Mainstreaming Gender in the Project Cycle

This module[1] presents a practical guide to achieve gender mainstreaming using the project cycle as the entry point. It was developed to integrate or mainstream gender concerns into the project cycle and to ensure that development interventions are gender-sensitive towards successful implementation of development programs/projects. The module also intends to help in identifying data needs for gender mainstreaming and in the identification and development of gender-sensitive indicators, while giving practical tips in assessing and evaluating gender-sensitivity of projects.

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[1] Written by Yolanda Gomez.

Module objectives:

- Identify and strategically integrate or mainstream gender in the project cycle.
- Identify and collect and/or generate sex, age, socio-economic and cultural disaggregated data.
- Develop gender-sensitive indicators for IWRM projects.

Duration: 7 hours 30 minutes.

List of acronyms:

DA	Department of Agriculture
DENR	Department of Environment and Natural Resources
DOH	Department of Health
IWRM	Integrated Water Resources Management
OHP	OverHead Projector
PMO	Project Management Office
SBLAA	Sta. Barbara Livelihood Assistance Association
TOR	Terms of Reference

SESSION 1 INTRODUCTION TO MODULE THREE

Session objective:

■ Introduce Module Three to the participants.

What you need:

■ Handout 3.1.
■ Transparency 3.1.
■ Meta cards, markers and masking tape.

Duration: 30 minutes.

Step-by-step process:

Step 1   Welcome participants to the session. Start by introducing yourself and explaining the rationale of the first activity.

         a.   Give participants a meta card and ask them to write his/her expectations (only one in each card) for this module.

         b.   Explain the work to be done for the next 2 to 5 minutes when participants write and complete the following sentence:

            FROM THIS MODULE, I EXPECT TO _____.

         c.   Request participants to write their answers on the meta cards and post these on the designated board.

         d.   Read what has been written and organize the cards into clusters. These meta cards will be used in the module's last session to determine if their expectations were met.

Step 2   Proceed to ask participants to talk about their own experiences in introducing gender into the project cycle. This will give the facilitator a view of the participants' knowledge, skills and experience on the topic.

Step 3   Distribute Handout 3.1. Using Transparency 3.1, give an overview of the workshop.

Step 4   Ask participants if clarifications are needed or there are questions. If not, proceed to Session 2.

MODULE OVERVIEW

SESSION	SESSION TITLES AND OBJECTIVES
Session 1	Introduction to Module Three (30 minutes)
Session 2	Basic Concepts on Gender Mainstreaming Within Projects (2 hours) ■ Understand the project cycle and its different phases or stages. ■ Understand the need to mainstream gender in the project cycle. ■ Understand the need for gender analysis, gender data and gender-sensitive indicators.
Session 3	Gender Mainstreaming in the Different Project Cycle Stages/Phases (4 hours 30 minutes) ■ Understand entry points for gender mainstreaming within the project cycle. ■ Introduce participants to the checklists for mainstreaming gender in the different project cycle stages. ■ Be able to apply the checklists to identify potential gender issues and address the said issues/problems through the use of a case-study.
Session 4	Conclusion and Evaluation (30 minutes) ■ Enable participants to evaluate the module and determine if participants' expectations were met. ■ Discuss with participants areas of the module requiring adaptation to local situations.

WORKSHOP OVERVIEW

	Sessions	Duration
1	Introduction to Module Three	30 minutes
2	Basic Concepts on Gender Mainstreaming Within Projects	2 hours
3	Gender Mainstreaming in the Different Project Cycle Stages/Phases	4 hours 30 minutes
4	Conclusion and Evaluation	30 minutes

SESSION 2 BASIC CONCEPTS ON GENDER MAINSTREAMING WITHIN PROJECTS

Session objectives:

■ Understand the project cycle and its different phases or stages.
■ Understand the need to mainstream gender in the project cycle.
■ Understand the need for gender analysis, gender data and gender-sensitive indicators.

What you need:

■ Transparency 3.2 to 3.11.
■ Flip chart stand and paper, markers, masking tape and OHP.

Duration: 1 hour 45 minutes to 2 hours.

Step-by-step process:

Step 1	Highlight main points in Module One and the importance of gender mainstreaming, focusing on its importance in pursuing water resources development.
Step 2	Based on learning in Module One, explain importance of gender mainstreaming in IWRM projects.
Step 3	Introduce the concept of program and project. Ask participants to define and differentiate the two and cite examples.
Step 4	Summarize the salient points and the examples given. Briefly show Transparency 3.2.
Step 5	Proceed to discuss the project cycle (Transparency 3.3) by asking participants to describe the cycle and the different phases in the project cycle. Give each participant one meta card each. Participants may write in meta cards and post them on the board to be discussed (an alternative is to write comments on the flip chart).
Step 6	Highlight important points such as the activities being undertaken under different project phases. Point out similarities and differences of the phases or stages. Ask participants if there are any questions. If none, proceed to the next topic.
Step 7	Introduce the topic of gender mainstreaming in the project cycle. Ask participants to share their experience about gender mainstreaming in the project cycle (if any). Based on the discussion, emphasize the importance of gender mainstreaming, its benefits and advantages. (Refer to Transparency 3.4 to 3.7.)
Step 8	Introduce the topic on gender analysis. Ask participants what is their idea of gender analysis and why it is important. Ask participants to share any experience in undertaking gender analysis, if any. Summarize key points as discussed and refer to Transparency 3.8.
Step 9	Introduce the topic on the need for gender data to support gender mainstreaming in the project cycle. Relate to previous discussion and explain what gender data means and its role in gender mainstreaming efforts.

Step 10   Use Transparency 3.9 to explain gender data. Give examples. Encourage participants to contribute to the discussion.

Step 11   Introduce the topic on gender-sensitive indicators briefly. Explain using Transparency 3.10 and 3.11. Make sure that participants also contribute to the discussion.

Step 12   Ask participants if there are any questions. If none, proceed to summarize the highlights of the discussion on Session 2.

TRAINER'S NOTES

- Start discussion of a topic by asking first the participants of their experiences.
- Refer participants to the Handout 3.2 as reference for the lecture.
- Make use of the transparencies to reinforce key points being discussed.

GENDER AS FOCAL POINT OF IWRM PROGRAMS AND PROJECTS

IWRM is defined as a coordinated, sustainable development and management of water, land and related resources to maximize equitable economic and social development while protecting ecosystems. It is said that integrated management has to be applied through a complete rethinking of water management institutions, guided by the principle of putting people at the center stage.

Taken from this perspective IWRM projects can be described as development initiatives which aim to strike a balance between the use of resources for livelihood and conservation of the same resources to sustain its functions for future generations. As such, it is also addressing sustainability aspects and therefore can be closely related to sustainable development perspectives. IWRM as an approach addresses economic efficiency, environmental sustainability and social equity. This means that IWRM projects and initiatives are focused not only on water resources but also upon people who make use of water resources. But people should not be taken as a homogeneous group but rather to be viewed as women and men who are the driving factors towards attainment of economic efficiency, environmental sustainability and social equity. This is where gender must be critically recognized as a strong and influencing factor that must be taken into account when conceptualizing development and implementation of IWRM programs and projects. Water resources and the critical interactions between people and their livelihood base must be recognized at the earliest stages of development interventions. The recognition that women and men have different needs, perceptions and realities according to their gender, age, ethnicity, social and economic standing must be made central to IWRM projects. Promoting gender equality and equity must become a permanent fixture of all IWRM projects and initiatives. The differences between women and men should be recognized and made visible in the course of IWRM project identification, formulation, implementation, monitoring and evaluation. In short, gender should be explicitly addressed in all the stages of IWRM project cycle.

