners or beneficiaries of the project? (possible scores: 0, 0.5, 1.0)					
4.2 Does the project have gender equality outputs or outcomes? (see text for examples) (possible scores: 0, 0.5, 1.0)					
5.0 <i>Matching of strategies with gender issues</i> (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?					
6.0 <i>Gender analysis of the designed project</i> (max score: 2)					
6.1 <i>Gender division of labor</i> (max score: 0.67; for each question, 0.33)					
6.1.1 Will the design of houses/settlements consider the needs of both women and men? (possible scores: 0, 0.17, 0.33)					
6.1.2 Will the project's low-cost housing unit be so designed as to reduce women's reproductive time or enhance their productive time? (possible scores: 0, 0.17, 0.33)					
6.2 <i>Access to and control of resources</i> (max score: 0.67; for each question, 0.22)					
6.2.1 Will the project provide equal opportunities for women and men to own a house? (possible scores: 0, 0.11, 0.22)					
6.2.2 Will women be trained or employed in the construction of houses or in the operation and maintenance of facilities in the settlement? (possible scores: 0, 0.11, 0.22)					
6.2.3 Does the project design include measures to mitigate the adverse effects on women's access to resources? (possible scores: 0, 0.11, 0.22)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.3 <i>Constraints</i> (max score: 0.67; for each item, 0.22)					
6.3.1 Is the proposed project (housing design and common facilities) socially or culturally acceptable and accessible to women? Can women use the facility? (possible scores: 0, 0.11, 0.22)					
6.3.2 Will the project offer facilities and services that will support both women's and men's participation in different stages of the project? (possible scores: 0, 0.11, 0.22)					
6.3.3 Has the project designed measures to address constraints to equal participation and benefits by women and men? (possible scores: 0, 0.11, 0.22)					
7.0 <i>Monitoring targets and indicators</i> (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? Examples of gender differences that may be monitored:					
<ul style="list-style-type: none"> - Ownership of the housing units - Satisfaction rate with the housing or settlement design and layout - Membership and leadership in homeowners' or similar community-based organizations - Participation in training and similar project activities, by type of training - Employment generated or loss of livelihood as a result of the project 					
8.0 <i>Sex-disaggregated database</i> (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					
9.0 <i>Resources</i> (max score: 2; for each item, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or promote gender equality and women's empowerment? OR, is the project committed to investing project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
10.0 <i>Relationship with the agency's GAD efforts</i> (max score: 2; for each item or question, 0.67)					
10.1 Will the project build on or strengthen the agency/PCW/government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE - PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements or the figures in the thickly bordered cells.)					

Interpretation of the GAD score

0 - 3.9 GAD is invisible in the project (proposal is returned).

4.0 - 7.9 Proposed project **has promising GAD prospects** (proposal earns a "conditional pass," pending identification of gender issues and strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).

8.0 - 14.9 Proposed project is **gender-sensitive** (proposal passes the GAD test).

15.0 - 20.0 Proposed project is **gender-responsive** (proponent is commended).

GAD CHECKLIST FOR WOMEN IN AREAS UNDER ARMED CONFLICT

GENDER ISSUES AND GENDER EQUALITY RESULTS

Development interventions in areas under armed conflict are wide-ranging. These include the reconstruction of physical infrastructure, resettlement of evacuees, rehabilitation and recovery of traumatized civilians (particularly women and children), and peace negotiations. Some of the relevant gender issues are:

- insecurity and vulnerability of women and girls to sexual abuse during the conflict,
- invisibility of local women in decision-making processes and peace negotiation panels,
- psychosocial trauma of women and girls brought about by constant exposure to violence and deaths, and
- heavy burden of caring and providing for the children, especially in the case of displaced families and families of combatants.

These issues may be matched by interventions, strategies, or activities that will reduce gender gaps and empower women, such as involving women in the identification of peace and conflict issues, project design, and project planning and decision making. The project may also strengthen government's commitment to the advancement of women as well as build on initiatives or actions of other organizations in the area.

GENDER ANALYSIS QUESTIONS

Gender analysis is required at two points of the project preparation stage: as part of project identification, and after the project has been designed. Box 4 in the main text of this manual suggests key questions for gender analysis as part of the analysis of the development problem, while box 15 offers a summary of the core gender analysis questions for assessing the gender impact of the proposed project, as designed. Other questions that may be asked are:

Gender division of labor and gender needs

- Has an assessment been made of the needs of women and men, girls and boys, in evacuation or refugee camps or in areas under armed conflict?
- Does the project address the different gender-related needs of women and men?
- Does the project provide opportunities for expanding female and male roles in peace negotiations, monitoring, and maintenance?
- Has the project considered the interrelatedness of women's productive and reproductive roles? Has consideration been given to how women may be supported in their role of providing for their household?
- Has consideration been given to women's productive, reproductive, and community service and management/political roles prior to the crisis or displacement?

Access to and control of health services and benefits

- Have appropriate strategies been identified to ensure that both women and men participate in and benefit from humanitarian relief and long-term rehabilitation activities?
- Does the project design include measures to mitigate the adverse effects on women's livelihood or access to resources?

Constraints to participation

- Has consideration been given to how social, cultural, religious, and economic factors influence gender relations in humanitarian relief and longer-term rehabilitation activities?
- Will the project improve women's representation in bodies that decide on humanitarian relief and longer-term rehabilitation efforts? In peace negotiations and peace monitoring?
- Does the project design have measures to address constraints to both women's and men's participation?
- Will women's participation in the project affect the attitudes of women and men toward women?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 15 lists the ten elements or requirements for a gender-responsive project in areas under armed conflict. Each requirement is generally accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 15

1. Put a check in the appropriate column (2a to 2c) under "Response" to signify the degree to which a project proponent has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a "partly yes" to Question 1.1 (or Q1.1) means meeting with male officials and only a woman or a few women who also happen to be officials in the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance means meeting with female and male officials and consulting other stakeholders, including women and men that may be affected positively or negatively by the proposed project. A "partly yes" to Q1.2 means inputs or suggestions may have been sought from woman and man beneficiaries but are not considered at all in designing project activities and facilities. A "partly yes" to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.
 - b. For *Element 2.0*, "partly yes" means some information has been classified by sex but may not be key to helping identify key gender issues that a planned project must address. In

contrast, a full “yes” implies that qualitative and quantitative data are cited in the analysis of the development issue or project.

- c. For *Element 3.0*, “partly yes” means a superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).
 - d. For *Element 4.0*, “partly yes” means women are identified in the project objectives but only in connection with traditional roles or economic activities (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full “yes” to Q4.1 signifies that women’s nontraditional roles are also recognized, while a full “yes” to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logframe.
 - e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities, while a full “yes” means there is an identified gender issue and there are activities seeking to address these issues.
 - f. For *Element 6.0*, a “partly yes” response to any of the items and questions is associated with superficial or partial effort to address a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the question.
 - g. For *Element 7.0*, “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.
 - h. For *Element 8.0*, “partly yes” means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full “yes” means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.
 - i. For *Element 9.0*, “partly yes” means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).
 - j. For *Element 10.0*, a “partly yes” to Q10.1 means there is a mention of the agency’s GAD plan but no direct connection is made to incorporate the project’s GAD efforts to the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.
- a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for “partly yes” differ by element. For instance, the score for “partly yes” for Elements 2.0, 3.0, 5.0, 7.0, and 8.0 is “1.” For elements with two or more items or questions (such as Element 1.0), the rating for a “partial yes” is the sum of the scores of the items or questions that falls short of the maximum “2.”
 - c. For Element 9.0, which has two items (9.1 and 9.2), the maximum score **for each item** is pegged at “1.0” and “partly yes” is “0.5.” Hence, if a project scores a full “1.0” in one question but “0” in the other, or if a project scores “partly yes” (or “0.5”) in each of the two items, the total rating for Element 9.0 will be “partly yes” with a score of “1.0.” If a project

scores “partly yes” in one item but “no” in the other, then the total rating for the element will be “0.5.”

- d. For Elements 6.0 and 10.0, which has three items each, the maximum score **for each item** is pegged at “0.67” and “partly yes” is “0.33.” The rating for the element will be “partly yes” if the total score of the three items is positive but less than “2.0,” the maximum for the element.
4. For an element (col. 1) that has more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.
5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.
6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent’s compliance with the requirement (for evaluators).

Box 15. GAD checklist for designing and evaluating projects in areas under armed conflict

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification and planning					
1.0 <i>Participation of women and men in project identification</i> (max score: 2; for each item or question, 0.67)					
1.1 Has the project consulted and involved women in the problem or issue that the intervention must solve and in the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have women’s inputs been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as stakeholders, partners, or agents of change? (possible scores: 0, 0.33, 0.67)					
2.0 <i>Collection of sex-disaggregated data and gender-related information prior to project design</i> (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
<p>3.0 <i>Conduct of gender analysis and identification of gender issues (see box 3)</i> (possible scores: 0, 1.0, 2.0) Has a gender analysis been done to identify gender issues prior to project design? OR, does the discussion of development issues in the project document include gender gaps that the project must address?</p>					
Project design					
<p>4.0 <i>Gender equality goals, outcomes, and outputs</i> (max score: 2; for each item, 0.67)</p>					
<p>4.1 Do project objectives explicitly refer to women and men as partners or beneficiaries of the project? To the immediate and long-term assistance needs of women and men? (possible scores: 0, 0.33, 0.67)</p>					
<p>4.2 Does the project have gender equality outputs or outcomes? (possible scores: 0, 0.33, 0.67)</p>					
<p>4.3 Have the project objectives taken account of changes in the population profile as a result of the conflict? (possible scores: 0, 0.33, 0.67)</p>					
<p>5.0 <i>Matching of strategies with gender issues</i> (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?</p>					
<p>6.0 <i>Gender analysis of the designed project</i> (max score: 2)</p>					
<p>6.1 <i>Gender division of labor</i> (max score: 0.67; for each question, 0.33)</p>					
<p>6.1.1 Has consideration been given to women's productive, reproductive, and community service and management/political roles prior to the conflict or displacement? (possible scores: 0. 0.17, 0.33)</p>					
<p>6.1.2 Will the project provide opportunities for women to take on nontraditional roles, for instance, peace negotiations and leadership in organizations? (possible scores: 0. 0.17, 0.33)</p>					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.2 <i>Access to and control of resources</i> (max score: 0.67; for each question, 0.33)					
6.2.1 Have appropriate strategies been identified to ensure that both women and men will participate in and benefit from humanitarian assistance or income generation and vocational training? (possible scores: 0. 0.17, 0.33)					
6.2.2 Does the project design include measures to mitigate the adverse effects on women's livelihood or access to resources? (possible scores: 0. 0.17, 0.33)					
6.3 <i>Constraints</i> (max score: 0.67; for each item, 0.33)					
6.3.1 Has consideration been given to how social, cultural, religious, and economic factors influence gender relations in humanitarian relief and long-term rehabilitation activities? (possible scores: 0. 0.17, 0.33)					
6.3.2 Does the project design have measures to address constraints to both women's and men's participation? (possible scores: 0. 0.17, 0.33)					
7.0 <i>Monitoring targets and indicators</i> (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? Examples of gender differences that may be monitored:					
<ul style="list-style-type: none"> - Recipients of humanitarian and other forms of assistance - Participation in peace negotiations and similar activities - Membership and leadership in organizations to be created by the project - Employment generated by the project - Loss of livelihood as a result of the project 					
8.0 <i>Sex-disaggregated database</i> (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
9.0 Resources (max score: 2; for each item, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or promote gender equality and women's empowerment? OR, is the project committed to investing project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item or question, 0.67)					
10.1 Will the project build on or strengthen the agency/PCW/ government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE - PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements or the figures in the thickly bordered cells.)					

Interpretation of the GAD score

- 0 - 3.9 GAD is invisible in the project (proposal is returned).
- 4.0 - 7.9 Proposed project **has promising GAD prospects** (proposal earns a "conditional pass," pending identification of gender issues and strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
- 8.0 - 14.9 Proposed project is **gender-sensitive** (proposal passes the GAD test).
- 15.0 - 20.0 Proposed project is **gender-responsive** (proponent is commended).

GAD CHECKLISTS FOR PROJECT IMPLEMENTATION AND MANAGEMENT, AND MONITORING AND EVALUATION

PROJECT IMPLEMENTATION AND MANAGEMENT

At the implementation stage of a project, the executing agency or the project management office (PMO) holds the key to the achievement of GAD or gender equality results, since it interprets and implements the gender equality strategies and plans identified in the proposed project. However, programs and projects have a finite life. The sustainability of changes that they introduce or foster generally depends on how well the change agenda have been incorporated into the mainstream concerns of the government agency, office, or unit, and on what capacities are developed within the agency to manage the change. This also holds for GAD efforts of programs or projects. The focus at this stage must therefore be on both the management of the project and the participation of the implementing government agency or unit.

In connection with project management, GAD concerns revolve around the following:

- 👉 Support of project leadership, which confers high priority on gender equality goals and facilitates the commitment and release of project resources for gender equality activities
- 👉 Commitment and technical competence of the project management staff to undertake or implement the project's gender equality strategy
- 👉 Willingness of the project to tap external GAD expertise to develop internal GAD capacity
- 👉 Enforcement of procedures and processes that promote women's participation in project activities and benefits

The development of commitment and capacity must not be limited to the project management staff members, since many of them are contractual or not regular personnel of the implementing government agency or unit. To ensure that the gender equality initiatives and results continue even after the end of the project, the following issues of agency participation need to be addressed:

- 👉 Involvement of regular agency personnel in the implementation of gender equality activities
- 👉 Development of the capacity of agency officials and personnel for undertaking GAD initiatives
- 👉 Institutionalization of the project GAD strategies through their incorporation into the agency's GAD action plans

PROJECT MONITORING AND EVALUATION

Apart from checking on project management, the progress and performance of projects is periodically assessed as part of project monitoring. Meanwhile, project evaluation generally takes place at the end of the project, although a midterm evaluation is generally conducted in projects that have run for three years or more. Monitoring and evaluation aims to ascertain the

project's success in achieving its targets and goals, assess practices and processes, and cull important lessons from the experiences and problems encountered by the project. A menu of sample GAD monitoring indicators is provided in appendix C of the main text.

The harmonized GAD checklist for project monitoring and evaluation in this manual supplements the Regional Project Monitoring and Evaluation System (RPMES) of NEDA. Of special relevance is the gender-responsive RPMES manual that was developed and tested in Caraga Region, which contains, among others, a set of procedures for monitoring the gender-responsiveness of projects (see sidebar) that is useful for implementing the GAD checklist.

Project evaluation must assess the accomplishments of the project vis-à-vis the GAD or gender equality goals and targets it has set up for itself, the anticipated and unanticipated results (at output and outcome levels), and the process through which the results are achieved. The monitoring and evaluation activity is often participative and consultative, involving not only the implementing agency and project management office but also the key women and men affected or benefited by the project. Monitoring and evaluation exercises generally yield lessons for future activities that a project, agency, or donor may undertake to ensure the sustainability not only of initiatives but also of gender equality and women's empowerment results. The rating system suggested in this second edition of the *Harmonized GAD Guidelines* also helps in identifying programs or projects from which "useful practices" may be highlighted and shared, as it demonstrates how gender equality and women's empowerment ideals can be fulfilled.

Procedures for Monitoring the Gender-responsiveness of Projects

- a. Obtain basic information on the project from the approved project proposal, initial project report, and other related documents and from the project implementers to develop the GAD profile of the project.
- b. Identify the relevant and applicable GAD indicators from the list found in Annex II of this manual which will be used in monitoring and assessing the accomplishments of the project.
- c. Identify the quarterly GAD accomplishments of the project by reviewing progress report/s and consulting with the implementing agencies.
- d. Validate the accomplishments through conduct of site visits and interview with women and men project participants/beneficiaries.
- e. Assess and analyze the project accomplishments vis-à-vis the indicators and the women's empowerment and gender equality framework. The analysis must consider the level of empowerment equality being addressed by the project and the ability of the project to contribute to the achievement of each level of the GEWEF.
To specifically evaluate the contribution of the project on the level of Control, a focused group discussion shall be done by the PMC [project monitoring committee] with the women and men beneficiaries at the end of the project.
- f. Provide recommendations on the areas for improvement to make the project gender-responsive or more gender-responsive. Discuss these recommendations with the implementing agencies as inputs for their enhancement of the project and/or submit these recommendations to the higher committees for appropriate action/s.

Source: NEDA-Caraga, "Regional Project Monitoring and Evaluation System (RPMES): A Gender-Responsive Operations Manual," n.d. pp. 34-35.

GUIDE FOR ACCOMPLISHING THE CHECKLISTS

Box 16 contains four core elements for a gender-responsive project management and implementation, while box 17 presents the checklist for project monitoring and evaluation. Project monitors and evaluators must assess the degree to which the project meets each requirement at each of the two stages of the project cycle. The guides for accomplishing the two checklists and interpreting the total GAD score are provided below. **The score for the question and the element must be entered in the relevant column in the checklists.**

Guide for accomplishing box 16

1. Put a check in the appropriate cell (2a to 2c) under “Response” to signify the degree to which a project has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly done or answered; and under col. 2c if an element, item, or question has not been fully complied with.
2. The “partly yes” response is relevant in the following:
 - a. For *Element 1.0*, there are project managers or decision makers who are not supportive of GAD (Q1.1), or there is some, but limited, GAD expertise to ensure that all project contracts or efforts will contain or reflect relevant GAD concerns (Q1.2).
 - b. For *Element 2.0*, only a few members of the project staff have competence to integrate GAD in the project (Q2.1) and project policy has little to do with the presence of women in the implementation team (Q2.2) or the internal or external evaluation teams (Q2.3).
 - c. For *Element 3.0*, there is token, not consistent, participation of relevant Philippine government agency or agencies in project GAD activities (Q3.1); or some mention is made of the project’s GAD activities or plans in the agency’s GAD plan (Q3.2).
 - d. For *Element 4.0*, there is some, mostly token, mention of GAD concerns or initiatives in project documents, often in a separate GAD section, not in the rest of the document (Q4.1); there is a mention of GAD initiatives but no coherent strategy for integrating GAD into the project (Q4.2); there is a budget for one (token) GAD activity (Q4.3); or involvement of men and women in various phases of subprojects or components supported by the project are limited to the project staff or agency personnel (Q4.4).
3. The response (and score) for an element will be determined as follows:
 - a. “No” to all the items in each element means a “no” (with the associated “0” score) to the element or requirement.
 - b. “Yes” to all the questions under an element means a “yes” (and a “2” score).
 - c. A “no” or “partly yes” to at least one question under an element means “partly yes” to the element. The score for the element is the sum of the scores for its items or questions that falls short of the maximum “2.0.”
4. To get the total GAD rating, add all the scores of the elements (the figures in the thickly bordered cells). The maximum score is “8,” but a project may be considered as having a gender-sensitive management if it scores at least a “1” in each of the elements, for a minimum total of 4 points. A score lower than “2” in an element indicates that the project needs to improve its performance in that area.

Box 16. GAD checklist for project management and implementation

Element and item/question (col. 1)	Response (col. 2)			Score for the item or element (col. 3)
	No (2a)	Partly yes (2b)	Yes (2c)	
1.0 Supportive project management (max score: 2; for each item, 1.0)				
1.1 Is the project leadership (project steering/ advisory committee or management) supportive of GAD or gender equality goals? For instance, has it mobilized adequate resources to support strategies that address gender issues or constraints to women's and men's participation during project implementation? (possible scores: 0, 0.5, 1.0)				
1.2 Has adequate gender expertise been made available throughout the project? For example, are gender issues adequately addressed in the project management contract and scope of services? (possible scores: 0, 0.5, 1.0)				
2.0 Technically competent staff or consultants (max score: 2; for each item, 0.67)				
2.1 Are the project staff members technically prepared to promote gender equality or integrate GAD in their respective positions/locations? OR, is there an individual or group responsible for promoting gender equality in the project? OR, has the project tapped local gender experts to assist its staff/partners in integrating gender equality in their activities or in project operations? (possible scores: 0, 0.33, 0.67)				
2.2 Does the project require the presence of women and men in the project implementation team? (possible scores: 0, 0.33, 0.67)				
2.3 Does project require its monitoring and evaluation team (personnel or consultants) to have technical competence for GAD evaluation? (possible scores: 0, 0.33, 0.67)				
3.0 Committed Philippine government agency (max score: 2; for each item, 1)				
3.1 Are regular agency personnel involved in implementing project GAD initiatives? OR, are agency officials or personnel participating in GAD training sponsored by the project? (possible scores: 0, 0.5, 1.0)				
3.2 Has the agency included the project's GAD efforts in its GAD plans? (possible scores: 0, 0.5, 1.0)				
4.0 GAD implementation processes and procedures (max score: 2; for each item, 0.5)				
4.1 Do project implementation documents incorporate a discussion of GAD concerns? IF APPLICABLE: Are subproject proposals required to have explicit GAD objectives and to have been supported by gender analysis? (possible scores: 0, 0.25, 0.50)				
4.2 Does the project have an operational GAD strategy? Alternately, has the project been effective in integrating GAD into the development activity? (possible scores: 0, 0.25, 0.50)				
4.3 Does the project have a budget for activities that will build capacities for doing GAD tasks (gender analysis, monitoring, etc.) (possible scores: 0, 0.25, 0.50)				
4.4 Does the project involve women and men in various phases of subprojects? (possible scores: 0, 0.25, 0.50)				
TOTAL GAD SCORE -PROJECT MANAGEMENT				

Guide for accomplishing box 17

1. Put a check in the appropriate cell (2a to 2c) under “Response” to signify the degree to which a project has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly done or answered; and under col. 2c if an element, item, or question has been fully complied with.
2. The “partly yes” response is relevant in the following:
 - a. For *Element 1.0*, the project has token gender equality or GAD outcome or output (Q1.1) or uses GAD indicators in only a few activities, inputs, or outputs (Q1.2). The two instances suggest that GAD has not been integrated into the project monitoring system.
 - b. For *Element 2.0*, there is token study of GAD or monitoring of GAD impact is limited to only one level of women’s empowerment and gender equality, that is, welfare, access, conscientization, participation, or control (Q2.1); classification of data by sex has been done in only one or two of the GAD areas cited (Q2.2); there is limited mention of GAD information in the GAD section of project reports (Q2.3); or when information are reported to higher levels of the project or agency, many of the data classified by sex at the field level have been lost or have become total figures for women and men (Q2.4).
 - c. For *Element 3.0*, not all the improved welfare or status targets are being or have been met (Q3.1); or some or a little capacity to implement gender-sensitive projects has been developed in the implementing agency (Q3.2).
 - d. For *Element 4.0*, there is little awareness within the project of gender-related effects of the way the project is being implemented; thus, very little action has been taken to address the negative gender effects.
 - e. For *Element 5.0*, there is some, mostly token, mention of GAD concerns or initiatives in project documents, often in a separate GAD section, not incorporated in the entire document (Q4.1); there is mention of GAD initiatives but no coherent strategy for integrating GAD in the project (Q4.2); there is a budget for one (token) GAD activity (Q4.3); or the involvement of men and women in various phases of subprojects or components supported by the project are limited to the project staff or agency personnel (Q4.4).
3. The response (and score) for an element will be determined as follows:
 - a. “No” to all the items in each element means a “no” (with the associated “0” score) to the element or requirement.
 - b. “Yes” to all the questions under an element means a “yes” (and a “2” score).
 - c. A “no” or “partly yes” to at least one question under an element means “partly yes” to the element, The score for the element is the sum of the scores for its items or questions that falls short of the maximum “2.0.”
4. To get the total GAD rating for project M&E, add all the scores of the elements (the figures in the thickly bordered cells). The maximum score for project M&E is “12
5. Add the score for box 16 to the score for project M&E to come up with the total rating for the project implementation phase.

Box 17. GAD checklist for project monitoring and evaluation

Element and guide question (col. 1)	Response (col. 2)			Total score for the element (col. 3)
	No (2a)	Partly yes (2b)	Yes (2c)	
1.0 <i>Project monitoring system being used by the project includes indicators that measure gender differences in outputs, results, and outcomes.</i> (max score: 2; for each item, 1)				
1.1 Does the project require gender-sensitive outputs and outcomes? (possible scores: 0, 0.5, 1.0)				
1.2 Does the project monitor its activities, inputs, outputs, and results using GAD or gender equality indicators? (possible scores: 0, 0.5, 1.0)				
2.0 <i>Project database includes sex-disaggregated and gender-related information.</i> (max score: 2; for each item, 0.5)				
2.1 Does the project support studies to assess gender issues and impacts? OR, have sex-disaggregated data been collected on the project's impact on women and men in connection with welfare, access to resources and benefits, awareness or consciousness raising, participation, and control? (possible scores: 0, 0.25, 0.50)				
2.2 Have sex-disaggregated data been collected on the distribution of project resources to women and men, and on the participation of women and men in project activities and in decision making? IF APPLICABLE: Does the project require its subprojects to include sex-disaggregated data in their reports? (possible scores: 0, 0.25, 0.50)				
2.3 Do project and subproject reports include sex-disaggregated data or cover gender equality or GAD concerns, initiatives, and results (that is, information on gender issues and how these are addressed)? (possible scores: 0, 0.25, 0.50)				
2.4 Are sex-disaggregated data being "rolled up" from the field to the national level? (possible scores: 0, 0.25, 0.50)				
3.0 <i>Gender equality and women's empowerment targets are being met.</i> (max score: 4)				
3.1 Has women's welfare and status been improved as a result of the project? (possible scores: 0, 1.0, 2.0)				
<p>Examples of indicators:</p> <ul style="list-style-type: none"> ▪ The project has helped in raising the education levels and health status of disadvantaged groups of women. ▪ Women's access to productive resources, employment opportunities, and political and legal status has improved. ▪ The project has created new opportunities or roles for women and men. ▪ Men and women have been sensitized to gender issues and women's human rights. ▪ The project has supported or instituted strategies to overcome any adverse effects on women. ▪ The project has introduced follow-up activities to promote the sustainability of its gender equality results. ▪ There are project initiatives to ensure that improvements in the status of women and girls will be sustained and supported after project completion. 				
3.2 Has the project helped in developing the capacity of the implementing agency for implementing gender-sensitive projects? (possible scores: 0, 1.0, 2.0)				

Element and guide question (col. 1)	Response (col. 2)			Total score for the element (col. 3)
	No (2a)	Partly yes (2b)	Yes (2c)	
<p>4.0 <i>Project addresses gender issues arising from or during its implementation.</i> (possible scores: 0, 1.0, 2.0) Has the project responded to gender issues that were identified during project implementation or M&E? OR: Has the project addressed gender issues arising from its implementation?</p>				
<p>Examples of gender issues:</p> <ul style="list-style-type: none"> ▪ Negative effects on the gender relationship as a result of new roles or resources created for women ▪ Additional workloads for women and men ▪ Displacement of women by men ▪ Loss of access to resources because of project rules 				
<p>5.0 <i>Participatory monitoring and evaluation processes</i> (max score: 2; for each item, 1)</p>				
<p>5.1 Does the project involve or consult woman and man implementors during project monitoring and evaluation? Does it involve woman and man beneficiaries? (possible scores: 0, 0.5, 1.0)</p>				
<p>5.2 Have women and men been involved in or consulted on the assessment of the gender impacts of the project? (possible scores: 0, 0.5, 1.0)</p>				
TOTAL GAD SCORE - MONITORING AND EVALUATION				
TOTAL GAD SCORE - PROJECT MANAGEMENT (from box 16)				
TOTAL GAD SCORE -PROJECT IMPLEMENTATION				

Interpretation of the GAD score

0-3.9	GAD is invisible in the project (proposal is returned).
4.0-7.9	Proposed project has promising GAD prospects (proposal earns a “conditional pass,” pending identification of gender issue/s and strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
8.0-14.9	Proposed project is gender-sensitive (proposal passes the GAD test).
15.0-20.0	Proposed project is gender-responsive (proponent is commended).

GAD CHECKLIST FOR JUSTICE PROJECTS

This GAD checklist has been designed for projects related to access to justice and similar issues. It takes its inspiration from three documents: the Philippine Plan for Gender-Responsive Development (PPGD), the Harmonized GAD Guidelines of the Philippine government and the Official Development Assistance (ODA) donors, and the Action Program for Judicial Reform (APJR).

GENDER ISSUES

All projects, including justice-related projects, must be subjected to a gender analysis at two points: during project identification, and after the project design has been completed. In the pre-design phase, there is a need to identify the specific gender issues relevant to the proposed project as part of the situation analysis. Later, there is a need to assess the likely gender impacts of the project as designed.

The gender issues or the gender dimension of, say, an access to justice project, may pertain to gender-based biases or inequalities in the treatment of cases, complainants, and defendants; insensitivity to the gendered differences in the statuses and circumstances of women and men seeking or dispensing justice; or absence of processes, procedures, structures, or mechanisms that will address the issue of access of the poor and the marginalized (including various groups of women) to justice. Other issues are:

- court processes and procedures that are not sensitive to the conditions and circumstance of women, as reflected specifically in the gender-insensitive Rules of Court, sexist language used in court decisions, and the insulting manner of cross-examining witnesses of rape and other sex-related crimes;
- low or lack of awareness within the pillars of justice of gender issues or new laws on gender equality and women's rights, such as the anti-sexual harassment law;
- lack of recognition of the value of promoting gender equality in the system of performance award for judicial and nonjudicial personnel;
- possible biases against gender-based crimes (such as rape) and in the assignment of judges and personnel of the pillars of justice;
- gender-role stereotyping that structures access to training in new skills;
- limited sex-disaggregated and gender-related information about gender-related crimes, access of women and men to justice, and actions taken or results of complaints;
- codes of ethics of justices, judges, lawyers, and court personnel, as well as personnel of other pillar-of-justice agencies, that do not require them to be sensitive to women's concerns and gender issues;
- lack of access of the public, especially the marginalized sectors, to information on the nature and workings of the justice system;
- insufficient public or community information on gender-related issues and concerns or dissemination of such information by the pillars of the criminal justice system; and
- multilayering of gender issues with class (when dealing with women living in poverty), ethnicity (indigenous women), or economic sector (farming or rural women, and informal sector woman workers).

STRATEGIES AND DESIRED OUTCOMES

In recognition of the gender issues that face the Supreme Court and the judiciary and other agencies in the Philippine justice system, justice-related projects may incorporate the following in their design:

- Transformation of the paradigm and enhancement of the commitment of the judicial system to gender equality through training and capability building
- Review or conduct of a gender audit or assessment of policies, programs, and practices to make these more gender-responsive
- Establishment of a gender-responsive database on the judicial system
- Promotion of the use of gender-fair language, core gender messages, and rituals for higher gender awareness
- Enhancement of partnership and networking with other GAD advocates
- Decentralization and institutionalization of the information function of the judiciary, and strengthening of the relationship between the judiciary and the media
- Implementation by the pillars of the justice system of an effective and efficient system of public information, education and communication (IEC)
- Conduct of studies of access to justice by the poor and marginalized sectors, and how to address affordability and other constraints
- Organization of regular family courts throughout the country

Projects of the judiciary and other pillars of the justice system may be designed to contribute to the achievement of *gender equality results and outcomes*, including the following:

- ✦ Gender-sensitive justices, judges, lawyers, court personnel, mediators, and litigants
- ✦ Gender-responsive rules, procedures, systems, and facilities
- ✦ Developed gender-related judicial system database
- ✦ Increased or improved access by women and children to the judicial system
- ✦ Strengthened collaboration with the legislative and executive branches, academe, Integrated Bar of the Philippines, civil society, and funding institutions
- ✦ Fully operational regular family courts nationwide
- ✦ Stronger linkages and improved understanding between the community and the pillars of the criminal justice system

It must be noted that in identifying gender issues and strategies, project designers and evaluators have to be sensitive to variations among women. Some women may be experiencing double or triple exclusion because of their resource position, ethnicity, or disability. Gender-related norms and attitudes also differ among ethnolinguistic groups and indigenous peoples in the country. Given the differences among women, as between women and men, projects and programs must be designed, implemented, and monitored with these in mind.

To help match gender issues and strategies, the following questions may be asked: Will the intervention reduce gender gaps and inequalities? Will it reduce or eliminate biases against women, children, the poor, and other marginalized sectors? Will it make the justice system more accessible, available, or affordable to the poor and marginalized sectors, particularly women?

GENDER ANALYSIS

Gender analysis is required at two points of the project preparation stage: as part of project identification, and after the project has been designed. Box 18 presents the core guide questions for these two types of gender analysis, as well as the core GAD guidelines for the preparation, design, and assessment of proposed justice-related projects.

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 18 lists the ten elements or requirements for a gender-responsive justice project. Each requirement is often accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 18

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project proponent has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a “partly yes” to Question 1.1 (or Q1.1) means meeting male officials and only a woman or a few women who also happen to be officials in the proponent or partner government agency; or with male and female officials and some male beneficiaries. In contrast, full compliance means meeting with female and male officials and consulting other stakeholders, including women’s groups and NGOs. A “partly yes” to Q1.2 means inputs or suggestions may have been sought from women and men beneficiaries but are not considered at all in designing project activities and facilities. A “partly yes” to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.
 - b. For *Element 2.0*, “partly yes” means some information has been classified by sex but may not be key to helping identify key gender issues that a planned project must address. In contrast, a full “yes” implies that qualitative and quantitative data are cited in the analysis of the development issue or project.
 - c. For *Element 3.0*, “partly yes” means the analysis has covered only part of what is asked in each of the questions under gender division of labor and gender needs (Q3.1.1 and Q3.1.2), access to and control of resources (Q3.2.1 and Q3.2.2), and constraints (question for Item 3.3). In contrast, a full “yes” to a question means the situation analysis has covered at least all the information required by the question.
 - d. For *Element 4.0*, “partly yes” means women and/or men are identified in the project objectives but only with limited capacities or roles (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full “yes” to Q4.1 signifies that women and men, in their various roles in the justice system, are recognized, while a full “yes” to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logframe.
 - e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities. A full “yes” means project activities address an identified gender issue, either in terms of gender gaps or inequalities.

- f. For *Element 6.0*, a “partly yes” response to any of the items and questions indicates a superficial or partial effort to address a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the question.
 - g. For *Element 7.0*, “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.
 - h. For *Element 8.0*, “partly yes” means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full “yes” means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.
 - i. For *Element 9.0*, “partly yes” means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or to build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).
 - j. For *Element 10.0*, a “partly yes” response to Q10.1 means there is a mention of the agency’s GAD plan but none of how to integrate the project’s GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.
- a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for “partly yes” differ by element. For instance, the score for “partly yes” for Elements 2.0, 5.0, 7.0, and 8.0 is “1.” For elements with two or more items or questions (such as Element 1.0), the rating for a “partial yes” is the sum of the scores of the items or questions that falls short of the maximum “2.”
 - c. Elements 3.0 and 6.0 each have three items. Except Item 3.3, which asks one question, all items are made up of a set of questions. A maximum score for “yes” has been set for the element and item. The scores related to the questions under an item have to be added up to determine the item score; summing up the item scores will lead to the score for the element. A combination of “no” or “partly yes” responses to the questions in a set means the response to the item and the element is “partly yes” and the total score is less than the stated maximum.
 - d. For Element 9.0, which has two items (9.1 and 9.2), the maximum score **for each item** is pegged at “1.0” and “partly yes” is “0.5.” Hence, if a project scores a full “1.0” in one question but “0” in the other, or if a project scores “partly yes” (or “0.5”) in each of the two items, the total rating for Element 9.0 will be “partly yes” with a score of “1.0.” If a project scores “partly yes” in one item but “no” in the other, then the total rating for the element will be “0.5.”
 - e. Like Elements 3.0 and 6.0, Element 10.0 has three items, with the maximum score **for each item** pegged at “0.67” and “partly yes” at “0.33.” The rating for the element will be “partly yes” if the total score of the three items is positive but less than “2.0,” the maximum for the element.

4. For an element (col. 1) that has more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.
5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.
6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

Box 18. GAD checklist for designing and evaluating justice-related projects

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification					
1.0 <i>Participation of women and men in project identification</i> (max score: 2; for each question, 0.67)					
1.1 Has the project consulted women and men, women's groups, or NGOs on the problem or issue that the intervention must solve and on the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have the inputs of women and men been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.33, 0.67)					
2.0 <i>Collection of sex-disaggregated data and gender-related information prior to project design</i> (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					
3.0 <i>Conduct of gender analysis and identification of gender issues</i> (max score: 2.0; for each item, 0.67)					
3.1 <i>Gender division of labor and gender needs</i> (max score: 0.67; for each question, 0.33)					
3.1.1 Are the needs of both women and men considered in the situation analysis? (possible scores: 0, 0.17, 0.33)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
3.1.2 Has the situation analysis considered how the productive and reproductive roles of woman and man clients, court personnel, judges or justices, police, and other agents of the country's pillars of justice affect their access to justice (clients) or their duties in the judiciary or agency? (possible scores: 0, 0.17, 0.33)					
3.2. <i>Access to and control of resources</i> (max score: 0.67; for each question, 0.33)					
3.2.1 Has the situation analysis considered the gender gaps in terms of the resources of women and men and how this is likely to affect their access to justices? (possible scores: 0, 0.17, 0.33)					
3.2.2 Has the situation analysis covered the causes of gender gaps in resources and access to justice? (possible scores: 0, 0.17, 0.33)					
3.3. <i>Constraints</i> (possible scores: 0, 0.33, 0.67) Has the situation analysis included a consideration of the possible constraints to women's and men's participation in the proposed project?					
Project design					
4.0 <i>Gender equality goals, outcomes, and outputs</i> (max score: 2; for each question, 1)					
4.1 Do the project objectives explicitly refer to woman and man clients and officials and personnel of the pillars of justice as project partners or beneficiaries? (possible scores: 0, 0.5, 1.0)					
4.2 Does the project set gender equality outputs and outcomes in terms access, participation, and control? (see examples in the text) (possible scores: 0, 0.5, 1.0)					
5.0 <i>Matching of strategies with gender issues</i> (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals? That is, will the project eliminate or at least reduce gender gaps and inequities?					
6.0 <i>Gender analysis of the designed project</i> (max score: 2; for each item, 0.67)					
6.1 <i>Gender division of labor</i> (max score: 0.67; for each question, 0.22)					
6.1.1 Were the needs of women and men considered in the formulation and design of the project? (possible scores: 0, 0.11, 0.22)					
6.1.2 Will the project promote and enhance women's participation? (possible scores: 0, 0.11, 0.22)					
6.1.3 Will the project avoid negative impact on women's status and welfare? (possible scores: 0, 0.11, 0.22)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.2 <i>Access to and control of resources</i> (max score: 0.67; for each question, 0.22)					
6.2.1 Will the project address constraints to women's access to justice and ensure equal access of women and men to justice? (possible scores: 0, 0.11, 0.22)					
6.2.2 Will there be equal opportunities for woman and man personnel of pillars-of-justice agencies to receive training and other benefits from the project? (possible scores: 0, 0.11, 0.22)					
6.2.3 Does the project include measures to mitigate the adverse effects on women's access to and control of resources? (possible scores: 0, 0.11, 0.22)					
6.3 <i>Constraints</i> (max score: 0.67; for each question, 0.22)					
6.3.1 Is the proposed project socially or culturally acceptable and accessible to women? Can they use it? (possible scores: 0, 0.11, 0.22)					
6.3.2 Will the project offer facilities and services that will support both women's and men's participation in different stages of the project? (possible scores: 0, 0.11, 0.22)					
6.3.3 Has the project designed measures to address constraints to equal participation and benefits of women and men? (possible scores: 0, 0.11, 0.22)					
7.0 <i>Monitoring targets and indicators</i> (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? For instance, will the following gender differences be monitored:					
<ul style="list-style-type: none"> - Access to the justice delivery system - Participation of justices, judges, court personnel, mediators, and litigants in gender training - Satisfaction rate with the performance of various pillars of justice (courts, police, etc.) - Participation in administrative and decision-making processes - Rate of utilization of project outputs 					
8.0 <i>Sex-disaggregated database</i> (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					
9.0 <i>Resources</i> (max score: 2; for each question, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
9.2 Does the project have the expertise to integrate GAD or to promote gender equality and women's empowerment? OR, is the project committed to investing in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item, 0.67)					
10.1 Will the project build on or strengthen the agency/PCW/government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE - PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements or the figures in thickly bordered cells.)					

Interpretation of the GAD score

0 - 3.9 GAD is invisible in the project (proposal is returned).

4.0 - 7.9 Proposed project **has promising GAD prospects** (proposal earns a "conditional pass," pending identification of gender issues and strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).

8.0 - 14.9 Proposed project is **gender-sensitive** (proposal passes the GAD test).

15.0 - 20.0 Proposed project is **gender-responsive** (proponent is commended).

GAD CHECKLIST FOR ICT PROJECTS

Information and communication technologies (ICT) pertain to technologies that serve the information and communication needs of society. The ICT sector covers a broad spectrum that includes telecommunications, television and radio, computer hardware and software, computer services, and electronic media, such as the Internet, as well as the content of these media. Much has been said about “old” and “new” ICT, with the former referring to nonelectronic media (such as print) and analogue technologies (such as radio) and the latter pertaining to digital technologies that can transmit information all in one go by digits (such as computers, the Internet, electronic mail, and multimedia).

ICT projects involve the construction of facilities (infrastructure) and systems; technical assistance for a sector review or the preparation of a sector plan, investment guidelines, and regulatory frameworks regarding content; development of ICT human resources; and capacity development of relevant government agencies and their partners to increase awareness, knowledge, and skills in various ICT applications, including electronic governance. The assistance may also be for the entire sector, government and private, or a specific area of ICT operations, applications, and oversight of the sector.

GENDER ISSUES AND GENDER EQUALITY RESULTS

Development is more than just increased investment or per capita income. It is primarily freedom from poverty through enhanced capacities and improved choices. By providing women and men with information, ICT can enable people to know their choices. ICT applications in governance can help promote transparency, support the delivery of social services, and reduce transaction costs through shorter processing time for business licensing and personal documents. Hence, the new ICT, in particular, does not only inform; its applications offer much more options to people for improving their lives. However, it can also pose new threats to civil liberties (through increased and improved methods of state surveillance), widen the divide among classes and groups of people, and give rise to new crimes such as identity theft. In addition, a number of gender-related issues have been noted in the Philippines and elsewhere (NCRFW 2004; Gurusurthy 2004; Del Prado-Liu 2005; Saloma-Akpedonu 2006; E3 Project 2006). Among these gender issues are:

- persistent biases against women in ICT content through violent, degrading, or pornographic media products under the old as well as the new ICT; or programming that continues to reinforce the traditional roles of women and men;
- marginalization of women from decision making on the organization and development of carrier infrastructure;
- limited access to and ownership and control by women of new types of assets and property related to new ICT;
- health and safety problems posed by new workplaces (such as 24/7 call centers) to woman workers and persistent reproductive health problems faced by woman workers in producing IT component parts, such as microchips;

- increasing homogenization of the cultural content in media that may create identities, values, and meanings that run against cultural diversity and gender equality;
- continuing gender-role stereotyping in employment in the ICT sector, although female spaces have been created due to the nature of the structure particularly of the IT industry and the increasing miniaturization of technology;
- lack of competition and cultural policies in connection with trade in audiovisual services, which constitute a part of the ICT sector; and
- lack of readily available sex-disaggregated statistics on ICT access and use, which may hamper the gender analysis of ICT-related development problems, although there is an increasing body of literature on gender and ICT that project proponents and evaluators may tap.

