

# SAMPLE CONTENT



National GAD Resource Program  
Philippine Commission on Women

Gender Issue and/or GAD Mandate (1)	Cause of the Gender Issues (2)	GAD Objective (3)	Relevant LGU PPA (4)	GAD Activity (5)
<p><b><u>Client-Focused</u></b></p> <p>1) lack of access of marginalized and indigent women to social protection programs and services of the LGU on health</p>	<ul style="list-style-type: none"> <li>• Women are not aware of social protection programs</li> <li>• Lack of IEC campaigns on social protection programs</li> </ul>	<p>To increase and sustain access of indigent/marginalized women to social protection programs</p>	<p>Welfare and Development Program</p>	<ul style="list-style-type: none"> <li>• conduct massive information education campaign on the social protection program/scheme;</li> <li>• assist in the enrollment of the marginalized and indigent women to Philhealth;</li> <li>• facilitate the issuance/promulgate and implement an ordinance on access of women to the LGU's social protection program</li> </ul>



Gender Issue and/or GAD Mandate (1)	Cause of the Gender Issues (2)	GAD Objective (3)	Relevant LGU PPA (4)	GAD Activity (5)
<p><b><u>Organization-focused</u></b></p> <p>Slow progress of gender mainstreaming in the LGU</p>	<p>Absence of a GFPS or similar mechanism to lead gender mainstreaming in the LGU</p> <p>Lack of support on GAD initiatives from LGU officials</p>	<p>To facilitate and sustain gender mainstreaming in the LGU</p> <p>To address the gap of the LGU in integrating gender dimension in its programs and or services</p>	<p>Capacity Development Program</p>	<p>a) issuance of an executive order for the creation and/or strengthening of the GFPS or similar mechanism;</p> <p>b) creation and/or strengthening of the GFPS in the LGU; and</p> <p>c) Orient/Capacitate LGU officials on GAD</p>



# The Harmonized Gender Development Guidelines Design Checklist



National GAD Resource Program  
Philippine Commission on Women





## Principles of HGDG

- 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
- ACHIEVING EQUALITY BETWEEN WOMEN AND MEN MAY INVOLVE THE INTRODUCTION OF SPECIFIC MEASURES DESIGNED TO ELIMINATE PREVAILING GENDER INEQUALITIES AND INEQUITIES.



# TEN CORE ELEMENTS OF A GENDER-RESPONSIVE PROJECT OR PROGRAM

1. Participation of women and men in the identification of the development problem;
2. Collection and use of sex-disaggregated data in the analysis of the development;
3. Conduct of gender analysis to identify the gender issues that the proposed project must address;
4. Goals, objectives, outcomes, and outputs that include GAD statements that will address the gender issues in (3);
5. Activities that respond to the identified gender issues, including constraints to women's participation;



# TEN CORE ELEMENTS OF A GENDER-RESPONSIVE PROJECT OR PROGRAM

6. Conduct of gender analysis of the planned project to anticipate gender-related issues arising from the implementation of the designed project;
7. Monitoring indicators and targets which include the reduction of gender gaps or improvement of women's participation;
8. Project monitoring and evaluation system that includes a sex-disaggregated database;
9. Resources and budgets for the activities in (5) and;
10. Planned coordination Agency/LGU plans.





# 10 ELEMENTS OF A GENDER-RESPONSIVE PROJECT IDENTIFICATION

Element or Requirement	Things to Consider
1. Participation of women and men in project identification of the development problem and design	<ul style="list-style-type: none"> <li>• Consult with women and men beneficiaries at the earliest stage of the project</li> <li>• This will ensure that their concerns are taken into consideration</li> </ul>
2. Collection and use of sex-disaggregated data in the analysis of the development problem	<ul style="list-style-type: none"> <li>• Sex-disaggregated data and gender-related information are necessary inputs to a comprehensive analysis of the situation</li> <li>• Primary or secondary data can be used               <ul style="list-style-type: none"> <li>✓ Who are the intended project beneficiaries? How many are women, men, children?</li> <li>✓ What are their profiles? Are they housewives? with livelihood? working husbands? school age children?</li> </ul> </li> </ul>



<b>Element or Requirement</b>	<b>Things to Consider</b>
<p>3. Conduct of gender analysis to identify the gender issues that the proposed project should address</p>	<p>Do gender analysis. Sample basic questions to ask:</p> <ul style="list-style-type: none"> <li>✓ What gender issue will the project address?</li> <li>✓ What is the cause of the gender issue?</li> <li>✓ What resources are available to women and men beneficiaries?</li> <li>✓ What resources do women have control over?</li> <li>✓ Who has control over the benefits derived from it?</li> <li>✓ What are the pervading beliefs in the community that affects or limits the participation of men and women in the project?</li> <li>✓ How should the project be designed so it becomes responsive to women?</li> </ul>