On Programs and Projects

A program refers to the organization of activities, projects, processes or services brought together to achieve specific policies. It usually consists of several projects. Programs may refer to sectoral efforts, have a functional focus and consist of several projects supporting a broader effort.

A project encompasses a specific range of resources and activities which are brought together to generate clearly defined outputs within a given budget and a specified period of time. Compared to a program, a project is more specific and has more defined targets and timeframes. A project can be best understood as a "solution to a problem".

Examples of programs are the IWRM Country Program and Environment and the Natural Resources Program. Examples of projects are the Community-Based Watershed Management Project and the Community-Based Reforestation Project.

On the Project Cycle and Its Phases

The project cycle is the representation of the stages involved in identifying, developing and implementing a project. The major phases or stages in the project cycle are as follows:

- PROJECT IDENTIFICATION STAGE – initial phase or stage and concerned with definition of the problem, generating project ideas and identification of interventions.
- PROJECT FORMULATION STAGE – the process of searching for viable development initiatives aimed at responding to specific issues and concerns. This is also the phase where the project is prepared including the development of a time frame for the operational phase of the project.
- PROJECT IMPLEMENTATION STAGE – the phase/stage where the project is carried out or implemented. It signals the operational phase of the project where tasks and activities are carried out in sequence based on a timeframe.

GENDER AS FOCAL POINT OF IWRM PROGRAMS AND PROJECTS (CONT'D)

- PROJECT MONITORING STAGE – is the systematic observation and documentation of the project's implementation based on a pre-determined plan. Oftentimes, this is done during the whole process of project planning and implementation but may also be done in tandem with project evaluation.
- PROJECT EVALUATION STAGE – refers to the internal assessment of information gathered during monitoring to determine whether the actual implementation complies with the plan and objectives of the project, and to see whether intervention is required.

The project cycle as its name denotes is normally represented as an iterative process (see Figure 1 in Transparency 3.2) but in reality can be best represented as a spiral model (Figure 2) to reflect a more dynamic and practical way of presenting its stages.

On Gender Mainstreaming in the Project Cycle

Gender mainstreaming is important because inequalities in the access to development resources and opportunities hamper economic efficiency and sustainability. Women and men have different roles, rights and responsibilities. More so, rural women often have less access to productive natural resources and opportunities such as education and training, credit, capital, land and decision-making authority. Gender mainstreaming requires a planning process that promotes the well-being and empowerment of both women and men. Gender should be mainstreamed at the earliest possible point in the program or project cycle, as it can fundamentally affect the entire program or project concept and structure. It is not a one-time exercise during the program or project planning phase – it is an integral part of the entire planning and implementation process and continues throughout the life of the program or project. The use of gender-sensitive indicators allows for the effective monitoring and evaluation of program or project activities which in turn will feed into more effective future planning and delivery of project benefits.

For project managers/planners, mainstreaming gender into the project or project cycle implies that they systematically identify the consequences of a proposed project on the different groups of women and men as a matter of course, and address any negative outcomes as the project is developed.

From a project standpoint, it involves a strategy that introduces a gender perspective into the project and the project cycle. To be gender-sensitive and responsive, project development, through the project cycle, requires a re-examination of the roles traditionally ascribed to women and men and a redirection of efforts to ensure a more relevant formulation of projects.

Project development should recognize that women and men:
- Have different legal and traditional rights.
- Have control of and access to different resources.
- Have different jobs within the household.
- Allocate their time differently.
- Possess different priorities and goals.

As such, gender mainstreaming in the project cycle should take into account:
- Activities – who does what?
- Resources – who has access/control over the resources?
- Benefits – what factors control access to benefits?
- Participation – how and when do men and women participate in realizing the benefits that they may or may not have in control?

GENDER AS FOCAL POINT OF IWRM PROGRAMS AND PROJECTS (CONT'D)

Expected Results of Gender Mainstreaming in Projects
- Maximize ability of men and women.
- Maximize use of scarce resources.
- Harness the capability of women and men.
- Ensure project success.

To facilitate mainstreaming of gender in the project cycle, it is necessary to:
- Understand the different stages of the project cycle.
- Be able to identify and anticipate potential gender issues/concerns in the different stages of the project cycle.
- Employ the use of checklists or key questions to help and guide in identifying gender concerns and address gender issues or concerns by formulating the necessary strategies.

On Gender Analysis

To realize gender mainstreaming in the project cycle, it is of utmost importance that gender analysis be made an integral part of situation analysis before any project is to be conceptualized, developed and implemented. Situation analysis is a thorough examination of the existing situation of a community – including the social, political and economic interplay among the population. Thus, the urgent need to put gender perspective through gender analysis which is part and parcel of any situation analysis.

Taken from this perspective, gender analysis is a tool for examining community diversity and the implication of such diversity for an integrated water resources management project. It focuses on both the activities and resources of women and men, giving clarifications where they are different and complementing each other when necessary.

The information generated from gender analysis is used to provide clear answers to questions such as:
- Do the project objectives address the needs and priorities of women and men? Do these differ?
- Who wants to participate in each of the project activities – women, men or both?

Accordingly, gender analysis draws from the understanding that every project situation is unique – that is, no individual, family, community or country has the same set of resources to manage with the same people, in the same timeframe or with the same constraints. Ideally, the conduct of gender analysis can be done at the initial stages of the project cycle because they clarify the status quo. However, in reality, gender analysis can also be conducted in any stage of the project cycle.

Basic questions that are useful when conducting gender analysis are:
- Who does what (actual as opposed to the ideal division of labor between women and men)?
- Who has what (who access to and control over resources)?
- What influences arrangements related to resource access and control (what religious and cultural prescriptions, laws, economic and political policies influence gender differentiable rights of access and control, are any of the gender-based distinction flexible, in what ways are the roles changing)?
- How are public resources distributed and who gets them?

GENDER AS FOCAL POINT OF IWRM PROGRAMS AND PROJECTS (CONT'D)

Gender analysis is vital in identifying, conceptualizing and implementing development interventions. Planning for "people-centered" development interventions require precise information about who the "people" are. They are not a homogeneous group. The "people" include both women and men and the "children" are girls and boys. Everywhere and within every socio-economic group, the lives of women and men are structured in fundamentally different ways. For instance, gender division of labor is universal but it differs according to culture, geographical location, socio-economic class and ethnicity. Because of gender, women and men have different roles, resources, constraints and opportunities. Therefore, information is not precise enough for project development unless disaggregated. And gender analysis makes it possible to examine it.

On Data Needs for Gender Mainstreaming

SEX-DISAGGREGATION OF DATA means the collection of data on women and men separately in relation to all aspects of their functioning – ethnicity, social class, caste, age and location. Data disaggregation is:

- Necessary in the conceptualization of gender-sensitive projects.
- Paves the way to developing and implementing projects that are sensitive to the needs of women and men.
- Helps planners to develop project objectives, strategies and activities that put emphasis on the different and divergent roles that women and men play as project beneficiaries.

Why Disaggregate Data?

General wording in project planning are generally equated with *male* members of target groups. Gender-specific roles and field of responsibility make disaggregation of data necessary. Sex-disaggregated data:

- Is essential for adequate analysis.
- Allows an assessment of women and men and comparison between them.
- Is necessary to monitor impacts and disparities.

