

GAD CHECKLIST FOR AGRICULTURAL AND AGRARIAN REFORM PROJECTS

Rural development projects—agrarian reform, agriculture, and environment and natural resource management—form part of the country’s poverty reduction and rural development strategy. They comprise the distribution of resources (land titles, stewardship contracts, credit, agricultural inputs); introduction of new or improved production or postproduction technologies and inputs; improvement of agricultural extension services, including the capacity of agricultural extension workers; strengthening of agricultural marketing systems; and institutional development, such as the formation of agricultural producers’ or marketing groups. Projects also usually include the capacity development of relevant offices or units of the Philippine implementing agency in project development, design, planning, implementation, and monitoring and evaluation.

GENDER ISSUES AND GENDER EQUALITY RESULTS

Gender issues in agriculture and agrarian reform are related to inequalities in the status and condition of female and male members of agricultural and rural households, including:

- access to education and health;
- access to resources and services to improve their productive and reproductive work;
- norms, attitudes, and institutions that limit women’s and men’s life options (including access to land and participation in project activities), promote gender-role stereotyping, and result in women’s multiple burdens and various forms of violence against women and girls;
- involvement in organizations and collective action; and
- control over resources and decision-making processes.

Agricultural and agrarian reform programs and projects may be designed to contribute to the achievement of *gender equality results*, such as:

- 👉 improved capacity of woman and man farmers to improve their agricultural production;
- 👉 enhanced economic options for woman farmers;
- 👉 increased women’s access to and control over agricultural technologies, training credit, markets, and information;
- 👉 increased proportion of women going into rural production activities or enterprises that have been traditionally associated with men;
- 👉 increased number of women adopting new technologies or crops;
- 👉 increased employment of rural women and men;
- 👉 improved leadership capacity of women involved in farmers’ organizations and similar groups;
- 👉 greater representation of women in producers, marketing, and similar rural organizations; and
- 👉 improved capacity of rural development agencies to plan, design, implement, and monitor programs and projects that address gender issues and the concerns of woman farmers.

The identified gender issues need to be addressed by the project through specific interventions and activities. To ensure matching of gender issues and strategies, one may put forth the following questions: Will the interventions or activities reduce gender gaps and inequalities? In particular, are project inputs (seed supply, vaccines, or technical advice) suited to women's productive activities? Will the project enable women to engage in new or nontraditional agricultural activities?

GENDER ANALYSIS QUESTIONS

Gender analysis is required at two points of the project pre-implementation stage: as part of project identification, and after the project has been designed. The guide questions in box 3 (page 8), Part 1, of this manual may be used for gender analysis at the project identification and design stage. Meanwhile, a project design may be analyzed using the following guide questions:

Gender roles

- Has the project considered the actual roles and responsibilities of women and men in agriculture?
- Is the project addressing the array of women's agricultural activities, including subsistence and cash-crop activities?
- Will new technologies be introduced to assist women in agriculture?
- Will this make other agricultural activities accessible to women?
- Does the project consider roles and responsibilities of women and men in farm and off-farm activities?
- Has the project considered how women and men fit their agricultural activities with their other productive, reproductive, and community tasks?
- Will the project increase the time spent by women or men on agriculture-related activities?
- Will participation of women and the men in the project affect their other responsibilities? Or, will the project or new technology affect women's (men's) work schedules or overall workloads?

Access to and control of agricultural resources

- Do women have the same access to or control as men over sufficient land areas to participate in the project?
- Will women and men have equal access to credit, extension services and information, and technology provided by the project?
- Will the project involve female extension officers? Woman farmer leaders?
- Will the training and technology help women in their current activities?
- Are agency/project trainers, extension officers and other personnel aware of gender issues in agriculture or in agricultural projects?
- Can training of agency/project personnel ensure the gender-responsiveness of the project?
- Will women face more competition in their traditional crop or agricultural markets?

Constraints

- Have seasonal migration patterns of women and men been taken into account in the project design?
- Is the project designed to maximize women's participation and decision making?
- Has the project devised strategies to overcome the constraints (including mobility and time restrictions on women) to project participation by women and by men?
- Do the constraints to women's participation require separate programming (by way of separate groups, activities, or components)?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 8 lists the ten requirements for a gender-responsive agriculture project. Each requirement or element is generally 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 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 8

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 can 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 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. In contrast, full compliance involves meeting with female and male officials and consulting with 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 women and men 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 help 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 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 mentioned 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 gender equality outcomes and outputs are consistently pursued in the logical framework analysis.
 - e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities (Q5.1). A full “yes” means there is an identified gender issue and there are activities seeking to address these issues. In the case of Q5.2, “partly yes” means the project builds on women and men’s knowledge and skills as a token, or not in a serious way.
 - 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 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 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 will be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been fulfilled 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, 7.0, and 8.0 is “1.” For elements that have 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 fall short of the maximum “2.”
 - c. For Elements 4.0, 5.0, and 9.0, which has two items each, the maximum score **for each item** is pegged at “1.0” and for “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 will be “partly yes” with a score of “1.0.” If a project scores “partly yes” for one item but “no” for the other, then the total rating for the element will be “0.5.”
 - d. For Elements 1.0, 6.0 and 10.0, which have three items each, the maximum score **for each item** is pegged at “0.67” and for “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 scores of the items or questions 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 and design stages.
 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 8. GAD checklist for designing and evaluating agricultural and agrarian reform projects

Element and item/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 and men 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)					
1.2 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 or question, 1)					
4.1 Do project objectives explicitly refer to women and men? Do they target women's agricultural production and marketing needs as well as men's? (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> (max score: 2; for each item or question, 1)					
5.1 Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities? (see examples in the text) (possible scores: 0, 0.5, 1.0)					
5.2 Do the project activities build on women's and men's knowledge and skills? (possible scores: 0, 0.5, 1.0)					

Element and item/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)		
6.0 Gender analysis of the designed project (max score: 2)					
6.1 <i>Gender division of labor</i> (max score: 0.67; for each item or question, 0.33)					
6.1.1 Is the project addressing the array of women’s agricultural activities, including subsistence- and cash-crop activities? (possible scores: 0, 0.17, 0.33)					
6.1.2 Has the project considered how women and men fit their agricultural activities with their other productive, reproductive, and community tasks in scheduling project activities? (possible scores: 0, 0.17, 0.33)					
6.2 <i>Access to and control of agricultural resources</i> (max score: 0.67; for each item or question, 0.22)					
6.2.1 Will women and men have equal access to credit, extension services, information, training, or technology to be introduced by the project? (possible scores: 0, 0.11, 0.22)					
6.2.2 Will the project involve female 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)					
6.3 <i>Constraints</i> (max score: 0.67; for each item or question, 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 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? For instance, will the following gender differences be monitored:					
<ul style="list-style-type: none"> - Adoption rates of technology - Membership and leadership in farmers’ organization or similar groups created by the project - Participation in training and similar project activities, by type of training or activity - Dispersal of project inputs (animals, seeds or planting materials, credit) 					
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?					

Element and item/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 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 and other partners for its GAD efforts? (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, does the project commit itself 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/ PCW/ 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 it 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 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).