Republic of the Philippines
SCIENCE AND TECHNOLOGY INFORMATION INSTITUTE
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MEMORANDUM

TO : ALL DOST-STII PROJECT LEADERS

FROM : **RICHARD P. BURGOS**
Director, DOST-STII

SUBJECT : **Institutionalizing GAD using the Harmonized Gender and Development Guidelines (HGDG) Project Implementation and Management, and Monitoring Evaluation (PIMME) in Programs, Activities, and Projects (PAPs)**

DATE : 23 NOVEMBER 2018

In line with the requirements of the Philippine Commission of Women on Gender and Development (GAD) Plans and Budgets, GAD Accomplishment Reports and Other Matters, please ensure the use of the prescribed HGDG PIMME checklist in the design, implementation, and monitoring operations of programs, activities, and projects.

The PIMME score is used as basis in the determining the actual cost/expenditure that can be attributed to GAD and reflected in the GAD Accomplishment Report.

The DOST-STII GAD Technical Working Group shall be furnished PDF copies of the results of the HGDG test/s and other supporting documents (e.g. project brief, project reports, monitoring and evaluation framework or attendance sheets of stakeholder consultations).

For compliance.

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PROJECT IDENTIFICATION

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

GAD Requirements

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

∽ *Participation of women and men.* Since development programs and projects address the needs of specific constituencies, the proposed female and male beneficiaries must be involved at the earliest stage of the project. This will help ensure that their concerns and interests are taken into account in all phases of the project cycle. Major participation concerns are summarized in box 3.

Box 3. Guide questions for participation in project identification

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

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

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

- practical gender needs, or those related to welfare and access concerns (see appendix A for a discussion of key gender analysis concepts);

- strategic gender needs, or those that correspond with the upper three levels of empowerment and gender equality; and/or

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

General gender analysis questions are provided in box 4. These can be restated to fit the project situation. However, the basic question that 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? In addition, they should ask: Which women's human rights are promoted by the programs and projects?

Box 4. Gender analysis guide questions at the project identification stage

Analysis of gender roles, perspectives, and needs

☑ What is the division of labor between women and men?

☑ What are the practical gender needs of women and men that the project can address?

☑ What are the strategic gender needs of women that the project can address?

☑ What are the gender gaps or inequalities arising from the existing gender division of labor?

Analysis of access to and control of resources and benefits

☑ What resources are available to women and men?

☑ What resources do women and have control over?

☑ Who has access to and control over the benefits derived from the resources?

☑ What are the gender gaps or inequalities arising from the existing resource access and control profile? What contributes to the perpetuation of these gaps? Or, what are the key constraints to women's access to resources and benefits?

Analysis of constraints and opportunities

☑ What are the constraints related to women's participation in the project? To attaining the project's gender equality objectives?

☑ What are the opportunities related to the achievement of the project's gender equality objectives?

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

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

Guide to Accomplishing the Project Identification Checklist

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

PROJECT DESIGN AND FORMULATION

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

GAD Requirements

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

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

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

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

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

   ❧ supporting activities or interventions that directly reduce gender gaps and inequalities;

   ❧ building capabilities, particularly for vulnerable or marginalized women, and fully utilizing the skills and knowledge of both women and men;

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

   ❧ ensuring that activities and strategies do not create a negative impact on women's status and welfare; and

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

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

   ☞ Will the activities or interventions reduce gender gaps and inequalities?
      – Does the project challenge existing gender division of labor, responsibilities, and relations?
      – Will the project provide 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 fully utilize the skills and knowledge of both women and men?

