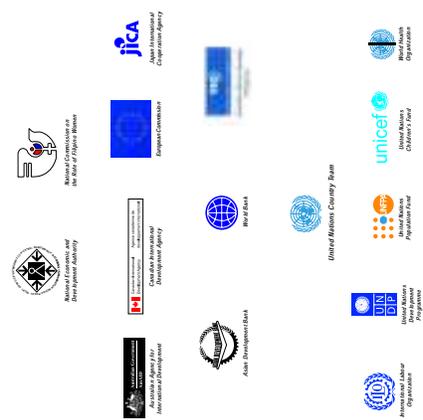


# Harmonized Gender and Development Guidelines

*for Project Development, Implementation, Monitoring, and Evaluation*



Ministry of Education, Youth and Sports  
National Center for Gender Equality

jica  
Japan International  
Cooperation Agency

European Commission  
European Agency  
for Development Cooperation

United Nations  
Country Team

United Nations  
Country Team

United Nations  
Country Team

# HARMONIZED GENDER AND DEVELOPMENT GUIDELINES

for Project Development, Implementation,  
Monitoring and Evaluation

❧ *Second Edition* ❧

National Economic and Development Authority  
National Commission on the Role of Filipino Women  
Official Development Assistance Gender and Development Network



November 2007

A project of the National Economic and Development Authority, the National Commission on the Role of Filipino Women, and the Official Development Assistance Gender and Development Network (ODA-GAD Network)

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## PREFACE

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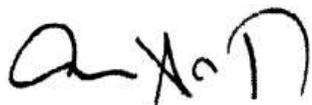
In 2004 the National Economic and Development Authority (NEDA) developed and produced the Harmonized Gender and Development Guidelines for Project Development, Implementation, Monitoring and Evaluation, in collaboration with the National Commission on the Role of Filipino Women (NCRFW) and the Official Development Assistance–Gender and Development (ODA–GAD) Network, with financial support from the United Nations Development Programme (UNDP) and the Asian Development Bank (ADB). This set of guidelines has provided donor organizations, NEDA, and proponent/implementing agencies with a common tool for ensuring the gender-responsiveness of programs and projects in the various stages of the project cycle.

Copies of the harmonized GAD guidelines have been disseminated to various Philippine government agencies. A series of training of trainers has been conducted for project officers, project evaluators, and implementors to develop their capacities for using the guidelines. In the course of adopting the tool, lessons were learned, insights gleaned, and needs surfaced, such as the inclusion of relevant checklists for certain sectors.

Thus, this revised set of guidelines is an expanded version of the 2004 edition. It incorporates the recommendations made by stakeholders during a series of consultations with different national and regional line government agencies, state universities and colleges, and the ODA–GAD Network. The overall design of the harmonized GAD guidelines is not altered but has been made more user-friendly and relevant to more sectors. It introduces sector checklists for justice, information and communication technologies, and microfinance projects, in addition to the checklists on agriculture and agrarian reform, natural resource management, infrastructure, private sector development, education, health, housing and settlement, and women and peace projects. The “how” has become particularly essential to those tasked with ensuring the gender-responsiveness of programs and projects and guiding others in understanding the gender dimension of evaluating programs and projects. We appreciate the initiative and persistence of those who did a good job in revising and expanding the guidelines.

We would like to express our gratitude to the Asian Development Bank (ADB) for providing funding support for this endeavor, particularly through the Technical Assistance on Harmonization and Managing Results, Part D: Improving Quality at Project Entry – Gender and Development Component.

We enjoin everyone to use and promote these guidelines in order to ensure that government programs and projects at the national and local levels are truly gender-responsive to the issues and concerns of women and men. By doing so, we will not only make them benefit from the fruits of our efforts toward development but also enable them to be more productive contributors to nation building.



AUGUSTO B. SANTOS  
Acting Secretary of  
Socio-Economic Planning



MYRNA T. YAO  
Chairperson, National Commission  
on the Role of Filipino Women

## MESSAGE

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*... the full and complete development of a country, the welfare of the world and the cause of peace require the maximum participation of women on equal terms with men in all fields.*

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), often described as the international bill of rights for women, was ratified by 177 countries including the Philippines. By accepting the Convention, states commit themselves to undertaking a series of measures to end discrimination against women in all forms, including the incorporation of the principle of equality of men and women in their legal system, abolition of all discriminatory laws, and adoption of appropriate ones prohibiting discrimination against women. As in other human rights instruments, the CEDAW defines gender equality as a human rights concern.

Furthermore, the Philippines signed the Millennium Declaration, which includes the promotion of gender equality as its third goal. The target of eliminating gender disparity in primary and secondary education, preferably by 2005, and all levels of education not later than 2015, is projected to be reached or even surpassed by the Philippines. Gender equality is integral to the achievement of the Millennium Development Goals (MDGs). Without progress toward gender equality and women's empowerment, none of the MDGs and their targets will be achieved.

Being a signatory to CEDAW, the Philippines has made the Convention a part of the law of the land. It is also one of few countries with gender equality provisions in its Constitution. Section 14 of Article II states that "it recognizes the role of women in nation-building, and shall ensure the fundamental equality before the law of women and men." Other noteworthy laws and policies promoting gender equality are the Women in Development and Nation-Building Act (Republic Act [RA] 7192), the Philippine Plan for Gender-Responsive Development (PPGD), the Anti-Sexual Harassment Act (RA 7877), the Anti-Trafficking in Persons Act (RA 9208), the Anti-Violence against Women and Their Children Act (RA 9262), and laws on Rape (RA 8353 and RA 8505).

For women's rights advocates in government and nongovernment organizations as well as national and local government leaders who adhere to these commitments, the gender and development (GAD) approach is a necessity. It has been proven that any effort toward sustainable development requires the participation of women at all levels of policymaking and policy implementation.

The Philippines has been taking concrete steps toward integrating GAD concerns in the development process. The *Harmonized Gender and Development Guidelines* is a vital contribution to this process of gender mainstreaming. This document is a product of a multisectoral process on the required processes and mechanisms for the Philippine Plan for Gender-Responsive Development as part of our efforts to implement RA 7192, and its Implementing Rules and Regulations; guide the integration of the GAD perspective in development planning processes and various stages of

the project cycle; and address the issues of inadequate sex-disaggregated data and statistics for development planning and programming.

We, the international development partners in the Philippines, are happy to collaborate with the National Economic and Development Authority (NEDA) and the National Commission on the Role of Filipino Women (NCRFW) in producing these guidelines. Working together, and with the assistance of a gender expert, we worked out a set of guidelines that harmonizes all our existing guidelines (donors and government). We hope this will redound to a shared understanding of terms and concepts which will translate to doable and concrete steps at each stage of the project cycle to ensure that gender equality gaps are addressed.

Applicable to both spatial and socioeconomic gender-responsive planning, programming, and monitoring and evaluation, these guidelines will enhance the effectiveness of existing development guidelines at the national, regional, and local levels.

We are very pleased with the potential that this document has to guide project managers and implementors. We look forward to these guidelines being consistently applied by NEDA, line agencies, local government units, donor agencies, and civil society organizations in the design, implementation, and monitoring and evaluation of their projects.

As with the original version of the guidelines, we hope that the second edition of the *Harmonized Gender and Development Guidelines* will help fast-track our collective efforts at making gender mainstreaming show concrete results in the quality of lives of women and men, girl and boy children.

ODA-GAD Network

## ACKNOWLEDGMENTS

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This revised set of guidelines was developed and produced by the National Economic Development Authority (NEDA), in collaboration with the National Commission on the Role of Filipino Women (NCRFW) and the Official Development Assistance–Gender and Development (ODA–GAD) Network. We would like to make special mention of the Network members involved in the guidelines preparation, particularly the Asian Development Bank (ADB), Australian Agency for International Development (AusAID), Canadian International Development Agency (CIDA), European Commission (EC), International Labor Organization (ILO), Japan International Cooperation Agency (JICA), United Nations Children’s Fund (UNICEF), United Nations Development Programme (UNDP), United Nations Population Fund (UNFPA), the World Bank (WB), World Health Organization (WHO), and Voluntary Service Overseas Philippines (VSOP). The ADB provided funding support for the preparation and printing of this edition of the guidelines.

We are grateful as well to Ms. Jeanne Frances I. Illo, Consultant on guidelines preparation and revision, and Director Erlinda M. Capones of the NEDA Social Development Staff, as well as her team, who served as overall implementor and coordinator of this endeavor. This set of guidelines also benefited from the valuable inputs of the NEDA sector staff, particularly the Development Information Staff, Information Technology Coordination Staff, Legal Staff, and Public Investment Staff. We likewise recognize the assistance of Ms. Maria Donna Clemente-Aran, technical editor, and Ms. Nadja B. Buenafe, who did the original cover design.

## BACKGROUND

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In 1993 the National Economic and Development Authority (NEDA) and the National Commission on the Role of Filipino Women (NCRFW), in conjunction with various Philippine government agencies, produced the *Guidelines for Developing and Implementing Gender-Responsive Programs and Projects*. The document sought to assist line or implementing agencies in (1) complying with Republic Act (RA) No. 7192, known as the Women in Development and Nation-Building Act, and its Implementing Rules and Regulations; (2) integrating a gender and development (GAD) perspective in development planning processes and various stages of the project cycle; and (3) addressing the issues of inadequate sex-disaggregated data and statistics for development planning and programming.

Since the mid-1990s, most official development assistance (ODA) donors have also crafted their own GAD guidelines to assist their officers, contractors, and local partners in incorporating GAD concerns in the design and implementation of their programs and projects. By early 2003, or ten years after the Philippine government issued its GAD guidelines, Philippine government agencies had been contending with often overlapping GAD checklists.

In mid-2003, NEDA and the Official Development Assistance Gender and Development Network (ODA-GAD Network) agreed to harmonize GAD requirements after reviewing the existing checklists for project development, implementation, and monitoring and evaluation (M&E). This initiative aimed to produce a common set of guidelines for the Philippine government agencies and donors while allowing variations in priorities among them.<sup>1</sup>

The new GAD guidelines reflect the evolution of assistance framework from Women in Development (WID) to GAD and the current focus on women's rights. The current version of the guidelines also incorporates the suggestions of many groups in the Philippine government that have tried the original set of guidelines.<sup>2</sup>

## OBJECTIVES AND CONTENTS

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

1. provide 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.

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<sup>1</sup>The World Bank, in coordination with NEDA, compiled sets of guidelines and disseminated them during the 1 April 2003 Network meeting. A consultant was hired to simplify and harmonize the existing guidelines of NEDA, NCRFW, and ODA donors. The United Nations Development Programme (UNDP) provided the initial funds, while NEDA led and managed the initiative.

<sup>2</sup>The revision of the guidelines was supported by a technical assistance grant from the Asian Development Bank to NEDA.