The case for equal opportunities for women to access, use, and shape ICT may be argued under a rights-based approach to development, principally women's fundamental rights to nondiscrimination, to communication, and to development. Recognition by ICT program or project designers of the various gender issues that persist nationally and in specific areas of the country may help them develop interventions that will ultimately improve women's participation in and access to and control of both old and new ICT. *Gender equality results* of ICT programs or projects may include:

- improved use by women or women's groups of ICT to promote gender equality or women's empowerment;
- reduced incidence of reproductive health and other health cases associated with IT employment among IT workers;
- reduced, or elimination of, content of ICT-based services and facilities that is inimical to women's human rights and interests;
- increased capacity of women to influence the ICT sector; or increased participation of women in bodies that decide on or control the direction and type of ICT-related investments and ICT programming and application;
- increased promotion of principles of gender equality and women's empowerment by audiovisuals and other ICT facilities and services;
- improved access of women and men to ICT-based social and other government services;
- reduced costs of transacting business, particularly among women in micro, small, and medium enterprises; and
- improved capacity of ICT sector agencies to plan, design, implement, and monitor programs and projects that address gender issues and the concerns of different stakeholders.

GENDER ANALYSIS

Gender analysis is required at two points of the project preparation stage: as part of project identification, and after the project has been designed. Box 19 presents the core guide questions for these two types of gender analysis, as well as the core GAD guidelines for the preparation, design, and assessment of proposed ICT-related projects.

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 19 lists the ten elements or requirements for a gender-responsive ICT project. Each requirement is generally accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced for easy reference.

Guide for accomplishing box 19

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project proponent has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a “partly yes” to Question 1.1 (or Q1.1) means meeting only with male officials and a woman or a few women who also happen to be officials in the proponent or partner government agency; or with male and female officials and some male beneficiaries. In contrast, full compliance means meeting with female and male officials and consulting other stakeholders, including women’s groups and NGOs. A “partly yes” to Q1.2 means inputs or suggestions may have been sought from women and men beneficiaries but are not considered at all in designing project activities and facilities. A “partly yes” to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.
 - b. For *Element 2.0*, “partly yes” means some information has been classified by sex but may not be key to helping identify key gender issues that a planned project must address. In contrast, a full “yes” implies that qualitative and quantitative data are cited in the analysis of the development issue or project.
 - c. For *Element 3.0*, “partly yes” means the analysis covers only part of what has been asked in each of the questions under gender division of labor and gender needs (Q3.1.1 and Q3.1.2), access to and control of resources (Q3.2.1 and Q3.2.2), and constraints (question for Item 3.3). In contrast, a full “yes” to a question means the situation analysis covers at least all the information required by the question.
 - d. For *Element 4.0*, “partly yes” means women and/or men are identified in the project objectives but only with limited capacities or roles (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full “yes” to Q4.1 signifies that women and men in their various roles in ICT are recognized, while a full “yes” to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logframe.
 - e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities. A full “yes” means project activities address an identified gender issue, either in terms of gender gaps or inequalities.
 - f. For *Element 6.0*, a “partly yes” response to any of the items and questions implies superficial or partial effort to address a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the question.
 - g. For *Element 7.0*, “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.

- h. For *Element 8.0*, “partly yes” means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full “yes” means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.
 - i. For *Element 9.0*, “partly yes” means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or to build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).
 - j. For *Element 10.0*, a “partly yes” response to Q10.1 means there is a mention of the agency’s GAD plan but no connection is made to incorporate the project’s GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.
 - a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when the compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for “partly yes” differ by element. For instance, the score for “partly yes” for Elements 2.0, 5.0, 7.0, and 8.0 is “1.” For elements with two or more items or questions (such as Element 1.0), the rating for a “partial yes” is the sum of the scores of the items or questions that falls short of the maximum “2.”
 - c. Elements 3.0 and 6.0 each have three items. Except Item 3.3, which asks one question, all items are made up of a set of questions. A maximum score for “yes” has been set for the element and item. The scores related to the questions under an item have to be added up to determine the item score; summing up the item scores will lead to the score for the element. A combination of “no” or “partly yes” responses to the questions in a set means the response to the item and the element is “partly yes” and the total score is less than the stated maximum.
 - d. For Element 9.0, which has two items (9.1 and 9.2), the maximum score **for each item** is pegged at “1.0” and “partly yes” is “0.5.” Hence, if a project scores a full “1.0” in one question but “0” in the other, or if a project scores “partly yes” (or “0.5”) in each of the two items, the total rating for Element 9.0 will be “partly yes” with a score of “1.0.” If a project scores “partly yes” in one item but “no” in the other, then the total rating for the element will be “0.5.”
 - e. Like Elements 3.0 and 6.0, Element 10.0 has three items, with the maximum score **for each item** pegged at “0.67” and “partly yes” at “0.33.” The rating for the element will be “partly yes” if the total score of the three items is positive but less than “2.0,” the maximum for the element.
 4. For an element (col. 1) that has more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.
 5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.
 6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent’s compliance with the requirement (for evaluators).

Box 19. GAD checklist for designing and evaluating ICT projects

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification					
1.0 <i>Participation of women and men in project identification</i> (max score: 2; for each question, 0.67)					
1.1 Has the project consulted women and men, women's groups, or NGOs on the problem or issue that the intervention must solve and on the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have the inputs of women and men been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.33, 0.67)					
2.0 <i>Collection of sex-disaggregated data and gender-related information prior to project design</i> (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					
3.0 <i>Conduct of gender analysis and identification of gender issues</i> (max score: 2.0; for each item, 0.67)					
3.1 <i>Gender division of labor and gender needs</i> (max score: 0.67; for each question, 0.33)					
3.1.1 Are the needs of both women and men considered in the situation analysis? (possible scores: 0, 0.17, 0.33)					
3.1.2 Has the situation analysis considered how the productive and reproductive roles of woman and man workers and clients affect their effective use of ICT facilities and services? (possible scores: 0, 0.17, 0.33)					
3.2. <i>Access and control of resources</i> (max score: 0.67; for each question, 0.33)					
3.2.1 Has the situation analysis considered the gender gaps in terms of the resources of women and men and how this is likely to affect their access to ICT facilities, services, and employment opportunities? (possible scores: 0, 0.17, 0.33)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
3.2.2 Has the situation analysis covered the causes of gender gaps in resources, particularly ICT resources? (possible scores: 0, 0.17, 0.33)					
3.3 <i>Constraints</i> (possible scores: 0, 0.33, 0.67) Has the situation analysis considered the possible constraints to women's and men's participation in the activities and benefits of the proposed project?					
Project design					
4.0 <i>Gender equality goals, outcomes, and outputs</i> (max score: 2; for each question, 1)					
4.1 Do the project objectives explicitly refer to woman and man clients, workers, and officials of the ICT sector as beneficiaries of the project? (possible scores: 0, 0.5, 1.0)					
4.2 Does the project set gender equality outputs and outcomes in terms access, participation, and control? (see examples in the text) (possible scores: 0, 0.5, 1.0)					
5.0 <i>Matching of strategies with gender issues</i> (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? That is, will the project eliminate or at least reduce gender gaps and inequities?					
6.0 <i>Gender analysis of the designed project</i> (max score: 2; for each item, 0.67)					
6.1 <i>Gender division of labor</i> (max score: 0.67; for each question, 0.22)					
6.1.1 Have the needs of women and men been considered in the formulation and design of the project? (possible scores: 0, 0.11, 0.22)					
6.1.2 Will the new ICT facility or service address issues related to the displacement or deskilling of woman and man workers? (possible scores: 0, 0.11, 0.22)					
6.1.3 Does the project provide measures to avoid or reduce the negative effects of the introduction of the ICT facility or service on the division of labor? (possible scores: 0, 0.11, 0.22)					
6.2 <i>Access to and control of resources</i> (max score: 0.67; for each question, 0.22)					
6.2.1 Does the project ensure that opportunities for training and scholarships which may be provided by the project are equally accessible to women and men? (possible scores: 0, 0.11, 0.22)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.2.2 Will the new technology or application of ICT offer greater protection to women? (possible scores: 0, 0.11, 0.22)					
6.2.3 Is information about the new ICT opportunities (such as e-commerce, e-governance) readily available to women and men, particularly those in the marginalized sectors? (possible scores: 0, 0.11, 0.22)					
6.3 <i>Constraints</i> (max score: 0.67; for each question, 0.33)					
6.3.1 Has the project addressed any constraint faced particularly by women in attending project-sponsored training? (possible scores: 0, 0.11, 0.22)					
6.3.2 Has the project considered the financial costs of participation in the ICT project that may restrict access to the benefits of the new technology? (possible scores: 0, 0.11, 0.22)					
6.3.3 Has the project designed measures to address constraints to equal participation and benefits of women and men? (possible scores: 0, 0.11, 0.22)					
7.0 <i>Monitoring targets and indicators</i> (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? For instance, will the following gender differences be monitored:					
<ul style="list-style-type: none"> - Increased rate of apprehension of criminals, by sex of victims and perpetrators, and by type of crime - Rate of utilization of the ICT-driven service, by sex of users - Time savings produced by ICT-driven service, by sex of users - Participation in training and other project activities - Employment generated by the project 					
8.0 <i>Sex-disaggregated database</i> (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					
9.0 <i>Resources</i> (max score: 2; for each question, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
9.2 Does the project have the expertise to integrate GAD or promote gender equality and women's empowerment? OR, is the project committed to investing in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item, 0.67)					
10.1 Will the project build on or strengthen the agency/PCW/government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE - PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements or the figures in thickly bordered cells.)					

Interpretation of the GAD score

- 0 - 3.9 GAD is invisible in the project (proposal is returned).
- 4.0 - 7.9 Proposed project **has promising GAD prospects** (proposal earns a "conditional pass," pending identification of gender issues and strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
- 8.0 - 14.9 Proposed project is **gender-sensitive** (proposal passes the GAD test).
- 15.0 - 20.0 Proposed project is **gender-responsive** (proponent is commended).

GAD CHECKLIST FOR MICROFINANCE PROJECTS

In the *Medium-Term Philippine Plan Development, 2004-2010*, the Philippine government stresses the importance of strengthening microenterprises, which constitute almost 92 percent of businesses in the country. Microfinance is considered as one of the main strategies for strengthening the sector and for alleviating poverty.

GENDER ISSUES AND GENDER EQUALITY RESULTS

About 95 percent of microenterprises involve women (NCRFW 2006). As a consequence, the beneficiaries of microfinance schemes are largely women. Microfinance resources are retailed by microfinance institutions (MFIs), which include cooperatives, nongovernment organizations (NGOs), and other specially created groups. By focusing on women, microfinance programs and MFIs indirectly address a gender issue in connection with access to credit or financial resources. Unlike many banks and financial institutions, which control and deliver the bulk of financial resources, MFIs do not require collateral such as real estate or similar properties, which poor women in poverty rarely possess. In general, women continue to own a disproportionately low share of land that they can offer as collateral for a large loan (NCRFW 2004). This puts them at a great disadvantage in the formal financial and credit markets, virtually making these markets more inaccessible to women than to men.

To date, microfinance programs have employed any of the three approaches or “paradigms.” One approach is associated with poverty reduction and the increased wellbeing of families living in poverty. Another is the financial self-sustainability paradigm, which argues that women’s economic empowerment will result from a “virtuous spiral” that connects access to savings and credit to increased women’s control over decisions about savings and credit use, improved economic performance and income of women’s microenterprises, higher income and greater control over this income by woman entrepreneurs, and more wage jobs for women. A third approach, used by many women NGOs, uses microfinance as an entry point for promoting gender equality and women’s human rights (Mayoux 1999, n.d.).

These three paradigms have led to different strategies and development objectives, often with great consequences to women and their families. Because microfinance programs and projects often have women as clients, beneficiaries, or partners, policymakers, implementors, and even some women’s groups assume that there are no gender issues involved. In the Philippines, microfinance programs and projects have been noted to face or cause gender-related problems (see Pineda Ofreneo [2005] and NCRFW [2004], among other studies), which include the following:

- Unlike men in the same condition, women living in poverty are generally assumed to have no or little capacity to pay and thus have to prove themselves before they can receive amounts large enough to sustain their livelihood initiatives.
- The shift in focus of microfinance programs to the financial sustainability of MFIs has rendered the ultra-poor women beyond the reach of these programs.
- Women may not benefit from microfinance projects, as they can easily lose control of the gains from access to credit in the context of unchanged gender relations at home.

- In programs that involve countless meetings, the costs for women may be high in terms of time lost for their enterprise or increased work burden, as they have to do double time to finish their reproductive work once they return home.
- A lengthy application process raises the total cost of acquiring microfinance loans, pushing women to resort to easily accessible although high-interest-rate informal credit.
- The stress on high repayment rates has caused women's and household funds to be channeled away from basic needs (such as food and health) to meeting loan payment deadlines.
- Without a clear program or project strategy of broadening women's enterprise or livelihood options, microfinance tends to fund microenterprises that can be integrated into the women's daily lives, thereby perpetuating division of labor between women and men and resulting in additional work burden for women.
- The very narrow focus of some microfinance programs on credit, coupled with low loan levels, rarely enable woman microenterprises to grow or expand, keeping them to low-return and highly labor-intensive economic activities.
- Microfinance programs or projects are divorced from a wider strategy of promoting women's human rights and a broader women's empowerment agenda that covers economic, social, and political empowerment.

Recognition of the various gender issues that persist nationally and in specific areas of the country can help policymakers, planners, and implementors develop interventions that will ultimately improve women's participation, access, and control with respect to microfinance resources. *Women's empowerment results* of microfinance programs or projects may include:

- ↳ enhanced ability of women to negotiate change in gender relations;
- ↳ improved status and division of labor between women and men;
- ↳ increased control of women over decisions about savings, credit use, and income;
- ↳ improved wellbeing of women and their families;
- ↳ enhanced productivity of women's microenterprises;
- ↳ greater representation of woman clients in decision-making bodies of microfinance programs;
- ↳ increased number of microenterprises that graduate from microenterprises;
- ↳ increased access of women to credit as a result of lower transaction costs;
- ↳ increased access to credit and other services that respond to the gender needs of women, particularly ultra-poor women;
- ↳ improved microfinance policy and program environment that addresses gender needs and concerns of woman clients; and
- ↳ greater availability of packages of microfinance services that cover not only credit but other needs of woman beneficiaries or clients as women and as entrepreneurs.

GENDER ANALYSIS

Gender analysis is required at two points of the project preparation stage: as part of project identification, and after the project has been designed. Box 20 presents the core guide questions for these two types of gender analysis, as well as the core GAD guidelines for the preparation, design, and assessment of the proposed microfinance program or project.

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 20 lists the ten elements or requirements for a gender-responsive microfinance project. Each requirement is generally accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 20

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project proponent has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a “partly yes” to Question 1.1 (or Q1.1) means meeting male officials and only a woman or a few women who also happen to be officials in the proponent or partner government agency; or with male and female officials and some male beneficiaries. In contrast, full compliance means meeting with female and male beneficiaries and officials and consulting women’s groups and NGOs. A “partly yes” to Q1.2 means inputs may have been sought from woman beneficiaries but are not considered at all in designing project activities and facilities. A “partly yes” to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.
 - b. For *Element 2.0*, “partly yes” means some information has been classified by sex but may not help identify key gender issues that a planned project must address. In contrast, a full “yes” implies that qualitative and quantitative data are cited in the analysis of the development issue or project.
 - c. For *Element 3.0*, “partly yes” means the analysis has covered only part of what is asked in each of the questions under gender division of labor and gender needs (Q3.1.1 and Q3.1.2), access to and control of resources (Q3.2.1 and Q3.2.2), and constraints (question for Item 3.3). In contrast, a full “yes” to a question means the situation analysis has covered at least all the information required by the question.
 - d. For *Element 4.0*, “partly yes” means only a particular group of women has been identified in the project objectives (Q4.1); or the project has token GAD or women’s empowerment outputs or outcomes (Q4.2). A full “yes” to Q4.1 signifies that more groups of women are recognized, while a full “yes” to Q4.2 denotes that GAD and women’s empowerment outcomes and outputs are consistently pursued in the logframe.
 - e. For *Element 5.0*, “partly yes” means having GAD or women’s empowerment strategies or activities but no stated gender issues to match the activities. A full “yes” implies that project activities address an identified gender issue.
 - f. For *Element 6.0*, a “partly yes” response to any of the items and questions indicates superficial or partial effort to address a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the question.
 - g. For *Element 7.0*, “partly yes” means the project monitoring plan has indicators for only one level of women’s empowerment, usually access. Meanwhile, a full “yes” denotes the consideration of indicators of participation and control.

- h. For *Element 8.0*, “partly yes” means the project requires the collection of some empowerment data or information but not enough to track the effects of the project on women’s empowerment. A full “yes” means quantitative and qualitative information will be collected to help monitor GAD or women’s empowerment outcomes and outputs.
 - i. For *Element 9.0*, “partly yes” means there is a budget for GAD-related activities but not sufficient to ensure that the project will address relevant gender issues (Q9.1), or to build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).
 - j. For *Element 10.0*, a “partly yes” response to Q10.1 means there is a mention of the agency’s GAD plan but none of the incorporation of the project’s GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.
 - a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum if compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for “partly yes” differ by element. For instance, the score for “partly yes” for Elements 2.0, 5.0, 7.0, and 8.0 is “1.” For elements with two or more items or questions (such as Element 1.0), the rating for a “partial yes” is the sum of the scores of the items or questions that falls short of the maximum “2.”
 - c. Elements 3.0 and 6.0 each have three items. Except Item 3.3, which asks one question, all items involve a set of questions. A maximum score for “yes” has been set for the element and item. The scores for the questions under an item have to be added up to determine the item score; summing up the item scores will lead to the score for the element. A combination of “no” or “partly yes” responses to the questions in a set means the response to the item and the element is “partly yes” and the total score is less than the stated maximum.
 - d. For Element 9.0, which has two items (9.1 and 9.2), the maximum score **for each item** is pegged at “1.0” and “partly yes” is “0.5.” Hence, if a project scores a full “1.0” in one question but “0” in the other, or if a project scores “partly yes” (or “0.5”) in each of the two items, the total rating for Element 9.0 will be “partly yes” with a score of “1.0.” If a project scores “partly yes” in one item but “no” in the other, then the total rating for the element will be “0.5.”
 - e. Like Elements 3.0 and 6.0, Element 10.0 has three items, with the maximum score **for each item** pegged at “0.67” and “partly yes” at “0.33.” The rating for the element will be “partly yes” if the total score of the three items is positive but less than “2.0,” the maximum for the element.
 4. For an element (col. 1) that has more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.
 5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.
 6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent’s compliance with the requirement (for evaluators).

Box 20. GAD checklist for designing and evaluating microfinance projects

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification					
1.0 <i>Participation of women and men in project identification</i> (max score: 2; for each question, 0.67)					
1.1 Has the project consulted women and men, women's groups, or NGOs working on microfinance on the problem or issue that the intervention must solve and on the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have the inputs of woman microentrepreneurs or women targeted to become microentrepreneurs been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are different groups of women (clients, credit providers, organizers) seen as stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.33, 0.67)					
2.0 <i>Collection of sex-disaggregated data and gender-related information prior to project design</i> (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender information from secondary and primary sources at the project identification stage? OR, does the project document cite sex-disaggregated data and gender information in the analysis of the development issue or problem?					
3.0 <i>Conduct of gender analysis and identification of gender issues</i> (max score: 2.0; for each item, 0.67)					
3.1 <i>Gender division of labor and gender needs</i> (max score: 0.67; for each question, 0.33)					
3.1.1 Are productive and reproductive needs of women and men considered in the situation analysis? (possible scores: 0, 0.17, 0.33)					
3.1.2 Has the situation analysis considered how the productive and reproductive roles of woman clients and workers of MFIs affect their effective access to and use of microfinance facilities and services? (possible scores: 0, 0.17, 0.33)					
3.2 <i>Access to and control of resources</i> (max score: 0.67; for each question, 0.33)					
3.2.1 Does the situation analysis recognize that women and men, and different groups of poor women (ultra poor, enterprising poor, urban poor, rural poor) may differ in their patterns of credit use (type of loans, number of loans, arrears, effective use)? (possible scores: 0, 0.17, 0.33)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
3.2.2 Does the situation analysis cite sources of credit or savings groups of women and men? (possible scores: 0, 0.17, 0.33)					
3.3 Constraints (potential scores: 0, 0.33, 0.67) Has the situation analysis considered the possible constraints (cultural, legal, terms and conditions of institutional credit, transaction costs) to the participation of women and of men in the project?					
Project design					
4.0 <i>Gender equality goals, outcomes, and outputs</i> (max score: 2; for each question, 1)					
4.1 Is the project clear on which groups of women living in poverty (such as ultra poor, enterprising poor, urban poor, or rural poor) are being targeted? (possible scores: 0, 0.5, 1.0)					
4.2 Does the project set gender equality or women's empowerment outputs and outcomes in terms of access, participation, and control? (see examples in the text) (possible scores: 0, 0.5, 1.0)					
5.0 <i>Matching of strategies with gender issues</i> (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and women's empowerment goals identified? That is, will the project eliminate or at least reduce gender gaps and inequities?					
6.0 <i>Gender analysis of the designed project</i> (max score: 2; for each item, 0.67)					
6.1 <i>Gender division of labor</i> (max score: 0.67; for each question, 0.22)					
6.1.1 Were the needs of women and men in connection with their productive and reproductive roles considered in the formulation and design of the project? (possible scores: 0, 0.11, 0.22)					
6.1.2 Will the package of microfinance services enable woman microentrepreneurs or borrowers to venture into nontraditional fields or higher-value economic activities? (possible scores: 0, 0.11, 0.22)					
6.1.3 Does the project provide measures to avoid or reduce the negative effects of the division of labor resulting from the microfinance project? (possible scores: 0, 0.11, 0.22)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.2 <i>Access to and control of resources</i> (max score: 0.67; for each question, 0.22)					
6.2.1 Will the project change existing patterns of relative access to credit for women and men? OR, will the project improve women's access to credit? (possible scores: 0, 0.11, 0.22)					
6.2.2 Is the information about the microfinance facility or service readily available to woman entrepreneurs and other women living in poverty? (possible scores: 0, 0.11, 0.22)					
6.2.3 Does the project design include measures to promote women's control over the use of the loan?					
6.3 <i>Constraints</i> (max score: 0.67; for each question, 0.33)					
6.3.1 Will the proposed project be socially or culturally acceptable and accessible to women, including ultra-poor women? (possible scores: 0, 0.17, 0.33)					
6.3.2 Has the project considered financial costs that may restrict participation and access to project benefits by particular subgroups of poor women? (possible scores: 0, 0.17, 0.33)					
7.0 <i>Monitoring targets and indicators</i> (possible scores: 0, 1.0, 2.0) Does the project have GAD and women's empowerment targets and indicators for welfare, access, consciousness raising, participation, and control? For instance, will the following be monitored:					
<ul style="list-style-type: none"> - Types of enterprises for which microfinance loans are used - Volume of sales and production or net earnings by enterprise partly or fully financed by the project - Number of borrowers and amount of loans, by category of borrower - Repayment rate - Rate of utilization of the microfinance facility - Total time and cost involved in applying for and repaying microfinance loans - Number of woman microenterprises that have graduated into SMEs - Participation in training and other project activities - Employment generated by the project - Microfinance policies and programs that address credit and other gender needs of clients - Representation or woman beneficiaries in microfinance decision-making bodies 					
8.0 <i>Sex-disaggregated database</i> (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
9.0 Resources (max score: 2; for each question, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or promote gender equality and women's empowerment? OR, is the project committed to investing in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item, 0.67)					
10.1 Will the project build on or strengthen the agency/PCW/government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE - PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements or the figures in thickly bordered cells.)					

Interpretation of the GAD score

- 0 - 3.9 GAD is invisible in the project (proposal is returned).
- 4.0 - 7.9 Proposed project **has promising GAD prospects** (proposal earns a "conditional pass," pending identification of gender issues and strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
- 8.0 - 14.9 Proposed project is **gender-sensitive** (proposal passes the GAD test).
- 15.0 - 20.0 Proposed project is **gender-responsive** (proponent is commended).

GAD CHECKLIST FOR DESIGNING DECENT WORK LABOR AND EMPLOYMENT SECTOR PROGRAMS AND PROJECTS

The *Harmonized Gender and Development Guidelines* have been formulated as a minimum requirement for development projects, including those supported by Official Development Assistance (ODA) funds. However, ODA donors, such as the International Labor Organization (ILO), may introduce additional requirements to fit their priorities and policies. In this connection, the present gender and development (GAD) checklist has been prepared to harmonize with the GAD guidelines, but particularly to apply to work- and employment-related programs and projects of ILO and its partners, as well as those of other agencies.

The ILO is devoted to reducing poverty, achieving fair globalization and advancing opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity. Decent work here means “productive work in which rights are protected, which generates an adequate income, with adequate social protection. It also means sufficient work, in the sense that all should have full access to income-earning opportunities.”¹

In the Philippines, as in other member states of the United Nations, the ILO works with the government, employers’ groups, and workers’ organizations to promote the four inter-linked aims of decent work:

1. Employment creation, with emphasis on greater opportunities for women and men to secure decent employment and income
2. Rights at work, by espousing a solid legal framework for respecting basic economic and social rights
3. Social protection, by enhancing the coverage and effectiveness of social protection for all
4. Social dialogue, which involves bringing together representatives of government, employers and workers to create cooperation and deliver “real world” knowledge about employment and work

GENDER ISSUES

In 1995, the Philippine Plan for Gender-Responsive Development (PPGD) listed several gender-related issues for the labor and employment sector. These include:

- significant differences in labor force participation—specifically, lower labor force participation of women—due to the pervasive gender division of roles into the productive (man as breadwinner) and reproductive (woman as homemaker) spheres;
- invisibility or low valuation of women’s unpaid work at home, and lack of recognition of women’s contribution to the economy;

¹Report on decent work by Juan Somavia, ILO Director-General, to the 87th session of the International Labour Conference, Geneva, 1999.

- crowding of women and men in particular sectors, with a large number of women in subcontracting or informal sector work, which involves long hours and low pay and limited skills, capital and access to credit, with no or inadequate social protection;
- differences in membership and participation in trade unions, with women accounting for a small percentage of members and a much smaller share in leadership roles, and woman leaders being generally relegated to lower positions;
- inadequate training in nontraditional skills, which limit women to a narrow band of employment and livelihood opportunities;
- gender discrimination in the workplace through sexist advertising and gender role stereotypes in hiring, task assignments, and promotion;
- sexual harassment and other forms of gender-based violence;
- limited sex-disaggregated information on the informal sector and other vulnerable workers' groups (such as rural workers, particularly indigenous peoples);
- lack of sex-disaggregated data and similar information that can help identify gender issues in a sector, or low appreciation among planners, designers and implementers of the value of sex-disaggregated data as inputs to the planning and preparation of programs and projects; and
- little understanding of the needs and concerns of women, especially those in rural areas, and of the factors that may inhibit their participation in the project.

More than a decade later, many of these issues remain relevant, although some progress has been noted, particularly in the narrowing of the gap in unemployment rates between woman and man workers. New issues, however, have emerged, including:

- migration-related issues, such as the continuing feminization of labor migration as a result of government policy, domestic labor market conditions, and poverty; abuses and discrimination against Filipino workers overseas; and inadequate re-entry programs that provide returning migrant workers with viable employment alternatives;
- alarming rate of out-migration (and deskilling) of health care professionals, many of whom are women, and other highly skilled professionals;
- new workplaces that require different working hours and conditions, and the challenges they pose to the application of labor standards;
- international trade agreements that undermine the viability of local enterprises and produce new vulnerabilities among workers while offering new opportunities to some groups; and
- enforcement or implementation of labor laws that support the decent work agenda.

The 2007 ILO Global Report, *Equality at Work: Tackling the Challenges*, identifies continuing and emerging bases of discrimination. Workers have been discriminated against not only on the basis of gender but also because of their disability, ethnicity, faith, age, locality (rural vs. urban), and sexual orientation, among other attributes. In many cases, these biases tend to amplify discriminatory practices based on gender. Hence, older women with disability who belong to a certain faith will more likely face greater discrimination than older men who have the same profile.

GENDER EQUALITY RESULTS

Development interventions in the labor and employment sector can help foster greater gender equity and equality in the industry and in the workplace through technical assistance to business service organizations, industry associations, or employers' groups, on the one hand, and workers' organizations, on the other; capacity development in gender-responsive programming and practices in relevant government agencies and private sector groups; and support for the installation of facilities and services that will address gender concerns in the workplace.

Depending on the nature of the labor and employment project, gender equality results may include:

- 👉 improved productivity of women- and men-owned or operated enterprises;
- 👉 reduced inequality in wages of woman and man workers;
- 👉 higher enrolment rate in social protection programs, particularly among women in the informal sector;
- 👉 greater opportunity particularly for women to venture into high-return business fields;
- 👉 safer workplaces for woman and man workers as sexual harassment and occupational health and safety problems are addressed;
- 👉 higher self-confidence among woman workers as they become knowledgeable in their options and rights as workers;
- 👉 greater access of woman microentrepreneurs to higher credit levels and technical support, enabling them to move to less crowded business fields; and
- 👉 improved implementation of labor laws and policies.

GENDER ANALYSIS QUESTIONS

Gender analysis should be conducted at two points. An analysis of the gender dimension of the decent work pillar(s) is a critical part of project identification and analysis of the development problem, as this would guide project planners in specifying gender issues that the project could or should address. After the project design has been drafted, it should be reviewed or assessed for its likely gender-related effects or impacts.

Gender analysis guide questions at the project identification stage

Analysis of gender roles, perspectives, and needs

- What is the division of labor between women and men at home? At work? In the community?
- How are jobs in the sector or community distributed among woman and man workers? Who tend to get paid jobs? Who are in unpaid or low-paid jobs? Why?
- Does the gender division of labor/distribution of jobs create differences in access to social protection between woman and man workers? How and why?
- How are woman and man workers organized in the community or sector? How are members of the workers' organizations recruited? How are their leaders chosen?

- What are the gender gaps or inequalities arising from the existing gender division of labor? Can these be addressed by the project?

Analysis of access to and control of resources and benefits

- What resources (information, capital, skills, etc.) are available to women and men?
- What resources do women and men control?
- What are the gender gaps or inequalities arising from the existing resource access and control profile? What contributes to the perpetuation of these gaps?
- What are the key constraints to women's access to resources and benefits?

Analysis of constraints and opportunities

- What are the likely constraints related to women's/men's participation in workers' organizations? In the proposed project? Related to attaining the project's gender equality objectives?
- What are the opportunities related to the achievement of the project's gender equality objectives?

Guide questions for assessing the likely gender impacts of the project design

Gender division of labor, rights at work, social protection, employment creation and social dialogue

- Does the project reduce gender role stereotyping among the workers?
- Does the project promote safety and security in the workplace, including control of sexual harassment and other forms of gender biases? Specifically, does the project include
 - education of management and workers on relevant laws;
 - training in the handling of sexual harassment and similar gender-based violence or discrimination cases; and
 - establishment of mechanisms required by law?
- Does the project help address the issue of woman workers' multiple work burden? In so doing, does the project consider women's multiple work burden in its
 - organizing strategy;
 - organizational activities (including union meetings, collective bargaining, etc.);
 - training schedule;
 - design of livelihood schemes; and
 - support mechanisms?
- Has the project considered how participation of women and men in the project will affect their other responsibilities?
- Does the project encourage the inclusion of women's and men's gender needs and concerns in collective bargaining and tripartite forums?

FOR INFORMAL SECTOR PROJECTS:

- Has the project incorporated social protection measures for informal sector workers and entrepreneurs?
- Does the project promote high-value-added enterprises or activities for microentrepreneurs?

FOR ENTERPRISE PROJECTS:

- Does the project help woman workers and entrepreneurs become more efficient?
- Does the project consider key elements of enterprise development (raw material sourcing, technology, financing, market linkages, business information, etc.)?

Access to and control of resources, social dialogue, employment creation, and rights

- Does the project offer woman and man entrepreneurs and/or workers opportunities to venture into new fields? Does it offer adequate technical and other support to aid in the transition?
- What kinds of jobs will be created as a result of the project? Will wages and hours be within labor standards? Does the project design include measures to mitigate the negative effects of the project through on-the-job retraining to enable entrepreneurs and workers to engage in new or nontraditional tasks or activities?
- Will women and men be equally trained by the project to operate businesses or, in the case of workers, newly introduced machines?
- Do project criteria and rules provide women with sufficient access to project resources and benefits (credit, training, trade missions, technology, or information)?
- Does the project encourage the training of women and men to participate in social dialogues?
- Will women be involved in decision making on the focus and direction of the project's technical assistance? On the distribution of opportunities among members of the organization?

Constraints

- Will the project be consulting with workers' organizations, including women's groups or woman workers' organizations? With woman and man union leaders? With employers' organization leaders, including woman leaders?
- Will the project strengthen existing organizations in the sector (such as informal sector coalitions, women-in-business organizations, and employers' or workers' organizations) that promote women's rights and interests?
- Is the proposed project design socially or culturally acceptable? Is it accessible equally to women and men, that is, can women avail themselves of the services, advice or credit as well as men can?
- Will women and men have equal access to project planning and decision making? Are women and men viewed as equal agents of change and participants in industry, employers' or workers' organizations?
- Does the project offer facilities or services that will support women's participation at different stages of the project?
- Has the project devised strategies to overcome the constraints to participation of women and by men? Specifically, has the project considered that constraints to women's participation may require separate programming (by way of separate groups, activities, or components)? IF SEPARATE PROGRAMMING IS NEEDED: Has the project addressed this?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 21 enumerates the ten requirements for a gender-responsive labor and employment project. Each requirement is usually accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the

same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 21

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project proponent has complied with the GAD element: col. 2a if nothing has been done; col. 2b if an element, item, or question has been partly answered; and col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a “partly yes” to Question 1.1 (or Q1.1) means meeting with male officials and only one or a few women who also happen to be officials of the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting with other stakeholders, including women and men that may be affected positively or negatively by the proposed project. A “partly yes” to Q1.2 means inputs or suggestions may have been sought from woman and man beneficiaries but are not considered at all in designing project activities and facilities. A “partly yes” to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.
 - b. For *Element 2.0*, a “partly yes” means some information has been classified by sex but may not be key to identifying major gender issues that a planned project must address. In contrast, a full “yes” implies that qualitative and quantitative data are cited in the analysis of the development issue or project.
 - c. For *Element 3.0*, a “partly yes” means superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).
 - d. For *Element 4.0*, a “partly yes” means women are mentioned in the project objectives but only in connection with traditional roles (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full “yes” to Q4.1 signifies that women’s nontraditional roles are also recognized, while a full “yes” to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logframe.
 - e. For *Element 5.0*, a “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities. A full “yes” denotes that there are identified gender issues and there are activities seeking to address these issues.
 - f. For *Element 6.0*, a “partly yes” to any of the items or questions is associated with superficial or partial effort to address a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the issue or question.
 - g. For *Element 7.0*, a “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.
 - h. For *Element 8.0*, “partly yes” means the project requires the collection of some sex-disaggregated data or information but not all the information will track the gender-differentiated effects of the project. A full “yes” means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.
 - i. For *Element 9.0*, a “partly yes” means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency, or tap external GAD expertise (Q9.2).
 - j. For *Element 10.0*, a “partly yes” to Q 10.1 means there is a mention of the agency’s GAD plan

but no direct connection is made to incorporate the project's GAD efforts into the plan; to Q10.2 implies a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; to Q 10.3 signifies that the project has a sustainability plan for its GAD efforts but there is no mention of how these will be institutionalized within the implementing agency or its partners.

3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an element or item under column 3.
 - a. To ascertain the score for a GAD element, a three-point rating scale is provided: "0" when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and "2" (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for "partly yes" differ by element. For instance, for Elements 2.0, 3.0, 5.0, 7.0, and 8.0, the score is "1." For elements that have two or more items or questions (such as Element 1.0), the rating is the sum of the scores of the items or questions that falls short of the maximum "2."
 - c. For Elements 4.0 and 9.0, which have two items, the maximum score **for each item** is pegged at "1.0" and for "partly yes" is "0.5." Hence, if a project scores a full "1.0" in one question but "0" in the other, or if a project scores "partly yes" (or "0.5") in each of the two items, the total rating for Element 4.0 or 9.0 will be "partly yes" with a score of "1.0." If a project scores "partly yes" for one item but "no" for the other, then the total rating for the element will be "0.5."
 - d. For Elements 1.0, 6.0 and 10.0, which have three items each, the maximum score **for each item** is pegged at "0.67" and for "partly yes" is "0.33." The rating for the element will be "partly yes" if the total score of the three items is positive but less than "2.0," the maximum for the element.
4. For an element (col. 1) that has more than one item or question, add the scores of the items and enter the sum in the thickly bordered cell for the element.
5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.
6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

**Box 21. GAD checklist for designing and evaluating
employment- and work-related projects**

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification					
1.0 Participation of women and men in project identification (max score: 2; for each item, 0.67)					
1.1 Has the project consulted partners, including women, on the problem or issue that the intervention must solve and on the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have women's inputs been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.33, 0.67)					
2.0 Collection of sex-disaggregated data and gender-related information prior to project design (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					
3.0 Conduct of gender analysis and identification of gender issues (possible scores: 0, 1.0, 2.0) Has gender analysis been done to identify gender issues prior to project design? OR, does the discussion of development issues in the project document include gender issues that the project must address?					
Project design					
4.0 Gender equality goals, outcomes, and outputs (max score: 2; for each item, 1)					
4.1 Do project objectives explicitly refer to women and men? (possible scores: 0, 0.5, 1.0)					
4.2 Does the project have gender equality outputs or outcomes? (See text for examples.) (possible scores: 0, 0.5, 1.0)					
5.0 Matching of strategies with gender issues (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?					
6.0 Gender analysis of the designed project (max score: 2)					
6.1 <i>Gender division of labor</i> (max score: 0.67; for each question, 0.17)					
6.1.1 Does the project reduce gender role stereotyping and other gender biases? Does the project consider women's multiple work burdens in the design of its activities or how it will affect women's and men's other responsibilities? (possible scores: 0, 0.08, 0.17)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.1.2 Does the project support the discussion of gender needs and concerns in forums? (possible scores: 0, 0.08, 0.17)					
6.1.3 Does the project promote safety and security in the workplace? (possible scores: 0, 0.08, 0.17)					
6.1.4 Does the project encourage full social protection coverage for workers, particularly those in the informal sector? (possible scores: 0, 0.08, 0.17)					
6.2 <i>Access to and control of resources</i> (max score: 0.67; for each item, 0.17)					
6.2.1 Does the project offer woman and man entrepreneurs and/or workers opportunities to venture into new fields or higher-value jobs or enterprises? Does it offer adequate support to aid in the transition? (possible scores: 0, 0.08, 0.17)					
6.2.2 Does the project encourage the training of women as well as men to participate in social dialogues? Or, will women be involved in decision making on the focus and direction of the project's technical assistance/distribution of opportunities among members of the organization? (possible scores: 0, 0.08, 0.17)					
6.2.3 Will the project create jobs that ensure decent wages and hours? Or, will the project improve workers' productivity and wages? (possible scores: 0, 0.08, 0.17)					
6.2.4 Does the project have measures for mitigating negative effects on women and men? (possible scores: 0, 0.08, 0.17)					
6.3 <i>Constraints</i> (max score: 0.67; for each item, 0.22)					
6.3.1 Is the proposed project design socially or culturally acceptable and accessible to women? Can women effectively participate in or benefit from the project? (possible scores: 0, 0.11, 0.22)					
6.3.2 Will the project strengthen existing organizations that promote the rights and interests of workers, particularly woman workers? (possible scores: 0, 0.11, 0.22)					
6.3.3 Has the project devised strategies to overcome the constraints to project participation of women and by men? Specifically, has the project considered that constraints to women's participation may require separate programming (by way of separate groups, activities, or components)? IF SEPARATE PROGRAMMING IS NEEDED: Has the project addressed this? (possible scores: 0, 0.11, 0.22)					
7.0 Monitoring targets and indicators (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? <i>Examples of gender differences that may be monitored:</i>					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
<ul style="list-style-type: none"> • Microenterprises owned or managed by women and by men • Performance of women- and men-owned enterprises in areas of project interventions • Participation in forums • Borrowers' and loan profiles • Rate of adoption of project interventions • Rate of satisfaction with project interventions • Membership and leadership in the project's partner organizations (labor or trade unions, ECOP, informal sector coalition) • Employment generated by the project, or loss of jobs as a result of the project • Hours worked • Wages • Membership and leadership in an organization or a similar group created by the project • Participation in training, by type of training • Distribution of project inputs other than credit (market linkages, technical information, design) • Social protection coverage 					
8.0 Sex-disaggregated database (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring plan or performance measurement framework include the collection of sex-disaggregated data?					
9.0 Resources (max score: 2; for each item, 1)					
9.1 Is the budget allotted by the project sufficient to promote, integrate or mainstream GAD in the project? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or to promote gender equality and women's empowerment? OR, does the project commit itself to investing project staff time in building capacity to integrate GAD or promote gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item, 0.67)					
10.1 Will the project build on or strengthen the partners' commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE FOR THE PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the ten elements.)					

Interpretation of the GAD Score

0 - 3.9	GAD is invisible in the project (proposal is returned).
4.0 - 7.9	Proposed project has promising GAD prospects (proposal earns a “conditional pass,” pending identification of gender issues, as well as strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
8.0 - 14.9	Proposed project is gender-sensitive (proposal passes the GAD test).
15.0 - 20.0	Proposed project is gender-responsive (proponent is commended).

GAD CHECKLIST FOR DESIGNING CHILD LABOR PROJECTS

This gender and development (GAD) checklist for child labor projects forms part of the Philippines's *Harmonized Gender and Development Guidelines for Project Development, Implementation, Monitoring and Evaluation*. Launched by the Philippine government in 2005, the guidelines provide a minimum set of requirements for development projects, including those supported by Official Development Assistance (ODA) funds. However, ODA donors, such as the International Labor Organization (ILO), may introduce additional requirements to fit their priorities and policies. In this connection, the present GAD checklist has been prepared to harmonize with the GAD guidelines, but particularly to apply to child labor programs and projects of ILO and its partners, as well as those of other agencies.

THE INTERNATIONAL PROGRAMME FOR THE ELIMINATION OF CHILD LABOR AND DECENT WORK

In 1991, the ILO and its partners launched the International Programme on the Elimination of Child Labour (IPEC), with the aim of working to eliminate the most exploitative forms of child labor by strengthening national capacities to address child labor problems and supporting a worldwide movement against it. In 1992, the Philippines, along with six other countries, signed a Memorandum of Understanding on child labor with ILO. The priority areas of the Philippine-ILO action are (1) child victims of trafficking; (2) children employed in mining and quarrying; (3) children in home-based industries, especially those under subcontracting arrangements; (4) children trapped in prostitution; (5) children working in sugarcane plantations; (6) children working in vegetable farms; (7) children working in pyrotechnics production; and (8) children engaged in deep-sea diving.¹

Child labor is one of the four areas covered by the ILO Declaration on Fundamental Principles and Rights at Work. By signing the Declaration, the Philippines agreed to uphold a set of core labor standards, which, in addition to the effective abolition of child labor, includes recognition of freedom of association and the right to collective bargaining, elimination of all forms of forced or compulsory labor, and elimination of discrimination in respect of employment and occupation.

In the Philippines, as in other member states of the United Nations, the ILO works with the government, employers' groups, and workers' organizations to promote four interlinked aims of decent work.² These are (1) employment creation, with emphasis on greater opportunities for women and men to secure decent employment and income; (2) rights at work; (3) social protection by enhancing the coverage and effectiveness of social protection for all; and (4) social dialogue.