## Element or Requirement

## Things to Consider

4. Goals and objectives, outcomes and outputs include GAD statements that address the gender issues in # 3

- Formulate project goals/objectives which contributes to the following:
  - 1) increased economic empowerment of women
  - 2) protection and fulfilment of women's human rights
  - 3) gender-responsive governance

5. Activities include those that address the identified gender issues, including constraints to women's participation

- Plan activities that will address gender issues identified in # 3



## Element or Requirement

## Things to Consider

6. Conduct of gender analysis of the planned project to anticipate gender-related issues arising from the implementation of the designed project

- Do gender analysis of the planned project:
  - ✓ What practical gender needs are responded to by the project? strategic gender needs?
  - ✓ Who decides to use or dispose of the resource, service or facilities? (management)
  - ✓ Are there gender gaps in the access/use/management of resources? What are these?
  - ✓ Will the project reduce gender gaps between women and men? How?
  - ✓ Will the project mitigate constraints and promote women and men participation in project activities and benefits? How?
  - ✓ Will it improve the status of women? How?



Element or Requirement	Things to Consider
<p>7. Monitoring indicators and targets which include the reduction of gender gaps or improvement of women's participation</p>	<ul style="list-style-type: none"> <li>• Sample indicators and targets:               <ul style="list-style-type: none"> <li>✓ 30% increase of women project beneficiaries participating in the management of water supply system</li> <li>✓ 10% increase in women adopting FP methods</li> <li>✓ 30% increase in women participation in barangay disaster risk response teams</li> </ul> </li> </ul>
<p>8. Project monitoring and evaluation system that includes sex-disaggregated database</p>	<ul style="list-style-type: none"> <li>• Monitoring and reports should be sex-disaggregated</li> </ul>



<b>Element or Requirement</b>	<b>Things to Consider</b>
<p>9. Resources and budgets for the activities in # 5</p>	<ul style="list-style-type: none"> <li>• There should be budget allocation provided for the planned activities that will address the gender issues in #5 and facilitate integration of GAD in the project</li> </ul>
<p>10. Planned coordination with PCW or the agency's GAD plans</p>	<ul style="list-style-type: none"> <li>• Proposed project should be in line with the agency/LGU's GAD efforts</li> </ul>