## CONTEXT OF THE GUIDELINES

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RA 7192 provides the legal mandate for involving women in development (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 other development goals. 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 (see box 1).

Another document, the *Framework Plan for Women* focuses on women’s economic empowerment, the protection and fulfillment of women’s human rights, and the promotion of gender-responsive governance. The Philippine government has adopted gender mainstreaming as its principal strategy for pursuing these goals.

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 (UN) Fourth Conference on Women in 1995; the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), which provides a framework within which a range of issues may be addressed based on a core understanding of nondiscrimination and equality; and donor commitments to Organisation for Economic Cooperation and Development (OECD) policies contained in the 1998 *DAC Guidelines on Gender Equality and Women’s Empowerment in Development Co-operation*. The twin goals of gender equality and women’s empowerment articulated in the OECD Development Assistance Committee (DAC) gender guidelines are echoed in most of the GAD policy statements and guidelines of the major bilateral and multilateral ODA partners of the Philippines. The core requirements of the harmonized GAD guidelines apply to development programs and projects, although their application may slightly vary according to the funding focus and priorities of the donors.

The GAD guidelines of bilateral and multilateral donors are generally based on a strategy that treats “gender,” GAD, or gender equality as a crosscutting theme—one that needs to be

### Excerpts from the Implementing Rules and Regulations of RA 7192 (Rule 1, Section 2)

“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 rights and opportunities equal to that of men.

“To attain the foregoing policy:

- a. A substantial portion of official development assistance funds received from foreign governments and multilateral agencies and organizations shall be set aside and utilized by the agencies concerned to support programs and activities for women . . .
- b. All government departments shall ensure that women benefit equally and participate directly in the development programs and projects of said department, specifically those funded by official foreign development assistance ...
- c. All government departments and agencies shall review and revise all their regulations... to remove gender bias therein.”

### Box 1. PPGD strategies, goals, and vision

Strategies	Goals	Vision
<ul style="list-style-type: none"> <li>☉ Enhancement of sustainable access of women to capital, market, information, technology, and technical assistance</li> <li>☉ Enhancement of employment and livelihood skills of women, particularly in high-value-adding industries and agricultural activities</li> <li>☉ Establishment of an enabling environment that will ensure the effective implementation of policies for the protection of woman workers</li> <li>☉ Increase in women’s awareness of their economic rights and opportunities</li> <li>☉ Strengthening of women’s representation in economic decision-making bodies</li> </ul>	Increased economic empowerment of women	Gender equality  Women’s empowerment  Sustainable development  Peace and social justice
<ul style="list-style-type: none"> <li>☉ Enhancement of women’s access to/utilization of basic social services</li> <li>☉ Promotion of a gender-responsive delivery of justice to violence against women (VAW) survivors</li> <li>☉ Formulation and implementation of legislative measures that will eliminate gender bias</li> <li>☉ Promotion and advancement of women and girl-children’s human rights</li> </ul>	Protection and fulfillment of women’s human rights	Actualization of human potentials beyond basic needs  Democratic participation
<ul style="list-style-type: none"> <li>☉ GAD mainstreaming in the bureaucracy</li> <li>☉ Enhancement of women’s leadership roles and participation in decision making</li> <li>☉ Strengthening of women’s role in promoting gender-responsive governance</li> <li>☉ Strengthening of government partnership with media in covering various women’s issues</li> </ul>	Gender-responsive governance	Self-determination at all levels  Respect for human rights

Sources: *Philippine Plan for Gender-Responsive Development* and *Framework Plan for Women*.

“integrated” or “incorporated” in various aspects of the agency’s operations, policies, programs, and projects. The Philippine government and its many donors also promote equality between women and men through a “gender mainstreaming” strategy which includes funding initiatives that address women’s human rights and gender issues or interventions that enable organizations and institutions to pursue GAD mainstreaming. The *Harmonized Gender and Development Guidelines* presents the convergence of the GAD frameworks of the Philippines and ODA donors.

## FEATURES

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The guidelines consist of three parts. Part I focuses on a core set of requirements, in the form of questions, that applies to project development in general, regardless of sector or project type. Part II deals with GAD guidelines for the development of certain types of projects, or projects in particular sectors. Part III presents GAD checklists for the management, implementation, and monitoring and evaluation of development projects.

### *Focus*

The guidelines focus on (1) the process, (2) strategies, and (3) the development and management results of integrating gender equality and women's empowerment concerns (see box 2) in various stages of the project cycle, including (a) project identification and design and assessment of projects for funding; (b) project implementation; and (c) monitoring and evaluation. To aid users of the guidelines, a Glossary of Terms is found in appendix A.

Gender equality and women's empowerment are conceived to occur progressively at different levels. Thus, *gender equality and women's empowerment outputs and outcomes* may be viewed and measured in terms of the following indicators:

- ✦ Improved physical welfare of women and girls; lower incidence of malnutrition, morbidity, and mortality among girls and boys; lower maternal morbidity and mortality; improved functional literacy of various groups of women, particularly among the older age groups in rural areas and among indigenous peoples groups; and improved school participation of girls and boys at various levels;
- ✦ Equal access of women and men to development opportunities (including employment generated by the project), resources, and benefits, which implies the removal of constraints, barriers, and various forms of gender-based discrimination with respect to women's access;
- ✦ Greater understanding of women's human rights among women and men; commitment of the State to recognizing, protecting, and fulfilling human rights, particularly of women and girls; or changes in attitudes and beliefs concerning gender relations, as indicated by a reduction in the incidence of violence against women and a more equal gender division of labor;
- ✦ Equal participation of women in bodies or organizations created by development programs or projects; and higher representation of women in various decision-making bodies and leadership positions; and
- ✦ Equal control of women and men over resources and processes and outcomes of development.

### *Principles*

This set of GAD guidelines 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.

### Users

The GAD guidelines are designed for the use of those involved in developing, implementing, managing, and monitoring and evaluating development programs and projects in the Philippines. These are supposed to help NEDA evaluate or assess projects for funding. The guidelines are also expected to assist government agencies and local government units (LGUs) not just in designing but also in implementing, managing, and monitoring and evaluating development interventions. The guidelines are likewise useful to ODA donors and their consultants for developing, managing, and monitoring and evaluating projects. A guide to the administration of the checklists is found in appendix B of this manual.

### **Box 2. Levels of gender equality and women’s empowerment**

**WELFARE:** Addressing the material and physical well-being of women and men, girls and boys. Empowerment here refers to improvement in the physical condition of women and girls.

**ACCESS:** Ensuring that resources, services, and facilities are made available to women and men. Access is related to the concept of entitlements that are conferred by the state, market, kinship, and other systems. Because women’s entitlements are generally more limited, empowerment here means greater access of women to resources, services, and facilities, and making available to women appropriate and effective means to secure resources, services, and facilities.

**CONSCIENTIZATION:** Challenging the existing gender division of labor or questioning the beliefs that women’s lower socioeconomic position and the traditional gender division of labor are part of the *natural order*, or is “*God-given*”; and acknowledging the equality between women and men. Empowerment means sensitizing women and men to sexist beliefs and recognizing that women’s subordination is not part of the natural order of things, but is imposed by a system of discrimination that is socially constructed, one that can be altered.

**PARTICIPATION:** Addressing the most visible and obvious phenomenon of inequality between women and men—small proportions of women are found in the legislative assembly or in the management of public organizations and the private sector. When development is confined to the levels of welfare and access, women are treated as passive beneficiaries. Empowering women means making them equal with men, who are agents actively involved in the development process.

**CONTROL:** Confronting the unequal power relations between women and men. Women’s increased participation at the decision-making level will lead to their increased development and empowerment when this participation is used to achieve increased control over the factors of production, ensuring women’s equal access to resources and the distribution of benefits. Equality of control means a balance of power between women and men, so that neither is in a position of dominance.

Source: Sara Longwe, Women’s Empowerment and Gender Equality Framework (UNICEF 1994 cited in FPW, pp. 6-7).

## *Applications*

The guidelines apply to all types of programs and projects, supporting:

- ☞ the identification and design of projects and programs;
- ☞ implementation and management; and
- ☞ monitoring and evaluation.

The harmonized GAD guidelines are compatible with the GAD checklists of ODA donors and the GAD strategies of Philippine government agencies. These are formulated as minimum requirements for development projects, including those supported by ODA funds. ODA donors and government agencies may want to introduce additional requirements to fit their priorities and policies.

In accordance with Section 5 of the Implementing Rules and Regulations for RA 7192, government agencies and LGUs are encouraged to prepare and use more detailed checklists to address relevant issues or factors in their regions and sectors. These expanded checklists, however, should observe the core requirements contained in the harmonized GAD guidelines.

## Part I. PROGRAM AND PROJECT DEVELOPMENT: GENERAL

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The GAD guidelines for the identification and design of development projects and programs require project proponents and evaluators to consider ten core elements of a gender-responsive project or program:

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 that the proposed project must address;
4. goals, objectives, outcomes, and outputs that include GAD statements that will 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 which include the reduction of gender gaps or 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 NCRFW or the agency's GAD plans.

The first three requirements are related to the project identification stage, while the other seven are pertinent to the project design phase.

### PROJECT IDENTIFICATION

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The initial phase of the project cycle involves generating information that reflects a high priority in the use of the country's resources to achieve an important development objective. It is the process of searching for viable development initiatives aimed at responding to specific issues and problems.

#### *GAD Requirements*

The GAD focus areas at this stage of the project or program cycle are:

- ☞ *Participation of women and men.* Since development programs and projects address the needs of specific constituencies, the proposed female and male beneficiaries must be

involved at the earliest stage of the project. This will help ensure that their concerns and interests are taken into account in all phases of the project cycle. Major participation concerns are summarized in box 3.

**Box 3. Guide questions for participation in project identification**

- Has the project consulted men and women on the problem or issue?
- Has the project conducted consultations at the central agency, sub-national, or community levels?
- Have records of the consultations with different parties at various levels been kept? Are these records sex-disaggregated?

☞ *Collection of sex-disaggregated data and gender-related information, and gender analysis of the development problem and the target population or organization.* Documenting the involvement of men and women in project preparatory activities (identification and design) requires classifying participation data by sex of the participants. Sex-disaggregated data and gender-related information are also necessary inputs to a comprehensive analysis of the situation that includes the gender dimension of the development problem or situation and the existing gender issues. This applies to macro and micro projects or programs.

The success of the development intervention and the achievement of its goals and objectives are likely to be constrained by a variety of factors, many of which can be avoided or addressed early on before they adversely affect project success. A gender analysis of the development problem can identify gender issues arising from:

- practical gender needs, or those related to welfare and access concerns (see appendix A for a discussion of key gender analysis concepts);
- strategic gender needs, or those that correspond with the upper three levels of empowerment and gender equality; and/or
- gender gaps or inequalities and inequities in gender relations, gender division of labor, access to and control of resources, and involvement in leadership and decision making. Gender gaps originate and are maintained in a society by systems of gender discrimination through cultural norms and traditions, institutions or rules, laws, and religious beliefs.