¹ILO, "Attacking Child Labour in the Philippines: An Indicative Framework for Philippine-ILO Action" (Manila, 1992).

²In the report of the ILO Director-General to the 87th session of the International Labour Conference in 1999, Juan Somavia defined decent work as "productive work in which rights are protected, which generates an adequate income, with adequate social protection. It also means sufficient work, in the sense that all should have full access to income-earning opportunities."

To ensure that gender equality and the decent work agenda are addressed in child labor programs and projects in the Philippines, the GAD guidelines need to be reformulated. This applies particularly to the gender analysis questions at the project identification and design stages, sample gender equality results, and sample monitoring indicators.

GENDER ISSUES

Gender refers to learned social differences and relations between girls and boys and women and men. Gender differences and relations vary widely within and between cultures, and these may change over time. Differences, however, are not exclusively based on sex (biological or genetic differences between women and men) and gender but also on socioeconomic context, age, ethnicity and culture. Thus, one's sex and gender, combined with one's specific social and cultural context, shapes one's conditions and opportunities.³

In the case of child labor, the convergence of attributes and social and cultural context has resulted in a number of gender issues, which include the following:

- More than half of four million working children are in hazardous conditions, many of whom are boys and in rural areas.
- There are higher school dropouts among boys than girls, and this is largely due to boys being drawn to work in farms.
- Male child labor are more visible, while the large majority of female child labor are in domestic work, away from the public eye and very vulnerable to abuse.
- Half of an estimated 32 million children are girls, many of whom are victims of child abuse, prostitution and trafficking.
- Girls outnumber boys as members, volunteers and peer educators in children's organizations, but gender role stereotyping of males as leaders is evident in older or youth organizations.⁴
- There is limited use of sex-disaggregated data and information on gender from child labor surveys in designing child labor policies and programs, or low appreciation among planners, designers and implementers of the value of sex-disaggregated data as inputs to the planning and preparation of programs and projects.

There are likely other gender issues that a child labor program or project could or should address. Gender analysis is therefore strongly recommended to be done as part of the situation analysis at the project identification stage. Gender issues that are identified early on could be considered in the design of a project or program, in the formulation of results, and in the allocation of project and program resources.

³ ILO-IPEC, "Good Practices: Gender Mainstreaming in Actions Against Child Labour" (Geneva: ILO, 2003).

⁴ Jeanne Frances I. Illo, *On Their Own Behalf: Case Studies of Child and Youth Participation in the Philippines* (Makati and Quezon City: Consuelo Foundation, UNICEF, and Institute of Philippine Culture, Ateneo de Manila University, 2003).

GENDER EQUALITY RESULTS

Gender equality and the empowerment of women and girls are conceived as progressively occurring at different levels. Thus, *gender equality and empowerment outputs and outcomes* may be viewed and measured in terms of the following:

- 👉 Improved physical welfare: lower incidence of malnutrition, morbidity and mortality among girls and boys; improved school participation of girls and boys at various levels
- 👉 Equal access of girls and boys to development opportunities, resources and benefits, which implies the removal of constraints, barriers and various forms of gender-based discrimination to access, particularly among girls
- 👉 Greater understanding among girls and boys/ and women and men of human rights of children, especially girls' human rights; commitment of the state to the recognition, protection, and fulfillment of human rights; and changes in attitudes and beliefs concerning gender relations, as indicated by the lower incidence of violence against women and girls and a more equal gender division of labor
- 👉 Equal participation of girls in bodies or organizations created by and for child labor programs or projects; and improved representation of women and girls in various decision-making bodies and leadership positions
- 👉 Equal control between girls and boys/ and women and men over resources and processes and outcomes of a development project

GENDER ANALYSIS QUESTIONS

Gender analysis should be conducted at two points:

- An analysis of the gender dimension of the decent work pillar(s) is a critical part of project identification and analysis of a development problem. This would guide project planners and designers in specifying relevant gender issues that the project could or should address. Examples of gender analysis guide questions are found below.
- After the project design has been drafted, it should be reviewed or assessed for its likely gender effects or impacts. Sample gender analysis guide questions are provided below.

In the case of child labor, the conduct of gender analysis at the *pre-design stage* involves collecting data and disaggregating or breaking them down by sex, and focuses on the following:⁵

- Identifying gender differentials at work and in life in terms of the division of labor and access to and control over resources and benefits
- Understanding the conditions of work among girls and boys/women and men
- Understanding the needs of girls and boys/women and men, as well as the constraints and opportunities of each in relation to their knowledge and skills
- Understanding each group's access to social protection, family responsibilities and decision-making opportunities

⁵Adopted from ILO-IPEC, "Good Practices," 117.

- Identifying constraints and opportunities of both sexes arising from the larger legal, social, economic and political environment
- Reviewing the capacities of existing institutions and mechanisms to reach out equally to girls and boys and women and men and to promote gender equality

These considerations are reformulated as guide questions, below.

Gender analysis guide questions at the project identification stage

Analysis of gender roles, perspectives, and needs

- What is the division of labor between girls and boys/women and men at home? At work? In the community?
- How has the division of responsibilities between girls and boys/women and men affected the school participation of girls and boys? Why do girls drop out from school? Why do boys?
- What are the conditions of work among girls and boys/women and men? For instance, are there wage differentials between children and adults, and between girls/women and boys/men? Why? How much time do girls and boys/women and men spend at work? Do workers get time off from work?
- What happens when workers—boys and girls, women and men—get sick? Or meet an accident? Or need to be absent?
- How safe are the workplaces for girls? For boys?
- How are decisions about who gets to attend school, work, or play made? How do these decisions affect girls' and boys' chances to study or to rest?
- How are girl and boy/woman and man workers organized in the community or sector? How are members of the workers' organizations recruited? How are their leaders chosen?
- What are the gender gaps or inequalities arising from the existing gender division of labor? Can this be addressed by the project?
- What actions are needed to address the problems faced by girls/boys working in the sector?

Analysis of access to and control of resources and benefits

- What resources (information, capital, skills, etc.) are available to girls and boys/women and men?
- What resources do girls and boys/women and men control?
- What are the gender differentials arising from the existing distribution and control of resources? What contributes to the perpetuation of these gaps? Or, what are the key constraints to girls' and boys' access to resources and benefits?

Analysis of constraints and opportunities

- What are the factors that will likely prevent women/men from participating in the proposed child labor project or program?
- What obstacles do existing institutions (laws, policies, markets) and the present economic and political conditions pose to the campaign to eliminate the worst forms of child labor, particularly those concerning girls?
- What opportunities do existing institutions and the present economic and political conditions offer to the campaign to eliminate the worst forms of child labor, particularly those concerning girls?

Gender analysis guide questions at the project design stage

Gender division of labor, rights at work, social protection, employment creation, and social dialogue

- Does the project address the differences in the conditions and situations of girls and boys in child labor? For instance, is recognition of these gender-differentiated conditions reflected in the scheduling of project or organizing activities, or in the design of rescue operations or rehabilitation programs? How?
- Does the project promote safety and security in the workplace, including control of sexual harassment and other forms of gender-based abuses and biases? Specifically, does the project include
 - education of management and workers on relevant laws on children and child labor; and
 - training in the handling of gender-based violence or discrimination cases and monitoring of these cases?
- Does the project address the fact that girls and boys in child labor situations may view their work as part of their family's survival strategies? How?
- Will the project be involving girls and boys in child labor situations, along with their parents and the community?
- Has the project design considered how the participation of girls and boys/women and men in the project will affect their other responsibilities?
- Does the project design encourage the discussion of gender needs and concerns of girls and boys/women and men in its forums and meetings?
- IF APPLICABLE: Does the project help address the issue of girls being socialized to accept a lower or subservient status, making them "perfect" for domestic work?

Access to and control of resources, social dialogue, employment creation, and rights

- Does the project offer educational or training opportunities to girls and boys in child labor situations? Does the project offer access to health (including reproductive health) information and services to girls and boys in child labor situations?
- Does the project provide services and programs (counseling, legal, rescue, training) that respond to the needs of girls in child labor situations? Of boys in child labor situations? What are these?
- Does the project provide girls and boys as well as their families with an alternative to child labor? Or, does the project design include measures to prevent child labor?

Constraints

- Is the proposed project design socially or culturally acceptable and accessible equally to girls and boys? To women and men?
- Will girls and boys/women and men have equal access to project planning and decision making? Are girls and boys/women and men viewed as equal agents of change and participants in the project?
- Has the project devised strategies to overcome the constraints to participation of girls and women, and the constraints to participation of boys and men? Specifically, has the project considered that the constraints to girls' and women's participation may require separate programming (by way of separate groups, activities, or components)? IF SEPARATE PROGRAMMING IS NEEDED: Has the project addressed this?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 22 enumerates the ten requirements for a gender-responsive program or project that seeks to address the child labor problem. Each requirement is usually accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 22

1. Put a check in the appropriate column (2a to 2c) under "Response" to signify the degree to which a project proponent has complied with the GAD element: col. 2a if nothing has been done; col. 2b if an element, item, or question has been partly answered; and col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a "partly yes" to Question 1.1 (or Q1.1) means meeting with male officials and only one or a few women who also happen to be officials of the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting with other stakeholders, including women and men that may be affected positively or negatively by the proposed project. A "partly yes" to Q1.2 means inputs or suggestions may have been sought from women and men beneficiaries but are not considered at all in designing project activities and facilities. A "partly yes" to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.
 - b. For *Element 2.0*, a "partly yes" means some information has been classified by sex but may not be key to identifying major gender issues that a planned project must address. In contrast, a full "yes" implies that qualitative and quantitative data are cited in the analysis of the development issue or project.
 - c. For *Element 3.0*, a "partly yes" means superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).

- d. For *Element 4.0*, a “partly yes” means women are mentioned in the project objectives but only in connection with traditional roles (Q4.1) or the project has token gender equality outputs or outcomes (Q4.2). A full “yes” to Q4.1 signifies that women’s nontraditional roles are also recognized, while a full “yes” to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logframe.
 - e. For *Element 5.0*, a “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities. A full “yes” denotes that there are identified gender issues and there are activities seeking to address these issues.
 - f. For *Element 6.0*, a “partly yes” to any of the items or questions is associated with superficial or partial effort to address a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the issue or question.
 - g. For *Element 7.0*, a “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.
 - h. For *Element 8.0*, a “partly yes” means the project requires the collection of some sex-disaggregated data or information but not all the information will track the gender-differentiated effects of the project. A full “yes” means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.
 - i. For *Element 9.0*, a “partly yes” means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency, or tap external GAD expertise (Q9.2).
 - j. For *Element 10.0*, a “partly yes” to Q 10.1 means there is a mention of the agency’s GAD plan but no direct connection is made to incorporate the project’s GAD efforts into the plan; to Q10.2 implies a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; to Q 10.3 signifies that the project has a sustainability plan for its GAD efforts but there is no mention of how these will be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an element or item under column 3.
 - a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for “partly yes” differ by element. For instance, for Elements 2.0, 3.0, 5.0, 7.0, and 8.0, the score is “1.” For elements that have two or more items or questions (such as Element 1.0), the rating is the sum of the scores of the items or questions that falls short of the maximum “2.”
 - c. For Elements 4.0 and 9.0, which have two items each, the maximum score **for each item** is pegged at “1.0” and for “partly yes” is “0.5.” Hence, if a project scores a full “1.0” in one question but “0” in the other, or if a project scores “partly yes” (or “0.5”) in each of the two items, the total rating for Element 4.0 or 9.0 will be “partly yes” with a score of “1.0.” If a project scores “partly yes” for one item but “no” for the other, then the total rating for the element will be “0.5.”
 - d. For Elements 1.0, 6.0, and 10.0, which have three items each, the maximum score **for each item** is pegged at “0.67” and for “partly yes” is “0.33.” The rating for the element will be “partly yes” if the total score of the three items is positive but less than “2.0,” the maximum for the element.
 4. For an element (col. 1) that has more than one item or question, add the scores of the items and

enter the sum in the thickly bordered cell for the element.

5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.
6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

Box 22. GAD checklist for designing and evaluating child labor projects

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification					
1.0 Participation of women and men in project identification (max score: 2; for each item, 0.67)					
1.1 Has the project consulted partners and children, girls and boys, on the problem or issue that the intervention aims to solve and on the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have inputs from children in child labor situations, including girls, been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both girls and boys/women and men seen as stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.33, 0.67)					
2.0 Collection of sex-disaggregated data and gender-related information prior to project design (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					
3.0 Conduct of gender analysis and identification of gender issues (possible scores: 0, 1.0, 2.0) Has gender analysis been done to identify gender issues prior to project design? OR, does the discussion of development issues in the project document include gender issues that the project must address?					
Project design					
4.0 Gender equality goals, outcomes and outputs (max score: 2; for each item, 1)					
4.1 Do project objectives explicitly refer to girls and boys/women and men? (possible scores: 0, 0.5, 1.0)					
4.2 Does the project have gender equality outputs or outcomes? (See text for examples.) (possible scores: 0, 0.5, 1.0)					
5.0 Matching of strategies with gender issues (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals that have been identified? That is, will the activities or interventions reduce gender gaps and inequalities?					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.0 <i>Gender analysis of the designed project</i> (max score: 2)					
6.1 <i>Gender division of labor</i> (max score: 0.67; for each item, 0.17)					
6.1.1 Does the project address the differences in the conditions and situations of girls and boys in child labor? Does it address the link between child labor and family survival? (possible scores: 0, 0.08, 0.17)					
6.1.2 Does the project support the discussion of gender needs and concerns in forums? IF APPLICABLE: Does it address the issue of girls being socialized to accept a lower or subservient status, making them "ideal" for domestic work? (possible scores: 0, 0.08, 0.17)					
6.1.3 Does the project promote safety and security in the workplace?					
6.1.4 Does the project plan to involve girls and boys in child labor situations in project design and implementation? Has it considered how their participation will affect their other responsibilities? (possible scores: 0, 0.08, 0.17)					
6.2 <i>Access to and control of resources</i> (max score: 0.67; for each item, 0.22)					
6.2.1 Does the project offer girls and boys in child labor situations educational or training opportunities? Access to health (including reproductive health) information and services? (possible scores: 0, 0.11, 0.22)					
6.2.2 Does the project provide services and programs (counseling, legal, rescue, training) that respond to the needs of girls and boys in child labor situations? (possible scores: 0, 0.11, 0.22)					
6.2.3 Does the project offer girls and boys and their families an alternative to child labor? OR, does the project design include measures to prevent child labor? (possible scores: 0, 0.11, 0.22)					
6.3 <i>Constraints</i> (max score: 0.67; for each item, .22)					
6.3.1 Is the proposed project design socially or culturally acceptable and accessible equally to girls and boys/women and men? (possible scores: 0, 0.11, 0.22)					
6.3.2 Will girls and boys/women and men have equal access to planning and decision making? (possible scores: 0, 0.11, 0.22)					
6.3.3 Has the project devised strategies to overcome the constraints to project participation of girls/women and boys/men? Specifically, has the project considered that the constraints to girls'/women's participation may require separate programming (by way of separate groups, activities, or components)? IF SEPARATE PROGRAMMING IS NEEDED: Has the project addressed this? (possible scores: 0, 0.11, 0.22)					
7.0 <i>Monitoring targets and indicators</i> (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? <i>Examples of gender differences that may be monitored:</i>					
<ul style="list-style-type: none"> • Number of girls/boys in child labor • Types of work done by girls/boys • Location of work of girls/boys 					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
<ul style="list-style-type: none"> • Hours worked by girls/boys • Wages paid girls/boys • Social protection coverage for girls/boys • Work hazards faced by girls/boys • Work-related injuries of girls/boys • Children rescued/rehabilitated/counseled/relocated • Trafficked children returned to their families/communities • Rescued children returning to child labor • Access of girls/boys to basic services (health, education) • Number of child-labor prevention programs • Performance of women- and men-owned enterprises in areas of project interventions • Rate of adoption of project interventions • Rate of satisfaction with project interventions • Membership and leadership in organizations • Participation in project activities (forums, training, meetings, marches) • Distribution of project inputs other than credit (market linkages, technical information, design) 					
8.0 Sex-disaggregated database (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring plan or performance measurement framework include the collection of sex-disaggregated data?					
9.0 Resources (max score: 2; for each item, 1)					
9.1 Is the budget allotted by the project sufficient to promote, integrate or mainstream GAD in the project? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or to promote gender equality? OR, is the project committed to investing project staff time in building capacity to integrate GAD, address gender issues, or promote gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item, 0.67)					
10.1 Will the project build on or strengthen the partners' commitment to the advancement of girls/women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE FOR THE PROJECT IDENTIFICATION AND DESIGN STAGES (Add the scores for each of the ten elements.)					

Interpretation of the GAD Score

0-3.9	GAD is invisible in the project (proposal is returned).
4.0-7.9	Proposed project has promising GAD prospects (proposal earns a “conditional pass,” pending identification of gender issues, as well as strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
8.0-14.9	Proposed project is gender-sensitive (proposal passes the GAD test).
15.0-20.0	Proposed project is gender-responsive (proponent is commended).

GAD CHECKLIST FOR DESIGNING MIGRATION PROGRAMS AND PROJECTS

This checklist for migration projects forms part of the *Harmonized Gender and Development Guidelines*. It was originally prepared by the International Labor Office and its partners in the Philippines to apply to migration-related programs and projects of ILO and its partners, as well as those of other agencies.

The ILO Constitution includes the protection of the interests of workers when employed in countries other than their own. The ILO International Migration Branch affirms this commitment by (1) protecting the rights of migrant workers and promoting their integration in their countries of destination and countries of origin; (2) forging an international consensus on how to manage migration; and (3) improving the knowledge bases on international migration.

There are a number of international standards on labor migration to which the Philippines is a signatory. Among these are the Convention concerning Migration for Employment (No. 97), the Convention concerning Migrations in Abusive Conditions and Promotion of Equality and Opportunity and Treatment of Migrant Workers (No. 143), the Recommendation concerning Migration for Employment (No. 86), the Recommendation concerning Migrant Workers (No. 151), the Convention concerning Forced or Compulsory Labour (No. 29) and the Convention concerning the Abolition of Forced Labour (No. 105). Other relevant ILO standards include conventions pertaining to Equal Remuneration (No. 100), Discrimination (Employment and Occupation) (No. 111), Minimum Age (No. 138) and Worst Forms of Child Labour (No. 182).

In addition, migrant workers are protected by United Nations (UN) human rights conventions, particularly the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, which was enforced in July 2003. Two protocols that supplement the UN Convention against Transnational Crime also affect migrant workers: the protocol to prevent, suppress and punish trafficking in persons, especially women and children; and the protocol against the smuggling of migrants by land, sea and air. Woman migrant workers are further protected by the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). At the regional level, the ASEAN Declaration on the Protection of Migrant Workers articulates the concerns and commitment of ASEAN member countries.

Apart from these international and multilateral agreements, the Philippines has entered into bilateral agreements with key countries of destination of Filipino migrant workers. It has also passed two laws that are relevant to international labor migration: Republic Act (RA) 8042, or the

Section 2, Declaration of Principles, RA 8042

“(b) The State shall afford full protection to labor, local and overseas, organized and unorganized, and promote full employment and equality of employment opportunities for all. Towards this end, the State shall provide adequate and timely social, economic and legal services to Filipino migrant workers.

...

“(d) The State affirms the fundamental equality before the law of women and men and the significant role of women in nation-building. Recognizing the contribution of overseas migrant women workers and their particular vulnerabilities, the State shall apply gender sensitive criteria in the formulation and implementation of policies and programs affecting migrant workers and the composition of bodies tasked for the welfare of migrant workers.”

Migrant Workers and Overseas Filipinos Act of 1995, as amended by RA 9422; and RA 9208, or the Anti-Trafficking in Persons Act of 2003.

To ensure that the decent work agenda is addressed with respect to migration-related projects, the GAD guidelines need to be reformulated. This applies particularly to the gender analysis questions at the project identification and design stages, sample gender equality results, and sample monitoring indicators.

GENDER ISSUES

Despite the international standards and national policies, migration reports and studies have emphasized the following gender issues related to migration:¹

- Women ending up in service jobs that are extensions of their domestic work, which put them in individualized, isolated and highly vulnerable positions
- Feminization of migration (international and internal), involving the departure of more and more women to work in the cities or other countries, leaving men to manage their homes and care for the family, resulting in new family structures
- Discrimination, contractualization (no permanent work contract), and gender-based violence (e.g., harassment and sexual exploitation of woman workers)
- Deskilling of teachers, nurses and other professionals who end up in low-skilled jobs overseas
- Social costs of migration, in the form of multiple burden of the spouse left behind, disruption of family and social structures; lack of intervention/assistance to men left behind as a result of the feminization of migration
- Inappropriate migration policies or lack of effective government programs and policies aimed at protecting migrant workers, particularly women
- Ineffective dissemination of realistic, updated information on the conditions of work and on the economic and social costs and benefits of overseas employment that can help women and men decide whether to migrate or not
- Policy issues that are complicated and that fail to take into account emigration and immigration policies, employment structures and labor laws of both sending and receiving countries
- Need for better reintegration programs, especially for distressed workers
- Lack of safety and security nets for woman and man migrants, international and local
- Trafficking in persons, especially women and girls, still high despite tight immigration and labor policies
- Lack of sex-disaggregated data and similar information that can lead to the identification of gender issues in a sector or low appreciation among planners,

¹See, for instance, Mary Lou L. Alcidi, "The Impact of the Asian Financial Crisis on International Labor Migration of Filipino Women" and "Trends in the Overseas Employment of Filipina Workers Four Years After the Asian Financial and Economic Crisis," in *Carrying the Burden of the World: Women Reflecting on the Effects of the Crisis on Women and Girls. Updated Edition*, ed. Jeanne Frances I. Illo and Rosalinda Pineda Ofreneo (Diliman, Quezon City: U.P. Center for Integrative and Development Studies, 2002. [First Printing, 1999]), 83-109.

designers and implementers of the value of sex-disaggregated data as inputs to the planning and preparation of programs and projects.

The 2007 ILO Global Report, *Equality at Work: Tackling the Challenges*, identifies continuing and emerging bases of discrimination. In the case of migrant women, the problems they face are compounded by their being both women and migrants.

GENDER EQUALITY RESULTS

Development interventions related to migration can deal with various stages or aspects of labor migration, including labor market issues, conditions at work, and state policies that promote migration and protect workers' interests. Depending on the nature or type of labor and employment project, the gender equality results may include:

- ✎ equal access of women and men to various occupations in the receiving countries, as facilitated by bilateral arrangements;
- ✎ fewer women and men needing to work overseas, as more jobs or employment opportunities are available to women and men in the country;
- ✎ spouses and children left behind being prepared for the eventual departure and absence of the migrating spouse or parent;
- ✎ woman and man workers better (equally) educated on their rights both in the Philippines and in their country of destination;
- ✎ reduced incidence of gender discrimination of migrant workers through improved implementation of labor agreements;
- ✎ competitive wages for professionals in the country to encourage them to opt for local employment;
- ✎ enhanced opportunities for Filipino professionals to practice their profession in other countries, as facilitated by bilateral agreements and arrangements, including mutual recognition agreements, or professional upgrading;
- ✎ strengthened/stronger social networking among organizations of migrant workers, particularly woman workers;
- ✎ more productive utilization of remittances of migrants' earnings;
- ✎ migration policies reviewed and harmonized to ensure policies that better protect migrant workers, especially women;
- ✎ migrant workers better informed about working conditions overseas and the social costs of migration; and
- ✎ strengthened cooperation at the international level to implement labor laws and policies in conformity with international labor standards regarding migrant workers

GENDER ANALYSIS QUESTIONS

Gender analysis should be conducted at two points. An analysis of the gender dimension of migration should be a critical part of project identification and analysis of the development

problem. This would guide project planners and designers in specifying relevant gender issues that the project could or should address. After the project design has been drafted, it should be reviewed or assessed for its likely gender effects or impacts.

Gender analysis guide questions at the project identification stage

Analysis of gender roles, perspectives, and needs among the target population

- Prior to migration, what is the division of labor at home between women and men? At work? In the community?
- Does the gender division of labor/ distribution of jobs create differences in access to social protection among woman and man workers? How and why?
- How are woman and man workers organized in the community or sector? How are members of the workers' organizations recruited? How are their leaders chosen?
- What are the gender gaps or inequalities arising from the existing gender division of labor? Can this be addressed by the project?
- Why are the women (men) keen on leaving to work in another country? Can the project address these reasons?
- Who are likely to take over the women's (men's) responsibilities after migration? Why?

FOR PROJECTS WITH MIGRANT WORKERS

- Why did the woman (man) migrant workers leave to work in another country?
- What problems did they encounter or continue to encounter in the process of migration? In their return to the Philippines? Can the project address these?

Analysis of access to and control of resources and benefits

- What resources (information, capital, skills, etc.), particularly those relevant to migration decisions, are available to women and men in the target population? To would-be woman and man migrant workers?
- What resources do these women and men control?
- What are the gender gaps or inequalities arising from the existing resource access and control profile that contribute to women's (men's) decision to migrate? What contributes to the perpetuation of these gaps? Or, what are the key constraints to women's access to resources and benefits?

Analysis of constraints and opportunities

- What are the likely constraints related to women's/ men's participation in organizations? In the proposed project? In relation to attaining the project's gender equality objectives?
- What are the opportunities related to the achievement of the project's gender equality objectives?
- What problems do migration industry players (recruiters, placement agencies, etc.) pose to would-be or actual migrant workers, particularly women? What benefits do they offer?

Guide questions for assessing the likely gender impacts of the project design

Gender division of labor, rights at work, social protection, employment creation and social dialogue

- Does the project reduce gender role stereotyping among the would-be or actual migrant workers?
- Does the project promote safety and security in the workplace? Specifically, does the project include -- education of migrant workers on their rights and legal recourse in the Philippines and in their

- country of destination;
- training of OWWA and POLO in the handling of abuses committed against Filipino migrant workers, particularly gender-based violence against woman migrant workers; and
- establishment of mechanisms required by law, bilateral agreements, or international labor standards?

- Does the project help address the issue of woman workers' multiple worries? In so doing, does the project consider the nature of work of migrant woman workers and their worries about their children or family in its
 - design of project interventions (pre-departure orientation sessions, counseling support for children of migrant workers, security of remittances, chat-room facilities);
 - schedule of meetings; and
 - design of livelihood and other re-entry schemes?
- Has the project considered how the participation of women and men in the project will affect their other responsibilities?
- Does the project encourage the inclusion of migrant woman and man workers' gender needs and concerns in collective bargaining and tripartite forums?

FOR DOMESTIC HELPERS:

- Has the project incorporated social protection measures for migrant workers who work as domestic helpers in other countries?
- Does the project provide training in alternative work or employment overseas?

Access to and control of resources, social dialogue, employment creation, and rights

- Does the project offer woman and man migrant workers opportunities to venture into new fields? Alternatively, does the project help woman migrant workers find work, establish enterprises or make viable investments that will induce them to stay in the Philippines? Does the project offer adequate technical and other support to aid in the transition?
- What kinds of jobs will be created as a result of the project? Will wages and hours be within labor standards? Does the project design include measures to mitigate the negative effects of the project through on-the-job retraining to enable entrepreneurs and workers to engage in new or nontraditional tasks or activities?
- Will women as much as men be trained by the project to operate businesses or, in the case of workers, newly introduced machines?
- Do project criteria and rules provide women with sufficient access to project resources and benefits (credit, training, trade missions, technology, or information)?
- Does the project encourage the training of women as well as men to participate in social dialogues?
- Will women be involved in the decision making on the focus and direction of the project's technical assistance? On the distribution of opportunities among members of the organization?

Constraints

- Will the project be consulting with migrant workers' organizations, including women's groups?
- Will the project strengthen existing organizations that promote the rights and interests of migrant workers, particularly those that work on woman migrants' rights and interests?
- Is the proposed project design socially or culturally acceptable and accessible equally to women and men?
- Will women and men have equal access to project planning and decision making? Are women and men viewed as equal agents of change and participants in migrant workers' organizations? In bodies created by the project?
- Does the project offer facilities or services that will support women's participation at different stages of the project?

- Has the project devised strategies to overcome the constraints to participation of women and of men? Specifically, has the project considered that the constraints to women's participation may require separate programming (by way of separate groups, activities, or components)? IF SEPARATE PROGRAMMING IS NEEDED: Has the project addressed this?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 23 enumerates the ten requirements for a gender-responsive migration-related project. Each requirement is usually accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 23

1. Put a check in the appropriate column (2a to 2c) under "Response" to signify the degree to which a project proponent has complied with the GAD element: col. 2a if nothing has been done; col. 2b if an element, item, or question has been partly answered; and col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a "partly yes" to Question 1.1 (or Q1.1) means meeting with male officials and only one or a few women who also happen to be officials of the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting with other stakeholders, including women and men that may be affected positively or negatively by the proposed project. A "partly yes" to Q1.2 means inputs or suggestions may have been sought from woman and man beneficiaries but are not considered at all in designing project activities and facilities. A "partly yes" to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.
 - b. For *Element 2.0*, a "partly yes" means some information has been classified by sex but may not be key to identifying major gender issues that a planned project must address. In contrast, a "yes" implies that qualitative and quantitative data are cited in the analysis of the development issue or project.
 - c. For *Element 3.0*, a "partly yes" means superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).
 - d. For *Element 4.0*, a "partly yes" means women are mentioned in the project objectives but only in connection with traditional roles (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full "yes" to Q4.1 signifies that women's nontraditional roles are also recognized, while a full "yes" to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logframe.
 - e. For *Element 5.0*, a "partly yes" means having gender equality strategies or activities but no stated gender issues to match the activities. A full "yes" denotes that there are identified gender issues and there are activities seeking to address these issues.
 - f. For *Element 6.0*, a "partly yes" to any of the items or questions is associated with superficial or partial effort to address a specific issue or question. In contrast, a full "yes" involves a coherent, if not a comprehensive, response to the question.

- g. For *Element 7.0*, a “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.
 - h. For *Element 8.0*, a “partly yes” means the project requires the collection of some sex-disaggregated data or information but not all the information will track the gender-differentiated effects of the project. A full “yes” means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.
 - i. For *Element 9.0*, a “partly yes” means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency, or tap external GAD expertise (Q9.2).
 - j. For *Element 10.0*, a “partly yes” to Q 10.1 means there is a mention of the agency’s GAD plan but no direct connection is made to incorporate the project’s GAD efforts into the plan; to Q10.2 implies a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; to Q 10.3 signifies that the project has a sustainability plan for its GAD efforts but there is no mention of how these will be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an item or element under column 3.
 - a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for “partly yes” differ by element. For instance, the score for “partly yes” for Elements 2.0, 3.0, 5.0, 7.0, and 8.0 is “1.” For elements that have two or more items or questions (such as Element 1.0), the rating for a “partial yes” is the sum of the scores of the items or questions that falls short of the maximum “2.”
 - c. For Elements 4.0 and 9.0, which have two items each, the maximum score **for each item** is pegged at “1.0” and for “partly yes” is “0.5.” Hence, if a project scores a full “1.0” in one question but “0” in the other, or if a project scores “partly yes” (or “0.5”) in each of the two items, the total rating for Element 4.0 or Element 9.0 will be “partly yes” with a score of “1.0.” If a project scores “partly yes” for one item but “no” for the other, then the total rating for the element will be “0.5.”
 - d. For Elements 1.0, 6.0 and 10.0, which have three items each, the maximum score **for each item** is pegged at “0.67” and for “partly yes” is “0.33.” The rating for the element will be “partly yes” if the total score of the three items is positive but less than “2.0,” the maximum for the element.
 4. For an element (col. 1) that has more than one item or question, add the scores for the items and enter the sum in the thickly bordered cell for the element.
 5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.
 6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent’s compliance with the requirement (for evaluators).

Box 23. GAD checklist for designing and evaluating labor migration projects

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification					
1.0 Participation of women and men in project identification (max score: 2; for each item or question, 0.67)					
1.1 Has the project consulted partners involved in migration-related advocacy or service delivery, including women's groups, on the problem or issue that the intervention aims to solve and on the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have women's inputs been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both woman and man migrant workers seen as stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.33, 0.67)					
2.0 Collection of sex-disaggregated data and gender-related information prior to project design (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated labor migration data and gender-related information from secondary and primary sources at the project identification stage? Or, does the project document include relevant sex-disaggregated and gender information in the analysis of the development issue or problem?					
3.0 Conduct of gender analysis and identification of gender issues (possible scores: 0, 1.0, 2.0) Has gender analysis been done to identify gender issues related to labor migration prior to project design? Or, does the discussion of development issues in the project document include gender issues that the project must address?					
Project design					
4.0 Gender equality goals, outcomes and outputs (max score: 2; for each item or question, 1)					
4.1 Do project objectives explicitly refer to women and men? (possible scores: 0, 0.5, 1.0)					
4.2 Does the project have gender equality outputs or outcomes? (See text for examples.) (possible scores: 0, 0.5, 1.0)					
5.0 Matching of strategies with gender issues (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?					
6.0 Gender analysis of the designed project (max score: 2)					
6.1 Gender division of labor (max score: 0.67; for each question, 0.17)					
6.1.1 Does the project reduce gender role stereotyping and other gender biases? Does the project consider women's multiple worries (work, family, children) in the design of activities or how the project will affect women's and men's other responsibilities?					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.1.2 Does the project support the discussion of gender needs and concerns of woman and man migrant workers in forums and collective bargaining sessions? (possible scores: 0, 0.08, 0.17)					
6.1.3 Does the project promote safety and security in the workplace? (possible scores: 0, 0.08, 0.17)					
6.1.4 Does the project encourage full social protection coverage for migrant workers, particularly woman migrant workers? (possible scores: 0, 0.08, 0.17)					
6.2 <i>Access to and control of resources</i> (max score: 0.67; for each question, 0.17)					
6.2.1 Does the project help migrant woman and man workers find work, establish enterprises or make viable investments that will induce them to stay in the Philippines? Does it offer adequate support to aid in the transition? (possible scores: 0, 0.08, 0.17)					
6.2.2 Does the project encourage the training of woman migrant workers as well as man migrant workers in participation in social dialogues? Or, will women be involved in decision making on the focus and direction of the project's technical assistance/ distribution of opportunities among members of the organization? (possible scores: 0, 0.08, 0.17)					
6.2.3 Will the project create jobs that ensure decent wages and hours? Or, will the project improve workers' productivity and wages? (possible scores: 0, 0.08, 0.17)					
6.2.4 Does the project have measures for mitigating negative effects on women and men? (possible scores: 0, 0.08, 0.17)					
6.3 <i>Constraints</i> (max score: 0.67; for each item, 0.22)					
6.3.1 Is the proposed project design socially or culturally acceptable and accessible to women? Can women effectively participate in or benefit from the project? (possible scores: 0, 0.11, 0.22)					
6.3.2 Will the project strengthen existing organizations that promote the rights and interests of migrant workers, particularly woman migrant workers? (possible scores: 0, 0.11, 0.22)					
6.3.3 Has the project devised strategies to overcome the constraints to project participation of woman and of man migrant workers? Specifically, has the project considered that the constraints to the participation of woman migrant workers may require separate programming (by way of separate groups, activities, or components)? IF SEPARATE PROGRAMMING IS NEEDED: Has the project addressed this? (possible scores: 0, 0.11, 0.22)					
7.0 Monitoring targets and indicators (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? Examples of gender differences that may be monitored:					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
<ul style="list-style-type: none"> • Number of new hires, by education • Deployment of land-based workers, by occupation and country of destination • Repatriated workers • Conditions of repatriated workers • Problems encountered by migrant workers in the course of migration • Problems encountered by migrant workers in the country of destination • Conditions of work • Access to social protection in the Philippines • Access to social protection in the country of destination • Access to re-integration program or support services for migrant workers • Rate of satisfaction with support services • Membership and leadership in migrant workers' organizations 					
8.0 Sex-disaggregated database (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data on migrant workers?					
9.0 Resources (max score: 2; for each item, 1)					
9.1 Is the budget allotted by the project sufficient to promote, integrate, or mainstream GAD in the project? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or to promote gender equality and women's empowerment? Or, is the project committed to investing project staff time in building capacity to integrate GAD or promote gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item or question, 0.67)					
10.1 Will the project build on or strengthen the partners' commitment to the advancement of woman migrant workers? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations that have advocacy programs or delivery services for woman migrant workers? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE FOR THE PROJECT IDENTIFICATION AND DESIGN STAGES (Add the scores for each of the ten elements.)					

Interpretation of the GAD Score

0 - 3.9	GAD is invisible in the project (proposal is returned).
4.0 - 7.9	Proposed project has promising GAD prospects (proposal earns a "conditional pass," pending identification of gender issues, as well as strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
8.0 - 14.9	Proposed project is gender-sensitive (proposal passes the GAD test).
15.0 - 20.0	Proposed project is gender-responsive (proponent is commended).

GAD CHECKLIST FOR THE TOURISM SECTOR¹

The tourism sector is composed of the public and non-public sector. The former includes national government agencies, mainly the Department of Tourism (DOT) and its various offices and agencies, and local government units, while the latter consists of the private sector (business enterprises in various areas of tourism), nongovernment organizations (NGOs), academic institutions, and, more importantly, communities. This gender and development (GAD) checklist applies to tourism-related programs and projects of key tourism stakeholders.

The GAD checklist for the tourism sector seeks to bring gender-related aspects of tourism to the attention of policymakers and program or project developers, especially the issues of women's employment in the tourism industry and women's participation in tourism planning and management. In compliance with Republic Act (RA) No. 7192 (Women in Development and Nation Building Act) and, more recently, RA 9710 (Magna Carta of Women, or MCW), DOT, through the Inter-agency Committee on Gender and Development that was created under Administrative Order No. 94-07, continuously implements various GAD programs, activities, and projects addressing gender issues and concerns in the tourism industry.

GENDER ISSUES AND STRATEGIES

The tourism industry offers vast income-generating opportunities, from employment to operation of enterprises. It is labor-intensive, providing a wide range of job openings that the poor with vocational skills training can access. Tourism also creates economic prospects for small entrepreneurs, as there are many support services that can be established with minimal start-up costs.

The Magna Carta of Women instructs DOT, like other government agencies, to "pursue the adoption of gender mainstreaming as a strategy to promote and fulfill women's human rights and eliminate gender discrimination in their systems, structures, policies, programs and processes."² It also stresses the importance of the non-discriminatory and non-derogatory portrayal of women in media and film, including commercials and promotional materials used for tourism, among a number of purposes.³ The MCW promotes women's rights to representation and participation, including undertaking "temporary special measures to accelerate the participation and equitable representation in the decision-making and policy-making processes," and instructs appointing authorities to ensure the representation of women or

¹This checklist brings together the guidelines prepared by the Local Governance Support Program for Local Economic Development (LGSP-LED) and that crafted by the Department of Tourism (DOT) with support from the Gender Responsive Economic Actions for the Transformation of Women (GREAT Women) Project. LGSP-LED and the GREAT Women Project are projects of the Philippine Program of the Department of Foreign Affairs, Trade and Development (DFATD; formerly the Canadian International Development Agency, or CIDA) of the Government of Canada. Harmonization of the guidelines was facilitated by the Advancing Philippine Competitiveness (COMPETE) Project of the United States Agency for International Development (USAID).

² MCW Implementing Rules and Regulations (IRR), Rule VI, Section 37, pp. 104–105.

³ MCW IRR, Rule IV, Section 19, p. 65; and Section 19, Article A, p. 66.

women's groups in policymaking and decision-making bodies.⁴ Further, it provides that girl children "shall be protected from all forms of abuse and exploitation."⁵

The United Nations Environment and Development UK Committee report on Gender and Tourism⁶ shows that, worldwide, tourism is a particularly important sector for women, who make up 46 percent of the tourism labor force. This statistic masks several gender issues related to workers in the sector:

- *Gender-role stereotyping.* In formal sector employment in tourism-related industries, the quality and type of work available to women is heavily influenced by sex stereotyping and sex segregation. Women are usually employed as waitresses, chambermaids, cleaners, travel agency sales persons, flight attendants, and front desk personnel. Meanwhile, men are employed as barmen, gardeners, construction workers, drivers, pilots, etc. Gender stereotyping arises partly because traditional gender roles and gender identity help create notions of women and men as being suitable for certain, gender-appropriate, occupations.
- *Gender inequalities in occupational distribution.* Gender bias in occupations and positions in the tourism industry occurs because of not just horizontal segregation but, as important, vertical gender segregation of labor that places women and men in different occupations. The typical "gender pyramid" is prevalent in the sector, with women dominating lower levels and occupations offering few career development opportunities and men dominating key managerial positions.
- *Limited access to capital of woman microentrepreneurs for tourism-related enterprises.* While tourism opens up prospects for the establishment of tourism-linked businesses (such as the production of handicrafts and souvenir items), women's lack of access to adequate credit may limit women from taking advantage of such opportunities. Establishment of credit windows that do not require land-based collateral can benefit women.
- *Negative impact of tourism.* Although tourism creates economic opportunities and brings in foreign exchange, it also causes adverse social and environmental problems, including:
 - *Prostitution, sexual exploitation of children, and human trafficking.* Tourism can worsen social problems, such as prostitution, sexual exploitation of children, and human trafficking. These lead to more problems, including increase in the incidence of HIV/AIDS. Sexual exploitation of women and children (boys and girls) is particularly linked to the notion of certain places as destinations for sex tourism.
 - *Sexual objectification of women.* This is related to stereotypical images of women as part of the tourism product. Advertisements of tourist destinations show scantily clad women. Women working in the industry are expected to play along and accept sexual harassment from clients.⁷
 - *Some environmental effects.* A boom in tourism can result in a water crisis that can place severe burden on women, as they are responsible for household care.⁸ The diversion of

⁴MCW, IRR, Rule IV, Section 14, pp. 53–54.

⁵MCW IRR, Rule V, Section 35, Article B, page 103.

⁶ Report prepared for the 2002 Earth Summit. Available from www.earthsummit2002.org/toolkits/women/current/gendertourismrep.htm

⁷ From "Gender & Tourism: Women's Employment and Participation in Tourism" (Summary of UNED-UK's Project Report), United Kingdom, 2002.

water for use in resorts and golf courses can heighten water scarcity in the local communities. Moreover, prices of essential commodities escalated during peak tourist season, creating difficulties to poor households, particularly the women who had to manage the household budget. It is essential, therefore, for projects to include measures to ensure that poor households are able to benefit from tourism initiatives.

- *Issues related to management of the sector*
 - Women's influence in the development of tourism policymaking and programming is limited, as they are not well represented in decision-making and policymaking bodies, and may lack the capacities for planning and budgeting.
 - Analysis of relevant gender issues and tracking of gender-related results of tourism are hampered by the lack of sex-disaggregated data and information on the negative impact of tourism in tourism statistics.
 - Sexual harassment in the workplace can take various forms. One is when sexual favor is made as a condition for hiring or employment, re-employment, or continued employment of said individuals or for granting said individuals favorable compensation, terms, conditions, promotions, or privileges.
 - Lack of awareness of gender issues in tourism among tourism sector employees leads to the inappropriate portrayal of women and children in tourism commercials and advertisements.

The last cluster of issues pertains to gender mainstreaming, and will require actions from tourism agencies. These actions can include naming woman members to tourism bodies, building the capacity of agency personnel for planning and budgeting establishing a gender-aware tourism database, and instituting measures to combat sexual harassment in the workplace.