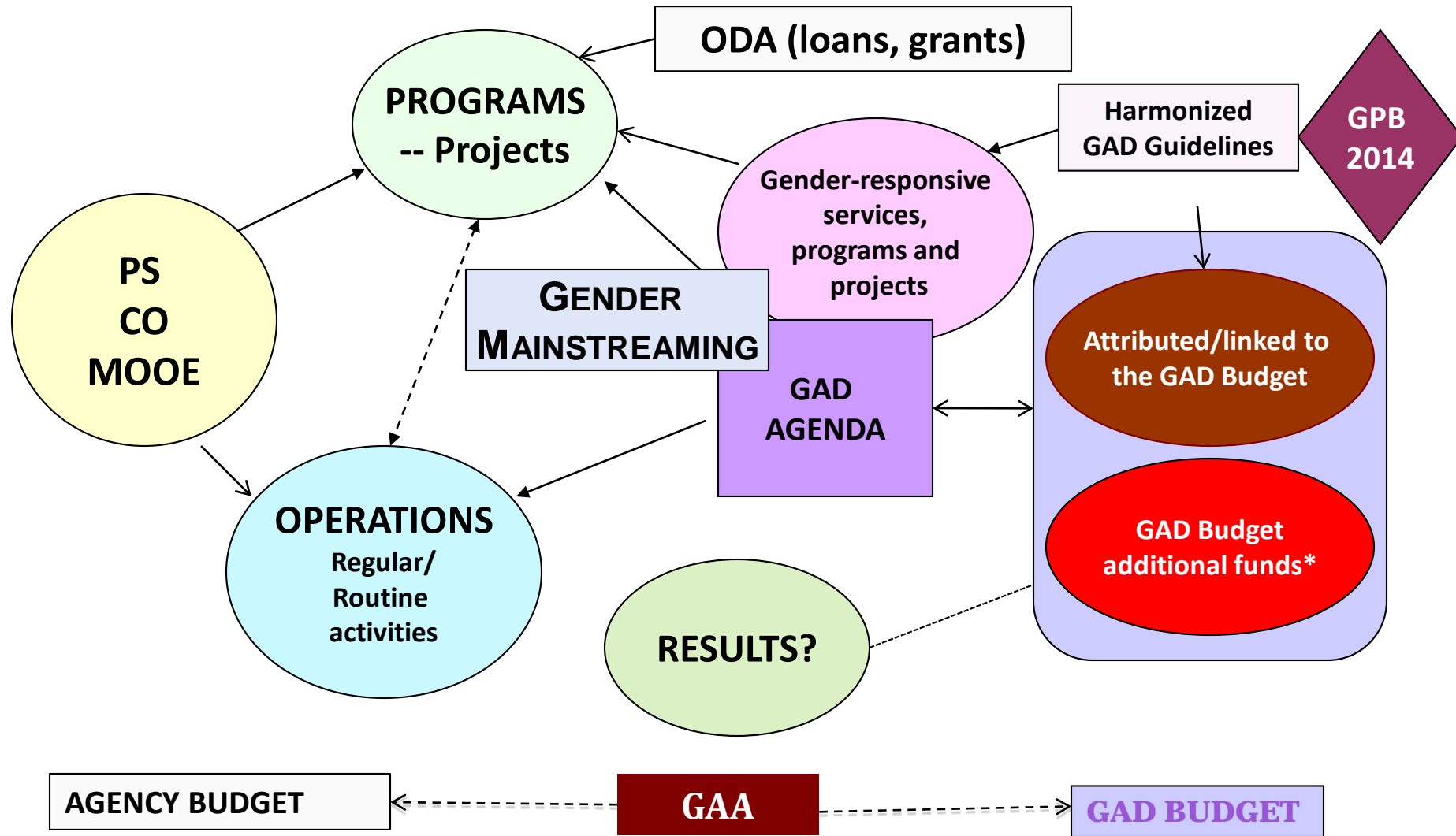


# HGDG score and GPB Attribution

HGDG Score	Description	% of budget for the year of the program that may be attributed to the GAD budget
☹ Below 4.0	GAD is invisible (proposal to be returned)	None
🤔 4.0 – 7.9	Promising GAD prospects (conditional pass)	25%
👍 8.0 – 14.9	Gender sensitive	50%
😊 15.0 – 19.9	Gender responsive	75%
★ 20.0	Fully gender responsive	100%



# Linking the GAD Budget with the Agency Budget, Operations and Programs





# GUIDE FOR SCORING: GENERIC CHECKLIST

1. Put a (/) in the appropriate column (2a- 2c). Under “*Response*” to signify the degree to which a project proponent has complied with the GAD element:
  - ✓ Column 2a if **nothing** has been done;
  - ✓ Column 2b if an element, item, or question has been **partly complied** with; and
  - ✓ Column 2c if an element item, or question has been **fully complied** with.



Element and item/question (col. 1)	Done			Score for an item/ element * (col. 3)	Gender issues identifie d (col. 4)
	No (2a)	Partl y (2b)	Yes (2c)		
<b>1.0 INVOLVEMENT OF WOMEN AND MEN</b> (max score: 2; for each item, 1)				0	
1.1. Participation of women and men in beneficiary groups in problem identification (possible score: 0, 0.5, 1.0)	0				
1.2 Participation of women and men in beneficiary groups in project design (possible score: 0, 0.5, 1.0)	0				



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.



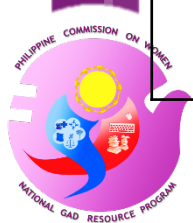
ELEMENT AND ITEM/QUESTION (col. 1)	Done			Score for an item/ element* (col. 3)	Gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
<b>2. COLLECTION OF SEX-DISAGGREGATED DATA AND GENDER RELATED INFORMATION</b> <i>(possible scores: 0, 1.0, 2.0)</i>				0	

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.



ELEMENT AND ITEM/QUESTION (col. 1)	Done			Score for an item/ element* (col. 3)	Gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
<b>3.0 CONDUCT OF GENDER ANALYSIS AND IDENTIFICATION OF GENDER</b> <i>(max score: 2; for each item 1)</i>					
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 gender roles, perspectives and needs, or access to and control of resources (possible scores: 0, 0.5, 1.0)					
<b>TOTAL GAD SCORE-PROJECT IDENTIFICATION STAGE</b>					



**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)

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.

