**GUIDE FOR ACCOMPLISHING THE CHECKLIST**

Box B3 enumerates the elements of gender-responsive research agenda and gender-aware research programs, projects, and activities for the agency. Some elements are accompanied by guide questions. The instructions for accomplishing the checklist are as follows.

|  |
| --- |
| 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: col. 2a if nothing has been done; col. 2b if an element, item, or question has been partly answered; and 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.
	1. For Element 1.0, a “partly yes” to Q1.1 means meeting with male stakeholders and only one or a few woman stakeholders in the proponent or partner agency or organization, while full compliance also involves meeting with woman and man external stakeholders, including relevant women’s groups. A “partly yes” to Q1.2 means mentions of the consultations appear in the document but inputs of the stakeholders are not incorporated in the research agenda, program.
	2. For Element 2.0, “partly yes” means sex-disaggregated data are mentioned but there is no review of relevant gender literature (Q2.1); and gender roles and/or access issues have been identified but not the reasons underlying these (Q2.2). In contrast, a full “yes” denotes that sexdisaggregated data and gender literature have been reviewed and analyzed (Q2.1) and a full gender analysis has been done, serving as input to the development of the research agenda (Q2.2).
	3. For Element 3.0, “partly yes” means there is a budget in the research program for a few gender mainstreaming activities, such as collecting sex-disaggregated data, but there is no provision for analysis and reporting based on this (Q3.1); or the research staff members are aware of the relevance of incorporating gender concerns in the research, but there is little capacity to do this, or funding for tapping gender experts or for one or two activities to build GAD skills or capacities among the research staff may not be sufficient (Q3.2).
	4. For Element 4.0, “partly yes” means the research study collects and reports sex- disaggregated data but does not analyze them as an integral part of the research. A full “yes” denotes that sexdisaggregated data are not only collected but, as important, also analyzed as an integral part of the research report.
	5. For Element 5.0, “partly yes” means the project mentions “women” or intends to study women but has no clear indication as to the gender and social relations contexts. A full “yes” suggests that both the gender and social relations contexts and the interests of women are considered in framing the research.
	6. For Element 6.0, “partly yes” means the research involves more men and some women as data gatherers and/or respondents or key informants, while a full “yes” denotes that women and men are involved as researchers and respondents/informants and women’s and men’s responses are reflected in the research report.
	7. For Element 7.0, “partly yes” means the research and development activity has a plan for tracking the gender sensitivity or responsiveness of the projects, technologies, or activities that will emanate from the results of the studies, but without indicators and targets. A full “yes” means having indicators and targets for gender sensitivity and responsiveness as well as sustainability of the impact of the research projects and requiring the collection of sexdisaggregated numerical and qualitative data on relevant indicators for the GAD outcomes/outputs of the research projects.
	8. For Element 8.0,“partlyyes”meansthereissome,probablynominal,linking of the research agenda, program, or project to the Philippine government’s/agency’s commitment to the empowerment of women (Q8.1); and mention of next steps to promote GAD goals in the office, agency (Q8.2). A full “yes” signifies that there is a direct connection between the research and the office’s/agency’s gender mainstreaming efforts (Q8.1); and there is a discussion in the research report of strategies for helping sustain the GAD efforts of the office, agency. (Q8.2).
3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an element or item under col. 3. Each item or question has a designated set of possible scores for “no,” “partly yes,” and “yes.
4. For an element (col. 1) that has more than one item or question, add the scores for 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 col. 3 to come up with the GAD score for the research project.
6. Under the last column, indicate the key gender issues identified or comments on the proponent’s compliance with the requirement.

*Note: For the upstream or basic research, the interpretation of the questions in box B3 should be in the context of whether the research project or team considered the needs or concerns of both women and men in the design of technologies, for instance, and the possible gender-differentiated impact of the application to upstream or basic research on women and men. Where certain questions or elements are not applicable to upstream or basic research projects, this should be indicated and taken out of the computation of the total score, which could then be normalized by adjusting the score as follows:* ***|****Total raw score ÷ (20 – Scores of Not Applicable Questions)] x 20 = Total Normalized Score. The GAD rating will depend on this normalized score.*  |

The scoring system and the interpretation of the scores are the same as those in box7 (original and expanded) of the Harmonized GAD Guidelines. The total score remains to be 20.0, but instead of all the elements receiving a maximum of 2.0 points, two are given a maximum of 4.0 points each.

