FOREWORD

MESSAGE

We celebrate the formulation by the National Economic and Development Authority, the National Commission on the Role of the Filipino Women and the Official Development Assistance-Gender and Development (ODA-GAD) Network of the Harmonized Gender and Development Guidelines for Project Development, Implementation, Monitoring and Evaluation at this juncture in our country's history where the contribution of every man, woman and child is much needed in reaching our goals and vision for the country for the next six years and beyond.

By providing clear guideposts in surfacing, and in focusing on gender concerns in all stages of the project cycle, the Manual brings us closer to the achievement of the twin goals of gender equality and women empowerment. As the common set of guidelines shall make collaboration among proponents, government agencies and foreign donors more coherent, the high level of support for gender concerns that will be engendered will push our agenda much further.

The challenge is for the concerned agencies and the country donors to faithfully use the Manual for what it was intended for, and to see, as they go on, how else they can improve and adopt it to best serve their ultimate goal: to enable women to contribute their full share to national development, freed from the economic and socio-cultural constraints that prevent them from doing so.

Mabuhay tayong lahat!

Gloria Arroyo
GLORIA MACAPAGAL ARROYO

PREFACE

The Implementing Rules and Regulations (IRR) of Republic Act No. 7192 or the Women in Development and Nation Building Act of 1992 states that "NEDA (National Economic and Development Authority) and NCRFW (National Commission on the Role of Filipino Women) shall jointly develop a set of viable criteria for guidance of project evaluators in assessing the extent of responsiveness of gender concerns in relevant aspects of the project proposals." The same IRR mandates NEDA to provide "guidelines for the monitoring and evaluation of projects to determine the extent to which gender concerns have been addressed."

In 1993, NEDA and NCRFW rose to the challenge and published the "Guidelines for Developing and Implementing Gender-Responsive Programs and Projects" with financial assistance from the Canadian International Development Agency (CIDA). Since then, several capacity building programs have been implemented to develop a critical mass of gender advocates and provide them with the necessary skills on gender analysis, planning, project development, implementation, monitoring and evaluation.

In 2002, NEDA and NCRFW, with assistance from CIDA, published "Mainstreaming Gender in Development Planning: Framework and Guidelines". This publication aimed to give directions to development planners in mainstreaming gender in every phase of the planning process, namely: (1) identification of issues and challenges, goals and objectives, targets, policies and strategies, programs and projects, implementation mechanisms; and (2) monitoring and evaluation. In particular, the guidelines provided strategies to integrate gender concerns in the different sectoral chapters of the Medium-Term Philippine Development Plan as well as in the sectoral plans of the different agencies.

This year, we are taking another step forward. The Official Development Assistance-Gender and Development (ODA-GAD) Network comprising donor organizations together with NEDA and NCRFW produced the Harmonized Gender and Development Guidelines for Project Development, Implementation, Monitoring and Evaluation. The guidelines will provide donor organizations, NEDA and proponent/implementing agencies with a common tool to ensure gender responsiveness in the various stages of the project cycle.

While the different stakeholders in development are continuously integrating gender-differentiated implications in their programs and projects, there is still a lot of work to be done. In the past, greater focus has been given to mainstreaming gender concerns in projects where these are apparent such as in social sector projects. Now we are increasingly becoming aware of gender-related impact of projects in other sectors like in macro economy, science and technology, infrastructure and governance, among others. This publication attempts to catalyze the process of full-gender mainstreaming in all development projects including greater and more meaningful participation of women in the whole project cycle.

These guidelines complement the Gender Mainstreaming Resource Kit (GMRK) developed by NCRFW with NEDA and other partner agencies. The kit aimed to equip agencies with a set of tools for their gender mainstreaming efforts and help them address the gaps therein.

The strategies and tools on gender mainstreaming continue to evolve. As we discover more effective ways of integrating gender in development policies, planning and programming, we hope to improve these guidelines. We request you to share with us your experiences and lessons.

We express our gratitude to the United Nations Development Programme (UNDP) and the Asian Development Bank (ADB) for providing financial assistance in the preparation and printing of the guidelines.

We encourage everyone to use and promote these guidelines so we may have programs and projects that genuinely promote women's empowerment and gender equality making a difference in the lives of both women and men.

ROMULO L. NERI
Secretary of Socio-Economic Planning

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

October 2004

MESSAGE

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

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

Furthermore, the Millennium Declaration, through its third goal of promoting gender equality, was also signed by the country. Its target of eliminating gender disparity in primary and secondary education, preferably by 2005, and all levels of education not later than 2015, is projected to be reached or even surpassed by the Philippines. Gender equality is integral to the achievement of the Millennium Development Goals (MDGs). Without progress towards gender equality and the empowerment of women, none of the MDGs and its targets will be achieved.

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

For women's rights advocates in government and non-government organizations as well as national and local government leaders who adhere to these commitments, the Gender and Development (GAD) approach is necessity. It has been proven that any efforts to sustainable development require the participation of women in all levels of policy-making and implementation.

The Philippines has been taking concrete steps towards the integration of gender and development concerns in the development process. The *Harmonized Gender and Development (GAD) Guidelines* is a vital contribution to this process of gender mainstreaming. This document is a product of a multi-sectoral process on the required processes and mechanisms for the Philippine Plan for Gender Responsive Development in our effort to implement Republic Act No.

7192, and its Implementing Rules and Regulations; guide the integration of the GAD perspective in development planning process and various stages of the project cycle; and address the issues of inadequate sex-disaggregated data and statistics for development planning and programming.

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

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

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

We hope that the *Harmonized GAD Guidelines* will help fast track our collective efforts at making gender mainstreaming show concrete results in the quality of lives of women, men, girl and boy children.

ODA-GAD Network

ACKNOWLEDGEMENTS

CONTENTS

BACKGROUND

In 1993, the National Economic and Development Authority (NEDA) and the National Commission on the Role of Filipino Women (NCRFW), with help from various Philippine government agencies, produced the *Guidelines for Developing and Implementing Gender-Responsive Programs and Projects*. The document sought to (i) assist line or implementing agencies in complying with Republic Act (RA) No. 7192, or the Women in Development and Nation-Building Act, and its Implementing Rules and Regulations; (ii) integrate Gender and Development (GAD) perspectives in development planning and in the various stages of the project cycle; (iii) address the issues of inadequate sex-disaggregated data and statistics for development planning and programming.

Since the mid-1990s, most official development assistance (ODA) donors have also crafted their own GAD guidelines to assist their officers, contractors and local partners in incorporating GAD concerns in the design and implementation of their programs and projects. By early 2003, 10 years after the Philippine government issued its GAD guidelines, the various agencies were contending with often overlapping GAD checklists.

In mid-2003, NEDA and the Official Development Assistance Gender And Development Network (ODA-GAD Network) agreed to harmonize requirements after a review of existing GAD checklists for project development, implementation, monitoring and evaluation. This initiative aimed to produce a common set of guidelines for the Philippine government and donors, while allowing variations in priorities among donors and government agencies.[1]

The new GAD guidelines reflect the evolution of assistance framework from Women in Development (WID) to GAD and the current focus on women's rights.

OBJECTIVES AND CONTENTS

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

1. Provide NEDA, ODA donors, Philippine government agencies, and development practitioners with a common set of analytical concepts and tools to integrate gender concerns into development programs and projects; and

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[1]The World Bank, in coordination with NEDA, compiled sets of guidelines and disseminated them during the 1 April 2003 Network meeting. A consultant was hired to simplify and harmonize the existing guidelines of NEDA, NCRFW, and ODA donors. The United Nations Development Programme provided the initial funds for the preparation of the harmonized guidelines, while NEDA led and managed the initiative.

2. Help achieve gender equality in and empower women through projects and programs.

CONTEXT OF THE GUIDELINES

RA 7192 of 1992 provides the legal mandate involving women in development. An additional mandate comes from the *Philippine Plan for Gender-Responsive Development (PPGD),* which envisions a society that promotes gender equality and women's empowerment, and upholds human rights, among others. Through RA 7192, the Philippines is committed to address issues of poverty, violence against women and other abuses of women's human rights, and the continuing invisibility of women in public affairs (Box 1).

Another document, the *Framework Plan for Women, 2001-2004* focuses on the economic empowerment of women, protection and fulfillment of women's human rights, and promotion of gender-responsive governance. The Philippine Government has adopted gender mainstreaming as its principal strategy for pursuing these goals.

Development assistance by individual donors in the Philippines is governed by the PPGD through donor policies and

> **Box 1. Excerpts from the Implementing Rules and Regulations of RA 7192 (Rule 1, Section 2)**
>
> "The State recognizes the role of women in nation building and shall ensure the fundamental equality before the law of women and men. The State shall provide women rights and opportunities equal to that of men.
>
> "To attain the foregoing policy:
>
> a. A substantial portion of official development assistance funds received from foreign governments and multilateral agencies and organizations shall be set aside and utilized by the agencies concerned to support programs and activities for women
>
> b. All government departments shall ensure that women benefit equally and participate directly in the development programs and projects of said department, specifically those funded by official foreign development assistance.
>
> c. All government departments and agencies shall review and revise all their regulations … to remove gender bias therein."

strategies. The latter are shaped by national priorities of donor countries or policies of governing boards of multilateral aid agencies, as well as by international agreements. These include the *Beijing Platform for Action,* the final document of the United Nations' Fourth Conference on Women in 1995; the UN Convention for the Elimination of All Forms of Discrimination Against Women (CEDAW), which provides a framework within which a range of issues may be addressed based on its core understanding of non-discrimination and equality; and donor commitments to Organisation for Economic Cooperation and Development (OECD) policies contained in the 1998 *DAC Guidelines on Gender Equality and Women's Empowerment in Development Co-operation.* The twin goals of gender equality and women's empowerment articulated in the

OECD Development Assistance Committee (DAC) gender guidelines are echoed in most of the GAD policy statements and guidelines of the major bilateral and multilateral ODA partners of the Philippines. The core requirements of the harmonized GAD guidelines apply to development programs and projects, although its application may vary slightly according to the funding focus and priorities of the donors.

Box 1. PPGD strategies, goals and vision

PPGD strategies	Goals	PPGD vision
☻ Enhance sustainable access of women to capital, market, information, technology and technical assistance ☻ Enhance employment and livelihood skills of women, particularly in high value-adding industries and agricultural activities ☻ Establish an enabling environment that will ensure effective implementation of policies for the protection of women workers ☻ Increase women's awareness of their economic rights and opportunities ☻ Strengthen women's representation in economic decision-making bodies	Increased economic empowerment of women	Gender equality Women's empowerment Sustainable development Peace and social justice
☻ Enhance access to/utilization of basic social services ☻ Promote gender-responsive delivery of justice to violence of women survivors ☻ Formulate and implement of legislative measures that will eliminate gender bias ☻ Promote and advance of women and girl-children's human rights	Protection and fulfillment of women's human rights	Actualization of human potentials beyond basic needs Democratic participation
☻ Mainstream GAD in the bureaucracy ☻ Enhance women's leadership roles and participation in decision-making ☻ Strengthen women's role in promoting gender-responsive governance ☻ Strengthen partnership with media in covering various women's issues	Gender-responsive governance	Self-determination at all levels Respect for human rights

Sources: *Philippine Plan for Gender-Responsive Development, 1995-1925,* and *Framework Plan for Women.*

The GAD guidelines of bilateral and multilateral donors are generally based on a strategy that treats "gender," GAD, or gender equality as a crosscutting theme, one that needs to be "integrated" or "incorporated" in various aspects of the agency's operations, policies, programs and projects. The Philippine Government and its many donors also promote equality between women and men through a "gender mainstreaming" strategy. This includes funding initiatives that address women's human rights and gender issues,

or interventions that enable organizations and institutions to pursue GAD mainstreaming. The harmonized GAD checklists converges the Philippine GAD framework and that of the ODA donors.

