



Republic of the Philippines  
**SCIENCE AND TECHNOLOGY INFORMATION INSTITUTE**  
**S&T Journey: 60 Years and Beyond**

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**MEMORANDUM**

**TO :** ALL UNITS/STAFF CONCERNED

**FROM :** **RICHARD P. BURGOS**  
Director, DOST-STII

**SUBJECT :** Integration of GAD in DOST-STII's Risk Management Plan

**DATE :** 23 NOVEMBER 2018

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To fully sustain our efforts to support Gender and Development at DOST-STII, this is to direct all units/staff concerned to integrate GAD concepts in our Risk Management Plan. GAD should have its own set of parameters in response to this Memorandum Order.

For compliance.

## **GAD CHECKLIST FOR DESIGNING DISASTER RISK REDUCTION AND MANAGEMENT PROJECTS**

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In the last thirty years, the Philippines was battered by various disasters, including volcanic eruptions (such as those of Mount Pinatubo and Mayon Volcano) and typhoons (such as Ketsana and Haiyan) whose magnitude have affected countless lives. The frequency and intensity of hazards and disasters forced the government, civil society organizations, development partners and other groups to step up their disaster-related efforts. These initiatives found strong support in various international and regional agreements: the Hyogo Framework for Action (HFA); the Association of Southeast Asian Nations (ASEAN) Agreement on Disaster Management and Emergency Response (AADMER)<sup>1</sup> that entered into force in 2009 and has been translated in the Philippines into a concrete Work Program for 2010-2015, with the Office of Civil Defense (OCD) as the national focal point; and, more recently, the Sendai Framework for Disaster Risk Reduction for 2015-2030.

Building on the HFA, which focused on building the resilience of nations and communities to disasters and reducing vulnerabilities and risks to hazards, the Sendai Framework strongly emphasizes disaster risk management, instead of just management of disasters. The Sendai Framework targets “the substantial reduction of disaster risk and losses in lives, livelihoods and health and in the economic, physical, social, cultural and environmental assets of persons, businesses, communities and countries.”<sup>2</sup> It aims at preventing new risk, reducing existing risk and strengthening resilience, and identifies seven global targets and establishes a set of guiding principles, including “primary responsibility of states to prevent and reduce disaster risk, all-of-society and all-of-State institutions engagement.”

### **NATIONAL MANDATES**

#### **The Philippine Disaster Risk Reduction and Management Act**

In 2010, Republic Act (RA) No. 10121, otherwise known as the “The Philippine Disaster Risk Reduction and Management Act,” was signed into law. It principally mandates local government units (LGUs), among others, to “adopt a disaster risk reduction management approach that is holistic, comprehensive, integrated, and proactive in lessening the socio-economic and environmental impacts of disasters including climate change, and promote the involvement and participation of all sectors and all stakeholders concerned, at all levels, especially local community.” Moreover, Section 2 (Declaration of Policy) includes the provisions that the State shall ensure that disaster risk reduction and climate change measures are “gender responsive, sensitive to indigenous knowledge systems, and respectful of human rights” (Sec. 2.j), and that the State shall “develop and strengthen the capacities of vulnerable and marginalized groups to mitigate, prepare for, respond to, and recover from the effects of disasters.”<sup>3</sup>

The enactment of Republic Act 10121 laid the basis for a paradigm shift in government policy from mere disaster preparedness and response to disaster risk reduction and management. This is evident in the Philippine Development Plan (2011-2016), which recognized the importance of building disaster and

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<sup>1</sup> NDRRMP 2011-2028, p. 8.

<sup>2</sup> [http://www.preventionweb.net/files/43291\\_sendaiframeworkfordrren.pdf](http://www.preventionweb.net/files/43291_sendaiframeworkfordrren.pdf)

<sup>3</sup> Section 3 of RA 10121 defines “vulnerable and marginalized groups” as those that face higher exposure to disaster risk and poverty including but not limited to women, children, elderly, differently-abled people and ethnic minorities.

climate change resilience in alleviating poverty and improving the quality of life of the Filipino people.<sup>4</sup> The Plan also identified DRRM, including climate change adaptation (CCA), as a major cross-cutting concern and mandate in policies, plans and programs; promoted vulnerability assessments, climate/disaster resilient infrastructure facilities; and sought to strengthen multi-stakeholder participation and partnership in environment and natural resources management and governance, among others.

