

GAD CHECKLIST FOR DESIGNING DECENT WORK LABOR AND EMPLOYMENT SECTOR PROGRAMS AND PROJECTS

The *Harmonized Gender and Development Guidelines* have been formulated as a minimum requirement for development projects, including those supported by Official Development Assistance (ODA) funds. However, ODA donors, such as the International Labor Organization (ILO), may introduce additional requirements to fit their priorities and policies. In this connection, the present gender and development (GAD) checklist has been prepared to harmonize with the GAD guidelines, but particularly to apply to work- and employment-related programs and projects of ILO and its partners, as well as those of other agencies.

The ILO is devoted to reducing poverty, achieving fair globalization and advancing opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity. Decent work here means “productive work in which rights are protected, which generates an adequate income, with adequate social protection. It also means sufficient work, in the sense that all should have full access to income-earning opportunities.”¹

In the Philippines, as in other member states of the United Nations, the ILO works with the government, employers’ groups, and workers’ organizations to promote the four inter-linked aims of decent work:

1. Employment creation, with emphasis on greater opportunities for women and men to secure decent employment and income
2. Rights at work, by espousing a solid legal framework for respecting basic economic and social rights
3. Social protection, by enhancing the coverage and effectiveness of social protection for all
4. Social dialogue, which involves bringing together representatives of government, employers and workers to create cooperation and deliver “real world” knowledge about employment and work

GENDER ISSUES

In 1995, the Philippine Plan for Gender-Responsive Development (PPGD) listed several gender-related issues for the labor and employment sector. These include:

- significant differences in labor force participation—specifically, lower labor force participation of women—due to the pervasive gender division of roles into the productive (man as breadwinner) and reproductive (woman as homemaker) spheres;
- invisibility or low valuation of women’s unpaid work at home, and lack of recognition of women’s contribution to the economy;

¹Report on decent work by Juan Somavia, ILO Director-General, to the 87th session of the International Labour Conference, Geneva, 1999.

- crowding of women and men in particular sectors, with a large number of women in subcontracting or informal sector work, which involves long hours and low pay and limited skills, capital and access to credit, with no or inadequate social protection;
- differences in membership and participation in trade unions, with women accounting for a small percentage of members and a much smaller share in leadership roles, and woman leaders being generally relegated to lower positions;
- inadequate training in nontraditional skills, which limit women to a narrow band of employment and livelihood opportunities;
- gender discrimination in the workplace through sexist advertising and gender role stereotypes in hiring, task assignments, and promotion;
- sexual harassment and other forms of gender-based violence;
- limited sex-disaggregated information on the informal sector and other vulnerable workers' groups (such as rural workers, particularly indigenous peoples);
- lack of sex-disaggregated data and similar information that can help identify gender issues in a sector, or low appreciation among planners, designers and implementers of the value of sex-disaggregated data as inputs to the planning and preparation of programs and projects; and
- little understanding of the needs and concerns of women, especially those in rural areas, and of the factors that may inhibit their participation in the project.

More than a decade later, many of these issues remain relevant, although some progress has been noted, particularly in the narrowing of the gap in unemployment rates between woman and man workers. New issues, however, have emerged, including:

- migration-related issues, such as the continuing feminization of labor migration as a result of government policy, domestic labor market conditions, and poverty; abuses and discrimination against Filipino workers overseas; and inadequate re-entry programs that provide returning migrant workers with viable employment alternatives;
- alarming rate of out-migration (and deskilling) of health care professionals, many of whom are women, and other highly skilled professionals;
- new workplaces that require different working hours and conditions, and the challenges they pose to the application of labor standards;
- international trade agreements that undermine the viability of local enterprises and produce new vulnerabilities among workers while offering new opportunities to some groups; and
- enforcement or implementation of labor laws that support the decent work agenda.

The 2007 ILO Global Report, *Equality at Work: Tackling the Challenges*, identifies continuing and emerging bases of discrimination. Workers have been discriminated against not only on the basis of gender but also because of their disability, ethnicity, faith, age, locality (rural vs. urban), and sexual orientation, among other attributes. In many cases, these biases tend to amplify discriminatory practices based on gender. Hence, older women with disability who belong to a certain faith will more likely face greater discrimination than older men who have the same profile.

GENDER EQUALITY RESULTS

Development interventions in the labor and employment sector can help foster greater gender equity and equality in the 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 in 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.

Depending on the nature of the labor and employment project, gender equality results may include:

- 👉 improved productivity of women- and men-owned or operated enterprises;
- 👉 reduced inequality in wages of woman and man workers;
- 👉 higher enrolment rate in social protection programs, particularly among women in the informal sector;
- 👉 greater opportunity particularly for women to venture into high-return business fields;
- 👉 safer workplaces for woman and man workers as sexual harassment and occupational health and safety problems are addressed;
- 👉 higher self-confidence among woman workers as they become knowledgeable in their options and rights as workers;
- 👉 greater access of woman microentrepreneurs to higher credit levels and technical support, enabling them to move to less crowded business fields; and
- 👉 improved implementation of labor laws and policies.

