GAD CHECKLIST FOR AGRICULTURAL AND AGRARIAN REFORM PROJECTS

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

GENDER ISSUES AND GENDER EQUALITY RESULTS

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

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

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

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

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

GENDER ANALYSIS QUESTIONS

Gender analysis is required at two points of the project pre-implementation stage: as part of project identification, and after the project has been designed. The guide questions in box 3 (page 8), Part 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 and design stages.
6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

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

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification and planning					
1.0 ***Participation of women and men in project identification*** (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)					
2.0 ***Collection of sex-disaggregated data and gender-related information prior to project design*** (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					
3.0 ***Conduct of gender analysis and identification of gender issues (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)		
Project design					
4.0 ***Gender equality goals, outcomes, and outputs*** (max score: 2; for each item, 1)					
4.1 Do project objectives explicitly refer to women and men? 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)					
5.0 ***Matching of strategies with gender issues*** (max score: 2; for each item, 1)					
5.1 Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities? (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)					
6.0 ***Gender analysis of the designed project*** (max score: 2)					
6.1 Gender division of labor (max score: 0.67; for each question, 0.33)					
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 Access to and control of agricultural resources (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 *Constraints* (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)					
7.0 *Monitoring targets and indicators* (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)					
8.0 *Sex-disaggregated database* (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					
9.0 *Resources* (max score: 2; for each item, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? 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 ***Relationship with the agency's GAD efforts*** (max score: 2; for each item or question, 0.67)					
10.1 Will the project build on or strengthen the agency/ PCW/ government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE– PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements, or the figures in thickly bordered cells.)					

Interpretation of the GAD score

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

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

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

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

GAD CHECKLIST FOR NATURAL RESOURCE MANAGEMENT PROJECTS

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

GENDER ISSUES AND GENDER EQUALITY RESULTS

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

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

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

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

GENDER ANALYSIS QUESTIONS

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

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

Gender division of labor and gender needs

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

Access to and control of natural resources

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

Constraints

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

GUIDE FOR ACCOMPLISHING THE CHECKLIST

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

Guide for accomplishing box 9

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

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

3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.

   a. To ascertain the score for a GAD element, a three-point rating scale is provided: "0" when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and "2" (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.

   b. The scores for "partly yes" differ by element. For instance, the score for "partly yes" for Elements 2.0, 3.0, 5.0, 7.0, and 8.0 is "1." For elements with two or more items or questions (such as Element 1.0), the rating is the sum of the scores of the items or questions that falls short of the maximum "2."

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

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

4. For an element (col. 1) that has more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.

5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.

6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

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

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

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:					
- Greater gender parity in the distribution of project resources (land, credit, technology, training opportunities) - Increased participation of women and men in project activities - Improved representation of women in decision-making bodies created by the program or project					
5.0 Matching of strategies with gender issues (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 Gender analysis of the designed project (max score: 2)					
6.1 Gender division of labor (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 Access to and control of resources (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 *Constraints* (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 Monitoring targets and indicators (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? Examples of gender differences that may be monitored:					
- Adoption rates of agroforestry or resource management technology - Membership and leadership in farmers' or fishers' organizations or similar groups created by the project - Participation in training and similar project activities, by type of training or activity - Dispersal of project inputs (land, animals, seeds or planting materials, credit)					
8.0 Sex-disaggregated database (possible scores: 0, 1.0, 2.0) Does the project monitoring framework or plan include the collection of sex-disaggregated data?					
9.0 Resources (max score: 2; for each item or question, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or to promote gender equality and women's empowerment? OR, is the project committing itself to invest project staff time in building capacity for integrating GAD or promoting gender equality? (*possible scores: 0, 0.5, 1.0*)					

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

Interpretation of the GAD score

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

GAD CHECKLIST FOR INFRASTRUCTURE PROJECTS

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

GENDER ISSUES AND GENDER EQUALITY RESULTS

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

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

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

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

GENDER ANALYSIS QUESTIONS

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

Gender division of labor and gender needs

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

Access to and control of resources and benefits

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

Constraints

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

GUIDE FOR ACCOMPLISHING THE CHECKLIST

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

Guide for accomplishing box 10

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

e. For *Element 5.0*, "partly yes" means having gender equality strategies or activities but no stated gender issues to match the activities (Q5.1); while a full "yes" means there is an identified gender issue and there are activities seeking to address these issues. In the case of Q5.2, "partly yes" means the project builds on women's and men's knowledge and skills as a token, or not in a serious way.

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

g. For *Element 7.0*, "partly yes" means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.

h. For *Element 8.0*, "partly yes" means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full "yes" means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.

i. For *Element 9.0*, "partly yes" means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).

j. For *Element 10.0*, a "partly yes" response to Q10.1 means there is a mention of the agency's GAD plan but no direct connection is made to incorporate the project's GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.

3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.

   a. To ascertain the score for a GAD element, a three-point rating scale is provided: "0" when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and "2" (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.

   b. The scores for "partly yes" differ by element. For instance, the score for "partly yes" for Elements 2.0, 3.0, 7.0, and 8.0 is "1." For elements with two or more items or questions (such as Element 1.0), the rating for a "partial yes" is the sum of the scores of the items or questions that falls short of the maximum "2."

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

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

4. For an element (col. 1) that has more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.

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

Box 10. GAD checklist for designing and evaluating infrastructure projects

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

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
4.2 Does the project have gender equality outputs or outcomes? (see examples in the text) (possible scores: 0, 0.5, 1.0)					
5.0 ***Matching of strategies with gender issues*** (max score: 2; for each item, 1)					
5.1 Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities? (possible scores: 0, 0.5, 1.0)					
5.2 Does the project build on women's and men's knowledge and skills? (possible scores: 0, 0.5, 1.0)					
6.0 ***Gender analysis of the designed project*** (max score: 2)					
6.1 *Gender division of labor* (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 *Access to and control of resources* (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 *Constraints* (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)		
7.0 ***Monitoring targets and indicators*** (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? For instance, will the following gender differences be monitored:					
– Utilization rate of the infrastructure or facility – Membership and leadership in users' organizations – Participation in training and similar project activities, by type of training or activity – Employment generated by the project – Loss of livelihood as a result of the project					
8.0 ***Sex-disaggregated database*** (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					
9.0 ***Resources*** (max score: 2; for each question, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or promote gender equality and women's empowerment? OR, will the project invest in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 ***Relationship with the agency's GAD efforts*** (max score: 2; for each item or question, 0.67)					
10.1 Will the project build on or strengthen agency/ PCW/government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE – PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements, or the figures in thickly bordered cells.)					

Interpretation of the GAD score

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

GAD CHECKLIST FOR PRIVATE SECTOR DEVELOPMENT PROJECTS

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

GENDER ISSUES AND GENDER EQUALITY RESULTS

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

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

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

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

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

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

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

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

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

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

GENDER ANALYSIS QUESTIONS

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

Gender division of labor and gender needs

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

Access to and control of resources

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

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

Constraints

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

GUIDE FOR ACCOMPLISHING THE CHECKLIST

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

Guide for accomplishing box 11

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

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

b. For *Element 2.0*, "partly yes" means some information has been classified by sex but may not be key to helping identify key gender issues that a planned project must address. In contrast, a full "yes" implies that qualitative and quantitative data are cited in the analysis of the development issue or project.

c. For *Element 3.0*, a "partly yes" means a superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).

d. For *Element 4.0*, "partly yes" means women are identified in the project objectives but only in connection with traditional roles or economic activities (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full "yes" to Q4.1 signifies that women's nontraditional roles are also recognized, while a full "yes" to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logframe.

e. For *Element 5.0*, "partly yes" means having gender equality strategies or activities but no stated gender issues to match the activities while a full "yes" means there is an identified gender issue and there are activities seeking to address these issues.