FEATURES

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

Focus

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

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

☝ Improved physical welfare of women and girls; lower incidence of malnutrition, morbidity and mortality among girls and boys; lower maternal morbidity and mortality; improved functional literacy of various groups of women, particularly among the older age groups in rural areas and among indigenous people groups; improved school participation of girls and boys at various levels;

☝ equal access of women and men to development opportunities (including employment generated by the project), resources and benefits, which implies the removal of constraints, barriers and various forms of gender-based discrimination to women's access;

✎ greater understanding of women and men of women's human rights; commitment of the State to recognize, protect and fulfill human rights, particularly of women and girls; and/or changes in attitudes and beliefs concerning gender relations, as indicated by a reduction in incidence of violence against women and in a more equal gender division of labor;

Box 2. Levels of Gender Equality and Women's Empowerment

WELFARE: Addressing the material and physical well-being of women and men, girls and boys. Empowerment in the context of improved welfare refers to improved physical and material conditions of women and girls.

ACCESS: Ensuring that resources, services, facilities are made available to women and men. Access is related to the concept of entitlements that are conferred by the state, market and kinship. Because women's entitlements are generally more limited, empowerment means enabling women to have greater access to resources, services, facilities. This includes making appropriate and effective ways of securing resources, services and facilities available to women.

CONSCIENTIZATION: Challenging the existing gender division of labor, or questioning the beliefs that women's lower socioeconomic position and the traditional gender division of labor are part of the *natural order*, or is "*God-given;*" and acknowledging the equality between women and men. At the conscientization level, empowerment means sensitizing women and men to sexist beliefs and recognizing that women's subordination is not part of the natural order of things, but is a result of discrimination that is socially constructed, and therefore can be altered.

PARTICIPATION: Addressing the most visible phenomenon of inequality between women and men: women are a minority in the legislative assembly, in the management of public organizations and in private sector institutions. When development is confined at the levels of welfare and access, women are treated as passive beneficiaries. Empowering women at the participation level, means making them equal with men in their involvement in the development process.

CONTROL: Confronting the unequal power relations between women and men. Women's increased participation at the decision-making level will lead to greater development and empowerment of women. This includes increased control over the means of production to ensure women's equal access to resources and the distribution of benefits. Equality of control means having a balance of power between women and men, so that neither is in a position of dominance.

Source: Sara Longwe, Women's Empowerment and Gender Equity Framework.

✎ equal participation of women in bodies or organizations created by development programs or projects as well as greater representation of women in various decision-making bodies and leadership positions; and

✎ equal control of women and men over resources, and processes and outcomes of development.

Principles

This set of GAD guidelines subscribes to the idea that development entails the expansion of freedom and strengthening of capabilities. Thus, it recognizes that:

- ✍ Equality between women and men is a key women's human right;

- ✍ participation in development is crucial to the empowerment of women and men;

- ✍ gender equality means promoting the equal participation of women as agents of economic, social and political change; and

- ✍ achieving equality between women and men may involve the introduction of specific measures designed to eliminate prevailing gender inequalities and inequities.

Users

These GAD guidelines are for the use of those involved in developing, implementing, managing, and monitoring and evaluating development programs and projects in the Philippines. They are supposed to help NEDA evaluating and assessing projects for funding; assist other government agencies and local government units (LGUs) designing development interventions; and guide ODA donors and their consultants developing, managing and monitoring/evaluating projects.

Applications

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

- ☞ Identification and designing of projects and programs
- ☞ Implementation and management
- ☞ Monitoring and evaluation

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

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

Part 1. PROGRAM/PROJECT DEVELOPMENT: GENERAL

PROJECT IDENTIFICATION

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

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

❧ *Participation of women and men.* Since development programs and projects address the needs of specific constituencies, the proposed female and male beneficiaries should be involved at the earliest stage of the project. This is to ensure that their concerns and interests are taken into account during all phases of the project cycle. Major participation concerns are summarized in Box 3, below.

Box 3. Guide questions for participation in project identification and design

☑ Have men and women been consulted in the identification of the development problem?

☑ Have consultations been conducted? At the central agency, sub-national, or community levels?

☑ Have records of the consultations with different parties at various levels been kept? Are these records sex-disaggregated?

❧ *Collection of sex-disaggregated data and gender-related information, and gender analysis of the development problem and the target population or organization.* The documentation of the involvement of men and women during project preparation (identification and design) requires classifying data by sex of participants. Sex-disaggregated data and gender-related information are also necessary for comprehensive situational analysis that includes the gender component of the development problem and the existing gender issues. This applies to macro and micro projects or programs.

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

☞ Practical gender needs, or those related to welfare and access concerns (see Appendix A for a discussion of key gender analysis concepts);

☞ Strategic gender needs, or those that correspond with issues of control, participation and conscientization; and/or

☞ Gender gaps or inequalities and inequities in gender relations, gender division of labor, access and control of resources, and involvement in leadership and decision-making. Gender gaps originate and are maintained in a society by systems of gender-based discrimination through form of cultural norms and traditions, institutions or rules, laws, and religious beliefs.

Gender analysis questions are provided in Box 4. These can be re-stated to fit the project situation. However, the basic question all development programs and projects should respond to is: **What are the gender issues that the project needs to address in view of its goals and objectives? Which women's human rights are promoted by the programs and projects?**

Box 4. Gender analysis guide questions

Analysis of gender roles, perspectives and needs
☑ What is the division of labor between women and men?
☑ What are the practical gender needs of women and men that the project can address?
☑ What are the strategic gender interests of women that the project can address?
☑ What are the gender gaps or inequalities arising from the existing gender division of labor?

Analysis of access to and control of resources and benefits
☑ What resources are available to women and men?
☑ What resources do women and men have control over?
☑ Who has access to and control over the benefits derived from the resources?
☑ What are the gender gaps or inequalities arising from the existing resource access and control profile? What contributes to the perpetuation of these gaps? Or, what are the key constraints to women's access to resources and benefits?

Analysis of constraints and opportunities
☑ What are the constraints related to women's participation in the project? Related to attaining the project's gender equality objectives?
☑ What are the opportunities related to the achievement of the project's gender equality objectives?

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

❧ *Identification of gender issues and women's special needs that must be addressed.* For example the problem of providing pregnant mothers with proper nutrition is part of women's special needs. This problem is compounded by a gender issue: women usually have a smaller share of the available food within the household. A related issue pertains to the little control women actually have over the domestic budget for food These

issues have to be reflected in the summary GAD checklist for project identification (see Box 5).

Guide for Accomplishing Box 5

A check ☑ in the appropriate cell under "Accomplished?" should be made to signify the degree project proponents have complied with the GAD requirement related to project identification. Box 5 presents the key questions that should be asked by the proponent, NEDA and ODA donors. A three-point rating scale is provided: "0" when the proponent has not accomplished any of the activities listed under an element, "1" for partial compliance, i.e., when the proponent has conducted consultations, but only for either women or men, and "2" when the proponent has done all the required activities. The gender issues that have been identified and the collection and use of sex-disaggregated data as a result of gender analysis should be noted in the last column. *At the project identification stage, a project may be considered as gender-sensitive when it scores at least "1" in each category, for a total of 6 points.*

Box 5. Summary GAD checklist for project identification

Dimension and Question	Accomplished?			Gender issues identified
	No (0)	Partly (1)	Fully (2)	
Involvement of women and men (max. score: 2)				
☑ Participation of women and men in beneficiary group in identification of the problem ☑ Participation of women and men in beneficiary group in project design				
Collection of sex-disaggregated data and gender-related information (max. score: 2)				
Conduct of gender analysis and identification of gender issues (max. score: 2)				
☑ Analysis of gender gaps and inequalities related to gender roles, perspectives and needs, or access to and control of resources ☑ Analysis of constraints and opportunities related to women and men's participation in the project				
TOTAL GAD SCORE—PROJECT ID STAGE				

PROJECT DESIGN AND FORMULATION

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

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

❧ *Articulation of a woman's human right, gender equality goal, purpose or objective.* A gender equality objective can be incorporated as part of project objectives or organizational objectives or goals to ensure that the gender issues and the constraints that have been identified in the situation analysis ("Issues" column in Box 5) will be addressed by the project. Following the PPGD, the GAD objective can be: gender equality in control of resources, as it enables women to gain improved access to resources, and therefore results in improved welfare for themselves and their children. Welfare and access goals are important, but it is crucial to realize that equality of participation and control over resources are necessary conditions if progress towards gender equality in welfare and access provisions is to be achieved.

> The following questions can be asked:
> ☞ Do the project purposes incorporate gender equality and/or women's empowerment?
> ☞ Do the project objectives include gender equality and women's empowerment?
> ☞ Are the GAD goals attainable within the project time frame and budget?

❧ *Inclusion of gender equality and women's rights outputs and outcomes.* The outputs and outcomes may be institutional or organizational changes, particularly in programs or projects that seek to mainstream GAD. Outputs may also relate toimprovements in the situation and/or status of women and men. The PPGD gender equality and women's empowerment framework is a good guide for formulating outputs and outcomes (Box 2, above). For instance, the output can be improved access of women to resources distributed by the project while the outcome can be more enterprises led by women within nontraditional areas for women. And enterprises which are sustainable and highly valued.

❧ *Support for gender-responsive activities or interventions.* Gender-responsive projects and programs address relevant gender issues and achieve their gender equality goals, objectives or purposes by:

> ☝ Supporting activities or interventions that directly reduce gender gaps and inequalities;

✎ Building capabilities, particularly for vulnerable or marginalizedwomen, and utilizing fully the skills and knowledge of both women and men;

✎ Including strategies that address constraints to women's participation and/or the attainment of the project's gender equality goals, purposes and objectives;

✎ Ensuring that activities and strategies do not create negative impacts on women's status and welfare; and

✎ Creating a project management environment that is committed and competent to pursue gender equality in the project.

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

✎ Setting realistic time-bound quantitative and qualitative targets, that signify concrete results of the project's commitment to gender equality and GAD goals;

✎ Choosing gender equality and women's empowerment indicators that would measure the GAD results at output and outcome levels; and

✎ Requiring the collection of sex-disaggregated data and gender-related information to support the project's GAD monitoring.

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

☞ Has the project design considered the GAD initiatives and structures of the respective government agency or unit?

☞ Has the project involved GAD focal points/persons in the design of its gender equality strategies?

☞ Does the project have a strategy or plan for coordinating with the NCRFW? Were other groups/institutions involved in addressing gender issues in the sector?

☞ Will the project build change management capacities within the partner agency to ensure sustainability of GAD efforts?

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

☞ Will the activities or interventions reduce gender gaps and inequalities?
--Does the project challenge the existing gender division of labor, responsibilities and relations?
--Will the project be providing opportunities for new gender roles for women and men?
--Will the project enable women to have equal access to resources and benefits?