Concerns and actions related to DRRM and CCA have also been incorporated in the National Climate Change Action Plan. Meanwhile, the National Security Policy has considered DRRM in addressing threats posed by climate change to the country's food security.<sup>5</sup>

### **The National Disaster Risk Reduction and Management Plan, 2011-2028**

The National Disaster Risk Reduction and Management Plan (NDRRMP) outlines the activities that seek to strengthen the capacity of the national government and local government units (LGUs), together with partner stakeholders, to build the disaster resilience of communities and to institutionalize arrangements and measures for reducing disaster risks, including projected climate risks and enhancing disaster preparedness and response capabilities at all levels.<sup>6</sup> The plan has four priority areas:

*Disaster prevention and mitigation* provides key strategic actions that focus on activities related to hazards evaluation and mitigation, vulnerability analyses, identification of hazard-prone areas and mainstreaming DRRM into development plans. It is based on sound and scientific analysis of the different underlying factors that contribute to the vulnerability of the people and eventually, their risks and exposure to hazards and disasters.

*Disaster preparedness* refers to activities revolving around community awareness and understanding, contingency planning, and conduct of local drills and the development of a national disaster response plan.

*Disaster response* gives importance to activities during the actual disaster response operations, from needs assessment to search and rescue to relief operations to early recovery activities are emphasized.

*Rehabilitation and recovery* includes employment and livelihoods, infrastructure and lifeline facilities, housing and resettlement, among others. These are recovery efforts done when people are already outside of the evacuation centers.

The NDRRMP recognizes that certain *concerns cut across* the four DRRM priority areas. These include health, human-induced disasters, gender mainstreaming, environmental protection, cultural sensitivity or indigenous practices, and the rights-based approach. It also outlines the roles of the national government, the National Disaster Risk Reduction and Management Council (NDRRMC); OCD, which heads the NDRRMC; regional, provincial, and city and municipal Disaster Risk Reduction and Management

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<sup>4</sup> The Medium-Term Philippine Development Plan, 2004-2010, included mitigation of the occurrence of natural disasters as one thrust of the environment and natural resources sector, and listed several flood control projects in addition to non-structural measures, such as, completing the geo-hazard mapping of the remaining 13 regions, and integrating disaster preparedness and management strategy in the development planning process at all levels of governance.

<sup>5</sup> NSP 2011-2016, Chapter 7, Sec. A; <http://www.gov.ph/downloads/2011/08aug/NATIONAL-SECURITY-POLICY-2011-2016.pdf>

<sup>6</sup> As of April 2015, the Department of Interior and Local Government has drafted a National Disaster Preparedness Plan for 2015-2018, which aims at averting the loss of lives and assets due to threats and emergencies. Although preparedness is essentially implemented before any hazard or disaster, preparedness outcomes straddle pre-disaster, disaster and post-disaster phases based on existing definitions (based on a draft version shared by the Local Government Academy).



Councils; and Local Disaster Risk Reduction and Management Offices. A lead agency and implementing partners are identified for each outcome area.

### **The Magna Carta of Women**

Section 10 of Republic Act No. 9710, also known as the Magna Carta of Women, spells out the rights of women affected by disasters, calamities and other crisis situations. Specifically, women have the right to protection and security in all phases of relief, recovery, rehabilitation, and construction efforts. To this end, the State shall “provide for immediate humanitarian assistance, allocation of resources, and early resettlement, if necessary;” and address the needs of women “from a gender perspective to ensure their full protection from sexual exploitation and other sexual and gender-based violence committed against them.” Among the responses to disaster shall be the provision of services, such as psychosocial support, livelihood assistance, education, and comprehensive health services, including protection during pregnancy.

