**GENDER AND DEVELOPMENT CHECKLIST**

**FOR PROJECT IDENTIFICATION**

|  |  |
| --- | --- |
| PROJECT TITLE: |  |
| PROJECT NUMBER *(IF APPLICABLE)* |  |
| ESTIMATED COST: |  |
| DEPARTMENT/UNITCOLLEGE  |  |
| PROJECT LEADER |  |
| PROJECT MEMBER/PROPONENT:  | NAME: | OFFICE/ DEPARTMENT/COLLEGE | CONTACT # | EMAIL ADRESS/ES |
|  |  |  |  |  |
|  |  |  |  |  |
| PROJECT DURATION: |  | PROJECT LOCATION: |  |
| DESCRIPTION: |  |

**Instruction: Put a check in the appropriate column to signify the degree to which a project proponent has accomplished with each GAD criterion. Under column 2a if nothing has been done; under column 2b if the element, item, or question has been partly accomplished; and column 2c if the item has been fully complied with.**

**(PLEASE SEE ATTACHED GUIDE FOR ACCOMPLISHING THE CHECKLIST)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Element and item/question****(Column 1)** | **Done?****(Column 2)** | **\*Score for an item/element****(Column 3)** | **Gender issues identified** **(Column 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 problem identification (possible scores: 0, 0.5, 1.0) |  |  |  |  |  |
| 1.2 Participation of women and men in beneficiary groups in project design (possible scores: 0, 0.5, 1.0 |  |  |  |  |  |
| ***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) |  |  |  |  |  |
| 3.1Analysis 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 IDENTIFICATION STAGE |  |  |  |

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

*Source: Harmonized Gender and Development Guidelines for Project Development. Implementation. Monitoring and Evaluation. Second Edition, Third Printing. National Economic and Development Authority. Philippine Commission on Women. Official Development Assistance Gender and Development Network*

 Signature over Printed Name of the Evaluator Date Evaluated

 Signature over Printed Name of the Evaluator Date Evaluated

**GUIDELINES IN ACCOMPLISHING THE EVALUTION FORM FOR PROJECT IDENTIFICATION**

|  |  |
| --- | --- |
| **GAD ELEMENT/ DIMENSION/ QUESTION** | **RESPONSE INDICATORS** |
| **PARTLY YES** | **FULL YES** |
| ***Element 1.0**** Question 1.1
* Question 1.2
 | * meeting with male officials and only one or a few women who also happen to be officials of the proponent or partner agency or organization; or with male and female officials and some male beneficiaries
* inputs or suggestions may have been sought from woman and man beneficiaries but are not considered at all in designing project activities and facilities
 | * meeting with female and male officials and consulting other stakeholders, including women and men, NGOs that may be affected positively or negatively by the proposed project
* inputs or suggestions have been sought from woman and man beneficiaries and included in designing project activities and facilities
 |
| ***Element 2.0*** | * means some information has been classified by sex but may not be key to helping identify major gender issues that a planned project must address
 | * qualitative and quantitative data are cited in the analysis of the development issue or project
 |
| ***Element 3.0**** Question 3.1
* Question 3.2
 | * 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)
* 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
 | * substantive analysis has been done by focusing on the three concerns (gender roles, needs, perspectives, or access to and control of resources)
* analysis of on all constraints or opportunities, instead of both, or an analysis of constraints and opportunities only by women or by men, has been done
 |

**NOTE:** The **Generic Checklist for Project Identification and Formulation**- Harmonized Gender and Development Guidelines (HGDG) Checklist is **best to use** **if the project** would look into the following *gender equality results*:

|  |
| --- |
| * 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?
* supporting activities or interventions that directly reduce gender gaps and inequalities;
* building capabilities, particularly for vulnerable or marginalized women, and fully
* utilizing the skills and knowledge of both women and men;
* including strategies that address constraints to women’s participation or the attainment of the project’s gender equality goals, purposes, and objectives;
* ensuring that activities and strategies do not create a negative impact on women’s status and welfare; and
* creating a project management environment that is committed to and competent in pursuing gender equality in the project.
* Will the activities or interventions reduce gender gaps and inequalities?

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