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

g. For *Element 7.0*, "partly yes" means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.

h. For *Element 8.0*, "partly yes" means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full "yes" means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.

i. For *Element 9.0*, "partly yes" means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).

j. For *Element 10.0*, a "partly yes" response to Q10.1 means there is a mention of the agency's GAD plan but no direct connection is made to incorporate the project's GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.

3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.

   a. To ascertain the score for a GAD element, a three-point rating scale is provided: "0" when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and "2" (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.

   b. The scores for "partly yes" differ by element. For instance, the score for "partly yes" for Elements 2.0, 3.0, 5.0, 7.0, and 8.0 is "1." For elements with two or more items or questions

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

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

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

4. For an element (col. 1) that has more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.

5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.

6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

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

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

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
3.0 ***Conduct of gender analysis and identification of gender issues (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 the development issue in the project document include gender issues that the project must address?					
Project design					
4.0 ***Gender equality goals, outcomes and outputs*** (max score: 2; for each question, 1)					
4.1 Do project objectives explicitly refer to women and men? (possible scores: 0, 0.5, 1.0)					
4.2 Does the project have gender equality outputs or outcomes? (see text for examples) (possible scores: 0, 0.5, 1.0)					
5.0 ***Matching of strategies with gender issues*** (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?					
6.0 ***Gender analysis of the designed project*** (max score: 2)					
6.1 Gender division of labor (max score: 0.67; for each question, 0.22)					
6.1.1 Will the project help woman entrepreneurs become more efficient in their chosen fields? (possible scores: 0, 0.11, 0.22)					
6.1.2 Will the project help address the issue of multiple work burdens of women? (possible scores: 0, 0.11, 0.22)					
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)					
6.2 Access to and control of resources (max score: 0.67; for each question, 0.22)					
6.2.1 Will women have access to sufficient credit, information, training, and services or facilities? (possible scores: 0, 0.11, 0.22)					
6.2.2 Will women be involved in decision making on key aspects of the 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)		
6.2.3 Does the project have measures for mitigating negative effects on women and men? (possible scores: 0, 0.11, 0.22)					
6.3 ***Constraints*** (max score: 0.67; for each item, 0.33)					
6.3.1 Is the proposed project design socially or culturally acceptable and accessible to women? Can women effectively participate or benefit from the project? (possible scores: 0, 0.17, 0.33)					
6.3.2 Has the project devised strategies to overcome the constraints to project participation by women and by men? Specifically, has the project considered that the constraints to women's participation may require separate programming (by way of separate groups, activities, or components)? IF SEPARATE PROGRAMMING IS NEEDED: Has the project addressed this? (possible scores: 0, 0.17, 0.33)					
7.0 ***Monitoring targets and indicators*** (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? Examples of gender differences that may be monitored:					
- Ownership of enterprises/establishments - Management of enterprises/establishments - Performance of women- and men-owned enterprises in areas of project interventions - Participation in trade missions - Borrowers' and loan profiles - Rate of adoption of project interventions - Satisfaction rate with project interventions - Membership and leadership in the project's partner organizations (industry or business service organizations) - Employment generated by the project, or loss of jobs as a result of the project - Membership and leadership in industry or workers' organizations or similar groups created by the project - Participation in training, by type of training - Distribution of project inputs other than credit (market linkages, technical information, design)					
8.0 ***Sex-disaggregated database*** (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					

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

Interpretation of the GAD score

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

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

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

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

GAD CHECKLIST FOR EDUCATION PROJECTS

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

GENDER ISSUES AND GENDER EQUALITY RESULTS

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

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

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

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

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

GENDER ANALYSIS QUESTIONS

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

Gender division of labor and gender needs

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

Access to and control of educational services and benefits

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

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

Constraints to participation

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

GUIDE FOR ACCOMPLISHING THE CHECKLIST

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

Guide for accomplishing box 12

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

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

c. For *Element 3.0*, a "partly yes" means a superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).

d. For *Element 4.0*, "partly yes" means women are identified in the project objectives but only in connection with traditional roles or economic activities (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full "yes" to Q4.1 signifies that women's nontraditional roles are also recognized, while a full "yes" to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logframe.

e. For *Element 5.0*, "partly yes" means having gender equality strategies or activities but no stated gender issues to match the activities, while a full "yes" means there is an identified gender issue and there are activities seeking to address these issues.

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

g. For *Element 7.0*, "partly yes" means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.

h. For *Element 8.0*, "partly yes" means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full "yes" means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.

i. For *Element 9.0*, "partly yes" means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).

j. For *Element 10.0*, a "partly yes" response to Q10.1 means there is a mention of the agency's GAD plan but no direct connection is made to incorporate the project's GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.

3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.

a. To ascertain the score for a GAD element, a three-point rating scale is provided: "0" when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and "2" (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.

b. The scores for "partly yes" differ by element. For instance, the score for "partly yes" for Elements 2.0, 3.0, 5.0, 7.0, and 8.0 is "1." For elements with two or more items or questions (such as Element 1.0), the rating for a "partial yes" is the sum of the scores of the items or questions that falls short of the maximum "2."

c. For Element 9.0, which has two items (9.1 and 9.2), the maximum score **for each item** is pegged at "1.0" and "partly yes" is "0.5." Hence, if a project scores a full "1.0" in one question but "0" in the other, or if a project scores "partly yes" (or "0.5") in each of the two items, the total rating for Element 9.0 will be "partly yes" with a score of "1.0." If a project

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

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

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

Box 12. GAD checklist for designing and evaluating education projects

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

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project design					
4.0 ***Gender equality goals, outcomes, and outputs*** (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 ***Matching of strategies with gender issues*** (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?					
6.0 ***Gender analysis of the designed project*** (max score: 2)					
6.1 Gender division of labor (max score: 0.67; for each question, 0.22)					
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 Access to and control of resources (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 Constraints (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 ***Monitoring targets and indicators*** (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? Examples of gender differences that may be monitored:					
– Net enrolment or school participation rate – Passing rate for female and male students (NEAT, NSAT, HSRT) – Participation in training and similar project activities, by type of training or activity – Employment generated by the project					
8.0 ***Sex-disaggregated database*** (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					
9.0 ***Resources*** (max score: 2; for each item, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or promote gender equality and women's empowerment? OR, is the project committed to investing project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 ***Relationship with the agency's GAD efforts*** (max score: 2; for each item or question, 0.67)					
10.1 Will the project build on or strengthen the agency/ PCW/government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					

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

Interpretation of the GAD score

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

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

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

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

GAD CHECKLIST FOR HEALTH PROJECTS

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

GENDER ISSUES AND GENDER EQUALITY RESULTS

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

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

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

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

GENDER ANALYSIS QUESTIONS

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

Gender division of labor and gender needs

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

Access to and control of health services and benefits

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

Constraints to participation

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

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

GUIDE FOR ACCOMPLISHING THE CHECKLIST

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

Guide for accomplishing box 13

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

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

g. For *Element 7.0*, "partly yes" means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.

h. For *Element 8.0*, "partly yes" means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full "yes" means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.

i. For *Element 9.0*, "partly yes" means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).

j. For *Element 10.0*, a "partly yes" response to Q10.1 means there is a mention of the agency's GAD plan but no direct connection is made to incorporate the project's GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.