### **ELEMENTS OF GENDER-RESPONSIVE DRRM PROJECTS**

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As with projects of other sectors, the GAD guidelines for the identification and design of DRRM projects require proponents and appraisers to consider ten core elements of a gender-responsive program or project. For this particular checklist, however, two elements have been combined to give greater weight to the analysis of the possible gender effects of the project as designed. The resulting elements are:

1. Participation of women and men in the identification of the development problem
2. Collection and use of sex-disaggregated data in the analysis of the development problem;
3. Conduct of gender analysis to identify gender issues that the proposed project must address;
4. Goals, objectives, outcomes, and outputs that include GAD statements intended to address the gender issues in (3);
5. Activities that respond to the identified gender issues, including constraints to women’s participation;
6. Conduct of gender analysis of the planned project to anticipate gender-related issues arising from the implementation of the designed project;
- 7-8. Monitoring indicators and targets that include the reduction of gender gaps or the improvement of women’s participation; and project monitoring and evaluation system that includes a sex-disaggregated database;
9. Resources and budgets for the activities in (5); and
10. Congruence with the agency’s or LGU’s GAD agenda or plans.

To help proponents apply these elements and rate project design documents using the GAD checklists, a guide is provided on how to accomplish each checklist. For people charged with assessing the documents, there are two additional considerations in applying the checklists. First, avoid speculating (or “assuming”) whenever the document does not contain information on gender issues, objectives, or processes that is required to answer a question in the checklist. For elements that need clarification, the design evaluator should ask the project proponent or planner to provide additional evidence or information.

Second, after the initial assessment of the design document, the evaluator should discuss the results with the proponent or planner. This way, the latter would be guided on how to improve the project design.

## **GENDER ANALYSIS QUESTIONS**

Gender analysis is a critical element of a gender-responsive program or project. This should be conducted at two points.

- Analyzing the gender dimension of a development problem is a critical part of project identification and the analysis of the development problem (see box below for sample guide questions). It would guide project planners in specifying gender issues in the project – whether related to pre-, during or post-disaster – could or should address.
- After the project design has been drafted, it should be reviewed or assessed for its likely gender-related effects or impact (see box DRR for the guide questions).

### **Analysis of the Gender Dimension of DRRM issues**

#### **Household and Community**

*Gender roles of women and men and gender relations (adapted from the Oxfam gender analysis research in Haiyan-affected areas)*

- *Productive work or livelihoods (kabuhayan):* Who contributes to, or is responsible for bringing in income or food to the household? What are the main livelihood activities of women/men? Has the disaster (typhoon, earthquake, etc.) affected women and men's livelihood and ability to contribute to household support? Why?
- *Care work (gawain sa bahay):* Who is responsible for the childcare, cooking, cleaning, laundry, growing vegetables and other food crops for the household, supplying the household with fuel and water, house repairs? Has the disaster changed this division of work? Why and how?
- *Maintaining relations with the community (samahan):* Who participates in community-level work or activities? Why them? Has the disaster changed this pattern? How and why?
- *Household decision-making:* Who decides on who does what, who gets what (food, new clothes, education, etc.)? Why is this person the decision-maker? Has the disaster changed this? How and why?

#### **Access to and control of resources**

- What resources (financial assets, land/ physical capital, skills, knowledge) do women/men have access to? What do they control? What explains the gender gaps in resource access and control in the area? Who stand to lose assets or resources during a disaster? Are they protected against such losses?
- In terms of gender (female, male, LGBT people), class (rich or poor), ethnicity (ethnic majority or minority), among others, who participate in decision-making processes and planning for land and water use allocation in the community?

#### **Risks, vulnerabilities, and needs**

- How do cultural norms in the locality about what girls and women, and what boys and men can do and what competencies they can develop affect their chances to survive a disaster? What are these gender-differentiated differences in vulnerabilities?
- What gender-specific dangers do girls, boys, women and men face during and post-disaster? Why the differences? What services do they need?
- What capacities (management, leadership, mobilization) do women/men have that could be helpful in preparing for, responding to, or rebuilding after disasters?
- What extreme hazards or dangers do girls, boys, women and men face and what losses are they likely to bear because of a climate- or non-climate-related disaster? Are there differences among the age-sex groups? What are these?



### ***Constraints and opportunities***

- Are women and/or women's groups in the communities or populations to be covered by the project among those recognized as stakeholders in DRRM programs? Are they consulted on their specific needs and roles that the project could or should address?
- What constrains women/men from accessing DRRM-related training, technology, and information? Under what conditions have women and other marginalized groups been able to gain access to these resources? Why?
- Is there a database or master list of target beneficiaries? How do vulnerability/cultural or gender norms and expectations influence or affect women and men's participation in the proposed project?

