

GAD CHECKLIST FOR NATURAL RESOURCE MANAGEMENT PROJECTS

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

GENDER ISSUES AND GENDER EQUALITY RESULTS

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

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

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

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

GENDER ANALYSIS QUESTIONS

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

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

Gender division of labor and gender needs

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

Access to and control of natural resources

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

Constraints

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

GUIDE FOR ACCOMPLISHING THE CHECKLIST

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

Guide for accomplishing box 9

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

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

3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.
 - a. To ascertain the score for a GAD element, a three-point rating scale is provided: "0" when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and "2" (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for "partly yes" differ by element. For instance, the score for "partly yes" for Elements 2.0, 3.0, 5.0, 7.0, and 8.0 is "1." For elements with two or more items or questions (such as Element 1.0), the rating is the sum of the scores of the items or questions that falls short of the maximum "2."
 - c. For Element 9.0, which has two items (9.1 and 9.2), the maximum score **for each item** is pegged at "1.0" and "partly yes" is "0.5." Hence, if a project scores a full "1.0" in one question but "0" in the other, or if a project scores "partly yes" (or "0.5") in each of the two items, the total rating for Element 9.0 will be "partly yes" with a score of "1.0." If a project scores "partly yes" in one item but "no" in the other, then the total rating for the element will be "0.5."
 - d. For Elements 6.0 and 10.0, which has three items each, the maximum score **for each item** is pegged at "0.67" and "partly yes" is "0.33." The rating for the element will be "partly yes" if the total score of the three items is positive but less than "2.0," the maximum for the element.
4. For an element (col. 1) that has more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.
5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification stage.
6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

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

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

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
4.2 Does the project have gender equality outputs or outcomes? (possible scores: 0, 0.5, 1.0) Examples are:					
<ul style="list-style-type: none"> - Greater gender parity in the distribution of project resources (land, credit, technology, training opportunities) - Increased participation of women and men in project activities - Improved representation of women in decision-making bodies created by the program or project 					
5.0 <i>Matching of strategies with gender issues</i> (possible scores: 0, 1.0, 2.0) Do the strategies match the identified gender issues and gender equality goals? That is, will the activities or interventions reduce gender gaps and inequalities?					
6.0 <i>Gender analysis of the designed project</i> (max score: 2)					
6.1 <i>Gender division of labor</i> (max score: 0.67; for each item, 0.22)					
6.1.1 Has the project addressed the array of women's and men's roles and responsibilities in the productive and reproductive spheres? (possible scores: 0, 0.11, 0.22)					
6.1.2 Has the project considered the varying needs and priorities of women and men in environmental management, resource use, and conservation? (possible scores: 0, 0.11, 0.22)					
6.1.3 Has the project considered how women and men fit their resource management activities with their other productive, reproductive, and community tasks in scheduling project activities? (possible scores: 0, 0.11, 0.22)					
6.2 <i>Access to and control of resources</i> (max score: 0.67; for each question, 0.22)					
6.2.1 Will women and men have equal access to land, credit, extension services, information, training, and technology to be introduced by the project? (possible scores: 0, 0.11, 0.22)					
6.2.2 Will the project involve female foresters or fishery extension officers? Woman farmer leaders? (possible scores: 0, 0.11, 0.22)					
6.2.3 Will the training of agency/project personnel capacitate them for gender-responsive development? (possible scores: 0, 0.11, 0.22)					

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.3 <i>Constraints</i> (max score: 0.67; for each item, 0.33)					
6.3.1 Has the project devised strategies to overcome the constraints (including mobility and time constraints for women) to project participation by women and by men? (possible scores: 0, 0.17, 0.33)					
6.3.2 Has the project considered that the constraints to women's participation may require separate programming (by way of separate groups, activities, or components)? IF NEEDED: Has the project addressed this? (possible scores: 0, 0.17, 0.33)					
7.0 <i>Monitoring targets and indicators</i> (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? Examples of gender differences that may be monitored:					
<ul style="list-style-type: none"> - Adoption rates of agroforestry or resource management technology - Membership and leadership in farmers' or fishers' organizations or similar groups created by the project - Participation in training and similar project activities, by type of training or activity - Dispersal of project inputs (land, animals, seeds or planting materials, credit) 					
8.0 <i>Sex-disaggregated database</i> (possible scores: 0, 1.0, 2.0) Does the project monitoring framework or plan include the collection of sex-disaggregated data?					
9.0 <i>Resources</i> (max score: 2; for each item or question, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or to promote gender equality and women's empowerment? OR, is the project committing itself to invest project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					

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

<p>Interpretation of the GAD score</p> <p>0 - 3.9 GAD is invisible in the project (proposal is returned).</p> <p>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).</p> <p>8.0 - 14.9 Proposed project is gender-sensitive (proposal passes the GAD test).</p> <p>15.0 - 20.0 Proposed project is gender-responsive (proponent is commended).</p>