☞ Will the project build capabilities, particularly among women, and utilize fully the skills and knowledge of both women and men?

☞ Does it include strategies that will reduce or remove constraints to women's participation or the attainment of the project's gender equality goals, purposes and objectives? Specifically, will the project encourage and enable women to participate in the project despite their traditionally more domestic location and subordinate position?

☞ Has the project considered its long-term impact on women's increased ability to take charge of their own lives? Including women's capacity to take collective action to solve problems?

☞ How will the project avoid negative impacts on women's status and welfare?

❧ *Commitment of resources to activities and interventions that would enable the project to promote gender equality and women's empowerment.* The effectiveness of activities is often hampered by the amount of resources (financial and human) that a project is willing to commit to achieve GAD goals. The inclusion of gender equality goals, results and targets generally require that sufficient resources will be made available to attain equality and women empowerment through project intervention.

The project's logical framework analysis (LFA) or a similar tool must reflect GAD concerns. Thus, the project design should be assessed in line with the various elements of the logical framework analysis: project goals or objectives, outputs and outcomes (particularly in terms of results), and monitoring targets and indicators.

Key Questions in Engendering the Logframe (International Service for National Agriculture Research [ISNAR] 2000)

	Narrative summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions/Risk Factors
Overall Objective or Long-term Goal	Do gender relations in any way influence the project goal?	What measures can verify achievement of the gender-conscious goal?	Is the data for verifying the goal sex-disaggregated and analyzed in terms of gender? What gender analysis tools will be used?	What are the important external factors necessary for sustaining the gender conscious goal?
Project Purpose (or Specific Objectives)	Does the project have gender responsive objective(s)?	What measures can verify achievement of the gender responsive objective(s)?	Is the data for verifying the project purpose sex-disaggregated and analyzed in terms of gender? What gender analysis tools will be used?	What are the important external factors necessary for sustaining the gender responsive objective(s)?
Results	Is the distribution of benefits taking gender roles and relations into account?	What measures can verify project benefits accrue to women as well as men, and different types of women?	Is the data for verifying project outputs sex-disaggregated and analyzed in terms of gender? What gender analysis tools will be used?	What are the important external factors necessary for achieving project benefits (specifically benefits for marginalized women)?
Activities	Are gender issues clarified in the implementation of the project?	Inputs: What resources do project beneficiaries contribute to the project? Is the contribution of women as well as men accounted for? Are external resources accounting for women's access and control over resources?	Is the data for verifying project activities sex-disaggregated and analyzed in terms of gender? What gender analysis tools will be used?	What are the important external factors necessary for achieving the activities and especially ensuring the continued involvement of men and women participants in the project?

Guide for Project Designers

Box 6 specifies the core questions that the project design needs to consider. Additional guiding questions to help project designers, sector-specific guiding questions are provided in Part II of this manual.

A "no" response for an item under an element is associated with a "0" score, while a "yes" has a "2" score. Where responses to items are interpreted as "partly present or accomplished," these will be given a score between 0.1 and 1.9. *The maximum score for all elements is 14, but a project may be considered to have a gender-sensitive design if it scores at least a "1" in each of the elements, for a minimum total of 5 points; or preferably a "2" each for gender analysis and sex disaggregation of data and a "1" for each of the other three elements, or a total of 7 points.*

Box 6. Core GAD checklist for designing projects

Element and Guide Questions	Present?			What are they?
	No (0)	Partly (1)	Yes (2)	
Gender equality goals, outcomes and outputs (max. score: 2)				
☑ Does the project have clearly-stated gender equality goals, objectives, outcomes or outputs?				
Activities and interventions to produce gender equality outputs and outcomes (max. score: 4)				
Matching of strategies with gender issues (max. score: 2) ☑ Do the strategies match the gender issues and gender equality goals identified?				
Gender analysis of likely impacts of the project (max. score: 2, and 0.67 per item) ☑ Does the project clearly specify the target population, direct or indirect? Are women and girl children among the direct or indirect beneficiaries? ☑ Has the project considered its long-term impact on women's socioeconomic status and empowerment? ☑ Has the project included strategies for avoiding or minimizing negative impacts on women's status and welfare?				
Monitoring targets & indicators (max score: 4)				
Each of the following questions can have a maximum score of 2 points: ☑ Does the project include gender equality targets and indicators to measure equality outputs and outcomes? ☑ Does it require sex-disaggregated data to be collected?				
Resources (max. score: 2)				
Each of the following questions is worth a maximum of 1 point: ☑ Is the project budget allocation for gender equality promotion or integration likely to be sufficient? ☑ Is the project committing itself to invest staff time in building capacities within the project?				
Relationship with the agency's GAD efforts (max. score: 2)				
Each of the following questions is worth a maximum of 1 point: ☑ Is the project design consistent with the implementing agency's existing GAD initiatives or priorities? IF THE AGENCY HAS NO GAD PLAN: Will the project help towards the formulation of the implementing agency's GAD plan? ☑ Will the project build change management capacities within the partner agency to ensure sustainability of GAD efforts?				
TOTAL GAD SCORE—PROJECT DESIGN STAGE				

INVESTMENT PROGRAM FORMULATION

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

☞ Analysis of investment gaps and preferred sector/regional areas of public investment;

☞ determining on the nature and size of programs and projects to address investment gaps and to achieve a given set of goals, and identify program subsector activities (PSAs);

☞ scheduling of investment program/project implementation, available financial resources;

☞ planning and financing of the investment plan by devising strategies to generate resources both from domestic and foreign sources.

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

☞ Inclusion of gender-responsive priority capital forming and technical assistance projects as provided by RA7192;

☞ Consideration of gender-responsive prioritization criteria, such as:

  ✑ Promotion of gender equality and women's empowerment in the areas of access to and control of resources and benefits among women and men;

  ✑ strengthening participation of women and men in their own organizations and in development activities; and

  ✑ utilization of structures and mechanisms in integrating GAD concerns.

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

EVALUATION OF PROPOSED PROJECTS

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

☞ **Relevant gender issues have been identified**

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

Assessment Guide

The core GAD requirements for the design and evaluation of a proposed project are summarized in Box 7. The scores are carried over from Boxes 5 and 6, or the relevant checklist from Part II. Note that gender analysis and sex disaggregation of data are presented as different elements in Box 7, hence, the scores that will be carried over from Box 6 for "Activities" and "Monitoring" will have to be adjusted, minus the score for gender analysis of activities and sex-disaggregated data during monitoring. A proposed project is expected to get at least a "1" for each of the elements, but preferably at least a "2" each for gender analysis and collection of sex-disaggregated data.

Box 7. Summary assessment of proposed projects

Dimension and Question	Accomplished or present?			Result
	No (0)	Partly (1)	Yes (2)	
Involvement of women and men in project conceptualization and design (max score: 2)				(Inputs to project design)
Collection of sex-disaggregated data and gender-related information (max score: 4)				(Data are available for identifying gender issues)
☑ At the planning stage ☑ Provided for in the monitoring and evaluation plan				
Conduct of gender analysis and identification of gender issues (max. score: 4 points)				(Gender issues identified before and as likely results of the project)
☑ Gender analysis as part of situation analysis ☑ Gender analysis of likely impacts of the project				
Presence of gender equality goals, outcomes and outputs (max score: 2 points)				(Project goals or objectives, monitoring targets and indicators, and activities articulated)
Presence of activities and interventions that match gender issues identified to produce gender equality outputs and outcomes (max score: 2)				
Presence of monitoring targets and indicators (max score: 2)				
Commitment of resources to address gender issues (max score: 2)				(Financial and other resources for activities to promote gender equality and women's empowerment included in the budget)
Inclusion of plans to coordinate/relate with the agency's GAD efforts (max score: 2)				(Indication of congruence of project's GAD plan with agency's)
TOTAL GAD SCORE—PROJECT PREPARATION AND DESIGN				

Interpretation of the GAD Score

0-3.9	GAD is invisible in the proposed project (Proposal to be returned)
4.0-7.9	Proposed project has promising GAD prospects (proposal earns a "conditional pass," pending identification of gender issue/s and strategies and activities to address these, and inclusion of 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 to be commended)

Part II. PROGRAM/PROJECT DEVELOPMENT: SPECIFIC SECTORS

To further guide designers and evaluators of development programs and projects, this section offers GAD checklists for various sectors: agriculture and natural resources, infrastructure, livelihood and enterprise development, and social development (education, health, housing and settlement, and areas of armed conflict).

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

☞ is consistent with the sector's focus, and that its implementation is within the mandate of the proponent or implementing agency, the objectives and thrusts of the PPGD, and the priorities of the PPGD medium-term plans;

☞ conducts gender analysis to identify the gender issues that the project needs to consider, and to ascertain its likely gender impacts;

☞ specifies relevant gender equality and women's empowerment objectives, outcomes and outputs;

☞ includes activities or strategies that address the identified gender issues or needs, or that will enable the project to achieve gender equality results;

☞ commits human and financial resources, such as providing for the hiring of a GAD specialist, GAD training of project personnel and partners during project implementation, and development of a gender database – to achieve its gender equality and women's empowerment goals;

☞ has a gender-sensitive monitoring and evaluation system with gender equality indicators and targets. This system also requires (i) the collection of sex-disaggregated data and information to assess changes in changes in gender roles and relations; (ii) how resources are distributed among women and men; (iii) how women/men are differently affected by the project; and

☞ coordinates its efforts with those of NCRFW, local implementing agency, and other groups working to address gender issues in the sector.

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

AGRICULTURE AND NATURAL RESOURCE MANAGEMENT

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 distribution of resources (land titles, stewardship contracts, credit, agricultural inputs); introduction of new or improved production or post-production technologies and inputs; improvement in agricultural extension services, including the development of 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 capacity development of relevant offices or units of the Philippine implementing agency in the areas of project development, design, planning, implementation, and monitoring and evaluation.

Gender issues in the rural sector are related to inequalities in the status and condition of female and male members of the 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 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, agrarian reform and environment (particularly natural resource management) programs and projects can be designed to contribute to the achievement of **gender equality results**, by focusing on:

- ✍ Increasing capacity of women and men farmers to improve their agricultural production;

- ✍ Increasing economic options for women farmers;

- ✍ Increasing women's access to and control over agricultural, agro-forestry and coastal management technologies, training, credit, markets, and information;

- ✍ Increasing proportion of women recipients of land titles or stewardship contracts;

- ✍ Increasing proportion of women going into rural production activities or enterprises that have been traditionally associated with men;

- ✍ Increasing number of women adopting new technologies or crops;

- ✍ Increasing employment of rural women and men;

- ✍ Increasing leadership capacity of women involved in farmers' organizations and similar groups created by the project;

- ✍ Increasing representation of women in producers', marketing and similar rural organizations; and

- ✍ Improving capacity of rural development agencies to plan, design, implement and monitor programs and projects that address gender issues and the concerns of women farmers.

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

Gender analysis is required at two points of the project's pre-implementation stage: as part of project identification, and after the project has been designed. A whole range of gender analysis questions can be raised such as:

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 the 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 combine their agricultural activities with their other productive, reproductive and community tasks?