General gender analysis questions are provided in box 4. These may be restated to fit the project situation. However, the basic question that all development programs and projects must respond to is: What are the gender issues that the project needs to address in view of its goals and objectives? In addition, they should ask: Which women's human rights are promoted by the programs and projects?

#### Box 4. 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?
- What are the practical gender needs of women and men that the project can address?
- What are the strategic gender needs of women that the project can address?
- What are the gender gaps or inequalities arising from the existing gender division of labor?

##### *Analysis of access to and control of resources and benefits*

- What resources are available to women and men?
- What resources do women and have control over?
- Who has access to and control over the benefits derived from the resources?
- What are the gender gaps or inequalities arising from the existing resource access and control profile? 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 constraints related to women's participation in the project? To attaining the project's gender equality objectives?
- What are the opportunities related to the achievement of the project's gender equality objectives?

It must be noted that the same questions may be posed for sector or macro situation analysis using aggregate statistics (labor force, employment, credit distribution, education and training, health and nutrition, and the like).

- ☞ *Identification of gender issues and women's special needs that must be addressed.* Gender analysis helps proponents identify gender issues and women's special needs that programs or projects must address. The problem of providing pregnant mothers with proper nutrition is part of women's special needs, but this is compounded by a gender issue: Women usually have a small share of the available food within the household. A related issue pertains to the control women actually have over the domestic budget, which includes food. These issues have to be reflected in the summary GAD checklist for project identification (see box 5).

#### *Guide for Accomplishing the Project Identification Checklist*

The GAD checklist for project identification contains 3 of the 10 requirements for a gender-responsive project design (see box 5). Project proponents and evaluators of the project proposal must ascertain whether or not each of the requirements has been met and to what degree these have been complied with. There are three possible responses to the question "Has the required activity been done?" These are no, partly, and fully.

### Guide for accomplishing box 5

1. Put a check  in the appropriate column (2a to 2c) under “Done?” 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 complied with; 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 Item 1.1 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 Item 1.2, on the other hand, 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.
  - 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” to Item 3.1 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) while a “partly yes” to Item 3.2 means an analysis of either constraints or opportunities, instead of both, or an analysis of constraints and opportunities only by women or by men, has been done.
3. 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 sex-disaggregated data in project identification and planning (*Element 2.0*) is “1.” For elements that have two or more items or questions (such as *Elements 1.0* and *3.0*), the rating for a “partial yes” is the sum of the scores of the items or questions that falls short of the maximum “2.0.”
  - c. Because *Elements 1.0* and *3.0* have been broken down into two items each, the maximum point (full “yes”) for each item is pegged at “1.0” and that for “partly yes” is “0.5.” The score for the element will be a positive number that is lower than “2.0,” the maximum score 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 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 5. GAD checklist for project identification**

Element and item/question (col. 1)	Done? (col. 2)			Score for an item/ element* (col. 3)	Gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
<b>1.0 Involvement of women and men</b> (max score: 2; for each item, 1)					
1.1 Participation of women and men in beneficiary groups in problem identification (possible scores: 0, 0.5, 1.0)					
1.2 Participation of women and men in beneficiary groups in project design (possible scores: 0, 0.5, 1.0)					
<b>2.0 Collection of sex-disaggregated data and gender-related information</b> (possible scores: 0, 1.0, 2.0)					
<b>3.0 Conduct of gender analysis and identification of gender issues</b> (max score: 2; for each item, 1)					
3.1 Analysis of gender gaps and inequalities related to gender roles, perspectives and needs, or access to and control of resources (possible scores: 0, 0.5, 1.0)					
3.2 Analysis of constraints and opportunities related to women and men's participation in the project (possible scores: 0, 0.5, 1.0)					
<b>TOTAL GAD SCORE – PROJECT IDENTIFICATION STAGE</b>					

\*For elements with multiple questions, the possible responses and their corresponding scores are as follows: no, with a score of "0"; yes, with a score of "2"; and partly yes. The score for "partly yes" to an item or question varies per element, while the total score for "partly yes" to an element may be any positive score lower than "2."

## PROJECT DESIGN AND FORMULATION

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A gender-responsive design addresses gender equality issues that have been identified in a gender analysis of the development problem and issues related to project management, processes, outputs, and outcomes.

### *GAD Requirements*

In the design phase, the GAD areas of concern are as follows:

- ☞ *Articulation of a woman's human right or a gender equality goal, purpose, or objective.* A gender equality objective may be incorporated as part of project objectives or organizational goals to ensure that the project will address gender issues and the constraints that have been identified in the situation analysis ("Issues" column in box 5). Following the PPGD, the GAD objective may be gender equality in the control of resources, as it enables women to gain increased access to resources and, consequently, improved welfare for themselves and their children. Welfare and access goals are important, but it is crucial to recognize that equality of participation and control is the necessary condition if progress toward gender equality in welfare and access provisions is to be achieved.

The following questions may be asked:

- ☞ Do the project purposes incorporate gender equality and women's empowerment?
- ☞ Do the project objectives include gender equality and women's empowerment?
- ☞ Are the GAD goals of the project attainable within the project time frame and budget?

- ☞ *Inclusion of gender equality and women's rights outputs and outcomes.* The outputs and outcomes may be institutional or organizational changes, particularly in programs or projects that seek to mainstream GAD. Outputs may also relate to improvements in the situation or status of women and men. The PPGD gender equality and women's empowerment framework is a good guide for formulating outputs and outcomes (box 2, above). For instance, the output may be improved access of women to resources distributed by the project while the outcome may be more women-led enterprises that are sustainable, highly valued, and within nontraditional areas for women.
- ☞ *Support for gender-responsive activities or interventions.* Gender-responsive projects and programs address relevant gender issues and achieve their gender equality goals, objectives, or purposes by:

- ☞ supporting activities or interventions that directly reduce gender gaps and inequalities;
- ☞ building capabilities, particularly for vulnerable or marginalized women, and fully utilizing the skills and knowledge of both women and men;
- ☞ including strategies that address constraints to women's participation or the attainment of the project's gender equality goals, purposes, and objectives;

- ☞ ensuring that activities and strategies do not create a negative impact on women's status and welfare; and
- ☞ creating a project management environment that is committed to and competent in pursuing gender equality in the project.

☞ *Review of the final project design using a gender analysis.* After the project design has been completed, a gender analysis must be conducted to ensure that the activities and strategies are congruent with the gender equality goals and the results that the project is supposed to attain, and that the project will not create gender inequalities or adversely affect women and girls. Some questions to be addressed are:

- ☞ Will the activities or interventions reduce gender gaps and inequalities?
  - Does the project challenge existing gender division of labor, responsibilities, and relations?
  - Will the project provide women and men with opportunities for new gender roles?
  - Will the project enable women to have equal access to resources and benefits?
- ☞ Will the project build capabilities, particularly among women, and fully utilize the skills and knowledge of both women and men?
- ☞ Does the project include strategies that will reduce or remove constraints to women's participation or the attainment of the project's gender equality goals, purposes, and objectives? Specifically, will the project encourage and enable women to participate in the project despite their traditionally more domestic location and subordinate position?
- ☞ Has the project considered its long-term impact on women's increased ability to take charge of their own lives, including their capacity to take collective action to solve problems?
- ☞ How will the project avoid negative impacts on women's status and welfare?

☞ *Inclusion of monitoring targets and indicators.* The inclusion of GAD activities, outputs, and outcomes calls for the commitment of project resources to eradicate gender discrimination or improve women's situation and status. To ensure this, projects need to set targets and monitor project progress and accomplishments. This means:

- ☞ setting realistic time-bound quantitative and qualitative targets that signify concrete results of the project's commitment to gender equality and GAD goals;
- ☞ choosing gender equality and women's empowerment indicators that will measure the GAD results at output and outcome levels; and
- ☞ requiring the collection of sex-disaggregated data and gender-related information to support the project's GAD monitoring.

☞ *Commitment of resources to activities and interventions that will enable the project to promote gender equality and women's empowerment.* The effectiveness of project activities is often hampered by the amount of resources (financial and human) that a project is willing to

commit to achieving GAD goals. The inclusion of gender equality goals, results, and targets generally requires making sufficient resources available to attain gender equality and women’s empowerment through project intervention.

☞ *Congruence of the GAD agenda of the project with that of the Philippine government.* Many government departments, bureaus, and offices have GAD strategies and action plans that, with NCRFW, promote the government’s GAD agenda. Several agencies have developed their GAD strategies or action plans. Because programs and projects are finite, the sustainability of GAD-related initiatives partly depends on how well the change agenda have been harmonized with NCRFW programs and incorporated in the GAD strategy of the implementing government agency or unit. In situations where a proposed project or program is lodged in an agency that has no GAD structure, mechanism, or strategy, the project may consider its initiatives as opportunities for promoting GAD within the agency or unit. Specifically, the following questions may be asked:

- ☞ Has the project design considered the GAD initiatives and structures of the partner Philippine government agency? Or, has the project involved GAD focal points in the design of its gender equality strategies? Or, does the project have a strategy or plan for coordinating with NCRFW? Or, will the project build on the agency/NCRFW/government’s commitment to the empowerment of women?
- ☞ Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits?
- ☞ Are other groups involved in addressing gender issues in the sector? Will the project build on the initiatives or actions of other organizations in the area?

The project logical framework analysis (LFA or logframe) or a similar tool must reflect GAD concerns. Thus, project design must be assessed in line with the various elements of the logical framework analysis: project goals or objectives, outcomes and outputs (particularly in terms of results), and monitoring targets and indicators. To ensure that all this happens, box 5a provides examples of key questions to be asked in preparing a logical framework analysis.

**Box 5a. Suggested key questions for engendering the logical framework analysis\***

Narrative summary	Objectively verifiable indicators	Means of verification	Important assumptions or risk factors
<p><b>Overall Objective or Long-term Goal</b></p> <ul style="list-style-type: none"> <li>▪ Are women or girls specified as among the clients, targets, or beneficiaries who will <i>gain</i> in terms of improved status or material condition (life outcome) or enhanced participation in the long-term benefits of the project?</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>▪ Do gender relations in any way influence the project goal, including the distribution of benefits?</li> </ul>	<p>What measures can verify achievement of the gender-conscious goal within a given time frame and specific location?</p>	<ul style="list-style-type: none"> <li>▪ Are the data for verifying the goal classified by sex and analyzed in terms of gender?</li> <li>▪ What gender analysis tools will be used?</li> </ul>	<p>What are the important external factors necessary in sustaining the gender-conscious goal?</p>

Box 5a. (cont.)