- *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. >*



ELEMENT AND ITEM/QUESTION (col. 1)	Done			Score for an item/ element* (col. 3)	Gender issues identifie d (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
<p><b>4.0 GENDER EQUALITY GOALS, OUTCOMES AND OUTPUTS</b> (possible scores: 0, 1.0, 2.0)</p> <p>Does the project have clearly stated gender equality goals, objectives, outcomes or outputs?</p>					
<p><b>5.0. MATCHING OF STRATEGIES WITH GENDER ISSUES</b> (possible scores: 0, 1.0, 2.0)</p> <p>Do the strategies and activities match the gender issues and gender quality goals identified?</p>					



**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.

**For Element 5.0**, “partly yes” means having gender equality strategies or activities but no stated gender issues that will match the activities,

A full “yes” requires an identified gender issue and activities seeking to address this issue.





Element and item/question (col. 1)	Done			Score for an item/ element* (col. 3)	Gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
<b>6.0. GENDER ANALYSIS OF LIKELY IMPACT OF THE PROJECT</b> (max score: 2; for each item or question, 0.67)					
6.1. Are women and girl children among the direct or indirect beneficiaries? (possible scores: 0, 0.33, 0.67)					
6.2. Has the project considered its long-term impact on women's socioeconomic status and empowerment? (possible scores: 0, 0.33, 0.67)					
6.3. Has the project included strategies for avoiding or minimizing negative impact on women's status and welfare? (possible scores: 0, 0.33, 0.67)					



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;

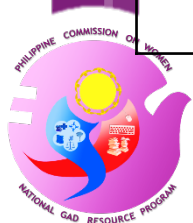
Item 6.2 means the project focuses on affecting socioeconomic status with no consideration of women’s empowerment;

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). >



ELEMENT AND ITEM/QUESTION (col. 1)	Done			Score for an item/ element* (col. 3)	Gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
<p><b>7.0 MONITORING TARGETS AND INDICATORS</b> (possible scores: 0, 1.0, 2.0)</p> <p>Does the project include gender equality targets and indicators to measure gender equality outputs and outcomes?</p>				0	No gender equality indicators, no monitoring plans.
<p><b>8.0. SEX-DISAGGREGATED DATABASE REQUIREMENT</b> (possible scores: 0, 1.0, 2.0)</p> <p>Does the project M&amp;E system require the collection of sex-disaggregated data?</p>				0	Absence of data or statistics



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.

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.



ELEMENT AND ITEM/QUESTION (col. 1)	Done			Score for an item/ element* (col. 3)	Gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
<b>9.0. RESOURCES</b> (max score: 2; for each question, 1.0)				0	
9.1. Is the project's budget allotment sufficient for gender equality promotion or integration? OR, will the project tap counterpart funds from agency/partners for its GAD efforts ( <i>possible scores: 0, 0.5, 1.0</i> )	0				No clear allocation for integration of GAD in the project
9.2. Does the project have the expertise in promoting gender equality and women's empowerment? OR, does the project commit itself to investing project staff time in building capacities within the project to integrate GAD or promote gender equality? ( <i>possible scores: 0, 0.33, 0.67</i> )	0				No clear articulation in building the capacities of project proponents on GAD



**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).



# ELEMENT AND ITEM/QUESTION

(col. 1)

Done

No  
(2a)

Partly  
(2b)

Yes  
(2c)

Score for  
an item/  
element  
(col. 3)

Gender  
issues  
identified  
(col. 4)

**10.0 RELATIONSHIP WITH THE AGENCY'S GAD EFFORTS**  
(max score: 2; for each question or item, 0.67)

0

10.1 Will the project build on or strengthen the agency's commitment to the empowerment of women?  
(possible scores: 0, 0.33, 0.67)

0

IF THE AGENCY HAD NO GAD PLAN: Will the project help in the formulation of the implementing agency's GAD plan?

10.2. Will the project build on the initiatives of actions of other organizations in the area?  
(possible scores: 0, 0.33, 0.67)

0

10.3. Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits?

0

National GAD Resource Program  
Philippine Commission on Women

**TOTAL GAD SCORE – PROJECT DESIGN STAGE**

3.99



# Program and Project Implementation, Management and Monitoring and Evaluation (PIMME)

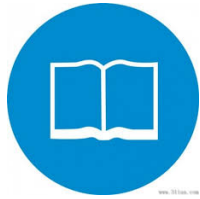


National GAD Resource Program  
Philippine Commission on Women





## What is PIMME?

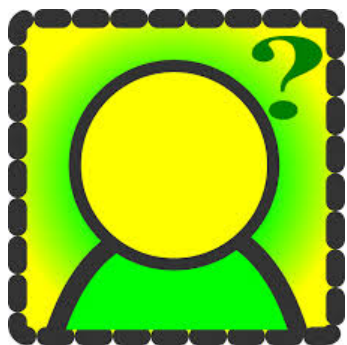


Used to **review whether or not** the mitigating strategies or interventions to enhance the GAD rating of the major program or project have been implemented