GENDER ANALYSIS QUESTIONS

Gender analysis should be conducted at two points. An analysis of the gender dimension of the decent work pillar(s) is a critical part of project identification and analysis of the development problem, as this would guide project planners in specifying gender issues that the project could or should address. After the project design has been drafted, it should be reviewed or assessed for its likely gender-related effects or impacts.

Gender analysis guide questions at the project identification stage

Analysis of gender roles, perspectives, and needs

- ☒ What is the division of labor between women and men at home? At work? In the community?
- ☒ How are jobs in the sector or community distributed among woman and man workers? Who tend to get paid jobs? Who are in unpaid or low-paid jobs? Why?
- ☒ Does the gender division of labor/distribution of jobs create differences in access to social protection between woman and man workers? How and why?
- ☒ How are woman and man workers organized in the community or sector? How are members of the workers' organizations recruited? How are their leaders chosen?

- ☒ What are the gender gaps or inequalities arising from the existing gender division of labor? Can these be addressed by the project?

Analysis of access to and control of resources and benefits

- ☒ What resources (information, capital, skills, etc.) are available to women and men?
- ☒ What resources do women and men control?
- ☒ What are the gender gaps or inequalities arising from the existing resource access and control profile? What contributes to the perpetuation of these gaps?
- ☒ What are the key constraints to women's access to resources and benefits?

Analysis of constraints and opportunities

- ☒ What are the likely constraints related to women's/men's participation in workers' organizations? In the proposed project? Related to attaining the project's gender equality objectives?
- ☒ What are the opportunities related to the achievement of the project's gender equality objectives?

Guide questions for assessing the likely gender impacts of the project design

Gender division of labor, rights at work, social protection, employment creation and social dialogue

- ☒ Does the project reduce gender role stereotyping among the workers?
- ☒ 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; and
 - establishment of mechanisms required by law?
- ☒ Does the project help address the issue of woman workers' multiple work burden? In so doing, does the project consider women's multiple work burden in its
 - organizing strategy;
 - organizational activities (including union meetings, collective bargaining, etc.);
 - training schedule;
 - design of livelihood schemes; and
 - support mechanisms?
- ☒ Has the project considered how participation of women and men in the project will affect their other responsibilities?
- ☒ Does the project encourage the inclusion of women's and men's gender needs and concerns in collective bargaining and tripartite forums?

FOR INFORMAL SECTOR PROJECTS:

- ☒ Has the project incorporated social protection measures for informal sector workers and entrepreneurs?
- ☒ Does the project promote high-value-added enterprises or activities for microentrepreneurs?

FOR ENTERPRISE PROJECTS:

<input checked="" type="checkbox"/> Does the project help woman workers and entrepreneurs become more efficient? <input checked="" type="checkbox"/> Does the project consider key elements of enterprise development (raw material sourcing, technology, financing, market linkages, business information, etc.)?
<p><i>Access to and control of resources, social dialogue, employment creation, and rights</i></p> <input checked="" type="checkbox"/> Does the project offer woman and man entrepreneurs and/or workers opportunities to venture into new fields? Does it offer adequate technical and other support to aid in the transition? <input checked="" type="checkbox"/> What kinds of jobs will be created as a result of the project? Will wages and hours be within labor standards? Does the project design include measures to mitigate the negative effects of the project through on-the-job retraining to enable entrepreneurs and workers to engage in new or nontraditional tasks or activities? <input checked="" type="checkbox"/> Will women and men be equally trained by the project to operate businesses or, in the case of workers, newly introduced machines? <input checked="" type="checkbox"/> Do project criteria and rules provide women with sufficient access to project resources and benefits (credit, training, trade missions, technology, or information)? <input checked="" type="checkbox"/> Does the project encourage the training of women and men to participate in social dialogues? <input checked="" type="checkbox"/> 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 the organization?
<p><i>Constraints</i></p> <input checked="" type="checkbox"/> Will the project be consulting with workers' organizations, including women's groups or woman workers' organizations? With woman and man union leaders? With employers' organization leaders, including woman leaders? <input checked="" type="checkbox"/> Will the project strengthen existing organizations in the sector (such as informal sector coalitions, women-in-business organizations, and employers' or workers' organizations) that promote women's rights and interests? <input checked="" type="checkbox"/> Is the proposed project design socially or culturally acceptable? Is it accessible equally to women and men, that is, can women avail themselves of the services, advice or credit as well as men can? <input checked="" type="checkbox"/> 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, employers' or workers' organizations? <input checked="" type="checkbox"/> Does the project offer facilities or services that will support women's participation at different stages of the project? <input checked="" type="checkbox"/> Has the project devised strategies to overcome the constraints to participation of women and by men? Specifically, has the project considered that 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?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 21 enumerates the ten requirements for a gender-responsive labor and employment 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 21