Narrative summary	Objectively verifiable indicators	Means of verification	Important assumptions or risk factors
<p><b>Project Purpose (or Specific Objectives or Outcomes)</b></p> <ul style="list-style-type: none"> <li>▪ Does the project have gender-responsive objectives?</li> <li>▪ Does the project enable women and men, girls and boys, to utilize their enhanced capacities or the resources they received from the project?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What measures can verify the achievement of gender-responsive objectives or of objectives in connection with women and men, girls and boys?</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>▪ How will utilization of the goods and services by women and men, girls and boys, affect their activities, practices, and behavior?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are the data for verifying the project purpose sex-disaggregated and analyzed in terms of gender?</li> <li>▪ What gender analysis tools will be used?</li> </ul>	<p>What are the important external factors necessary in sustaining the gender-responsive objective(s)?</p>
<p><b>Outputs</b></p> <ul style="list-style-type: none"> <li>▪ Is the distribution of goods and services equally or equitably accessible to women and men, girls and boys?</li> <li>▪ Do the project deliverables address gender issues that are directly relevant to the project?</li> </ul>	<p>What measures can verify that project deliverables (enhanced capacities, health services, etc.) are accessible to women as well as men, girls as well as boys, and different types of women/ girls?</p>	<ul style="list-style-type: none"> <li>▪ Are the data for verifying project outputs classified by sex and analyzed in terms of gender?</li> <li>▪ What gender analysis tools will be used?</li> </ul>	<p>What are the important external factors necessary in achieving project outputs, particularly in connection with marginalized women?</p>
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>▪ Are gender issues clarified in the implementation of the project?</li> <li>▪ Are project activities designed to enable women and men, girls and boys, to participate in the activities or share in the benefits?</li> <li>▪ Do the project activities build the capacity of the staff to conduct gender analysis and monitor or review project progress vis-à-vis gender concerns or issues?</li> </ul>	<p><b>Inputs:</b></p> <ul style="list-style-type: none"> <li>▪ What resources do project beneficiaries contribute to the project?</li> <li>▪ Is the contribution of women as well as men accounted for?</li> <li>▪ Do external resources account for women's access to and control over resources?</li> <li>▪ Has the project allocated a budget for building the capacity of the project staff to implement the project in a gender-responsive way?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are the data for verifying project activities sex-disaggregated and analyzed in terms of gender?</li> <li>▪ What gender analysis tools will be used?</li> </ul>	<p>What are the important external factors necessary in achieving the activities and especially in ensuring the continued involvement of man and woman participants in the project?</p>

\*The questions are enhanced versions of the questions used by the International Service for National Agricultural Research (ISNAR), 2000. after the questions have been aligned with the NEDA logical framework analysis methodology.

*Guide for Accomplishing the Project Design Checklist*

Box 6 includes the other seven core requirements of a gender-responsive project; sector-specific guide questions are provided in Part II of these harmonized guidelines. The instructions below serve as a guide for project designers and evaluators.

### Guide for project designers and evaluators

1. Put a check  in the appropriate column (2a to 2c) under “Done?” 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 complied with; 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 4.0*, “partly yes” means having a gender equality statement incorporated in any of the following levels: goal, purpose, or output. A full “yes” requires the integration of gender equality in at least two of the three levels.
  - b. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues that will match the activities, while a full “yes” requires an identified gender issue and activities seeking to address this issue.
  - c. For *Element 6.0*, a “partly yes” to Item 6.1 means women or girls comprise less than a third of the project’s indirect or direct beneficiaries; to Item 6.2 means the project focuses on affecting socioeconomic status with no consideration of women’s empowerment; and to Item 6.3 means mitigating strategies deal only with minimizing negative impact on welfare, with no regard for status. A full “yes” to an item under Element 6.0 means women or girls constitute at least a third of the project beneficiaries (Item 6.1), the project will impact on both material condition and status (6.2), and the project seeks to minimize negative impact on women’s status as well as welfare (6.3).
  - d. 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.
  - e. 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 the GAD outcomes and outputs.
  - f. 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 (9.1), or to build GAD capacities among project staff or the project agency or to tap external GAD expertise (9.2).
  - g. For *Element 10.0*, a “partly yes” response to Item 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 Item 10.2 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 Item 10.3 means the project has a sustainability plan for its GAD efforts but no mention is made 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 proponent has achieved partial compliance; 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 4.0, 5.0, 7.0, and 8.0 is “1.” For elements that have two or more items or questions (such as Element 6.0), the rating for a “partial yes” is the sum of the scores of the items or questions which falls short of the maximum “2.0.”

- 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” (“0.5”) in one item but no (“0”) in the other, 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 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 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 6. GAD checklist for designing projects**

Element and guide questions (col. 1)	Done? (col. 2)			Score for item/element* (col. 3)	Results or comments (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
<b>4.0 Gender equality goals, outcomes, and outputs</b> (possible scores: 0, 1.0, 2.0) Does the project have clearly stated gender equality goals, objectives, outcomes, or outputs?					
<b>5.0 Matching of strategies with gender issues</b> (possible scores: 0, 1.0, 2.0) Do the strategies and activities match the gender issues and gender equality goals identified?					
<b>6.0 Gender analysis of likely impacts of the project</b> (max score: 2; for each item or question, 0.67)					
6.1 Are women and girl children among the direct or indirect beneficiaries? (possible scores: 0, 0.33, 0.67)					
6.2 Has the project considered its long-term impact on women’s socioeconomic status and empowerment? (possible scores: 0, 0.33, 0.67)					
6.3 Has the project included strategies for avoiding or minimizing negative impact on women’s status and welfare? (possible scores: 0, 0.33, 0.67)					

Element and guide questions (col. 1)	Done? (col. 2)			Score for item/ element* (col. 3)	Results or comments (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
<b>7.0 Monitoring targets and indicators</b> (possible scores: 0, 1.0, 2.0)  Does the project include gender equality targets and indicators to measure gender equality outputs and outcomes?					
<b>8.0 Sex-disaggregated database requirement</b> (possible scores: 0, 1.0, 2.0)  Does the project M&E system require the collection of sex-disaggregated data?					
<b>9.0 Resources</b> (max score: 2; for each question, 1)					
9.1 Is the project's budget allotment 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 in promoting gender equality and women's empowerment? OR, does the project commit 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)					
<b>10.0 Relationship with the agency's GAD efforts</b> (max score: 2; for each question or item, 0.67)					
10.1 Will the project build on or strengthen the agency/NCRFW/government's commitment to the empowerment of women? (possible scores: 0, 0.33, 0.67)  IF THE AGENCY HAS NO GAD PLAN: Will the project help in 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 area? (possible scores: 0, 0.33, 0.67)					
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)					
<b>TOTAL GAD SCORE – PROJECT DESIGN STAGE</b>					

\*The possible responses and their corresponding scores are as follows: **no** ("0"), **yes** ("2"), and **partly yes**. For elements with multiple items or questions, the score for "partly yes" to an item or question varies per element; the total score for "partly yes" to an element is a positive number that is lower than "2.0."

## INVESTMENT PROGRAM FORMULATION

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At NEDA, the formulation of an investment plan serves as an intermediate stage between program or project development and project evaluation. Generally, this involves the following activities:

- ☞ Analysis of investment gaps and preferred sector/regional areas of public investment
- ☞ Determining the nature and size of several programs and projects to address investment gaps and achieve a given set of goals, and identify program subsector activities (PSAs)
- ☞ Scheduling of investment program/project implementation, taking into account available resources
- ☞ Planning and financing of the investment plan by devising strategies to generate resources both from domestic and foreign sources

Several GAD-related issues need to be considered when formulating the investment plan. In *selecting and screening programs and projects*, the following must be done:

- ☞ Inclusion of gender-responsive priority capital forming and technical assistance projects as provided for by RA 7192
- ☞ Use of gender-responsive prioritization criteria, such as:
  - ↳ promotion of gender equality and women's empowerment in the areas of access to and control of resources and benefits among women and men;
  - ↳ strengthening of women's and men's participation in their own organizations and in development activities; and
  - ↳ utilization of structures and mechanisms for integrating GAD concerns.

In connection with *financing programs and projects*, at least the following must be considered: (1) conferring priority to gender-responsive projects, as provided for by the Implementing Rules and Regulations of RA 7192; and (2) monitoring the utilization and mobilization of domestic and foreign resources for gender-responsive projects and programs.

## EVALUATION OF PROPOSED PROJECTS

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The assessment of a proposed project involves an analysis of its technical, financial, economic, social, and operational viability. It likewise includes the determination of its potential impact on the target area or beneficiaries. In evaluating proposed projects and in ensuring that they are gender-responsive, there are two minimum requirements:

- ☞ **Relevant gender issues have been identified.**
- ☞ **The identified gender issues have been addressed in the project design.**

The core GAD requirements or elements for the identification, design, and evaluation of a proposed project are summarized in box 7. The scores are carried over from boxes 5 and 6, or the relevant checklist from Part II of these harmonized guidelines. A proposed project is expected to get at least a “1” for each element, but preferably at least a “2” each for gender analysis (Elements 3.0 and 6.0) and collection of sex-disaggregated data (Elements 2.0, 7.0, and 8.0). The last column indicates the results that are expected to be achieved once the requirement is met. The evaluator may also use this column for his or her comments on the quality of the project’s compliance with a particular core element or requirement.

**Box 7. Summary checklist for the assessment of proposed projects**

Element or requirement	Scores carried over			Result
	No	Partly yes*	Yes	
<b>From Box 5 (p. 11) or sector-specific checklist</b>				
1. Involvement of women and men in project conceptualization and design (max score: 2)				(Inputs to project design)
2. Collection of sex-disaggregated data and gender-related information at the planning stage (max score: 2)				(Data available for identifying gender issues)
3. Conduct of gender analysis and identification of gender issues at the project identification stage (max score: 2)				(Gender issues identified before project design)
<b>From Box 6 (pp. 18-19) or sector-specific checklist</b>				
4. Presence of gender equality goals, outcomes, and outputs (max score: 2)				(Articulation of project goals or objectives, activities, analysis of likely gender impact of the project, monitoring of targets and indicators, and sex-disaggregated data requirement)
5. Presence of activities and interventions that match the gender issues identified to produce gender equality outputs and outcomes (max score: 2)				
6. Gender analysis of the likely impact of the designed project				
7. Presence of monitoring targets and indicators (max score: 2)				
8. Provision for the collection of sex-disaggregated data in the M&E plan (max score: 2)				

Element or requirement	Scores carried over			Result
	No	Partly yes*	Yes	
9. Commitment of resources for addressing gender issues (max score: 2)				(Budget allocation to promote gender equality and women's empowerment)
10. Inclusion of plans to coordinate/relate with the agency's GAD efforts (max score: 2)				(Indication of coherence of the project's GAD plan with the agency's)
<b>TOTAL GAD SCORE – PROJECT IDENTIFICATION AND DESIGN STAGES</b>				

\*As evident from the scores in boxes 5 and 6 and the sector-specific checklists, the summary score for “partly yes” to an element or requirement may be any positive number lower than “2.0.”