### **Organization/Institutional-Level Analysis**

- How prepared is the implementing agency and/or local government unit (LGU) to promote gender equality and women's empowerment in the DRRM project? Are the agency/LGU officials and staff aware or appreciative of integrating gender or addressing gender issues in the project?
- Do key staff or offices of the agency/LGU have the capacity to respond to the gender-differentiated needs, vulnerabilities, constraints of women, men, girls and boys? What are these capacities or skills?
- What tools are available to, or used by the agency/LGU to identify gender issues and understand the links of gender to disaster risk assessment, disaster prevention, mitigation and/or preparedness; or to disaster response, and rehabilitation and recovery?
- What security and other risks are faced by women/men field staff of humanitarian response efforts, evacuation camps, recovery, rehabilitation and/or construction efforts? What measures have implementing agencies/LGUs put in place to protect them?

Discussions of gender in this checklist recognize that being female or male in a particular society or culture can worsen the vulnerability of people to disasters. For instance, there could be marked variations in the way differently-abled women experience or cope with disaster as compared to differently-abled men, or females of a particularly ethnic group or age relative to their male peers. Although the checklist often uses 'women and men, girls and boys', it also acknowledges different gender identities, such as lesbian women (L), gay men (G), bisexual (B) and transgender (T), which are known collectively as the LGBT people.

### **GENDER ISSUES AND GENDER EQUALITY RESULTS**

In its review of gender issues and possible gender equality actions post-Haiyan, the ODA-GAD Network listed key gender issues at each stage of a disaster. One issue that resonates through the various stages is the "tyranny of the urgent" mentality. Immediately following a disaster, this notion prevails and gender concerns are dismissed as irrelevant, since it is commonly asserted that immediate action is needed to save the lives of women, men, girls and boys. A narrow view of the effects of disaster leads to a focus on the purely physical, the social realities are ignored and, again, gender concerns are marginalized. Women will continue to be disproportionately affected by natural disasters unless DRRM workers and officials acknowledge their vulnerable status and tailor relief and post-disaster efforts to respond to it. One lesson learned from the response to the Haiti earthquake in 2010 is that protection issues need to be addressed early on, and designed into a project from the beginning, or they would not get fixed or retrofitted.

### **Before a Disaster Strikes: Disaster Preparedness**

- Women are disproportionately affected by natural disasters, usually as a result of their gendered status in society and gender norms as to what skills (climbing trees or swimming) females and males should learn.

- Cultural norms can constrain women's participation in disaster-related training (lack physical strength for search-and-rescue operation) and disaster management. Disaster management is generally viewed as a man's job, hence, men tend to be more involved than women in planning and decision-making related to risk identification and risk reduction, and in community decisions to identify safe areas, overseeing relief distribution, arranging transportation, and negotiating with government authorities.
- Women have less access to resources – social networks and influence, transportation, information, skills, control over land and other economic resources, personal mobility, secure housing and employment, freedom from violence and control over decision-making – that are essential in disaster preparedness, mitigation and rehabilitation.
- Outside relief workers may not understand the social conditions of vulnerability facing local women, unless they partner with community-based women's groups to fill their knowledge gap and to gain access to indigenous women in upland forests and in geographically isolated and disadvantaged areas.
- Relief efforts (including relief distribution systems) to assist "the community" might not benefit women and men equally, or address the needs of its weaker or less vocal members or those not staying in evacuation centers unless they are specifically designed to do so. Women might also have marginalized access to relief resources when relief distribution efforts tap existing patriarchal structures of resource distribution.
- Design of houses, relocation centers and other physical infrastructure need to consider the special needs or concerns of women and other marginalized and vulnerable groups, such as separate latrines for women and men in public buildings, ramps and steel bars to ensure physical access by differently-abled people (more generally referred to as persons with disability, or PWD), and women- and children-friendly water pumps, among others.
- Limited participation of women, children and other vulnerable and marginalized populations in disaster management, including the conduct of simulation exercises, prevents DRRM planners from having a clear understanding of the needs and requirements of these groups, and from assessing the adequacy and appropriateness of DRRM plans for emergency response, relief operations, and reconstruction contingency, with reference to the specific concerns of these groups.
- There is lack of sex and age disaggregated data, both pre-crisis and post-crisis, to inform project interventions. Most DRR policies, plans and projects make no reference to gender issues and have limited gender databases.