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

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

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

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

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

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

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

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

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

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

Narrative summary	Objectively verifiable indicators	Means of verification	Important assumptions or risk factors
Overall Objective or Long-term Goal ■ Are women or girls specified as among the clients, targets, or beneficiaries who will *gain* in terms of improved status or material condition (life outcome) or enhanced participation in the long-term benefits of the project? OR ■ Do gender relations in any way influence the project goal, including the distribution of benefits?	What measures can verify achievement of the gender-conscious goal within a given time frame and specific location?	■ Are the data for verifying the goal classified by sex and analyzed in terms of gender? ■ What gender analysis tools will be used?	What are the important external factors necessary in sustaining the gender-conscious goal?
Project Purpose (or Specific Objectives or Outcomes) ■ Does the project have gender-responsive objectives? ■ Does the project enable women and men, girls and boys, to utilize their enhanced capacities or the resources they received from the project?	■ What measures can verify the achievement of gender-responsive objectives or of objectives in connection with women and men, girls and boys? OR ■ How will utilization of the goods and services by women and men, girls and boys, affect their activities, practices, and behavior?	■ Are 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 in sustaining the gender-responsive objective(s)?
Outputs ■ Is the distribution of goods and services equally or equitably accessible to women and men, girls and boys? ■ Do the project deliverables address gender issues that are directly relevant to the project?	What measures can verify that project deliverables (enhanced capacities, health services, etc.) are accessible to women as well as men, girls as well as boys, and different types of women/girls?	■ Are the data for verifying project outputs classified by sex and analyzed in terms of gender? ■ What gender analysis tools will be used?	What are the important external factors necessary in achieving project outputs, particularly in connection with marginalized women?
Activities ■ Are gender issues clarified in the implementation of the project? ■ Are project activities designed to enable women and men, girls and boys, to participate in the activities or share in the benefits? ■ Do the project activities build the capacity of the staff to conduct gender analysis and monitor or review project progress vis-à-vis gender concerns or issues?	**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 to and control over resources? ■ Has the project allocated a budget for building capacity of the project staff to implement the project in a gender-responsive way?	■ Are 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 in achieving the activities and especially ensuring the continued involvement of man and woman participants in the project?

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

Box 7a. Guide for scoring

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

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

   a. For *Element* 1.0, a "partly yes" to Item 1.1 means meeting with male officials and only a woman or a few women who also happen to be officials in the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting other stakeholders, including women and men that may be affected positively or negatively by the proposed project. A "partly yes" to Item 1.2, on the other hand, means inputs or suggestions may have been sought from woman and man beneficiaries but are not considered at all in designing project activities and facilities. >

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

   c. For *Element* 3.0, a "partly yes" to Item 3.1 means a superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources) while a "partly yes" to Item 3.2 means an analysis of either constraints or opportunities, instead of both, or an analysis of constraints and opportunities only by women or by men, has been done. >

   d. For Element 4.0, "partly yes" means having a gender equality statement incorporated in any of the following levels: goal, purpose, or output. A full "yes" requires the integration of gender equality in at least two of the three levels. >

   e. For Element 5.0, "partly yes" means having gender equality strategies or activities but no stated gender issues that will match the activities, while a full "yes" requires an identified gender issue and activities seeking to address this issue. >

   f. For Element 6.0, a "partly yes" to Item 6.1 means women or girls comprise less than a third of the project's indirect or direct beneficiaries; to Item 6.2 means the project focuses on affecting socioeconomic status with no consideration of women's empowerment; and to Item 6.3 means mitigating strategies deal only with minimizing negative impact on welfare, with no regard for status. A full "yes" to an item under Element 6.0 means women or girls constitute at least a third of the project beneficiaries (Item 6.1), the project will impact on both material condition and status (6.2), and the project seeks to minimize negative impact on women's status as well as welfare (6.3). >

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

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

   i. For Element 9.0, "partly yes" means there is a budget for GAD-related activities but not sufficient to ensure that the project will address relevant gender issues (9.1), or to build GAD capacities among project staff or the project agency or to tap external GAD expertise (9.2). >

   j. For Element 10.0, a "partly yes" response to Item 10.1 means there is a mention of the agency's GAD plan but no direct connection is made to incorporate the project's GAD efforts into the plan; to Item 10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Item 10.3 means the project has a sustainability plan for its GAD efforts but no mention is made of how these may be institutionalized within the implementing agency or its partners. >