<b><i>Interpretation of the GAD score</i></b>
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 the 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).

## Part II. INTRODUCTION TO PROGRAM AND PROJECT DEVELOPMENT: SPECIFIC SECTORS

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To further guide designers and evaluators of development programs and projects, this section offers GAD checklists for various sectors: agriculture and natural resources, infrastructure, private sector development, and social (education, health, housing and settlement, and areas of armed conflict). Added to these are three new checklists for the justice, ICT, and microfinance sectors. The sector and subsector checklists are found in separate pullouts.

As with the general checklist, the guidelines for a sector or subsector aim to ensure that the project:

- ☞ is consistent with the sector thrusts and its implementation is within the mandate of the proponent or implementing agency, the objectives and thrusts of the PPGD, and the priorities of the PPGD medium-term plans;
- ☞ includes gender analysis to identify the gender issues it needs to consider, and to ascertain its likely gender impact;
- ☞ specifies relevant gender equality and women's empowerment objectives, outcomes, and outputs;
- ☞ includes activities or strategies intended to address the identified gender issues or needs, or enable the project to achieve gender equality results;
- ☞ commits human and financial resources (such as hiring a GAD specialist, providing project personnel and partners with GAD training during project implementation, and developing a gender database) to achieve its gender equality and women's empowerment goals;
- ☞ has a gender-sensitive monitoring and evaluation system that specifies gender equality indicators and targets and the collection of sex-disaggregated and gender information; and
- ☞ coordinates its efforts with those of NCRFW, the local implementing agency, and other groups working to address the gender issues in the sector.

It must be noted that in identifying and addressing gender issues, project designers and evaluators must be sensitive to the different socioeconomic variations among women. Some women may experience different forms of exclusion because of their resource position, ethnicity, or disability. Gender-related norms and attitudes also differ among the Philippine ethnolinguistic groups and indigenous peoples. The differences among women, as between women and men, must be considered in program or project design, implementation, and monitoring and evaluation.

### **Part III. INTRODUCTION TO PROGRAM AND PROJECT IMPLEMENTATION, MANAGEMENT, AND MONITORING AND EVALUATION**

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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 project's gender equality strategies and plans. 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 in the mainstream concerns of the government agency, office, or unit, and on what capacities have been developed within the agency to manage the change.

In connection with project management, two sets of concerns must be addressed. The first pertains to GAD mainstreaming, such as (1) support of project leadership, (2) staff commitment to and technical competence in implementing the project's GAD strategy and willingness to tap external GAD expertise in developing internal GAD capacity, and (3) enforcement of procedures and processes that promote gender equality and women's empowerment.

The second set of concerns seeks to ensure post-project sustainability of GAD initiatives and results by (1) involving regular agency personnel in the implementation of gender equality activities, (2) developing the capacity of agency officials and personnel for undertaking GAD initiatives, and (3) incorporating the project's GAD strategies in the agency's GAD plans.

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 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. Like the specific sectors, the GAD checklists for project management and monitoring and evaluation are found in separate pullouts.

## Appendix A: Key GAD Concepts

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*Access and control:* Being able to avail oneself of, or to utilize, a particular resource (access); the power or authority to decide on the acquisition, use, allocation, and disposal of a resource or benefit (control).

*Benefits:* Income, food, social status, and other results of human activities and development efforts.

*Gender:* A shortcut of the phrase, “social relations of gender,” which seeks to make evident and to explain the global asymmetry that appears in male–female relations in terms of power sharing, decision making, division of labor, and return to labor both within the household and in society. It directs our attention to all the attributes acquired in the process of socialization: notions of self; group definitions; sense of appropriate roles, values, and behaviors; and expected interactions in relationships between women and men. In the Philippines, as in most societies, women as a group have less access to resources, opportunities, and decision making. These asymmetries and inequalities limit their ability to develop and exercise their full capabilities for their own benefit and for the benefit of society as a whole.

*Gender analysis:* An examination of a problem or situation in order to identify gender issues within the problem/context of a project, and the obstacles to the attainment of gender equality or similar goals. Gender issues may be addressed in all aspects of the program, project, or organization. This commitment is reflected in the incorporation of GAD goals as well as in the choice of intervention strategy.

*Gender discrimination:* Differential treatment given to individuals on the basis of their gender. This generally involves systemic and structural bias against women in the distribution of income, access to resources, and participation in decision making.

*Gender issue:* Arises when gender inequality is recognized as undesirable or unjust.

*Gender needs and interests:* May be classified into practical and strategic, in the context of women’s empowerment.

- *Practical gender needs:* Those that do not challenge the unequal structure of gender relations, division of labor, or traditional balance of power, but relate to the sphere in which women have primary responsibilities. These differ from “women’s special needs” but may sometimes arise from them. Some examples are need for income to send children to school, weeding tools for agricultural work, and potable water.
- *Strategic gender interests:* Those that arise from an understanding (consciousness) and analysis of women’s subordinate situation in society. These are the actions and strategies required to bring about structural changes and empowerment. Examples include political and legislative reform to grant constitutional equality to women, state accession to the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), a political voice, and action on violence against women.

*Gender roles:* Those roles a society or culture defines or constructs as female or male. An example is childrearing, which is classified as a female gender role. It is not a female sex role, as childrearing can be done by men as well as by women. Gender roles may be generally classified into:

- *Production*, which consists of activities that result in the generation or production of marketable goods or services. These include crop production, fisheries, animal raising, and wage employment.
- *Reproduction*, which covers activities carried out to reproduce labor and to care for and maintain the household. Examples are childcare, food preparation, and other activities that generate goods and services for immediate household consumption.
- *Community management*, which pertains to roles or activities that produce results for the community's collective consumption, use, or benefit. Examples are mobilizing resources to secure basic services for the community, taking on leadership roles, and participating in projects and organizations.
- *Leisure*, which refers to activities that do not pertain to productive or reproductive work but are instead related to rest and recreation.

*Resources:* Anything that people need to carry out their activities. More specifically, it may be understood as anything that produces a stream of income and other benefits.

*Sex roles:* Occupation or biological function for which a necessary qualification is to belong to one particular sex category. An example is pregnancy as a female sex role, since only members of the female sex can bear children.

## Appendix B: Administration of the GAD Checklists

This appendix has three parts. The first is intended to help project proponents comply with the GAD checklist for project design. It may also be a useful reference for evaluators of project proposals. The second and third parts are meant to assist project monitors and evaluators in their assessment of the gender responsiveness of the project in the implementation and monitoring and evaluation phases, respectively.

### Part I: PROJECT DESIGN CHECKLIST

Element or requirement	Methods and sources of information
1. Involvement of women and men in project conceptualization and design	Conduct stakeholder consultations with woman and man stakeholders
2. Collection of sex-disaggregated data and gender-related information at the planning stage	Analyze secondary sources that report sex-disaggregated data; review relevant gender-related studies done in the sector or area. IF NO SECONDARY SOURCES ARE AVAILABLE: collect primary data related to gender roles and access to and control of resources using small-sample surveys or participatory rural appraisal (PRA) methods
3. Conduct of gender analysis and identification of gender issues at the project identification stage	Analyze gender gaps using the gender equality and women's empowerment framework; activity, resource access, and constraints and opportunities profiles; and socioeconomic and gender analysis
4. Presence of gender equality goals, outcomes, and outputs	Formulate logical framework analysis (LFA or logframe) statements based on PPGD goals and strategies (box 1, page 3), levels of gender equality and women's empowerment (box 2, page 5), and the examples in the sector checklists. Box 5a provides guide questions for integrating GAD in the logframe.
5. Presence of activities and interventions that match the gender issues identified to produce gender equality outputs and outcomes	Consider gender issues identified in requirement (3) when formulating activities and interventions; assess whether the activities will produce the expected gender equality outputs and outcomes with the help of requirement (6)
6. Conduct of gender analysis of the likely impact of the designed project	Use gender analysis methods in (3) and assess the designed project in terms of whether it will create instead of reduce or eliminate gender gaps, or create rather than mitigate constraints to the participation of women and men in project activities and benefits.
7. Presence of monitoring targets and indicators	Set monitoring targets in terms of the gender objectives of reducing gender gaps or creating increased opportunities for women to participate in the project
8. Provision for the collection of sex-disaggregated data in the M&E plan	Include sex-disaggregated monitoring indicators and require the collection and establishment of sex-disaggregated database as part of the M&E plan
9. Commitment of resources to addressing gender issues	Include budget allocation for GAD activities or inputs that will facilitate integration of GAD in the project
10. Inclusion of plans to coordinate/relate with the agency's GAD efforts	Review the GAD efforts of the implementing agency; coordinate with GAD focal points in the formulation of the project's GAD strategy

## Part II: PROJECT MANAGEMENT AND IMPLEMENTATION CHECKLIST

Element or requirement	Methods and sources of information
<b>1.0 Supportive project management</b>	
1.1 Supportive project leadership (project steering/ advisory committee or management)	<ul style="list-style-type: none"> <li>• Interview project leaders and managers</li> <li>• Analyze project policy documents and minutes of committee meetings</li> <li>• Interview GAD focal persons and GAD consultants</li> </ul>
1.2 Availability of adequate gender expertise throughout the project	Review job descriptions, terms of references (TORs), and curriculum vitae of project managers, staff, and consultants
<b>2.0 Technically competent staff or consultants</b>	
2.1 Technical preparation of project staff members for promoting gender equality or integrating GAD; or assignment of an individual or group responsible for promoting gender equality in the project; or hiring of local GAD experts	<ul style="list-style-type: none"> <li>• Review curriculum vitae of project managers, staff, and consultants, and the list of project consultants</li> <li>• Hold a focus group discussion (FGD) to gauge project staff's self-assessment of their preparedness for GAD work</li> <li>• Interview project managers, GAD focal persons, and consultants</li> <li>• Review reports prepared by the staff</li> </ul>
2.2 Presence of women and men in the project implementation team	<ul style="list-style-type: none"> <li>• Review TORs and staff complement of the project</li> <li>• Discuss gender balance in project team during the FGD in 2.1</li> </ul>
2.3 Requirement that its M&E teams (personnel or consultants) have technical competence in GAD evaluation	<ul style="list-style-type: none"> <li>• Review TORs and curriculum vitae of members of M&amp;E teams</li> <li>• Interview project staff and a sample group of beneficiary population re GAD coverage by M&amp;E teams or consultants</li> </ul>
<b>3.0 Committed Philippine government agency</b>	
3.1 Involvement of regular agency personnel in implementing project GAD initiatives or in project-sponsored GAD training	<ul style="list-style-type: none"> <li>• Review several documentation of GAD training sponsored by the project</li> <li>• Interview agency personnel involved in the project</li> </ul>
3.2 Agency's integration of the project GAD efforts in its GAD action plans	Review documentation/reports on the GAD strategy and efforts of the project, and compare these with the agency's GAD plans
<b>4.0 GAD implementation processes and procedures</b>	
4.1 Incorporation of a discussion of GAD concerns in project documents; requirement for subproject proposals re GAD objectives and gender analysis	<ul style="list-style-type: none"> <li>• Review a sample of project documents, reports, and publications for GAD contents or messages</li> <li>• Review project criteria and instructions for subprojects</li> </ul>
4.2 Presence of an operational GAD strategy; effectiveness in integrating GAD	<ul style="list-style-type: none"> <li>• Check GAD strategy of the project against accomplishment reports</li> <li>• Interview GAD focal persons/consultants and other staff</li> </ul>
4.3 Budget for activities that will build capacities for doing GAD tasks (gender analysis, monitoring, etc.)	<ul style="list-style-type: none"> <li>• Review the project budget allocations for GAD</li> <li>• Check actual expenditures on GAD capacity building and activities</li> </ul>
4.4 Involvement of women and men in various phases of the subprojects	Visit a sample of project sites; hold FGDs or interviews with key woman and man informants re how the project had involved women and men

