**GENDER AND DEVELOPMENT CHECKLIST**

**FOR DESIGNING AND EVALUATING EDUCATION PROJECT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 dimension or question has been partly accomplished or complied with; and column 2c if the item has been fully complied with.**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dimension and Question**  **(Column 1)** | **Response**  **(Column 2)** | | | **\*Score for an item/element**  **(Column 3)** | **Result or Comment**  **(Column 4)** |
| **No**  **2a** | **Partly**  **2b** | **Yes**  **2c** |
| **Project identification and planning** | | | | | |
| ***1.0 Participation of women and men in project identification*** (max score: 2; for each 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) |  |  |  |  |  |
| 1.3 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 Collection of sex-disaggregated data and gender-related information prior to project design*** (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 Conduct of gender analysis and identification of gender issues*** (see box 3)  (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 issues that the project must address? |  |  |  |  |  |
| **Project design** | | | | | |
| ***4.0 Gender equality goals, outcomes, and outputs*** (max score: 2; for each item, 1) |  |  |  |  |  |
| 4.1 Do project objectives explicitly refer to women and men as students, parents, teachers, or administrators? (possible scores: 0, 0.5, 1.0) |  |  |  |  |  |
| 4.2 Does the project have gender equality outputs or  outcomes? (see examples in the text) (possible scores: 0, 1.0, 2.0) |  |  |  |  |  |
| ***5.0 Matching of strategies with gender issues*** (max score: 2; for each item, 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, 1.0, 2.0) |  |  |  |  |  |
| 5.2 Do the project activities build on women’s and men’s knowledge and skills? (possible scores: 0, 1.0, 2.0) |  |  |  |  |  |
| ***6.0. Gender analysis of the designed project*** (max score: 2) |  |  |  |  |  |
| 6.1 Gender division of labor (max score: 0.67; for each question, 0.33) |  |  |  |  |  |
| 6.1.1 Are families in the target community reliant on the work of girls or boys for income? IF SO: Will flexible education schedules help females or males fit in their other tasks? (possible scores: 0, 0.11, 0.22) |  |  |  |  |  |
| 6.1.2 Does the project offer opportunities (through curricula, instructional materials, role models) for expanding roles of women and men, girls and boys, at home and in the community, economy, and society? (possible scores: 0, 0.11, 0.22) |  |  |  |  |  |
| 6.1.3 Has an assessment been made of the education and training needs of both females and males? (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 Does the project ensure that opportunities for training and scholarships that may be provided are equally accessible to women and men, girls and boys? To different categories of females and males (rural/urban, ethnic groups)? (possible scores: 0, 0.11, 0.22) |  |  |  |  |  |
| 6.2.2 Is information about educational opportunities readily available to females and males? (possible scores: 0, 0.11, 0.22) |  |  |  |  |  |
| 6.2.3 Have all methods of education delivery been considered? (possible scores: 0, 0.11, 0.22) |  |  |  |  |  |
| 6.3Constraints (max score: 0.67; for each item, 0.33) |  |  |  |  |  |
| 6.3.1 Has the project addressed any time and distance constraint so that girls and boys could attend class? (possible scores: 0, 0.17, 0.33) |  |  |  |  |  |
| 6.3.2 Has the project considered the financial costs of participation that may restrict attendance of females or males? (possible scores: 0, 0.17, 0.33 |  |  |  |  |  |
| 7.0 Monitoring targets and indicators (possible scores 0,1.,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: |  |  |  |  |  |
| -Net enrolment or school participation rate  –Passing rate for female and male students (NEAT, NSAT, HSRT)  –Participation in training and similar project activities, by type of training  or activity  –Employment generated by 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? |  |  |  |  |  |
| 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, 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/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)

*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. GAD Checklist 8.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature over Printed Name of the Evaluator Date Evaluated

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 EDUCATION PROJECTS**

|  |  |  |
| --- | --- | --- |
| **GAD ELEMENT/ DIMENSION/ QUESTION** | **RESPONSE INDICATORS** | |
| **PARTLY YES** | **FULL YES** |
| ***Element 1.0***   * Question 1.1 * Question 1.2 * Question 1.3 | * 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 * only certain groups of women and men are viewed as stakeholders and agents of change | * 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 * groups of women and men beneficiaries are viewed as stakeholders and agents of change |
| ***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*** | * 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) | * substantive analysis has been done by focusing on the three concerns (gender roles, needs, perspectives, or access to and control of resources) |
| ***Element 4.0***   * Question 4.1 * Question 4.2 | * women are mentioned in the project objectives but only in connection with traditional roles * the project has token gender equality outputs or outcomes | * women’s non-traditional roles are also recognized * gender equality outcomes and outputs are consistently pursued in the log frame |
| ***Element 5.0***   * Question 5.1 * Question 5.2 | * means having gender equality strategies or activities but no stated gender issues to match the activities * the project builds on women and men’s knowledge and skills as a token, or not in a serious way | * there is an identified gender issue and there are activities seeking to address these issues, gender gaps and inequalities * the project builds on women and men’s knowledge and skills is being taken seriously |
| ***Element 6.0*** | * response to any of the items and questions is associated with superficial or partial effort to address a specific issue or question | * involves a coherent, if not a comprehensive, response to the question |
| ***Element 7.0*** | * project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change | * project monitoring plan includes indicators that are sex-disaggregated with qualitative indicator of empowerment or status change |
| ***Element 8.0*** | * 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 | * all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs |
| ***Element 9.0***   * Question 9.1 * Question 9.2 | * there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues * was able to build GAD capacities among project staff or the project agency or tap external GAD expertise | * the budget allocated for the GAD-related activities is sufficient to ensure that the project will be able to address relevant gender issues * was able to build GAD capacities among project staff and the project agency or tap external GAD expertise |
| ***Element 10.0***   * Question 10.1 * Question 10.2 * Question 10.3 | * 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 * there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives * 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 | * the agency’s GAD is recognized and the GAD plan is incorporated in the project design/plan * there is a mention of other GAD initiatives in the project coverage and there is an indication of how the project will build on these initiatives * project has a sustainability plan for its GAD efforts and there is an indication of how these will be institutionalized within the implementing agency or its partners |

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

|  |
| --- |
| * longer stay in school of boys, where male school dropout rate is particularly high; * increased enrolment of girls, where there are barriers to female entry in the existing school system; * improved school performance of male and female students; * greater access of rural females and males to good quality education; * increased capacity of women to influence decisions in the education sector; * improved capacity of public and private schools at all levels to address gender issues in the classroom and in the campus; and * improved capacity of agencies in the education sector to plan, design, implement, and monitor programs and projects that address gender issues and the concerns of different stakeholders. |

***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.*