Used to inquire about the **results** of the program or project





# Who should use the PIMME checklists?

- ✓ • **Program or project M&E team** as part of regular M&E function: the checklists encourages **M&E staff** to *look beyond inputs and outputs, to results and processes*
- ✓ • **GAD Technical Working Group or Secretariat:** the checklists serves as guide for determining *areas that could be enhanced, and activities that could be included in the next GAD plan and budget.*



## 2 SETS OF CONCERNS IN PROJECT MANAGEMENT

### A. GENDER MAINSTREAMING:

- Support of project leadership;*
- Commitment and technical competence of the project management staff to address gender issues in the project;*
- Willingness to tap external GAD expertise to develop internal capacity;*
- Enforcement of GAD procedures and processes.*



## B. POST PROJECT SUSTAINABILITY:

- Involvement of regular agency personnel in implementation of GAD activities;*
- Capacity development of agency officials and personnel in undertaking GAD initiatives;*
- Institutionalizing project GAD strategies through their incorporation in the agency's GAD action plans;*





# CORE ELEMENTS: BOX 16 PROJECT IMPLEMENTATION AND MANAGEMENT

## 1 Supportive top management; (2 points)

- mobilize **ADEQUATE RESOURCES** to support strategies to address gender issues
- **ADEQUATE GENDER EXPERTISE** made available throughout the project



2

## Technically competent staff or consultant; (2 points)

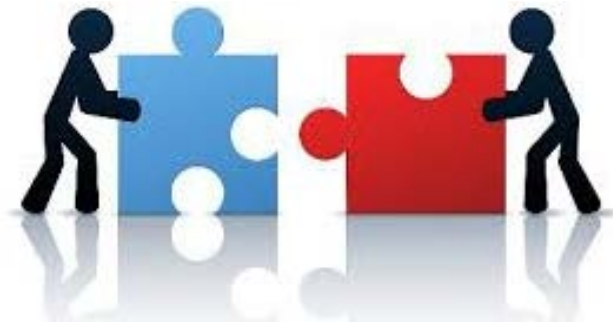
- *project staff members **TECHNICALLY PREPARED TO PROMOTE GAD***
- ***PRESENCE OF WOMEN AND MEN** in project implementation*
- *monitoring and evaluation team have **TECHNICAL COMPETENCE FOR GAD EVALUATION***



3

Committed Philippine government agency; (2 points) and

- *regular agency personnel involved in implementing project **GAD INITIATIVES***
- *project's GAD efforts included in its **GAD PLANS***



# 4

## GAD implementation processes and procedures (2 points)

- *project implementation documents*  
**INCORPORATE A DISCUSSION OF GAD CONCERNS**
- *project have* **AN OPERATIONAL GAD STRATEGY**
- *project have a* **BUDGET FOR ACTIVITIES** *that will build capacities for doing GAD tasks*
- *project* **INVOLVE WOMEN AND MEN** *in various phases of sub projects*





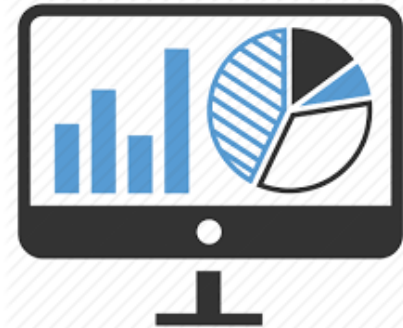


# **CORE ELEMENTS: BOX 17 PROJECT MONITORING AND EVALUATION**

**1**

Project monitoring system includes *indicators* that measures gender differences in outputs, results and outcomes; (2 points)

- *presence of **GENDER-SENSITIVE OUTPUTS AND OUTCOMES***
- *monitoring of activities, outputs, and results **USING GAD OR GENDER EQUALITY INDICATORS** (sample box 17 page 6)*



2

Project database includes **SEX DISAGGREGATED DATA** and gender related information; (2 points)

- *support studies to **ASSESS GENDER ISSUES AND IMPACTS***
- ***COLLECTION OF SDD** from project's resources*
- ***INCLUSION OF SDD** in project's reports*
- *SDD being **ROLLED UP** from field to the national level*



3

Gender equality and women's empowerment targets are being met; (4 points)

- *IMPROVEMENT OF WOMEN'S WELFARE AND STATUS as result of the project*
- *CAPACITY OF IMPLEMENTING GENDER-SENSITIVE PROJECTS developed by the implementing agency*



4

Project addresses *gender issues* arising from or during its implementation; (2 points)and

- *project addressed gender issues **DURING/ARISING** from the implementation*



# 5

## Participatory monitoring and evaluation processes (2 points)

- involved **CONSULTATION OF WOMEN AND MEN** implementers or beneficiaries during project monitoring and evaluation