Box 7a. Combined Generic Checklist for Project Identification and Design Stages

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

Element and item/question (col.1)	Response (col. 2)			Score for an item/ element* (col. 3)	Gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
5.0 *Matching of strategies with gender issues* (possible scores: 0, 1.0, 2.0) Do the strategies and activities match the gender issues and gender equality goals identified?					
6.0 *Gender analysis of likely impacts of the project* (max score: 2; for each item, 0.67)					
6.1 Are women and girl children among the direct or indirect beneficiaries? (possible scores: 0, 0.33, 0.67)					
6.2 Has the project considered its long- term impact on women's socioeconomic status and empowerment? (possible scores: 0, 0.33, 0.67)					
6.3 Has the project included strategies for avoiding or minimizing negative impacts on women's status and welfare? (possible scores: 0, 0.33, 0.67)					
7.0 *Monitoring targets and indicators* (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators to measure gender equality outputs and outcomes?					
8.0 *Sex-disaggregated database requirement* (possible scores: 0, 1.0, 2.0) Does the project M&E system require the collection of sex-disaggregated data?					
9.0 Resources (max socre:2; for each item or question,1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? OR, will the project tap counterpart funds from LGUs/partners for its GAD efforts? (possible scores: 0, 0.5, 1.0)					

9.2 Does the project have the expertise to promote gender equality and women's empowerment? OR, is the project committing itself to invest project staff time in building capacities within the project to integrate GAD or promote gender equality? (possible scores: 0, 0.5, 1.0)					
10 Relationship with the agency's GAD efforts (max score: 2; for each question or item, 0.67)					
10.1 Will the project build on or strengthen the agency/PCW/ government's commitment to the empowerment of women? (possible scores: 0, 0.33, 0.67) IF THE AGENCY HAS NO GAD PLAN: Will the project help towards the formulation of the implementing agency's GAD plan?					
10.2 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
10.3 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE – PROJECT DESIGN STAGE					
TOTAL GAD SCORE FOR PROJECT IDENTIFICATION AND DESIGN STAGES					

Interpretation of GAD Scores

In HGDG Handbook		In JC No. 2012-01		
0 – 3.9	GAD is invisible in the project (Proposal to be returned).	Below 4.0	GAD is invisible in the project (Proposal to be returned).	0% or no amount of the program budget for the year may be attributed to the GAD budget
4.0 – 7.9	Proposed project **has promising GAD prospects** (proposal earns a "conditional pass," pending identification of gender issues and strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).	4.0 – 7.9	Proposed project **has promising GAD prospects** ("conditional pass")	25% of the budget for the year of the program may be attributed to GAD Budget
8.0 – 14.9	Proposed project is **Gender-sensitive** (proposal passes the GAD test).	8.0 – 14.9	Proposed project is **Gender-sensitive**	50% of the budget for the year of the program may be attributed to GAD Budget
15.0 – 20.0	Proposed project is **Gender-responsive** (proponent is commended).	15.0-19.9	Proposed project is **Gender-responsive**	75% of the budget for the year of the program may be attributed to GAD Budget
		20.0	**Fully gender-responsive**	100% of the budget for the year of the program may be attributed to GAD Budget

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

PROJECT IMPLEMENTATION AND MANAGEMENT

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

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

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

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

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

PROJECT MONITORING AND EVALUATION

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

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

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

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

Procedures for Monitoring the Gender-responsiveness of Projects

a. Obtain basic information on the project from the approved project proposal, initial project report, and other related documents and from the project implementers to develop the GAD profile of the project.

b. Identify the relevant and applicable GAD indicators from the list found in Annex II of this manual which will be used in monitoring and assessing the accomplishments of the project.

c. Identify the quarterly GAD accomplishments of the project by reviewing progress report/s and consulting with the implementing agencies.

d. Validate the accomplishments through conduct of site visits and interview with women and men project participants/beneficiaries.

e. Assess and analyze the project accomplishments vis-à-vis the indicators and the women's empowerment and gender equality framework. The analysis must consider the level of empowerment equality being addressed by the project and the ability of the project to contribute to the achievement of each level of the GEWEF.

   To specifically evaluate the contribution of the project on the level of Control, a focused group discussion shall be done by the PMC [project monitoring committee] with the women and men beneficiaries at the end of the project.

f. Provide recommendations on the areas for improvement to make the project gender-responsive or more gender-responsive. Discuss these recommendations with the implementing agencies as inputs for their enhancement of the project and/or submit these recommendations to the higher committees for appropriate action/s.