Training of tourism agency staff and workers in tourism industry establishments, especially involving hotel and homestay operations, can include sessions on relevant laws protecting women and children, as well as their accompanying implementing rules and regulations, among others: RA 9208, or the Anti-Trafficking in Persons Act of 2003; RA 7877, or the Anti-Sexual Harassment Act of 1995; RA 9262, or the Anti Violence against Women and their Children Act of 2004, which includes the crime of prostituting women and their children; RA 8353, or the Anti Rape Law of 1997, which classifies rape as a crime against person, hence, not a private crime; and RA 8505, or the Rape Victim Assistance and Protection Act of 1998. These sessions must include discussions of possible actions that may be taken by the hotel staff, homestay operators, and the community in general to prevent trafficking, sexual harassment, and other forms of abuse and exploitation. The Women's Desks of the local police force can also be strengthened and its capacity built to recognize signs of violence and human trafficking. Links with NGOs working to address these concerns can also be forged.

Training of women working in hotels and relevant tourism-related services (e.g., tour guides) must include sessions on their rights and the laws that protect them. Local tourism bodies must prohibit advertising and marketing strategies that use stereotypical images of women or portray women as sexual objects.

⁸Anita Haladi, "Tourism's Blind Spot in Goa: Women and Gender Issues," paper presented at the 9th International Congress on Women, organized by WW05, Seoul, Korea. 23 June 2005. Available from <http://www.esocialsciences.com/essResearchPapers/displayArticles.asp?aid=13&type=0>

GENDER EQUALITY AND WOMEN'S EMPOWERMENT RESULTS

Recognition of the above issues can help planners design interventions that can ensure tourism projects benefit women and men equally. The Philippine Development Plan (PDP) 2011–2016 seeks to “encourage LGUs to develop tourism related-products and services using the community-based and ecotourism approaches as implemented by innovative and entrepreneurial local governments in Bohol, Palawan, and Bicol, and have contributed to poverty reduction, protection of the environment, and gender equality in local areas.” With respect to wage and self-employment, the PDP notes: “In providing opportunities for formal or self-employment or access to credit, government shall take particular cognizance of the special needs of women, whose potentially large social contributions to social and economic development are stunted by their domestic and other social circumstances” (page 30).

Gender equality outcomes or results should be linked with the changes in the gender issues that have been identified. Examples of gender equality results are:

- Increased employment of women, particularly in management and non-traditional occupations; within tourism government agencies, increased number of women in third-level CESO (Career Executive Service Officer) positions;
- More positive, realistic portrayals of women and children in advertising and marketing campaigns and collaterals;
- Safer workplaces for woman workers, or reduced incidence of sexual harassment;
- Reduced incidence or elimination of human trafficking and prostitution;
- Increased woman-owned or operated tourism-related enterprises;
- Improved productivity and incomes of woman-owned or operated enterprises;
- Greater access of women to higher credit levels and technical support;
- Higher level of stakeholder awareness/consciousness of gender issues in tourism;
- Improved representation of women and men as stakeholders of tourism development;
- More active promotion of gender equality, respect for human rights, and economic empowerment of women in tourism through more gender-sensitive tourism-related establishments; and
- Increased knowledge and skills of tourism sector employees and applied GAD tools in policymaking, planning, and budgeting.

GENDER ANALYSIS QUESTIONS

The discussion of gender issues in the previous section serves as a reference for the gender analysis that must be conducted when identifying and designing tourism programs or projects. Gender analysis should be done at two points: as part of project identification and analysis of the development problem, and as an assessment of the likely impact of the project design. The gender analysis questions related to the *definition of the development (tourism) problem* are as follows:

Gender division of labor and gender needs

- What is the age-gender composition of the tourism-sector workforce? What do the women/men do in tourism-related enterprises? Alternatively, how are woman/man workers represented in the

different parts of the tourism value chain? Do these patterns suggest gender-role stereotyping or gender-based biases in occupations?

- What are the gender-related problems encountered by female/male tourism workers and tour operators (e.g., sexual harassment or advances, demand of tourists for sexual services or sex-related entertainment, prostitution)?

Access to and control of tourism services and benefits

- What resources (training, capital, information, market linkage, etc.) do woman/man workers or owners of tourism-related enterprises need to improve their efficiency, productivity, and/or effectiveness? If there are differences between women and men, why?

Constraints and opportunities

- What competencies or skills need to be developed among relevant staff of tourism agencies and establishments for them to be able to identify gender issues and address these?
- What are the current (pre-project) opportunities present for microentrepreneurs supplying tourism-related products and services?
- What gender-based factors hinder or constrain women/men from participating in tourism-related initiatives or enterprises? From accessing resources, including training opportunities, that can improve their productivity, efficiency, or effectiveness as tourism-sector workers or entrepreneurs?

After the project design has been completed, it is necessary to subject the design to a gender analysis. There are ten questions listed in box 24 below, summarizing the possible *gender impact of the designed project*, as follows:

Gender division of labor and gender needs

- Will the project help in determining policy reforms that will safeguard the interests and concerns of women in tourism?
- Will the project, as designed, improve the portrayal of women and girls in tourism promotional materials, standards, and regulations?
- Will the project be able to reduce gender-role stereotyping, particularly among workers in the target venture?
- Has the project design considered how contributions of women and men to the project will affect their other responsibilities?
- Will the project, as designed, promote safety and security in the workplace, including control of sexual harassment and other forms of gender bias?

Access to and control of tourism services and benefits

- Will the project help the tourism sector and its stakeholders in improving women's access to jobs and employment in tourism development areas?
- Will the project enable women to maximize economic opportunities, improve their status in local communities, and develop leadership capability and ability to manage the natural and cultural resources?
- Does the project design ensure that information on tourism opportunities will be readily available to women and men?
- Will women be engaged in decision making on the focus and direction of the project's technical

assistance? On the distribution of opportunities among members of business service organizations?

Constraints and opportunities

- Will the project, as designed, enhance the implementation of the GAD Plan of the tourism sector?
- Is the project design socially or culturally acceptable, and will it make the project and its resources accessible to women?
- Will women's participation in the project affect the attitudes of women and men toward women?
- Will the project consult women's groups, women-in-business organizations, and woman labor union leaders? Or, has the project consulted woman and man beneficiaries?
- Does the project offer facilities or services that will maintain women's involvement at different stages of the project?
- Will the project improve women's representation in qualifying for third-level positions?

POSSIBLE GAD MONITORING INDICATORS

Listed below are examples of monitoring indicators for tourism initiatives that have been developed for the Local Governance Support Program for Local Economic Development (LGSP-LED). A separate list for capacity development is also presented, since capacity development activities are usually part of various initiatives. The choice of GAD indicators, however, should be guided by the program's or project's GAD outcomes or outputs.

Entrepreneurial leadership development

- Percentage change in the number of women in management positions in tourism-related businesses and organizations
- Presence/absence of gender equality core messages in leadership courses

Entrepreneurial systems improvement

- Number of legislation and policies passed that consider the differential impact of the issuance on women and men, or address the social problems that may escalate with increased tourism
- Presence/absence of gender-aware organizations in policy consultations
- Number of partnerships built that enhance outreach and improve access of poor women and men to tourism resources and benefits and/or help prevent or reduce social problems that may be aggravated by increased tourism
- Presence/absence of sex-disaggregated data and gender-related information in knowledge management systems
- Increase/decrease in the use of sex-disaggregated data and gender-related information in policy and systems development, planning, and the like

Enterprise development

- Number of jobs created for women and men
- Maximum amount of credit of loan windows for women versus that for men
- If project involves the creation of groups or organizations:

- Number of members, by sex
- Number of officers of the organization, by sex
- Number of organizations that have adopted policies promoting gender equality in their organizations
- Percentage of woman-owned enterprises
- Increase/decrease in profitability of woman-owned enterprises
- Increase/decrease in the capacity of woman-owned enterprises to meet the market demand for their products or services
- Increase/decrease in incidence of sexual harassment

Capacity building program

- Proportion of women to total training participants
- Proportion of woman trainers and resource persons to total trainers and resource persons
- Presence/absence of modules in training programs that build awareness of gender laws and the rights of women and children
- Presence/absence of gender-fair language, messages, and graphics in training materials
- Extent to which gender core messages are embedded in course content and materials

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 24 enumerates the ten requirements for a gender-responsive tourism sector project. Each requirement is usually accompanied by a set of guide questions. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 24

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a “partly yes” response to Question 1.0 (or Q1.0) means there have been much fewer women than men in consultations to validate or determine the needs, gaps, and status of women and men in the community. A full “yes” means women constitute at least 40 percent of the people consulted.
 - b. For *Element 2.0*, “partly yes” means some gender-related information and sex-disaggregated data from research surveys, business trends, and profiles of current enterprises and microenterprises or enterprise-related training programs are reflected in the project concept paper, but these may not be relevant in identifying gender issues or problems related to the planned tourism project. A full “yes” means gender information and sex-disaggregated data have been used in the analysis of tourism issues that the proposed project must address.
 - c. For *Element 3.0*, a “partly yes” response to each of the questions means a superficial or partial analysis has been done by focusing on only one aspect of the set of concerns (e.g., gender roles, needs, and perspectives; access to and control of resources; constraints and opportunities to

participation; and negative effects of tourism). A full “yes” response to Q3.1 signifies that the needs of both men and women have been considered in developing the situation analysis. To Q3.2 and Q3.4, a full “yes” implies that a gender analysis of the differences in access and control (Q3.2) and constraints and opportunities between women and men and their participation in the tourism project (Q3.4) is reflected in the document. To Q3.3, a full “yes” indicates that the negative effects of tourism have been fully discussed in the analysis of the development problem.

- d. For *Element 4.0*, “partly yes” means women are identified in the project objectives but only in connection with traditional roles or economic activities (Q4.1), or the project has token gender equality outputs or outcomes (Q4.2). A full “yes” means the project’s outputs or outcomes include the expansion of opportunities for women and men (Q4.1) or significant reduction in gender gaps or incidence of gender-related issues (Q4.2).
 - e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities while a full “yes” means there is an identified gender issue and there are activities seeking to address these issues.
 - f. For *Element 6.0*, a “partly yes” response to any of the items and questions is associated with superficial or partial effort to address the likely impact of the project, particularly in terms of ensuring women’s and men’s equal access to resources provided by the project; improving women’s and men’s efficiency in their chosen fields in the tourism sector; providing equal opportunities for participation of women and men; creating strategies for avoiding or minimizing negative effects on the status and welfare of women and girls; adhering to the Media and Gender Equality Committee Guidelines; promoting environmental sustainability; and respecting the cultural sensitivities of communities and their woman and man members. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the items or questions.
 - g. For *Element 7.0*, “partly yes” means the project monitoring plan includes sex-disaggregated indicators but no qualitative indicator of empowerment or status change. A full “yes” means the inclusion of both quantitative and qualitative indicators to measure the reduction in gender gaps or improvement in the empowerment and status of women and girls and men and boys.
 - h. For *Element 8.0*, “partly yes” means the project requires the collection of sex-disaggregated data or information but not all the information will track the reduction in gender gaps or improvement in the lives of women girls, and men and boys. A full “yes” means all sex-disaggregated data and qualitative information will be collected to help track the reduction in gender gaps or minimization of the incidence of gender issues.
 - i. For *Element 9.0*, a “partly yes” response to Q9.1 means there is a token budget for gender training programs that aim to build competencies in promoting GAD in the project; and to Q9.2 means there is a budget for GAD-related activities but this is too little to ensure the project will address relevant gender issues or help achieve its GAD objectives and targets.
 - j. For *Element 10.0*, a full “yes” response to Q10.1 means the project is in line with the agency’s policies and guidelines for gender-responsive tourism; and to Q10.2 means there will be convergence/collaboration with other agencies/stakeholders in the implementation of a gender-sensitive tourism project, particularly through formal, signed agreements, e.g., MOAs. A “partly yes” response to Q10.3 implies that there are GAD initiatives but no local regulations to strengthen the GAD rule; to Q10.4 indicates that there is a mention of the agency’s GAD plan but there is also a need to ensure that the project requires developing or reinforcing the commitment to empower women; and to Q10.5 signifies that the project has a sustainability plan for its GAD efforts but makes no mention of how this may be institutionalized within the implementing agency or its partner.
3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.
 - a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the

proponent has done all the required activities.

- b. The scores for “partly yes” differ by element. For instance, for Elements 1.0, 2.0, 5.0, 7.0, and 8.0, the score for “partly yes” is “1.” For other elements that have two or more items or questions (such as Element 3.0), the rating for a “partial yes” is the sum of the scores of the items or questions that fall short of the maximum “2.”
 - c. For Element 3.0, which has four items (3.1, 3.2, 3.3, and 3.4), the maximum score for each item is “0.50” while that for “partly yes” is “0.25.” Hence, if a project scores a full “0.50” in one question but “0” in the other, or if a project scores “partly yes” (or 0.25) in each of the two items, the total rating for Element 3.0 will be “partly yes” with a score of “0.50.” If a project scores “partly yes” in one item but “no” in the other, then the total rating for the element will be “0.25.”
4. For an element (col. 1) that has more than one item or question, add the scores for the items and enter the sum in the thickly bordered cell for the element.
 5. Add the scores in the thickly bordered cell under column 3 to come up with the GAD score for the project identification and design stages.
 6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent’s compliance with the requirement (for evaluators).

Box 24. GAD checklist for designing and evaluating tourism projects

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
1.0 Involvement of women and men (possible scores: 0, 1.0, 2.0) Have prior consultations included women and women's groups to validate the data and determine the gender gaps, and the needs and status of women and men in the community?					
2.0 Collection of sex-disaggregated data and gender-related information (possible scores: 0, 1.0, 2.0) Have gender information and sex-disaggregated data on the community, industry, or sector (from official statistics, research survey, business trends, or profiles of current enterprises, microenterprises, or enterprise-related training programs) been considered in crafting the project concept, particularly in the analysis of the development/tourism issue or problem?					
3.0 Conduct of gender analysis and identification of gender issues (max score: 2.0; for each item or question, 0.5) (See text for articulation of the gender analysis questions.)					
3.1 Are the needs of both women and men considered in the situation analysis? (possible scores: 0, 0.25, 0.50)					
3.2 Are there gender-based differences in access to and control of resources (skills, capital, information, etc.) between women and men, and is the analysis of these differences reflected in the project document? (possible scores: 0, 0.25, 0.50)					
3.3 Has the analysis of the development problem considered the negative effects of tourism (e.g., sexual harassment, child trafficking, prostitution)? (possible scores: 0, 0.25, 0.50)					
3.4 Is there an analysis of gender-based differences in constraints and opportunities related to women's and men's participation in tourism projects? (possible scores: 0, 0.25, 0.50)					
4.0 Gender equality goals, outcomes, and outputs (max score: 2.0; for each item or question, 1.0)					
4.1 Do project objectives explicitly refer to women and men? Specifically, does the project aim to improve women's access and opportunity to benefit from tourism initiatives, as well as men's? (possible scores: 0, 0.5, 1.0)					
4.2 Does the project have gender equality outputs or outcomes? (See examples in text.) (possible scores: 0, 0.5, 1.0)					
5.0 Matching of strategies with gender issues (possible scores: 0, 1.0, 2.0) Do the strategies and activities match the gender issues and gender equality goals identified? That is, will the project reduce gender gaps or inequalities, or minimize the negative gender effects of tourism?					
6.0 Gender analysis of the likely impact of the project (max score: 2.0; for each item or question, 0.2)					
6.1 Will the project build on women's and men's knowledge and skills? (possible scores: 0, 0.1, 0.2)					
6.2 Will the project enable women and men to take on non-traditional, non-gender-stereotypical roles and jobs? (possible scores: 0, 0.1, 0.2)					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly Yes (2b)	Yes (2c)		
6.3 Will women and men have equal access to training, gender-related tourism information (e.g., needs of tourists), and other resources (including additional income-earning opportunities) provided by the project? (possible scores: 0, 0.1, 0.2)					
6.4 Will the project help women and men become more efficient in their chosen fields in the tourism sector? (possible scores: 0, 0.1, 0.2)					
6.5 Does the proposed project offer equal opportunities for women and men to participate in project activities, including planning and decision making? (possible scores: 0, 0.1, 0.2)					
6.6 Has the project designed measures to address constraints to equal participation and benefits of women and men? (possible scores: 0, 0.1, 0.2)					
6.7 Has the project included strategies for avoiding or minimizing negative impact on the status and welfare of women and girls? Specifically, has the project design provided measures to avoid or reduce the negative effects of the project in terms of sexual harassment, prostitution, child pornography, and the like? (possible scores: 0, 0.1, 0.2)					
6.8 Will the proposed project's tourism promotional and IEC materials and advertisements conform to existing gender-sensitive policies and guidelines (e.g., the Media and Gender Equality Committee Guidelines, or MGEC)? (possible scores: 0, 0.1, 0.2)					
6.9 Will the project, as designed, promote environmental sustainability? (possible scores: 0, 0.1, 0.2)					
6.10 Does the designed project respect the cultural sensitivities of communities and their woman and man members? Of woman and man tourists? (possible scores: 0, 0.1, 0.2)					
7.0 Monitoring targets and indicators (possible scores: 0, 1.0, 2.0) Does the project have an M&E system that includes gender equality/gender-responsive targets and indicators for welfare, access, conscientization, participation, and control?					
<i>List examples of the proposed GAD indicators for the project:</i>					
8.0 Sex-disaggregated database requirement (possible scores: 0, 1.0, 2.0) Does the M&E system include the collection of sex-disaggregated data and qualitative information that will track the reduction in gender gaps or changes (improvements) in the lives of women and men?					
9.0 Resources (max score: 2.0; for each item or question, 1.0)					
9.1 Has the project allocated a budget for gender training programs the will build competencies (within DOT, communities, and other stakeholder groups) in promoting GAD in the project? (possible scores: 0, 0.5, 1.0)					
9.2 Will the project fund activities that will help achieve its GAD objectives and targets? (possible scores: 0, 0.5, 1.0)					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly Yes (2b)	Yes (2c)		
10.0 <i>Relations with the agency's/LGU GAD efforts</i> (max score: 2.0; for each item or question, 0.4)					
10.1 Is the project in line with the existing agency policies and guidelines for gender-responsive tourism? (possible scores: 0.1, 0.2, 0.4)					
10.2 Will there be collaboration with other agencies/entities in the implementation of a gender-sensitive tourism project? (possible scores: 0.1, 0.2, 0.4)					
10.3 Will the project support the implementation of relevant local ordinances that reinforce national gender laws in project sites? (possible scores: 0.1, 0.2, 0.4)					
10.4 Will the project build on or strengthen the agency's commitment to empower women? (possible scores: 0.1, 0.2, 0.4)					
10.5 Does the project have an exit plan that will ensure the sustainability of the GAD efforts and benefits? (possible scores: 0.1, 0.2, 0.4)					
TOTAL GAD SCORE FOR PROJECT IDENTIFICATION AND DESIGN (Add the scores for each of the ten elements.)					

Interpretation of the GAD score	
0 - 3.9	GAD is invisible in the project (proposal is returned).
4.0 - 7.9	Proposed project has promising GAD prospects (proposal earns a "conditional pass," pending identification of gender issues and strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plans)
8.0 - 14.9	Proposed project is gender-sensitive (proposal passes the GAD test).
15.0 - 20.0	Proposed project is gender-responsive (proponent is commended).

GAD CHECKLIST FOR THE ENERGY SECTOR¹

The Department of Energy (DOE) is mandated by Republic Act (RA) No. 7638, or the Department of Energy Act of 1992, to “prepare, integrate, coordinate, supervise and control all plans, programs, projects and activities of the Government relative to energy exploration, development, utilization, distribution and conservation.” In its *Philippine Energy Plan, 2012–2030*, the DOE commits itself to environment-friendly energy sources, as evident in two of its policy thrusts, namely: (1) development of energy resilience through the expansion of the use of renewable energy (wind, solar, geothermal, biogas, and biomass), alongside the exploration of petroleum and coal; and (2) promotion of low-carbon future through its energy efficiency campaign and promotion of the use of clean alternative fuels and technologies.

This gender and development (GAD) checklist applies to programs and projects of the energy sector relevant to the various functions of the Department. It seeks to bring gender-related aspects of energy exploration, development, utilization, distribution, and conservation to the attention of policymakers and program or project designers, especially the issues of gender equality and women’s employment in the energy industry and women’s participation in energy sector planning and management. This checklist also aims to help the campaign of the DOE GAD Focal Point System (GAD-FPS) to implement various GAD programs, activities and projects promoting women’s participation and addressing gender-related issues faced by women and men in the energy sector.

ELEMENTS OF GENDER-RESPONSIVE ENERGY PROJECTS

As with other sectors, the GAD guidelines for the identification and design of projects in the energy sector require proponents and appraisers to consider ten core elements of a gender-responsive program or project. For this particular checklist, however, two elements have been combined to give greater weight to the analysis of the possible gender effects of the project as designed. The resulting elements are:

1. participation of women and men in the identification of the development problem;
2. collection and use of sex-disaggregated data in the analysis of the development problem;
3. conduct of gender analysis to identify gender issues the proposed project must address;
4. goals, objectives, outcomes, and outputs that include GAD statements intended to address the gender issues in (3);
5. activities that respond to the identified gender issues, including constraints to women’s participation;
6. conduct of gender analysis of the planned project to anticipate gender-related issues arising from the implementation of the designed project;
- 7-8. monitoring indicators and targets that include the reduction of gender gaps or the improvement of women’s participation, and project monitoring and evaluation system that includes a sex-disaggregated database;
9. resources and budgets for the activities in (5); and
10. congruence with the agency’s GAD agenda or plans.

¹ This checklist was prepared with technical assistance from the Advancing Philippine Competitiveness (COMPETE) Project of the United States Agency for International Development (USAID).

To help proponents apply these elements and rate project design documents, a guide is provided on how to accomplish the GAD checklist. For people charged with assessing the documents, there are two additional considerations in using the checklist. First, avoid speculating (or “assuming”) whenever the document does not contain information on gender issues, objectives, or processes that is required to answer a question in the checklist. For elements that need clarification, the design evaluator should ask the proponent/ planner to provide additional evidence or information.

Second, after the initial assessment of the design document, discuss the results with the proponent or planner. This would guide the latter on how to improve the project design.

GENDER ISSUES AND STRATEGIES

The *Philippine Development Plan, 2011–2016*, identified “unreliable power supply,” together with inefficient transport network, as “the most significant infrastructure constraints on overall growth” (NEDA 2011, 22). Power-supply problems exacerbate “energy poverty” issues, or issues related to the lack of access to affordable modern energy services (UN ECOSOC and MUI-MUN 2014, 1–2). Uncertainties brought about by “dwindling nonrenewable energy resources” (oil and gas), geopolitical factors that trigger oil price shocks, and climate change also seriously threaten people’s energy access (ADB 2012, 2). All these give rise to, or can be associated with, issues related to gender, energy access, or control, participation, and empowerment.

Access and Empowerment Issues

- *Lack of access to energy services and greater burden shouldered by women and girls.* Persistent gender division of labor, particularly in rural areas, places on women and girls a disproportionate burden of fuel and water collection and their use for cooking. Not only does this take away hours that could have been spent on studies (girls) or productive livelihood or seeing to the family welfare (women); it also exposes women and girls to potential dangers as they trek to and from the fuel source.
- *Pollution and health issues.* The use of fuelwood and biomass has been identified as a cause of air pollution in households. Smoke emission can pose health hazards in the form of respiratory ailments, to which women and girls are more prone, since they often do the cooking. In addition, the care of sick family members usually falls on the women.
- *Lack of knowledge or appreciation of the risks involved in available energy products and services.* The Filipino penchant for repacking products into smaller, affordable portions (*bote-bote*) has been extended to gasoline, diesel, kerosene, and other energy products. This practice is dangerous and raises safety and health concerns to the vendors, mostly women and children, and the buyers or users, many of them women who use fuel for cooking. Improper storage of these products can also cause fire and put children’s health at risk. Similar safety problems have been noted relative to substandard liquefied petroleum gas (LPG). Given the existing gender division of labor, the risks and dangers related to unsafe practices or faulty energy sources differ between male and female users: male fishers for prime mover; women for cooking; men and young men for tricycle.
- *Gender-differentiated effects of poor and unreliable quality of power supply (prolonged outages or shortages).* Production and employment effects may differ between women and men, depending on how reliant their factories or workplaces are on commercially distributed electric power.

Women's home-based microenterprises are particularly vulnerable to poor quality of power supply. On a different vein, poorly lighted streets and prolonged outages may pose more danger to women and girls in the form of sexual attacks.

- *Gender discrimination in employment.* The energy sector in the Philippines, as elsewhere, favors male workers. The 2010 Annual Survey of Philippine Business and Industry showed that 81.4 percent of all workers in the electricity, gas, steam, and air-conditioning supply industry were men (PSA 2014). In the downstream oil industry, this situation obtains from oil depots down to retail stations. This could be attributed to notions about work in the sector being strenuous and dangerous and, thus, more suited to men than women. Persistent gender segregation in education and training restricts women's access to opportunities for technical and skills training. "These, coupled with gender discrimination in hiring practices, severely restrict women's participation in the energy sector and are constraints to the development of a skilled and empowered female workforce" (ADB 2012, 3).
- *Invisibility of women, as a group, in public consultations about energy issues.* Levels of energy tariffs affect different households, depending on their level of income. When female-headed households are disproportionately represented in poor communities, tariff levels may not reflect the women's earning capacity. This element and other gender-related energy concerns of women may not be covered when women are excluded from public consultations that are called to assess the communities' willingness to pay or to discuss schemes for making energy more affordable.
- *Possibly limited influence of women on decisions about energy-related investments.* Although women in many Philippine households exert considerable influence, studies have indicated that, relative to major expenditures, the decision often rests on the male household head. These expenditures could include "the types of fuels used, the amount of energy purchased, the devices and technology chosen, as well as domestic infrastructure related to ventilation, lighting priorities, energy-based equipment purchased" (ADB 2012, 2). Beyond the household, women's limited representation in energy decision-making processes might mean low priority for issues that affect them, such as clean and efficient cooking energy and street lighting that could improve their safety and mobility.
- *Limited capacity to take advantage of improved energy access.* Should the Philippines attain its target of 100-percent *sitio* electrification by 2015 and 90-percent household electrification by 2017 (NEDA 2014, 259), the potential for improving livelihood opportunities of women and men living in poverty could significantly improve. However, women's relative capacity to capture these opportunities is limited and hampered by gender inequality in access to productive assets and technology, and sufficient capital and credit for growing their microenterprises.

What can be done to address these issues? One set of strategies may resolve concerns related to household access and energy efficiency. This includes information and user education programs on the safe and efficient use of electricity (which can complement energy efficiency projects); more reliable and affordable power supply that will enable women to use electric appliances for grinding, food preservation and processing, sewing, ironing, and craft production; and technologies that can improve productivity and product quality. Usually done at home, women's microenterprises are almost "inseparable from household energy use and consumption and women's reproductive labor in the home" (ADB 2012, 3). Hence, improving household energy access and affordability will promote women's enterprise development.

Another set of strategies pertains to improving women's participation and representation in public debates and consultation and decision-making bodies on energy matters. This also includes involving women, not just men, in campaigns on energy efficiency and conservation and in the development, application, and promotion of renewable energy, especially in small- to medium-sized systems, such as biogas and photovoltaic solar systems (ADB 2012, 5). Added to this are advocating nondiscrimination based on gender in the energy industry and supporting education and training of girls and women in hitherto masculine fields of engineering and technology.

With its theme "Energy Access for More," the national energy plan seeks to "mainstream access of the larger populace to reliable and affordable services to fuel, most importantly, local productivity and countryside development . . . and will ensure sustainable, sufficient, affordable and environment-friendly energy to all economic sectors" (DOE *Philippine Energy Plan, 2012-2030*, page 1). Guided by the President's Social Contract with the Filipino people, the plan claims to be responsive to the call to move "from a lack of concern for gender disparities and shortfalls to the promotion of equal gender opportunity in all spheres of public policies and programs."² Notwithstanding these good intentions, some organizational issues need to be addressed for the national energy plan and programs to truly promote equal opportunities among the genders.

Sector Management Issues

- *Gender-blind energy policymaking, except in connection with renewable energy.* Women's influence in the development of energy policymaking and programming is limited, as they are not well represented in decision-making and policymaking bodies, and may lack the capacities for planning and budgeting.
- *Lack of sex-disaggregated data.* Analysis of relevant gender issues and tracking of gender-related results of energy projects are hampered by the lack of sex-disaggregated data and information on the negative impact of energy policies and programs in energy statistics.
- *Sexual harassment in the workplace.* This may take various forms. One is when sexual favor is made as a condition for hiring or employment, re-employment, or continued employment of certain individuals, or for granting these individuals favorable compensation, terms, conditions, promotions, or privileges.
- *Lower representation of women in the management of energy agencies.* Since the energy sector's creation in 1971, fourteen of the fifteen heads of the DOE have been men, while one percent of top management positions in the attached agencies have been held by women. It was only in the second half of 2015 that a woman was named to head the DOE. At that time, women accounted for one of the 3 undersecretaries; 9 of the 20 directors (45 percent); and 16 of the 41 division heads (39 percent). Of the 153 technical staff (geologists, engineers, chemists, lawyers), 104 (or 68 percent) were men while 49 (or 32 percent) were women.
- *Lack of awareness of gender issues among employees and consultants in the energy sector,* leading to policies, programs, and projects that continue to downplay the needs of the poor, particularly the women.

The last cluster of issues pertains to gender mainstreaming. As provided for by the Magna Carta of Women (MCW), government agencies, including the DOE, should adopt gender mainstreaming as a

² <http://www.gov.ph/about/gov/exec/bsaiii/platform-of-government/>

strategy “to promote and fulfill women’s human rights and eliminate gender discrimination in their systems, structures, policies, programs and processes” (*MCW Implementing Rules and Regulations, Rule VI, Section 37*, pp. 104–105). The MCW also recognizes women’s right to protection from violence; promotes women’s rights to representation and participation, including undertaking “temporary special measures to accelerate the participation and equitable representation in the decision-making and policy-making processes”; and instructs appointing authorities to ensure the representation of women or women’s groups in policymaking and decision-making bodies (*MCW IRR, Rule IV, Section 14*, pp. 53–54). In view of these, the required actions could include naming female members to energy bodies, building the capacity of agency personnel for planning and budgeting, establishing a gender-aware energy database, and instituting measures to combat sexual harassment in the workplace.

GENDER EQUALITY AND WOMEN’S EMPOWERMENT RESULTS

Recognition of the above issues can help planners design interventions that will ensure energy programs and projects not only benefit women and men equally, but also “disproportionately benefit poor women,” or what the Asian Development Bank calls “going beyond the meter” (ADB 2012, 5). Relative to women living in poverty, the MCW stresses, among other things, their right to food security, instructing the Department of Agriculture, DOE, and other concerned agencies to “encourage the use of alternative or renewable energy in food production” (*MCW IRR, Rule V, Section 23.A*, page 79). The law also mandates concerned government agencies to develop housing programs for women that are “localized, simple, accessible” and with electricity, among other things (*MCW IRR, Rule V, Section 24*, page 87).

Gender equality outcomes or results should be linked to the resolution of the identified gender issues. Examples of client-level gender equality results are:

- Shorter time spent by women and girls collecting fuelwood (due to the availability of improved cooking fuel among rural households);
- Lower incidence of health problems among women as a result of wider use of clean and safe cooking fuel;
- Greater awareness of energy efficiency and conservation, and proper energy use;
- Reduced gap in the employment of women and men in the energy sector;
- Increased enrolment of women in engineering and technology disciplines;
- Improved representation of women as stakeholders of energy development;
- Decrease in incidence of crimes committed against women and girls due to unlighted streets or prolonged outages;
- Greater access of women to higher credit levels and technical support; and
- Improved productivity and incomes of woman-owned or operated enterprises.

Meanwhile, organization-level gender equality results may include the following:

- Improved tracking of gender effects of energy policies, programs, or projects;
- Safer workplaces for female workers, or reduced incidence of sexual harassment;

- Higher representation of women in the management of energy agencies;
- Increased awareness of gender issues among energy agency/sector workers;
- More gender-responsive energy policies, programs, and projects; and
- Increased knowledge and skills of energy agency employees and application of GAD tools in policymaking, planning, and budgeting.

GENDER ANALYSIS QUESTIONS

The discussion of gender issues in the previous section serves as a reference for the gender analysis that must be conducted when identifying and designing energy programs or projects. Gender analysis should be done at two points: as part of project identification and analysis of the development problem, and as an assessment of the likely impact of the designed project.

Because the energy sector priority areas may require separate gender analysis questions, Part 2 of the DOE Gender Toolkit provides a gender analysis guide and key questions for selected areas, such as energy efficiency and conservation, renewable energy, rural electrification, energy exploration and development, rural electrification, and downstream oil industry. The gender analysis questions in the toolkit aim to accomplish two things: (1) to enable project designers/planners or proponents to ascertain the gender dimension of the problem or the gender-related issues that the proposed project needs to address; and (2) to help determine key gender effects of the designed project.

For this GAD checklist, however, a set of core gender analysis questions that could be investigated prior to the design of an energy sector program or project is provided, below. This covers many of the gender concerns or interests of DOE's priority areas that appear in the toolkit. Similarly, the analysis of gender results of the proposed program or project (see Element 6.0 in Box 25) focuses on key gender effects that one would like to see in any energy program or project.

Core Pre-Project Design Gender Analysis Questions (Element 3)

Gender Roles and Energy Utilization

- How do female/male members in the household or community use a particular energy source or product (electricity, solar, biogas/biomass, gasoline, kerosene, fuelwood)? What risks do women, men, girls, and boys face as they use a particular energy product?
- What problems do women/men or girls/boys encounter in the supply of particular energy products in connection with their household roles, enterprises, or other activities?
- Have women/men availed themselves of services from their electric utility or fuel supplier? Why or why not?
- Is there any troubleshooter (electrician, maintenance service, others) to attend to emergency situations? Are they women or men?
- Who in the household is most concerned with energy conservation? Who implements energy conservation measures in the household? Why them and not others?

- What energy conservation measures do female/male household members know? Practice? Are there differences in their knowledge or practices? What are these? How did the differences come about?

Access to Resources

- Who usually gets access to information and training opportunities, women or men? Why them? Who decides on who will attend energy-related (energy efficiency and conservation, renewable energy, energy exploration in the area) information dissemination and training activities?
- What access do women/men have to job opportunities available or created in the electricity/oil/coal/renewable energy/other energy subsectors? What factors influence the recruitment/hiring, task assignment, or promotion of women/men in a particular subsector?
- What needs of female/male members of communities can be addressed by information and training in energy conservation, safety, and similar issues?

Participation in Project or Community Activities and Decision Making

- How do female/male household members participate in information, education and communication campaigns, consultations about energy exploration/development in their areas, renewable energy campaigns and installations, and the like?
- What inhibits or prevents female/male household members from participating in specific energy-sector programs or projects at the national/local/community level? What inhibits or prevents female/male household members from taking on leadership or decision-making roles in energy-sector programs or projects at the national/local/community level?
- What promotes or supports female/male household members' participation in energy-sector program or project activities at the national/local/community level?

POSSIBLE GAD MONITORING INDICATORS

The tracking of GAD results will require careful selection of relevant indicators, setting of realistic targets, and collection of sex-disaggregated data. The choice of GAD indicators, however, must be guided by the GAD outcomes or outputs of the program or project. Examples of indicators associated with a particular GAD outcome/output area are as follows:

Non-discrimination based on Gender

- Percentage change in the number of women in management positions in energy businesses and agencies
- Percentage change in the number of women employed in male-dominated energy industries/sub-industries
- Presence/absence of gender equality core messages in training courses

Enterprise Development

- Percentage of woman-owned enterprises
- Increase/decrease in profitability of woman-owned enterprises
- Increase/decrease in the capacity of woman-owned enterprises to meet the market demand for their products or services

Capacity Development

- Proportion of women to total training participants

- Proportion of female trainers and resource persons to total trainers and resource persons
- Presence/absence of modules in training programs that build awareness of gender equality and women's empowerment
- Presence/absence of gender-fair language, messages, and graphics in training materials
- Extent to which gender core messages are embedded in course content and materials

Participation in Governance

- Proportion of women to total participants in public consultations
- Proportion of women to total membership in governing councils or decision-making bodies created for the sector, program, or project
- Proportion of women to total leadership in governing councils or decision-making bodies created for the sector, program, or project

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 25 enumerates the ten requirements for a gender-responsive energy-sector program or project. Each requirement is usually accompanied by a set of guide questions. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 25

1. Put a check in the appropriate column (2a to 2c) under "Response" to signify the degree to which a project has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; or under col. 2c if an element, item, or question has been fully answered.
2. A partial and a full "yes" may be distinguished as follows.
 - a. For *Element 1.0*, a "partly yes" response to Question 1.1 (or Q1.1) means there have been much fewer women than men in consultations to determine the energy-related needs, gaps, and status of women and men in the sector or community. A full "yes" means women constitute at least 40 percent of the people consulted. A "partly yes" to Q1.2 means a token mention was made of women's inputs to the project design, while a full "yes" means the design has incorporated substantive inputs of women.
 - b. For *Element 2.0*, "partly yes" means some gender-related information and sex-disaggregated data from government surveys, research studies, sector profiles, and business trends are reflected in the project concept paper but these may not be relevant in identifying gender issues or problems related to the planned energy project. A full "yes" means gender information and sex-disaggregated data have been used in the analysis of gender and energy issues that the proposed project must address.

For *Element 3.0*, a "partly yes" response to each of the questions means a superficial or partial analysis has been done by focusing on only **one** aspect of the set of concerns (e.g., gender roles, needs/risks to safety, and perspectives; access to and control of resources; constraints and opportunities to participation). A full "yes" to Q3.1 signifies that the roles and needs of, and safety risks to, women and men, girls and boys, have been considered in developing the situation analysis. To Q3.2 and Q3.3, a full "yes" implies that a gender analysis of the differences in access and control (Q3.2) and constraints and opportunities between women and men and their participation in similar energy projects (Q3.3) is reflected in the document.

- c. For *Element 3.0*, a “partly yes” response to each of the questions means a superficial or partial analysis has been done by focusing on only **one** aspect of the set of concerns (e.g., gender roles, needs/risks to safety, and perspectives; access to and control of resources; constraints and opportunities to participation). A full “yes” to Q3.1 signifies that the roles and needs of, and safety risks to, women and men, girls and boys, have been considered in developing the situation analysis. To Q3.2 and Q3.3, a full “yes” implies that a gender analysis of the differences in access and control (Q3.2) and constraints and opportunities between women and men and their participation in similar energy projects (Q3.3) is reflected in the document.
 - d. For *Element 4.0*, “partly yes” means women are cited in the project objectives but there are no statements to reduce gender gaps or improve women’s empowerment. A full “yes” means the project’s outputs or outcomes include the expansion of opportunities for women and men, or a significant reduction in gender gaps or incidence of gender-related issues.
 - e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities while a full “yes” means there is an identified gender issue and there are activities seeking to address this issue.
 - f. For *Element 6.0*, a “partly yes” response to any of the items and questions is associated with superficial or partial effort to address the likely impact of the project, such as reducing risks to or burdens of women and girls living in poverty; ensuring women’s and men’s equal access to resources provided by the project; improving women’s and men’s efficiency; equal opportunities for employment or participation of women and men; and creating strategies for avoiding or minimizing negative effects on the status and welfare of women and girls. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the items or questions.
 - g. For *Elements 7.0-8.0*, “partly yes” means the project monitoring plan includes sex-disaggregated indicators but no qualitative indicator of empowerment or status change (Q7.0); and the project requires the collection of sex-disaggregated data or information but not all the information will track the reduction in gender gaps or improvement in the lives of women and girls, men and boys (Q8.0). A full “yes” to Q7.0 means the inclusion of both quantitative and qualitative indicators to measure the reduction in gender gaps or improvement in the empowerment and status of women and/or girls, particularly as compared to men and/or boys. Meanwhile, a full “yes” to Q8.0 means all sex-disaggregated data and qualitative information will be collected to help track the reduction in gender gaps or the incidence of gender issues.
 - h. For *Element 9.0*, a “partly yes” to Q9.1 means there is a token budget for gender training programs that aim to build competencies in promoting GAD in the project; and to Q9.2 means there is a budget for GAD-related activities but this is too little to ensure the project will address relevant gender issues or help achieve its GAD objectives and targets.
 - i. For *Element 10.0*, a full “yes” to Q10.1 means the project is in line with the agency’s and the Philippine Government’s policies on gender equality and women’s empowerment; to Q10.2 means there will be a convergence/collaboration with other agencies/stakeholders in the implementation of a gender-sensitive energy project, particularly through formal, signed agreements, e.g., memoranda of agreement (MOA); and to Q10.3 means there is a sustainability and institutionalization plan. A “partly yes” to Q10.1 indicates that there is a mention of the agency’s GAD plan but there is also a need to ensure the project requires developing or reinforcing the commitment to empower women; to Q10.2 denotes that there is no formal commitment of partnership; and to Q10.3 signifies that the project has a sustainability plan for its GAD efforts but makes no mention of how this may be institutionalized within the implementing agency or its partner.
3. After ascertaining whether a GAD requirement has been met or not, enter the appropriate score for an element or item under column 3.

- a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for “partly yes” differ by element. For instance, for Elements 2.0, 4.0, and 5.0, the score for “partly yes” is “1.” For other elements that have two or more items or questions (such as Element 3.0), the rating for a “partial yes” is the sum of the scores of the items or questions that fall short of the maximum “2.”
 - c. For Element 3.0 and 10.0, each of which has three items (3.1, 3.2, 3.3 and 10.1, 10.2, 10.3), the maximum score for each item is “0.67” while that for “partly yes” is “0.33.” Hence, if a project scores a full “0.67” in one question but “0” in the other two, or if a project has a rating of “partly yes” (or 0.33) in two of the three items, the total rating for the element will be “partly yes” with a score of “0.67.” If a project has a rating of “partly yes” in one item but “no” in the other two, then the total score for the element will be “0.33.”
 - d. For Element 6.0, which has “4.0” as maximum score and has five items (6.1, 6.2, 6.3, 6.4, 6.5), the maximum score for each item is “0.8” while that for “partly yes” is “0.4.” The total score for this element will depend on the combination of scores for the five items.
4. For an element (col. 1) that has more than one item or question, add the scores for the items and enter the sum in the thickly bordered cell for the element.
 5. Add the scores in the thickly bordered cell under column 3 to come up with the GAD score for the project identification and design stages.
 6. Under the last column, indicate the key gender issues or concerns identified in the course of consultation, gender analysis, and the like (for proponents), or comments on the proponent’s compliance with the requirement (for evaluators).

Interpretation of the GAD Score

0–3.9	GAD is invisible in the project (proposal is returned).
4.0–7.9	Proposed project has promising GAD prospects (proposal earns a “conditional pass,” pending the identification of gender issues and the strategies and activities to address these, and the inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plans)
8.0–14.9	Proposed project is gender-sensitive (proposal passes the GAD test).
15.0–20.0	Proposed project is gender-responsive (proponent is commended).