- women and men involved or consulted on the **ASSESSMENT OF THE PROJECT'S GENDER IMPACTS**

# GUIDE FOR SCORING: Box 16 GAD Checklist of Project Management and Implementation

Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)
	No (2a)	Partly Yes (2b)	Yes (2c)	
<p><b>1.0 Supportive project management (max score: 2; for each item, 1.0)</b></p> <p>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)</p>				

**Partly Yes – if there ARE project managers who are NOT supportive of GAD**



Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)
	No (2a)	Partly Yes (2b)	Yes (2c)	
1.2 Has adequate gender expertise has 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)				

***Partly Yes – if there is SOME, BUT LIMITED, GAD expertise to ensure that all project contracts or efforts will contain or reflect relevant GAD concerns***



Response (col. 2)

Score of the item  
or element  
(col. 3)

Element and Guide Question (col. 1)

No (2a)	Partly Yes (2b)	Yes (2c)
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**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)

**Partly Yes – if ONLY A FEW members of the project staff have competence to integrate GAD in the project**





Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)
	No (2a)	Partly Yes (2b)	Yes (2c)	

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 the project require its monitoring and evaluation team (personnel or consultants) to have technical competence for GAD evaluation? (possible scores: 0, 0.33, 0.67)



***Partly Yes - If the project policy has LITTLE to do with:  
2.2 presence of women in the implementation team; and  
2.3 presence of the internal or external evaluation teams***

Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)
	No (2a)	Partly Yes (2b)	Yes (2c)	

**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)

**Partly Yes:**

**3.1 If agency personnel are NOT CONSISTENTLY involved in implementing project GAD initiatives; and  
3.2 Some mention is made of the project’s GAD activities or plans in the agency’s GAD Plan.**



Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)
	No (2a)	Partly Yes (2b)	Yes (2c)	

**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)

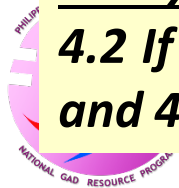
**Partly Yes – if there are MENTION of GAD concerns or initiatives in project documents, often in a separate GAD section, NOT in the rest of the document**



ELEMENT AND GUIDE QUESTION (COL. 1)	Response (col. 2)			Score of the item or element (col. 3)
	No (2a)	Partly Yes (2b)	Yes (2c)	
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)				

**Partly Yes:**

**4.2 If there is MENTION of GAD initiatives but NO COHERENT strategy for integrating GAD into the project; and 4.3 There is budget for ONLY ONE GAD activity**



**Element and Guide Question  
(col. 1)**

**Response (col. 2)**

**Score of the  
item or element  
(col. 3)**

No (2a)	Partly Yes (2b)	Yes (2c)
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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**

***Partly Yes – Involvement of men and women in various phases of subprojects or components supported by the project are LIMITED to the project staff of agency personnel***



# GUIDE FOR SCORING: Box 17 GAD Checklist of Project M

Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)
	No (2a)	Partly Yes (2b)	Yes (2c)	
<p><b><i>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)</i></b></p>				
<p>1.1 Does the project require gender-sensitive outputs and outcomes? <i>(possible scores: 0, 0.5, 1.0)</i></p>				

**Partly Yes – only mention a LITTLE of the project’s focus or requirement of gender-sensitive outputs and outcomes**



**Element and Guide Question  
(col. 1)**

**Response (col. 2)**

**Score of the  
item or  
element  
(col. 3)**

<b>No (2a)</b>	<b>Partly Yes (2b)</b>	<b>Yes (2c)</b>
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***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)

***Partly Yes – uses GAD indicators in ONLY a FEW activities, inputs, or outputs***



Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)
	No (2a)	Partly Yes (2b)	Yes (2c)	

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)

***Partly Yes – If the study of GAD or monitoring of GAD impact is LIMITED to ONLY ONE level of women’s empowerment and gender equality (welfare, access, participation, or control)***





## Element and Guide Question (col. 1)

### Response (col. 2)

### Score of the item or element (col. 3)

No (2a)	Partly Yes (2b)	Yes (2c)
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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 score: 0, 0.25, 0.50)

2.3 Does the project require its monitoring and evaluation team (personnel or consultants) to have technical competence for GAD evaluation? (possible scores: 0, 0.33, 0.67)

### **Partly Yes:**

**2.2 Classification of data by sex has been done ONLY ONE or TWO of the GAD areas cited;  
and**

**2.3 If there is LIMITED mention of GAD information in the GAD section or project reports**



Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)
	No (2a)	Partly Yes (2b)	Yes (2c)	
2.4 Are sex-disaggregated data being “rolled up” from the field to the national level? (possible scores: 0, 0.25, 0.50)				