How Do We Disaggregate Data?

The following can be used to guide identification of sex-disaggregated data for projects:

- RESOURCES. Identify the resources upon which women/men project beneficiaries are dependent.
- ACTIVITIES/ROLES. Identify the activities through which women/men, rich and poor, relate to each of the resources in their day-to-day lives: across seasons, in productive, reproductive and community work.
- KNOWLEDGE, VALUE AND WORTH. Identify the specialized type of knowledge that is developed through day-to-day interaction with specific resources, the value of esteem with which particular activities and knowledge associated with them are regarded in the local culture and their corresponding worth as measured by cash values and/or prestige.
- ACCESS AND CONTROL. Identify the modes of entitlement used by women and men and by socio-economic groups in order to access resources and examine the degree of control over such resources.

Methods of Collecting Data

Data collection can be done through: formal surveys, group interviews, literature search, observation, focus group discussions, key informal interviews, informal surveys, case studies and direct observation.

GENDER AS FOCAL POINT OF IWRM PROGRAMS AND PROJECTS (CONT'D)

On Gender-Sensitive Indicators

Gender-sensitive indicators are indicators that track gender-related changes over time. It takes into account that gender roles do exist and it points to changes in the status of women and men over time. They are therefore signals that help to measure gender-related changes in projects in terms of quality, quantity and timeliness. The disaggregation of these indicators by sex is a critical step for tracking the extent to which projects are mainstreaming gender and meeting needs of women and men. They should be drawn from the identification of gender issues within the specific context of a project. They should be linked to the goals/objectives of a project.

It is a good practice to develop gender-sensitive indicators at the beginning of a project – the project identification and preparation or formulation stage. This will make it easier to monitor or track progress and to evaluate the outcomes and impacts of projects. However, indicators can change during the process of project implementation. Indicators that have been anticipated can manifest themselves or become highlighted along the way.

Why Are Gender-Sensitive Indicators Important?

Indicators are important because they help to determine the extent to which the project is achieving expected results, and they are a means of measuring what actually happened against what was planned in terms of quality, quantity and timeliness. They are needed to check on the progress being made as well as on the successful accomplishment of tasks.

Gender-sensitive indicators are more important because they show or illustrate in what ways projects affect gender roles. As a kind of measurement, gender-sensitive indicators addresses gender discrimination. Their value lies in measuring whether gender equality/equity is being achieved by a project or any development intervention.

What are the Categories of Gender-Sensitive Indicators?

Gender-sensitive indicators are of 2 categories: **quantitative and qualitative.**

- QUANTITATIVE INDICATORS are measures of quantity. They deal with outputs and are easier to measure. Since they deal with numbers, they are regarded as "objective and verifiable". Most common examples of quantitative gender-sensitive indicators include: number of women/men staff in IWRM projects, number of women/men hydrologists or engineers in a water infrastructure development project, number of women/men water project beneficiaries and increase in the number of women managing water projects from __ to __ in 2 years.

- QUALITATIVE INDICATORS measure people's judgment and perception about a particular subject. They are subjective and difficult to verify because they probe into the "whys" of situations, context of action and perceptions of people. They are valuable in the evaluation process because projects and initiatives are involved in looking into changes in the lives of men and women project beneficiaries. They seek to measure impact of a project or initiative and are therefore useful in evaluating the long-term effects of projects. Examples are: acceptance by women and men of women as community leaders or decision-makers and degree of involvement of women/men in water management initiatives or projects.

Quantitative and qualitative indicators are complementary. Both are important in monitoring and evaluation because they cross-validate and point out problems with each other.

GENDER AS FOCAL POINT OF IWRM PROGRAMS AND PROJECTS (CONT'D)

Factors in Developing Gender Indicators for Projects

- Value of the indicator at the start of the project.
- Data and information requirements.
- Method of gathering data and information.
- Timing and frequency of data gathering.
- Information flow.
- Utilization of information.
- Time and inputs required.

To be effective, gender indicators must be clearly defined in the context of the project. Its values must stay constant under identical conditions, irrespective of who collects the information. It should measure the specific changes that the project intends to bring about and respond to short-term changes in the project to be useful. Data collection should be within project capability.

Criteria for Developing Gender-Sensitive Indicators

- Should be developed in a participatory manner including stakeholders whenever possible.
- Must be relevant to the needs of the project.
- Should be sex disaggregated.
- Should be both quantitative and qualitative.
- Should be easy to understand.
- Should be clearly defined.
- Should measure changes over time.
- Should be technically sound.
- Must be valid and reliable.
- Number should be small.

THE PROJECT CYCLE: 2 MODELS
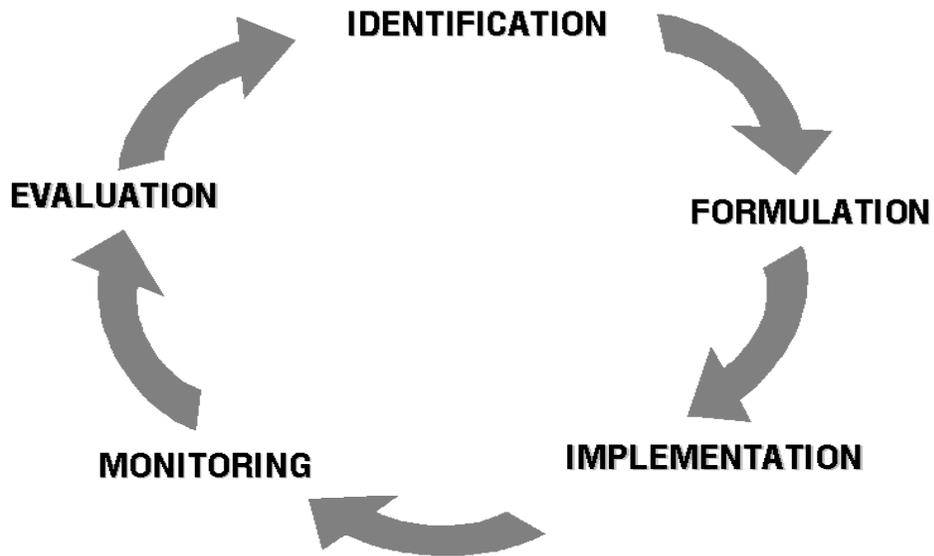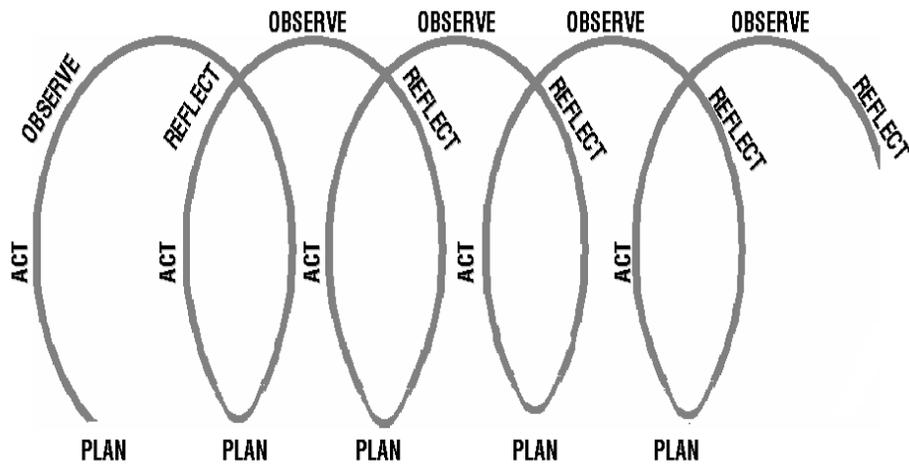
Figure 1. Traditional Model

IDENTIFICATION

FORMULATION

EVALUATION

IMPLEMENTATION

MONITORING

Figure 2. Spiral Model

OBSERVE   OBSERVE   OBSERVE   OBSERVE

OBSERVE   REFLECT   REFLECT   REFLECT   REFLECT   REFLECT

ACT   ACT   ACT   ACT   ACT

PLAN   PLAN   PLAN   PLAN   PLAN

THE PROJECT CYCLE

PLAN	Project Identification and Formulation.
ACT	Project Implementation.
OBSERVE	Monitoring.
REFLECT	Evaluation.