Box E. Generic checklist for project or program identification and design for the energy sector

Element and item/question (col. 1)	Done? (col. 2)			Score for an item/ element (col. 3)	Comments/ gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
1.0 <i>Involvement of women and men</i> (max score: 2.0; for each item, 1.0)					
1.1 Has the project consulted female and male stakeholders, including women's groups, on the particular energy problem or issue (for example, <i>oil industry, renewable energy, energy efficiency and conservation, energy exploration and development</i>)? (possible scores: 0, 0.5, 1.0)					
1.2 Have women's and men's suggestions during the consultations been considered in the project design? (possible scores: 0, 0.5, 1.0)					
2.0 <i>Collection of sex-disaggregated data and gender-related information</i> (possible scores: 0, 1.0, 2.0) Have data been collected or secondary data tapped on women's and men's utilization of energy sources (electricity, oil, gas, coal, renewable energy, etc.), access to energy sources, and participation in decision making on matters related to energy, including tariff, conditions of access and use, and management of resources?					
3.0 <i>Conduct of gender analysis and identification of gender issues</i> (max score: 2.0; for each item, 0.67)					
3.1 Has an analysis been done of needs (including safety risks) and perspectives of women and men about the particular energy source/product and of differences or inequalities related to gender roles or energy utilization? (possible scores: 0, 0.33, 0.66)					
3.2 Has an analysis been done of the gender-based differences in access to and control of energy sources or products (information, training, employment, etc.)? (possible scores: 0, 0.33, 0.67)					
3.3 Has an analysis been done of the differences in, constraints to, and opportunities for participation faced by women and men in energy-sector projects/initiatives and decision-making activities or bodies? (possible scores: 0, 0.34, 0.67)					
4.0 <i>Gender equality goals, outcomes, and outputs</i> (possible scores: 0, 1.0, 2.0) Does the project have clearly stated gender equality or women's empowerment goals, objectives, outcomes, or outputs?					
5.0 <i>Matching of strategies with gender issues</i> (possible scores: 0, 1.0, 2.0) Do the strategies and activities match the gender issues identified?					

Element and item/question (col. 1)	Done? (col. 2)			Score for an item/ element (col. 3)	Comments/ gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
6.0 Gender analysis of likely impact of the project (max score: 4.0; for each item, 0.8)					
6.1 Has the project design included interventions (such as information, education and communication campaigns, stricter regulations, technological improvements) to make energy services or products more accessible or safer or to help reduce the risks to, and the burdens of, women and girls, particularly those living in poverty? (possible scores: 0, 0.4, 0.8)					
6.2 Will the designed project help households, including women with microenterprises, use energy more efficiently? OR, will the designed project reduce the gap in the productivity of women's and men's economic enterprises that are energy-related? OR, will the project help people or groups, particularly poor women, take advantage of improved energy access? (possible scores: 0, 0.4, 0.8)					
6.3 Has the project design included strategies for reducing gender-based discrimination in training and hiring/employment during project implementation or in the broader energy sector? OR, has the project design included strategies for improving women's participation as stakeholders, recipients of information, or participants in consultations or training activities? (possible scores: 0, 0.4, 0.8)					
6.4 Will the decision-making group that will be created by the project have equal numbers of women and men? OR, will women be proportionately represented in the project's management team? (possible scores: 0, 0.4, 0.8)					
6.5 Has the project design included strategies that will help create an enabling project environment for promoting gender equality and women's empowerment? OR, has the project included strategies for avoiding or minimizing negative impact on women's status and welfare? (possible scores: 0, 0.4, 0.8)					
7.0-8.0 Monitoring targets and indicators and sex-disaggregated database (max score: 2.0; for each item, 1.0)					
7.0. Does the project include gender equality targets and indicators to measure gender equality outputs and outcomes? (possible scores: 0, 0.5, 1.0)					

Element and item/question (col. 1)	Done? (col. 2)			Score for an item/	Comments/ gender issues
8.0 Does the project M&E system require the collection of sex-disaggregated data for tracking gender results of the project? (possible scores: 0, 0.5, 1.0)					
9.0 Resources (max score: 2.0; for each question, 1.0)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? OR, will the project tap counterpart funds from LGUs/ partners for its GAD efforts? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to promote gender equality and women's empowerment? OR, is the project committing itself to investing project staff time in building capacities within the project to integrate GAD or promote gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the agency's GAD efforts (max score: 2.0; for each item, 0.67)					
10.1 Will the project build on or strengthen the agency's/government's commitment to equality between women and men and the empowerment of women? (possible scores: 0, 0.34, 0.67) IF THE AGENCY HAS NO GAD PLAN: Will the project help toward the formulation of the implementing agency's GAD plan?					
10.2 Will the project build on the initiatives or actions of other organizations in the project areas? (possible scores: 0, 0.33, 0.66)					
10.3 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE FOR THE PROJECT DEVELOPMENT STAGE					

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GAD CHECKLIST FOR DESIGNING DISASTER RISK REDUCTION AND MANAGEMENT PROJECTS

In the last thirty years, the Philippines was battered by various disasters, including volcanic eruptions (such as those of Mount Pinatubo and Mayon Volcano) and typhoons (such as Ketsana and Haiyan) whose magnitude have affected countless lives. The frequency and intensity of hazards and disasters forced the government, civil society organizations, development partners and other groups to step up their disaster-related efforts. These initiatives found strong support in various international and regional agreements: the Hyogo Framework for Action (HFA); the Association of Southeast Asian Nations (ASEAN) Agreement on Disaster Management and Emergency Response (AADMER)¹ that entered into force in 2009 and has been translated in the Philippines into a concrete Work Program for 2010-2015, with the Office of Civil Defense (OCD) as the national focal point; and, more recently, the Sendai Framework for Disaster Risk Reduction for 2015-2030.

Building on the HFA, which focused on building the resilience of nations and communities to disasters and reducing vulnerabilities and risks to hazards, the Sendai Framework strongly emphasizes disaster risk management, instead of just management of disasters. The Sendai Framework targets “the substantial reduction of disaster risk and losses in lives, livelihoods and health and in the economic, physical, social, cultural and environmental assets of persons, businesses, communities and countries.”² It aims at preventing new risk, reducing existing risk and strengthening resilience, and identifies seven global targets and establishes a set of guiding principles, including “primary responsibility of states to prevent and reduce disaster risk, all-of-society and all-of-State institutions engagement.”

NATIONAL MANDATES

The Philippine Disaster Risk Reduction and Management Act

In 2010, Republic Act (RA) No. 10121, otherwise known as the “The Philippine Disaster Risk Reduction and Management Act,” was signed into law. It principally mandates local government units (LGUs), among others, to “adopt a disaster risk reduction management approach that is holistic, comprehensive, integrated, and proactive in lessening the socio-economic and environmental impacts of disasters including climate change, and promote the involvement and participation of all sectors and all stakeholders concerned, at all levels, especially local community.” Moreover, Section 2 (Declaration of Policy) includes the provisions that the State shall ensure that disaster risk reduction and climate change measures are “gender responsive, sensitive to indigenous knowledge systems, and respectful of human rights” (Sec. 2.j), and that the State shall “develop and strengthen the capacities of vulnerable and marginalized groups to mitigate, prepare for, respond to, and recover from the effects of disasters.”³

The enactment of Republic Act 10121 laid the basis for a paradigm shift in government policy from mere disaster preparedness and response to disaster risk reduction and management. This is evident in the Philippine Development Plan (2011-2016), which recognized the importance of building disaster and

¹ NDRRMP 2011-2028, p. 8.

² http://www.preventionweb.net/files/43291_sendaiframeworkfordrren.pdf

³ Section 3 of RA 10121 defines “vulnerable and marginalized groups” as those that face higher exposure to disaster risk and poverty including but not limited to women, children, elderly, differently-abled people and ethnic minorities.

climate change resilience in alleviating poverty and improving the quality of life of the Filipino people.⁴ The Plan also identified DRRM, including climate change adaptation (CCA), as a major cross-cutting concern and mandate in policies, plans and programs; promoted vulnerability assessments, climate/disaster resilient infrastructure facilities; and sought to strengthen multi-stakeholder participation and partnership in environment and natural resources management and governance, among others.

Concerns and actions related to DRRM and CCA have also been incorporated in the National Climate Change Action Plan. Meanwhile, the National Security Policy has considered DRRM in addressing threats posed by climate change to the country's food security.⁵

The National Disaster Risk Reduction and Management Plan, 2011-2028

The National Disaster Risk Reduction and Management Plan (NDRRMP) outlines the activities that seek to strengthen the capacity of the national government and local government units (LGUs), together with partner stakeholders, to build the disaster resilience of communities and to institutionalize arrangements and measures for reducing disaster risks, including projected climate risks and enhancing disaster preparedness and response capabilities at all levels.⁶ The plan has four priority areas:

Disaster prevention and mitigation provides key strategic actions that focus on activities related to hazards evaluation and mitigation, vulnerability analyses, identification of hazard-prone areas and mainstreaming DRRM into development plans. It is based on sound and scientific analysis of the different underlying factors that contribute to the vulnerability of the people and eventually, their risks and exposure to hazards and disasters.

Disaster preparedness refers to activities revolving around community awareness and understanding, contingency planning, and conduct of local drills and the development of a national disaster response plan.

Disaster response gives importance to activities during the actual disaster response operations, from needs assessment to search and rescue to relief operations to early recovery activities are emphasized.

Rehabilitation and recovery includes employment and livelihoods, infrastructure and lifeline facilities, housing and resettlement, among others. These are recovery efforts done when people are already outside of the evacuation centers.

The NDRRMP recognizes that certain *concerns cut across* the four DRRM priority areas. These include health, human-induced disasters, gender mainstreaming, environmental protection, cultural sensitivity or indigenous practices, and the rights-based approach. It also outlines the roles of the national government, the National Disaster Risk Reduction and Management Council (NDRRMC); OCD, which heads the NDRRMC; regional, provincial, and city and municipal Disaster Risk Reduction and Management

⁴ The Medium-Term Philippine Development Plan, 2004-2010, included mitigation of the occurrence of natural disasters as one thrust of the environment and natural resources sector, and listed several flood control projects in addition to non-structural measures, such as, completing the geo-hazard mapping of the remaining 13 regions, and integrating disaster preparedness and management strategy in the development planning process at all levels of governance.

⁵ NSP 2011-2016, Chapter 7, Sec. A; <http://www.gov.ph/downloads/2011/08aug/NATIONAL-SECURITY-POLICY-2011-2016.pdf>

⁶ As of April 2015, the Department of Interior and Local Government has drafted a National Disaster Preparedness Plan for 2015-2018, which aims at averting the loss of lives and assets due to threats and emergencies. Although preparedness is essentially implemented before any hazard or disaster, preparedness outcomes straddle pre-disaster, disaster and post-disaster phases based on existing definitions (based on a draft version shared by the Local Government Academy).

Councils; and Local Disaster Risk Reduction and Management Offices. A lead agency and implementing partners are identified for each outcome area.

The Magna Carta of Women

Section 10 of Republic Act No. 9710, also known as the Magna Carta of Women, spells out the rights of women affected by disasters, calamities and other crisis situations. Specifically, women have the right to protection and security in all phases of relief, recovery, rehabilitation, and construction efforts. To this end, the State shall “provide for immediate humanitarian assistance, allocation of resources, and early resettlement, if necessary;” and address the needs of women “from a gender perspective to ensure their full protection from sexual exploitation and other sexual and gender-based violence committed against them.” Among the responses to disaster shall be the provision of services, such as psychosocial support, livelihood assistance, education, and comprehensive health services, including protection during pregnancy.

ELEMENTS OF GENDER-RESPONSIVE DRRM PROJECTS

As with projects of other sectors, the GAD guidelines for the identification and design of DRRM projects require proponents and appraisers to consider ten core elements of a gender-responsive program or project. For this particular checklist, however, two elements have been combined to give greater weight to the analysis of the possible gender effects of the project as designed. The resulting elements are:

1. Participation of women and men in the identification of the development problem
2. Collection and use of sex-disaggregated data in the analysis of the development problem;
3. Conduct of gender analysis to identify gender issues that the proposed project must address;
4. Goals, objectives, outcomes, and outputs that include GAD statements intended to address the gender issues in (3);
5. Activities that respond to the identified gender issues, including constraints to women’s participation;
6. Conduct of gender analysis of the planned project to anticipate gender-related issues arising from the implementation of the designed project;
- 7-8. Monitoring indicators and targets that include the reduction of gender gaps or the improvement of women’s participation; and project monitoring and evaluation system that includes a sex-disaggregated database;
9. Resources and budgets for the activities in (5); and
10. Congruence with the agency’s or LGU’s GAD agenda or plans.

To help proponents apply these elements and rate project design documents using the GAD checklists, a guide is provided on how to accomplish each checklist. For people charged with assessing the documents, there are two additional considerations in applying the checklists. First, avoid speculating (or “assuming”) whenever the document does not contain information on gender issues, objectives, or processes that is required to answer a question in the checklist. For elements that need clarification, the design evaluator should ask the project proponent or planner to provide additional evidence or information.

Second, after the initial assessment of the design document, the evaluator should discuss the results with the proponent or planner. This way, the latter would be guided on how to improve the project design.

GENDER ANALYSIS QUESTIONS

Gender analysis is a critical element of a gender-responsive program or project. This should be conducted at two points.

- Analyzing the gender dimension of a development problem is a critical part of project identification and the analysis of the development problem (see box below for sample guide questions). It would guide project planners in specifying gender issues in the project – whether related to pre-, during or post-disaster – could or should address.
- After the project design has been drafted, it should be reviewed or assessed for its likely gender-related effects or impact (see box DRR for the guide questions).

Analysis of the Gender Dimension of DRRM issues

Household and Community

Gender roles of women and men and gender relations (adapted from the Oxfam gender analysis research in Haiyan-affected areas)

- *Productive work or livelihoods (kabuhayan):* Who contributes to, or is responsible for bringing in income or food to the household? What are the main livelihood activities of women/men? Has the disaster (typhoon, earthquake, etc.) affected women and men's livelihood and ability to contribute to household support? Why?
- *Care work (gawain sa bahay):* Who is responsible for the childcare, cooking, cleaning, laundry, growing vegetables and other food crops for the household, supplying the household with fuel and water, house repairs? Has the disaster changed this division of work? Why and how?
- *Maintaining relations with the community (samahan):* Who participates in community-level work or activities? Why them? Has the disaster changed this pattern? How and why?
- *Household decision-making:* Who decides on who does what, who gets what (food, new clothes, education, etc.)? Why is this person the decision-maker? Has the disaster changed this? How and why?

Access to and control of resources

- What resources (financial assets, land/physical capital, skills, knowledge) do women/men have access to? What do they control? What explains the gender gaps in resource access and control in the area? Who stand to lose assets or resources during a disaster? Are they protected against such losses?
- In terms of gender (female, male, LGBT people), class (rich or poor), ethnicity (ethnic majority or minority), among others, who participate in decision-making processes and planning for land and water use allocation in the community?

Risks, vulnerabilities, and needs

- How do cultural norms in the locality about what girls and women, and what boys and men can do and what competencies they can develop affect their chances to survive a disaster? What are these gender-differentiated differences in vulnerabilities?
- What gender-specific dangers do girls, boys, women and men face during and post-disaster? Why the differences? What services do they need?
- What capacities (management, leadership, mobilization) do women/men have that could be helpful in preparing for, responding to, or rebuilding after disasters?
- What extreme hazards or dangers do girls, boys, women and men face and what losses are they likely to bear because of a climate- or non-climate-related disaster? Are there differences among the age-sex groups? What are these?

Constraints and opportunities

- Are women and/or women's groups in the communities or populations to be covered by the project among those recognized as stakeholders in DRRM programs? Are they consulted on their specific needs and roles that the project could or should address?
- What constrains women/men from accessing DRRM-related training, technology, and information? Under what conditions have women and other marginalized groups been able to gain access to these resources? Why?
- Is there a database or master list of target beneficiaries? How do vulnerability/cultural or gender norms and expectations influence or affect women and men's participation in the proposed project?

Organization/Institutional-Level Analysis

- How prepared is the implementing agency and/or local government unit (LGU) to promote gender equality and women's empowerment in the DRRM project? Are the agency/LGU officials and staff aware or appreciative of integrating gender or addressing gender issues in the project?
- Do key staff or offices of the agency/LGU have the capacity to respond to the gender-differentiated needs, vulnerabilities, constraints of women, men, girls and boys? What are these capacities or skills?
- What tools are available to, or used by the agency/LGU to identify gender issues and understand the links of gender to disaster risk assessment, disaster prevention, mitigation and/or preparedness; or to disaster response, and rehabilitation and recovery?
- What security and other risks are faced by women/men field staff of humanitarian response efforts, evacuation camps, recovery, rehabilitation and/or construction efforts? What measures have implementing agencies/LGUs put in place to protect them?

Discussions of gender in this checklist recognize that being female or male in a particular society or culture can worsen the vulnerability of people to disasters. For instance, there could be marked variations in the way differently-abled women experience or cope with disaster as compared to differently-abled men, or females of a particularly ethnic group or age relative to their male peers. Although the checklist often uses 'women and men, girls and boys', it also acknowledges different gender identities, such as lesbian women (L), gay men (G), bisexual (B) and transgender (T), which are known collectively as the LGBT people.

GENDER ISSUES AND GENDER EQUALITY RESULTS

In its review of gender issues and possible gender equality actions post-Haiyan, the ODA-GAD Network listed key gender issues at each stage of a disaster. One issue that resonates through the various stages is the "tyranny of the urgent" mentality. Immediately following a disaster, this notion prevails and gender concerns are dismissed as irrelevant, since it is commonly asserted that immediate action is needed to save the lives of women, men, girls and boys. A narrow view of the effects of disaster leads to a focus on the purely physical, the social realities are ignored and, again, gender concerns are marginalized. Women will continue to be disproportionately affected by natural disasters unless DRRM workers and officials acknowledge their vulnerable status and tailor relief and post-disaster efforts to respond to it. One lesson learned from the response to the Haiti earthquake in 2010 is that protection issues need to be addressed early on, and designed into a project from the beginning, or they would not get fixed or retrofitted.

Before a Disaster Strikes: Disaster Preparedness

- Women are disproportionately affected by natural disasters, usually as a result of their gendered status in society and gender norms as to what skills (climbing trees or swimming) females and males should learn.

- Cultural norms can constrain women’s participation in disaster-related training (lack physical strength for search-and-rescue operation) and disaster management. Disaster management is generally viewed as a man’s job, hence, men tend to be more involved than women in planning and decision-making related to risk identification and risk reduction, and in community decisions to identify safe areas, overseeing relief distribution, arranging transportation, and negotiating with government authorities.
- Women have less access to resources – social networks and influence, transportation, information, skills, control over land and other economic resources, personal mobility, secure housing and employment, freedom from violence and control over decision-making – that are essential in disaster preparedness, mitigation and rehabilitation.
- Outside relief workers may not understand the social conditions of vulnerability facing local women, unless they partner with community-based women’s groups to fill their knowledge gap and to gain access to indigenous women in upland forests and in geographically isolated and disadvantaged areas.
- Relief efforts (including relief distribution systems) to assist “the community” might not benefit women and men equally, or address the needs of its weaker or less vocal members or those not staying in evacuation centers unless they are specifically designed to do so. Women might also have marginalized access to relief resources when relief distribution efforts tap existing patriarchal structures of resource distribution.
- Design of houses, relocation centers and other physical infrastructure need to consider the special needs or concerns of women and other marginalized and vulnerable groups, such as separate latrines for women and men in public buildings, ramps and steel bars to ensure physical access by differently-abled people (more generally referred to as persons with disability, or PWD), and women- and children-friendly water pumps, among others.
- Limited participation of women, children and other vulnerable and marginalized populations in disaster management, including the conduct of simulation exercises, prevents DRRM planners from having a clear understanding of the needs and requirements of these groups, and from assessing the adequacy and appropriateness of DRRM plans for emergency response, relief operations, and reconstruction contingency, with reference to the specific concerns of these groups.
- There is lack of sex and age disaggregated data, both pre-crisis and post-crisis, to inform project interventions. Most DRR policies, plans and projects make no reference to gender issues and have limited gender databases.

Before a Disaster Strikes: Disaster Mitigation

- Gender norms, household responsibilities, work demands and security concerns could constrain women from participating in public meetings or in community-based communication campaigns, and limit their interactions with their immediate neighbors. Men have better access to early warning mechanisms due to their more visible presence in public spaces, access to various communication media and interactions with public officials.
- There is often lack of consideration of the different roles, needs and information access of women and men in affected communities in designs of information and community systems and institutional arrangements.

When Disaster Strikes: Humanitarian Response

- Disasters themselves can increase women’s vulnerability, as evident in the increase in female-headed households, the fact that the majority of shelter residents are women, and an increase in levels of domestic and sexual violence and trafficking following disasters.

- Women survivors may also have gender-specific needs, e.g., hygiene supplies, child-care support to allow them to reach relief centers, reproductive health services, and protection from gender-based violence in temporary accommodations and refugee camps.
- Distribution of relief goods and commodities always need to consider the gender and different-ability dimension. For example, in the scramble for relief goods dropped by air, men have greater physical ability to have first access to these commodities, adversely affecting women heads of households, the elderly and differently-abled.
- LGBT people face different forms of discrimination, as manifested in their access to resources and services. The distribution of relief goods for example, tend to de-prioritise households that are headed by gay men or lesbian women, while the privacy and security of LGBT people in evacuation and relocation sites are compromised when they are questioned and taunted as they access communal toilets and other facilities.

Post Disaster: Recovery and Reconstruction

- Women's situation in the disaster recovery and rehabilitation phase has similar trends with the emergency or relief phase: women's increased vulnerability to violence; heavier work as family care provider with significantly smaller resources; limited economic opportunities, whether for wage work, credit or livelihood assistance; and exclusion from rehabilitation programs that prioritize male heads of households.
- Women are more engaged in household work, they are seldom represented in decision-making bodies, which limit their ability to participate in critical planning activities for recovery and reconstruction.
- The extent to which care of children and other dependent household members (e.g. the elderly and sick) are under the charge of women than men affects women's relative vulnerability.

Post Disaster: Relocation and Resettlement

- In order to "build back better", voices of women, men and marginalized populations need to be heard and given a chance to participate in the planning for relocation and resettlement.
- Spatial issues include the lack of land for household vegetable patches (usually managed by women), which has implications on the food security of the household.
- The shortage of livelihoods/economic opportunities and lack of privacy and basic social services in relocation sites contribute to increased risks of women, girls and boys to gender-based violence, trafficking, and sexual exploitation and abuse.
- There were more male youths after Typhoon Ketsana and Parma who have dropped out of school or had become unemployed, with possible negative impact on community peace and security, especially for women and girls, with possible scenarios of increased drug use, crimes and gang violence.
- Ownership of donated goods or resources in resettlement sites has often been limited to household heads who are, more often than not, males.
- Resettlement experiences have shown that land plots given to the flood victims for resettlement almost always were in the name of male members of the family which reinforces the return to unequal situations as existed before the disaster.
- In designing the relocation and resettlement strategy, it is hardly asked, if at all, if the sexual division of labor makes it more difficult for women victims, relative to men victims, to switch from pre-disaster employment in non-tradable or home-based sector to other sectors.

The gender issues listed above require community or onsite actions, as well as, institutional re-tooling to prepare for, mitigate the risks of, respond to and recover from disasters in gender-responsive ways.

Specifically, DRRM initiatives may be designed to contribute to the achievement of gender equality results, such as:

- Improved disaster-survival skills particularly of women and children, girls and boys.
- Increased participation of women, including those in more vulnerable groups (indigenous people, differently-abled, elderly, and sick), in public meetings and consultations to assess needs, identify issues, and decide on solutions or actions to be taken related to DRRM.
- Reduced knowledge gap between men and women regarding climate change, hazards, and actions to be taken to prepare for and mitigate disasters.
- Improved access of women, children, the physically weak, and indigenous peoples, to disaster relief and other resources.
- Controlled/reduced/zero incidence of gender-based violence and trafficking in displaced persons, particularly those in evacuation centers, camps and in resettlement areas.
- DRRM plans and measures have taken into account gender-differentiated vulnerabilities, roles, needs, and inputs of women and men, girls and boys, LGBT people, and those of differently-abled persons, the elderly, and indigenous peoples/cultural communities.
- Facilities and services established during and in the wake of disaster respond to women’s and girls’ reproductive health needs, protect them from gender-based violence, or provide them with security, protection against traffickers, and the like.
- Strengthened national and local inter-agency protection mechanisms to prevent and/or respond to trafficking.

It is important to track whether or not interventions are addressing key relevant gender issues and producing the desired results. The choice of indicators will depend on the goals, outcomes or outputs, but would generally involve the collection of sex-disaggregated data and other information about the gender issues and results.

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box DRR presents the ten elements of a gender-responsive disaster risk reduction and management program or project. The instructions for accomplishing the checklist are as follows.

Guide for accomplishing box DRR

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project proponent has conformed with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied or conformed with.
2. A partial and a full yes can be distinguished as follows.
 - a. For *Element 1.0*, a “partly yes” to Question 1.1 (or Q1.1) and Q1.2 means meeting with male leaders and only one or a few women who also happen to be leaders of the communities or groups likely to be, or actually affected by disasters; or with male and female leaders and some male non-leaders to discuss/assess needs and issues (Q1.1), or to identify what should be included in the program/project design (Q1.2). “Partly yes” to Q1.3 means that constraints to women and men’s participation in the consultations were identified but not acted upon.

In contrast, full compliance/conformance involves meeting with female and male leaders and non-leaders (Q1.1 and Q1.2), or addressing the constraints to women and men's participation (Q1.3).

b. For *Element 2.0*, "partly yes" means some information has been classified by sex or age, but may not be key in helping identify major gender issues that the planned project must address (Q2.1), or that only one or two of the relevant sex- and age-disaggregated data and gender information have been considered in the project design (Q2.2). A full "yes" refers to the collection of gender information and data classified by sex and age (children, youth, adults) for all major themes (Q2.1), and used to design project activities (Q2.2).

c. For *Element 3.0*, "partly yes" to Q3.1 and Q3.5 means partial analysis has been done by focusing on only one or two of the enumerated concerns. A full "yes" means that analysis and identification of gender issues (Q3.1) or gender mainstreaming concern (Q3.5) have been done on all the key themes or concerns.

A "partly yes" to Q3.2, 3.3 and 3.4 refers to mere listing, enumeration or description, without identifying gender gaps or issues: Q3.2, listing of needs and tasks of sex-age groups (that is, women and men, girls and boys); Q3.3, resources that women and/or men have access to; to Q3.4, to participation constraints faced by the various sex-age groups. A full "yes" means that gender issues have been extracted after the description of the data.

d. For *Element 4.0*, "partly yes" means 'women and men' (or 'girls and boys') are mentioned in the project goal, or an outcome or output, but no mention is made of reduction of gender inequalities or responding to gender-specific needs and vulnerabilities (Q4.1); or gender mainstreaming capacities are cited, but not related to dealing with relevant DRRM priority areas, or of integration of DRRM and/or contingency plans in one plan but not in others (Q4.2).

A full "yes" to Q4.1 signifies that project goal/outcome/output statements include reduction of gender inequalities or incidence of gender-based violence, or other gender goals relevant to the DRRM priority area focus of the proposed project. A full "yes" to Q4.2 means that gender mainstreaming-related goal/outcome/output directly refers to integrating gender concerns in the DRRM priority area focus of the project, or, if relevant to the project, mainstreaming gender in DRRM in agency or LGU mainstream development plans and in their GAD plan or agenda.

e. For *Element 5.0*, "partly yes" means having gender equality strategies or activities but no stated gender issues to match the activities (Q5.1), or a GAD goal/outcome/output (Q5.2). A full "yes" means there is an identified gender issue and there are activities seeking to address the issue (Q5.1); and there is an identified GAD goal/outcome/output and activities to achieve this (Q5.2).

f. For *Element 6.0*, a "partly yes" response to any of the items and questions is associated with superficial or partial effort to address a specific issue, desired result, or question. In contrast, a full "yes" involves a coherent, if not a comprehensive, response to the question.

g. For the combined Elements 7.0 and 8.0, or *Element 7-8.0*, "partly yes" to Q7-8.1 and Q7-8.2 means the project monitoring plan includes GAD indicators and/or the project requires the collection of some sex-disaggregated data or information but the data requirement will not be able to track the gender result (Q7-8.1), or there are indicators for trafficking, but their data requirement are not sex-age disaggregated (Q7-8.2). A full "yes" to Q7-8.1 means the project monitoring plan includes both quantitative and qualitative indicators, targets and sex-disaggregated data (or, in the case of Q7-8.2, sex- and age-disaggregated data) and gender-related information for tracking changes in the GAD indicator.

"Partly yes" to Q7-8.3 signifies token or partial coverage or reporting of emerging issues, while a full "yes" signifies tracking (research/analysis) and reporting on all emerging issue areas as these affect women, men, girls and boys.

"Partly yes" to Q7-8.4 means that the monitoring plan includes involving women in some, but not all, of the monitoring-related activities, while a full "yes" means involving women in developing monitoring indicators, monitoring itself, and updating baseline information.

h. For *Element 9.0*, "partly yes" means there is a budget for GAD-related activities but this is insufficient for the project to address relevant gender issues (Q9.1 and Q9.2), or build GAD capacities among project/agency/LGU staff or tap external GAD expertise (Q9.3). A full "yes" to all the questions require that the budget allocations for each of the listed GAD activities are substantial enough to help produce results.

- i. For *Element 10.0*, a “partly yes” to Q10.1 and Q10.2 means there is a mention of the agency’s/LGU’s GAD commitment, initiatives or plan, but no direct connection is made to incorporate the project’s GAD efforts to any of these. A “partly yes” to Q10.3 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; or the proponent claims that the proposed DRR initiative is pathbreaking, but offers no justification or evidence.
3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an element or item under col. 3.
 - a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or covered any of the questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities. For Element 6.0, however, the maximum score is “4,” while that for each item is “0.4.” The score for “partly yes” for each item is “0.20.”
 - b. The scores for “partly yes” differ by element. For elements with two items, such as Elements 2.0, 4.0 and 5.0, the maximum score **for each item** is pegged at “1.0” and at “0.5” for “partly yes.” Hence, if a project scores a full “1.0” in one question but “0” in the other, or if a project scores “partly yes” (or “0.5”) in each of the two items, the total rating for Element 2.0 will be “partly yes” with a score of “1.0.” If a project scores “partly yes” (“0.5”) for one item but “no” (“0”) for the other, then the total rating for the element will be “0.5.”
 - c. For Elements 1.0, 9.0 and 10.0, which have three items each, the maximum score **for each item** is pegged at “0.67” and at “0.33” for “partly yes.” The rating for the element will be “partly yes” if the total score of the three items is less than “2.0,” the maximum for the element.
 - d. For Element 7-8.0, which has four items, the maximum score **for each item** is pegged at “0.50” and at “0.25” for “partly yes.” The rating for the element will be “partly yes” if the total score of the four items is less than “2.0,” the maximum for the element.
 - e. For Element 3.0, which has five items, the maximum score for **each item** is set at “0.40” and at “0.20” for “partly yes.” The rating for the element will be “partly yes” if the total score of the four items is less than “2.0,” the maximum for the element.
 4. For an element (col. 1) that has more than one item or question, add the scores for the items and enter the sum in the thickly bordered cell for the element.
 5. Add the scores in the thickly bordered cells under col. 3 to come up with the GAD score for the project design stage.
 6. Under the last column, indicate the key gender issues identified or justification for the claim (for proponents), comments on the proponent’s compliance with the requirement (for evaluators).

Box DRR. GAD checklist for designing and appraising DRR programs/projects

Note: This checklist is intended to cover all types of DRR programs and projects, whether pertaining to prevention and mitigation, preparedness, response, or rehabilitation and recovery. If the program or project falls under the preparedness phase, the ‘communities or groups’ (or ‘women, men, girls and boys’) referred to are the people, community, household, service providers, staff, etc. who are likely to be affected by the disaster. If the program or project is intended for people already affected by a disaster, the ‘communities or groups’ (or ‘women, men, girls and boys’) are those actually affected and/or internally displaced by the disaster.

Elements and item or guide question (col.1)	Response (col. 2)			Score for the item/element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Problem Identification					
1.0 Participation of population actually or likely to be affected population in problem identification (max score: 2.0; for each item or question, 0.67)					
1.1 Has the program/project design process included consultation with the communities or groups, including women and women’s organizations, to assess their needs, identify issues affecting them, and discuss solutions? (Possible scores: 0, 0.33, 0.67)					
1.2 Have communities or groups, including women and women’s organizations, participated in the identification of what should be included in the program/project design? (Possible scores: 0, 0.34, 0.66)					
1.3 Have the preferences of, and constraints faced by women and men, girls and boys based on needs, gender socialization and culture been taken into account to encourage women and men, girls and boys to participate in needs assessments and consultations on the design of DRR projects and activities? (Possible scores: 0, 0.33, 0.67)					
2.0 Collection/utilization of sex-disaggregated data and gender-related information prior to project design (max score: 2.0; for each item or question, 1.0)					
2.1 Have information on needs, vulnerabilities, and perceptions of risk been collected separately for/from women and men, girls and boys? (Possible scores: 0, 0.5, 1.0)					
2.2 Have collected sex- and age-disaggregated data and gender-related information been used to inform project design? (Possible scores: 0, 0.5, 1.0)					
3.0 Conduct of gender analysis and identification of gender issues (max score, 2.0; for each item or question, 0.40) <i>Refer to the relevant sections of the text of the checklist for the detailed gender analysis questions and for sample gender issues relevant to projects on disaster prevention and mitigation, preparedness, response, and rehabilitation and recovery.</i>					
3.1 Has an analysis of gender-differentiated needs, vulnerabilities, perception of risks, disaster preparedness and the like been done, and key issues identified? Or, has issues been identified from the actual gender-differentiated needs and vulnerabilities of, and risks faced by affected communities or groups that are relevant to disaster response and post-disaster rehabilitation and recovery? (Possible scores: 0, 0.20, 0.40)					
3.2 Has an analysis of the gender division of labor (including economic activities of women and men) raised the different					

Elements and item or guide question (col.1)	Response (col. 2)			Score for the item/element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
needs and abilities of women and men, girls and boys? (Possible scores: 0, 0.20, 0.40)					
3.3 Has an analysis of access and control of resources (physical capital, financial assets, skills, knowledge) by women and men been made? (Possible scores: 0, 0.20, 0.40)					
3.4 Has an analysis of constraints to the participation of women and men, girls and boys in household, community and project activities been made, and how these constraints could have led to their low visibility in particular activities? (Possible scores: 0, 0.20, 0.40)					
3.5 Has an analysis been done of the DRRM awareness, skills and planning tools of LGUs and implementing agencies or organizations to understand and respond to gender issues or the links of gender to disaster risk assessment, disaster prevention, mitigation and/or preparedness; or to identify issues in disaster response, and rehabilitation and recovery? (Possible scores: 0, 0.20, 0.40)					
Program/Project Design					
4.0 Gender equality goals, outcomes and outputs (max score, 2.0; for each item or question, 1.0)					
4.1 Does the project have clearly stated gender equality/equity goals, outcomes and/or outputs related to access to benefits, participation in decision-making processes, or support for gender-related needs and vulnerabilities? (Possible scores: 0, 0.5, 1.0) <i>Refer to the relevant section of the text of the checklist for examples of DRR-specific gender equality/equity goals and results.</i>					
4.2 Do the project goal, outcomes or outputs include building of gender mainstreaming capacities of institutions, including LGUs, dealing with relevant DRRM priority area (that is, disaster risk reduction and mitigation, preparedness, response, and/or rehabilitation and recovery)? OR, do they include integration of DRRM and contingency plans in other plans of the implementing agency or LGU (including GAD plans, and Comprehensive Development Plans [CDP] and Comprehensive Land Use Plans [CLUP]) to ensure that the plans would respond to gender-differentiated vulnerabilities and capacities relative to the DRRM priority area covered by the proposed project? (Possible scores: 0, 0.5, 1.0)					
5.0 Matching of strategies with gender issues or GAD goals (max score, 2.0; for each item or question, 1.0)					
5.1 Do the project strategies consider gender issues and/or gender-differentiated impacts of disasters in disaster risk assessment, prevention and mitigation, or preparedness; or gender-differentiated impacts of humanitarian and other disaster responses, and rehabilitation and recovery? (Possible scores: 0, 0.5, 1.0) <i>Check the strategies against the results of the gender analysis in Element 3.0.</i>					
5.2 Do the strategies match the gender equality goals identified? That is, will the DRR-related activities and interventions reduce gender gaps and inequalities related to disaster preparedness, during disasters and post-disasters? (Possible scores: 0, 0.5, 1.0)					

Elements and item or guide question (col.1)	Response (col. 2)			Score for the item/element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.0 Gender analysis of the designed program/project (max score: 4.0; for each item or question, 0.4)					
6.1. Do the designed DRRM-related arrangements (<i>disaster preparedness drills, distribution system of humanitarian aid, evacuation process or facilities, camp coordination and camp management [CCCM], rehabilitation and recovery measures</i>) cater to the special needs of children and youth (such as, <i>education, security, and protection from trafficking and gender-based violence</i>) and women (such as, <i>privacy, reproductive health, security, and protection from trafficking and gender-based violence</i>)? (Possible scores: 0, 0.2, 0.4)					
6.2 Do the designed DRRM-related arrangements (<i>disaster preparedness drills, evacuation process or facilities, CCCM, rehabilitation and recovery measures</i>) cater to the privacy and security needs of LGBT people, and special needs of differently-abled, elderly, sick, or indigenous females and males? (Possible scores: 0, 0.2, 0.4)					
6.3 Does the project, as designed, support productive and reproductive roles of women, men, girls and boys under the existing gender division of labor, as well as, new productive roles for women and care work for men? (Possible scores: 0, 0.2, 0.4)					
6.4 Will the project, as designed, ensure that information on climate, risks and hazards, early warning systems, and other DRR topics is available, accessible, and understandable to women, men and LGBT people, PWDs and indigenous peoples (IPs)/cultural communities in areas likely to be affected or actually affected by disaster to help them in their productive activities and/or to make informed decisions and interventions? OR, are planned critical safety facilities and infrastructures (<i>evacuation centers, shelter and emergency housing, WASH</i>) resilient to hazards, adequate and accessible to all--women, girls, boys, men, and LGBT, and PWD and IPs? (Possible scores: 0, 0.2, 0.4)					
6.5 Are children, both boys and girls, appropriately targeted with knowledge about disaster risk and preparedness through formal and informal channels to reduce their vulnerabilities (<i>trafficking, gender-based violence, survival</i>) pre-, during and post-disasters? (Possible scores: 0, 0.2, 0.4)					
6.6 Has the project design built on the knowledge and skills of women and men? OR, has the project considered existing gender differences in access and use of land, water, and public spaces? (Possible scores: 0, 0.2, 0.4)					
6.7 Does the project design include the development of training for women in traditional and non-traditional skills (such as, <i>leadership training, search and rescue, first aid, hazard and vulnerability analysis</i>) to increase their capacities in disaster management at all levels? (Possible scores: 0, 0.2, 0.4)					
6.8 Has the project devised strategies to overcome constraints (<i>such as, time and safety of women and other vulnerable groups</i>) to participation? OR, are there measures designed to accommodate women's domestic workload and childcare responsibilities to enable their active participation at all phases of the project? (Possible scores: 0, 0.2, 0.4)					
6.9 Will the project, as designed, raise awareness on gender issues in disaster (including sexual exploitation and abuse by humanitarian workers) among vulnerable, affected					

Elements and item or guide question (col.1)	Response (col. 2)			Score for the item/element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
and/or affected communities or groups? OR, does the project have reporting mechanism for sexual exploitation and abuse committed by humanitarian workers? (Possible scores: 0, 0.2, 0.4)					
6.10 Will the project build capacities of institutions, including LGUs, to address gender issues in climate change/ relevant DRRM priority area (that is, <i>disaster risk reduction and mitigation, preparedness, response, and/or rehabilitation and recovery</i>)? (Possible scores: 0, 0.2, 0.4)					
7.0-8.0 Monitoring targets and indicators and sex-disaggregated database requirement (max score, 2.0; each item or question, 0.50)					
7-8.1 Are there gender indicators and sex-disaggregated data to measure gender-related results, such as reduced gender gaps in benefits, access to resources distributed as part of DRR measures, and/or participation in DRR-related decision-making processes? (Possible scores: 0, 0.25, 0.50)					
7-8.2 Are there gender indicators and will data be collected to measure incidence of gender-based violence and/or trafficking of children (boys and girls), women, or men? (Possible scores: 0, 0.25, 0.50)					
7-8.3 Do the planned research, analysis and/or reporting systems assess emerging issues that might impact the risk, vulnerability, resource access, and participation in DRR-related activities and decision-making processes of women, men, girls and boys? (Possible scores: 0, 0.25, 0.50)					
7-8.4 Will women be involved in developing monitoring indicators, actual monitoring, and updating baseline information? (Possible scores: 0, 0.25, 0.50)					
9.0 Resources (max score, 2.0; for each item or question, 0.67)					
9.1 Does the proposed DRRM project budget include provisions to address relevant gender-specific issues (e.g. care work, issues faced by pregnant and/or lactating women, security, disability, etc.) among the likely to be affected or actually affected communities or groups? (Possible scores: 0, 0.33, 0.67)					
9.2 Does the proposed DRRM project budget support mechanisms or approaches (such as provision of child-minding services or facilities) that would enable women and other vulnerable groups to meaningfully participate in project activities and decision-making processes? (Possible scores: 0, 0.33, 0.67)					
9.3 Does the project/proponent agency/LGU have the expertise to integrate GAD or promote gender equality and women's empowerment? Or does it commit itself to investing project/agency/LGU staff time to build capacity in integrating GAD or promoting gender equality in the DRRM project? (possible scores: 0, 0.33, 0.67)					
10.0 Relationship with the agency's or LGU GAD efforts (max score, 2.0; for each item or question, 0.67)					
10.1 Will the program/project build on or strengthen the agency's/LGU's commitment to gender equality and/or the advancement of women? (Proposed scores: 0, 0.33, 0.67)					
10.2 Does the program/project have a plan to influence the agency/LGU's GAD plan to include key strategies/					

Elements and item or guide question (col.1)	Response (col. 2)			Score for the item/element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
initiatives to respond to gender issues in DRRM? (Proposed scores: 0, 0.33, 0.67)					
10.3 Will the project build on gender-aware/responsive DRRM initiatives or actions of other organizations in the area? OR, is the initiative the first of its kind in the area? (Proposed scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE FOR THE PROGRAM/PROJECT DESIGN (Add the scores for each of the ten elements.)					

The scoring system and the interpretation of the scores are the same as those in box 7 (original and expanded) of the *Harmonized GAD Guidelines*, and the total score remains to be 20.0 points. However, as explained in the guide to accomplishing the checklist, instead of all the elements receiving a maximum of 2.0 points each, one element (6.0) is assigned a maximum of 4.0 points, while two elements (7.0 and 8.0) have been combined with a maximum score of 20 points.

Interpretation of the GAD Score

- 0–3.9 GAD is invisible in the program/project design (proposed program/project is returned).
- 4.0–7.9 Proposed program/project has promising GAD prospects (proposed program/project design earns a “conditional pass,” pending identification of a GAD goal, as well as strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
- 8.0–14.9 Proposed program/project design is gender-sensitive (design passes the GAD test).
- 15.0–20.0 Proposed program/project is gender-responsive (designers are commended).

GAD CHECKLIST FOR DEVELOPMENT PLANNING

This gender and development (GAD) checklist was developed to ensure development plans are not only aware of or sensitive to gender issues faced by women and men, girls and boys, but also address key, relevant gender-related issues or concerns. The checklist covers two areas of development planning, macroeconomic and sector, and their associated results indicators and targets. The sector-related items and questions refer to both sector and key subsectors, or to clusters of results areas. In the *Philippine Development Plan 2011-2016*, for instance, the clustering of sectors is around the achievement of certain results that contribute to the achievement of the overall goal of inclusive growth (see box).