***Partly Yes*** – when information are reported to higher levels of the project or agency, many of the classified data by sex at the field level have been **LOST** or **BECOME TOTAL FIGURES** for women and men



Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)
	No (2a)	Partly Yes (2b)	Yes (2c)	
<b>3.0 Gender equality and women's empowerment targets are being met (max score: 4)</b>				
3.1 Has women's welfare and status been improved as a result of the project? (possible scores: 0, 1.0, 2.0)				
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)				

**Partly Yes:**

**3.1 NOT ALL the improved welfare or status targets are being or have been met; and  
3.2 SOME or a LITTLE capacity to implement gender-sensitive projects has been developed in the implementing agency**



Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)
	No (2a)	Partly Yes (2b)	Yes (2c)	
<p><b>4.0 Project addresses gender issues arising from or during its implementation (possible scores: 0, 1.0, 2.0)</b></p> <p>Has the project responded to gender issues that were identified during project implementation or No gender issues mentioned in the document M&amp;E? OR: Has the project addressed gender issues arising from its implementation?</p>				

***Partly Yes – If there is LITTLE awareness within the project of gender-related effects of the way the project is being implemented; thus VERY LITTLE action has been taken to address the negative gender effects***



Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)
	No (2a)	Partly Yes (2b)	Yes (2c)	
<b>5.0 Participatory monitoring and evaluation processes (max score: 2; for each item, 1)</b>				
5.1 Does the project involve or consult women and men implementers during project monitoring and evaluation? Does it involve women and 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)				
<b><u>Partly Yes:</u></b>				
<b>5.1 Male and only a women or a few women implementers/beneficiaries are involved or consulted during project monitoring and evaluation; and</b>				
<b>5.2 Male and only a women or a few women implementers/beneficiaries are involved or consulted on the assessment of the gender impacts.</b>				



Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)
	No (2a)	Partly Yes (2b)	Yes (2c)	
<b>Total GAD Score - Project Management and Implementation</b>				
<b>Total GAD Score – Project Monitoring and Evaluation</b>				
<b>TOTAL GAD SCORE-PIMME</b>				