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.
 - 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 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*, a “partly yes” means some information has been classified by sex but may not be key to identifying major 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 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*, a “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 logframe.
 - e. For *Element 5.0*, a “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities. A full “yes” denotes that there are identified gender issues and there are activities seeking to address these issues.
 - f. For *Element 6.0*, a “partly yes” to any of the items or 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 issue or question.
 - g. For *Element 7.0*, a “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*, a “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” to Q 10.1 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 implies a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; to Q 10.3 signifies that the project has a sustainability plan for its GAD efforts but there is 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, for Elements 2.0, 3.0, 5.0, 7.0, and 8.0, the score is "1." For elements that have two or more items or questions (such as Element 1.0), the rating is the sum of the scores of the items or questions that falls short of the maximum "2."
 - c. For Elements 4.0 and 9.0, which have two items, 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 for Element 4.0 or 9.0 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 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 21. GAD checklist for designing and evaluating
employment- and work-related 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 Participation of women and men in project identification (max score: 2; for each item, 0.67)					
1.1 Has the project consulted partners, including 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 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 (possible scores: 0, 1.0, 2.0) Has 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? (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 Matching of strategies with gender issues (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 Gender analysis of the designed project (max score: 2)					
6.1 Gender division of labor (max score: 0.67; for each question, 0.17)					
6.1.1 Does the project reduce gender role stereotyping and other gender biases? Does the project consider women's multiple work burdens in the design of its activities or how it will affect women's and men's other responsibilities? (possible scores: 0, 0.08, 0.17)					

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)		
6.1.2 Does the project support the discussion of gender needs and concerns in forums? (possible scores: 0, 0.08, 0.17)					
6.1.3 Does the project promote safety and security in the workplace? (possible scores: 0, 0.08, 0.17)					
6.1.4 Does the project encourage full social protection coverage for workers, particularly those in the informal sector? (possible scores: 0, 0.08, 0.17)					
6.2 <i>Access to and control of resources</i> (max score: 0.67; for each item, 0.17)					
6.2.1 Does the project offer woman and man entrepreneurs and/or workers opportunities to venture into new fields or higher-value jobs or enterprises? Does it offer adequate support to aid in the transition? (possible scores: 0, 0.08, 0.17)					
6.2.2 Does the project encourage the training of women as well as men to participate in social dialogues? Or, will women be involved in decision making on the focus and direction of the project's technical assistance/distribution of opportunities among members of the organization? (possible scores: 0, 0.08, 0.17)					
6.2.3 Will the project create jobs that ensure decent wages and hours? Or, will the project improve workers' productivity and wages? (possible scores: 0, 0.08, 0.17)					
6.2.4 Does the project have measures for mitigating negative effects on women and men? (possible scores: 0, 0.08, 0.17)					
6.3 <i>Constraints</i> (max score: 0.67; for each item, 0.22)					
6.3.1 Is the proposed project design socially or culturally acceptable and accessible to women? Can women effectively participate in or benefit from the project? (possible scores: 0, 0.11, 0.22)					
6.3.2 Will the project strengthen existing organizations that promote the rights and interests of workers, particularly woman workers? (possible scores: 0, 0.11, 0.22)					
6.3.3 Has the project devised strategies to overcome the constraints to project participation of women and by men? Specifically, has the project considered that 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, 0.11, 0.22)					
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? <i>Examples of gender differences that may be monitored:</i>					

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)		
<ul style="list-style-type: none"> • Microenterprises owned or managed by women and by men • Performance of women- and men-owned enterprises in areas of project interventions • Participation in forums • Borrowers' and loan profiles • Rate of adoption of project interventions • Rate of satisfaction with project interventions • Membership and leadership in the project's partner organizations (labor or trade unions, ECOP, informal sector coalition) • Employment generated by the project, or loss of jobs as a result of the project • Hours worked • Wages • Membership and leadership in an organization or a similar group created by the project • Participation in training, by type of training • Distribution of project inputs other than credit (market linkages, technical information, design) • Social protection coverage 					
8.0 Sex-disaggregated database (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring plan or performance measurement framework 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 to promote, integrate or mainstream GAD in the project? (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 to integrate GAD or promote gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item, 0.67)					
10.1 Will the project build on or strengthen the partners' 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 FOR THE PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the ten elements.)					

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, as well as 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).