GENDER MAINSTREAMING

- Identification of consequences of a proposed project on women and men.

- Addressing negative outcomes.

- Introduces a gender perspective into the project cycle.

- Re-examination of roles of women/men.

- Redirection towards relevant formulation of projects.

Transparency 3.5

GENDER MAINSTREAMING IN PROJECTS

Project development should recognize differences between women and men in terms of:

- Legal and traditional rights.

- Control of and access to resources.

- Jobs within the household.

- Allocation of time.

- Priorities and goals.

- Needs and situations.

GENDER MAINSTREAMING IN PROJECTS (CONT'D)

Why mainstream gender?

♦ Maximize the capacities of women and men.

♦ Maximize the use of scarce resources.

♦ Harness the capacities of women and men.

♦ Ensure project success.

GENDER MAINSTREAMING IN PROJECTS (CONT'D)

To facilitate gender mainstreaming in projects it is necessary to:

⬥ Understand the different stages of the project cycle.

⬥ Identify and anticipate potential gender issues and concerns in the different stages of the project cycle.

⬥ Address the gender issues and concerns by formulating the necessary strategies.

GENDER ANALYSIS

- Is a tool for examining the relationship between women and men.

- Gives a clear view of "**who**" does "**what**".

- Defines "**who**" has "**what**".

- Describes what influences arrangements related to resources access and control.

- Gives information on distribution of public resources.

- Defines data needed as indicators to be developed.

SEX-DISAGGREGATED DATA

Why sex-disaggregate data?

- Essential for adequate situation analysis.

- Allows assessment and comparison of women and men.

- Necessary to monitor impacts and disparities.

What data must be sex-disaggregated?

- Those related to resources needed or used by women and men.

- Those activities done by women and men.

- Those that relate to control and access of resources.

GENDER-SENSITIVE INDICATORS

- Signals that measure changes over time.

- Can be qualitative or quantitative.

- Developed from gender issues and problems and linked to project goals/objectives.

- Ideally, formulated at the start of a project.

- Refined in the course of project implementation.

CRITERIA FOR DEVELOPING GENDER-SENSITIVE INDICATORS

- Developed in a participatory manner and relevant to the project.

- Clearly defined and easy to understand.

- Must be qualitatively and quantitatively sex-disaggregated.

- Must measure change over time, valid and reliable.

SESSION 3 GENDER MAINSTREAMING IN THE DIFFERENT PROJECT CYCLE STAGES/PHASES

Session objectives:

- Understand entry points for gender mainstreaming within the project cycle.
- Introduce participants to the checklists for mainstreaming gender in different stages of the project cycle.
- Be able to apply the checklists to identify potential gender issues and address the said issues/problems through the use of a case-study.

What you need:

- Transparency 3.12.
- Flip chart stand and paper.
- Markers, masking tape and OHP.

Duration: 4 hours to 4 1/2 hours.

Step-by-step process:

Step 1   Introduce the idea of entry points by asking participants their experiences, if any, in mainstreaming gender within the different stages of the project cycle. Ask the question: "What was the starting or entry point they used to mainstream gender in any of the project cycle stage?"

Step 2   Give participants one meta card to answer the question and ask them to post it on the flip chart. Cluster or organize meta cards into policies, people and enabling mechanism but without showing these cluster headings. Go over the answers and ask participants to categorize the grouped meta cards as to policies, people or enabling mechanism.

Step 3   Proceed to explain about entry points using Transparency 3.12. Ask participants if there is any need for clarification about entry points. If none, proceed to next topic.

Step 4   Introduce the checklists as a tool to help identify potential gender issues that may arise from the introduction of an IWRM project. Explain how the checklists can be used to facilitate gender mainstreaming within the different stages of the project cycle.

Step 5   From the sample key questions in the checklists, ask participants to choose 1 or 2 to be discussed. Facilitate discussion and encourage participants to contribute to the discussion by citing their experiences.

Step 6   Proceed to discuss the exercise that will be done as part of this session.

Step 7   EXERCISE (2 hours 30 minutes)

Case-Study 3.1

PROCEDURE:

a. The objective of the case-study is to provide a practical hands-on exercise on how to mainstream gender in the different stages or phases of the project cycle. It is also intended to help participants to use the checklists as a guide to gender mainstreaming.

b. Using the checklists as guide, the participants are given the task of reviewing the case-study at its different stages and assess/evaluate to determine if gender has been integrated from the project identification and formulation stage, project implementation stage and at the monitoring and evaluation stage.

c. Depending on the assigned task to the team, participants are expected to provide answers to the following:

  1) What are the potential or existing gender issues and problems arising from the project as indicated in the case-study?

  2) What data are required to effectively mainstream gender? Why do you think these data are important? How will these data be collected or generated?

  3) Having identified potential or existing gender issues or problems, what are the possible starting or entry points where gender can be mainstreamed?

  4) What strategies or approaches would you recommend for gender mainstreaming in the case-study?

  5) What indicators must be developed and why?

d. Participants are allotted 2 hours 30 minutes to do the exercise. The expected output of the case-study exercise is a matrix showing detailed answers to the questions being asked. Each issue or problem identified should have a corresponding recommended strategy indicating possible starting or entry point(s). Sex-disaggregated data needed should be also identified as well as indicators.

e. Each team will be allotted 10 minutes to present their team output and another 5 minutes for questions and answers or other clarifications.

Step 8   Summarize the results of the teams' outputs. Highlight similarities.

Step 9   Wrap up the session by giving a short summary of what has been achieved in this session.

TRAINER'S NOTES

■ Participants must be grouped into 3 teams as follows: Team 1 will handle gender mainstreaming in project identification and formulation stage; Team 2 will do gender mainstreaming during project implementation stage; and Team 3 will do gender mainstreaming in project monitoring and evaluation stage.

■ Inform participants that the exercise to be done using the case-study was especially developed specifically for the hands-on exercise. Tell participants that the case-study was "constructed" from a real situation but with modifications and adjustments in terms of additional data and information to make it more practical to use as a learning tool.

■ Explain that each team will do different but related exercises.

■ Refer to the lecture handouts and transparencies for reference.

ON ENTRY POINTS FOR GENDER MAINSTREAMING IN PROJECT CYCLE

Entry points are STARTING POINTS. They may be strategic areas or locations within the project cycle where gender mainstreaming could be introduced, incorporated or achieved. It could be in terms of project policies, people who are connected to projects or project support mechanisms.