The checklist draws heavily on the manual, "Mainstreaming Gender in Development Planning: Framework and Guidelines." Published by the National Economic and Development Authority (NEDA), the National Commission on the Role of Filipino Women (NCRFW; now, the Philippine Commission on Women, or PCW), and the Canadian International Development Agency (CIDA; now known simply as Government of Canada) in 2002, the manual forms part of the *Gender Mainstreaming Resource Kit (GMRK)*. The manual aimed to guide development planners on ways of mainstreaming gender in two major phases of the development planning process. The first pertains to the identification of issues and challenges; goals, objectives and targets; policies, strategies, programs and projects; and implementation mechanisms. The second refers to the monitoring and evaluation of the implementation of policies, programs and projects.

Although focusing on development planning, the present GAD checklist is as part of the *Harmonized Gender and Development Guidelines for Project Development, Implementation, Monitoring and Evaluation*. It can be viewed as the checklist that will influence the direction and content of programs and projects.

The Philippine Development Plan, 2011-2016

Strategic Focus (Inclusive Growth)

- Poverty
- Employment

Macroeconomic Policy

- Sustainable fiscal sector
- Resilient monetary and external sectors

Competitive and innovative industry and services sectors

Business climate improved; productivity and innovative capacity increased, consumer welfare enhanced; market access expanded

Competitive and sustainable agriculture and fisheries sector

Productivity increased, forward linkages with the I&S sectors increased, sector resilience to climate change risks

Resilient and inclusive financial system

Including pursuing the financial inclusion agenda

Social development

- Health and nutrition status improved
- Knowledge and skills enhanced
- Vulnerabilities reduced
- Social protection expanded
- Access to secure shelter enhanced

Good governance and the rule of law

Peace and security

Sustainable and climate resilient environment

Accelerating infrastructure development

- Competitiveness enhanced and productivity increased in the I&S and agriculture sectors
- Adequacy and accessibility of basic infrastructure services enhance
- Governance improved
- Safer and more secured environment created and sustained
- Environmental quality improved

Launched by the Philippine government in 2005, the Guidelines aim to provide the Philippine government and official development assistance (ODA) donors with a common set of analytical concepts and tools for integrating gender concerns into development programs and projects, and to help them achieve gender equality and women's empowerment results. The Guidelines also serve as the basis for monitoring ODA in the Philippines following the Women in Development and Nation-Building Act, or Republic Act (RA) 7192, and, more recently, the Magna Carta of Women (RA 9710).

CONTEXTS OF DEVELOPMENT PLANNING

Goals of Development

In the Philippines, development planning takes place at different levels: national, sector, and local. National plans set the overall goal, direction and priorities. The goal could be improvement in quality of life, mitigation or reduction of poverty, or inclusive development, or all of these. In the Plan for 2011-2016, the overarching goal is inclusive development. This could be achieved through the generation of quality jobs that would reduce poverty and improve the quality of life of many, if not all.

By focusing on eliminating poverty and generating quality jobs, the Philippine government may be seen as subscribing, albeit partly, to the notion of development as the sustained capacity of its citizens, females and males, to live life as they would like. Here, quality of life involves the capacity to be and the capacity to do. Capability, according to Sen (1992, 1999), "reflects a person's freedom to choose between different ways of living." In this view, human beings, females and males, should be seen not just as means (factors of production), but, more importantly, as ends of development.

Process

Development plans do not exist in a vacuum. It is highly political in that the President usually set the goals or directions, while priorities and required legislative action and flagship programs are results of dialogues and negotiations, as well as, technocratic inputs. Who gets to participate in these discussions is an important starting point of crafting a development plan that does not only address political priorities or results of technocratic analyses, but also the issues as seen and experienced by groups that are affected by a development thrust that can be characterized as having strong male bias and gender impacts (Elson 2002).

'GENDER' IN DEVELOPMENT PLANNING

Although development is generally thought of as 'gender neutral,' development planning actually has a 'male bias,' given the pervasive notion of men as breadwinners and producers and the secondary importance conferred on reproductive functions (Elson 2002). There is also a bias for paid work and less on unpaid, especially caring, work (Himmelweit 2002, 2005), which is inherent in the move towards privatization of what have previously been public goods and services.

What happens when gender concerns are neglected in development planning? The manual, "Mainstreaming Gender in Development Planning," noted that because of lack of attention to gender considerations ('gender blindness'), development policies do not always provide women and men equal

opportunity to achieve a better life. It argues that, “by this standard alone, a policy or program may already be considered defective.” Such a failure, however, could also reduce the overall efficiency of the economy. Similarly, failure to invest in women’s health, nutrition and education due to gender bias reduces the quantity and quality of human resources, thereby affecting the productive capacity of the economy. Meanwhile, gender bias in occupational choice and employment could limit mobility of labor, potentially resulting in lower productivity.

This checklist encourages development planners to proceed with planning with the aim of improving capabilities of, and broadening options for all. This means promoting substantive equality between males and females, and eliminating all forms of discrimination, as provided for in the Magna Carta of Women and the United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

PRINCIPLES

The GAD checklist for development planning subscribes to the idea that development involves the expansion of freedoms and strengthening of capabilities. In this connection, it recognizes that:

- ↳ Equality between women and men is a key women’s human right;
- ↳ Participation in development is crucial to the empowerment of women and men;
- ↳ Gender equality means promoting the equal participation of women as agents of economic, social, and political change; and
- ↳ Achieving equality between women and men may involve the introduction of specific measures designed to eliminate prevailing gender inequalities and inequities.

ELEMENTS OF GENDER-RESPONSIVE DEVELOPMENT PLAN

The GAD checklist for gender-responsive development planning covers both process and content. The six elements that need to be considered are summarized in the box, below.

1. Participation of women and women’s groups in the preparation of the plan
2. Assessment of gender impact of past performance and challenges, through the analysis of sex-disaggregated data and gender-related information
3. Inclusion in goals, objectives, and results (outcomes and outputs) of GAD statements intended to address key gender equality, women’s development or empowerment issues
4. Identification of policies and legislative agenda, and strategies, programs and projects that will help achieve gender equality, women’s development or empowerment goals, and address constraints to achieving these goals while pursuing the overall goal of the development plan
5. Before finalization of the plan, assessment of the draft development plan to avoid negative gender-related impact and to minimize constraints to women’s participation in the benefits of development
6. Inclusion in the results matrix of indicators, targets and sex-disaggregation of data to measure reduction of gender gaps, improvement of women’s participation, or enhanced women’s empowerment

Why these elements?

- If indeed development planning aims to build capacities and expand options, then the process should be participative and respectful of inputs from various groups.
- To progressively address issues related to gender gaps, women's development and empowerment, it is important to assess the gender impacts, or the extent to which gender inequality in rights, access to resources and opportunities, and participation in decision-making was reduced by past policies and programs. The analysis of gender impact requires the examination of time-series or two-period sex-disaggregated and gender-related information that would show changes in gender gaps or inequalities. Continuing gender gaps or low level of women's development and empowerment are areas that need to be addressed in the present plan.
- Gender mainstreaming involves bringing into the mainstream gender equality and women's development and empowerment as fundamental values. Achieving these goals, therefore, involves considering equality between women and men, girls and boys a challenge among other challenges that must be addressed in the present plan.
- If gender equality and women's development and empowerment are fundamental values, their achievement should be considered an important goal, objective or result of development. This has to be made explicit in the plan, as well as the recognition that the achievement of gender equality could facilitate the achievement of other goals, objectives and results.
- Results are products of concrete actions or interventions. Hence, once gender equality and women's empowerment are identified as a challenge, goal, or objective, it follows that planners should propose policies and strategies that will address specific gender equality issues identified in the assessment, such as disparities between women and men in labor force participation, wage rates, or access to higher-valued jobs in industries. Moreover, in formulating policies and strategies to achieve broad macroeconomic and sector goals, opportunities for supporting gender equality and women's empowerment objectives within such policies and strategies must be identified. Thus, gender equality results are achieved through policies (executive or legislative), programs or projects that purposively aim to bring about a targeted reduction in gender gaps or improvement in women's participation in development and decision-making.
- A development plan needs to be monitored and evaluated against targets of the articulated goals, objectives, or results. If gender equality and women's empowerment are fundamental development objectives, targets should be set so that progress at the different stages of the plan period can be assessed using sex-disaggregated and women's empowerment indicators.

These elements apply to the preparation of all the chapters of the plan. In effect, the GAD assessment of the draft plan should be done by chapter and then for the plan as a whole. To help rate development plans using the GAD checklist, a guide is provided on how to accomplish the checklist.

GENDER ANALYSIS QUESTIONS

Gender analysis is a critical element of development planning, as it is in designing a gender-responsive program or project. This should be conducted at two points.

1. *Analyzing the gender impact of performance of past policies or interventions and an assessment of the gender dimension of challenges are critical parts of development planning.* These identify areas or concerns that need to be addressed in the present development plan.

Sample gender assessment frameworks, issues and questions are provided in “Mainstreaming Gender in Development Planning: Framework and Guidelines” for poverty, macroeconomic and sector policies, and sector strategies or programs.

2. *Assessing the likely gender impacts of the draft development plan.* After the development plan has been drafted, it should be reviewed or assessed for its likely gender related effects or impact (see box DP1 for guide questions).

GENDER ISSUES AND GENDER EQUALITY RESULTS

The Magna Carta of Women underscores various women’s rights and areas where gender equality can be sought. For instance, women’s right to food and right to resources for food production are gender equality markers, recognizing the significant and often unpaid contribution of rural women to the survival of their families. However, such recognition of women’s roles in overall food security and fisheries industry development may not automatically result in actual benefits and formal participation of women in development planning and processes. Access, participation, and control over fishery resources are often marked by inequalities between men and women in coastal communities, both within the households and in fishers’ organizations.

The manual, “Mainstreaming Gender in Development Planning,” provides a discussion of the gender issues or gender dimension of such issues and challenges as poverty and violence against women and children; broad categories of macroeconomic policies (fiscal, monetary, external sector or trade), particularly as they pertain to financial, agricultural, and trade liberalization; and sectors, such as employment, health, education, and telecommunications.

Gender equality and women’s empowerment results that are expected to emanate or to be produced by the plan are specific to the challenges present in the current situation and the continuing issues that have not been addressed by previous policies or strategies. They may be clustered around levels of gender equality and women’s empowerment, as discussed in the main pullout of the Harmonized GAD Guidelines. These are: welfare, access, conscientization, participation and control. This framework unpacks the meaning of gender equality and women’s empowerment, and look at these concepts in terms of:

- Welfare: physical condition or practical gender needs of women, men, girls and boys; or what may be considered as the “basic functioning” of people;

- Access: what resources (natural, financial, economic, social, etc.) that people can use to support and improve their lot and those of others (family); access to these could enable them to self-realize their rights to basic needs of food, shelter, clothing, and the like;
- Conscientization: how females and males are viewed or 'constructed' by their society; norms, expectations, and entitlements conferred on them; and processes (including socialization) through which gender roles, entitlements, and gender relations are transferred generationally, perpetuated or transformed;
- Participation and control (equivalent to 'voice'): involvement in consultations and negotiations, membership in decision-making bodies, and leadership in organizations that enable women and men to contribute to formulation of policies, programs or activities that affect their lives.

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Assessing sector plans or individual chapters of the plan

Box DP1 presents the six elements of a gender-responsive development plan. Some elements are accompanied by guide questions. The instructions for accomplishing the checklist are as follows.

Guide for accomplishing box DP1

1. Each of the elements has been broken down into specific, constituent questions and, in a few cases, a broad question, into specific sub-questions. In the latter, answer the sub-questions first, and treat the response or score to the question as a derived response or score. Similarly, derive the response to, or score of the element from the responses to, or scores of its constituent questions.
2. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which the planning group or the plan document has complied with the GAD element through its constituent items or questions: under col. 2a if nothing has been done; under col. 2b if a question and, by extension, an element, has been partly answered; and under col. 2c if a question and, by extension, an element has been fully complied with.
3. A partial and a full yes can be distinguished as follows.
 - a. For *Element 1.0*, a “partly yes” to Question 1.1 (or Q1.1) to Q1.3 means meeting with male officials and only one or a few women who also happen to be officials or technical staff of NEDA or a sector agency; of the proponent or partner agency or organization; or with male and female officials and some male stakeholders. In contrast, full compliance involves meeting with female and male officials, including the PCW and GAD focal points, and consulting with other stakeholders, including relevant women’s groups (or groups that are working in the sector), that may be affected positively or negatively by the development plan. A “partly yes” to Q1.4 means only a token input or suggestion from among those solicited from woman and man stakeholders has been incorporated in the overall or sector plans. A full “yes” means that all relevant inputs from stakeholders have been incorporated in the plan.
 - b. For *Element 2.0*, “partly yes” means some information has been classified by sex but may not be key in helping identify major gender issues (Q2.1), or general statement of gender impacts of previous policies and strategies (Q2.2.1 to Q2.2.4), or token articulation of gender equality-related challenges (Q2.3 and Q2.4). In contrast, a full “yes” implies that qualitative and quantitative data are cited in the gender impact analysis of previous policies and strategies and of challenges (Q2.1), or extensive and explicit gender impact analysis has been done for the issue or challenge area (Q2.2 to Q2.4).
 - c. For *Element 3.0*, “partly yes” means women are mentioned in the goals, outcomes or outputs but only in connection with traditional roles, or gender equality is suggested in generic terms, such as social equity, or mention is made of a subsector made up by women (Q3.1 and Q3.2); or the plan has token gender equality outputs or outcomes (Q3.3). A full “yes” to Q3.1 and Q3.2 signifies that women’s non-traditional roles are also recognized. A full “yes” to Q3.3 denotes that gender equality outcomes/outputs are pursued in the results and strategic frameworks for the sector or chapter.
 - d. For *Element 4*, “partly yes” means that policies, strategies and programs proposed are generally worded and only one or two match specific gender equality or women’s empowerment concerns identified in Element 2 and/or Element 3 (Q4.1), or only one or two items in the legislative agenda address constraints to women’s empowerment (Q4.2), or building an enabling environment for gender equality or women’s empowerment is implied (not explicit) in the sector plan, or chapter of the plan document (Q4.3). Meanwhile, a full “yes” pertains to policies, strategies and programs that address specific gender

- concerns (Q4.1), or there are proposed legislation that would minimize or remove key sources of gender discrimination (Q4.2), or there are strategies and programs that would ensure that the gender equality and women's empowerment results will be achieved.
- e. For *Element 5.0*, "partly yes" to each of the questions means that at least there is one policy, strategy or program in the sector plan or chapter of the plan document that would bring about the stated result, while a full "yes" to each question denotes that there is such a policy, strategy or program in the sector plan, or chapter of the plan document.
 - f. For *Element 6.0*, "partly yes" means that gender equality and women's empowerment results indicators (Q6.1, Q6.2) and targets (Q6.3) are embedded in other indicators or targets, while a "partly yes" to Q6.4 means that there are data about women, but not in comparison to men, which would allow for measurement of reduction of gender gaps. A full "yes" to all the questions under Element 6.0 denotes that indicators, targets and data allow for tracking of reduction of gender gaps or women's empowerment for people-level results.
4. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for a question or item and element under col. 3.
 - a. To ascertain the score for a GAD element, a three-point rating scale is provided: "0" when the planner or planning group has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and the stated maximum for the element or requirement (either "2", "3" or "4"), or the maximum score for an item or question, when the proponent has done all the required activities. For Element 1.0, the maximum score for the element is "2"; for Elements 2.0, 5.0 and 6.0, this is "3"; while for Elements 3.0 and 4.0, it is "3".
 - b. The scores for "partly yes" differ by element and the maximum score assigned to it, but the "partly yes" score is the midpoint between zero ("0") and the maximum score. The same principle applies for the items and questions under each element. Moreover, the possible scores for each element, item, or question is supplied in box DP1.
 5. For a question (col. 1) that has more constituent sub-questions, add the scores for the sub-questions and enter the sum as the score of the question. For the score of an element or requirement, add the scores of its constituent questions and enter the sum in the thickly bordered cell for the element. Do not double count.
 6. Add the scores in the thickly bordered cells under col. 3 to come up with the GAD score for the project design stage. **The maximum GAD score is 20.**

Box DP1. Generic GAD checklist for development planning

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly Yes (2b)	Yes (2c)		
1.0 <i>Participation of women and women's groups in the preparation of the development plan (max score: 2.0; for each item or question, 0.5)</i>					
1.1 Have stakeholders, including women and women's groups, been consulted on the overall direction of the chapter of the plan document, or sector plan? (Possible scores: 0, 0.25, 0.50)					
1.2 Have stakeholders, including women and women's groups, been involved in the assessment of challenges and past performance? (Possible scores: 0, 0.25, 0.50)					
1.3 Have stakeholders, including women and women's groups, been consulted in the preparation of the sector plans? (Possible scores: 0, 0.25, 0.50)					
1.4 Have stakeholders' inputs been incorporated in the plan? (Possible scores: 0, 0.25, 0.50)					
2.0 <i>Gender analysis of past performance and of challenges and identification of key gender issues(max score: 4.0; variable maximum score for each item or question)</i>					
2.1 Does the plan document include key sex-disaggregated and gender information in the analysis of past performance, challenges, current situation, in the particular chapter or sector? (Possible scores: 0, 0.5, 1.0)					
2.2 <i>Analysis of the gender impacts of past policies and programs (max score: 2.0; per question, 0.50)</i>					
2.2.1 Has past policies and programs reduced gender gaps in access to resources or development benefits in the sector? (Possible scores: 0, 0.25, 0.50)					
2.2.2 Has past policies and programs raised awareness or sensitivity to the gender-related needs and constraints of women and men, girls and boys? (Possible scores: 0, 25, 0.50)					
2.2.3 Has past policies and programs promoted specific human rights of women and girls? (Possible scores: 0, 0.25, 0.50)					
2.2.4 Has past policies and programs increased women's participation in decision-making in the sector? (Possible scores: 0, 0.25, 0.50)					
2.3 Is achieving gender equality and women's empowerment considered (such as expanding areas for employment of women and men beyond the traditional, access of women to resources for up-scaling their enterprises, involvement in decision-making bodies) a challenge in the sector? (Possible scores: 0, 0.25, 0.50)					
2.4 Do challenges related to gender equality and women's					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly Yes (2b)	Yes (2c)		
empowerment affect other challenges? (Possible scores: 0, 0.25, 0.50)					
3.0 Gender equality goals, outcomes, and outputs (max score: 3.0; for each item or question, 1.0)					
3.1. Are gender equality and women's empowerment explicitly stated goals of the development plan or of the sector? Or, do the plan goals and objectives include ones that will respond to the needs and problems identified in the gender analysis? (Possible scores: 0, 0.5, 1.0)					
3.2. Do the development plan objectives explicitly refer to the involvement of and/or benefit to women? (Possible scores: 0, 0.5, 1.0)					
3.3. Does the plan have clear gender equality outputs or outcomes? (Possible scores: 0, 0.5, 1.0)					
4.0 Matching of strategies with gender equality and women's empowerment issues or goals (max score: 3.0; for each item or question, 1.0)					
4.1. Are there policies and activities (programs/projects) proposed to address specific gender equality and women's empowerment concerns identified in the assessment and expressed as challenges, goals, objectives, or expected results? (Possible scores: 0, 0.5, 1.0)					
4.2. Has needed legislation to remove sources of gender discrimination or constraints to women's empowerment been proposed based on an assessment of the current situation and a review of existing legislation? (Possible scores: 0, 0.5, 1.0)					
4.3. Are there policies and activities (programs/projects) proposed to facilitate the achievement of gender equality and women's empowerment goals, objectives or results, as identified in 3.0? (Possible scores: 0, 0.5, 1.0)					
5.0 Gender analysis of the policies, strategies or activities in the draft plan document (max score: 4.0; for each item or question, 0.5)					
5.1. Will the proposed macroeconomic policies (fiscal policies, such as increased taxation, low/no budget deficit, public-private partnership; monetary policies; and trade policies, such as trade liberalization) reduce vulnerabilities of women and men, girls and boys, or reduce gender gaps in the vulnerabilities of women and men, girls and boys? (Possible scores: 0, 0.25, 0.50)					
5.2. Will the proposed policies, strategies or activities in the plan support women's unpaid, caring work? (Possible scores: 0, 0.25, 0.50)					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly Yes (2b)	Yes (2c)		
5.3 Does the plan have safeguards for reducing the possible negative social consequences of development policies and strategies (such child labor, sex tourism, and the like)? (Possible scores: 0, 0.25, 0.50)					
5.4 Will they provide opportunities for women and men to pursue higher-value or quality jobs in fields that are not traditionally open to them? (Possible scores: 0, 0.25, 0.50)					
5.5 Will they improve access of women and men to financial assets/capital, markets, and infrastructure (physical, communication, health, education and training, national security, climate adaptation)? (Possible scores: 0, 0.25, 0.50)					
5.6 Are there interventions in the plan that will ensure that the increased access will translate to better outcomes (health, education, nutrition, employment, etc.) for women and men, girls and boys? (Possible scores: 0, 0.25, 0.50)					
5.7 Will the governance strategies result in greater participation of women in decision-making bodies, structures, and processes?(Possible scores: 0, 0.25, 0.50)					
5.8 Will bureaucratic reorganizations (rationalization plans, etc.) create new career opportunities for women and men?(Possible scores: 0, 0.25, 0.50)					
6.0 Results monitoring indicators and targets (max score: 4.0; for each item or question, 1.0)					
6.1 Does the results matrix of the development plan include indicators that will measure reduction of gender gaps or improved women's empowerment from macroeconomic policy?					
6.2 Does the results matrix include indicators that will measure reduction of gender gaps or improved women's empowerment from sector strategies or programs? (Possible indicators: 0, 0.5, 1.0)					
6.3 Does the results matrix include targets for gender gaps reduction or women's empowerment results at key points of the plan period?(Possible indicators: 0, 0.5, 1.0)					
6.4 Does the results matrix require the collection of sex-disaggregated data to measure the extent by which gender equality and women's empowerment results are achieved? (Possible scores: 0, 0.5, 1.0)					
TOTAL GAD SCORE FOR THE DEVELOPMENT PLAN (Add the scores for each of the six elements.)					

Assessing the whole development plan

Box DP2 presents again the six elements of a gender-responsive development plan. This time, it puts together the assessment of the various chapters of the plan document.

Guide for accomplishing box DP2

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a planning group or the plan document has complied with the GAD element.
2. In the summary GAD checklist for development planning,
 - a. Put a check under ‘no’ (col. 2a), if less than one-fourth, or 24% or less, of the chapters or parts (macroeconomic policy, themes or sectors) of the document plan rated at ‘partly yes’, or fully yes to a question, item or element.
 - b. Put a check under ‘partly yes’ (col. 2b) if more than one-fourth but less than three-fourths, or 25% to 74%, of the chapters or parts of the document plan rated ‘partly yes’, or less than three-fourths rated ‘full yes fully yes to a question, item or element.
 - c. Put a check under ‘fully yes’ (col. 2c) if 75% or more of the chapters or parts of the document plan rated ‘fully yes’ to a question, item, or element.
3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an element or item under col. 3. Be guided by the possible score for the question or item.
4. For an element (col. 1) that has more than one item or question, add the scores for the items and enter the sum in the thickly bordered cell for the element. Do not double count.
5. Add the scores in the thickly bordered cells under col. 3 to come up with the GAD score for the project design stage. **The maximum GAD score is 20.**

Box DP2. Summary GAD checklist for development planning

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly Yes (2b)	Yes (2c)		
1.0 <i>Participation of women and women's groups in the preparation of the development plan (max score: 2.0; for each item or question, 0.5)</i>					
1.2 Have stakeholders, including women and women's groups, been consulted on the overall direction of the development plan? (Possible scores: 0, 0.25, 0.50)					
1.2. Have stakeholders, including women and women's groups, been involved in the assessment of challenges and past performance? (Possible scores: 0, 0.25, 0.50)					
1.5 Have stakeholders, including women and women's groups, been consulted in the preparation of the sector plans? (Possible scores: 0, 0.25, 0.50)					
1.6 Have stakeholders' inputs been incorporated in the plan? (Possible scores: 0, 0.25, 0.50)					
2.0 <i>Gender analysis of past performance and of challenges and identification of key gender issues (max score: 4.0; variable maximum score for each item or question)</i>					
2.1 Does the plan document include key sex-disaggregated and gender information in the analysis of past performance, challenges, current situation, in each chapter? (Possible scores: 0, 0.5, 1.0)					
2.2 Has an analysis of the gender impacts of past policies and programs been undertaken? (max score: 2.0; per question, 0.50)					
2.2.1 Has past policies and programs reduced gender gaps in access to resources or development benefits in the sector? (Possible scores: 0, 0.25, 0.50)					
2.2.2 Has past policies and programs raised awareness or sensitivity to the gender-related needs and constraints of women and men, girls and boys? (Possible scores: 0, 25, 0.50)					
2.2.3 Has past policies and programs promoted specific human rights of women and girls? (Possible scores: 0, 0.25, 0.50)					
2.2.4 Has past policies and programs increased women's participation in decision-making in the sector? (Possible scores: 0, 0.25, 0.50)					
2.3 Is achieving gender equality and women's empowerment considered (such as expanding areas for employment of women and men beyond the traditional, access of women to resources for up-scaling their enterprises, involvement in decision-making bodies) a challenge in the sector? (Possible					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly Yes (2b)	Yes (2c)		
scores: 0, 0.25, 0.50)					
2.4 Do challenges related to gender equality and women's empowerment affect other challenges? (Possible scores: 0, 0.25, 0.50)					
3.0 Gender equality goals, outcomes, and outputs (max score: 3.0; for each item or question, 1.0)					
3.1 Are gender equality and women's empowerment explicitly stated goals of the development plan or of the sector? Or, do the plan goals and objectives include ones that will respond to the needs and problems identified in the gender analysis? (Possible scores: 0, 0.5, 1.0)					
3.2 Do the development plan objectives explicitly refer to the involvement of and/or benefit to women? (Possible scores: 0, 0.5, 1.0)					
3.3 Does the plan have clear gender equality outputs or outcomes? (Possible scores: 0, 0.5, 1.0)					
4.0 Matching of strategies with gender equality and women's empowerment issues or goals (max score: 3.0; for each item or question, 1.0)					
4.1 Are there policies and activities (programs/projects) proposed to address specific gender equality and women's empowerment concerns identified in the assessment and expressed as challenges, goals, objectives, or expected results? (Possible scores: 0, 0.5, 1.0)					
4.2 Has needed legislation to remove sources of gender discrimination or constraints to women's empowerment been proposed based on an assessment of the current situation and a review of existing legislation? (Possible scores: 0, 0.5, 1.0)					
4.3 Are there policies and activities (programs/projects) proposed to facilitate the achievement of gender equality and women's empowerment goals, objectives or results, as identified in 3.0? (Possible scores: 0, 0.5, 1.0)					
5.0 Gender analysis of the policies, strategies or activities in the draft plan document (max score: 4.0; for each item or question, 0.5)					
5.1 Will the proposed macroeconomic policies (fiscal policies, such as increased taxation, low/no budget deficit, public-private partnership; monetary policies; and trade policies, such as trade liberalization) reduce vulnerabilities of women and men, girls and boys, or reduce gender gaps in the vulnerabilities of women and men, girls and boys? (Possible scores: 0, 0.25, 0.50)					
5.2 Will the proposed policies, strategies or activities in the plan support women's unpaid, caring work? (Possible scores: 0,					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly Yes (2b)	Yes (2c)		
0.25, 0.50)					
5.3 Does the plan have safeguards for reducing the possible negative social consequences of development policies and strategies (such child labor, sex tourism, and the like)? (Possible scores: 0, 0.25, 0.50)					
5.4 Will they provide opportunities for women and men to pursue higher-value or quality jobs in fields that are not traditionally open to them? (Possible scores: 0, 0.25, 0.50)					
5.5 Will they improve access of women and men to financial assets/capital, markets, and infrastructure (physical, communication, health, education and training, national security, climate adaptation)? (Possible scores: 0, 0.25, 0.50)					
5.6 Are there interventions in the plan that will ensure that the increased access will translate to better outcomes (health, education, nutrition, employment, etc.) for women and men, girls and boys? (Possible scores: 0, 0.25, 0.50)					
5.7 Will the governance strategies result in greater participation of women in decision-making bodies, structures, and processes?(Possible scores: 0, 0.25, 0.50)					
5.8 Will bureaucratic reorganizations (rationalization plans, etc.) disproportionately affect women than men? (Possible scores: 0, 0.25, 0.50)					
6.0 Results monitoring indicators and targets (max score: 4.0; for each item or question, 1.0)					
6.1 Does the results matrix of the development plan include indicators that will measure reduction of gender gaps or improved women's empowerment from macroeconomic policy? (Possible indicators: 0, 0.5, 1.0)					
6.2 Does the results matrix include indicators that will measure reduction of gender gaps or improved women's empowerment from sector strategies or programs? (Possible indicators: 0, 0.5, 1.0)					
6.3 Does the results matrix include targets for gender gaps reduction or women's empowerment results at key points of the plan period?(Possible indicators: 0, 0.5, 1.0)					
6.4 Does the results matrix require the collection of sex-disaggregated data to measure the extent by which gender equality and women's empowerment results are achieved? (Possible scores: 0, 0.5, 1.0)					
TOTAL GAD SCORE FOR THE DEVELOPMENT PLAN (Add the scores for each of the six elements.)					

Interpretation of the GAD Score

- 0-3.9 GAD is invisible in most, if not all, chapters of the development plan (draft plan to be revised).
- 4.0-7.9 Draft plan has promising GAD prospects (draft plan earns a “conditional pass,” pending identification of a GAD goal, as well as strategies to help achieve the goal, and inclusion of gender equality or women empowerment indicator and collection of sex-disaggregated data in the results matrix)
- 8.0-14.9 Draft plan is gender-sensitive (the development plan passes the GAD test).
- 15.0-20.0 Draft plan is gender-responsive (planners are to be commended).

What is a gender-sensitive development plan? How about a gender-responsive development plan? Gender-sensitive development plans recognize and acknowledge differences in roles, needs, and perspectives of women and men, possible asymmetries in their relationship, and the possibility that actions or interventions will have different effects on and results for women and men based on their gender, but do not actively seek to address these issues.

In contrast, gender-responsive development plans are those that substantively address gender issues identified through an assessment of gender impacts of previous policies or strategies, gender dimension of challenges, and gender analysis of the current situation. The plan document, including the sector plans, have explicit gender equality and women’s empowerment outcomes and outputs, and have programs that are designed to produce the target result.

GAD CHECKLISTS FOR FUNDING FACILITIES

The *Harmonized Gender and Development Guidelines* (or, simply, Harmonized GAD Guidelines) have been formulated to indicate the core requirements of development projects, including those supported by Official Development Assistance (ODA) funds. However, ODA donors, bilateral or multilateral, separately or jointly, may introduce additional requirements to fit their priorities and policies. In this connection, the present gender and development (GAD) checklists have been prepared to harmonize with the GAD Guidelines, but to apply particularly to funding facilities (or, simply, Facilities) or similar mechanisms set up to respond to the needs of development partners, such as government agencies.

OBJECTIVES

The Harmonized GAD Guidelines seek to promote the twin goals of gender equality and women's empowerment. Specifically, these aim to:

1. provide the National Economic and Development Authority (NEDA), ODA donors, Philippine government agencies, and development practitioners with a common set of analytical concepts and tools for integrating gender concerns into development programs and projects; and
2. help achieve gender equality in and empower women through projects and programs.

CONTEXT OF THE GUIDELINES

Republic Act (RA) 7192 provides the primary legal mandate for involving women in development. Rule 1 (Section 2) of its Implementing Rules and Regulations (IRR) provides, "The State recognizes the role of women in nation building and shall ensure the fundamental equality before the law of women and men. The State shall provide women [with] rights and opportunities equal to [those] of men." To attain this objective, "a substantial portion of official development assistance funds received from foreign governments and multi-lateral agencies and organizations shall be set aside and utilized by the agencies concerned to support programs and activities for women." The Magna Carta of Women (RA 9710) reaffirms this strategy (see sidebar).

An additional mandate comes from the *Philippine Plan for Gender-Responsive Development (PPGD)*, which envisions a society that promotes gender equality and women's empowerment and upholds human rights, among others. It also commits the Philippine government to addressing issues of poverty, violence against women and other abuses of women's human rights, and the continuing invisibility of women in public affairs.

"Pursuant to Republic Act No. 7192, otherwise known as the Women in Development and Nation Building Act, which allocates five percent (5%) to thirty percent (30%) of overseas development assistance to GAD, government agencies receiving official development assistance should ensure the allocation and proper utilization of such funds to gender-responsive programs that complement the government GAD funds and annually report accomplishments thereof to the National Economic and Development Authority (NEDA) and the Philippine Commission on Women (PCW)." (Chapter VI, Sec. 36 of RA 9710, page 25)

Development assistance from individual donors in the Philippines is governed by the PPGD and donor policies and strategies. The latter are shaped by national priorities of donor countries or policies of governing boards of multilateral aid agencies, as well as by international agreements. These agreements include the *Beijing Platform for Action*, the final document of the United Nations Fourth Conference on Women in 1995; the Millennium Development Goals (MDGs); and the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). All these provide a framework within which a range of issues may be addressed based on a core understanding of nondiscrimination and equality. The twin goals of gender equality and women's empowerment that are articulated in the OECD Development Assistance Committee (DAC) gender guidelines are echoed in most of the GAD policy statements and guidelines of major bilateral and multilateral ODA partners of the Philippines.

Development assistance may be channeled in different ways, the most common of which has been through projects. Other approaches include Facilities, trust funds, and joint programs that cover a particular sector, theme, or geographical area. More recently, too, there have been Facilities or programs that focus on new development delivery modes like public-private partnerships, civil society partnerships, or funding mechanisms for research or organizational development across multiple sectors.

CONTENTS

The Facilities GAD Checklists apply to both sector-specific and multiple-sector funding mechanisms. These consist of two parts. The first refers to the Facilities Design GAD Checklist, which may be used in planning and designing Facilities and similar funding mechanisms. It is also useful for appraising or evaluating the design of these aid modalities. For designing projects that will be submitted to the Facility or trust fund, the sector-specific GAD checklists in the Harmonized GAD Guidelines shall apply.

The second checklist combines the two project implementation, management, and monitoring and evaluation (PIMME) checklists of the Harmonized GAD Guidelines. The Facilities Implementation, Management, and Monitoring and Evaluation Checklist should be used when monitoring the management, implementation, outputs, and results of Facilities.

PRINCIPLES

The Facilities GAD Checklists subscribe to the idea that development involves the expansion of freedoms and strengthening of capabilities. In this connection, it recognizes that:

- ♣ equality between women and men is a key women's human right;
- ♣ participation in development is crucial to the empowerment of women and men;
- ♣ gender equality means promoting the equal participation of women as agents of economic, social, and political change; and
- ♣ achieving equality between women and men may involve the introduction of specific measures designed to eliminate prevailing gender inequalities and inequities.

DESIGN ELEMENTS

The Facilities Design GAD Checklist identifies eight core elements of a gender-responsive Facility, trust fund, or joint program. These elements are a more condensed version of the 10 elements that appear in the Harmonized GAD Guidelines. They are as follows:

1. Participation of women and men in identifying the development problem or problems that will be addressed by the Facility and the projects/activities supported under it
2. Identification of gender issues that are relevant to the proposed Facility through a gender analysis of sex-disaggregated and/or gender-related information
3. Inclusion in goals, objectives, outcomes, and outputs of the Facility of GAD statements that promote gender sensitivity or gender responsiveness among funded projects, which will enable them to address relevant gender inequalities in conditions of women and men and their access to resources, and constraints to women's involvement in decision making
4. Facility's support for projects and activities that respond to key gender concerns
5. Ability of the Facility to address the identified gender issues, concerns, or goals, and to avoid causing more gender issues
6. Inclusion of the reduction of gender gaps or improvement of women's participation among the monitoring indicators and targets at the Facility and project levels, and collection of sex-disaggregated data as a requirement of the proposed Facility or program monitoring and evaluation (M&E) system
7. Allocation of resources and budgets to make the Facility, trust fund, or program staff, processes, and projects gender-sensitive or responsive
8. Planned coordination with or support for the gender mainstreaming plans of partner agency or agencies

GENDER ANALYSIS

Issues related to gender equality or equity and the participation of women in the planned Facility may be classified into two. One group is linked to the sector or sectors (health, infrastructure, education), themes (HIV-AIDS, migration, child labor), or the types of projects that will be supported by the Facility. The gender analysis guide for sector-specific Facilities and projects may be found in the relevant sector- or theme-specific checklists in the Harmonized GAD Guidelines. For a Facility that covers different sectors, gender issues cannot be determined at the Facility planning and design stage; gender analysis questions will therefore be more general.

The other group of issues pertains to the way the Facility is set up or will be managed. This relates to:

- unwillingness and lack of commitment of Facility decision-makers to pursue efforts to achieve gender equality and women's empowerment results;

- ❖ lack of competence among the Facility management officers and staff to promote gender equality and women's empowerment in the projects supported by the Facility; and
- ❖ absence of gender equality and women's empowerment considerations in the analysis and criteria for the selection of projects to be supported.

Gender analysis should be conducted at two points: as part of the analysis of the development problem (core element no. 2) and the design of projects that the Facility will support (core element no. 4); and as part of an assessment of the likely impacts of the Facility as designed (core element no. 5). The guide questions related to the identification and design of the Facilities are provided below:

Gender Analysis Questions for Facilities: Analysis of the Development Problem

- Is there a gender dimension to the development problem that the Facility seeks to address?
- Does the analysis of the development problem recognize that the projects the Facility will fund will have to address issues related to GAD processes (such as gender mainstreaming and GAD planning and budgeting) and gender equality or equity?
- Does the analysis of the development problem recognize gender-based opportunities and constraints to women's access to or participation in the Facility and/or its projects?

Meanwhile, the following questions may be asked when analyzing the likely gender effects or impacts of the designed Facility.

Gender Analysis Questions for Facilities: Appraising the Designed Facility

Addressing Facility-level gender issues:

- Will the Facility, as designed, build capacities among its staff and partners to respond to relevant gender issues?
- Has the design identified principles, rules, or mechanisms which will ensure that projects supported by the Facility will have policies, structures, or services that will respond to the needs and situations of women and of men?

Analysis of risks and possible impacts:

- Has the Facility design identified gendered risks and mitigating strategies? OR, does the Facility design specify that project-funding proposals must identify gendered risks and include mitigating strategies?
- Will the designed Facility promote the participation of women in its processes and projects?

GENDER EQUALITY STRATEGIES AND RESULTS

Although gender issues for multi-sector Facilities may not be identified at the Facility design stage, the Facility design should include strategies for addressing Facility-level GAD or gender equality/equity issues and for promoting GAD goals among the projects it will support (see box below for sample strategies).

All Facilities should aim to promote gender sensitivity or responsiveness among their funded projects. This means encouraging projects to involve women in their activities and decision-making processes, collect and use sex-disaggregated and gender-related monitoring data for programming and management purposes, respond to gender issues identified at the design stage and those arising from implementation, and allocate resources for developing GAD capacities among their staff and managers. For sector-specific Facilities, the GAD results of projects should contribute to the attainment of the GAD goals of the Facility.

Sample Strategies for Promoting GAD Goals in Facilities

1. Provision for a part-time (short-term) gender consultant for the Facility and a counterpart GAD focal person among the staff of the Facility
2. Development of analytical and decision-making tools and filters that can guide the design and prioritization of projects that will be supported by the Facility, including:
 - a. guide to accounting for gender-related benefits in cost-benefit calculations and prioritization of projects that yield high social returns (reduced gender disparities, improved women's health);¹
 - b. incorporation of relevant sex-disaggregated or gender information into the management information system of the Facility; and
 - c. social safeguard protocols to include protection from harm of vulnerable groups, including women
3. Inclusion of the conduct of gender analysis among the requirements for projects, and the promotion of the use of sector-specific checklists from the Harmonized GAD Guidelines among partners
4. Inclusion of participation/consultation with users' groups, including women, among the guiding principles of the Facility

¹ World Bank and Oxford University Press, *Engendering Development through Gender Equality in Rights, Resources, and Voice*. A World Bank Policy Research Report (Oxford: Oxford University Press, 2001), pp. 263-264.

DESIGN CHECKLIST

Box F1 enumerates the elements of a gender-responsive Facility. Some elements are accompanied by guide questions. The instructions for accomplishing the checklist are as follows:

Guide for Accomplishing Box F1

1. Put a check in the appropriate column (2a to 2c) under "Response" to signify the degree to which a project proponent has complied with the GAD element: col. 2a if nothing has been done; col. 2b if an element, item, or question has been partly answered; and col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, "partly yes" means meeting with male officials and only one or a few women who also happen to be officials of the proponent or partner agency or organization. In contrast, full compliance involves meeting with female and male officials and consulting with other stakeholders, including women's groups that may be affected by the proposed Facility.
 - b. For *Element 2.0*, "partly yes" means the analysis of the development problem implies but does not explicitly state the need for projects to address gender issues (relative to Q2.1); or alludes to but does not explicitly mention constraints to women's access to or participation in development (Q2.2). In contrast, a full "yes" implies that the analysis explicitly recognizes that there are gender issues the Facility and/or its projects will have to address.
 - c. For *Element 3.0*, "partly yes" means women's participation is implied but not explicitly mentioned in the objective (Q3.1); or the project has ambiguous GAD outputs or outcomes instead of a clear statement about promoting gender sensitivity or responsiveness in its activities (Q3.2).
 - d. For *Element 4.0*, "partly yes" means having gender equality strategies or activities but no stated gender issues or goals to match the activities. A full "yes" denotes that there are identified gender issues or goals as well as activities seeking to address these.
 - e. For *Element 5.0*, a "partly yes" response to any of the items and questions is associated with superficial or partial effort to address a specific issue or question. In contrast, a full "yes" involves a coherent, if not a comprehensive, response to the question.
 - f. For *Element 6.0*, "partly yes" means the Facility monitoring plan mentions tracking the gender sensitivity or responsiveness of its projects but without indicators and targets (Q6.1); and the Facility requires sex-disaggregated data but not all that is needed to track the gender effects of the Facility and its projects (Q6.2). A full "yes" means having indicators and targets for the gender sensitivity and responsiveness of projects (Q6.1), and requiring the collection of sex-disaggregated numerical and qualitative data on relevant indicators for the GAD outcomes/ outputs of the Facility and its projects.

- g. For *Element 7.0*, “partly yes” means there is a budget for a few gender mainstreaming activities, such as maintaining a sex-disaggregated database or organizing a GAD focal point (Q7.1); or one or two training activities that may not be sufficient to build GAD capacities among Facility staff or the partner agency; or one or two inputs from external GAD experts (Q7.2).
 - h. For *Element 8.0*, a “partly yes” response to Q8.1 means there will be support for the GAD efforts of some partners. A “partly yes” response to Q8.2 signifies that the Facility does not require all its projects to have a plan on how to institutionalize their GAD efforts within the partner agency or organization. A full “yes” response to Q8.1 and Q8.2 indicates that the “yes” response is applicable to all the projects the Facility will fund.
3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an element or item under col. 3. Each item or question has a designated set of possible scores for a “no,” “partly yes,” and “yes.”
 4. For an element (col. 1) that has more than one item or question, add the scores for the items or questions to get their respective subtotals, and then add the subtotals and enter the sum in the thickly bordered cell for the element.
 5. Add the scores in the thickly bordered cells under col. 3 to come up with the GAD score for the Facility design.
 6. Under the last column, indicate the key gender issues identified (for Facility designers) or comments on the proponent’s compliance with the requirement (for evaluators).

