

GAD CHECKLIST FOR PRIVATE SECTOR DEVELOPMENT PROJECTS

Development projects with the private sector, including industrial undertakings, cover a broad range of programs or projects for both formal and informal sector producers, traders, and service providers. Development interventions that affect the private sector vary, ranging from new policies or rules, such as taxes, protection or deregulation, and incentives, to infrastructure support for industrial estates or export processing zones, and financial assistance, capacity development, research and development, and marketing support (including export or trade missions). All these are bound to involve and affect women and men differently in their various roles as producers, workers, suppliers or owners of resources, investors, consumers, and decision makers; and in terms of gender relations in the workplace, the market, and decision-making processes.

GENDER ISSUES AND GENDER EQUALITY RESULTS

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

- Lack of comprehensive sex-disaggregated data that show the extent of women's participation in the sector and their stake in resources and decisions made, and will enable policymakers and planners to evaluate and quantify the impact of industry and private sector development initiatives on various groups of women and men
- Low appreciation among planners, designers, and implementors of the value of sex-disaggregated data as inputs to the planning and preparation of programs and projects
- Awareness of gender issues being limited to the few who are involved in GAD mainstreaming efforts in the agencies
- Little understanding of the needs and concerns of women, especially those in rural areas, and of factors that may inhibit their participation in the project

Woman entrepreneurs are largely found in the informal sector, operating microenterprises where capital requirements are low and production is labor-intensive, not to mention enduring long working hours and minimal returns to labor. Financial assistance has generally been in the form of microfinance, which often includes credit as well as savings mobilization and group formation.

However, there are a number of women who own, manage, or operate small and medium enterprises (SMEs), and whose financial, technical, and marketing needs differ from those of microentrepreneurs. Many of these SMEs depend on various layers of subcontractors or home-based workers, mostly women, who produce specific parts of a commodity (such as garments) for their principal.

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

In the formal economy, women face various gender biases or discriminatory practices. Woman entrepreneurs, for instance, are found in a narrow band of economic fields and are poorly represented in the leadership of industry organizations. Among woman workers,

gender discrimination is experienced in hiring, assignment of tasks, promotion, and work conditions (including sexual harassment).

Development interventions in the private sector can help foster greater gender equity and equality in industry and in the workplace through technical assistance to business service organizations, industry associations, or employers' groups, on the one hand, and workers' organizations, on the other; capacity development for gender-responsive programming and practices in relevant government agencies and private sector groups; and support for the installation of facilities and services that will address gender concerns in the workplace.

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

- ↳ improved productivity of women-owned or -operated enterprises, which will make them as profitable as men-owned or -operated enterprises;
- ↳ greater opportunity for women to venture into high-return business fields;
- ↳ safer workplaces for woman workers, as sexual harassment and occupational health and safety problems are addressed;
- ↳ higher self-confidence among woman entrepreneurs and workers as they, respectively, become knowledgeable in their options and their rights as workers; and
- ↳ greater access of woman microentrepreneurs to higher credit levels and technical support, allowing them to move to less crowded business fields that have hitherto excluded them.

GENDER ANALYSIS QUESTIONS

Gender analysis should 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. The following questions may be asked when analyzing the likely gender effects or impacts of the design.

Gender division of labor and gender needs

- Does the project reduce gender-role stereotyping, particularly among workers in the target enterprises?
- Does the project promote safety and security in the workplace, including control of sexual harassment and other forms of gender biases? Specifically, does the project include
 - education of management and workers on relevant laws?
 - training in the handling of sexual harassment and similar gender-based violence or discrimination cases?
 - establishment of mechanisms required by law?
- Does the project help the private sector address the issue of woman workers' multiple work burden (through flexible time and similar arrangements)?
- Does the project help woman entrepreneurs become more efficient in their chosen fields?
- Has the project considered how participation of women and men in the project will affect their other responsibilities?

Access to and control of resources

- Does the project offer entrepreneurs, women and men, opportunities to venture into new fields? Does it offer adequate technical and other support to aid in the transition?