#### **Before a Disaster Strikes: Disaster Mitigation**

- Gender norms, household responsibilities, work demands and security concerns could constrain women from participating in public meetings or in community-based communication campaigns, and limit their interactions with their immediate neighbors. Men have better access to early warning mechanisms due to their more visible presence in public spaces, access to various communication media and interactions with public officials.
- There is often lack of consideration of the different roles, needs and information access of women and men in affected communities in designs of information and community systems and institutional arrangements.

#### **When Disaster Strikes: Humanitarian Response**

- Disasters themselves can increase women's vulnerability, as evident in the increase in female-headed households, the fact that the majority of shelter residents are women, and an increase in levels of domestic and sexual violence and trafficking following disasters.



- Women survivors may also have gender-specific needs, e.g., hygiene supplies, child-care support to allow them to reach relief centers, reproductive health services, and protection from gender-based violence in temporary accommodations and refugee camps.
- Distribution of relief goods and commodities always need to consider the gender and different-ability dimension. For example, in the scramble for relief goods dropped by air, men have greater physical ability to have first access to these commodities, adversely affecting women heads of households, the elderly and differently-abled.
- LGBT people face different forms of discrimination, as manifested in their access to resources and services. The distribution of relief goods for example, tend to de-prioritise households that are headed by gay men or lesbian women, while the privacy and security of LGBT people in evacuation and relocation sites are compromised when they are questioned and taunted as they access communal toilets and other facilities.

#### **Post Disaster: Recovery and Reconstruction**

- Women's situation in the disaster recovery and rehabilitation phase has similar trends with the emergency or relief phase: women's increased vulnerability to violence; heavier work as family care provider with significantly smaller resources; limited economic opportunities, whether for wage work, credit or livelihood assistance; and exclusion from rehabilitation programs that prioritize male heads of households.
- Women are more engaged in household work, they are seldom represented in decision-making bodies, which limit their ability to participate in critical planning activities for recovery and reconstruction.
- The extent to which care of children and other dependent household members (e.g. the elderly and sick) are under the charge of women than men affects women's relative vulnerability.

#### **Post Disaster: Relocation and Resettlement**

- In order to "build back better", voices of women, men and marginalized populations need to be heard and given a chance to participate in the planning for relocation and resettlement.
- Spatial issues include the lack of land for household vegetable patches (usually managed by women), which has implications on the food security of the household.
- The shortage of livelihoods/economic opportunities and lack of privacy and basic social services in relocation sites contribute to increased risks of women, girls and boys to gender-based violence, trafficking, and sexual exploitation and abuse.
- There were more male youths after Typhoon Ketsana and Parma who have dropped out of school or had become unemployed, with possible negative impact on community peace and security, especially for women and girls, with possible scenarios of increased drug use, crimes and gang violence.
- Ownership of donated goods or resources in resettlement sites has often been limited to household heads who are, more often than not, males.
- Resettlement experiences have shown that land plots given to the flood victims for resettlement almost always were in the name of male members of the family which reinforces the return to unequal situations as existed before the disaster.
- In designing the relocation and resettlement strategy, it is hardly asked, if at all, if the sexual division of labor makes it more difficult for women victims, relative to men victims, to switch from pre-disaster employment in non-tradable or home-based sector to other sectors.

The gender issues listed above require community or onsite actions, as well as, institutional re-tooling to prepare for, mitigate the risks of, respond to and recover from disasters in gender-responsive ways.