- Will the project increase the time spent by women or men in agriculture-related activities?
- Will participation of women and men in the project affect their other responsibilities? Or, will the project affect women's (men's) work schedules or overall workloads?

Access to and control of agricultural resources

- Do women have access to and/or control similar to 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? Women farmer leaders?
- Will training and technology provided by the project help women in their current activities?
- Are agency/project trainers, extension officers and other personnel aware of gender issues in agriculture/project?
- Will training of agency/project personnel be able to ensure that the project is gender responsive?
- 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 project design?
- Is the project designed to maximize women's participation and decision-making?
- Has the project devised strategies to overcome the constraints (including mobility and time restrictions on women) to project participation by women and by men?
- Do the constraints to women's participation require separate programming (by way of separate groups, activities or components)?

The core GAD guidelines for the preparation, design and assessment of proposed agricultural projects are summarized in Box 8. **The scoring system will be the same as that applied in Box 7.**

Box 8. GAD checklist for designing and evaluating AGRICULTURAL projects

Dimension and Question	Present or done?			Result
	No (0)	Partly (1)	Yes (2)	
From Box 5				
Participation of women and men in project identification (max. score: 2)				
Each of the items can have a maximum of 0.67 point: ▪ Has the project consulted women on the problem or issue that the intervention is to solve as well as in the development of the solution? ▪ Have women's inputs been considered in the design of the project? ▪ Are both women and men seen as stakeholders, partners or agents of change in the project design?				
Collection of sex-disaggregated data and gender-related information prior to project design (max. score: 2)				
Conduct of gender analysis and identification of gender issues; see Box 4 (max. score: 2)				
On the project design				
Gender equality goals, outcomes and outputs (max. score: 2; each item below can have a maximum of 1 point)				
▪ Do project objectives explicitly refer to women and men? Do they target women's agricultural production and marketing needs as well as men's?				
▪ Does the project have gender equality outputs or outcomes? (See examples in the text)				
Matching of strategies with gender issues (max. score: 2; each item below can have a maximum of 1 point)				
▪ 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)				
▪ Do the project activities build on women and men's knowledge and skills?				
Gender analysis of the designed project; refer to text on previous, page (max score: 2)				
Gender division of labor (max. score: 0.67; for each question: 0.33)				
▪ Is the project addressing the array of women's agricultural activities, including subsistence and cash-crop activities? ▪ Has the project considered how women and men can combine their agricultural activities with their other productive, reproductive and community tasks in scheduling project activities?				
Access to and control of agricultural resources (max. score: 0.67; for each question: 0.22)				
▪ Will women and men have equal access to credit, extension services and information, training, or technology to be provided by the project? ▪ Will the project involve female extension officers? Women farmer leaders? ▪ Will training of agency/project personnel capacitate them in gender-responsive development?				
Constraints (max. score: 0.67; for each item: 0.33)				
▪ Has the project devised strategies to overcome the constraints (including mobility and time constraints for women) to project participation by women and by men? ▪ 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?				

Dimension and Question	Present or done?			Result
	No (0)	Partly (1)	Yes (2)	
Monitoring targets and indicators (max. score: 2)				
▪ 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)				
Sex-disaggregated database (max. score: 2)				
▪ Does the project require sex-disaggregated data to be collected?				
Resources (max. score: 2; each of the questions below can have a maximum score of 1 point)				
▪ Is the budget allotted by the project sufficient for gender equality promotion or integration?				
▪ 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 to build capacity to integrate GAD or promote gender equality?				
Relationship with the agency's GAD efforts (max. score: 2; each item below can have a maximum score of 1 point)				
▪ Will the project build on or strengthen the agency and the NCRFW/ government's commitment to the empowerment of women?				
▪ Will it build on the initiatives or actions of other organizations in the area?				
TOTAL GAD SCORE FOR THE PROJECT DESIGN (Add the score for each of the 10 elements)				--

The discussion of gender issues and gender equality objectives in rural development projects may also apply to environment and natural resources management projects. The project proposals should identify the gender issues and the interventions (strategies and activities) to address them. The project design must also undergo gender analysis of its likely effects or impacts. Some of the questions that can be asked are:

Gender division of labor and gender needs

- Has the project considered the various roles and responsibilities of women and men in the productive and reproductive spheres?

- Has consideration been given to how women might be supported in their role in managing environmental resources? In their agro-forestry or fishing roles?

- Does the project acknowledge that women and men have different needs and priorities for 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 in natural resource management-related activities?

- Will the project affect the women/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 changes, resettlement options and compensation? On proposed changes in coastal resource use?

- Will the project affect women 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 and information and technology to be introduced by the project?

- Will the project involve women extension (forestry or fishery) officers? Women and farmer leaders?

- Will the training of agency/project personnel improve their capacities on 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 the project adversely affect women 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 be introducing ways of maximizing these 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?

The core GAD questions that must be considered in environment and natural resources management projects are presented in Box 9. The scoring system will be the same as that applied in Box 7.

Box 9. GAD checklist for designing and evaluating NATURAL RESOURCE MANAGEMENT projects

Dimension and Question	Present or done?			Result
	No (0)	Partly (1)	Yes (2)	
From Box 5				
Participation of women and men in project identification (max. score: 2)				
Each of the items can have a maximum of 0.67 point: ▪ Has the project consulted women about the problem or issue that the intervention is to solve as well as in the development of the solution? ▪ Have women's inputs been considered in the design of the project? ▪ Are both women and men seen as stakeholders, partners or agents of change in the project design?				
Collection of sex-disaggregated data and gender-related information prior to project design (max. score: 2)				
Conduct of gender analysis and identification of gender issues; see Box 4 (max. score: 2)				
On the project design				
Gender equality goals, outcomes and outputs (max. score: 2; each question below can have a maximum of 1 point)				
▪ Do project objectives explicitly refer to women and men?				
▪ Does the project have gender equality outputs or outcomes?				
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				
Matching of strategies with gender issues (max. score: 2)				
▪ Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?				
Gender analysis of the designed project; refer to text on previous page (max. score: 2)				
Gender division of labor (max. score: 0.67; for each question: 0.22)				
▪ Has the project addressed the array of women and men roles and responsibilities in the productive and reproductive spheres? ▪ Has the project considered the varying needs and priorities of women and men for environmental management, resource use and conservation? ▪ 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?				
Access to and control of resources (max. score: 0.67; for each question: 0.22)				
▪ Will women and men have equal access to land, credit, extension services and information, training, and technology to be introduced by the project? ▪ Will the project involve female foresters or fishery extension officers? Women farmer leaders? ▪ Will training of agency/project personnel capacitate them on gender-responsive development?				
Constraints (max. score: 0.67; for each item, 0.33)				
▪ Has the project devised strategies to overcome the constraints (including mobility and time constraints for women) to project participation by women and by men? ▪ 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?				
Monitoring targets and indicators (max. score: 2)				

Dimension and Question	Present or done?			Result
	No (0)	Partly (1)	Yes (2)	
▪ Does the project include gender-equality targets and indicators for welfare, access, consciousness raising, participation and control? Examples of gender differences that can be monitored: --Adoption rates of agro-forestry or resource management 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 (land, animals, seeds or planting materials, credit)				
Sex-disaggregated database (max. score: 2)				
▪ Does the project require sex-disaggregated data to be collected?				
Resources (max. score: 2; each question below can have a maximum score of 1 point)				
▪ Is the budget allotted by the project sufficient for gender equality promotion or integration?				
▪ 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 to build capacity to integrate GAD or promote gender equality?				
Relationship with the agency's GAD efforts (max. score: 2; each item below can have a maximum score of 1 point)				
▪ Will the project build on or strengthen the agency or NCRFW/ government's commitment to the empowerment of women?				
▪ Will it build on the initiatives or actions of other organizations in the area?				
TOTAL GAD SCORE FOR THE PROJECT DESIGN (Add the score for each of the 10 elements)				

INFRASTRUCTURE

Infrastructure projects involve the construction of facilities, including schools, hospitals, dams, irrigation structures and transportation systems. Some projects result in involuntary resettlement of communities or households. Regardless of the type of infrastructure project, users and resettled groups are erroneously viewed as an undifferentiated group.

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

 ✻ Different groups of users can have divergent requirements based on the seasonality and location of their activities. Projects that are designed without considering these variations can have a great impact on women's workloads and their access to resources.

 ✻ Women are rarely considered for employment in construction sites, although there are areas where women have traditionally been involved. Most projects do not view women as potential workers, an assumption that is widely observed.

✒ Gender gaps are often found in users' groups organized to operate and maintain facilities (health centers and domestic water and irrigation systems).

✒ Involuntary resettlement can and do affect women and men differently.

By recognizing the differences among those affected by the 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 services or sources of water and fuel;
>
> ☝ Improved women's access to safe and affordable public transport services and infrastructure;
>
> ☝ Greater inputs of women into the design and operations of infrastructure;
>
> ☝ Increased capacity of women and their organizations to influence decisions about the design, operations, 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 non-traditional 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 women users and/or women involuntarily resettled.

Gender analysis is required at two points of the project preparation stage: during project identification; and after the project has been designed. The questions that can be asked at the design stage of an infrastructure project may cover the following:

Gender division of labor and gender needs

- Has the project identified activities of women and men that are related to the proposed project? And for each socioeconomic or ethnic group that it might affect?
- Have both women's and men's needs been considered in the design of the project?
- Has the project considered how current activities and responsibilities of women and men may be affected by the project? For instance, will it affect the time women and men spend in 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 there be opportunities in the project for women to be employed and trained in the construction and/or operation and maintenance of the infrastructure? In new industries that might be attracted to the area after the completion of the infrastructure project?
▪ Will the use of 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's 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, 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 will increase 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; and
  --Contact with other women (as in the case of private water pumps or piped water that aims to save time in 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 in different stages of the project, including operation and maintenance of the structure?
   The core GAD guidelines for the project proposal preparation, design and assessment of planned infrastructure projects are summarized in Box 10. **The scoring system will be the same as that applied in Box 7.**

Box 10. GAD checklist for designing and evaluating INFRASTRUCTURE projects

Dimension and Question	Present or done?			Result
	No (0)	Partly (1)	Yes (2)	
From Box 5				
Participation of women and men in project identification (max. score: 2)				
Each item can have a maximum of 0.67 point: ▪ Has the project consulted with women on the problem or issue that the intervention is to solve and in the development of the solution? ▪ Have women's inputs been considered in the design of the project? ▪ Are both women and men seen as stakeholders, partners or agents of change in the project design?				
Collection of sex-disaggregated data and gender-related information prior to project design (max. score: 2)				
Conduct of gender analysis and identification of gender issues; see Box 4 (max. score: 2)				
On the project design				
Gender equality goals, outcomes and outputs (max. score: 2; each items below can have a maximum of 1 point)				
▪ Do project objectives explicitly refer to women and men? Do they target women and men's needs for infrastructure?				
▪ Does the project have gender equality outputs or outcomes? (See examples in the text)				
Matching of strategies with gender issues (max. score: 2; for each items below can have a maximum of 1 point)				
▪ Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?				
▪ Does the project build on women and men knowledge and skills?				
Gender analysis of the designed project; refer to text on previous page (max. score: 2)				
Gender division of labor (max. score: 0.67; for each question: 0.33)				
▪ Has the project considered whether the infrastructure and/or participation in the project would affect current activities and responsibilities of women and men, girls and boys? ▪ Will the needs of women and men be considered in the design of the project , including those affected by involuntary resettlement?				
Access to and control of resources (max. score: 0.67; for each question: 0.33)				
▪ Will women and men have equal access to the infrastructure and other resources (including employment) provided by the project? ▪ Will women be involved in the decision-making of rules of use, operation and maintenance of the infrastructure or transport-related resources?				
Constraints (max. score: 0.67; for each item, 0.33)				
▪ Is the proposed infrastructure provided by the project socially or culturally acceptable and accessible to women? Or, can they use it? ▪ Has the project designed measures to address constraints to equal participation and benefits of women and men?				
Monitoring targets and indicators (max. score: 2)				