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

GUIDE FOR ACCOMPLISHING THE CHECKLISTS

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

Guide for accomplishing box 16?

1. Put a check ☑ in the appropriate cell (2a to 2c) under "Response" to signify the degree to which a project has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly done or answered; and under col. 2c if an element, item, or question has not been fully complied with.

2. The "partly yes" response is relevant in the following:

   a. For *Element 1.0,* there are project managers or decision makers who are not supportive of GAD (Q1.1), or there is some, but limited, GAD expertise to ensure that all project contracts or efforts will contain or reflect relevant GAD concerns (Q1.2).

   b. For *Element 2.0,* only a few members of the project staff have competence to integrate GAD in the project (Q2.1) and project policy has little to do with the presence of women in the implementation team (Q2.2) or the internal or external evaluation teams (Q2.3).

   c. For *Element 3.0,* there is token, not consistent, participation of relevant Philippine government agency or agencies in project GAD activities (Q3.1); or some mention is made of the project's GAD activities or plans in the agency's GAD plan (Q3.2).

   d. For *Element 4.0,* there is some, mostly token, mention of GAD concerns or initiatives in project documents, often in a separate GAD section, not in the rest of the document (Q4.1); there is a mention of GAD initiatives but no coherent strategy for integrating GAD into the project (Q4.2); there is a budget for one (token) GAD activity (Q4.3); or involvement of men and women in various phases of subprojects or components supported by the project are limited to the project staff or agency personnel (Q4.4).

3. The response (and score) for an element will be determined as follows:

   a. "No" to all the items in each element means a "no" (with the associated "0" score) to the element or requirement.

   b. "Yes" to all the questions under an element means a "yes" (and a "2" score).

   c. A "no" or "partly yes" to at least one question under an element means "partly yes" to the element. The score for the element is the sum of the scores for its items or questions that falls short of the maximum "2.0."

4. To get the total GAD rating, add all the scores of the elements (the figures in the thickly bordered cells). The maximum score is "8," but a project may be considered as having a gender-sensitive management if it scores at least a "1" in each of the elements, for a minimum total of 4 points. A score lower than "2" in an element indicates that the project needs to improve its performance in that area.

Box 16. GAD checklist for project management and implementation

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

Guide for accomplishing box 17

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

2. The "partly yes" response is relevant in the following:

   a. For *Element 1.0*, the project has token gender equality or GAD outcome or output (Q1.1) or uses GAD indicators in only a few activities, inputs, or outputs (Q1.2). The two instances suggest that GAD has not been integrated into the project monitoring system.

   b. For *Element 2.0*, there is token study of GAD or monitoring of GAD impact is limited to only one level of women's empowerment and gender equality, that is, welfare, access, conscientization, participation, or control (Q2.1); classification of data by sex has been done in only one or two of the GAD areas cited (Q2.2); there is limited mention of GAD information in the GAD section of project reports (Q2.3); or when information are reported to higher levels of the project or agency, many of the data classified by sex at the field level have been lost or have become total figures for women and men (Q2.4).

   c. For *Element 3.0*, not all the improved welfare or status targets are being or have been met (Q3.1); or some or a little capacity to implement gender-sensitive projects has been developed in the implementing agency (Q3.2).

   d. For *Element 4.0*, there is little awareness within the project of the gender-related effects of the manner of project implementation; thus, very little action has been taken to address the negative gender effects.

   e. For *Element 5.0*, there is some, mostly token, mention of GAD concerns or initiatives in project documents, often in a separate GAD section, not incorporated in the entire document (Q4.1); there is a mention of GAD initiatives but no coherent strategy for integrating GAD in the project (Q4.2); there is a budget for one (token) GAD activity (Q4.3); or the involvement of men and women in various phases of subprojects or components supported by the project are limited to the project staff or agency personnel (Q4.4).

3. The response (and score) for an element will be determined as follows:

   a. "No" to all the items in each element means a "no" (with the associated "0" score) to the element or requirement.

   b. "Yes" to all the questions under an element means a "yes" (and a "2" score).

   c. A "no" or "partly yes" to at least one question under an element means "partly yes" to the element, The score for the element is the sum of the scores for its items or questions that falls short of the maximum "2.0."