Part III. PROJECT MONITORING AND EVALUATION CHECKLIST

Element and guide question	Methods and sources of information
<b>1.0 <i>Project monitoring system including indicators that measure gender differences in outputs, results, and outcomes</i></b>	
1.1 Requirement for gender-sensitive outputs and outcomes	Check the logical framework analysis, or logframe
1.2 Use of GAD or gender equality indicators in monitoring activities, inputs, outputs, and results	Check the project M&E plan against the actual monitoring indicators being used
<b>2.0 <i>Project database including sex-disaggregated and gender-related information</i></b>	
2.1 Support for studies to assess gender issues and impact; collection of sex-disaggregated data 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	<ul style="list-style-type: none"> <li>• Review the list of studies supported by the project and completed research reports</li> <li>• Review documentation of project database and reports generated by the database</li> <li>• Interview project managers and staff re usefulness of GAD studies and database</li> </ul>
2.2 Collection of sex disaggregated data 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; requirement for subprojects to include sex-disaggregated data in their reports	<ul style="list-style-type: none"> <li>• Review the list of studies supported by the project and completed research reports</li> <li>• Review reports submitted by subprojects and check whether these contain or refer to sex-disaggregated and gender information</li> <li>• Interview M&amp;E staff re problems met in the collection and use of sex-disaggregated data</li> </ul>
2.3 Inclusion of project and subproject reports containing sex-disaggregated data, gender equality or GAD concerns, initiatives, and results	<ul style="list-style-type: none"> <li>• Review project and subproject reports for GAD contents</li> </ul>
2.4 Whether or not sex-disaggregated data are being "rolled up" from the field to the national level	<ul style="list-style-type: none"> <li>• Check project GAD database against the data being reported and used at the national level</li> </ul>
<b>3.0 <i>Gender equality and women's empowerment targets being met</i></b>	<ul style="list-style-type: none"> <li>• Ask a sample of woman beneficiaries re their assessment of changes in their welfare and status</li> <li>• Review reports or interview project staff</li> </ul>
3.1 Improvement in women's welfare and status been improved as a result of the project	
3.2 Enhancement of the implementing agency's capacity to implement gender-sensitive projects	<ul style="list-style-type: none"> <li>• Ask relevant agency officials and GAD focal persons re project effect on their capacity to implement gender-sensitive projects</li> <li>• Review evidence of enhanced capacity</li> </ul>
<b>4.0 <i>Project addressing gender issues that arise during or from its implementation</i></b>	<ul style="list-style-type: none"> <li>• Interview project managers and staff, including GAD focal persons and consultants</li> </ul>

Element and guide question	Methods and sources of information
<b>5.0 <i>Participatory monitoring and evaluation processes</i></b>	
5.1 Involvement/consultation with woman and man implementors as well as beneficiaries during project monitoring and evaluation	<ul style="list-style-type: none"> <li>• Review documentation of M&amp;E visits for people met and consulted</li> <li>• Review M&amp;E reports</li> <li>• Hold an FGD with a sample of woman and man beneficiaries</li> </ul>
5.2 Involvement/consultation with women and men in assessing the gender impact of the project	

## Appendix C: Sample Sector-specific GAD Monitoring Indicators

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NOTE: *The sample indicators below refer to development indicators that correspond to the gender equality results identified in the corresponding section of Part II of the original harmonized guidelines. **Project management indicators are found in boxes 16 and 17.** For the new checklists (justice, ICT, and microfinance), see relevant pullouts of the revised harmonized guidelines.*

### AGRICULTURAL AND RURAL DEVELOPMENT

- Adoption rates of technology by women/men
  - Proportion of woman farmers who are adopting new technologies or crops
- Organizational membership, by sex of members
  - Proportion of women to total members of farmers' organizations
  - Percentage change in the membership of rural women's organizations
- Organizational leadership, by sex of leaders or officials
  - Proportion of women to total leaders of farmers' organizations
- Participation in training and project activities, by type of training or activity and by sex
  - Proportion of women to total training participants, by type of training or activity
  - Proportion of women to total participants in non-home management agricultural training
  - Proportion of men to total participants in home management training
- Access of women/men to project resources (animals, seeds or planting materials, credit)
  - Proportion of women to total recipients of inputs
  - Percentage change in the number of woman recipients of inputs
  - Proportion of inputs going to woman beneficiaries
  - Percentage change in the amount of inputs going to woman beneficiaries
  - Proportion of women to total recipients of land titles
  - Percentage change in the number of woman recipients of land titles
  - Proportion of women to total workers employed by the project
  - Rural employment rate, by sex of workers
- Productivity of female/male farmers, by crop or agricultural activity
  - Average crop yield, by sex of farmer-operator
  - Average agricultural production, by sex of operator
- Control over agricultural decision-making
  - Inputs of women/men to agricultural decision-making that are incorporated in the final decisions
  - Percentage change in the number of women assuming leadership positions in rural organizations

- Presence/absence of GAD agenda in the project
- Presence/absence of GAD agenda in organizations created by the project
- Gender-role stereotyping
  - Proportion of women going into rural production activities or enterprises that have been traditionally associated with men

## INFRASTRUCTURE

- Access of women/men to infrastructure/facility
  - Rate of utilization of the infrastructure or facility, by sex of users
  - Proportion of women to total users of the facility
  - Proportion of female-headed households to total households using the facility
  - Percentage change in the number of women/female-headed households using the facility
- Access to employment generated by the infrastructure project
  - Number of woman/man workers employed by the project during the project's construction phase
  - Number of woman/man workers employed by the project/organization for the operation and maintenance (O&M) of the infrastructure/facility
  - Proportion of women to total workers employed during the construction phase, by type of job
  - Proportion of women to total workers employed for O&M of the facility
- Effect on time use of the beneficiary population (women and men, girls and boys)
  - Travel time to/from market
  - Travel time to/from water source
  - Percent of time for productive activities
  - Percent of time for reproductive activities
  - Percent of time for leisure
- Participation in users' organizations
  - Proportion of women to total members of users' organizations
  - Percentage change in the number of woman members of users' organizations
  - Proportion of women to total leaders of users' organizations
- Participation in training and similar project activities
  - Proportion of women to total participants in the O&M training
  - Proportion of women to total participants in the leadership training
- Effect on females/males of involuntary resettlement resulting from the project
  - Number of women/men who lost their livelihood
  - Travel time of women/men to the market
  - Travel time of women/men to the workplace

- Travel time of girls/boys to school
- Travel time to nearest health facilities
- Participation in decision making
  - Inputs of women/men to decision making concerning the infrastructure project or facility (design, location, use, management) that are incorporated in the final decisions
  - Percentage change in the number of women assuming leadership positions in users' organizations
  - Presence/absence of GAD agenda in the project
  - Presence/absence of GAD agenda in users' organizations

## PRIVATE SECTOR DEVELOPMENT

- Performance of women- and men-owned enterprises in areas of project intervention
  - Rate of adoption of project interventions among women- and men-owned enterprises
  - Percentage change in performance indicators (profits, market coverage, sales) of women- and men-owned enterprises
- Ownership of enterprises/establishments
  - Proportion of women to total number of enterprise owners (or major stockholders), by industry
  - Proportion of women to total number of managers, by industry
- Participation in training, trade missions
  - Proportion of women to total skills training participants, by type of training
  - Proportion of women to trade-mission members, by destination and by type of mission
  - Number of business deals clinched by woman/man participants during trade missions
- Access to loans (borrowers' and loan profiles)
  - Proportion of women to total borrowers
  - Average loan of woman/man borrowers
  - Proportion of loans going to woman borrowers
- Access to non-loan project resources (market linkages, technical advice)
  - Proportion of women to total beneficiaries of a particular project resource
  - Percentage change in the number of women benefiting from the project resource
- Participation in industry or workers' organizations
  - Proportion of women to total members of industry organizations
  - Proportion of women to total leaders of industry organizations

- Proportion of women to total members of workers' organizations in industries covered by the project
- Percentage change in the number of woman members of workers' organizations
- Proportion of women to total leaders of workers' organizations
- Women-friendly workplaces
  - Proportion of occupational safety cases involving woman workers to total
  - Presence/absence of Committee on Decorum and Investigation (CODI) or a similar mechanism for handling sexual harassment cases
  - Presence/absence of reproductive health services, including family planning, onsite
  - Number of women/men availing themselves of health facilities onsite
- Satisfaction rating with project interventions
  - Proportion among woman/man beneficiaries who are satisfied with the project intervention
  - Reasons for dissatisfaction among woman/man beneficiaries
- Employment generated by the project
  - Proportion of women to total workers employed as a result of the project
  - Percentage change in the number of women employed by the industry
- Participation in decision making
  - Inputs of women/ men to decision making concerning the industry that are incorporated in the final decisions
  - Presence/absence of GAD agenda in the project
  - Presence/absence of GAD agenda in industry/workers' organization supported by the project

#### SOCIAL SECTOR: EDUCATION

- School participation rate at the elementary and secondary levels for females/males in rural/ urban areas
- Net enrolment rate at the elementary level for females/males in rural/urban areas
- School dropout rate per grade level in elementary schools for females/males in rural/urban areas
- Tertiary-level enrolment
  - Proportion of women to total enrolment
  - Proportion of women to total graduates
  - Distribution of woman/man enrollees, by academic program or discipline
  - Distribution of woman/man graduates, by academic program or discipline