Dimension and Question	Present or done?			Result
	No (0)	Partly (1)	Yes (2)	
▪ 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 facilities provided by the Project --Membership and leadership in users' organization --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				
Sex-disaggregated database (max. score: 2)				
▪ Does the project require sex-disaggregated data to be collected?				
Resources (max. score: 2; each of the questions below can have a maximum score of 1 point)				
▪ Is the budget allotted by the project sufficient for gender equality promotion or integration?				
▪ Does the project have the expertise to integrate GAD or to promote gender equality and women's empowerment? OR does the project invest building capacity to integrate GAD or promote gender equality?				
Relationship with the agency's GAD efforts (max. score: 2; each of the items below can have a maximum score of 1 point)				
▪ Will the project build on or strengthen the agency or NCRFW/ government's commitment to the empowerment of women?				
▪ Will it build on the initiatives or actions of other organizations in the area?				
TOTAL GAD SCORE FOR THE PROJECT DESIGN (Add the score for each of the 10 elements)				

PRIVATE SECTOR DEVELOPMENT

Development projects by 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 private sector projects vary, ranging from new policies or rules, such as taxes, protection or deregulation, and incentives; 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, in the market, and in decision-making processes.

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

- ☙ Lack of comprehensive, sex-disaggregated data that would show the extent of women's participation in the sector and their stakes in

resources and decisions made. Such data would 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 implementers of the value of sex-disaggregated data as inputs to planning and preparation of programs and projects;

- ✒ Limited awareness of the gender issues in the private sector. Only a few are involved in GAD mainstreaming efforts in the sector; and

- ✒ Little understanding of the needs and concerns of women, especially those in rural areas, and of the factors that could inhibit their participation in the projects.

Women entrepreneurs are largely found in the informal sector, operating micro-enterprises where capital requirements are low and the production is labor intensive. The informal sector is also characterized by long working hours, and minimal returns to the labor force. Financial assistance has generally been in the form of micro-finance, including 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 micro-entrepreneurs. Many of these SMEs depend on subcontractors or home-based workers, mostly women, who produce specific parts of a product (such as garments) for their principal.

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

In the formal economy, women workers face various gender biases or discriminatory practices. A majority of women being employed in a narrow range of economic fields and poor representation in the leadership of industry organizations, among others. Among women 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 in gender-responsive programming and practices in relevant government agencies and private sector groups; and support for the installation of facilities and services that would address gender concerns in the workplace.

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

- Improve productivity of women-owned or operated enterprises, which will make them as profitable as men-owned or operated enterprises;

- Provide greater opportunity for women to venture into high-return business fields;

- Ensure safer workplaces for women workers, addressing sexual harassment and occupational health and safety problems;

- Support to improve self-confidence among women entrepreneurs and workers as they, respectively, become knowledgeable of their options and of their rights as workers; and

- Provide greater access of women micro-entrepreneurs to higher credit levels and technical support, allowing them to move into less-crowded business fields that have been hitherto closed to them.

A gender analysis of a designed private sector development project may raise a whole range of questions, such as:

Gender division of labor

- Does the project reduce gender role stereotyping, particularly among the workers in the target enterprises?
- Does the project promote safety and security in the workplace, including prevention and elimination 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 discrimination or violence cases
    - --Establishment of mechanisms required by law
- Does the project help the private sector address the issue of women workers' multiple work burden (through flexible time and similar arrangements)?
- Does the project help women 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 to enable entrepreneurs and workers to engage in new or non-traditional 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 sufficient access to project resources and benefits (credit, training, trade missions, technology, information)?
- Will women be involved in the decision-making over:
  --The focus and direction of project's technical assistance
  --Distribution of opportunities among members of business service organizations

Constraints

- Will the project be consulting with women's groups, women-in-business organizations, and women labor union leaders? Or, has the project consulted with women and men 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 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 in different stages of the project?

The core GAD guidelines for project preparation, design and assessment of planned industry or private sector development projects are presented in Box 11. **The scoring system will be the same as that applied in Box 7.**

Box 11. GAD checklist for designing and evaluating PRIVATE SECTOR DEVELOPMENT projects

Dimension and Question	Present or done?			Result
	No (0)	Partly (1)	Yes (2)	
From Box 5				
Participation of women and men in project identification (max. score: 2)				
Each item can have a maximum of 0.67 point: ▪ Has the project consulted with women on the problem or issue that the intervention is to solve and in the development of the solution? ▪ Have women's inputs been considered in the design of the project? ▪ Are both women and men seen as stakeholders, partners or agents of change in the project design?				
Collection of sex-disaggregated data and gender-related information prior to project design (max. score: 2)				
Conduct of gender analysis and identification of gender issues; see Box 4 (max. score: 2)				

Dimension and Question	Present or done?			Result
	No (0)	Partly (1)	Yes (2)	
On the project design				
Gender equality goals, outcomes and outputs (max. score: 2; each question below can have a maximum of 1 point)				
▪ Do project objectives explicitly refer to women and men?				
▪ Does the project have gender equality outputs or outcomes? (See text for examples)				
Matching of strategies with gender issues (max. score: 2)				
▪ Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?				
Gender analysis of the designed project; see text on previous pages (max. score: 2)				
Gender division of labor (max. score: 0.67; for each question: 0.22)				
▪ Will the project help women entrepreneurs become more efficient in their chosen fields? ▪ Will the project help address the issue of multiple work burdens of women? ▪ 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)?				
Access to and control of resources (max. score: 0.67; for each question: 0.22)				
▪ Will women have access to sufficient credit, information, training, and services or facilities? ▪ Will women be involved in decision-making over key aspects of the project? ▪ Does the project have measures for mitigating negative effects on women and men?				
Constraints (max. score: 0.67; for each item: 0.33)				
▪ Is the proposed project design socially or culturally acceptable and accessible to women? Can women effectively participate or benefit from the project? ▪ Has the project devised strategies to overcome the constraints to project participation by women and by men? Specifically, does it include needed separate programming (by way of separate groups, activities or components)?				
Monitoring targets and indicators (max. score: 2)				
▪ Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation and control? Examples of gender differences that can 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 profile --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 --Loss of jobs as a result of the project --Membership and leadership in organization or 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)				
Sex-disaggregated database (max. score: 2)				
▪ Does the project require sex-disaggregated data to be collected?				
Resources (max. score: 2; each question below can have a maximum score of 1 point)				
▪ Is the budget allotted by the project sufficient for gender equality promotion or integration?				

Dimension and Question	Present or done?			Result
	No (0)	Partly (1)	Yes (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 to build capacity to integrate GAD or promote gender equality?				
Relationship with the agency's GAD efforts (max. score: 2; each item below can have a maximum score of 1 point)				
▪ Will the project build on or strengthen the agency or the NCRFW/ government's commitment to the empowerment of women?				
▪ Will it build on the initiatives or actions of other organizations in the area?				
TOTAL GAD SCORE FOR THE PROJECT DESIGN (Add the score for each of the 10 elements)				

SOCIAL SECTOR: EDUCATION

Development programs or projects for the education sector include construction of school 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 can also target the entire sector, formal or informal education, or for a particular level of formal education (elementary, secondary or tertiary).

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, disadvantaging the rural population, 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 work against females;

- wide variations in literacy among regions. National females and male literacy rates are about the same, but some areas have significantly lower figures. Literacy rates are lowest in ARMM and areas in Mindanao under armed conflict, with female literacy rates significantly lower than that of the males. Low male literacy rate is associated with 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 socioculturally ascribed responsibilities to their family;

- more women than men reach the tertiary education level, but women tend to flock into business administration and other overcrowded and stereotyped "feminine" fields (teachers training, nursing, midwifery);

✒ despite efforts to revise the curricula and instructional materials at various levels, they continue to promote gender-based stereotypes, influencing young people's career choices;

✒ gender-based harassment and discrimination among students, of students by teachers, and of teachers by their superiors; and

✒ while there are more women than men among teachers, decision-making in the sector remains a male preserve.

Awareness by program or project designers of the above mentioned gender issues will ultimately improve the level and quality of education of women and men alike. Education programs and projects can 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 gender responsiveness of the education sector. In some areas, constraints to girls' access to education could be addressed through the physical design of schools, availability of women 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 can 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 (e.g. discrimination, violence) 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.

The core GAD guidelines for the project proposal preparation, design and assessment of planned education programs and projects are summarized in Box 12. ***The scoring system will be the same as that applied in Box 7.***

Box 12. GAD checklist for designing and evaluating EDUCATION projects

Dimension and Question	Present or done?			Result
	No (0)	Partly (1)	Yes (2)	
From Box 5				
Participation of women and men in project identification (max. score: 2)				
Each item can have a maximum of 0.67 point: ▪ Has the project consulted and involved women on the problem or issue that the intervention is to solve and in the development of the solution? ▪ Have women's inputs been considered in the design of the project? ▪ Are both women and men seen as stakeholders, partners, or agents of change?				
Collection of sex-disaggregated data and gender-related information prior to project design (max. score: 2)				
Conduct of gender analysis and identification of gender issues; see Box 4 (max. score: 2)				
On the project design				
Gender equality goals, outcomes and outputs (max. score: 2; each question below can have a maximum of 1 point)				
▪ Do project objectives explicitly refer to women and men, as students, parents, teachers or administrators?				
▪ Does the project have gender equality outputs or outcomes? (See text for examples)				
Matching of strategies with gender issues (max. score: 2)				
▪ Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?				
Gender analysis of the designed project, (max. score: 2)				
Gender division of labor (max. score: 0.67; for each question: 0.22)				
▪ Are families in the target community reliant on the work of girls or boys for income? IF SO: Would flexible education schedules help females/males fit in their other tasks? ▪ Does the project offer opportunities (through curricula, instructional materials, role models) for expanding roles of females and males at home, in the community, economy and society? ▪ Has an assessment been made of the education and training needs of both females and males?				
Access to and control of resources (max. score: 0.67; for each question: 0.22)				
▪ Does the project ensure that opportunities for training and scholarships that might be provided are equally accessible to female and males? To different categories of females (rural/urban, ethnic groups)? ▪ Is information about educational opportunities readily available to females and males? ▪ Have all the methods of education delivery been considered?				
Constraints (max. score: 0.67; for each item: 0.33)				
▪ Has the project addressed any time and distance constraint so that girls and boys can attend class? ▪ Has the project considered financial costs for participation that may restrict attendance of females or males?				
Monitoring targets and indicators (max. score: 2)				
▪ Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation and control? Examples of gender differences than can be monitored: --Net enrolment or participation rate --Passing rate for female and male students (NEAT, NSAT) include HSRT? --Participation in training and similar project activities, by type of training or activity --Employment generated by the project				
Sex-disaggregated database (max. score: 2)				
▪ Does the project require sex-disaggregated data to be collected?				