The scoring system and the interpretation of the scores are the same as those in box 7 (original and expanded) of the Harmonized GAD Guidelines. The total score remains to be 20.0, but instead of all the elements receiving a maximum of 2.0 points, two were given a maximum of 4.0 points each.

Interpretation of the GAD Score	
0–3.9	GAD is invisible in the Facility design (proposed Facility design will be returned).
4.0–7.9	Proposed Facility has promising GAD prospects (proposed Facility design earns a “conditional pass,” pending identification of a GAD goal, as well as strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
8.0–14.9	Proposed Facility is gender-sensitive (design passes the GAD test).
15.0–20.0	Proposed Facility is gender-responsive (designers are to be commended).

Box F1. Generic GAD Checklist for Designing and Evaluating Facilities

Element and item or guide question (col. 1)	Response (col. 2)			Score for the element/ item (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Problem identification					
1.0. Participation of women and men in problem identification (possible scores: 0, 1.0, 2.0) Has the Facility design process included consultation with partners, including women's groups, on the problems or issues that the Facility is to solve and on the development of the solution?					
2.0. Identification of gender issues that are relevant to the Facility design (max. score: 2.0; for each item or question, 1.0)					
2.1. Does the analysis of the development problem that the Facility seeks to address recognize that the projects it will fund will have to address GAD processes and gender equality or equity issues? (possible scores: 0, 0.5, 1.0)					
2.2. Does the analysis of the development problem recognize gender-based opportunities or constraints to women's access to or participation in the Facility and/or the projects it will support? (possible scores: 0, 0.5, 1.0)					
Facility design					
3.0. Gender equality goals, outcomes, and outputs (max. score: 2.0; for each item or question, 1.0)					
3.1. Do Facility objectives refer to the participation of women and men? (possible scores: 0, 0.5, 1.0)					
3.2. Do the Facility outcomes and outputs include statements related to promoting gender sensitivity or responsiveness among its projects? (possible scores: 0, 0.5, 1.0)					
4.0. Matching of strategies with gender issues or GAD goals (possible scores: 0, 1.0, 2.0) Does the Facility design include a strategy for addressing Facility-level gender issues or for promoting gender sensitivity or responsiveness among its projects?					
5.0. Gender analysis of the designed Facility (max. score: 4.0; for each item, 2.0)					
5.1. Addressing identified Facility-level gender issues (max. score: 2.0; for each question, 1.0)					
5.1.1. Will the Facility, as designed, build capacities among technical staff and partners to respond to relevant gender issues? (possible scores: 0, 0.5, 1.0)					
5.1.2. Has the Facility design identified principles or mechanisms that the Facility will use to identify, analyze, and support projects that will respond to a relevant gender issue? (possible scores: 0, 0.5, 1.0)					
5.2. Analysis of risks and possible impacts of the Facility and/or its projects (max. score: 2.0; for each question, 1.0)					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the element/ item (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
5.2.1. Has the Facility design identified gendered risks and mitigating strategies? OR, does the Facility design specify that project-funding proposals must identify gendered risks and include mitigating strategies? (possible scores: 0, 0.5, 1.0)					
5.2.2. Will the Facility, as designed, promote the participation of women in its processes or the projects it will support? (possible scores: 0, 0.5, 1.0)					
6.0. Monitoring indicators and targets (max. score: 4.0; for each item or question, 2.0)					
6.1. Does the Facility monitoring and evaluation design include indicators and targets for gender sensitivity/responsiveness of its projects? (possible scores: 0, 1.0, 2.0)					
6.2. Does the Facility monitoring and evaluation design specify the collection of sex-disaggregated numerical and qualitative data on Facility- and project-level gender equality or equity outcomes and outputs? (possible scores: 0, 1.0, 2.0)					
7.0. Resources (max. score: 2.0; for each item or question, 1.0)					
7.1. Has the Facility allotted sufficient budget to promote, integrate, or mainstream GAD in the Facility and the projects it will support? (possible scores: 0, 0.5, 1.0)					
7.2. Is there a budget for tapping GAD expertise to help the Facility develop tools and build GAD capacities among its staff and partners? (possible scores: 0, 0.5, 1.0)					
8.0. Relationship with the partner organization's or agency's GAD efforts (max. score: 2.0; for each item or question, 1.0)					
8.1. Will the Facility build on or strengthen the partners' commitment to the advancement of women? (possible scores: 0, 0.5, 1.0)					
8.2. Does the Facility have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.5, 1.0)					
TOTAL GAD SCORE FOR THE FACILITY DESIGN (Add the scores for each of the eight elements.)					

Gender-responsive Facilities are those that substantively address gender issues identified through a gender analysis of sex-disaggregated data and gender-related information, or that successfully promote gender responsiveness among their funded projects.

Gender-sensitive Facilities are those that recognize and acknowledge differences in roles, needs, and perspectives of women and men, possible asymmetries in their relationship, and the possibility that actions or interventions will have different effects on and results for women and men based on their gender, but do not actively seek to address these issues.

IMPLEMENTATION, MANAGEMENT, AND MONITORING AND EVALUATION CHECKLIST

At the implementation stage of a Facility, the executing agency or the Facility or project management office (PMO) holds the key to the achievement of GAD or gender equality results, since it interprets and implements the gender equality strategies and plans identified in the Facility design. However, Facilities have a finite life. The sustainability of changes that they introduce or foster generally depends on how well the change agenda has been incorporated into the mainstream concerns of the partner organization or government agency, office, or unit, and on the capacities developed within the partner to manage the change. This also holds for GAD efforts of Facilities. The focus at this stage should therefore be on both the management of the Facility and the projects it supports and the participation of the implementing partner organization or government agency.

In connection with the management of the Facility, GAD concerns revolve around the following:

- ✧ Support of Facility leadership that confers high priority to gender equality goals and facilitates the commitment and release of Facility resources for GAD and gender equality or equity activities
- ✧ Commitment and technical competence of the Facility management and staff to undertake or implement the Facility's gender equality strategy
- ✧ Willingness of the Facility to tap external GAD expertise in developing internal GAD capacity
- ✧ Enforcement of procedures and processes that ensure funded projects will deal adequately with gender issues and promote women's participation in Facility activities and benefits

The development of commitment and capacity should not be limited to Facility management and staff, many of whom are contractual or non-regular personnel of the implementing partner organization or agency. To ensure the gender equality initiatives and results will continue even after the end of the Facility and its projects, the following issues of agency participation need to be addressed:

- ✧ Involvement of partners in the implementation of gender equality activities
- ✧ Support for the capacity development of partners and their staff for undertaking GAD initiatives
- ✧ Institutionalization of GAD strategies of the Facility and its projects by incorporating them into the partner organization's or agency's GAD efforts or action plans

Apart from checking on the management of the Facility, periodic GAD monitoring covers progress made against plans and deliverables. Meanwhile, evaluation generally takes place at the end of the Facility or a project, although a midterm evaluation is generally conducted where Facilities or its projects run for three years or more.

Monitoring and evaluation aim to ascertain the success of an intervention in achieving its objectives and targets, assess practices and processes, and cull important lessons from the experiences and problems encountered. In the case of Facilities or similar mechanisms, monitoring takes place at the level of the Facility and the projects it supports. At the Facility

level, monitoring focuses on how the Facility operates as an enabling mechanism for promoting gender equality/equity or similar GAD goals among its projects, how it selects the projects, and what it requires of projects in connection with GAD, gender equality/equity, or women's empowerment. When monitoring a Facility, questions are also asked about the projects it supports, particularly how the projects contribute to the achievement of GAD goals and targets of the Facility.

The evaluation of the Facility should include an assessment of its accomplishments and those of its projects, or a sample of its funded projects, relative to the GAD or gender equality goals and targets the Facility or each of the projects has set up for itself, the anticipated and unanticipated results (at output and outcome levels), and the processes through which the results were achieved. The monitoring and evaluation *activity* is often participative and consultative, involving not only the partner organization or agency and Facility management office, but also key women and men affected or benefited by the Facility and its projects.

Monitoring and evaluation exercises generally yield lessons for future activities that a Facility, its partners or donors can undertake to ensure sustainability not only of initiatives but also of gender equality and women's empowerment results. The rating system suggested in the Harmonized GAD Guidelines also helps identify Facilities or projects from which "useful practices" may be highlighted and shared, as they demonstrate how the ideals of substantive equality between women and men and the empowerment of women can be achieved.

Box F2 contains the core elements of a gender-responsive Facility implementation and management, and monitoring and evaluation. The guides to accomplishing box F2 and interpreting the total GAD score are provided below. The score for the element and item or question should be entered in the relevant column in the checklists.

Assessment Guide for Box F2

1. Put a check in the appropriate column (2a to 2c) under "Response" to signify the degree to which a Facility has complied with the GAD element: col. 2a if nothing has been done; col. 2b if an element, item, or question has been partly done or answered; and col. 2c if an element, item, or question has been fully complied with.
2. Projects funded by a Facility may vary in size. Where projects are mentioned, "partly yes" means a positive response is applicable to up to 74 percent of Facility funding; where the positive response applies to at least 75 percent of Facility funding, it should be treated as a full "yes." In addition, the "partly yes" response is relevant in the following:
 - a. For *Element 1.0*, there are Facility managers or decision makers who are not supportive of GAD (Q1.1), or there is some, but limited, GAD expertise to ensure that all Facility contracts or projects contain or address relevant GAD concerns (Q1.2).
 - b. For *Element 2.0*, only a few members of the Facility staff have the competence to integrate GAD into the Facility and its projects (Q2.1); Facility policy does not require all projects to have GAD competence among their staff members (Q2.2); or the internal or external evaluation teams have generic GAD knowledge and skills which may or may not be useful to the Facility (Q2.3) or its projects (Q2.4).

- c. For *Element 3.0*, there are some, but not all, partners involved in the GAD activities of the Facility (Q3.1); or some partners, but not all, have invested in promoting GAD goals or addressing gender issues in the project supported by the Facility (Q3.2).
 - d. For *Element 4.0*, there is some, mostly token, mention of GAD concerns or initiatives, often in a separate GAD section of Facility documents, but not incorporated into the rest of the documents (Q4.1); there is a mention of GAD initiatives but no coherent strategy for integrating GAD into the Facility (Q4.2); there is a budget for one or two (token) GAD activities (Q4.3); or there is support for a token project or two that address gender issues (Q4.4).
 - e. For *Element 5.0*, the Facility has one or two token gender equality or GAD outcome or output indicators that may or may not pertain to the gender sensitivity or responsiveness of its funded projects (Q5.1), or it covers only its GAD projects in its GAD monitoring (Q5.2). The two instances suggest that GAD has not been integrated into the Facility monitoring system.
 - f. For *Element 6.0*, there is a token study of GAD, or some, not all, projects are collecting and reporting data on the participation and/or impact of the project on women and men (Q6.1); the Facility does not classify participation data by sex in all its activities, or not all projects are required to include sex-disaggregated data in their reports (Q6.2); there is limited mention of GAD information in the GAD section of Facility reports (Q6.3); or the Facility fails to consistently sex-disaggregate project information in its summaries (Q6.4).
 - g. For *Element 7.0*, only a few of the projects are contributing to the GAD result (Q7.1 to Q7.3); or some or a little capacity to implement gender-sensitive projects has been developed in the implementing partners (Q7.4).
 - h. For *Element 8.0*, there is little awareness within the Facility of the gender-related effects of the way the Facility and its projects are being implemented; thus, very little action has been taken to address negative gender effects.
3. For *Element 9.0*, the Facility consults or involves only one gender group (women or men), with one or two women/men, during project monitoring, and the token woman or two who may not have any gender awareness are involved in project assessment (Q9.1 and Q9.2).
 4. The response (and score) for an element will be determined as follows:
 - a. "No" to all items or questions under each element means a "no" (with the associated "0" score) to the element.
 - b. "Yes" to all items or questions under an element means a full "yes," with a maximum score of "2.0" (or, in the case of Element 7.0, "4.0").
 - c. A "no" or "partly yes" response to at least one item or question under an element means "partly yes" to the element. The score for the element is the sum of the scores for the items or questions under it, which will be a value lower than the maximum of "2.0" (or, in the case of Element 7.0, "4.0").
 5. To get the total GAD rating for the implementation, management, and monitoring and evaluation stage, add all the scores for the elements (the values in the thickly bordered cells). The maximum score for this stage is "20.0."

Box F2. GAD Checklist for Facility Implementation, Management, and M&E

Element and guide question (col. 1)	Response (col. 2)			Score for the element/ question (col. 3)	Comments
	No (2a)	Partly yes (2b)	Yes (2c)		
1.0. Supportive Facility management (max. score: 2.0; for each item or question, 1.0)					
1.1. Is the Facility leadership (steering/ advisory committee or management) supportive of GAD or gender equality goals? For instance, have they mobilized adequate resources to support strategies that address gender issues or constraints to women's and men's participation during Facility operation? (possible scores: 0, 0.5, 1.0)					
1.2. Has adequate gender expertise been made available to the Facility during the period covered by the monitoring activity? For example, are gender issues being adequately addressed in Facility management contract and scope of services? (possible scores: 0, 0.5, 1.0)					
2.0. Technically competent staff or consultants (max. score: 2.0; for each item or question, 0.5)					
2.1. Is the Facility staff technically prepared to promote gender equality or integrate GAD into their respective positions/locations among the projects being supported by the Facility? OR, is there an individual or group responsible for promoting gender equality in the Facility? OR, has the Facility tapped local gender experts to assist its staff/ partners in integrating gender equality into their activities or Facility operations? (possible scores: 0, 0.25, 0.50)					
2.2. Does the Facility require its projects to have GAD-competent members among its staff or consultants? (possible scores: 0, 0.25, 0.50)					
2.3. Does the Facility require its monitoring and evaluation team (personnel or consultants) to have technical competence in GAD? (possible scores: 0, 0.25, 0.50)					
2.4. Do the projects supported by the Facility have monitoring and evaluation staff or consultants who have technical competence in GAD? (possible scores: 0, 0.25, 0.50)					
3.0. Committed partner government agency, private sector partners, or other partner organizations (max. score: 2.0; for each item or question, 1.0)					
3.1. Are the Facility partners involved in setting GAD directions for the Facility? OR, are they participating in GAD training sponsored by the Facility? (possible scores: 0, 0.5, 1.0)					

Element and guide question (col. 1)	Response (col. 2)			Score for the element/ question (col. 3)	Comments
	No (2a)	Partly yes (2b)	Yes (2c)		
3.2. Have the partners invested their own resources in promoting GAD goals in the projects supported by the Facility? (possible scores: 0, 0.5, 1.0)					
4.0. GAD implementation processes and procedures (max. score: 2.0; for each item or question, 0.5)					
4.1. Do the Facility implementation documents incorporate a discussion of GAD concerns? Are project proposals required to have explicit GAD objectives and to have undergone gender analysis? (possible scores: 0, 0.25, 0.50)					
4.2. Does the Facility have an operational GAD strategy? Alternately, has the Facility effectively integrated gender equality/equity/GAD and women's empowerment into the proposed projects and the projects or activities it currently supports? (possible scores: 0, 0.25, 0.50)					
4.3. Has the Facility spent on activities that will build capacities for doing GAD tasks (gender analysis, monitoring, etc.)? (possible scores: 0, 0.25, 0.50)					
4.4. Has the Facility supported projects that specifically address gender equality/equity and/or women's empowerment issues? (possible scores: 0, 0.25, 0.50)					
5.0. Gender differences in outputs, results, and outcomes measured by the Facility monitoring system (max. score: 2.0; for each item or question, 1.0)					
5.1. Does the Facility monitor the gender sensitivity or responsiveness of its funded projects? (possible scores: 0, 0.5, 1.0)					
5.2. Does the Facility monitor the activities, inputs, outputs, and results of its projects using GAD or gender equality indicators? (possible scores: 0, 0.5, 1.0)					
6.0. Inclusion of sex-disaggregated and gender-related information in the Facility database (max. score: 2.0; for each item or question, 0.5)					
6.1. Does the Facility support studies to assess gender issues and impacts? OR, does it require projects to collect sex-disaggregated data on its impact on women and men? (possible scores: 0, 0.25, 0.50)					
6.2. Does the Facility collect sex-disaggregated data on the participation of women and men in Facility activities and in decision making? Does the Facility require its projects to include sex-disaggregated data in their reports? (possible scores: 0, 0.25, 0.50)					

Element and guide question (col. 1)	Response (col. 2)			Score for the element/ question (col. 3)	Comments
	No (2a)	Partly yes (2b)	Yes (2c)		
6.3. Do Facility and project reports cover gender equality or GAD concerns, initiatives, and results (that is, information on gender issues and how these are addressed)? (possible scores: 0, 0.25, 0.50)					
6.4. Does the Facility summarize the sex-disaggregated data presented by its projects in Facility reports? (possible scores: 0, 0.25, 0.50)					
7.0. <i>Achievement of gender equality and women's empowerment targets</i> (max. score: 4.0; for each item or question, 1.0)					
7.1. Can the Facility project portfolio be considered as gender-sensitive? OR, are the Facility and its projects aware or conscious of gender-based differences in the way the projects will affect their clients or beneficiaries? (possible scores: 0, 0.5, 1.0)					
7.2. Can the Facility project portfolio be considered as gender-responsive? OR, have the Facility and/or its projects produced results that address the gender issues identified during the design stage? (possible scores: 0, 0.5, 1.0)					
Provide examples of GAD results during the period monitored:					
7.3. Does the Facility and/or its projects work to increase women's participation in decision making (membership in boards, leadership in committees and organizations, etc.)? (possible scores: 0, 0.5, 1.0)					
Provide numerical figures for the Facility; for projects:					
7.4. Has the Facility helped in developing the capacity of the implementing agency for carrying out gender-sensitive projects? (possible scores: 0, 0.5, 1.0)					
8.0. <i>Gender issues arising from or during Facility or project implementation addressed by the Facility</i> (possible scores: 0, 1.0, 2.0) Has the Facility responded to gender issues that were identified during project implementation or monitoring and evaluation? OR, have the projects funded by the Facility addressed gender issues arising from their implementation?					

Element and guide question (col. 1)	Response (col. 2)			Score for the element/ question (col. 3)	Comments
	No (2a)	Partly yes (2b)	Yes (2c)		
9.0. <i>Participatory monitoring and evaluation processes</i> (max. score: 2.0; for each item or question, 1.0)					
9.1. Does the Facility involve/consult woman and man implementers during the monitoring and evaluation of its projects? (possible scores: 0, 0.5, 1.0)					
9.2. Have women and men been involved or consulted in the assessment of the gender impact of the Facility and its projects? (possible scores: 0, 0.5, 1.0)					
TOTAL GAD SCORE FOR THE FACILITY IMPLEMENTATION, MANAGEMENT, AND MONITORING AND EVALUATION STAGE					

Interpretation of the GAD Score

- 0–3.9 GAD is invisible in the Facility (Facility needs GAD technical assistance).
- 4.0–7.9 Facility as implemented **has promising GAD prospects** (Facility earns a “conditional pass,” pending implementation of a GAD strategy that specifies the key gender issues it needs to address, as well as activities for addressing these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation framework and system).
- 8.0–14.9 Facility is **gender-sensitive** (Facility passes the GAD test).
- 15.0–20.0 Facility is **gender-responsive** (Facility is to be commended).

GAD CHECKLISTS FOR THE FISHERIES SECTOR

This set of gender and development (GAD) checklists was developed to ensure the programs and projects of the Bureau of Fisheries and Aquatic Resources (BFAR) are not only aware of or sensitive to gender issues faced by women and men, but also addressing key, relevant issues or concerns. The checklists cover livelihood and food security, fisheries and coastal resource management and conservation, research, and training.

The development of the checklists was informed by the fact that BFAR, the government agency mandated to ensure the development, management, and conservation of the country's fisheries and aquatic resources, is tasked to strike a balance between fish production for food security and conservation for resource sustainability. Moreover, BFAR's commitment to promoting social justice and aim of fostering fisherfolk empowerment engage the agency in protecting and upholding the rights of the disadvantaged, including women.

The checklists correspond to three of the four clusters of BFAR's core services:

1. The livelihood checklist can be used for programs and projects classified under *agriculture and fisheries support for increased productivity and income*. This core service area covers production support, marketing support, and other infrastructure and/or post-harvest development services. Production support pertains to the distribution of necessary tools and materials. Marketing support involves programs geared toward institutional strengthening, competitive enhancement, market information dissemination, and investment and enterprise development. Infrastructure support includes programs to establish and rehabilitate fishing ports, ice plants and cold storage, and other similar facilities.
2. The fisheries and coastal resource management and conservation checklist is pertinent to programs and projects related to *comprehensive regulatory services*, which consist of coastal resource management, fish habitat and environment rehabilitation, and the fisheries observer program.
3. The research and training checklists are relevant to programs and projects falling under *rationalized basic and applied research and development services*, which include research and development, and extension support, education, and training.

The fourth—*plans, programs and project formulations coordination and advocacy, and monitoring and evaluation services*—is partly reflected in the four guidelines.

The fisheries sector checklists form part of the Philippine *Harmonized Gender and Development Guidelines for Project Development, Implementation, Monitoring and Evaluation*. Launched by the Philippine government in 2005, the Guidelines aim to provide the Philippine government and official development assistance (ODA) donors with a common set of analytical concepts and tools for integrating gender concerns into development programs and projects, and help them achieve gender equality and women's empowerment results. The Guidelines also serve as the basis for monitoring ODA in the Philippines following the Women in Development and Nation Building Act, or Republic Act (RA) 7192, and, more recently, the Magna Carta of Women (RA 9710).

ELEMENTS OF GENDER-RESPONSIVE FISHERIES SECTOR PROGRAMS OR PROJECTS

As with programs and projects of other sectors, the GAD guidelines for the identification and design of fisheries sector programs and projects require proponents and appraisers to consider ten core elements of a gender-responsive program or project. These are:

1. participation of women and men in the identification of the development problem;
2. collection and use of sex-disaggregated data in the analysis of the development problem;
3. conduct of gender analysis to identify the gender issues the proposed project must address;
4. goals, objectives, outcomes, and outputs that include GAD statements intended to address the gender issues in (3);
5. activities that respond to the identified gender issues, including constraints to women's participation;
6. conduct of gender analysis of the planned project to anticipate gender-related issues arising from the implementation of the designed project;
7. monitoring indicators and targets that include the reduction of gender gaps or the improvement of women's participation;
8. project monitoring and evaluation system that includes a sex-disaggregated database;
9. resources and budgets for the activities in (5); and
10. planned coordination with the Philippine Commission on Women and/or the agency's GAD plan.

These principles of a gender-sensitive or responsive program and project apply particularly to livelihood programs and projects, as well as initiatives related to fisheries and coastal resource management and conservation. In the case of research and training programs, the principles have been modified to be relevant to the activities.

What are gender-sensitive programs and projects? How about gender-responsive programs and projects? Gender-sensitive programs and projects are development interventions that recognize and acknowledge differences in roles, needs, and perspectives of women and men, possible asymmetries in their relationship, and the possibility that actions or interventions will have different effects on and results for women and men based on their gender, but do not actively seek to address these issues.

In contrast, gender-responsive programs and projects are those that substantively address gender issues identified through a gender analysis of sex-disaggregated data and gender-related information. These initiatives have explicit gender equality and women's empowerment outcomes and outputs, and fund activities that are designed to produce target results.

To help rate program or project design documents using the GAD checklists, a guide is provided on how to accomplish each checklist. For people charged with assessing the documents, there are two additional considerations in applying the checklists. First, avoid speculating (or "assuming") whenever the document does not contain information on gender issues, objectives, or processes that is required to answer a question in the checklist. For elements that need clarification, the design evaluator should ask the project proponent or planner to provide additional evidence or information.

Second, after the initial assessment of the design document, the evaluator should discuss the results with the proponent or planner. This way, the latter would be guided on how to improve the project design.

GAD CHECKLIST FOR LIVELIHOOD PROGRAMS AND PROJECTS

FOOD SECURITY AND LIVELIHOOD AGENDA

The fisheries sector contributes to overall world and national food security, although it has been difficult to distinguish the contribution of capture and aquaculture fishing. One measure for determining its share in attaining food security is the capacity to be self-sufficient at the national and community levels, and how this translates to equal access to food at the household level. While it has been observed that the country's fish production capacity currently satisfies the demand of a growing population, this is noticeably in the context of declining per capita consumption of fish. It is important to give equal priority to improving food production and expanding opportunities for livelihoods and employment in the coastal areas, as this will increase the capacity of fishers to access and afford other foods. At the macro level, the fisheries sector has exhibited good performance, most especially in exports, but this needs a second look in terms of how the industry has helped improve the conditions in coastal communities. Are the local people more able to support their own food and health requirements? Are they more adaptive to and protected from the impact of climate change? Are they more secure in their homes? Do they have access to and control over their coastal resources? Are relationships more equal and peaceful?

One must not forget that families and communities in the coastal areas are among the most impoverished and most vulnerable to many economic and environmental externalities. They also report higher maternal mortality rates and incidence of violence against women and their children (VAWC).

GENDER ANALYSIS QUESTIONS

Gender analysis is a critical element of a gender-responsive program or project. This should be conducted at two points.

- Analyzing the gender dimension of a development problem is a critical part of project identification and the analysis of the development problem (see box below for sample guide questions). It would guide project planners in specifying gender issues the project could or should address.
- After the project design has been drafted, it should be reviewed or assessed for its likely gender-related effects or impact (see box B1 for guide questions).

Analysis of the gender dimension of food security and livelihood issues

Gender roles of women and men

- Are women and men recognized stakeholders of food security and livelihood programs? Are women and men consulted on their specific needs and roles concerning food and livelihoods?
- Does the discussion of the development problem consider the roles of women and men in food provisioning and income generation in households? Does it draw on available studies or data on how women and men contribute to household food consumption through subsistence and/or income-generating activities?
- Who decides on what food to provide? How many hours do women and men spend preparing food? What are the dietary needs and nutritional status of members of the family? What is the incidence of hunger?

- Do current fisheries development interventions increase the time spent by women or men on fisheries productive activities? Are they creating new workloads?

Access to and control over resources and benefits

- Do women and men access food from immediate natural resources in the coastal communities? Are there resources associated more closely as domains of women or of men? Are these resources protected?
- Do women and men participate in decision-making processes and planning for land and water use allocation in the community?
- Do existing post-harvest training, knowledge, and facilities improve the capacities of women and men for food provisioning and income generation? Are these sensitive to the needs of both women and men?
- Are livelihood and marketing opportunities currently accessible to the community?
- Do marketing opportunities offer women and men access to markets outside the community? Will the program increase the capacity of women and men to participate in the value chain?
- Do women and men in the areas to be covered by the project have access to credit? Will they be able to raise any capitalization requirement of the proposed project?

Constraints and opportunities

- Is there a database or master list of target beneficiaries? How do women's and men's productive and reproductive contributions to fisheries sector development likely figure in their participation in the proposed project?
- Are woman fishers included in the fisherfolk registration in the area coverage of the proposed project? What are the constraints to their registration?
- What bars or constrains women and men from accessing training, technology, and information related to product development and post-harvest facilities?
- Are woman organizations recognized partners or stakeholders in product development, post-harvest, marketing, and other livelihood programs? If there is no woman organization, will the program support woman organizing?
- Do the project designers recognize the need to address other social protection needs of rural women, such as health and insurance services?

GENDER ISSUES AND GENDER EQUALITY RESULTS

The Magna Carta of Women has underscored women's right to food and right to resources for food production as gender equality markers, recognizing the significant and often unpaid contribution of rural women to the survival of their families. However, such recognition of women's roles in overall food security and fisheries industry development may not automatically result in actual benefits and the formal participation of women in development planning and processes. Access, participation, and control over fishery resources are often marked by inequalities between men and women in coastal communities, both within the households and fishers' organizations. Some of the gender issues and concerns related to food security and livelihood in coastal communities include:

- Non-recognition/invisibility of women's roles in fisheries, including their roles as fishers, and in gender-neutral fisherfolk registration processes;
- Non-recognition of women's resources, time, capacity, and knowledge of food provisioning and ensuring other household survival needs;

- Gender-differentiated impact of fisheries development programs and trade policies on man and woman fishers;
- Gender-differentiated situation of hunger and malnutrition within fishing households;
- Lack of sex-disaggregated statistical information useful for assessing food security and livelihood programs;
- Undervaluation of woman fishers' labor and socioeconomic contributions, resulting in limited economic opportunities and benefits women derive from food security and livelihood interventions;
- Limited access of women to social, financial, and technical support and services to improve their productive and reproductive work;
- Limited involvement of woman fishers in the design of production support and post-harvest programs and in decision-making processes;
- Low proportion of woman members to total members of fisherfolk organizations;
- Lack of access to markets among women or less likelihood of women being able to access markets outside the community;
- Lack of access to value-adding activities, such as post-harvest training and food processing and packaging;
- Lack of supportive policies and conducive policy environment for woman fishers, or little or no cognizance of traditional and resource-based livelihood activities done by women;
- Gender-role stereotyping resulting in women's multiple burdens and various forms of violence against women and their children;
- Weak institutional capacity and low level of awareness among agency/project implementers, fisheries extension officers, and other concerned personnel of gender-related issues and relevant policies such as the Magna Carta of Women; and
- Unequal status and gender relations of woman and man fishers at the household and community levels.

Food security and livelihood programs and projects may be designed to contribute to the achievement of gender equality results, such as:

- Increased number of registered woman fishers and corresponding gender-responsive guidelines for fisherfolk registration;
- Increased number of good practices and models of food security and sustainable livelihood programs that address gender issues and concerns of woman fishers, and enhanced women's access to their source of subsistence;
- Availability of updated sex-disaggregated statistical information useful for gender-responsive food security and livelihood programs;
- Increased economic opportunities and income as well as control over income for woman fishers;
- Increased access and control of woman fishers over resources and management benefits as well as increased numbers of woman holders of relevant resource management/stewardship tenure instruments;

- Increased access to social, financial, and technical support and services of woman fishers under food production support, post-harvest, marketing, and other livelihood services;
- Enhanced leadership and management capacities of women involved in sustainable livelihood initiatives and improved participation and representation of women in decision-making processes and structures;
- Improved policies and policy environment for woman fishers in sustainable livelihood programs and increased budget support for gender-responsive production, marketing, and post-harvest interventions;
- Broader opportunities and/or lessened burdens for women, and elimination of VAWC cases;
- Enhanced institutional capacity and increased awareness of gender-related issues and woman fishers' rights under the Magna Carta of Women among agency/project implementers, fisheries extension officers, and other concerned personnel;
- Improved relations between man and woman fishers at the household and community levels; and
- Decreased malnutrition among man and woman family members and lower incidence of hunger.

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box B1 presents the ten elements of a gender-responsive livelihood program or project. Some elements are accompanied by guide questions. The instructions for accomplishing the checklist are as follows.

Guide for accomplishing box B1

1. Put a check in the appropriate column (2a to 2c) under "Response" to signify the degree to which a project proponent has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes can be distinguished as follows.
 - a. For *Element 1.0*, a "partly yes" to Question 1.1 (or Q1.1) means meeting with male officials and only one or a few women who also happen to be officials of the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting with other stakeholders, including women and men that may be affected positively or negatively by the proposed project. A "partly yes" to Q1.2 means inputs or suggestions may have been sought from woman and man beneficiaries but these are not considered at all in designing project activities and facilities. A "partly yes" to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.
 - b. For *Element 2.0*, "partly yes" means some information has been classified by sex but may not be key in helping identify major gender issues that a planned project must address. In contrast, a full "yes" implies that qualitative and quantitative data are cited in the analysis of the development issue or project.

- c. For *Element 3.0*, “partly yes” means superficial or partial analysis has been done by focusing on only one or two concerns (gender roles, needs, perspectives, or access to and control of resources).
 - d. For *Element 4.0*, “partly yes” means women are mentioned in the project objectives but only in connection with traditional roles (Q4.1 and Q4.2); or the project has token gender equality outputs or outcomes (Q4.3). A full “yes” to Q4.1 signifies that women’s nontraditional roles are also recognized; to Q4.2 implies that the guidelines for project implementation contain explicit instructions on the involvement of both women and men; and to Q4.3 denotes that gender equality outcomes and outputs are explicit and are consistently pursued in the logical framework analysis.
 - e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities, while a full “yes” means there is an identified gender issue and there are activities seeking to address the issue.
 - f. For *Element 6.0*, a “partly yes” response to any of the items and questions is associated with superficial or partial effort to address a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the question.
 - g. For the combined Elements 7.0 and 8.0, or *Element 7–8.0*, “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change (Q7–8.1); or the project requires the collection of some sex-disaggregated data or information but not all the information will track the gender-differentiated effects of the project. A full “yes” to Q7–8.1 means the project monitoring plan includes both quantitative and qualitative indicators and targets for the gender sensitivity or responsiveness of projects, as well as for tracking changes in the status and power relations of women and men. A full “yes” to Q7–8.2 means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.
 - h. For *Element 9.0*, “partly yes” means there is a budget for GAD-related activities but this is insufficient to ensure the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).
 - i. For *Element 10.0*, a “partly yes” to Q10.1 means there is a mention of the agency’s GAD plan but no direct connection is made to incorporate the project’s GAD efforts to the plan; to Q10.2 means the project has a sustainability plan for its GAD efforts but makes no mention of how this may be institutionalized within the implementing agency or its partners; and to Q10.3 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives.
3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an element or item under col. 3.
- a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities. For *Element 6.0*, however, the maximum score is “4,” while that for each item is “1.”
 - b. The scores for “partly yes” differ by element. For instance, for *Element 5.0*, the score is “1.” For elements with two or more items or questions (such as *Element 1.0*), the rating for “partly yes” is the sum of the scores of the items or questions that fall short of the maximum “2.”

- c. For elements with two items, such as Element 2.0 (2.1 and 2.2), the maximum score for each item is pegged at “1.0” and for “partly yes” is “0.5.” Hence, if a project scores a full “1.0” in one question but “0” in the other, or if a project scores “partly yes” (or “0.5”) in each of the two items, the total rating for Element 2.0 will be “partly yes” with a score of “1.0.” If a project scores “partly yes” for one item but “no” for the other, then the total rating for the element will be “0.5.”
 - d. For Elements 1.0, 4.0, and 10.0, which have three items each, the maximum score for each item is pegged at “0.67” and for “partly yes” is “0.33.” The rating for the element will be “partly yes” if the total score of the three items is less than “2.0,” the maximum for the element.
4. For an element (col. 1) that has more than one item or question, add the scores for the items or questions and enter the sum in the thickly bordered cell for the element.
 5. Add the scores in the thickly bordered cells under col. 3 to come up with the GAD score for the project design stage.
 6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent’s compliance with the requirement (for evaluators).

The scoring system and the interpretation of the scores are the same as those in box 7 (original and expanded) of the *Harmonized GAD Guidelines*, and the total score remains to be 20.0. However, as explained in the guide for accomplishing the checklist, instead of all the elements receiving a maximum of 2.0 points each, one element (6.0) is assigned a maximum of 4.0 points, while two elements (7.0 and 8.0) are merged with a total maximum of 2.0 points.

Interpretation of the GAD Score

- 0–3.9 GAD is invisible in the program/project design (proposed program/project is returned).
- 4.0–7.9 Proposed program/project **has promising GAD prospects** (proposed program/project design earns a “conditional pass,” pending identification of a GAD goal, as well as strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
- 8.0–14.9 Proposed program/project design is **gender-sensitive** (design passes the GAD test).
- 15.0–20.0 Proposed program/project is **gender-responsive** (designers are commended).

Box B1. GAD checklist for designing and appraising food security and livelihood programs and projects

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Problem identification					
1.0 <i>Participation of women and men in problem identification</i> (max score: 2.0; for each item or question, 0.67)					
1.1 Has the program/project design process included consultation with partners, including women and women's groups, on the problems or issues affecting food security and livelihood and on the identification of solutions? (possible scores: 0, 0.33, 0.67)					
1.2 Have the inputs of women been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as equally important stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.34, 0.66)					
2.0 <i>Collection/utilization of sex-disaggregated data and gender-related information prior to project design</i> (max score: 2.0; for each item or question, 1.0)					
2.1 Was relevant existing gender-related information utilized in the project identification stage? (possible scores: 0, 0.5, 1.0)					
2.2 Does the project document include sex-disaggregated and gender information in the analysis of the issue or problem? (possible scores: 0, 0.5, 1.0)					
3.0 <i>Conduct of gender analysis and identification of gender issues</i> (max score: 2.0; for each item or question, 1.0)					
3.1 Has gender analysis been done to identify gender issues prior to the project design? <i>See sample gender analysis questions in the text.</i> (possible scores: 0, 0.5, 1.0)					
3.2 Have the gender issues and needs of women and men been consciously identified in the discussion of the development problem(s)? (possible scores: 0, 0.5, 1.0)					
Program/project design					
4.0 <i>Gender equality goals, outcomes, and outputs</i> (max score: 2.0; for each item or question, 0.67)					
4.1 Do the project objectives include ones that will respond to the needs and problems identified in the gender analysis? (possible scores: 0, 0.33, 0.67)					
4.2 Do the project objectives explicitly refer to the involvement of and/or benefit to women and men in the community or fisherfolk organizations? (possible scores: 0, 0.33, 0.67)					
4.3 Does the project have clear target gender equality outputs or outcomes? (possible scores: 0, 0.34, 0.66)					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
<p>5.0 <i>Matching of strategies with gender issues or GAD goals</i> (possible scores: 0, 1.0, 2.0)</p> <p>Are the strategies identified in the project responsive to the gender issues and gender equality goals established? Or, do the strategies identified include measures that will accelerate the achievement of women's equal rights to production, marketing, and post-harvest services and other programs necessary to sustain food security and livelihoods?</p>					
<p>6.0 <i>Gender analysis of the designed program/project</i> (max score: 4.0)</p>					
<p>6.1 <i>Gender division of labor</i> (max score: 1.0; for each item or question, 0.33)</p>					
<p>6.1.1 Has the project considered how the project schedules fit the men's and women's productive, reproductive, and community tasks? (possible scores: 0, 0.16, 0.33)</p>					
<p>6.1.2 Will the project facilitate the formation of a management structure defining women's roles in the overall program cycle? (possible scores: 0, 0.17, 0.33)</p>					
<p>6.1.3 Has the project considered women's food provisioning activities, including both subsistence and cash-based livelihood activities? (possible scores: 0, 0.17, 0.34)</p>					
<p>6.2 <i>Access to and control of resources</i> (max score: 1.0; for each item or question, 0.25)</p>					
<p>6.2.1 Will women and men have equal access to the program support and technical services (e.g., credit, extension services, training, technology, information) that the project will introduce? (possible scores: 0, 0.125, 0.250)</p>					
<p>6.2.2 Has the project considered specific coastal and fisheries resources that are of primary importance to women's food security and livelihood activities? Has it considered the designation of particular areas/resources for priority management rights and control by women (e.g., women-managed areas)? (possible scores: 0, 0.125, 0.250)</p>					
<p>6.2.3 Will the training capacitate agency/project personnel for gender-responsive program support? Will the training include capacity building on specific provisions of the Magna Carta of Women on rights to food security and productive resources? (possible scores: 0, 0.125, 0.250)</p>					
<p>6.2.4 Are the production, marketing, technology, and post-harvest programs to be introduced by the project women-friendly? Will the project address the barriers faced by women in fully utilizing the support programs? (possible scores: 0, 0.125, 0.250)</p>					
<p>6.3 <i>Commitment to raising awareness of gender issues and concerns</i> (max score: 1.0; for each item or question, 0.33)</p>					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.3.1 Does the project include gender-awareness-raising activities for the target project partners/beneficiaries? (possible scores: 0, 0.16, 0.33)					
6.3.2 Will the project involve research and gender analysis of the food security and livelihood activities of women; issues related to food access, production, and distribution; and control over community resources? (possible scores: 0, 0.17, 0.33)					
6.3.3 Has the project considered strategies that will mobilize support for men and the coastal community in realizing gender-responsive food security and livelihood programs? (possible scores: 0, 0.17, 0.34)					
6.4 <i>Participation and representation in decision-making</i> (max score: 1.0; for each item or question, 0.25)					
6.4.1 Will the project ensure active participation of women in all processes? Will the project include women's domains in food production, i.e., subsistence and cash-based? (possible scores: 0, 0.125, 0.250)					
6.4.2. Will the project involve female fisheries extension officers? Woman fisher leaders? (possible scores: 0, 0.125, 0.250)					
6.4.3 Has the project devised strategies to overcome the constraints (including mobility and time constraints for women) to project participation by women and by men? (possible scores: 0, 0.125, 0.250)					
6.4.4 Has the project considered that the constraints to women's participation may require separate programming (by way of separate groups, activities, or components)? If separate programming is needed, has the project addressed this? (possible scores: 0, 0.125, 0.250)					
7-8 <i>Monitoring indicators and targets</i> (max score: 2.0; for each item or question, 1.0)					
7-8.1 Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? (possible scores: 0, 0.5, 1.0)					
<p>Sample indicators, depending on outcomes and outputs identified:</p> <ul style="list-style-type: none"> • Number of men and women registered as fisherfolk in the community/municipality • Membership and leadership in a fishers' organization or similar groups • Level of participation in project activities • Number of woman fishers engaged in food security and livelihood activities • Percentage of women's representation in fisheries and coastal decision-making bodies and project governance structures • Number of cases/models of gender-responsive food security and livelihood projects • Types and scope of women-managed areas/resources that serve as source of food subsistence 					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
<ul style="list-style-type: none"> • Types and scope of projects and activities of women in different industry value chains • Number of women and men who have access to social protection measures, e.g., social security, health benefits • Changes in the perception of women and men toward the role and capacities of woman fishers for attaining food security • Changes in the relations of man and woman fishers • Changes in the incidence of hunger and malnutrition among men and women in the households • Awareness of obligations under the Magna Carta of Women, i.e., rights of woman fisherfolk 					
7-8.2 Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data? (possible scores: 0, 0.5, 1.0)					
9.0 Resources (max score: 2.0; for each item or question, 1.0)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? Or, will the project tap counterpart funds from local government units (LGUs) and other partners for its GAD efforts? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or promote gender equality and women's empowerment? Or does it commit itself to investing project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the partner organization's or agency's GAD efforts (max score: 2.0; for each item or question, 0.67)					
10.1 Will the program/project build on or strengthen the agency's/government's commitment to the advancement of women? (possible scores: 0, 0.34, 0.67)					
10.2 Does the program/project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.66)					
TOTAL GAD SCORE FOR THE PROGRAM/PROJECT DESIGN (Add the scores for each of the ten elements.)					

GAD CHECKLIST FOR FISHERIES AND COASTAL RESOURCE MANAGEMENT AND CONSERVATION PROGRAMS

Resource management and conservation projects are crucial in ensuring the long-term sustainability of and benefits from coastal and fisheries habitats for present and future needs, especially of people whose subsistence primarily depends on these resources. Proper management is aimed at ensuring continued productivity of the resources toward the attainment of food security and poverty alleviation. It usually involves resource assessment and valuation, super- and infra-structural interventions, climate-sensitive and survival-enhancing marine and coastal ecosystem restoration, enforcement and regulatory interventions, social engineering of coastal communities, monitoring control and surveillance, and institutional development and empowerment of key stakeholders in the fisheries sector.