- POLICY refers to program/project statements and pronouncement of support to gender mainstreaming. It may be in the form of project memoranda, orders or specific guidelines. It can be issued in the course of project implementation.

- PEOPLE refers to the women and men stakeholders of the project and those tasked with and responsible for gender mainstreaming.

    STAKEHOLDERS assume four (4) distinct roles: that of a sponsor (the one with the power to sanction or legitimize change, that of a change agent (the one responsible for actually making the change and those who run the projects), that of a target (the one who must actually change) and that of an advocate (the one who wants to achieve change but lacks the "power" to sanction it).

- ENABLING MECHANISMS refer to project support systems and structures set up to ensure that gender is mainstreamed within the project. This may include resources in terms of budget, a gender-sensitive monitoring and evaluation system, a sex-disaggregated database, gender-sensitive indicators and gender-sensitive structures.

What Are the Use of Entry Points?

Entry points facilitate the assessment whether or not gender mainstreaming has been done, either as a conscious effort on the part of project implementers or by sheer chance. They are easy to use, by means of checking (review of project reports, actual interviews, and observations) if they are present in a project.

On the Checklists

The checklists were prepared to help as a guide in gender mainstreaming within the different project stages or phases. Since project situations vary, the checklists can only provide a general perspective indicating broad points that may be considered.

The checklists are supposed to guide the user in ensuring that gender is mainstreamed or integrated within the different project phases. It helps to identify potential gender issues or problems that may arise with the introduction of a project or any development intervention. The checklists are also intended to indicate possible areas or entry points within the project stages where gender mainstreaming could be introduced and addressed. Furthermore, it can serve as a guide in developing strategies to address identified potential gender issues or problems.

CHECKLIST FOR GENDER MAINSTREAMING IN THE PROJECT IDENTIFICATION STAGE

How was the problem identified?

Who identified the problem? Who are the most affected, women or men?

What method was used in the identification of the project concept?

Was project identification done in consultation with and involvement of the community and its different population groups?

What are the major roles/activities of women and men in the community?

What are the strategic implications of the problems on the different roles of the members of the community?

What is the composition of the community?

Are there distinct sub-populations within the community? What are the characteristics of the community in terms of socio-economic and political aspects?

What is the degree of social cohesion in the community?

What is the level of community preparedness to get involved in the project?

Are community members, both women and men, identified as part of the organizational set up?

Does the organizational structure include project implementers who have:

- Awareness and sensitivity to gender-related issues and needs?

- The capability to carry out interventions that will respond to the different needs of women and men?

In the case of labor-displacing techniques, does the project intend to provide for adequate safeguards and/or alternative employment for women and men who will be displaced?

Does the project intend to utilize technology that is appropriate to the specific needs of women and men?

What are the resources available in the community?

- Are these resources utilized by and easily accessible to women and men?

STRATEGIES FOR GENDER MAINSTREAMING IN THE PROJECT IDENTIFICATION STAGE

1. Identify key sources of information and ensure balance between women and men key informants.

2. Identify major characteristics of the target area and determine its population groups, both directly and indirectly targeted by the project, including:

   - Characteristics of population groups by sex, age, socio-economic characteristics and other special concerns (cultural, needs of differently-abled etc.).
   - Characteristics of community such as size, location, socio-economic status or nature of organizations, participation of members of the community by age, sex, resources available and strengths and weaknesses.
   - Patterns of major and significant activities and role structures (age, sex, roles) and how these influence decision-making among individuals in the community.
   - Level of social cohesion as indicated by evidences of cooperation, coordination and conflict.
   - Spirit of self-reliance as indicated by previous community initiatives.

3. Determine the possible requirements (both physical and financial) of the project based on identified components.

4. Determine or validate specific needs, problems and issues that contribute to the marginalization of particular groups or clusters within the project. Problems that may impact on the proponent's project should also be identified. This should essentially involve consultation with beneficiaries to ascertain degree to which they perceive the problem or demand.

5. Prioritize problems and concerns of men and women in the community based on:

   - Magnitude of the problem and its strategic implications on the different roles and interests of men and women members of the community.
   - Availability of resources (both existing and potential) other than those to be provided by the proponent.
   - Participants' existing and potential levels of readiness to contribute in order to become involved in the project.

6. Determine the appropriate set of interventions based on the following:

   - Criteria for problem prioritization.
   - Data generated from the preceding steps and guidelines for project development.
   - Potential impact of interventions on individuals, communities and specific groups.
   - Identified program areas and development plans. Interventions must be comprehensive, coherent and logically-sequenced.

CHECKLIST FOR GENDER MAINSTREAMING IN THE PROJECT FORMULATION STAGE

Which situation is the proposed project intended to improve?

Who will benefit from the project? Men? Women? Or both?

Who is affected by the situation? Only women/men/both?

Are the young people particularly affected?

What homogeneous sub-groups exist (in terms of age, income and access to resources)?

Were those affected (women and men) asked how they see the problem?

What potentials do the various sub-groups have to act?

Is the target group described precisely and in detail?

Can we rely on the active participation on the part of both of the sub-groups?

Are the objectives and major results and activities planned in line with the interest and needs of women and men?

Do women and men benefit to the same extent from project measures?

Does the project make an explicit contribution to improving the economic and social situation of women?

Are women and men not merely passive recipients of external inputs but are actively involved in designing the project (do they have a say in decision-making)?

Are the indicators formulated along gender-specific lines so that various impacts of the projects on women and men can be determined?

Are the results, activities and indicators formulated along gender-specific lines where relevant?

Are the activities planned to overcome any existing constraints to women participants?

Where the female members of the target group cannot be directly addressed by male project staff due to prevailing socio-cultural norms, are there plans to employ a female expert?

Should existing staff be not adequately trained to advise and support female target groups, have relevant further training courses been planned?

STRATEGIES FOR GENDER MAINSTREAMING IN THE PROJECT FORMULATION STAGE

1. Ensure that the formulation of the project objectives consider and directly address the following:

    ■ Sectoral program thrust and the gender issues therein.

    ■ Practical and strategic needs of women and men.

    ■ Quantifiable and reliable set of indicators that are gender-responsive.

    ■ Identified priority gaps/problems as they relate to the different needs of women and men and their varying characteristics.

    ■ Targets that are doable, measurable and attainable within the expected life span of the project.

2. The formulation/development of project strategies and activities should:

    ■ Be packaged taking into account the maximum use of information sources on problems, women and men beneficiaries and resources.

    ■ Include mechanisms for women's participation in the formulation of components and in project implementation. Such mechanisms should aim to redress gaps in skills/knowledge that impede effective participation.

    ■ Provide a set of minimum, non-negotiable requirements to ensure gender-responsive project.

3. Minimum non-negotiable requirements include:

    ■ Integrating gender concerns in the mainstream of the project.

    ■ Generation of sex-disaggregated data.

    ■ Raising women's economic, political and social position.

    ■ Installation of mechanisms which take into account time, work loads, skills and knowledge of women.

4. Resource requirements should be determined on the basis of existing projects and personnel that provide the services envisioned, availability of indigenous resources and beneficiaries' readiness to contribute to the project.

5. Project organizational structure should be set up based on the technical needs of the project. It should also identify relationships of project staff and target beneficiaries involved in the project.

CHECKLIST FOR GENDER MAINSTREAMING IN THE PROJECT IMPLEMENTATION STAGE

Are there equal opportunities for women and men to participate in the project management positions?