Dimension and Question	Present or done?			Result
	No (0)	Partly (1)	Yes (2)	
Resources (max. score: 2; each question below can have a maximum score of 1 point)				
▪ Is the budget allotted by the project sufficient for gender equality promotion or integration?				
▪ 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 to build capacity to integrate GAD or promote gender equality?				
Relationship with the agency's GAD efforts (max. score: 2; each item below can have a maximum score of 1 point)				
▪ Will the project build on or strengthen agency or the NCRFW/ government's commitment to the empowerment of women?				
▪ Will it build on the initiatives or actions of other organizations in the area?				
TOTAL GAD SCORE FOR THE PROJECT DESIGN (Add the score for each of the 10 elements)				

SOCIAL SECTOR: HEALTH

Like other social sector programs, health programs or projects can include construction of health facilities, technical assistance for a sectoral review and/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 can 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.

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

 High maternal and child mortality rates, particularly in rural areas and all the regions in Mindanao, indicative of distribution of health care services and resources that favor 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; 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 in the early 1990s hence, local health programs and projects, like national health initiatives, have to be sensitive to general gender issues as well as those 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 can include:

✍ Decreased maternal and child mortality rates;
✍ Increased use of contraceptives by women and men;
✍ 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.

A summary of the core gender analysis questions is presented for assessing the gender impact of the proposed project, as designed. More questions can be asked, however. Among these are:

Gender division of labor and gender needs

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

Access to and control of health services and benefits

- Has the project incorporated existing health services and health providers?
- Are women-to-women service 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 HIV/AIDS? 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 protect against 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 for participation that may increase women 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 towards women?

The core GAD guidelines for the project proposal preparation, design and assessment of planned health programs and projects are summarized in Box 13. **The scoring system will be the same as that applied in Box 7.**

Box 13. GAD checklist for designing and evaluating HEALTH projects

Dimension and Question	Present or done?			Result
	No (0)	Partly (1)	Yes (2)	
From Box 5				
Participation of women and men in project identification (max. score: 2)				
Each item can have a maximum of 0.67 point: ▪ Has the project consulted and involved women on the problem or issue that the intervention would like to solve and in the development of the solution? ▪ Have women's inputs been considered in the design of the project? ▪ Are both women and men seen as stakeholders, partners or agents of change?				
Collection of sex-disaggregated data and gender-related information prior to project design (max. score: 2)				
Conduct of gender analysis and identification of gender issues; see Box 4 (max. score: 2)				
On the project design				
Gender equality goals, outcomes and outputs (max. score: 2; each question below can have a maximum of 1 point)				
▪ Do project objectives explicitly refer to females and males (including adolescents), as clients and/or health providers?				
▪ Does the project have gender equality outputs or outcomes? (See text for examples)				
Matching of strategies with gender issues (max. score: 2)				

Dimension and Question	Present or done?			Result
	No (0)	Partly (1)	Yes (2)	
▪ Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?				
Gender analysis of the designed project; see text, page 37 (max score: 2)				
Gender division of labor (max. score: 0.67; for each question: 0.33)				
▪ Does the project address the different health needs of females and males? ▪ Has consideration been given to how women might be supported in their role of providing health care to the household and to the community?				
Access to and control of resources (max. score: 0.67; for each question: 0.33)				
▪ Has the project incorporated existing health services and health providers? ▪ Are women-to-women services provided by in the project design?				
Constraints (max. score: 0.67; for each item: 0.33)				
▪ Are there cultural constraints on health measures that the project will be introducing? ▪ Has the project considered financial costs for participation that may hamper women and men's access to the project's health services or facilities?				
Monitoring targets and indicators (max. score: 2)				
▪ Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation and control? Examples of gender differences that can 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				
Sex-disaggregated database (max. score: 2)				
▪ Does the project require sex-disaggregated data to be collected?				
Resources (max. score: 2; each question below: 1 point)				
▪ Is the budget allotted by the project sufficient for gender equality promotion or integration?				
▪ 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 to build capacity to integrate GAD or promote gender equality?				
Relationship with the agency's GAD efforts (max. score: 2; each item below can have a maximum score of 1 point)				
▪ Will the project build on or strengthen the agency or the government's/ NCRFW commitment to the empowerment of women?				
▪ Will it build on the initiatives or actions of other organizations in the area?				
TOTAL GAD SCORE FOR THE PROJECT DESIGN (Add the score for each of the 10 elements)				

SOCIAL SECTOR: HOUSING AND SETTLEMENT

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

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

- ☙ Limited access to housing, which stems from widespread ignorance that women and men can equally apply for housing;

- ☙ complicated housing procedure that requires considerable documentation and cost in terms of cash and time, both of which many women have little;

- ☙ matching affordability levels with women's desired housing design or site development plan, which has usually resulted in facilities or infrastructure (deep wells, for example) not strategically located or too few, entailing travel and standing in queues, thereby increasing women's water-carrying time. A related issue concerns the design of housing units, which seldom addresses the activities of women in terms of space utilization;

- ☙ lack of consideration for the need for certain facilities—such as well-lighted streets and community space equally accessible to women and men—in town or settlement planning, originating from little awareness and appreciation of women's concerns and gender issues; and

- ☙ despite recent gains, low acceptance of women in the housing industry, leading to gender role stereotyping even at the professional level.

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

- ☞ Easier access to affordable yet decent housing, especially for female-headed households that are living in poverty, female informal sector workers who need to be close to markets, and women in low-paying jobs who need to live close to their workplace;

- ☞ more efficient use of women's time when facilities are well located and housing space properly designed, giving them time for rest or productive activities;

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

A minimum set of gender analysis questions is presented that must be asked when assessing the possible gender effects of a housing or settlement project. Some questions that may be asked include:

Gender division of labor and gender needs

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

Access to and control of resources

- Will the project provide opportunities for women to be employed and trained in the construction of houses and other facilities?
- Will the project ensure that women will be trained to operate and maintain the facilities in the settlement?
- Will the houses be located such that women have better access to water and hygiene facilities, transport, and security?
- Will the project provide equal opportunities for women and men to own a house?
  --Will it inform women that they themselves can apply for a housing unit?
  --Will female-headed households be given equal access to housing units as male-headed households?

- Will women be involved in the decision-making over the location and design of common facilities? The design of the core houses? The amortization plan, including terms and schedule of payments?
- Will the project be using technologies appropriate to women and men's needs and capabilities, as well as to local materials, traditions and the environment?
- Will the project adversely affect women's access to jobs, resources and markets? Does the project design include measures to mitigate the negative gender effects of the project?

Constraints to participation

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

The core GAD guidelines for the project proposal preparation, design and assessment of planned housing and settlement programs and projects are summarized in Box 14. ***The scoring system will be the same as that applied in Box 7.***

Box 14. GAD checklist for designing and evaluating HOUSING AND SETTLEMENT projects

Dimension and Question	Present or done?			Result
	No (0)	Partly (1)	Yes (2)	
From Box 5				
Participation of women and men in project identification (max. score: 2)				
Each item can have a maximum of 0.67 point: ▪ Has the project consulted and involved women, women's groups or NGOs on the problem or issue that the intervention is to solve and in the development of the solution? ▪ Have women's inputs been considered in the design of the project? ▪ Are both women and men seen as stakeholders, partners or agents of change?				
Collection of sex-disaggregated data and gender-related information prior to project design (max. score: 2)				
Conduct of gender analysis and identification of gender issues; see Box 4 (max. score: 2)				
On the project design				
Gender equality goals, outcomes and outputs (max score: 2; each question below can have a maximum of 1 point)				
▪ Do project objectives explicitly refer to women and men, as partners or beneficiaries of the project?				
▪ Does the project have gender equality outputs or outcomes? (See text for examples)				

Dimension and Question	Present or done?			Result
	No (0)	Partly (1)	Yes (2)	
Matching of strategies with gender issues (max. score: 2)				
▪ Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?				
Gender analysis of the designed project; see text on previous page (max. score: 2)				
Gender division of labor (max. score: 0.67; for each question: 0.33)				
▪ Will both women'and men's needs be considered when designing the houses/settlement? ▪ Will the project's low-cost core housing unit be so designed as to reduce women's reproductive time or enhance their productive time?				
Access and control of resources (max. score: 0.67; for each item: 0.22)				
▪ Will the project provide equal opportunities for women and men to own a house? ▪ Will women be trained or employed in the construction of the houses, or in the operation and maintenance of the facilities of the settlement? ▪ Does the project design include measures to mitigate the adverse effects on women's access to resources?				
Constraints (max. score: 0.67; for each item: 0.33)				
▪ Is the proposed project (housing design and common facilities) socially or culturally acceptable and accessible to women? Can women use it? ▪ Will the project offer facilities and services that will support both women and men's participation in different stages of the project? ▪ Has the project designed measures to address constraints to equal participation and benefits by women and men?				
Monitoring targets and indicators (max. score: 2)				
▪ Does the project include gender equality targets and indicators to measure gender equality outcomes and outputs? For instance, will the following gender differences be monitored: --Ownership of the housing units --Satisfaction rate with the housing and/or settlement design and layout				
--Membership and leadership in homeowners' or similar community-based organizations --Participation in training and similar project activities, by type of training --Employment generated and/or loss of livelihood as a result of the project				
Sex-disaggregated database (max. score: 2)				
▪ Does the project require sex-disaggregated data to be collected?				
Resources (max. score: 2; each question below can have a maximum score of 1 point)				
▪ Is the budget allotted by the project sufficient for gender equality promotion or integration?				
▪ 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 to build capacity to integrate GAD or promote gender equality?				
Relationship with the agency's GAD efforts (max. score: 2; each item below can have a maximum score of 1 point)				
▪ Will the project build on or strengthen the agency or the NCRFW/ government's commitment to the empowerment of women?				
▪ Will it build on the initiatives or actions of other organizations in the area?				
TOTAL GAD SCORE FOR THE PROJECT DESIGN (Add the score for each of the 10 elements)				

SOCIAL SECTOR: WOMEN IN AREAS UNDER ARMED CONFLICT

Development interventions in areas under armed conflict include reconstruction of physical infrastructure, resettlement of evacuees, rehabilitation and recovery of traumatized civilians (particularly women and children), and peace negotiations. Some 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 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 male combatants.

These issues can 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 can also build on or strengthen government's commitment to the empowerment of women, and build on actions initiatives or actions of other organizations in the area, as well.