- Will the project adversely affect women’s access to jobs, resources, and markets? IF SO: Does the project design include measures to mitigate the negative effects of the project through on-the-job retraining that will enable entrepreneurs and workers to engage in new or nontraditional tasks or activities?
- Are women trained by the project to operate businesses or, in the case of workers, newly introduced machines?
- Do project criteria and rules provide women with sufficient access to project resources and benefits (credit, training, trade missions, technology, or information)?
- Will women be involved in decision making on the focus and direction of the project’s technical assistance? On the distribution of opportunities among members of business service organizations?

Constraints

- Will the project consult women’s groups, women-in-business organizations, and woman labor union leaders? Or, has the project consulted woman and man beneficiaries?
- Will the project strengthen existing organizations (such as informal sector coalitions, women-in-business organizations, employers’ or workers’ organizations) in the sector that promote women’s rights and interests?
- Is the proposed project design socially or culturally acceptable and accessible to women? Can women avail themselves of the services, advice, or credit?
- Will women and men have equal access to project planning and decision making? Are women and men viewed as equal agents of change and participants in industry or workers’ organizations?
- Does the project offer facilities or services that will support women’s participation at different stages of the project?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 11 enumerates the ten requirements for a gender-responsive private sector development 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 11

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: 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 only 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 may have been sought from woman and man beneficiaries but are not considered at all in designing project activities and 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*, a “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 or economic activities (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 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 seeking to address these issues.
 - f. For *Element 6.0*, a “partly yes” response 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 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 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; and 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 for a “partial yes” 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 11. GAD checklist for designing and evaluating private sector development 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					
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?					

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)		
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 the development issue in the project document include gender issues that the project must address?					
Project design					
4.0 <i>Gender equality goals, outcomes and outputs</i> (max score: 2; for each question, 1)					
4.1 Do project objectives explicitly refer to women and men? (possible scores: 0, 0.5, 1.0)					
4.2 Does the project have gender equality outputs or outcomes? (see text for examples) (possible scores: 0, 0.5, 1.0)					
5.0 <i>Matching of strategies with gender issues</i> (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? 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 Gender division of labor (max score: 0.67; for each question, 0.22)					
6.1.1 Will the project help woman entrepreneurs become more efficient in their chosen fields? (possible scores: 0, 0.11, 0.22)					
6.1.2 Will the project help address the issue of multiple work burdens of women? (possible scores: 0, 0.11, 0.22)					
6.1.3 Will the project address gender relations issue in the workplace (such as sexual harassment, gender-based occupational health concerns, and provision of onsite reproductive health services)? (possible scores: 0, 0.11, 0.22)					
6.2 Access to and control of resources (max score: 0.67; for each question, 0.22)					
6.2.1 Will women have access to sufficient credit, information, training, and services or facilities? (possible scores: 0, 0.11, 0.22)					
6.2.2 Will women be involved in decision making on key aspects of the project? (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)		
6.2.3 Does the project have measures for mitigating negative effects on women and men? (possible scores: 0, 0.11, 0.22)					
6.3 Constraints (max score: 0.67; for each item, 0.33)					
6.3.1 Is the proposed project design socially or culturally acceptable and accessible to women? Can women effectively participate or benefit from the project? (possible scores: 0, 0.17, 0.33)					
6.3.2 Has the project devised strategies to overcome the constraints to project participation by women and by men? Specifically, has the project considered that the constraints to women's participation may require separate programming (by way of separate groups, activities, or components)? IF SEPARATE PROGRAMMING IS NEEDED: Has the project addressed this? (possible scores: 0, 0.17, 0.33)					
7.0 Monitoring targets and indicators (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"> - Ownership of enterprises/establishments - Management of enterprises/establishments - Performance of women- and men-owned enterprises in areas of project interventions - Participation in trade missions - Borrowers' and loan profiles - Rate of adoption of project interventions - Satisfaction rate with project interventions - Membership and leadership in the project's partner organizations (industry or business service organizations) - Employment generated by the project, or loss of jobs as a result of the project - Membership and leadership in industry or workers' organizations or similar groups created by the project - Participation in training, by type of training - Distribution of project inputs other than credit (market linkages, technical information, design) 					
8.0 Sex-disaggregated database (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					

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)		
9.0 Resources (max score: 2; for each item, 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 committed to investing project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item or question, 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 IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements, or the figures in the thickly bordered cells.)					

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).