# Rating Project Implementation, Monitoring and Evaluation

**Score of the Project  
Management  
Checklist (Box 16)  
Maximum – 8 points**



**Score of the M&E  
Checklist (Box 17)  
Maximum –  
12 points**

**Total = 20 points**



# INTERPRETATION OF GAD SCORES

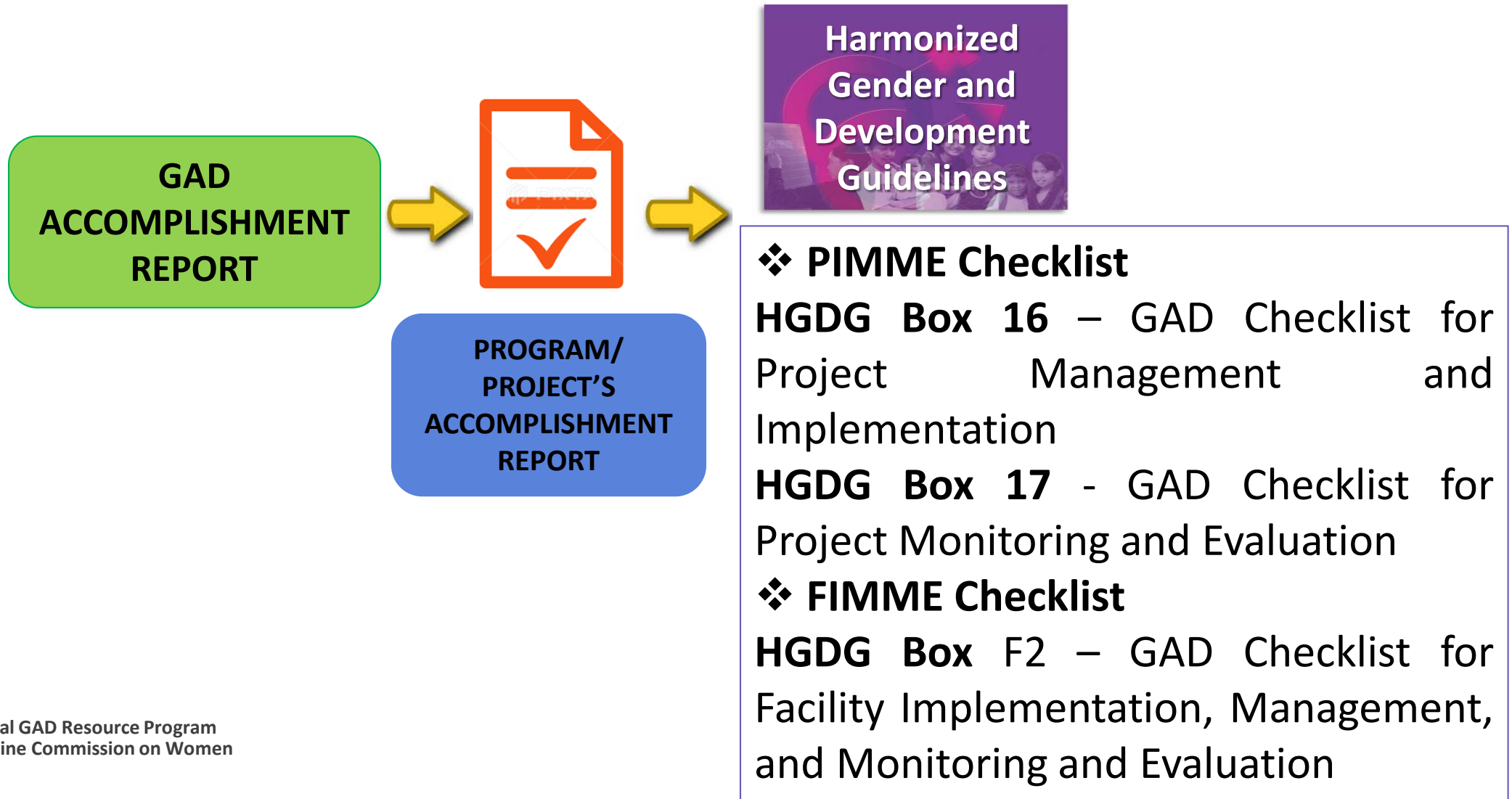
HGDG SCORE	DESCRIPTION	CORRESPONDING BUDGET FOR THE YEAR OF THE PROGRAM THAT MAY BE ATTRIBUTED TO THE AGENCY GAD BUDGET
<b>Below 4.0</b>	<b>GAD IS INVISIBLE</b>	<b>0% or NO AMOUNT</b> of the program/project budget for the year may be attributed to the GAD budget
<b>4.0 – 7.9</b>	<b>PROMISING GAD PROSPECTS (CONDITIONAL PASS)</b>	<b>25%</b> of the budget for the year of the program/project may be attributed to the GAD budget
<b>8.0 – 14.9</b>	<b>GENDER SENSITIVE</b>	<b>50%</b> of the budget for the year of the program/project, may be attributed to the GAD budget
<b>15.0 – 19.9</b>	<b>GENDER-RESPONSIVE</b>	<b>75%</b> of the budget for the year of the program/project may be attributed to the GAD budget
<b>20.0</b>	<b>FULLY GENDER-RESPONSIVE</b>	<b>100%</b> of the budget for the year of the program may be attributed to the GAD budget







# Attribution to the GAD Budget: GAD ACCOMPLISHMENT REPORT



# APPLICATION TO GAD ACCOMPLISHMENT REPORT

- The PIMME is used to identify **HOW MUCH** of the total budget of the attributed project/program *can be reported in the GAD AR*
- *Only those included in the GPB can be reported in the GAD AR using the PIMME checklist*



## *Example: 2015 GAD Plan*

<b>PROGRAM/PROJECT</b>	<b>HGDG SECTOR-SPECIFIC CHECKLIST SCORE/RATING</b>	<b>ATTRIBUTION</b>
Enhancing LGU Emergency Response Capability	<b>5.65;</b> Promising GAD Prospects	<b>Php 625, 000.00</b> <b>(25% of 2.5M program cost)</b>

## *2015 GAD AR*

<b>PROGRAM/PROJECT</b>	<b>HGDG PIMME SCORE/RATING</b>	<b>ATTRIBUTION</b>
Enhancing LGU Emergency Response Capability	<b>9</b> <b>(Gender-Sensitive)</b>	<b>Php 1, 250, 000.00</b> <b>(50% of 2.5M program cost)</b>



# APPLICATION TO GAD ACCOMPLISHMENT REPORT

- Apply the percentage corresponding to the GAD PIMME rating to the actual expenses of the program or project that has been attributed to the GAD budget (NOT the original budget proposed for the year)

## *Example:*

*Say, the GPB-attributed program had a budget P100M, and had a PIMME GAD score of 10.0, but only P50M budget was actually spent for the year. Then, the GAD AR attributed value will be 50% of P50M, or P25M, instead of the P50M reflected in the GPB.*