Specifically, DRRM initiatives may be designed to contribute to the achievement of gender equality results, such as:

- Improved disaster-survival skills particularly of women and children, girls and boys.
- Increased participation of women, including those in more vulnerable groups (indigenous people, differently-abled, elderly, and sick), in public meetings and consultations to assess needs, identify issues, and decide on solutions or actions to be taken related to DRRM.
- Reduced knowledge gap between men and women regarding climate change, hazards, and actions to be taken to prepare for and mitigate disasters.
- Improved access of women, children, the physically weak, and indigenous peoples, to disaster relief and other resources.
- Controlled/reduced/zero incidence of gender-based violence and trafficking in displaced persons, particularly those in evacuation centers, camps and in resettlement areas.
- DRRM plans and measures have taken into account gender-differentiated vulnerabilities, roles, needs, and inputs of women and men, girls and boys, LGBT people, and those of differently-abled persons, the elderly, and indigenous peoples/cultural communities.
- Facilities and services established during and in the wake of disaster respond to women's and girls' reproductive health needs, protect them from gender-based violence, or provide them with security, protection against traffickers, and the like.
- Strengthened national and local inter-agency protection mechanisms to prevent and/or respond to trafficking.

It is important to track whether or not interventions are addressing key relevant gender issues and producing the desired results. The choice of indicators will depend on the goals, outcomes or outputs, but would generally involve the collection of sex-disaggregated data and other information about the gender issues and results.

#### GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box DRR presents the ten elements of a gender-responsive disaster risk reduction and management program or project. The instructions for accomplishing the checklist are as follows.

##### **Guide for accomplishing box DRR**

1. Put a check ☒ in the appropriate column (2a to 2c) under "Response" to signify the degree to which a project proponent has conformed with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied or conformed with.
2. A partial and a full yes can be distinguished as follows.
  - a. For *Element 1.0*, a "partly yes" to Question 1.1 (or Q1.1) and Q1.2 means meeting with male leaders and only one or a few women who also happen to be leaders of the communities or groups likely to be, or actually affected by disasters; or with male and female leaders and some male non-leaders to discuss/assess needs and issues (Q1.1), or to identify what should be included in the program/project design (Q1.2). "Partly yes" to Q1.3 means that constraints to women and men's participation in the consultations were identified but not acted upon.

In contrast, full compliance/conformance involves meeting with female and male leaders and non-leaders (Q1.1 and Q1.2), or addressing the constraints to women and men's participation (Q1.3).

- b. For *Element 2.0*, "partly yes" means some information has been classified by sex or age, but may not be key in helping identify major gender issues that the planned project must address (Q2.1), or that only one or two of the relevant sex- and age-disaggregated data and gender information have been considered in the project design (Q2.2). A full "yes" refers to the collection of gender information and data classified by sex and age (children, youth, adults) for all major themes (Q2.1), and used to design project activities (Q2.2).

- c. For *Element 3.0*, "partly yes" to Q3.1 and Q3.5 means partial analysis has been done by focusing on only one or two of the enumerated concerns. A full "yes" means that analysis and identification of gender issues (Q3.1) or gender mainstreaming concern (Q3.5) have been done on all the key themes or concerns.

A "partly yes" to Q3.2, 3.3 and 3.4 refers to mere listing, enumeration or description, without identifying gender gaps or issues: Q3.2, listing of needs and tasks of sex-age groups (that is, women and men, girls and boys); Q3.3, resources that women and/or men have access to; to Q3.4, to participation constraints faced by the various sex-age groups. A full "yes" means that gender issues have been extracted after the description of the data.

- d. For *Element 4.0*, "partly yes" means 'women and men' (or 'girls and boys') are mentioned in the project goal, or an outcome or output, but no mention is made of reduction of gender inequalities or responding to gender-specific needs and vulnerabilities (Q4.1); or gender mainstreaming capacities are cited, but not related to dealing with relevant DRRM priority areas, or of integration of DRRM and/or contingency plans in one plan but not in others (Q4.2).

A full "yes" to Q4.1 signifies that project goal/outcome/output statements include reduction of gender inequalities or incidence of gender-based violence, or other gender goals relevant to the DRRM priority area focus of the proposed project. A full "yes" to Q4.2 means that gender mainstreaming-related goal/outcome/output directly refers to integrating gender concerns in the DRRM priority area focus of the project, or, if relevant to the project, mainstreaming gender in DRRM in agency or LGU mainstream development plans and in their GAD plan or agenda.

- e. For *Element 5.0*, "partly yes" means having gender equality strategies or activities but no stated gender issues to match the activities (Q5.1), or a GAD goal/outcome/output (Q5.2). A full "yes" means there is an identified gender issue and there are activities seeking to address the issue (Q5.1); and there is an identified GAD goal/outcome/output and activities to achieve this (Q5.2).