The GAD checklist for the project proposal preparation, design and assessment of planned programs or projects for women and peace are summarized in Box 15. ***The scoring system will be the same as that applied in Box 7.***

Box 15. GAD checklist for designing and evaluating WOMEN IN AREAS UNDER CONFLICT projects

Dimension and Question	Present or done?			Result
	No (0)	Partly (1)	Yes (2)	
From Box 5				
Participation of women and men in project identification (max. score: 2)				
Each item can have a maximum of 0.67 point: ▪ Has the project consulted and involved women, women's groups or NGOs on the problem or issue that the intervention is to solve and in the development of the solution? ▪ Have women's inputs been considered in the design of the project? ▪ Are both women and men seen as stakeholders, partners or agents of change?				
Collection of sex-disaggregated data and gender-related information prior to project design (max. score: 2)				
Conduct of gender analysis and identification of gender issues; ***see Box 4*** (max. score: 2)				
On the project design				
Gender equality goals, outcomes and outputs (max. score: 2; each question can have a maximum of 0.67 point)				
▪ Do project objectives explicitly refer to women and men, as partners or beneficiaries of the project? To their immediate and long-term assistance needs?				
▪ Does the project have gender equality outputs or outcomes?				
▪ Have the project objectives taken account the changes in the population profile?				
Matching of strategies with gender issues (max. score: 2)				
▪ 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 text)				
Gender analysis of the designed project (max. score: 2)				
Gender division of labor (max. score: 0.67; for each question: 0.33)				
▪ Has consideration been made to women's productive, reproductive and community service and management/political roles prior to the crisis or displacement? ▪ Will the project provide opportunities for women to take on non-traditional roles for instance peace negotiations as well as leadership in organizations?				
Access to and control of resources (max score: 0.67; for each item: 0.33)				
▪ Have appropriate strategies been identified to ensure that both women and men participate in and benefit from humanitarian assistance, or income generation and vocational training? ▪ Does the project design include measures to mitigate the adverse effects on women's livelihood or access to resources?				
Constraints (max. score: 0.67; for each item: 0.33)				
▪ Has consideration been given to how social, cultural, religious, and economic factors influence gender relations in humanitarian relief and longer-term rehabilitation activities? ▪ Does the project design have measures to address constraints to both women and men's participation?				
Monitoring targets and indicators (max. score: 2)				

▪ Does the project include gender equality targets and indicators? Examples of gender differences that can be monitored are:
     --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				

Sex-disaggregated database (max. score: 2)				
▪ Does the project require sex-disaggregated data to be collected?				

Dimension and Question	Present or done?			Result
	No (0)	Partly (1)	Yes (2)	
Resources (max. score: 2; each questions below can have a maximum score of 1 point)				
▪ Is the budget allotted by the project sufficient for gender equality promotion or integration?				
▪ 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 to build capacity to integrate GAD or promote gender equality?				
Relationship with the agency's GAD efforts (max. score: 2; each item below can have a maximum score of 1 point)				
▪ Will the project build on or strengthen the agency or the NCRFW/ government's commitment to the empowerment of women?				
▪ Will it build on the initiatives or actions of other organizations in the area?				
TOTAL GAD SCORE FOR THE PROJECT DESIGN (Add the score for each of the 10 elements)				

Part III. PROJECT/PROGRAM IMPLEMENTATION, MANAGEMENT, 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 they interpret and implement 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 has been incorporated in the mainstream concerns of the government agency, office or unit, and on the capacities developed within the agency to manage the change. This also holds for GAD efforts of programs or projects. The focus at this stage should, therefore, be 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 issues:

- ✎ Support of project leadership, which confers high priority to 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 capacity; and

- ✎ Enforcement of procedures and processes that promote women's participation in project activities and benefits.

The development of commitment and capacity should not be limited to project management staff, many of whom are generally 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 capacity building of agency officials and personnel in undertaking GAD initiatives; and

- ✎ Institutionalization of the project's GAD strategies through their incorporation in the agency's action plans.

Assessment Guide

Box 16, presents the key features of a gender-responsive program or project management. A "no" response to all the items in each element would mean a "no" (with the associated "0" score) to the element or requirement, while the consideration of all the questions in a particular element would mean a "yes" (and a "2" score). The consideration of some, not all, of the questions in the checklist for an element would be interpreted as "partly present or accomplished" and the element will be given a score of 1. *The maximum score is 8, but a project may be considered to have a gender-sensitive management if it scores at least a "1" in each of the elements, for a total of 4 points. A score lower than "2" in an element indicates that the project needs to improve its performance that area.*

Box 16. Project management and implementation checklist

Item	Present or done?		
	No (0)	Partly (1)	Yes (2)
Supportive project management (max. score: 2; for each item: 1.0)			
▪ Is the project leadership (project steering/advisory committee or management) supportive of GAD or gender equality goals? For instance, have they mobilized adequate resources to support strategies that address gender issues or constraints to equal participation of women during project implementation?			
▪ Has adequate gender expertise been made available throughout the project? For example, were gender issues adequately addressed in the project management contract and scope of services?			
Technically competent staff or consultants (max. score: 2; for each item: 0.67)			
▪ 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?			
▪ Has the project tapped local gender experts to assist its staff/partners in integrating gender equality in their activities or in project operations?			
▪ Does the project require gender-balanced teams or at least gender indicators in the TOR for monitoring/evaluation? Does the project require its monitoring and evaluation teams (personnel or consultants) to have technical competence in GAD evaluation?			
Committed Philippine government agency (max. score: 2; each item: 0.67)			
▪ Are regular agency personnel involved in implementing GAD initiatives?			
▪ Are agency officials or personnel participating in GAD trainings sponsored by the project?			
▪ Has the agency included the project's GAD efforts in its action plans?			

Item	Present or done?		
	No (0)	Partly (1)	Yes (2)
GAD implementation processes and procedures (max. score: 2; each item: 0.5)			
▪ Do project implementation documents incorporate a discussion of GAD concerns? IF APPLICABLE: Are subproject proposals required to have explicit GAD objectives and to have undergone gender analysis?			
▪ Does the project have an operational GAD strategy? Alternately, has the project been effective in integrating GAD into the development activity?			
▪ Does the project have a budget for activities that will build capacities for doing GAD tasks (gender analysis, monitoring, etc.)?			
▪ Does the project involve women and men, equally or equitably, in various phases of subprojects?			
TOTAL SCORE FOR PROJECT MANAGEMENT			

PROJECT MONITORING AND EVALUATION

Apart from checking on project management, progress and performance of projects are periodically assessed as part of project monitoring. Meanwhile, project evaluation generally takes place at the end of the project, although a mid-term evaluation is generally conducted for projects that run for three years or more. Monitoring and evaluation aim 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 B.

A gender-sensitive evaluation assesses 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 were achieved. The monitoring and evaluation *activity* is often participative and consultative, involving not only the implementing agency and the project management office, but also the key women and men affected or benefited by the project.

Assessment Guide

The key areas that need to be considered in a gender-responsive project monitoring and evaluation are summarized in Box 17. A positive response to all the questions related to an element means a "yes" to that element, or a "2"; a yes to some but no to others is "partly yes," with a score of 1; while a negative response to all the pertinent questions is a "no" to that element, or a "0." Unless otherwise specified, the maximum score for an element is a "2".

Box 17. Checklist for project monitoring and evaluation

Item	Present or done?		
	No (0)	Partly (1)	Yes (2)
Project monitoring system being used by the project includes indicators that measure gender differences in outputs, and outcomes (max. score: 2; each item: 1 point each)			
▪ Does the project require gender-sensitive outputs and outcomes?			
▪ Does the project monitor the activities, inputs and results using GAD or gender equality indicators?			
Project database includes sex-disaggregated and gender-related information (max. score: 2; each item: 0.5 point each)			
▪ Does the project support studies to assess gender issues and impact? Or, has 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?			
▪ Has 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?			
▪ 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)?			
▪ Are sex-disaggregated data being "rolled up" from the field to the national level?			
Gender equality and women's empowerment targets being met (max. score: 4)			
▪ Has women's welfare and status been improved as a result of the project? (Max. score: 2)			
Examples: ▪ 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 been improved as a result of the project. ▪ The project has created new opportunities or non-traditional roles for women and men. ▪ Men and women have been sensitized to gender issues and women's human rights. ▪ The project has supported or instituted strategies to overcome any adverse effects on women. ▪ The project has introduced follow-up activities to promote 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.			
Has the project helped develop the capacity of the implementing agency to implement gender-sensitive projects? (max. score: 2)			
Project addressing gender issues arising from its implementation (max. score: 2)			
Examples of gender issues: ▪ Negative effect on gender relationship as a result of new roles or resources created for women ▪ Additional workloads for women/men ▪ Displacement of women by men ▪ Loss of access to resources because of project rules			

Item	Present or done?		
	No (0)	Partly (1)	Yes (2)
Participatory monitoring and evaluation processes (max. score: 2; each item: 1)			
▪ Does the project involve/consult women and men implementers during project monitoring and evaluation? Does it involve women and men beneficiaries?			
▪ Have women and men been involved and consulted in the assessment of the project's gender?			
TOTAL GAD SCORE FOR MONITORING AND EVALUATION			
TOTAL GAD SCORE FOR PROJECT MANAGEMENT (From Box 16)			
TOTAL GAD SCORE FOR THE PROJECT IMPLEMENTATION PHASE			

Interpretation of the GAD Score

0-3.9   GAD is invisible in the project implementation (Project needs GAD technical assistance or advice in all areas)

4.0-7.9   Project implementation has promising GAD prospects (Project needs technical assistance on GAD in some areas)

8.0-14.9   Project implementation is gender-sensitive (Project needs GAD technical advice in a few areas)

15.0-20.0   Project implementation is gender-responsive (Project to be commended)

Monitoring and evaluation exercises generally yield lessons for future activities that a project, agency or donor can undertake to ensure sustainability not only of initiatives, but also of gender equality and women's empowerment results. The rating system suggested in the present "Harmonized GAD Guidelines" also help identify programs or projects from which useful practices can be highlighted and shared, as they demonstrate how gender equality and women's empowerment ideals can be fulfilled.

Appendix A: Key GAD Concepts

- *Access and control:* Being able to avail oneself of or to utilize a particular resource is associated with *access*, while the power or authority to decide about the acquisition, use, allocation and disposal of a resource or benefit denotes *control.*

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

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

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

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

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

- *Gender needs and interests*: In the context of women's empowerment, women's needs or interests may be classified into practical and strategic.

  o *Practical gender needs:* Those needs that do not challenge the unequal structure of gender relations, division of labor or traditional balances of power, but relate to the sphere in which women have primary responsibilities. These differ from "women's special needs," but may sometimes arise from them. Some examples are need for income to send children to school, weeding tools for agricultural work and potable water.

  o *Strategic gender interests*. Those that arise out of an understanding (consciousness) and analysis of women's subordinate situation in society. These are actions and strategies that are required to bring about structural changes and empowerment. Examples include political and legislative reform to grant constitutional equality to women, state accession to the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), a political voice, and action on violence against women.

- *Gender roles:* Those roles a society or culture defines or constructs as female or male. An example is child rearing, which is classified as a female gender role. It is not a female sex role, as child rearing can be done by men as well as by women. Gender roles or activities may be generally classified into*:*
    - o *Production,* which consists of activities that result in the generation or production of marketable goods or services. These include, among others, producing crops, fisheries, raising animals and wage employment.
    - o *Reproduction,* which covers activities carried out to reproduce labor, and to care for and maintain the household. Examples include childcare, food preparation, and other activities that result in goods and services for immediate household consumption.
    - o *Community management,* which pertains to roles or activities undertaken that produce results for the community's collective consumption, use or benefit. Some examples are mobilization to secure basic services for the community, taking on leadership roles, and participation in projects and organizations.
    - o *Leisure,* which refers to activities that do not pertain to productive or reproductive work, but are instead related to rest and recreation.
- *Resources:* Anything that people need or require to carry out their activities. More specifically, it can be understood as anything that produces a stream of income and other benefits.
- *Sex roles*: Occupation or biological function for which a necessary qualification is to belong to one particular sex category. An example is pregnancy as a female sex role, as only members of the female sex may bear children.