GENDER ANALYSIS

Gender analysis is a key element of a gender-responsive program or project. It should be conducted at two points.

- An analysis of the gender dimension of the development problem should be a critical part of project identification and analysis of the development problem (see box below for sample guide questions). This would guide project planners in specifying gender issues the project could or should address.
- After the project design has been drafted, it should be reviewed or assessed for its likely gender-related effects or impact (see box B2 for guide questions).

Analysis of the gender dimension of the development problem, or analysis to identify gender issues in fisheries and coastal resource management and conservation

Gender roles of women and men

- Are women and men seen as equally important stakeholders, partners, or agents of change in resource management and conservation programs and projects?
- Do women and men have gender-differentiated roles and strategies in managing and conserving fisheries and coastal resources? What are these roles and strategies? How do these affect the status of and the relationship between man and woman fishers in the community? Are these roles and strategies recognized in the situation analysis?
- How much time do women and men spend on activities related to resource management and conservation? Do women actively engage in these activities? If not, what are the constraints to women's participation?
- Are the resource management and conservation technologies being introduced by development programs and projects women-friendly?

Access to and control of resources and benefits by women and men

- Do women and men have equal access to and control over the fisheries and coastal resources that need to be managed and conserved? If no, what are the hindering factors?
- What are the resources primarily used by and important to woman fishers? Have these resources been prioritized in past and existing resource management programs and projects? What is the status of these resources and how does it affect woman fishers?

- Do women and men have equal access to social, financial, and technical support and services to improve their productive and reproductive work? If no, why?
- Do women and men have equal leadership and management capacities and opportunities for fisheries and coastal resource management and conservation? If no, what are the hindering factors?
- Are women well represented in relevant resource management and policymaking bodies?
- Are women and men equally benefitting from previous and existing resource management and conservation programs and projects? If no, specify the hindering factors.
- Do women and men have equal access to relevant resource management/stewardship tenure instruments? If no, what are the constraints to women's access?

Constraints and opportunities (presence or absence of an enabling environment)

- Do resource management and conservation strategies being employed include measures that will promote women's empowerment and accelerate the achievement of women's equal rights to the utilization, management, and development of coastal and fisheries resources?
- Are agency/project implementers, trainers, extension officers, and other concerned personnel aware of gender issues in fisheries and coastal resource management and conservation projects/programs?
- Do the agency/project implementers have adequate institutional capacity or expertise in designing, implementing, monitoring, and evaluating relevant gender-responsive fisheries and coastal resource management and conservation programs?
- Do the fisheries and coastal resource management and conservation issues identified have gender-differentiated impact on woman and man fishers? What is the gender impact?
- Is there available and readily accessible and updated sex-disaggregated information useful for resource management policy and program formulation?

GENDER ISSUES AND GENDER EQUALITY RESULTS

Women play an important role in fisheries and coastal resource management and conservation. Their participation and the benefits they derive from taking part in the related initiatives vary in the context of their marginalized status and disadvantaged condition in the household, fishers' organization, coastal community, and society. Access, participation, and control over resource management activities and benefits are often marked by gender inequalities between men and women in coastal communities. Some of the gender issues and concerns in fisheries and coastal resource management include:

- Non-recognition/invisibility of women's roles in fisheries, including their role as resource manager;
- Gender-differentiated impact of resource depletion and habitat degradation on man and woman fishers as well as differentiated woman's worldviews/"mapping" of the fishing ground and attitudes and opinions regarding fisheries and coastal resources;
- Lack of sex-disaggregated statistical information useful for gender-responsive resource management policy and program formulation;
- Undervaluation of woman fishers' labor and socioeconomic contributions, resulting in limited economic opportunities and benefits derived from the results of resource management and conservation;

- Limited access to and control over productive resources, including their allocation, use, management, and development, as well as access to relevant tenure instruments;
- Limited access of women to social, financial, and technical support and services to improve their productive and reproductive work;
- Limited involvement of woman fishers in resource-management-related actions and participation in decision-making processes;
- Lack of supportive policies and conducive policy environment for woman fishers;
- Gender-role stereotyping resulting in women's multiple burdens and various forms of violence against women and children;
- Weak institutional capacity and low awareness of gender-related issues and concerns in resource management among agency/project implementers, fisheries extension officers, and other concerned personnel; and
- Unequal status and gender relations of woman and man fishers in the household and community.

Fisheries and coastal resource management programs and projects may be designed to contribute to the achievement of gender equality results, such as:

- Increased number of registered woman fishers and number of women deputized as fish warden;
- Increased number of good practices and models of resource management that address gender issues and concerns of woman fishers, and enhanced productivity of resources that are important to women;
- Availability of updated sex-disaggregated statistical information useful for gender-responsive resource management policy and program formulation;
- Increased economic opportunities, income, and control over their income for woman fishers;
- Increased access to and control of woman fishers over resources and management benefits as well as increased number of woman holders of relevant resource management/stewardship tenure instruments;
- Increased access to social, financial, and technical support and services of woman fishers involved in resource management;
- Enhanced leadership and management capacities of women involved in community work and resource management initiatives, and improved participation and representation of women in resource management and decision-making processes and structures;
- Improved policies and policy environment for woman fishers in resource management and increased budget support for gender-responsive resource management interventions;
- Absence of gender-role stereotyping in the fisheries industry as indicated in the lower burdens of women and cases of violence against women;
- Enhanced institutional capacity and increased awareness of gender-related issues and concerns in resource management among agency/project implementers, fisheries extension officers, and other concerned personnel; and
- Improved gender relations between man and woman fishers at the household and community levels.

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box B2 enumerates the elements of a gender-responsive fisheries and coastal resource management and conservation program or project. Some elements are accompanied by guide questions. The instructions for accomplishing the checklist are as follows.

Guide for accomplishing box B2

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project proponent has complied with the GAD element: col. 2a if nothing has been done; col. 2b if an element, item, or question has been partly answered; and col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a “partly yes” to Question 1.1 (or Q1.1) means meeting with male officials and only one or a few women who also happen to be officials of the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consciously consulting with other stakeholders, including women’s groups that may be affected positively or adversely by the proposed project. A “partly yes” to Q1.2 means inputs or suggestions may have been sought from woman and man beneficiaries but are not considered at all in designing the project; while full compliance denotes that inputs or suggestions sought from woman and man beneficiaries are taken into consideration in the project design. A “partly yes” to Q1.3 means only selective or certain groups of women and men are viewed as stakeholders and agents of change.
 - b. For *Element 2.0*, a “partly yes” to Q2.1 means gender-related information is available but not necessarily utilized in the project identification stage to help determine major issues that a planned project must address. A “partly yes” to Q2.2 means some information in the project document has been classified by sex but may not be reflected in the analysis of issues or development problems that the planned project intends to address. In contrast, a full “yes” response implies that qualitative and quantitative data are used and cited in the analysis of the development issue or project.
 - c. For *Element 3.0*, a “partly yes” to Q3.1 means superficial or partial analysis has been done by focusing on only one or two of the gender concerns (gender roles, needs, perspectives, or access to and control of resources). In contrast, a full “yes” signifies that a comprehensive analysis of the gender dimension of the development issue or project has been done, which is an explicit recognition of a project’s need to address gender issues. A “partly yes” to Q3.2 means some or certain gender issues and concerns have been identified in the discussion of problems but may not be necessarily integrated in the project design, or the analysis does not clearly imply the need to address these issues. On the other hand, a full “yes” implies that gender issues and concerns identified in the discussion of problems are reflected in the project design and are included as part of the problems that the intervention must address.
 - d. For *Element 4.0*, a “partly yes” to Q4.1 means project objectives include those that could partly or in a way address some issues and needs identified in the gender analysis but are not directly intended to respond to these issues and needs. On the other hand, a full “yes” implies that the project includes objectives that are directly targeted at addressing or responding to the gender issues and needs identified as part of the development issue or problem. A “partly yes” to Q4.2 means women are mentioned in the project objectives but only in connection with traditional roles; or the project has token or ambiguous

gender equality outputs or outcomes instead of a clear statement about promoting gender sensitivity or responsiveness in its strategies and activities (relative to Q4.3). A full “yes” to Q4.2 signifies that women’s nontraditional roles are also recognized, while a full “yes” to Q4.3 denotes that gender equality outcomes and outputs are consistently pursued in the logical framework analysis.

- e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but not matching particular gender issues or having no stated gender issues that match the activities. A full “yes” denotes that there are identified gender issues or goals and there are strategies or activities seeking to address these issues as well as other relevant measures that will accelerate the reduction of gender gap identified in the project.
 - f. For *Element 6.0*, a “partly yes” response to any of the items and questions is associated with superficial or partial effort to address a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the question.
 - g. For the combined Elements 7.0 and 8.0, or *Element 7–8.0*, “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change (Q7–8.1); or the project requires the collection of some sex-disaggregated data or information but not all the information will track the gender-differentiated effects or impact of the project (Q7–8.2). A full “yes” to Q7–8.1 means the project monitoring plan includes both quantitative and qualitative indicators and targets for the gender sensitivity and responsiveness of projects as well as for tracking of changes in the status and power relations of women and men, while a full “yes” to Q7–8.2 means the project monitoring framework has clear mechanisms for collecting all sex-disaggregated numerical data and qualitative information on relevant indicators to help monitor GAD outcomes and outputs.
 - h. For *Element 9.0*, “partly yes” means there is a budget for GAD-related activities but insufficient to ensure the project will address relevant gender issues (Q9.1). In contrast, full “yes” means there is adequate and predictable budget allocation to ensure the project will address relevant gender issues. A “partly yes” to Q9.2 means the project has inadequate institutional capacity or expertise to mainstream GAD or promote gender equality and women’s empowerment, while a full “yes” means the project has a functional and effective institutional mechanism and structure with well-equipped project staff and is capable of tapping external support or GAD expertise from partners and/or private consultants.
 - i. For *Element 10.0*, a “partly yes” to Q10.1 means there is a mention of the agency’s GAD plan but no direct connection is made to incorporate the project’s GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how this will be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an element or item under col. 3. Each item or question has a designated set of possible scores for “no,” “partly yes,” and “yes.”
 - a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done or passed all the required activities. The exception is Element 6.0, which has a maximum score of “4.”

- b. The scores for “partly yes” differ by element. For instance, the score for “partly yes” for Element 5.0 is “1.” For elements that have two or more items or questions, the rating for “partly yes” is the sum of the scores of the items or questions that falls short of the maximum score of “2.”
 - c. For Elements 2.0, 3.0, 7–8.0, and 9.0, which have two items or questions each, the maximum score for each item is pegged at “1.0” and for “partly yes” is “0.5.” Hence, if a project scores a full “1.0” in one question but “0” in the other, or if a project scores “partly yes” (or “0.5”) in each of the two items, the total rating will be “partly yes” with a total score of “1.0” for that particular element or requirement.
 - d. For Elements 1.0, 4.0, and 10.0, which have three items or questions each, the maximum score for each item is pegged at “0.67” and for “partly yes” is “0.33.” The total rating for the element will be “partly yes” if the total score of the three items is positive but less than “2.0,” the maximum score for the element.
 - e. For Element 6.0, the maximum total score is “4.0,” with each of the sub-elements having a maximum score of “1.0.” Sub-element 6.1 has two items/questions, sub-elements 6.2 and 6.4 have four items/questions each, and sub-element 6.3 has three items/questions. The scores for “partly yes” differ by sub-element and item or question: “0.250” for questions under sub-element 6.1, “0.125” for questions under sub-elements 6.2 and 6.4, and “0.160” for questions under sub-element 6.3. Hence, the total rating for Element 6.0 will be “partly yes” if the total score for all questions/items in the four sub-elements is less than “4.0,” the maximum score for the element.
4. For an element (col. 1) that has more than one item or question, add the scores for the items or questions and enter the sum in the thickly bordered cell for the element.
 5. Add the scores in the thickly bordered cells under col. 3 to come up with the GAD score for the project design stage.
 6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent’s compliance with the requirement (for evaluators).

The scoring system and the score interpretation are same as those in box 7 (original and expanded) of the *Harmonized GAD Guidelines*. The total score remains at 20.0. However, instead of all the elements receiving a maximum of 2.0 points, one element (6.0) is given a maximum of 4.0 points while Elements 7.0 and 8.0 are merged with a total maximum of 2.0 points.

Interpretation of the GAD Score

0–3.9	GAD is invisible in the program/project design (proposed program/project is returned).
4.0–7.9	Proposed program/project has promising GAD prospects (proposed program/project design earns a “conditional pass,” pending identification of a GAD goal, as well as strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
8.0–14.9	Proposed program/project design is gender-sensitive (design passes the GAD test).
15.0–20.0	Proposed program/project is gender-responsive (designers are commended).

Box B2. GAD checklist for designing and appraising fisheries and coastal resource management and conservation programs and projects

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Problem identification					
1.0 <i>Participation of women and men in problem identification</i> (max score: 2.0; for each item or question, 0.67)					
1.1 Has the program/project design process included consultation with partners, including women and women's groups, on the problems or issues that the management intervention must address and on the identification of the solutions? (possible scores: 0, 0.33, 0.67)					
1.2 Have the inputs of women been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as equally important stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.34, 0.66)					
2.0 <i>Collection/utilization of sex-disaggregated data and gender-related information prior to project design</i> (max score: 2.0; for each item or question, 1.0)					
2.1 Was relevant existing gender-related information utilized in the project identification stage? (possible scores: 0, 0.5, 1.0)					
2.2 Does the project document include sex-disaggregated and gender information in the analysis of the issue or problem? (possible scores: 0, 0.5, 1.0)					
3.0 <i>Conduct of gender analysis and identification of gender issues</i> (max score: 2.0; for each item or question, 1.0)					
3.1 Has a gender analysis been done to identify gender issues prior to the project design? (possible scores: 0, 0.5, 1.0)					
3.2 Have the particular gender issues and needs been consciously identified in the discussion of the development problem(s)? (possible scores: 0, 0.5, 1.0)					
Program/project design					
4.0 <i>Gender equality goals, outcomes, and outputs</i> (max score: 2.0; for each item or question, 0.67)					
4.1 Do the project objectives include objectives that should respond to the needs and problems identified in the gender analysis? (possible scores: 0, 0.33, 0.67)					
4.2 Do the project objectives explicitly refer to or aim to provide equal access to resources by, or participation of, women and men? (possible scores: 0, 0.33, 0.67)					
4.3 Does the project have clear target gender equality outputs or outcomes? (possible scores: 0, 0.34, 0.66)					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
<p>5.0 Matching of strategies with gender issues or GAD goals (possible scores: 0, 1.0, 2.0)</p> <p>Are the strategies identified in the project responsive to the gender issues and gender equality goals established? Do the strategies identified include measures that will accelerate the achievement of women's equal rights to the utilization, management, and development of fisheries and coastal resources?</p>					
<p>6.0 Gender analysis of the designed program/project (max score: 4.0)</p>					
<p>6.1 Gender division of labor (max score: 1.0; for each item or question, 0.5)</p>					
<p>6.1.1 Has the project considered how women and men fit their resource management activities with their other productive, reproductive, and community tasks in scheduling project activities? (possible scores: 0, 0.25, 0.50)</p>					
<p>6.1.2 Will the project facilitate the formation of management structure defining women's roles in the overall management arrangements? (possible scores: 0, 0.25, 0.50)</p>					
<p>6.2 Access to and control of resources (max score: 1.0; for each item or question, 0.25)</p>					
<p>6.2.1 Will women and men have equal access to the resources to be managed as well as access to technical support and services (e.g., credit, extension services, training, technology, information) that the project will introduce? (possible scores: 0, 0.125, 0.250)</p>					
<p>6.2.2 Has the project considered specific fisheries and coastal resources that are of primary importance to women? Has it considered the designation of particular areas/resources for priority management rights and control by women (e.g., women-managed areas?) (possible scores: 0, 0.125, 0.250)</p>					
<p>6.2.3 Will the training of agency/project personnel capacitate them for gender-responsive resource management? (possible scores: 0, 0.125, 0.250)</p>					
<p>6.2.4 Are the resource management technologies to be introduced by the project women-friendly? (possible scores: 0, 0.125, 0.250)</p>					
<p>6.3 Commitment to raising awareness about gender issues and concerns (max score: 1.0; for each item or question, 0.33)</p>					
<p>6.3.1 Does the project include gender-awareness-raising activities for the target project partners/beneficiaries? (possible scores: 0, 0.16, 0.33)</p>					
<p>6.3.2 Will the project involve research and gender analysis of the resources used by women, the issues related to resource use and management, and the community situation? (possible scores: 0, 0.17, 0.33)</p>					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.3.3 Has the project considered strategies that will mobilize support for men and the coastal community in the realization of gender-responsive resource management? (possible scores: 0, 0.17, 0.34)					
6.4 <i>Participation and representation in decision-making</i> (max score: 1.0; for each item or question, 0.25)					
6.4.1 Will the project ensure the active participation of women in all processes involved in the management of resources? (possible scores: 0, 0.125, 0.250)					
6.4.2 Will the project involve woman fisheries extension officers? Woman fisher leaders? (possible scores: 0, 0.125, 0.250)					
6.4.3 Has the project devised strategies to overcome the constraints (including mobility and time constraints for women) to project participation by women and by men? (possible scores: 0, 0.125, 0.250)					
6.4.4 Has the project considered that the constraints to women's participation may require separate programming (by way of separate groups, activities, or components)? If separate programming is needed, has the project addressed this? (possible scores: 0, 0.125, 0.250)					
7-8.0 <i>Monitoring indicators and targets</i> (max score: 2.0; for each item or question, 1.0)					
7-8.1 Does the project include gender equality targets and indicators of welfare, access, consciousness raising, participation, and control? (possible scores: 0, 0.5, 1.0)					
<p>Sample indicators, depending on outcomes and outputs identified:</p> <ul style="list-style-type: none"> • Number of women with membership and leadership roles in fisherfolk organizations, fisheries and aquatic resources management councils, or similar groups • Level of participation of men and women in project activities • Number of woman fishers engaged in actual resource management at all levels • Percentage of men's and women's representation in resource management structures • Number of cases/models of gender-responsive resource management • Types and scope of areas/resources managed by women • Level of leadership and management capacities of women and men involved in community work and resource management • Number and nature of policies issued and implemented relevant to gender-responsive resource management interventions • Number and types of economic opportunities accessed by women and men • Number of registered and deputized woman fishers • Observed changes in the perception of women and men toward the role and capacities of woman fishers in resource management and development • Observed changes in the relations of man and woman fishers 					
7-8.2 Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data? (possible scores: 0, 0.5, 1.0)					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
9.0 Resources (max score: 2.0; for each item or question, 1.0)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? Or, will the project tap counterpart funds from local government units and other partners for its GAD efforts? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or to promote gender equality and women's empowerment? Or does it commit itself to investing project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the partner organization's or agency's GAD efforts (max score: 2.0; for each item or question, 0.67)					
10.1 Will the program/project build on or strengthen the agency/government's commitment to the advancement of women? (possible scores: 0, 0.34, 0.67)					
10.2 Does the program/project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.66)					
TOTAL GAD SCORE FOR THE PROGRAM/PROJECT DESIGN (Add the scores for each of the ten elements.)					

GAD CHECKLIST FOR RESEARCH AGENDA, PROGRAMS, AND PROJECTS

The GAD checklist discussed here covers research and development activities, which constitute part of the BFAR research and development core service area. The other component of this core service, training, has a separate checklist. Like in the other checklists, the guidelines for research agenda-setting, program, and projects aim to ensure that BFAR programs and projects are not only aware of or sensitive to gender issues faced by women and men, but also addressing key, relevant issues or concerns.

Fisheries core services, including research, should be improved by the inclusion of gender and other human dimensions. Using a gender lens provides a better picture of fisheries issues. The picture is more complete and better focused, providing a basis for understanding the issues and taking more appropriate action.¹ Overlooking and/or undervaluing the contributions of women, as well as youth, in fisheries matters will not give a complete picture of the fisheries situation; consequently, strategies to improve the sector may not produce the desired results.

The GAD guidelines for the identification and design of research agenda, programs, and projects require research designers and appraisers of research designs to consider several core elements of a gender-responsive research agenda and a gender-aware research program or project.

For defining research agenda and program for a fisheries sector agency

- Participation of women and men in the identification of the research agenda and research questions
- Conduct of gender analysis of the fisheries sector as part of the development of the research agenda
- Inclusion in the research program budget of resources for the needed gender research activities

For designing and implementing research programs and projects

- Collection and analysis of sex-disaggregated data on people-level information
- Consideration of gender equality and women's empowerment in the formulation of the research framework, where possible or relevant
- Reflection of both women's and men's voices in research studies
- Monitoring of impact of the research on addressing gender issues and concerns and on promoting gender equality and women's empowerment in the fisheries sector
- Coordination with the agency's GAD plan and gender mainstreaming strategy

GENDER ISSUES AND RESULTS

Gender analysis is a key element of a gender-aware and responsive research agenda, program, or project. In connection with the formulation and/or review of the BFAR research and development agenda, gender analysis should be conducted at two points.

- The gender dimension of the situation of the fisheries and coastal resource sector should be a critical part of the analysis in support of the research and development agenda. This would guide the team in specifying gender issues that the research and development agenda could or should address.

¹ Meryl J. Williams, "Solutions Through Gender Research," Summary Report of the 2nd Global Symposium on Gender and Fisheries, 21 November 2007, 8th Asian Fisheries Forum, 20-23 November 2007, Kochi, India.

- After the research and development agenda has been drafted, it should be reviewed or assessed for its likely gender-related effects or impact.

Among the issues and concerns in ensuring the gender awareness of research and development agenda and research programs, projects, and activities are the following:

- Fishing and aquaculture are usually regarded as occupations of men because fishing is often seen as direct fishing work that leads to cash payments, or as fish production for home consumption. Consequently, research agendas are generally focused on improving production and direct fishing work, which benefits more men than women. Unpaid work, such as net mending, help in boat building, preparation of food, and procurement of gasoline (in the case of motorized boats), as well as baits for hooks and lines, is often overlooked, and this is normally done by women.
- Women have limited participation in decisions because they are rarely recognized as fishers.
- Most fisheries research projects lack baseline data that are sex-disaggregated. Moreover, fisheries data collection often focuses on fishing operations that are done by or associated with men.
- There are very limited resources available for research in general, and for gender research in particular.
- Researchers usually focus on technical/technology development without looking at the gender impact of the technologies.
- Women lack information on services and opportunities they can avail themselves of, since at times they tend not to view their efforts as “work” but rather as family obligations.²
- Low regard for women’s contribution in fisheries has led to low self-esteem and limited empowerment of women.

Research agenda, programs, and projects may be designed to contribute to the achievement of gender equality results, such as:

- Improved data and information on the contributions of women in the fisheries sector;
- Improved sex-disaggregated data that shows a clearer picture not just of the fishery resources but also of the man and woman fishers who utilize and manage these resources;
- Gender and fisheries research results becoming the bases of gender-responsive fisheries development programs;
- Improved participation and representation of women in resource management and decision-making processes; and
- Increased access of women to the benefits of gender-responsive fisheries development programs.

² M. J. Williams, et al., “Changing Traditions: First Global Look at the Gender Dimensions of Fisheries,” *NAGA, Worldfish Center Newsletter* 28 (1 & 2) (January–June 2005).

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box B3 enumerates the elements of gender-responsive research agenda and gender-aware research programs, projects, and activities for a fisheries-sector agency, such as BFAR. Some elements are accompanied by guide questions. The instructions for accomplishing the checklist are as follows.

Guide for accomplishing box B3

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project proponent has complied with the GAD element: col. 2a if nothing has been done; col. 2b if an element, item, or question has been partly answered; and col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a “partly yes” to Q1.1 means meeting with male stakeholders and only one or a few woman stakeholders in the proponent or partner agency or organization, while full compliance also involves meeting with woman and man external stakeholders, including relevant women’s groups. A “partly yes” to Q1.2 means mentions of the consultations appear in the document but inputs of the stakeholders are not incorporated in the research agenda, program, or project. In contrast, a full “yes” implies the inclusion of their inputs in the research agenda.
 - b. For *Element 2.0*, “partly yes” means sex-disaggregated data are mentioned but there is no review of relevant gender literature (Q2.1); and gender roles and/or access issues have been identified but not the reasons underlying these (Q2.2). In contrast, a full “yes” denotes that sex-disaggregated data and gender literature have been reviewed and analyzed (Q2.1) and a full gender analysis has been done, serving as input to the development of the research agenda (Q2.2).
 - c. For *Element 3.0*, “partly yes” means there is a budget in the research program for a few gender mainstreaming activities, such as collecting sex-disaggregated data, but there is no provision for analysis and reporting based on this (Q3.1); or the research staff members are aware of the relevance of incorporating gender concerns in the research, but there is little capacity to do this, or funding for tapping gender experts or for one or two activities to build GAD skills or capacities among the research staff may not be sufficient (Q3.2).
 - d. For *Element 4.0*, “partly yes” means the research study collects and reports sex-disaggregated data but does not analyze them as an integral part of the research. A full “yes” denotes that sex-disaggregated data are not only collected but, as important, also analyzed as an integral part of the research report.
 - e. For *Element 5.0*, “partly yes” means the project mentions “women” or intends to study women but has no clear indication as to the gender and social relations contexts. A full “yes” suggests that both the gender and social relations contexts and the interests of women are considered in framing the research.
 - f. For *Element 6.0*, “partly yes” means the research involves more men and some women as data gatherers and/or respondents or key informants, while a full “yes” denotes that women and men are involved as researchers and respondents/informants and women’s and men’s responses are reflected in the research report.

- g. For *Element 7.0*, “partly yes” means the research and development activity has a plan for tracking the gender sensitivity or responsiveness of the projects, technologies, or activities that will emanate from the results of the studies, but without indicators and targets. A full “yes” means having indicators and targets for gender sensitivity and responsiveness as well as sustainability of the impact of the research projects, and requiring the collection of sex-disaggregated numerical and qualitative data on relevant indicators for the GAD outcomes/outputs of the research projects.
 - h. For *Element 8.0*, “partly yes” means there is some, probably nominal, linking of the research agenda, program, or project to the Philippine government’s/agency’s commitment to the empowerment of women (Q8.1); and mention of next steps to promote GAD goals in the office, agency, or BFAR (Q8.2). A full “yes” signifies that there is a direct connection between the research and the office’s/agency’s gender mainstreaming efforts (Q8.1); and there is a discussion in the research report of strategies for helping sustain the GAD efforts of the office, agency, or BFAR (Q8.2).
3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an element or item under col. 3. Each item or question has a designated set of possible scores for “no,” “partly yes,” and “yes.”
 4. For an element (col. 1) that has more than one item or question, add the scores for the items or questions and enter the sum in the thickly bordered cell for the element.
 5. Add the scores in the thickly bordered cells under col. 3 to come up with the GAD score for the research project.
 6. Under the last column, indicate the key gender issues identified or comments on the proponent’s compliance with the requirement.

NOTE: For upstream or basic research, the interpretation of the questions in box B3 should be in the context of whether the research project or team considered the needs or concerns of both women and men in the design of technologies, for instance, and the possible gender-differentiated impact of the application of the research on women and men. Where certain questions or elements are not applicable to upstream or basic research projects, this should be indicated and taken out of the computation of the total score, which could then be normalized by adjusting the score as follows: $[Total\ Raw\ Score \div (20 - Scores\ of\ Not\ Applicable\ Questions)] \times 20 = Total\ Normalized\ Score$. The GAD rating will depend on this normalized score.

The scoring system and the interpretation of the scores are the same as those in box 7 (original and expanded) of the *Harmonized GAD Guidelines*. The total score remains to be 20.0, but instead of all the elements receiving a maximum of 2.0 points, two are given a maximum of 4.0 points each.

What is a gender-aware research and development program/project? It is an initiative that recognizes and acknowledges differences in the roles, needs, and perspectives of women and men, possible asymmetries in their relationship, and the possibility that actions or interventions will have different effects on and results for women and men based on their gender, but does not actively seek to address these issues.

Meanwhile, gender-responsive research and development agenda are those that substantively address gender issues identified through a gender analysis of sex-disaggregated data and gender-related information, or that successfully promote gender awareness in their constituent research programs and projects.

Interpretation of the GAD Score

- 0-3.9 GAD is invisible in the program/ project design (proposed program/ project is returned).
- 4.0-7.9 Proposed program/ project **has promising GAD prospects** (proposed program/ project design earns a “conditional pass,” pending identification of a GAD goal, as well as strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
- 8.0-14.9 Proposed program/ project design is **gender-sensitive** (design passes the GAD test).
- 15.0-20.0 Proposed program/ project is **gender-responsive** (designers are commended).

Box B3. GAD checklist for research and development agenda, program, or project

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
For defining research agenda and program for BFAR (max score: 8.0)					
1.0 <i>Participation of women and men in the identification of research agenda and research questions</i> (max score: 2.0; for each item or question, 1.0)					
1.1 Has the project consulted women on the problem or issue that must be investigated through research? (possible scores: 0, 0.5, 1.0)					
1.2 Have women’s inputs been considered in the development of the research agenda? (possible scores: 0, 0.5, 1.0)					
2.0 <i>Conduct of gender analysis of the fisheries sector as part of the development of research agenda</i> (max score: 4.0; for each item or question, 2.0)					
2.1 Are sex-disaggregated data mentioned and is a review of gender-aware literature conducted in the development of the research agenda? (possible scores: 0, 1.0, 2.0)					
2.2 Has gender analysis been done to identify what men and women do, who has access to and control of resources, and how these patterns emerged? (possible scores: 0, 1.0, 2.0)					
3.0 <i>Inclusion in the research program budget of resources for the needed gender research activities</i> (max score: 2.0; for each item or question, 1.0)					
3.1 Are sufficient resources allocated to ensure gender components of the research are met? (possible scores: 0, 0.5, 1.0)					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
3.2 Does the research have the skill, ability, or capacity to integrate GAD or promote gender equality and women's empowerment? Or does it commit itself to investing project staff time in building capacity for integrating GAD or promoting gender equality in the research? (possible scores: 0, 0.5, 1.0)					
For designing and implementing research programs and projects (max score: 12.0)					
4.0 Collection and analysis of sex-disaggregated data on people-level information (possible scores: 0, 1.0, 2.0) Does the research collect, analyze, and report sex-disaggregated data for people-level information?					
5.0 Consideration of gender in the formulation of the research framework, where possible or relevant (possible scores: 0, 2.0, 4.0) Are gender objectives/principles considered in the framework of the research (improving access to economic resources, promoting participation and leadership, eliminating discrimination)?					
6.0 Reflection of both women's and men's voices in the research studies (possible scores: 0, 1.0, 2.0) Are women's and men's inputs or responses being equally sought in the research and are these reflected in the research reports?					
7.0 Monitoring of research impact on addressing gender issues and concerns and on promoting gender equality and women's empowerment in the fisheries sector (possible scores: 0, 1.0, 2.0) Does the design include strategies for monitoring research impact on addressing gender issues and concerns and on promoting gender equality and women's empowerment in the fisheries sector?					
Among the possible considerations for tracking gender impact are: <ul style="list-style-type: none"> • Women and children among the direct or indirect beneficiaries of the project • Long-term impact on women's socioeconomic status and empowerment • Sustainability of the benefits • Inclusion of strategies to avoid or minimize negative impact on women's status or welfare • Identification of ways to promote equal opportunities and benefits for women and men 					
8.0 Coordination with the agency's GAD plan and gender mainstreaming strategy (max score: 2.0; for each item or question, 1.0)					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
8.1 Will the research build on or strengthen the commitment of the office, agency, or BFAR to the empowerment of women? (possible scores: 0, 0.5, 1.0)					
8.2 Does the research report mention strategies for helping sustain the GAD efforts of the office, agency, or BFAR? (possible scores: 0, 0.5, 1.0)					
TOTAL GAD SCORE FOR THE RESEARCH AGENDA, PROGRAM, OR PROJECT (Add the scores for each of the eight elements.)					

GAD CHECKLIST FOR TRAINING AGENDA, PROGRAMS, AND PROJECTS

The training programs, projects, and activities of BFAR aim to contribute to not only enhanced efficiency of its personnel but also increased productivity and empowerment of man and woman fishers. These provide opportunities for men and women to build and enhance their knowledge, skills, and attitudes to act on their personal development and contribute to the development of the fisheries sector and the country. For women, this may translate to increasing self-confidence and the ability to analyze their situation and decide on matters that affect their lives. Moreover, mainstreaming gender in the human resource development plan of BFAR will ensure that its personnel are equipped with the necessary knowledge, skills, and attitude to make GAD part of their work in pursuing the mandates of the bureau.

The GAD guidelines for the identification and design of training agenda, programs, and projects require teams to consider seven core elements of gender-responsive training agenda, programs, or projects. These are:

1. participation of women and men in the identification of training needs and the focus of training programs;
2. conduct of gender analysis of the training context and situation to identify and address potential gender-related issues faced by trainers and/or trainees;
3. use of sex-disaggregated data in the examples, exercises, and materials used for training;
4. inclusion of reduction of gender gaps or improvement of women's participation among the planned monitoring indicators and targets;
5. sex-disaggregated database regarding participation in training and results of training programs required as part of the training program's monitoring and evaluation (M&E) system;
6. inclusion of resources for needed gender training activities in the training program budget; and
7. planned coordination with the agency's GAD plan and gender mainstreaming strategy.

The GAD checklist for training applies to both client-focused and organization-focused training programs and projects. The objective of a gender-sensitive organization-focused training program or project is to ensure that the trainers themselves are aware of or sensitive to gender issues facing the clients (organic, industry, or community-based). The exposure of BFAR staff to gender-aware training programs will help mainstream GAD further at BFAR.

GENDER ISSUES AND GENDER EQUALITY RESULTS

Gender analysis should be conducted at two points.

- An analysis of the gender dimension of the development problem should be a critical part of project identification and analysis of the development problem (see box B4 for sample guide questions). This would guide project planners in specifying gender issues that the project could or should address.
- After the training project design has been drafted, it should be reviewed or assessed for its likely gender-related effects or impact (see box B4 for sample guide questions).

Training provides opportunities to enhance the knowledge and skills of men and women, but woman fishers usually face a lot of barriers. Their participation in training depends on their roles in productive, reproductive, and community activities, access to and control over

coastal resources and benefits, and cultural and social factors. Below are some of the gender issues in training programs and activities:

- Women's limited participation in identifying and designing training programs, which may lead to unmet needs of woman fishers, eventually resulting in their disinterest in training activities
- Time and mobility constraints of woman fishers because of their multiple roles in their productive, reproductive, and community spheres
- Women's and men's low educational attainment or literacy, which may hinder their participation in or understanding of the training
- Gender stereotyping in training activities that do not reflect the actual needs of women and men but maintain their traditional roles
- Lack of facilities, such as day care or child minding, to enable woman fishers to attend training
- Limited access of women to information on training opportunities

There is also the need to address the capability building requirements of the trainers and extension/field workers in order for them to identify and analyze gender issues in their organization, work, and clientele. Tools for gender analysis are necessary to guide them in studying the context and situation of man and woman fishers. Gender issues for trainers include:

- Lack of a gender analysis of the situation of fishing communities;
- Absence of or limited GAD mainstreaming in the human resource development plan; and
- Lack of impact studies of the training conducted on man and woman fishers that may provide useful input to guide the development of the training program.

The training programs and projects should be designed to contribute to the achievement of gender equality results such as:

- Increased access of woman fishers to training programs and projects;
- Increased number of woman fisher participants in training;
- Increased capacity of woman and man fishers to improve their production and livelihood;
- Increased participation of woman fishers in the training design;
- Availability of women-friendly facilities in the training environment; and
- Increased capability of trainers and extension workers to conduct gender analysis and identify gender issues/gaps in their organization, work, and clientele, monitor program implementation, and assess impact.

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box B4 enumerates the elements of gender-responsive BFAR training agenda and gender-aware training programs, projects, and activities. Some elements are accompanied by guide questions. The instructions for accomplishing the checklist are as follows.

Guide for accomplishing box B4

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project proponent has complied with the GAD element: col. 2a if nothing has been done; col. 2b if an element, item, or question has been partly answered; and col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, “partly yes” means male participants from the community, BFAR, local government, or academe and only one or a few women are involved in the identification of their training needs (Q1.1); and the training design acknowledges little difference in the training needs of men and women (Q1.2). In contrast, full compliance denotes that men and women are equally involved in the identification of their training needs and the training design acknowledges various differences in the training needs of men and women.
 - b. For *Element 2.0*, “partly yes” means the barriers to participation are mentioned but not necessarily based on a gender analysis of available gender information (Q2.1); or gender issues that need to be addressed by the training program, project, or activity have been identified but not based on a gender analysis (Q2.2). A full “yes” means the identification of barriers and gender issues is based on a gender analysis of available gender information (Q2.1) and strategies have been identified as needed to remove or reduce the barriers and to cover discussion of gender issues in the training program, project, or activity (Q2.2).
 - c. For *Element 3.0*, “partly yes” means some examples, exercises, and materials used for the training project are sex-disaggregated but most examples are not. In contrast, a full “yes” denotes that sex-disaggregated data are used in all applicable examples, exercises, and materials.
 - d. For *Element 4.0*, “partly yes” means targets are set to increase women’s participation in the training but no targets are set to reduce gender gaps or inequalities in the gender division of labor and other issues. In contrast, a full “yes” denotes that the training includes indicators of increased women’s participation, more equitable sharing of roles and responsibilities between men and women, etc.
 - e. For *Element 5.0*, “partly yes” means the M&E database includes sex-disaggregated number of training participants but no data on the differential results of the training for women and men. In contrast, a full “yes” denotes that the M&E database includes both sex-disaggregated number of participants and differential results of the training for women and men.
 - f. For *Element 6.0*, “partly yes” means the human resource development plan includes training to capacitate one or few personnel to implement gender-responsive training programs and projects (Q6.1); or the program involves one or two woman trainers (Q6.2); or there is budget for some GAD activities (Q6.3). A full “yes” denotes that all assigned personnel will be capacitated to design and implement gender-responsive training programs and projects (Q6.1); more than two woman trainers are involved (Q6.2); and sufficient resources are allocated for all gender training activities (Q6.3).
 - g. For *Element 7.0*, “partly yes” means there is some linking of the training program to the empowerment of women (Q7.1); and there is sketching of immediate next steps to promote GAD in the office, agency, or BFAR (Q7.2). In contrast, a full “yes” shows clear connection of the training to women’s empowerment (Q7.1); and strategies are developed to contribute to the sustainability of GAD efforts (Q7.2).

3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an element or item under col. 3. Each item or question has a designated set of possible scores for “no,” “partly yes,” and “yes.”
4. For an element (col. 1) that has more than one item or question, add the scores for the items or questions and enter the sum in the thickly bordered cell for the element.
5. Add the scores in the thickly bordered cells under col. 3 to come up with the GAD score for the training program, project, or activity design.
6. Under the last column, indicate the key gender issues identified or comments on the proponent’s compliance with the requirement.

The scoring system and the interpretation of the scores are the same as those in box 7 (original and expanded) of the *Harmonized GAD Guidelines*. The total score remains to be 20.0, but instead of all the elements receiving a maximum of 2.0 points, three are given a maximum of 4.0 points each.

Interpretation of the GAD Score

- | | |
|-----------|---|
| 0-3.9 | GAD is invisible in the program/project design (proposed program/project is returned). |
| 4.0-7.9 | Proposed program/project has promising GAD prospects (proposed program/project design earns a “conditional pass,” pending identification of a GAD goal, as well as strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan). |
| 8.0-14.9 | Proposed program/project design is gender-sensitive (design passes the GAD test). |
| 15.0-20.0 | Proposed program/project is gender-responsive (designers are commended). |

When are training programs gender-aware or sensitive? Training programs, projects, or facilities may be considered gender-sensitive when they recognize and acknowledge differences in the roles, needs, and perspectives of women and men, possible asymmetries in their relationship, and the possibility that actions or interventions will have different effects on and results for women and men based on their gender, but do not actively seek to address these issues.

Meanwhile, training programs, projects, or activities may be considered gender-responsive when they substantively address barriers to the active participation of women and men in training and cover discussions of gender issues identified through a gender analysis of sex-disaggregated data and gender-related information.

Box B4. GAD checklist for training agenda, program, or project

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Training needs assessment					
1.0 <i>Participation of women and men in the identification of training needs and the focus of training programs</i> (max score: 2.0; for each item or question, 1.0)					
1.1 Are potential woman and man trainees (e.g., staff, fishers, LGU staff, academe) involved in the identification of their training needs? (possible scores: 0, 0.5, 1.0)					
1.2 Do training programs acknowledge that women and men have different training needs? (possible scores: 0, 0.5, 1.0)					
2.0 <i>Conduct of gender analysis of the training context and situation to identify and address potential gender-related issues faced by trainers and/or trainees</i> (max score: 4.0; for each item or question, 2.0)					
2.1 Does the training design recognize barriers to women's/men's access to training programs and/or other gender issues? (possible scores: 0, 1.0, 2.0) <i>Indicate the identified barriers and other gender issues under col. 4.</i>					
2.2 Does the training program seek to address these barriers and other gender issues? (possible scores: 0, 1.0, 2.0) <i>Indicate the gender issues that can be addressed by the proposed training program.</i>					
Designing the training agenda, program, or project					
3.0 <i>Use of sex-disaggregated data in the examples, exercises, and materials used in the training program</i> (possible scores: 0, 1.0, 2.0) Will the training program use sex-disaggregated data in the examples, exercises, and materials used?					
4.0 <i>Planned monitoring indicators and targets include the reduction of gender gaps or improvement of women's participation</i> (possible scores: 0, 1.0, 2.0) Do target indicators include monitoring of effects on gender gaps or on gender issues that should have been addressed?					
<p>Among the possible considerations for monitoring indicators of the training agenda are:</p> <ul style="list-style-type: none"> • Accessibility of training venue to poor woman and man fishers • Availability of facilities such as day care or child minding so women can fully participate • Improvements in the gender division of labor in the household and production activities • Enhanced capacities of BFAR staff, both women and men, to identify and address relevant gender issues 					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
<p>5.0 <i>Sex-disaggregated database regarding participation in training and results of training programs required as part of the training program's M&E system</i> (possible scores: 0, 1.0, 2.0)</p> <p>Does the training program include strategies to monitor and document sex-disaggregated data on participation and results as part of its M&E system?</p>					
<p>6.0 <i>Resources for needed gender training activities included in the training program budget</i> (max score: 4.0; for each item or question, 1.33)</p>					
<p>6.1 Does the human resource development plan of the agency include training to capacitate personnel to design and implement gender-responsive training programs and projects? OR does the training project budget allow for tapping of GAD resources for the training? (possible scores: 0, 0.67, 1.34)</p>					
<p>6.2 Will the training program involve woman trainers? (possible scores: 0, 0.66, 1.33)</p>					
<p>6.3 Are sufficient resources allocated to ensure gender training activities are undertaken? (possible scores: 0, 0.67, 1.33)</p>					
<p>7.0 <i>Planned coordination with the agency's GAD plan and gender mainstreaming strategy</i> (max score: 4.0; for each item or question, 2.0)</p>					
<p>7.1 Will the training build on or strengthen the commitment of the office, agency, or BFAR to the empowerment of women? (possible scores: 0, 1.0, 2.0)</p>					
<p>7.2 Does the training design include the development of strategies to contribute to the sustainability of the GAD efforts of the office, agency, or BFAR? (possible scores: 0, 1.0, 2.0)</p>					
<p>TOTAL GAD SCORE FOR THE PROGRAM/PROJECT DESIGN (Add the scores for each of the seven elements.)</p>					