3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.

   a. To ascertain the score for a GAD element, a three-point rating scale is provided: "0" when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and "2" (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.

   b. The scores for "partly yes" differ by element. For instance, the score for "partly yes" for Elements 2.0, 3.0, 5.0, 7.0, and 8.0 is "1." For elements with two or more items or questions (such as Element 1.0), the rating for a "partial yes" is the sum of the scores of the items or questions that falls short of the maximum "2."

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

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

4. For an element (col. 1) that has more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.

5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.

6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

Box 13. GAD checklist for designing and evaluating health projects

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

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.0 ***Gender analysis of the designed project*** (max score: 2)					
6.1 Gender division of labor (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 Access to and control of resources (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, 033)					
6.3 Constraints (max score: 0.67; for each item, 0.33)					
6.3.1 Are there cultural constraints on health measures that the project will be introducing? (possible scores: 0, 0.17, 0.33)					
6.3.2 Has the project considered financial costs of participation that may hamper women's and men's access to the project's health services or facilities? (possible scores: 0, 0.17, 0.33)					
7.0 ***Monitoring targets and indicators*** (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? Examples of gender differences that may be monitored:					
– Utilization of health services – Mortality and morbidity rates among children and adults – Participation in training and similar project activities, by type of training or activity – Representation in health boards and similar health decision-making bodies – Participation in reproductive health programs and services – Employment generated by the project					

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

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

Interpretation of the GAD score

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

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

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

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

GAD CHECKLIST FOR WOMEN IN AREAS UNDER ARMED CONFLICT

GENDER ISSUES AND GENDER EQUALITY RESULTS

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

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

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

GENDER ANALYSIS QUESTIONS

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

Gender division of labor and gender needs

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

Access to and control of health services and benefits

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

Constraints to participation

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

GUIDE FOR ACCOMPLISHING THE CHECKLIST

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

Guide for accomplishing box 15

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

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

c. For *Element 3.0*, "partly yes" means a superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).

d. For *Element 4.0*, "partly yes" means women are identified in the project objectives but only in connection with traditional roles or economic activities (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full "yes" to Q4.1 signifies that women's nontraditional roles are also recognized, while a full "yes" to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logframe.

e. For *Element 5.0*, "partly yes" means having gender equality strategies or activities but no stated gender issues to match the activities, while a full "yes" means there is an identified gender issue and there are activities seeking to address these issues.

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

g. For *Element 7.0*, "partly yes" means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.

h. For *Element 8.0*, "partly yes" means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full "yes" means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.

i. For *Element 9.0*, "partly yes" means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).

j. For *Element 10.0*, a "partly yes" to Q10.1 means there is a mention of the agency's GAD plan but no direct connection is made to incorporate the project's GAD efforts to the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.

3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.

a. To ascertain the score for a GAD element, a three-point rating scale is provided: "0" when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and "2" (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.

b. The scores for "partly yes" differ by element. For instance, the score for "partly yes" for Elements 2.0, 3.0, 5.0, 7.0, and 8.0 is "1." For elements with two or more items or questions (such as Element 1.0), the rating for a "partial yes" is the sum of the scores of the items or questions that falls short of the maximum "2."

c. For Element 9.0, which has two items (9.1 and 9.2), the maximum score **for each item** is pegged at "1.0" and "partly yes" is "0.5." Hence, if a project scores a full "1.0" in one question but "0" in the other, or if a project scores "partly yes" (or "0.5") in each of the two items, the total rating for Element 9.0 will be "partly yes" with a score of "1.0." If a project

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

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

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

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

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

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

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 *Access to and control of resources* (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 *Constraints* (max score: 0.67; for each item, 0.33)					
6.3.1 Has consideration been given to how social, cultural, religious, and economic factors influence gender relations in humanitarian relief and long-term rehabilitation activities? (possible scores: 0. 0.17, 0.33)					
6.3.2 Does the project design have measures to address constraints to both women's and men's participation? (possible scores: 0. 0.17, 0.33)					
7.0 ***Monitoring targets and indicators*** (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? Examples of gender differences that may be monitored:					
- Recipients of humanitarian and other forms of assistance - Participation in peace negotiations and similar activities - Membership and leadership in organizations to be created by the project - Employment generated by the project - Loss of livelihood as a result of the project					
8.0 ***Sex-disaggregated database*** (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					

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

Interpretation of the GAD score

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

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

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

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

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

PROJECT IMPLEMENTATION AND MANAGEMENT

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

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

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

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

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

PROJECT MONITORING AND EVALUATION

Apart from checking on project management, the progress and performance of projects is periodically assessed as part of project monitoring. Meanwhile, project evaluation generally takes place at the end of the project, although a midterm evaluation is generally conducted in

projects that have run for three years or more. Monitoring and evaluation aims to ascertain the project's success in achieving its targets and goals, assess practices and processes, and cull important lessons from the experiences and problems encountered by the project. A menu of sample GAD monitoring indicators is provided in appendix C.

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 ***Supportive project management*** (max score: 2; for each item, 1.0)				
1.1 Is the project leadership (project steering/advisory committee or management) supportive of GAD or gender equality goals? For instance, has it mobilized adequate resources to support strategies that address gender issues or constraints to women's and men's participation during project implementation? (possible scores: 0, 0.5, 1.0)				
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 ***Technically competent staff or consultants*** (max score: 2; for each item, 0.67)				
2.1 Are the project staff members technically prepared to promote gender equality or integrate GAD in their respective positions/locations? OR, is there an individual or group responsible for promoting gender equality in the project? OR, has the project tapped local gender experts to assist its staff/partners in integrating gender equality in their activities or in project operations? (possible scores: 0, 0.33, 0.67)				
2.2 Does the project require the presence of women and men in the project implementation team? (possible scores: 0, 0.33, 0.67)				
2.3 Does project require its monitoring and evaluation team (personnel or consultants) to have technical competence for GAD evaluation? (possible scores: 0, 0.33, 0.67)				
3.0 ***Committed Philippine government agency*** (max score: 2; for each item, 1)				
3.1 Are regular agency personnel involved in implementing project GAD initiatives? OR, are agency officials or personnel participating in GAD training sponsored by the project? (possible scores: 0, 0.5, 1.0)				
3.2 Has the agency included the project's GAD efforts in its GAD plans? (possible scores: 0, 0.5, 1.0)				
4.0 ***GAD implementation processes and procedures*** (max score: 2; for each item, 0.5)				
4.1 Do project implementation documents incorporate a discussion of GAD concerns? IF APPLICABLE: Are subproject proposals required to have explicit GAD objectives and to have been supported by gender analysis? (possible scores: 0, 0.25, 0.50)				
4.2 Does the project have an operational GAD strategy? Alternately, has the project been effective in integrating GAD into the development activity? (possible scores: 0, 0.25, 0.50)				
4.3 Does the project have a budget for activities that will build capacities for doing GAD tasks (gender analysis, monitoring, etc.) (possible scores: 0, 0.25, 0.50)				
4.4 Does the project involve women and men in various phases of subprojects? (possible scores: 0, 0.25, 0.50)				
TOTAL GAD SCORE – PROJECT MANAGEMENT				

Guide for accomplishing box 17

1. Put a check ☑ in the appropriate cell (2a to 2c) under "Response" to signify the degree to which a project has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly done or answered; and under col. 2c if an element, item, or question has been fully complied with.