- Performance of female and male students
  - Passing rate in the National Elementary Achievement Test (NEAT) and National Secondary Assessment Test (NSAT) for female and male students in rural/urban areas
  - Board and licensing examinations
  - Competency examinations (Technical Education and Skills Development Authority)
- Employment in the education sector
  - Proportion of women to total teachers at the elementary, secondary, and tertiary levels
  - Proportion of women to total principals/supervisors/superintendents in public schools
  - Proportion of women to total deans and school heads at the tertiary level
- Gender sensitivity of school curricula, programs, and services
  - Presence/absence of sexist language, messages, and graphics in textbooks
  - Presence/absence of guidance counselors trained in nonsexist career counseling
  - Presence/absence of mechanisms for addressing sexual harassment in campus
- Participation in project activities, including teachers'/supervisors' training
  - Proportion of women to total participants, by training program
  - Percentage change in the number of women employed by the sector
- Participation in decision making
  - Inputs of women/men to decision making concerning the education sector that are incorporated in the final decisions
  - Proportion of women to total members of education boards
  - Proportion of women to total officers of parent-teachers' associations
  - Proportion of women to total members of teachers' organizations
  - Proportion of women to total officials of teachers' organizations
  - Presence/absence of GAD agenda in the project
  - Presence/absence of GAD agenda in parent-teachers' associations
  - Presence/absence of GAD agenda in key teachers' organizations

## SOCIAL SECTOR: HEALTH

- Physical welfare
  - Infant mortality rate, by sex
  - Child mortality rate, by sex
  - Child morbidity rate, by sex
  - Adult morbidity rate, by sex
  - Life expectancy (in years), by sex

- Major causes of morbidity, by sex
- Major causes of deaths, by sex
- Maternal mortality rate
- Nutritional status, by age cohort and sex
- Chronic energy deficiency, by sex
- Proportion of women to total population screened for the disease
- Rate of infection, by sex
- Proportion of women to total treated for a disease
- Cure rate, by sex
- Gender-sensitive content of health programs, as indicated by the presence of the following:
  - Reproductive health services, including adolescent reproductive health, family planning and contraception, increased male participation, breast cancer, maternal and child health, violence against women (VAW), and other elements of reproductive health
  - Mechanisms for addressing the health aspects of violence against women
  - Health services for different age groups, particularly the elderly
- Gender-sensitive delivery of quality health services
  - Presence/absence of health personnel trained in the delivery of reproductive health services and support for survivors of violence against women
  - Availability of material support (such as drug supply, contraceptive supply, scanning facilities for breast cancer) for reproductive health programs
  - Number of women and men recruited by the project to serve as health volunteers
  - Proportion of men to total health volunteers
  - Presence/absence of mechanisms for addressing VAW cases
- Utilization of or access to health project services in urban and rural areas
  - Rate of contraceptive use by women and men
  - Number of beneficiaries of the nutrition project or program, by sex; or proportion of female to total beneficiaries of the nutrition project or program
  - Number of beneficiaries of the health project or program, by sex; or proportion of female to total beneficiaries of the health project or program
- Participation in project activities, including training of health personnel and officials
  - Proportion of women to total participants, by training program
  - Percentage change in the number of women employed by the sector
  - Proportion of women to total employed by the project, by type of job

- Participation in decision making
  - Inputs of women/men to decision making concerning the health sector that are incorporated in the final decisions
  - Proportion of women to total members in health boards
  - Proportion of women to total members of health workers' organizations
  - Proportion of women to total officials of health workers' organizations
  - Presence/absence of GAD agenda in the project
  - Presence/absence of GAD agenda in health workers' organizations

SOCIAL SECTOR: HOUSING AND SETTLEMENT (for the infrastructure component of the project, refer to the relevant sector in this appendix)

- Access to and control over the housing units provided by the project
  - Proportion of women to total population invited by the project to orientation or briefing sessions
  - Proportion of women to applicants for housing units in the housing and settlement project
  - Proportion of women to applicants granted a housing unit in the project
  - Proportion of women holding the deed or title to the housing units
  - Satisfaction rate with the housing and/or settlement design and layout, by sex of housing project beneficiaries
- Participation in project activities and organizations
  - Proportion of women to total members of homeowners' or similar community-based organizations formed by the project
  - Proportion of women to total officials of homeowners' or similar community-based organizations formed by the project
  - Proportion of women to total participants in training and similar project activities, by type of training or activity
  - Proportion of women employed by the project, by type of job
  - Proportion of women to total beneficiaries who lost their livelihood as a result of the project
  - Proportion of women to total beneficiaries who participated in the deliberation over the layout and design of the housing or settlement
- Effect on time use of beneficiary population (women, men, girls, and boys)
  - Travel time to/from water source
  - Travel time to/from the market
  - Percent of time for productive activities
  - Percent of time for reproductive activities
  - Percent of time for leisure

- Participation in decision making
  - Inputs of women/men to decision making concerning the housing and settlement project that are incorporated in the final decisions
  - Proportion of women to total members of housing boards
  - Proportion of women to total members of housing industry organizations
  - Proportion of women to total officials of housing industry organizations
  - Presence/absence of GAD agenda in the project
  - Presence/absence of GAD agenda in housing industry organizations

SOCIAL SECTOR: PROJECTS FOR AREAS UNDER ARMED CONFLICT, OR WOMEN AND PEACE PROJECTS (for indicators for infrastructure, housing and settlement, and health components, refer to the relevant sector in this appendix)

- Availability of gender-responsive services or facilities in refugee camps
  - Presence/absence of security mechanisms to protect women and girls from sexual and other forms of violation
  - Crimes committed in refugee camps, by victim/perpetrator of crimes
  - Presence/absence of services or facilities in support of women's reproductive responsibilities (such as child-minding services, and facilities for cooking and laundry)
- Access to humanitarian and other forms of assistance
  - Proportion of women and girls to total recipients of humanitarian aid
  - Proportion of women to total recipients of livelihood and other economic aid
  - Proportion of women to total employed by the project
- Participation in project activities
  - Proportion of women to total members of community organizations formed by the project
  - Proportion of women to total officials of community organizations formed by the project
- Participation in peace negotiations and decision making
  - Proportion of women to total members of peace negotiation panels for the government; for other groups
  - Inputs of women/men during peace negotiations that are incorporated in the final decisions
  - Presence/absence of GAD agenda in the project
  - Presence/absence of gender concerns in the peace agenda of negotiating panels

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# GAD CHECKLIST FOR AGRICULTURAL AND AGRARIAN REFORM PROJECTS

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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 I, 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 in 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 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 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 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 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 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 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 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). 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 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; 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 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” 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 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 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 8. GAD checklist for designing and evaluating agricultural and agrarian reform 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)		
<b>Project identification and planning</b>					
<b>1.0</b> <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 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)					
<b>2.0</b> <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?					
<b>3.0</b> <i>Conduct of gender analysis and identification of gender issues</i> (see box 3) (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 issues 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)		
<b>Project design</b>					
<b>4.0</b> <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 agricultural production and marketing needs as well as men's? (possible scores: 0, 1.0, 2.0)					
4.2 Does the project have gender equality outputs or outcomes? (see examples in the text) (possible scores: 0, 1.0, 2.0)					
<b>5.0</b> <i>Matching of strategies with gender issues</i> (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? (see examples in the text) (possible scores: 0, 1.0, 2.0)					
5.2 Do the project activities build on women's and men's knowledge and skills? (possible scores: 0, 1.0, 2.0)					
<b>6.0</b> <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. Is the project addressing the array of women's agricultural activities, including subsistence- and cash-crop activities? (possible scores: 0, 0.17, 0.33)					
6.2.2. 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 question, 0.22)					
6.2.1. Will women and men have equal access to credit, extension services, and 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)					

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 SEPARATE PROGRAMMING IS NEEDED: Has the project addressed this? (possible scores: 0, 0.17, 0.34)					
<b>7.0 <i>Monitoring targets and indicators</i></b> (possible scores 0,1.,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:					
- 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)					
<b>8.0 <i>Sex-disaggregated database</i></b> (possible scores: 0, 1.0, 2.0)  Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					
<b>9.0 <i>Resources</i></b> (max score: 2; for each item, 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)					

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/ NCRFW/ 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 DESIGN STAGE (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

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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 I, 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 in 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 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 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 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 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 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)		
<b>Project identification and planning</b>					
<b>1.0</b> <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)					
<b>2.0</b> <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?					
<b>3.0</b> <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?					
<b>Project design</b>					
<b>4.0</b> <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"> <li>- Greater gender parity in the distribution of project resources (land, credit, technology, training opportunities)</li> <li>- Increased participation of women and men in project activities</li> <li>- Improved representation of women in decision-making bodies created by the program or project</li> </ul>					
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? (possible scores: 0, 0.11, 0.22)					
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"> <li>- Adoption rates of agroforestry or resource management technology</li> <li>- Membership and leadership in farmers' or fishers' organizations or similar groups created by the project</li> <li>- Participation in training and similar project activities, by type of training or activity</li> <li>- Dispersal of project inputs (land, animals, seeds or planting materials, credit)</li> </ul>					
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)		
<b>10.0 Relationship with the agency's GAD efforts</b> (max score: 2; for each item, 0.67)					
10.1 Will the project build on or strengthen the agency/ NCRFW/ 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 DESIGN STAGE (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 INFRASTRUCTURE PROJECTS

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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 allow 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 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)		
<b>Project identification</b>					
<b>1.0</b> <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)					
<b>2.0</b> <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?					
<b>3.0</b> <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?					
<b>Project design</b>					
<b>4.0</b> <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)					
<b>5.0 Matching of strategies with gender issues</b> (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)					
<b>6.0 Gender analysis of the designed project</b> (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><b>7.0 Monitoring targets and indicators</b> (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"> <li>- Utilization rate of the infrastructure or facility</li> <li>- Membership and leadership in users' organizations</li> <li>- Participation in training and similar project activities, by type of training or activity</li> <li>- Employment generated by the project</li> <li>- Loss of livelihood as a result of the project</li> </ul>					
<p><b>8.0 Sex-disaggregated database</b> (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><b>9.0 Resources</b> (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><b>10.0 Relationship with the agency's GAD efforts</b> (max score: 2; for each item or question, 0.67)</p>					
<p>10.1 Will the project build on or strengthen agency/ NCRFW/ 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><b>TOTAL GAD SCORE - PROJECT IDENTIFICATION AND DESIGN STAGES</b> (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

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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 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 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)		
<b>Project identification</b>					
<b>1.0</b> <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)					
<b>2.0</b> <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><b>3.0</b> <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>					
<b>Project design</b>					
<p><b>4.0</b> <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><b>5.0</b> <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><b>6.0</b> <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)					
<b>6.3 Constraints</b> (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)					
<b>7.0 Monitoring targets and indicators</b> (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"> <li>- Ownership of enterprises/ establishments</li> <li>- Management of enterprises/ establishments</li> <li>- Performance of women- and men-owned enterprises in areas of project interventions</li> <li>- Participation in trade missions</li> <li>- Borrowers' and loan profiles</li> <li>- Rate of adoption of project interventions</li> <li>- Satisfaction rate with project interventions</li> <li>- Membership and leadership in the project's partner organizations (industry or business service organizations)</li> <li>- Employment generated by the project, or loss of jobs as a result of the project</li> <li>- Membership and leadership in industry or workers' organizations or similar groups created by the project</li> <li>- Participation in training, by type of training</li> <li>- Distribution of project inputs other than credit (market linkages, technical information, design)</li> </ul>					
<b>8.0 Sex-disaggregated database</b> (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)		
<b>9.0 Resources</b> (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)					
<b>10.0 Relationship with the agency's GAD efforts</b> (max score: 2; for each item or question, 0.67)					
10.1 Will the project build on or strengthen the agency/ NCRFW/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

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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 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 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)		
<b>Project identification and planning</b>					
<b>1.0</b> <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)					
<b>2.0</b> <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?					
<b>3.0</b> <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)		
<b>Project design</b>					
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"> <li>- Net enrolment or school participation rate</li> <li>- Passing rate for female and male students (NEAT, NSAT, HSRT)</li> <li>- Participation in training and similar project activities, by type of training or activity</li> <li>- Employment generated by the project</li> </ul>					
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/ NCRFW/ 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.)					