Appendix B: Sample Sector-Specific GAD Monitoring Indicators

NOTE*: The sample indicators, below, refer to **development** indicators that correspond to the gender equality results identified in the corresponding section of Part II of the Harmonized Guidelines. **Project management indicators are found in Boxes 16 and 17.**

AGRICULTURE AND RURAL DEVELOPMENT

- Adoption rates of technology by women/men
  - Proportion of women farmers who are adopting new technologies or crops
- Organizational membership, by sex of members
  - Proportion of women to total members of farmers' organizations
  - Percentage change in membership of rural women's organizations
- Organizational leadership, by sex of leaders or officials
  - Proportion of women to total leaders in farmers' organizations
- Participation in training and project activities, by type of training or activity and by sex
  - Proportion of women to total training participants, by type of training or activity
  - Proportion of women to total participants in non-home management agricultural training
  - Proportion of men to total participants in home management training

- Access to project resources (animals, seeds or planting materials, credit) by women/men
  - Proportion of women to total recipients of inputs
  - Percentage change in the number of women recipients of inputs
  - Proportion of inputs going to women beneficiaries
  - Percentage change in the amount of inputs going to women beneficiaries
  - Proportion of women to total recipients of land titles
  - Percentage change in the number of women recipients of land titles
  - Proportion of women employed by the project
  - Rural employment rate, by sex of workers

- Productivity of female/male farmers, by crop or agricultural activity
  - Average crop yield, by sex of farmer-operator
  - Average agricultural production, by sex of operator

- Control over agricultural decision-making
  - Inputs of women/men in agricultural decision-making that are incorporated in final decisions
  - Percentage change in number of women assuming leadership positions in rural organizations
  - Presence/absence of GAD agenda in the project
  - Presence/absence of GAD agenda in organizations created by the project

- Gender role stereotyping

o Proportion of women going into rural production activities or enterprises that have been traditionally associated with men

INFRASTRUCTURE

- Access to infrastructure/facility by women and men
    o Utilization rate of the infrastructure or facility, by sex of users
    o Proportion of women to total users of the facility
    o Proportion of female-headed households to total households using the facility
    o Percentage change in the number of women/female-headed households using the facility

- Access to employment generated by the infrastructure project
    o Number of women/men workers employed by the project during the project's construction phase
    o Number of women/men workers employed by the project/organization for the operation and maintenance (O&M) of the infrastructure/facility
    o Proportion of women to total workers employed during construction phase, by type of job
    o Proportion of women to total workers employed for O&M of the facility

- Effect on time use of beneficiary population (women, men, girls and boys)
    o Travel time to/from market
    o Travel time to/from water source
    o Percent of time in productive activities
    o Percent of time in reproductive activities
    o Percent of time spent in leisure

- Participation in users' organization
    o Proportion of women to total members in users' organization
    o Percentage change in the number of women members in users' organization
    o Proportion of women to total leaders in users' organization

- Participation in training and similar project activities
    o Proportion of women to total participants in training in O&M
    o Proportion of women to total participants in leadership training

- Effect on females/males of involuntary resettlement resulting from the project
    o Number of women/men who lost their livelihood
    o Travel time of women/men to market
    o Travel time of women/men to workplace
    o Travel time of girls/boys to school
    o Travel time to nearest health facilities

- Participation in decision-making
    o Inputs of women/men in decision-making concerning the infrastructure project or facility (design, location, use, management) that are incorporated in final decisions
    o Percentage change in number of women assuming leadership positions in users' organizations

o Presence/absence of GAD agenda in the project
  o Presence/absence of GAD agenda in users' organizations

PRIVATE SECTOR DEVELOPMENT

- Performance of women- and men-owned enterprises in areas of project intervention
  o Rate of adoption of project interventions among women- and men-owned enterprises
  o Percentage change in performance indicators (profits, market coverage, sales) of women- and men-owned enterprises

- Ownership of enterprises/establishments
  o Proportion of women to total number of enterprise owners (or major stockholders), by industry
  o Proportion of women to total number of managers, by industry

- Participation in training, trade missions
  o Proportion of women to total skills training participants, by type of training
  o Proportion of women to trade-mission members, by destination and by type of mission
  o Number of business deals clinched by women/men participants during trade missions

- Access to loans (borrowers' and loan profiles)
  o Proportion of women to total borrowers
  o Average loan of women/men borrowers
  o Proportion of loans going to women borrowers

- Access to non-loan project resources (market linkages, technical advice)
  o Proportion of women to total beneficiaries of particular project resource
  o Percentage change in the number of women benefiting from the project resource

- Participation in industry or workers' organizations
  o Proportion of women to total members of industry organizations
  o Proportion of women to total leaders of industry organizations
  o Proportion of women to total members of workers' organizations in industries covered by the project
  o Percentage change of number of women members of workers' organizations
  o Proportion of women to total leaders of workers' organizations

- Women-friendly workplaces
  o Proportion of occupational safety cases involving women workers to total
  o Presence/absence of Committee on Decorum and Investigation (CODI) or similar mechanism to handle sexual harassment cases
  o Presence/absence of reproductive health services on site, including family planning
  o Number of women/men availing themselves of health facilities on site

- Satisfaction rating with project interventions

- o Proportion among the women/men beneficiaries who are satisfied with the project intervention
- o Reasons for dissatisfaction among women/men beneficiaries

- Employment generated by the project
  - o Proportion of women to total workers employed as a result of the project
  - o Percentage change in the number of women employed by the industry

- Participation in decision-making
  - o Inputs of women/men in decision-making concerning the industry that are incorporated in final decisions
  - o Presence/absence of GAD agenda in the project
  - o Presence/absence of GAD agenda in industry/workers' organization supported by the project

SOCIAL SECTOR: EDUCATION

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

- Performance of female and male students
  - o NEAT and SAT passing rate for female and male students in rural/urban areas
  - o Board and licensing examinations
  - o Competency examinations (TESDA)

- Employment in the education sector
  - o Proportion of women to total teachers in elementary, secondary and tertiary levels
  - o Proportion of women to total principals/supervisors/superintendents in public schools
  - o Proportion of women to total deans and school heads at tertiary level

- Gender-sensitivity of school curricula, programs and services
  - o Presence/absence of sexist language, messages and graphics in textbooks
  - o Presence/absence of guidance counselors trained in non-sexist career counseling
  - o Presence/absence of mechanisms for addressing sexual harassment in campus

- Participation in project activities, including teacher/supervisors' training
  - o Proportion of women to total participants, by training program
  - o Percentage change in the number of women employed by the sector

- Participation in decision-making
  - Inputs of women/men in decision-making concerning the education sector that are incorporated in final decisions
  - Proportion of women to total members of education boards
  - Proportion of women to total officers of parent-teachers' associations
  - Proportion of women to total members in teachers' organizations
  - Proportion of women to total officials of teachers' organizations
  - Presence/absence of GAD agenda in the project
  - Presence/absence of GAD agenda in parent-teachers' associations
  - Presence/absence of GAD agenda in key teachers' organizations

SOCIAL SECTOR: HEALTH

- Physical welfare
  - Infant mortality rates, by sex
  - Child mortality rates, by sex
  - Child morbidity rates, by sex
  - Adult morbidity rates, by sex
  - Life expectancy (in years), by sex
  - Major causes of morbidity, by sex
  - Major causes of deaths, by sex
  - Maternal mortality rate
  - Nutritional status, by age cohort and sex
  - Chronic energy deficiency, by sex
  - Proportion of women to total population screened for the disease
  - Rate of infection, by sex and age
  - Proportion of women to total treated for a disease
  - Cure rate, by sex

- Gender-sensitive content of health programs, as indicated by the presence of:
  - Reproductive health services, including adolescent reproductive health, family planning and contraception, increased male participation, breast cancer, maternal and child health, violence against women (VAW), and other elements of reproductive health
  - Mechanisms for addressing the health aspects of violence against women
  - Health services for different age groups, particularly the elderly

- Gender-sensitive delivery of quality health services
  - Presence/absence of health personnel trained in the delivery of reproductive health services and support for survivors of violence against women
  - Availability of material support (such as drug supply, contraceptive supply, breast cancer scanning facilities) for reproductive health program
  - Number of women and men recruited by the project to serve as health volunteers
  - Proportion of men to total health volunteers
  - Presence/absence of mechanisms for addressing VAW cases

- Utilization of or access to health project services, in urban and in rural areas
  - Rate of contraceptive use by women and men

- o Number of beneficiaries of the nutrition project or program, by sex; or proportion of female to total beneficiaries of the nutrition project or program
- o Number of beneficiaries of the health project or program, by sex; or proportion of female to total beneficiaries of the health project or program

- Participation in project activities, including training of health personnel and officials
  - o Proportion of women to total participants, by training program
  - o Percentage change in the number of women employed by the sector
  - o Proportion of women to total employed by the project, by type of job

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

SOCIAL SECTOR: HOUSING AND SETTLEMENT (for the infrastructure component of the project, refer to the indicators for the INFRASTRUCTURE sector)

- Access to and control over the housing units provided by the project
  - o Proportion of women to total population invited by the project to orientation or briefing sessions
  - o Proportion of women to applicants for housing units in the housing and settlement project
  - o Proportion of women to applicants granted a housing unit in the project
  - o Proportion of women holding the deed or title to the housing units
  - o Satisfaction rate with the housing and/or settlement design and layout, by sex of housing project beneficiaries

- Participation in project activities and organizations
  - o Proportion of women to total members of homeowners' or similar community-based organization formed by the project
  - o Proportion of women to total officials of homeowners' or similar community-based organization formed by the project
  - o Proportion of women to total participants in training and similar project activities, by type of training or activity
  - o Proportion of women employed by the project, by type of job
  - o Proportion of women to total who lost their livelihood as a result of the project
  - o Proportion of women to total beneficiaries who participated in the deliberation over the layout and design of the housing or settlement

- Effect on time use of beneficiary population (women, men, girls and boys)
  - o Travel time to/from water source
  - o Travel time to/from the market
  - o Percent of time spent in productive activities
  - o Percent of time spent in reproductive activities

- o Percent of time spent in leisure

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

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

- Availability of gender-responsive services or facilities in refugee camps
  - o Presence/absence of security mechanisms that would protect women and girls from sexual and other forms of violation
  - o Crimes committed in refugee camps, by victim/perpetrator of crimes
  - o Presence/absence of services or facilities in support of women's reproductive responsibilities (such as child-minding services, and facilities for cooking and laundry)

- Access to humanitarian and other forms of assistance
  - o Proportion of women and girls to total recipients of humanitarian aid
  - o Proportion of women to total recipients of livelihood and other economic aid
  - o Proportion of women to total employed by the project

- Participation in project activities
  - o Proportion of women to total members of community organizations formed by the project
  - o Proportion of women to total officials of community organizations formed by the project

- Participation in peace negotiations and decision-making
  - o Proportion of women to total members in peace negotiation panels for the government; for other groups
  - o Inputs of women/men in peace negotiations that are incorporated in final decisions
  - o Presence/absence of GAD agenda in the project
  - o Presence/absence of gender concerns in the peace agenda of negotiating panels

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