2. The "partly yes" response is relevant in the following:
   a. For *Element 1.0*, the project has token gender equality or GAD outcome or output (Q1.1) or uses GAD indicators in only a few activities, inputs, or outputs (Q1.2). The two instances suggest that GAD has not been integrated into the project monitoring system.
   b. For *Element 2.0*, there is token study of GAD or monitoring of GAD impact is limited to only one level of women's empowerment and gender equality, that is, welfare, access, conscientization, participation, or control (Q2.1); classification of data by sex has been done in only one or two of the GAD areas cited (Q2.2); there is limited mention of GAD information in the GAD section of project reports (Q2.3); or when information are reported to higher levels of the project or agency, many of the data classified by sex at the field level have been lost or have become total figures for women and men (Q2.4).
   c. For *Element 3.0*, not all the improved welfare or status targets are being or have been met (Q3.1); or some or a little capacity to implement gender-sensitive projects has been developed in the implementing agency (Q3.2).
   d. For *Element 4.0*, there is little awareness within the project of 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)	
1.0 ***Project monitoring system being used by the project includes indicators that measure gender differences in outputs, results, and outcomes.*** (max score: 2; for each item, 1)				
1.1 Does the project require gender-sensitive outputs and outcomes? (possible scores: 0, 0.5, 1.0)				
1.2 Does the project monitor its activities, inputs, outputs, and results using GAD or gender equality indicators? (possible scores: 0, 0.5, 1.0)				
2.0 ***Project database includes sex-disaggregated and gender-related information.*** (max score: 2; for each item, 0.5)				
2.1 Does the project support studies to assess gender issues and impacts? OR, have sex-disaggregated data been collected on the project's impact on women and men in connection with welfare, access to resources and benefits, awareness or consciousness raising, participation, and control? (possible scores: 0, 0.25, 0.50)				
2.2 Have sex-disaggregated data been collected on the distribution of project resources to women and men, and on the participation of women and men in project activities and in decision making? IF APPLICABLE: Does the project require its subprojects to include sex-disaggregated data in their reports? (possible scores: 0, 0.25, 0.50)				
2.3 Do project and subproject reports include sex-disaggregated data or cover gender equality or GAD concerns, initiatives, and results (that is, information on gender issues and how these are addressed)? (possible scores: 0, 0.25, 0.50)				
2.4 Are sex-disaggregated data being "rolled up" from the field to the national level? (possible scores: 0, 0.25, 0.50)				
3.0 ***Gender equality and women's empowerment targets are being met.*** (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)				
Examples of indicators: • The project has helped in raising the education levels and health status of disadvantaged groups of women. • Women's access to productive resources, employment opportunities, and political and legal status has improved. • The project has created new opportunities or roles for women and men. • Men and women have been sensitized to gender issues and women's human rights. • The project has supported or instituted strategies to overcome any adverse effects on women.				

Element and guide question (col. 1)	Response (col. 2)			Total score for the element (col. 3)
	No (2a)	Partly yes (2b)	Yes (2c)	
• The project has introduced follow-up activities to promote the sustainability of its gender equality results. • There are project initiatives to ensure that improvements in the status of women and girls will be sustained and supported after project completion.				
3.2 Has the project helped in developing the capacity of the implementing agency for implementing gender-sensitive projects? (possible scores: 0, 1.0, 2.0)				1
4.0 ***Project addresses gender issues arising from or during its implementation.*** (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: • Negative effects on the gender relationship as a result of new roles or resources created for women • Additional workloads for women and men • Displacement of women by men • Loss of access to resources because of project rules				
5.0 ***Participatory monitoring and evaluation processes*** (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

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

GENDER ISSUES

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

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

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

STRATEGIES AND DESIRED OUTCOMES

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

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

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

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

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

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

GENDER ANALYSIS

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

GUIDE FOR ACCOMPLISHING THE CHECKLIST

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

Guide for accomplishing box 18

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

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

g. For *Element 7.0*, "partly yes" means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.

h. For *Element 8.0*, "partly yes" means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full "yes" means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.

i. For *Element 9.0*, "partly yes" means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or to build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).

j. For *Element 10.0*, a "partly yes" response to Q10.1 means there is a mention of the agency's GAD plan but none of how to integrate the project's GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.

3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.

   a. To ascertain the score for a GAD element, a three-point rating scale is provided: "0" when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and "2" (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.

   b. The scores for "partly yes" differ by element. For instance, the score for "partly yes" for Elements 2.0, 5.0, 7.0, and 8.0 is "1." For elements with two or more items or questions (such as Element 1.0), the rating for a "partial yes" is the sum of the scores of the items or questions that falls short of the maximum "2."

   c. Elements 3.0 and 6.0 each have three items. Except Item 3.3, which asks one question, all items are made up of a set of questions. A maximum score for "yes" has been set for the element and item. The scores related to the questions under an item have to be added up to determine the item score; summing up the item scores will lead to the score for the element. A combination of "no" or "partly yes" responses to the questions in a set means the response to the item and the element is "partly yes" and the total score is less than the stated maximum.

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

   e. Like Elements 3.0 and 6.0, Element 10.0 has three items, with the maximum score **for each item** pegged at "0.67" and "partly yes" at "0.33." The rating for the element will be "partly yes" if the total score of the three items is positive but less than "2.0," the maximum for the element.

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

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

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification					
1.0 ***Participation of women and men in project identification*** (max score: 2; for each question, 0.67)					
1.1 Has the project consulted women and men, women's groups, or NGOs on the problem or issue that the intervention must solve and on the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have the inputs of women and men been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.33, 0.67)					
2.0 ***Collection of sex-disaggregated data and gender-related information prior to project design*** (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					
3.0 ***Conduct of gender analysis and identification of gender issues*** (max score: 2.0; for each item, 0.67)					
3.1 Gender division of labor and gender needs (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. *Access to and control of resources* (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. *Constraints* (possible scores: 0, 0.33, 0.67) Has the situation analysis included a consideration of the possible constraints to women's and men's participation in the proposed project?					
Project design					
4.0 ***Gender equality goals, outcomes, and outputs*** (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 ***Matching of strategies with gender issues*** (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals? That is, will the project eliminate or at least reduce gender gaps and inequities?					
6.0 ***Gender analysis of the designed project*** (max score: 2; for each item, 0.67)					
6.1 Gender division of labor (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 *Access to and control of resources* (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 *Constraints* (max score: 0.67; for each question, 0.22)					
6.3.1 Is the proposed project socially or culturally acceptable and accessible to women? Can they use it? (possible scores: 0, 0.11, 0.22)					
6.3.2 Will the project offer facilities and services that will support both women's and men's participation in different stages of the project? (possible scores: 0, 0.11, 0.22)					
6.3.3 Has the project designed measures to address constraints to equal participation and benefits of women and men? (possible scores: 0, 0.11, 0.22)					
7.0 ***Monitoring targets and indicators*** (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? For instance, will the following gender differences be monitored:					
- Access to the justice delivery system - Participation of justices, judges, court personnel, mediators, and litigants in gender training - Satisfaction rate with the performance of various pillars of justice (courts, police, etc.) - Participation in administrative and decision-making processes - Rate of utilization of project outputs					
8.0 ***Sex-disaggregated database*** (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					
9.0 ***Resources*** (max score: 2; for each question, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					