Are both women and men project staff involved in the delivery of goods and services to the beneficiaries? In what ways are their involvement reflective of either traditional or non-traditional activities for both women and men?

Has project management been provided with human resources, financial resources, awareness and expertise or skills necessary to manage and monitor gender dimension of the project?

What training and extension techniques are being used to develop project delivery systems that are responsive to gender concerns?

Are resources allocated to train project personnel on specific skills necessary to ensure the inclusion of both women and men, in consideration of the nature of project activities?

Do the Terms of Reference (TOR) for project personnel state the responsibilities of each one in ensuring the participation of women and men as agents and beneficiaries of the project?

Are project policies gender-sensitive? Do these policies facilitate equal participation in project implementation? In project management? In project decision-making?

Are the project objectives:

■ Consistent with the identified problem?

■ Acceptable to the community?

■ Addressing the practical and strategic needs of women and men in the target areas?

Do the project implementation strategies:

■ Respond to the different needs and potentials of women and men?

■ Provide mechanism for increased or more significant participation of women and men?

Is the composition and mandate of project committees appropriate to support and monitor women's and men's participation at various levels of the project?

Does the organizational structure and the management arrangement encourage consultation with and participation of relevant organizations and institutions?

Does the project provide support systems, structures, arrangements and facilities for both sexes to protect their interests and encourage their participation in project activities?

What are the requirements for women and men beneficiaries to be able to use the services offered by the project? Can women and men meet these requirements?

Are there mechanisms to ensure that the project resources or benefits are equally accessible to women and men?

Are the organization's delivery channels accessible to men and women beneficiaries in terms of personnel, location and timing?

Does the organization have enough flexibility to adapt its structure and operations to meet the changing situation of women and men?

Does the project:

■ Ensure equal/similar employment opportunities for women and men?

■ Encourage women's participation, especially in non-traditional occupations?

■ Promote equal participation of women and men in the use and conservation of indigenous resources relative to the project?

STRATEGIES FOR GENDER MAINSTREAMING IN THE PROJECT IMPLEMENTATION STAGE

1. The TOR for project personnel should identify their responsibility in ensuring participation of women and men as agents and beneficiaries of the project.

2. Project managers and staff should have sensitivity to gender issues and concerns and should be provided with skills necessary to manage and monitor gender dimension of projects.

3. The composition of the steering committee or its equivalent structure should be appropriate to support and monitor the participation of target beneficiaries at the various levels of the project.

4. The project should identify appropriate support structures, facilities and arrangements to encourage the participation of women and men in project activities.

5. Women and men should be given equal opportunities to hold management positions in various levels of project activity.

6. The project should ensure equal opportunities for women and men in all project components by setting up mechanisms such as gender-sensitive policies.

7. The project should consider and address both the practical and strategic needs and interests of women and men.

8. The project's operation and logistics should allow for flexibility in adapting to the changing needs and interests of women and men.

CHECKLIST FOR GENDER MAINSTREAMING IN THE PROJECT MONITORING AND EVALUATION STAGE

Does the project's monitoring and evaluation system:

- Explicitly measure the project's effect on women and men?
- Collect data which will indicate the access and control of resources for both women and men?
- Collect data which will indicate opportunities for both men and women that will improve their lives?

Are the data:

- Sex- and age-disaggregated?
- Collected with sufficient frequency so that necessary project adjustments can be made during the project duration?
- Fed back to project personnel and beneficiaries in an understandable format to allow project adjustment?
- Analyzed to provide guidance to the redesign of the project?

Are beneficiaries involved in:

- Designing data requirements?
- The collection and validation of data collected for monitoring purposes?

Does the project have any negative effects on both women and men beneficiaries? What actions are being done to address it?

What changes has resulted from women's and men's involvement in the project in terms of work, home, local community and society?

Are women's and men's roles and responsibilities changing as a result of the project? In what way? How is the project contributing to these changes?

Are specific policies related to project implementation identified?

Has the project identified the gender-sensitive indicators to be monitored, and the monitoring frequency?

Does the project include a midterm or annual evaluation?

Are appropriate control procedures in place to operationalize the designed monitoring and evaluation system?

Are the necessary logistics and support structures in place for the operation of the designed monitoring and evaluation system?

Are the concerned project personnel and managers appropriately informed and trained on the use and importance of the designed monitoring and evaluation system?

What mechanisms have been built into the project for corrective action on the basis of evaluation?

Are copies of the final evaluation report given to project developers, implementers and decision-makers to guide them on insights and lessons learned for future use?

Has the project led directly or indirectly to the establishment of a women's organization, group or cooperative, or other institution of enterprise?

Have income-earning opportunities for the women and men project participants increased or decreased?

What are the effects on target groups in terms of cash income?

STRATEGIES FOR GENDER MAINSTREAMING IN THE PROJECT MONITORING AND EVALUATION STAGE

- Develop and operationalize a systematic monitoring and evaluation system with gender perspective as provided for in the project design

- Institutionalize the design of a gender-sensitive monitoring and evaluation system

- Ensure training of project staff on the use of the gender-sensitive monitoring and evaluation system

- Provide necessary logistics and support structure for the effective operationalization of a gender-sensitive monitoring and evaluation system

- Involve women and men project beneficiaries in the development and implementation of a gender-responsive monitoring and evaluation system by clearly designating data requirements, collection and interpretation of data

- Develop and identify gender-responsive indicators to be able to explicitly measure the effects of the benefits of the project on women, men and both

- Identify and determine project effects on men and women using results of monitoring the different activities within the project

ENTRY POINTS FOR GENDER MAINSTREAMING

Starting points:

Strategic areas/location within the project cycle where gender mainstreaming can be introduced.

Examples:

- Policy

- People

- Enabling mechanism

PROJECT IDENTIFICATION AND FORMULATION STAGE

Mainstreaming Gender In Community-Based Watershed Management Project

DATA ABOUT THE COMMUNITY

The proposed target area is Barangay Sta. Barbara in San Juan, Ilocos Norte. It is one of the 32 barangays of San Juan and located about 6 kilometers from the town proper and about 5 kilometers from the main highway. It can be reached through a two-lane dirt road.

The community covers a total of 975 hectares, of which 445 hectares are agricultural and 530 hectares are forest. The agricultural area is planted to rice, tobacco, fruit trees and vegetable. The forest contains timber trees.

The Bical River and a spring serves as the source of water not only of Sta. Barbara also of nearby barangays or communities. Specifically, Bical River is the only source of water for domestic and agricultural purpose, basically for irrigation.

There are already conflicts in the use of the Bical River. The community is aware of plans to use the water from the river for irrigation purposes. Plans are underway to tap Bical River as an additional source of irrigation water for rice fields in a nearby downstream community.

During the months of November to May, the community uses a small portion of the river for their fish cages and fish pen as source of additional food.

POPULATION DATA

Total population of Sta. Barbara is 1,240, of which 610 are males and 630 are females. It was noted that there was migration in the last few years. The moving out of population was due to households affected by the flooding of the Bical River. However, subsequent returns were also noted during stable time. Population by age group is as follows:

AGE GROUP	MALE	FEMALE	TOTAL
0-14	201	210	411
15-34	150	155	305
35-44	100	105	205
45-54	85	80	165
>54	74	80	154

EDUCATIONAL LEVEL OF POPULATION

About 75% of the population is educated, 45% of the male population have finished elementary while 30% have finished high school. Of the female population, 35% have finished elementary and 35% have finished high school.

