

GAD CHECKLIST FOR INFRASTRUCTURE PROJECTS

Infrastructure projects involve the construction of facilities, including schools, hospitals, dams, irrigation structures, and transportation systems. Some result in the involuntary resettlement of communities or households. Regardless of the type of infrastructure project, users and resettled groups are erroneously viewed as an undifferentiated population, having the same needs, vulnerabilities, access, and opportunities to participate in deciding what facilities are needed where, how they will be maintained, how much they should cost each user, and the like.

GENDER ISSUES AND GENDER EQUALITY RESULTS

Projects in the infrastructure sector have to contend with a number of gender issues, including the following:

- Different groups of users may have divergent requirements based on the seasonality and location of their activities. Projects that are designed without considering the variations may have a great impact on women's workload and access to resources.
- Women are rarely considered for employment in construction sites, although there are areas in which women have traditionally been involved in groundbreaking tasks. Most projects do not view women as potential workers. Where women workers need to move close to the worksite, they require secure and safe areas in construction camps.
- Gender gaps are often found in women's and men's participation in users' groups that are organized to operate and maintain facilities (health centers, domestic water systems, and irrigation systems).
- Involuntary resettlement can and do affect women and men differently.

By recognizing the differences among those affected by infrastructure, projects can help achieve better *gender equality results*, among which are:

- 👉 more time for rest, productive, or reproductive activities due to shorter travel time to and from the market, basic service facilities, or sources of water and fuel;
- 👉 improved women's access to safe and affordable public transport services and infrastructure;
- 👉 greater inputs of women to the design and operation of the infrastructure;
- 👉 increased capacity of women and their organizations to influence decisions about the design, operation, and maintenance of public services and facilities;
- 👉 increased employment of women at all levels (actual construction, technical, and management) in infrastructure projects or services;
- 👉 increased numbers of women employed in nontraditional occupations; and
- 👉 improved capacity of infrastructure agencies to plan, design, implement, and monitor programs and projects that address gender issues and the concerns of different groups of woman users or women resettled involuntarily.

GENDER ANALYSIS QUESTIONS

Gender analysis is required at two points of the project preparation 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 stage. Meanwhile, gender analysis questions that may be asked at the design stage of an infrastructure project are the following:

Gender division of labor and gender needs

- Has the project identified activities of women and men that are related to the proposed infrastructure? And of each socioeconomic or ethnic group that it may affect?
- Have both women's and men's needs been considered in the design of the project?
- Has the project considered how it may affect current activities and responsibilities of women and men? For instance, will it affect the time women and men spend on the transport of goods to the market, travel to work, carrying of water, or collection of fuel?
- Has the project considered how participation of women and men in the project will affect their other responsibilities?

Access to and control of resources and benefits

- Will the project provide opportunities for women to be employed and trained in the construction or operation and maintenance of the infrastructure? In new industries that may be attracted to the area after the completion of the infrastructure project?
- Will the infrastructure be accessible to women and men living in poverty in terms of
 - cost of travel to and from the location of the infrastructure;
 - user fee or cost of the infrastructure; and
 - requirements for membership in the users' group?
- Will women be involved in the users' association? Specifically, will they be involved in the decision making over rules of use, operation, and maintenance?
- Will the project adversely affect women's access to information, resources, and markets? IF SO: Has the project introduced ways of minimizing these effects? Consider the following:
 - Women's marketing of goods and other income-related activities as a result of the location of transport-related infrastructure
 - Employment of women who may be currently providing the service as a result of new facilities (such as bridges) or technologies
 - Resettlement of women and their families as a result of the construction of the infrastructure
 - Contact with other women (as in the case of private water pumps or piped water that aims to save them time for completing certain tasks)
- Has the project consulted the women or the NGOs operating in the areas on the design and location of the infrastructure?

Constraints

- Is the proposed infrastructure socially or culturally acceptable and accessible to women? Can they use it?
- Does the project design include measures to address constraints to equal participation and benefits by women and men?
- Does the project offer facilities or services that will support women's participation at different stages of the project, including operation and maintenance of the structure?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 10 lists the ten elements or requirements for a gender-responsive infrastructure project. Each requirement 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 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 10

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 facilities and project activities, selecting the types of capacity development, and identifying locations of 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 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 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 10. GAD checklist for designing and evaluating infrastructure 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 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 or question, 1)					
4.1 Do project objectives explicitly refer to women and men? Do they target women’s and men’s need for infrastructure? (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) Do the strategies match the identified gender issues and gender equality goals? That is, will the activities or interventions reduce gender gaps and inequalities?					

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)		
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? (possible scores: 0, 0.5, 1.0)					
5.2 Does the project build on women's and men's knowledge and skills? (possible scores: 0, 0.5, 1.0)					
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, 0.22)					
6.1.1 Has the project considered whether the infrastructure or participation in the project will affect current activities and responsibilities of women and men, girls and boys? (possible scores: 0, 0.17, 0.33)					
6.1.2 Will the needs of women and men, including those affected by involuntary resettlement, be considered in the design of the infrastructure? (possible scores: 0, 0.17, 0.33)					
6.2 <i>Access to and control of resources</i> (max score: 0.67; for each item or question, 0.33)					
6.2.1 Will women and men have equal access to infrastructure and other resources (including employment) distributed by the project? (possible scores: 0, 0.117 0.33)					
6.2.2 Will women be involved in the decision making over rules for the use and operation and maintenance of the infrastructure or transport-related resources? (possible scores: 0, 0.17, 0.33)					
6.3 <i>Constraints</i> (max score: 0.67; for each item or question, 0.33)					
6.3.1 Is the proposed infrastructure socially or culturally acceptable and accessible to women? Or, can they use it? (possible scores: 0, 0.17, 0.33)					
6.3.2 Has the project designed measures to address the constraints to equal participation and benefits of women and men? (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 that may be monitored:					
<ul style="list-style-type: none"> - Utilization rate of the infrastructure or facility - Membership and leadership in users' organization - Participation in training and similar project activities, by type of training or activity - Employment generated by the project - Loss of livelihood as a result of the project 					
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? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or promote gender equality and women’s empowerment? OR, will the project invest 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 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 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).