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

Interpretation of the GAD score

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

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

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

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

GAD CHECKLIST FOR ICT PROJECTS

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

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

GENDER ISSUES AND GENDER EQUALITY RESULTS

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

6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

Box 19. GAD checklist for designing and evaluating ICT projects

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification					
1.0 ***Participation of women and men in project identification*** (max score: 2; for each question, 0.67)					
1.1 Has the project consulted women and men, women's groups, or NGOs on the problem or issue that the intervention must solve and on the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have the inputs of women and men been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.33, 0.67)					
2.0 ***Collection of sex-disaggregated data and gender-related information prior to project design*** (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					
3.0 ***Conduct of gender analysis and identification of gender issues*** (max score: 2.0; for each item, 0.67)					
3.1 Gender division of labor and gender needs (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. Access and control of resources (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 Constraints (possible scores: 0, 0.33, 0.67) Has the situation analysis considered the possible constraints to women's and men's participation in the activities and benefits of the proposed project?					
Project design					
4.0 ***Gender equality goals, outcomes, and outputs*** (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 ***Matching of strategies with gender issues*** (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? That is, will the project eliminate or at least reduce gender gaps and inequities?					
6.0 ***Gender analysis of the designed project*** (max score: 2; for each item, 0.67)					
6.1 Gender division of labor (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 Access to and control of resources (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 Constraints (max score: 0.67; for each question, 0.33)					
6.3.1 Has the project addressed any constraint faced particularly by women in attending project-sponsored training? (possible scores: 0, 0.11, 0.22)					
6.3.2 Has the project considered the financial costs of participation in the ICT project that may restrict access to the benefits of the new technology? (possible scores: 0, 0.11, 0.22)					
6.3.3 Has the project designed measures to address constraints to equal participation and benefits of women and men? (possible scores: 0, 0.11, 0.22)					
7.0 ***Monitoring targets and indicators*** (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? For instance, will the following gender differences be monitored:					
- Increased rate of apprehension of criminals, by sex of victims and perpetrators, and by type of crime - Rate of utilization of the ICT-driven service, by sex of users - Time savings produced by ICT-driven service, by sex of users - Participation in training and other project activities - Employment generated by the project					
8.0 ***Sex-disaggregated database*** (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					
9.0 ***Resources*** (max score: 2; for each question, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					

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

Interpretation of the GAD score

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

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

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

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

GAD CHECKLIST FOR MICROFINANCE PROJECTS

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

GENDER ISSUES AND GENDER EQUALITY RESULTS

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

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

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

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

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

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

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

GENDER ANALYSIS

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

GUIDE FOR ACCOMPLISHING THE CHECKLIST

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

Guide for accomplishing box 20

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

h. For *Element 8.0*, "partly yes" means the project requires the collection of some empowerment data or information but not enough to track the effects of the project on women's empowerment. A full "yes" means quantitative and qualitative information will be collected to help monitor GAD or women's empowerment outcomes and outputs.

i. For *Element 9.0*, "partly yes" means there is a budget for GAD-related activities but not sufficient to ensure that the project will address relevant gender issues (Q9.1), or to build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).

j. For *Element 10.0*, a "partly yes" response to Q10.1 means there is a mention of the agency's GAD plan but none of the incorporation of the project's GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.

3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.

   a. To ascertain the score for a GAD element, a three-point rating scale is provided: "0" when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum if compliance is only partial; and "2" (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.

   b. The scores for "partly yes" differ by element. For instance, the score for "partly yes" for Elements 2.0, 5.0, 7.0, and 8.0 is "1." For elements with two or more items or questions (such as Element 1.0), the rating for a "partial yes" is the sum of the scores of the items or questions that falls short of the maximum "2."

   c. Elements 3.0 and 6.0 each have three items. Except Item 3.3, which asks one question, all items involve a set of questions. A maximum score for "yes" has been set for the element and item. The scores for the questions under an item have to be added up to determine the item score; summing up the item scores will lead to the score for the element. A combination of "no" or "partly yes" responses to the questions in a set means the response to the item and the element is "partly yes" and the total score is less than the stated maximum.

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

   e. Like Elements 3.0 and 6.0, Element 10.0 has three items, with the maximum score **for each item** pegged at "0.67" and "partly yes" at "0.33." The rating for the element will be "partly yes" if the total score of the three items is positive but less than "2.0," the maximum for the element.

4. For an element (col. 1) that has more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.

5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.

6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

Box 20. GAD checklist for designing and evaluating microfinance projects

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

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
3.2.2 Does the situation analysis cite sources of credit or savings groups of women and men? (possible scores: 0, 0.17, 0.33)					
3.3 Constraints (potential scores: 0, 0.33, 0.67) Has the situation analysis considered the possible constraints (cultural, legal, terms and conditions of institutional credit, transaction costs) to the participation of women and of men in the project?					
Project design					
4.0 ***Gender equality goals, outcomes, and outputs*** (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 ***Matching of strategies with gender issues*** (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 ***Gender analysis of the designed project*** (max score: 2; for each item, 0.67)					
6.1 Gender division of labor (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 *Access to and control of resources* (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 *Constraints* (max score: 0.67; for each question, 0.33)					
6.3.1 Will the proposed project be socially or culturally acceptable and accessible to women, including ultra-poor women? (possible scores: 0, 0.17, 0.33)					
6.3.2 Has the project considered financial costs that may restrict participation and access to project benefits by particular subgroups of poor women? (possible scores: 0, 0.17, 0.33)					
7.0 ***Monitoring targets and indicators*** (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:					
- Types of enterprises for which microfinance loans are used - Volume of sales and production or net earnings by enterprise partly or fully financed by the project - Number of borrowers and amount of loans, by category of borrower - Repayment rate - Rate of utilization of the microfinance facility - Total time and cost involved in applying for and repaying microfinance loans - Number of woman microenterprises that have graduated into SMEs - Participation in training and other project activities - Employment generated by the project - Microfinance policies and programs that address credit and other gender needs of clients - Representation or woman beneficiaries in microfinance decision-making bodies					
8.0 ***Sex-disaggregated database*** (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					

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

Interpretation of the GAD score

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

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

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

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

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

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

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

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

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

GENDER ISSUES

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

- significant differences in labor force participation—specifically, lower labor force participation of women—due to the pervasive gender division of roles into the productive (man as breadwinner) and reproductive (woman as homemaker) spheres;
- invisibility or low valuation of women's unpaid work at home, and lack of recognition of women's contribution to the economy;
- crowding of women and men in particular sectors, with a large number of women in subcontracting or informal sector work, which involves long hours and low pay and limited skills, capital and access to credit, with no or inadequate social protection;
- differences in membership and participation in trade unions, with women accounting for a small percentage of members and a much smaller share in leadership roles, and woman leaders being generally relegated to lower positions;

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

- inadequate training in nontraditional skills, which limits women to a narrow band of employment and livelihood opportunities;
- gender discrimination in the workplace through sexist advertising and gender role stereotypes in hiring, task assignments, and promotion;
- sexual harassment and other forms of gender-based violence;
- limited sex-disaggregated information on the informal sector and other vulnerable workers' groups (such as rural workers, particularly indigenous peoples);
- lack of sex-disaggregated data and similar information that can help identify gender issues in a sector, or low appreciation among planners, designers and implementers of the value of sex-disaggregated data as inputs to the planning and preparation of programs and projects; and
- little understanding of the needs and concerns of women, especially those in rural areas, and of the factors that may inhibit their participation in the project.