HOUSEHOLD DATA

There are 232 households in the barangay of which 222 are male-headed households and only 10 are female-headed households.

HEALTH-RELATED DATA

The most common diseases/sicknesses within the community are: diarrhea, gastro-intestinal disorder, pneumonia and influenza.

GENDER MAINSTREAMING IN INTEGRATED WATER RESOURCES MANAGEMENT
TRAINING OF TRAINERS PACKAGE

Case-Study 3.1 (a) page 2

SELECTED ECONOMIC DATA

Of the total households, 202 are farming households while 30 are non-farming households. Of the 202 farming households, 197 are male-headed and only 5 are female-headed. Of the 30 non-farming households, 5 are female-headed and 25 are male-headed households. The non-farming households are engaged in hired labor in the neighboring community as well as self-employment such as dressmaking, basket making and charcoal making.

The farm holding of the 202 farming households are characterized as follows:

FARM SIZE	MALE-OWNED	FEMALE-OWNED
Less than 1.5 hectares	176	4
1.5 to 2 hectares	16	-
2.5 to 5 hectares	5	1

INDICATIVE INCOME DATA

Those whose farm holding is less than 1.5 hectares have an annual income of about Php20,000 to Php25,000 per year (approximately $400-500). Those with farm holding ranging from 2 to 5 hectares have an annual income of about Php30,000 to Php60,000 (approximately $600-$1,200).

Income from non-farming activity is about Php15,000 to Php20,000 per year (approximately $300-$400).

ACCESS TO CREDIT

As the custom in the Philippines, banks give out loans to farmers who own farm lots. The farm lots serve as collateral for the money being loaned on a short-term basis, usually payable within 12 to 18 months at low interest rates of 8% per annum. Only those with farm holding can access credit from the rural bank. Since in most cases, the farm lot title is in the name of the husband, the husband can avail of a loan even without the approval of the wife. For a woman to access a loan from the bank, she has to get the approval of the husband to avail a loan.

EXISTING ROLE PATTERN

Males are generally engaged in productive activity in their farm which they plant to rice and tobacco.

Females are doing mostly reproductive work as well as some productive work in the farm, especially during the tobacco season. Women are responsible for sorting, grading and marketing of tobacco leaves. They are also responsible for raising chickens, pig, and goats and cultivation of vegetable garden, either in their backyard or in their farm.

While the women are generally in charge of products marketing, earnings from these activities are held and decided upon by both husband and wife. It is however, noted that women generally decide on financial matters related to food, health, clothing and buying of household appliances. On the other hand, men decide on financial matters related to house repair, children's education and borrowing of money.

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GOVERNMENT INITIATIVES IN THE AREA
- Department of Environment and Natural Resources, who is responsible for environmental protection and natural resources management through its watershed management, reforestation and forest protection efforts.
- Department of Agriculture, who extends technical assistance to farmers, especially those engaged in tobacco and rice production.
- Department of Health, who attends to the health needs of the community.
- Department of Public Works and Highways, who is in charge of flood control.
- National Irrigation Administration, who is interested in tapping water from Bical River as additional source for its rural irrigation system located in a downstream community.

OTHER RELEVANT INFORMATION

In line with the mandate of the Department of Environment and Natural Resources (DENR), it has prepared a concept paper seeking to address the environmental problems in watershed areas. One of the areas identified was Sta. Barbara. Initial consultation with the community revealed the extent of watershed degradation due to illegal cutting of timber as well as encroachment into the forest. It has been noted that these 2 activities are increasing and have been identified as one of the environmental problems of the community. The degradation of the forest and the watershed had resulted in flooding (during rainy season) and soil erosion which has affected the water source of Sta. Barbara and nearby community since the forest is disappearing.

The potential funding agency has expressed interest in the concept paper submitted and has asked for a full-blown project proposal that would focus on the protection and management of the watershed and the forest and at the same time improve the economic condition of the population by providing them livelihood opportunities through a community-based approach.

TEAM TASK

Given the foregoing information, your task is to ensure that gender is mainstreamed in the preparation of the project proposal. You must be able to identify:

6) Potential gender issues or problems which may arise from the formulation of a project.
7) The data required for effective gender mainstreaming at project identification and formulation stage.
8) Potential starting or entry points to mainstream gender.
9) Project objectives and recommended strategies as well as potential gender indicators.

You may use the checklist to help and guide you in your task.

PROJECT IMPLEMENTATION STAGE

Sta. Barbara Watershed Development Project

PROJECT OBJECTIVES:
1. To rehabilitate 370 hectares of denuded forest in Sta. Barbara.
2. To train and empower the women and men in the community in the proper management of their forest resources.
3. To protect the remaining forest and to ensure water supply for the community and nearby area.

PROJECT COMPONENTS:
1. Reforestation.
2. Watershed protection.
3. Agroforestry.
4. Livelihood activities.

PROJECT OPERATIONS

A Project Management Office (PMO) is set up headed by a male project officer with a female assistant project officer. The PMO is based at San Fernando, La Union. The PMO office is about 2 hours by bus from the project site. The male officer is a forester by profession. He is responsible for the whole project operations both technical and administrative concerns. The assistant project officer takes the lead in financial concerns of the project. Both officers have been connected with projects which are community-based in approach. The PMO has 3 more assistants: one male utility worker (who sometimes functions as liaison officer) and 2 females who work as project assistants handling technical and administrative duties. The PMO submits physical and financial report to the Central Office of DENR based in Manila.

There are 10 staff working in the sub-project office: 3 females (clerk, extension officer and forester) and 7 males (2 foresters, 2 agriculturists, 1 project monitoring officer and 2 extension officers). The head of the sub-project office is a forester who is very familiar with the project site because of his involvement with previous community-based projects. The extension officer and the project monitoring officer provide the technical and organizational capability support for the beneficiaries. Every quarter they travel to the regional office to attend trainings.

Of the 10 project staff, only 4 have undergone gender sensitivity training.

Project staff duties and responsibilities are stated in general manner.

Quarterly meeting with sub-project management staff and beneficiaries are being undertaken.

The PMO is also maintaining relations with other government entities in the area such as the Department of Agriculture (DA) and the Department of Health (DOH) to facilitate extension of services to the project beneficiaries (services availed of are periodic medical and dental services from DOH and training from DA).

PROJECT BENEFICIARIES AND PROJECT BENEFITS

There are 128 project beneficiaries, of which 87 are male and 41 female, all are members of the Sta. Barbara Livelihood Assistance Association (SBLAA). To become a member, s/he must be a bonafide resident of Sta. Barbara, must not have a farm of more than 1.5 hectares, willing and able to participate in the different project activities, willing to abide in the Constitution and By-Laws of the association and can at least afford to put the necessary share contribution of Php500 (about $10) per year.

Project benefits come in the form of a reforestation contract awarded to the community. For every hectare reforested, corresponding payment is given after compliance with certain conditions as stated in the reforestation contract. The reforestation budget is managed by the PMO. The community is paid for the labor they render. In addition they can also plant agricultural crops within the reforestation area and harvest the same for their own use. The contract further provided the project beneficiaries a share in the harvest of the trees planted when the time comes. In addition, income-generating projects are also being implemented and are intended to help the beneficiaries to increase their income.