<b>Interpretation of the GAD score</b>
0 - 3.9 GAD is invisible in the project (proposal is returned).
4.0 - 7.9 Proposed project <b>has promising GAD prospects</b> (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 <b>gender-sensitive</b> (proposal passes the GAD test).
15.0 - 20.0 Proposed project is <b>gender-responsive</b> (proponent is commended).

# GAD CHECKLIST FOR HEALTH PROJECTS

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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 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 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)		
<b>Project identification and planning</b>					
<b>1.0</b> <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)					
<b>2.0</b> <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?					
<b>3.0</b> <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?					
<b>Project design</b>					
<b>4.0</b> <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)					
<b>5.0</b> <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)		
<b>6.0 Gender analysis of the designed project</b> (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)					
<b>7.0 Monitoring targets and indicators</b> (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"> <li>- Utilization of health services</li> <li>- Mortality and morbidity rates among children and adults</li> <li>- Participation in training and similar project activities, by type of training or activity</li> <li>- Representation in health boards and similar health decision-making bodies</li> <li>- Participation in reproductive health programs and services</li> <li>- Employment generated by the project</li> </ul>					

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/ NCRFW/ 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

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## 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 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 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)		
<b>Project identification and planning</b>					
<b>1.0</b> <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)					
<b>2.0</b> <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)		
<b>3.0</b> <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?					
<b>Project design</b>					
<b>4.0</b> <i>Gender equality goals, outcomes, and outputs</i> (max score: 2; for each item, 1)					
<b>4.1</b> Do project objectives explicitly refer to women and men as partners or beneficiaries of the project? (possible scores: 0, 0.5, 1.0)					
<b>4.2</b> Does the project have gender equality outputs or outcomes? (see text for examples) (possible scores: 0, 0.5, 1.0)					
<b>5.0</b> <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?					
<b>6.0</b> <i>Gender analysis of the designed project</i> (max score: 2)					
<b>6.1</b> <i>Gender division of labor</i> (max score: 0.67; for each question, 0.33)					
<b>6.1.1</b> Will the design of houses/settlements consider the needs of both women and men? (possible scores: 0, 0.17, 0.33)					
<b>6.1.2</b> 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)					
<b>6.2</b> <i>Access to and control of resources</i> (max score: 0.67; for each question, 0.22)					
<b>6.2.1</b> Will the project provide equal opportunities for women and men to own a house? (possible scores: 0, 0.11, 0.22)					
<b>6.2.2</b> 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)					
<b>6.2.3</b> 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"> <li>- Ownership of the housing units</li> <li>- Satisfaction rate with the housing or settlement design and layout</li> <li>- Membership and leadership in homeowners' or similar community-based organizations</li> <li>- Participation in training and similar project activities, by type of training</li> <li>- Employment generated or loss of livelihood as a result of the project</li> </ul>					
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/ NCRFW/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

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## 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 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 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)		
<b>Project identification and planning</b>					
<b>1.0</b> <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)					
<b>2.0</b> <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)		
<b>3.0</b> <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?					
<b>Project design</b>					
<b>4.0</b> <i>Gender equality goals, outcomes, and outputs</i> (max score: 2; for each item, 0.67)					
<b>4.1</b> 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)					
<b>4.2</b> Does the project have gender equality outputs or outcomes? (possible scores: 0, 0.33, 0.67)					
<b>4.3</b> 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)					
<b>5.0</b> <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?					
<b>6.0</b> <i>Gender analysis of the designed project</i> (max score: 2)					
<b>6.1</b> <i>Gender division of labor</i> (max score: 0.67; for each question, 0.33)					
<b>6.1.1</b> 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)					
<b>6.1.2</b> 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)					

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)					
<b>7.0 <i>Monitoring targets and indicators</i></b> (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"> <li>- Recipients of humanitarian and other forms of assistance</li> <li>- Participation in peace negotiations and similar activities</li> <li>- Membership and leadership in organizations to be created by the project</li> <li>- Employment generated by the project</li> <li>- Loss of livelihood as a result of the project</li> </ul>					
<b>8.0 <i>Sex-disaggregated database</i></b> (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)		
<b>9.0 Resources</b> (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)					
<b>10.0 Relationship with the agency's GAD efforts</b> (max score: 2; for each item or question, 0.67)					
10.1 Will the project build on or strengthen the agency/NCRFW/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

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## 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.

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 guide question (col. 1)	Response (col. 2)			Score for the item or element (col. 3)
	No (2a)	Partly yes (2b)	Yes (2c)	
1.0 <i>Supportive project management</i> (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)				
2.2 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 <i>Technically competent staff or consultants</i> (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 <i>Committed Philippine government agency</i> (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 <i>GAD implementation processes and procedures</i> (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)				
<b>TOTAL GAD SCORE - PROJECT MANAGEMENT</b>				

### 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 the gender-related effects of the manner of project implementation; 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 a 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)	
<b>1.0</b> <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)				
<b>2.0</b> <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)				
<b>3.0</b> <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"> <li>• The project has helped in raising the education levels and health status of disadvantaged groups of women.</li> <li>• Women's access to productive resources, employment opportunities, and political and legal status has improved.</li> <li>• The project has created new opportunities or roles for women and men.</li> <li>• Men and women have been sensitized to gender issues and women's human rights.</li> <li>• The project has supported or instituted strategies to overcome any adverse effects on women.</li> </ul>				

Element and guide question (col. 1)	Response (col. 2)			Total score for the element (col. 3)
	No (2a)	Partly yes (2b)	Yes (2c)	
<ul style="list-style-type: none"> <li>The project has introduced follow-up activities to promote the sustainability of its gender equality results.</li> <li>There are project initiatives to ensure that improvements in the status of women and girls will be sustained and supported after project completion.</li> </ul>				
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)				
<b>4.0 <i>Project addresses gender issues arising from or during its implementation.</i></b> (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?				
Examples of gender issues: <ul style="list-style-type: none"> <li>Negative effects on the gender relationship as a result of new roles or resources created for women</li> <li>Additional workloads for women and men</li> <li>Displacement of women by men</li> <li>Loss of access to resources because of project rules</li> </ul>				
<b>5.0 <i>Participatory monitoring and evaluation processes</i></b> (max score: 2; for each item, 1)				
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)				
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)				
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 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 JUSTICE PROJECTS

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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 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 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)		
<b>Project identification</b>					
<b>1.0</b> <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)					
<b>2.0</b> <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?					
<b>3.0</b> <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?					
<b>Project design</b>					
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)					
<b>7.0 <i>Monitoring targets and indicators</i></b> (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"> <li>- Access to the justice delivery system</li> <li>- Participation of justices, judges, court personnel, mediators, and litigants in gender training</li> <li>- Satisfaction rate with the performance of various pillars of justice (courts, police, etc.)</li> <li>- Participation in administrative and decision-making processes</li> <li>- Rate of utilization of project outputs</li> </ul>					
<b>8.0 <i>Sex-disaggregated database</i></b> (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					
<b>9.0 <i>Resources</i></b> (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)					
<b>10.0 Relationship with the agency's GAD efforts</b> (max score: 2; for each item, 0.67)					
10.1 Will the project build on or strengthen the agency/ NCRFW/ 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)					
<b>TOTAL GAD SCORE - PROJECT IDENTIFICATION AND DESIGN STAGES</b> (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

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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; Gurumurthy 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 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 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)		
<b>Project identification</b>					
<b>1.0</b> <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)					
<b>2.0</b> <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?					
<b>3.0</b> <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?					
<b>Project design</b>					
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)					
<b>7.0 <i>Monitoring targets and indicators</i></b> (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"> <li>- Increased rate of apprehension of criminals, by sex of victims and perpetrators, and by type of crime</li> <li>- Rate of utilization of the ICT-driven service, by sex of users</li> <li>- Time savings produced by ICT-driven service, by sex of users</li> <li>- Participation in training and other project activities</li> <li>- Employment generated by the project</li> </ul>					
<b>8.0 <i>Sex-disaggregated database</i></b> (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					
<b>9.0 <i>Resources</i></b> (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)					
<b>10.0 Relationship with the agency's GAD efforts</b> (max score: 2; for each item, 0.67)					
10.1 Will the project build on or strengthen the agency/ NCRFW/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)					
<b>TOTAL GAD SCORE – PROJECT IDENTIFICATION AND DESIGN STAGES</b> (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

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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 retained 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 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 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)		
<b>Project identification</b>					
<b>1.0</b> <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)					
<b>2.0</b> <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?					
<b>3.0</b> <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?					
<b>Project design</b>					
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)					
<b>7.0 <i>Monitoring targets and indicators</i></b> (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"> <li>- Types of enterprises for which microfinance loans are used</li> <li>- Volume of sales and production or net earnings by enterprise partly or fully financed by the project</li> <li>- Number of borrowers and amount of loans, by category of borrower</li> <li>- Repayment rate</li> <li>- Rate of utilization of the microfinance facility</li> <li>- Total time and cost involved in applying for and repaying microfinance loans</li> <li>- Number of woman microenterprises that have graduated into SMEs</li> <li>- Participation in training and other project activities</li> <li>- Employment generated by the project</li> <li>- Microfinance policies and programs that address credit and other gender needs of clients</li> <li>- Representation or woman beneficiaries in microfinance decision-making bodies</li> </ul>					
<b>8.0 <i>Sex-disaggregated database</i></b> (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)		
<b>9.0 Resources</b> (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)					
<b>10.0 Relationship with the agency's GAD efforts</b> (max score: 2; for each item, 0.67)					
10.1 Will the project build on or strengthen the agency/ NCRFW/ 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)					
<b>TOTAL GAD SCORE - PROJECT IDENTIFICATION AND DESIGN STAGES</b> (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).