4. To get the total GAD rating for project M&E, add all the scores of the elements (the figures in the thickly bordered cells). The maximum score for project M&E is "12

5. Add the score for box 16 to the score for project M&E to come up with the total rating for the project implementation phase.

Box 17. GAD checklist for project monitoring and evaluation

Element and guide question (col. 1)	Response (col. 2)			Total score for the element (col. 3)
	No (2a)	Partly yes (2b)	Yes (2c)	
1.0 *Project monitoring system being used by the project includes indicators that measure gender differences in outputs, results, and outcomes.* (max score: 2; for each item, 1)				
1.1 Does the project require gender-sensitive outputs and outcomes? (possible scores: 0, 0.5, 1.0)				
1.2 Does the project monitor its activities, inputs, outputs, and results using GAD or gender equality indicators? (possible scores: 0, 0.5, 1.0)				
2.0 *Project database includes sex-disaggregated and gender-related information.* (max score: 2; for each item, 0.5)				
2.1 Does the project support studies to assess gender issues and impacts? OR, have sex-disaggregated data been collected on the project's impact on women and men in connection with welfare, access to resources and benefits, awareness or consciousness raising, participation, and control? (possible scores: 0, 0.25, 0.50)				
2.2 Have sex-disaggregated data been collected on the distribution of project resources to women and men, and on the participation of women and men in project activities and in decision making? IF APPLICABLE: Does the project require its subprojects to include sex-disaggregated data in their reports? (possible scores: 0, 0.25, 0.50)				
2.3 Do project and subproject reports include sex-disaggregated data or cover gender equality or GAD concerns, initiatives, and results (that is, information on gender issues and how these are addressed)? (possible scores: 0, 0.25, 0.50)				
2.4 Are sex-disaggregated data being "rolled up" from the field to the national level? (possible scores: 0, 0.25, 0.50)				
3.0 *Gender equality and women's empowerment targets are being met.* (max score: 4)				
3.1 Has women's welfare and status been improved as a result of the project? (possible scores: 0, 1.0, 2.0)				
Examples of indicators: • The project has helped in raising the education levels and health status of disadvantaged groups of women. • Women's access to productive resources, employment opportunities, and political and legal status has improved. • The project has created new opportunities or roles for women and men. • Men and women have been sensitized to gender issues and women's human rights. • The project has supported or instituted strategies to overcome any adverse effects on women.				

Element and guide question (col. 1)	Response (col. 2)			Total score for the element (col. 3)
	No (2a)	Partly yes (2b)	Yes (2c)	
• The project has introduced follow-up activities to promote the sustainability of its gender equality results. • There are project initiatives to ensure that improvements in the status of women and girls will be sustained and supported after project completion.				
3.2 Has the project helped in developing the capacity of the implementing agency for implementing gender-sensitive projects? (possible scores: 0, 1.0, 2.0)				
4.0 *Project addresses gender issues arising from or during its implementation.* (possible scores: 0, 1.0, 2.0) Has the project responded to gender issues that were identified during project implementation or M&E? OR: Has the project addressed gender issues arising from its implementation?				
Examples of gender issues: • Negative effects on the gender relationship as a result of new roles or resources created for women • Additional workloads for women and men • Displacement of women by men • Loss of access to resources because of project rules				
5.0 *Participatory monitoring and evaluation processes* (max score: 2; for each item, 1)				
5.1 Does the project involve or consult woman and man implementors during project monitoring and evaluation? Does it involve woman and man beneficiaries? (possible scores: 0, 0.5, 1.0)				
5.2 Have women and men been involved in or consulted on the assessment of the gender impacts of the project? (possible scores: 0, 0.5, 1.0)				
TOTAL GAD SCORE – MONITORING AND EVALUATION				
TOTAL GAD SCORE – PROJECT MANAGEMENT (from box 16)				
TOTAL GAD SCORE –PROJECT IMPLEMENTATION				

Interpretation of the GAD score

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

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

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

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