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

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

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

GENDER EQUALITY RESULTS

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

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

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

GENDER ANALYSIS QUESTIONS

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

These considerations are reformulated as guide questions, below.

Gender analysis guide questions at the project identification stage

Analysis of gender roles, perspectives, and needs

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

Analysis of access to and control of resources and benefits

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

Analysis of constraints and opportunities

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

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

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

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

FOR INFORMAL SECTOR PROJECTS:

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

FOR ENTERPRISE PROJECTS:

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

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

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

Constraints

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

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 21 enumerates the ten requirements for a gender-responsive labor and employment project. Each requirement is usually accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 21

1. Put a check ☑ in the appropriate column (2a to 2c) under "Response" to signify the degree to which a project proponent has complied with the GAD element: col. 2a if nothing has been done; col. 2b if an element, item, or question has been partly answered; and col. 2c if an element, item, or question has been fully complied with.

2. A partial and a full yes may be distinguished as follows.

   a. For *Element 1.0*, a "partly yes" to Question 1.1 (or Q1.1) means meeting with male officials and only one or a few women who also happen to be officials of the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting with other stakeholders, including women and men that may be affected positively or negatively by the proposed project. A "partly yes" to Q1.2 means inputs or suggestions may have been sought from woman and man beneficiaries but are not considered at all in designing project activities and facilities. A "partly yes" to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.

   b. For *Element 2.0*, a "partly yes" means some information has been classified by sex but may not be key to identifying major gender issues that a planned project must address. In contrast, a full "yes" implies that qualitative and quantitative data are cited in the analysis of the development issue or project.

   c. For *Element 3.0*, a "partly yes" means superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).

   d. For *Element 4.0*, a "partly yes" means women are mentioned in the project objectives but only in connection with traditional roles (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full "yes" to Q4.1 signifies that women's nontraditional roles are also recognized, while a full "yes" to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logframe.

   e. For *Element 5.0*, a "partly yes" means having gender equality strategies or activities but no stated gender issues to match the activities. A full "yes" denotes that there are identified gender issues and there are activities seeking to address these issues.

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

   g. For *Element 7.0*, a "partly yes" means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.

   h. For *Element 8.0*, a "partly yes" means the project requires the collection of some sex-disaggregated data or information but not all the information will track the gender-differentiated effects of the project. A full "yes" means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.

   i. For *Element 9.0*, a "partly yes" means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency, or tap external GAD expertise (Q9.2).

j. For *Element 10.0*, a "partly yes" to 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 implies 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 signifies that the project has a sustainability plan for its GAD efforts but there is no mention of how these will be institutionalized within the implementing agency or its partners.

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

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

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

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)		
5.0 Matching of strategies with gender issues (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?					
6.0 Gender analysis of the designed project (max score: 2)					
6.1 Gender division of labor (max score: 0.67; for each item, 0.17)					
6.1.1 Does the project reduce gender role stereotyping and other gender biases? Does the project consider women's multiple work burdens in the design of its activities or how it will affect women's and men's other responsibilities? (possible scores: 0, 0.08, 0.17)					
6.1.2 Does the project support the discussion of gender needs and concerns in forums? (possible scores: 0, 0.08, 0.17)					
6.1.3 Does the project promote safety and security in the workplace? (possible scores: 0, 0.08, 0.17)					
6.1.4 Does the project encourage full social protection coverage for workers, particularly those in the informal sector? (possible scores: 0, 0.08, 0.17)					
6.2 Access to and control of resources (max score: 0.67; for each item, 0.17)					
6.2.1 Does the project offer woman and man entrepreneurs and/or workers opportunities to venture into new fields or higher-value jobs or enterprises? Does it offer adequate support to aid in the transition? (possible scores: 0, 0.08, 0.17)					
6.2.2 Does the project encourage the training of women as well as men to participate in social dialogues? OR, will women be involved in decision making on the focus and direction of the project's technical assistance/distribution of opportunities among members of the organization? (possible scores: 0, 0.08, 0.17)					
6.2.3 Will the project create jobs that ensure decent wages and hours? OR, will the project improve workers' productivity and wages? (possible scores: 0, 0.08, 0.17)					

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)		
6.2.4 Does the project have measures for mitigating negative effects on women and men? (possible scores: 0, 0.08, 0.17)					
6.3 Constraints (max score: 0.67; for each item, 0.22)					
6.3.1 Is the proposed project design socially or culturally acceptable and accessible to women? Can women effectively participate in or benefit from the project? (possible scores: 0, 0.11, 0.22)					
6.3.2 Will the project strengthen existing organizations that promote the rights and interests of workers, particularly woman workers? (possible scores: 0, 0.11, 0.22)					
6.3.3 Has the project devised strategies to overcome the constraints to project participation of women and of men? Specifically, has the project considered that constraints to women's participation may require separate programming (by way of separate groups, activities, or components)? IF SEPARATE PROGRAMMING IS NEEDED: Has the project addressed this? (possible scores: 0, 0.11, 0.22)					
7.0 ***Monitoring targets and indicators*** (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? *Examples of gender differences that may be monitored*:					
• Microenterprises owned or managed by women and by men • Performance of women- and men-owned enterprises in areas of project interventions • Participation in forums • Borrowers' and loan profiles • Rate of adoption of project interventions • Rate of satisfaction with project interventions • Membership and leadership in the project's partner organizations (labor or trade unions, ECOP, informal sector coalition) • Employment generated by the project, or loss of jobs as a result of the project • Hours worked • Wages • Membership and leadership in an organization or a similar group created by the project • Participation in training, by type of training • Distribution of project inputs other than credit (market linkages, technical information, design) • Social protection coverage					

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 Sex-disaggregated database (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring plan or performance measurement framework include the collection of sex-disaggregated data?					
9.0 Resources (max score: 2; for each item, 1)					
9.1 Is the budget allotted by the project sufficient to promote, integrate or mainstream GAD in the project? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or to promote gender equality and women's empowerment? OR, does the project commit itself to investing project staff time in building capacity to integrate GAD or promote gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item, 0.67)					
10.1 Will the project build on or strengthen the partners' commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE FOR THE PROJECT IDENTIFICATION AND DESIGN STAGES (Add the scores for the ten elements.)					

Interpretation of the GAD score

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

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

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

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

GAD CHECKLIST FOR DESIGNING CHILD LABOR PROJECTS

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

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

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

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

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

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

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

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

GENDER ISSUES

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

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

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

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

GENDER EQUALITY RESULTS

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

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

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

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

GENDER ANALYSIS QUESTIONS

Gender analysis should be conducted at two points:

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

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

- Identifying gender differentials at work and in life in terms of the division of labor and access to and control over resources and benefits
- Understanding the conditions of work among girls and boys and women and men
- Understanding the needs of girls and boys, and women and men, as well as the constraints and opportunities of each in relation to their knowledge and skills
- Understanding each group's access to social protection, family responsibilities and decision-making opportunities
- Identifying constraints and opportunities of both sexes arising from the larger legal, social, economic and political environment
- Reviewing the capacities of existing institutions and mechanisms to reach out equally to girls and boys, and women and men, and to promote gender equality

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

These considerations are reformulated as guide questions, below.