The SBLAA has 4 committees:

1. Membership – headed by a woman with 4 members (2 men and 2 women).
2. Livelihood and Income-Generating Projects – chaired by a man with 6 members (3 men and 3 women).
3. Resource Management – headed by a man with 6 members (3 men and 3 women).
4. Training and Capability Building – headed by a woman with 4 members (3 women and 1 man).

The Board of Directors is composed of the President (male), Vice-President (male), Secretary (female), Treasurer (female), Auditor (male), Sgt. of Arms (male) and 4 Committee Heads. The Board of Directors meets every month and conducts semi-annual and annual meetings together with the members of the association.

Training being extended to project beneficiaries are basket making (25 women and 5 men availed of this training), entrepreneurial skills (25 men and 10 women), food preservation (3 men and 13 women), bookkeeping (10 men and 3 women), health care (15 women), plantation management (30 men and 10 women) and paralegal training (25 men and 8 women).

The project beneficiaries also formed a Watershed Management Committee to ensure that the watershed is protected and that there is supply of water the whole year round in the community. It is also responsible for the construction of structural and vegetative measures in the area. The committee is a sub-committee of the Resource Management Committee.

Project activities undertaken by women and men beneficiaries include: seedling production (100% of the women are involved), actual planting of trees (20% of the women and 80% of the men are involved), watershed protection like construction of structural measures, e.g., gabions and rip-rapping (5% of the women and 80% of the men are involved) while 10% of the women and 70% of the men are involved in protection and surveillance activities of the watershed area, livelihood activities (in the form of community stores), contract plowing and rice mill projects.

TEAM TASK:

Based on the foregoing information given, your task is to review actual project implementation and determine if gender is being mainstreamed at this stage. Review should focus on identifying

1. Gender issues arising from the project.
2. Potential entry or starting points where gender mainstreaming can be realized.
3. Additional data needed to effectively mainstream gender.
4. Recommended strategies to improve implementation of the project.

Based on the case-study as presented, do you think that gender is being mainstreamed? If yes, how was this done? Explain. You may use the checklist to help and guide you in your task.

PROJECT MONITORING AND EVALUATION STAGE

Mainstreaming Gender In Community-Based Watershed Management Project

The project monitoring and evaluation system for Sta. Barbara Community-Based Watershed Management Project is a simple one. The main objective of monitoring and evaluation is to keep track of the accomplishment of the project based on the approved plan of work. Hence, the monitoring and evaluation system adopted is largely designed for physical and financial accomplishment reporting. To carry out this system, a monitoring form has been designed and adopted by the project. The form used for monitoring and evaluation purposes contain basic information about the project such as name and location of the project, period covered by the report, the different activities being undertaken, the corresponding targets and accomplishments for the period and remarks to indicate important notes pertinent to certain targets and accomplishments.

Below is a sample of the monitoring report form which is being accomplished every month to keep track of project accomplishments. Project physical indicators reflective of the project components like area planted, seedlings produced, area maintained and area protected etc., are being reported. The report is quantitative in nature. Basis for monitoring and evaluation is the project work plan prepared at the start of the project.

SAMPLE MONITORING AND EVALUATION REPORTING FORM

Name of Project: Sta. Barbara Community-Based Watershed Management

Location: Sta. Barbara, Ilocos Norte   Prepared by: _____

Period Covered : November 2001

PROJECT ACTIVITY	TARGET FOR THE PERIOD	ACCOMPLISHMENT FOR THE PERIOD	% ACCOMPLISHED	REMARKS
No. of seedling produced	2,500	2,500	100	Target met
Area planted (ha)	750	500	66	Planting not carried out as planned due to typhoon
Area maintained and protected (ha)	1,520	1,520	100	Target met
Training conducted	1	1	100	Target met
No. of project beneficiaries trained	15	15	100	Target met
Male	10	10		
Female	5	5		

It is only on training aspects that data being collected and reported are broken down into men and women. Whenever possible, data pertaining to project beneficiaries are disaggregated by sex.

Actual field visit to collection of data using the standard monitoring form is done by a male project officer with the help of a male beneficiary. Data is collected every month and submitted to the PMO for review and evaluation. The PMO reviews the submitted report and submits the same to the DENR Central Office in Manila where it is subjected to a further review. Result of review of monitoring report by the PMO is communicated to the project participants for their information. The DENR Central Office also reviews and evaluates the reports submitted by PMO. Feedback in terms of results of the report evaluation is communicated to the PMO for their information and appropriate action.

TEAM TASK:

Given the above information, your task is to:

1. Examine the existing project monitoring and evaluation system to determine if it is gender-sensitive.
2. Improve the project monitoring and evaluation.
3. Determine what is required to mainstream gender into the system in terms of data that must be collected or generated and how to collect/generate them.
4. Identify the possible starting points.
5. Identify recommended strategies.

In addition, you are to design a monitoring and evaluation form that will substantially capture the gender dimension of the project. You may use the checklist to help and guide you in your task.

SESSION 4 CONCLUSION AND EVALUATION

Session objectives:

- Enable participants to evaluate the module and determine if participants' expectations were met.
- Discuss with participants areas of the module requiring adaptation to local situations.

What you need:

- Meta cards with the written expectations (done at the start of the module).
- Meta cards.
- Flip chart stand and paper, markers, masking tape and OHP.

Duration: 30 to 45 minutes.

Step-by-step process:

Step 1   Give participants 2 meta cards and ask them to write what they like best and like least in Module Three.

Step 2   Go over the results of the exercise (expectations) during the first session and compare with the new set of meta cards. Depending on time, facilitator may ask 3-5 participants to explain both their meta cards (first and the second) highlighting reasons for meeting or not meeting their expectations.

Step 3   Summarize results.

Step 4   Thank participants for their cooperation and active participation.

GLOSSARY

AGROFORESTRY. A land management approach to maximize the use of land by simultaneously planting trees and agricultural crops.

BARANGAY. The smallest political and implementing unit of government policies, plans, programs and activities (in the Philippine context).

COMMUNITY-BASED APPROACH. An approach in implementing environment and natural resources programs and projects using the community as lead implementing body.

ENTRY POINTS (as used in this module) refer to strategic areas or locations in the project cycle where gender mainstreaming can be introduced, incorporated or achieved.

GENDER ISSUES/CONCERNS refer to issues, concerns and problems arising from the different roles played by men and women.

GENDER PERSPECTIVE refers to the generation of strategies for changing unequal relations of women and men to resources, rights and decision making.

GENDER-SENSITIVE INDICATORS refer to indicators that track and measure gender-related changes over time.

PRACTICAL GENDER NEEDS have to do with what women and men need to perform their current roles effectively and efficiently.

PROGRAM refers to an organization of activities, projects, processes or services brought together to achieve specific policies. It usually consists of several projects.

PROJECT can be best understood as a solution to a problem. It is more specific and detailed with a specific range of resources and activities brought together to generate a defined output.

PROJECT CYCLE refers to iterative stages in project development.

QUALITATIVE INDICATORS. Indicators that measure people's judgment and perception.

QUANTITATIVE INDICATORS. Indicators that measure quantity.

REFORESTATION refers to the planting of trees in an area previously covered with trees.

SEX- OR GENDER-DISAGGREGATED DATA refers to the collection of data on women and men in relation to all aspects of their functioning.

STRATEGIC GENDER NEEDS are concerned with changing the subordinate position of women in society.

WATERSHED. Simply defined, it refers to an area drained by a river system. Watershed is usually associated with forest and river system.

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