**GENDER AND DEVELOPMENT CHECKLIST FOR RESEARCH AND DEVELOPMENT AGENDA, PROGRAM OR 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 has been managed and implemented with each GAD criterion. Under column 2a if nothing has been done; under column 2b if the element, item, or question has been partly accomplished; and column 2c if the item has been fully complied with.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Element and item or guide question****(Column. 1)** | **Response****(Column 2)** | **\*Score for the item/element****(Column 3)** | **Result or comment****(Column 4)** |
| **No****(2a)** | **Partly****Yes****(2b)** | **Yes****(2c)** |
| **For defining research agenda and program (max. score 8)** |
| **1.0 *Participation of women and men in the identification of research agenda and research questions*** (max score: 2.0; for each item/question, 1.0) |  |  |  |  |  |
| 1.1 Has the project consulted women on the problem or issue that must be investigated through research? (possible scores: 0, 0.5, 1.0) |  |  |  |  |  |
| 1.2 Have women’s inputs been considered in the development of the research agenda? (possible scores: 0, 0.5, 1.0) |  |  |  |  |  |
| ***2.0 Conduct of gender analysis as part of the development of research agenda (***max. score:4; for each item: 2.0)  |  |  |  |  |  |
| 2.1 Are sex-disaggregated data mentioned and is a review of gender aware literature conducted in the development of the research agenda? (possible scores: 0,1.0, 2.0) |  |  |  |  |  |
| 2.2 Has gender analysis been done to identify what men and women do, who has access and control of resources, and how these patterns emerged? (possible scores: 0, 1.0, 2.0) |  |  |  |  |  |
| ***3.0 Inclusion in the research program budget of resources for the needed gender research activities.*** (max. score:2; for each item/question: 1.0) |  |  |  |  |  |
| 3.1 Are sufficient resources allocated to ensure gender components of the research are met? (possible scores: 0, 0.5 , 1.0) |  |  |  |  |  |
| 3.2 Does the research have the skill, ability or capacity to integrate GAD or promote gender equality and women’s empowerment? Or does it commit itself to investing project staff time in building capacity for integrating GAD or promoting gender equality in the research? (possible scores: 0, 0.05 , 1.0) |  |  |  |  |  |
| **For designing and implementing research programs and projects (max. score: 12.0)** |  |  |  |  |  |
| ***4.0 Collection and analysis of sex-disaggregated data on people-level information (***possible scores: 0, 1.0, 2.0) Does the research collect, analyze, and report sex-disaggregated data for people-level information? |  |  |  |  |  |
| ***5.0 Consideration of gender in the formulation of the research framework, where possible or relevant* *(***possible scores: 0, 2.0, 4.0) Are gender objectives/principles considered in the framework of the research (improving access to economic resources, promoting participation and leadership, efforts to eliminating discrimination?  |  |  |  |  |  |
| ***6.0 Reflection of both women’s and men’s voices in the research studies* *(***possible scores: 0, 1.0, 2.0) Are women’s and men’s inputs or responses being equally sought in the research and are these reflected in the research reports? |  |  |  |  |  |
| **7.0 Monitoring of research impact on addressing gender issues and concerns and on promoting gender equality and women’s empowerment *(***possible scores: 0, 1.0, 2.0)  Does the design include strategies for monitoring research impact on addressing gender issues and concerns and on promoting gender equality and women’s empowerment? |  |  |  |  |  |
| Among the possible considerations for tracking the gender impacts are.* Women and children among the direct or indirect beneficiaries of the project outcome.
* Long term impact on women’s socio-economic status and empowerment.
* Sustainability of the benefits.
* Inclusion of strategics to avoid or minimize negative impacts on women’s status or welfare.
 |
| ***8.0 Coordination with the agency’s GAD plan and gender mainstreaming strategy*** (max. score 2; foreach item/question 1.0) |  |  |  |  |  |
| 8.1 Will the research build on or strengthen the office/agency’s commitment to the empowerment of women? (possible scores: 0,0.5, 1.0) |  |  |  |  |  |
| 8.1 Does the research report mentions of strategies for helping sustain the GAD efforts of its office/agency? (possible scores: 0,0.5, 1.0)  |  |  |  |  |  |
| **TOTAL GAD SCORE FOR THE RESEARCH AGENDA, PROGRAM OR PROJECT****(**Add the scores for each of the eight elements.) |  |  |

*Source:* Philippine Commission on Women. (2004).  *Harmonized Gender and Development Guidelines: GAD Checklists for the Fisheries Sector.*

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Signature over Printed Name of the Evaluator Date Evaluated

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Signature over Printed Name of the Evaluator Date Evaluated

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 Signature over Printed Name of the Evaluator Date Evaluated

**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 issue/s 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).