Gender analysis guide questions at the project identification stage

Analysis of gender roles, perspectives, and needs

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

Analysis of access to and control of resources and benefits

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

Analysis of constraints and opportunities

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

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

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

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

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

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

Constraints

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

GUIDE FOR ACCOMPLISHING THE CHECKLIST

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

Guide for accomplishing box 22

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

h. For *Element 8.0*, a "partly yes" means the project requires the collection of some sex-disaggregated data or information but not all the information will track the gender-differentiated effects of the project. A full "yes" means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.

i. For *Element 9.0*, a "partly yes" means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency, or tap external GAD expertise (Q9.2).

j. For *Element 10.0*, a "partly yes" to 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 implies 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 signifies that the project has a sustainability plan for its GAD efforts but there is no mention of how these will be institutionalized within the implementing agency or its partners.

3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an element or item under column 3.

   a. To ascertain the score for a GAD element, a three-point rating scale is provided: "0" when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and "2" (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.

   b. The scores for "partly yes" differ by element. For instance, for Elements 2.0, 3.0, 5.0, 7.0, and 8.0, the score is "1." For elements that have two or more items or questions (such as Element 1.0), the rating is the sum of the scores of the items or questions that falls short of the maximum "2."

   c. For Elements 4.0 and 9.0, which have two items each, the maximum score for each item is pegged at "1.0" and for "partly yes" is "0.5." Hence, if a project scores a full "1.0" in one item but "0" in the other, or if a project scores "partly yes" (or "0.5") in each of the two items, the total rating for Element 4.0 or 9.0 will be "partly yes" with a score of "1.0." If a project scores "partly yes" for one item but "no" for the other, then the total rating for the element will be "0.5."

   d. For Elements 1.0, 6.0 and 10.0, which have three items each, the maximum score for each item is pegged at "0.67" and for "partly yes" is "0.33." The rating for the element will be "partly yes" if the total score of the three items is positive but less than "2.0," the maximum for the element.

4. For an element (col. 1) that has more than one item or question, add the scores of the items or questions and enter the sum in the thickly bordered cell for the element.

5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.

6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

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

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

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)		
5.0 Matching of strategies with gender issues (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?					
6.0 Gender analysis of the designed project (max score: 2)					
6.1 Gender division of labor (max score: 0.67; for each item, 0.17)					
6.1.1 Does the project address the differences in the conditions of girls and boys in child labor situations? Does it address the link between child labor and family survival? (possible scores: 0, 0.08, 0.17)					
6.1.2 Does the project support the discussion of gender needs and concerns in forums? IF APPLICABLE: Does it address the issue of girls being socialized to accept a lower or subservient status, making them "ideal" for domestic work? (possible scores: 0, 0.08, 0.17)					
6.1.3 Does the project promote safety and security in the workplace? (possible scores: 0, 0.08, 0.17)					
6.1.4 Does the project plan to involve girls and boys in child labor situations in project design and implementation? Has it considered how their participation will affect their other responsibilities? (possible scores: 0, 0.08, 0.17)					
6.2 Access to and control of resources (max score: 0.67; for each item, 0.22)					
6.2.1 Does the project offer girls and boys in child labor situations educational or training opportunities? Access to health (including reproductive health) information and services? (possible scores: 0, 0.11, 0.22)					
6.2.2 Does the project provide services and programs (counseling, legal, rescue, training) that respond to the needs of girls and boys in child labor situations? (possible scores: 0, 0.11, 0.22)					
6.2.3 Does the project offer girls and boys and their families an alternative to child labor? OR, does the project design include measures to prevent child labor? (possible scores: 0, 0.11, 0.22)					

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 Constraints (max score: 0.67; for each item, 0.22)					
6.3.1 Is the proposed project design socially or culturally acceptable and accessible equally to girls and boys/ women and men? (possible scores: 0, 0.11, 0.22)					
6.3.2 Will girls and boys/women and men have equal access to planning and decision making? (possible scores: 0, 0.11, 0.22)					
6.3.3 Has the project devised strategies to overcome the constraints to project participation of girls/ women and boys/men? Specifically, has the project considered that the constraints to girls'/ women's participation may require separate programming (by way of separate groups, activities, or components)? IF SEPARATE PROGRAMMING IS NEEDED: Has the project addressed this? (possible scores: 0, 0.11, 0.22)					
7.0 ***Monitoring targets and indicators*** (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? *Examples of gender differences that may be monitored*:					
• Number of girls/boys in child labor • Types of work done by girls/boys • Location of work of girls/boys • Hours worked by girls/boys • Wages paid girls/boys • Social protection coverage for girls/boys • Work hazards faced by girls/boys • Work-related injuries of girls/boys • Children rescued/rehabilitated/counseled/relocated • Trafficked children returned to their families/communities • Rescued children returning to child labor • Access of girls/boys to basic services (health, education) • Number of child-labor prevention programs • Performance of women- and men-owned enterprises in areas of project interventions • Rate of adoption of project interventions • Rate of satisfaction with project interventions • Membership and leadership in organizations • Participation in project activities (forums, training, meetings, marches) • Distribution of project inputs other than credit (market linkages, technical information, design)					

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 Sex-disaggregated database (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring plan or performance measurement framework include the collection of sex-disaggregated data?					
9.0 Resources (max score: 2; for each item, 1)					
9.1 Is the budget allotted by the project sufficient to promote, integrate or mainstream GAD in the project? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or to promote gender equality? OR, is the project committed to investing project staff time in building capacity to integrate GAD, address gender issues, or promote gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item, 0.67)					
10.1 Will the project build on or strengthen the partners' commitment to the advancement of girls/women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE FOR THE PROJECT IDENTIFICATION AND DESIGN STAGES (Add the scores for the ten elements.)					

Interpretation of the GAD score

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

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

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

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

GAD CHECKLIST FOR DESIGNING MIGRATION PROGRAMS AND PROJECTS

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

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

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

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

Apart from these international and multilateral agreements, the Philippines has entered into bilateral agreements with key countries of destination of Filipino migrant workers. It has also passed two laws that are relevant to international labor migration: Republic Act (RA) 8042, or the Migrant Workers and Overseas Filipinos Act of 1995, as amended by RA 9422; and RA 9208, or the Anti-Trafficking in Persons Act of 2003.

Section 2, Declaration of Principles, RA 8042

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

...

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

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

GENDER ISSUES

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

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

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

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

GENDER EQUALITY RESULTS

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

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

GENDER ANALYSIS QUESTIONS

Gender analysis should be conducted at two points. An analysis of the gender dimension of migration is a critical part of project identification and the analysis of a development problem. This would guide project planners and designers in specifying relevant gender issues that the project could or should address. After the project design has been drafted, it should be reviewed or assessed for its likely gender effects or impacts.

These considerations are reformulated as guide questions, below.

Gender analysis guide questions at the project identification stage

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

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

FOR PROJECTS WITH MIGRANT WORKERS:

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

Analysis of access to and control of resources and benefits

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

Analysis of constraints and opportunities

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

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

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

- ☑ Does the project reduce gender role stereotyping among would-be or actual migrant workers?
- ☑ Does the project promote safety and security in the workplace? Specifically, does the project include
  - — education of migrant workers on their rights and legal recourse in the Philippines and in their country of destination;
  - — training of Overseas Workers' Welfare Administration (OWWA) and Philippine Overseas Labor Officer (POLO) in the handling of abuses committed against Filipino migrant workers, particularly gender-based violence against woman migrant workers; and
  - — establishment of mechanisms required by law, bilateral agreements, or international labor standards?
- ☑ Does the project help address the issue of woman workers' multiple worries? In so doing, does the project consider the nature of work of migrant woman workers and their worries about their children or family in its
  - — design of project interventions (pre-departure orientation sessions, counseling support for children of migrant workers, security of remittances, chat-room facilities);
  - — schedule of meetings; and
  - — design of livelihood and other re-entry schemes?
- ☑ Has the project considered how the participation of women and men in the project will affect their other responsibilities?
- ☑ Does the project encourage the inclusion of migrant woman and man workers' gender needs and concerns in collective bargaining and tripartite forums?

FOR DOMESTIC HELPERS:

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

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

- ☑ Does the project offer woman and man migrant workers opportunities to venture into new fields? Alternatively, does the project help woman migrant workers find work, establish enterprises or make viable investments that will induce them to stay in the Philippines? Does the project offer adequate technical and other support to aid in the transition?
- ☑ What kinds of jobs will be created as a result of the project? Will wages and hours be within labor standards? Does the project design include measures to mitigate the negative effects of the project through on-the-job retraining to enable entrepreneurs and workers to engage in new or nontraditional tasks or activities?

- ☑ Will women as much as men be trained by the project to operate businesses or, in the case of workers, newly introduced machines?
- ☑ Do project criteria and rules provide women with sufficient access to project resources and benefits (credit, training, trade missions, technology, or information)?
- ☑ Does the project encourage the training of women as well as men to participate in social dialogues?
- ☑ Will women be involved in decision making on the focus and direction of the project's technical assistance? On the distribution of opportunities among members of the organization?

Constraints

- ☑ Will the project be consulting with migrant workers' organizations, including women's groups?
- ☑ Will the project strengthen existing organizations that promote the rights and interests of migrant workers, particularly those that work on woman migrants' rights and interests?
- ☑ Is the proposed project design socially or culturally acceptable and accessible equally to women and men?
- ☑ Will women and men have equal access to project planning and decision making? Are women and men viewed as equal agents of change and participants in migrant workers' organizations? In bodies created by the project?
- ☑ Does the project offer facilities or services that will support women's participation at different stages of the project?
- ☑ Has the project devised strategies to overcome the constraints to participation of women and of men? Specifically, has the project considered that the constraints to women's participation may require separate programming (by way of separate groups, activities, or components)? IF SEPARATE PROGRAMMING IS NEEDED: Has the project addressed this?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

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

Guide for accomplishing box 23

1. Put a check ☑ in the appropriate column (2a to 2c) under "Response" to signify the degree to which a project proponent has complied with the GAD element: col. 2a if nothing has been done; col. 2b if an element, item, or question has been partly answered; and col. 2c if an element, item, or question has been fully complied with.

2. A partial and a full yes may be distinguished as follows.

   a. For *Element 1.0*, a "partly yes" to Question 1.1 (or Q1.1) means meeting with male officials and only one or a few women who also happen to be officials of the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting with other stakeholders, including women and men that may be affected positively or negatively by the proposed project. A "partly yes" to Q1.2 means inputs or suggestions may have been sought from woman and man beneficiaries but are not considered at all in designing project activities and facilities. A "partly yes" to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.

   b. For *Element 2.0*, a "partly yes" means some information has been classified by sex but may not be key to identifying major gender issues that a planned project must address. In contrast, a full "yes" implies that qualitative and quantitative data are cited in the analysis of the development issue or project.

   c. For *Element 3.0*, a "partly yes" means superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).

   d. For *Element 4.0*, a "partly yes" means women are mentioned in the project objectives but only in connection with traditional roles (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full "yes" to Q4.1 signifies that women's nontraditional roles are also recognized, while a full "yes" to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logframe.

   e. For *Element 5.0*, a "partly yes" means having gender equality strategies or activities but no stated gender issues to match the activities. A full "yes" denotes that there are identified gender issues and there are activities seeking to address these issues.

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

   g. For *Element 7.0*, a "partly yes" means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.

   h. For *Element 8.0*, a "partly yes" means the project requires the collection of some sex-disaggregated data or information but not all the information will track the gender-differentiated effects of the project. A full "yes" means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.

   i. For *Element 9.0*, a "partly yes" means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency, or tap external GAD expertise (Q9.2).

j. For *Element 10.0*, a "partly yes" to 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 implies 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 signifies that the project has a sustainability plan for its GAD efforts but there is no mention of how these will be institutionalized within the implementing agency or its partners.

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

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

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

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)		
5.0 *Matching of strategies with gender issues* (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?					
6.0 *Gender analysis of the designed project* (max score: 2)					
6.1 Gender division of labor (max score: 0.67; for each item, 0.17)					
6.1.1 Does the project reduce gender role stereotyping and other gender biases? Does the project consider women's multiple worries (work, family, children) in the design of activities or how the project will affect women's and men's other responsibilities?					
6.1.2 Does the project support the discussion of gender needs and concerns of woman and man migrant workers in forums and collective bargaining sessions? (possible scores: 0, 0.08, 0.17)					
6.1.3 Does the project promote safety and security in the workplace? (possible scores: 0, 0.08, 0.17)					
6.1.4 Does the project encourage full social protection coverage for migrant workers, particularly woman migrant workers? (possible scores: 0, 0.08, 0.17)					
6.2 Access to and control of resources (max score: 0.67; for each item, 0.17)					
6.2.1 Does the project help migrant woman and man workers find work, establish enterprises or make viable investments that will induce them to stay in the Philippines? Does it offer adequate support to aid in the transition? (possible scores: 0, 0.08, 0.17)					
6.2.2 Does the project encourage the training of woman migrant workers as well as man migrant workers to participate in social dialogues? OR, will women be involved in decision making on the focus and direction of the project's technical assistance/distribution of opportunities among members of the organization? (possible scores: 0, 0.08, 0.17)					

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 Will the project create jobs that ensure decent wages and hours? OR, will the project improve workers' productivity and wages? (possible scores: 0, 0.08, 0.17)					
6.2.4 Does the project have measures for mitigating negative effects on women and men? (possible scores: 0, 0.08, 0.17)					
6.3 Constraints (max score: 0.67; for each item, 0.22)					
6.3.1 Is the proposed project design socially or culturally acceptable and accessible to women? Can women effectively participate in or benefit from the project? (possible scores: 0, 0.11, 0.22)					
6.3.2 Will the project strengthen existing organizations that promote the rights and interests of migrant workers, particularly woman migrant workers? (possible scores: 0, 0.11, 0.22)					
6.3.3 Has the project devised strategies to overcome the constraints to project participation of woman and of man migrant workers? Specifically, has the project considered that the constraints to the participation of woman migrant workers may require separate programming (by way of separate groups, activities, or components)? IF SEPARATE PROGRAMMING IS NEEDED: Has the project addressed this? (possible scores: 0, 0.11, 0.22)					
7.0 Monitoring targets and indicators (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? *Examples of gender differences that may be monitored*:					
• Number of new hires, by education • Deployment of land-based workers, by occupation and country of destination • Repatriated workers • Conditions of repatriated workers • Problems encountered by migrant workers in the course of migration • Problems encountered by migrant workers in their country of destination • Conditions of work • Access to social protection in the Philippines • Access to social protection in the country of destination • Access to re-integration program or support services for migrant workers • Rate of satisfaction with support services • Membership and leadership in migrant workers' organizations					