- f. For *Element 6.0*, a "partly yes" response to any of the items and questions is associated with superficial or partial effort to address a specific issue, desired result, or question. In contrast, a full "yes" involves a coherent, if not a comprehensive, response to the question.

- g. For the combined Elements 7.0 and 8.0, or *Element 7-8.0*, "partly yes" to Q7-8.1 and Q7-8.2 means the project monitoring plan includes GAD indicators and/or the project requires the collection of some sex-disaggregated data or information but the data requirement will not be able to track the gender result (Q7-8.1), or there are indicators for trafficking, but their data requirement are not sex-age disaggregated (Q7-8.2). A full "yes" to Q7-8.1 means the project monitoring plan includes both quantitative and qualitative indicators, targets and sex-disaggregated data (or, in the case of Q7-8.2, sex- and age-disaggregated data) and gender-related information for tracking changes in the GAD indicator.

"Partly yes" to Q7-8.3 signifies token or partial coverage or reporting of emerging issues, while a full "yes" signifies tracking (research/analysis) and reporting on all emerging issue areas as these affect women, men, girls and boys.

"Partly yes" to Q7-8.4 means that the monitoring plan includes involving women in some, but not all, of the monitoring-related activities, while a full "yes" means involving women in developing monitoring indicators, monitoring itself, and updating baseline information.

- h. For *Element 9.0*, "partly yes" means there is a budget for GAD-related activities but this is insufficient for the project to address relevant gender issues (Q9.1 and Q9.2), or build GAD capacities among project/agency/LGU staff or tap external GAD expertise (Q9.3). A full "yes" to all the questions require that the budget allocations for each of the listed GAD activities are substantial enough to help produce results.



- i. For *Element 10.0*, a “partly yes” to Q10.1 and Q10.2 means there is a mention of the agency’s/LGU’s GAD commitment, initiatives or plan, but no direct connection is made to incorporate the project’s GAD efforts to any of these. A “partly yes” to Q10.3 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; or the proponent claims that the proposed DRR initiative is pathbreaking, but offers no justification or evidence.
3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an element or item under col. 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 covered any of the 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. For *Element 6.0*, however, the maximum score is “4,” while that for each item is “0.4.” The score for “partly yes” for each item is “0.20.”
  - b. The scores for “partly yes” differ by element. For elements with two items, such as *Elements 2.0, 4.0 and 5.0*, the maximum score for each item is pegged at “1.0” and at “0.5” for “partly yes.” 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 2.0* will be “partly yes” with a score of “1.0.” If a project scores “partly yes” (“0.5”) for one item but “no” (“0”) for the other, then the total rating for the element will be “0.5.”
  - c. For *Elements 1.0, 9.0 and 10.0*, which have three items each, the maximum score for each item is pegged at “0.67” and at “0.33” for “partly yes.” The rating for the element will be “partly yes” if the total score of the three items is less than “2.0,” the maximum for the element.
  - d. For *Element 7-8.0*, which has four items, the maximum score for each item is pegged at “0.50” and at “0.25” for “partly yes.” The rating for the element will be “partly yes” if the total score of the four items is less than “2.0,” the maximum for the element.
  - e. For *Element 3.0*, which has five items, the maximum score for each item is set at “0.40” and at “0.20” for “partly yes.” The rating for the element will be “partly yes” if the total score of the four items is 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 for the items and enter the sum in the thickly bordered cell for the element.
5. Add the scores in the thickly bordered cells under col. 3 to come up with the GAD score for the project design stage.
6. Under the last column, indicate the key gender issues identified or justification for the claim (for proponents), comments on the proponent’s compliance with the requirement (for evaluators).

### Box DRR. GAD checklist for designing and appraising DRR programs/projects

**Note:** This checklist is intended to cover all types of DRR programs and projects, whether pertaining to prevention and mitigation, preparedness, response, or rehabilitation and recovery. If the program or project falls under the preparedness phase, the 'communities or groups' (or 'women, men, girls and boys') referred to are the people, community, household, service providers, staff, etc. who are likely to be affected by the disaster. If the program or project is intended for people already affected by a disaster, the 'communities or groups' (or 'women, men, girls and boys') are those actually affected and/or internally displaced by the disaster.

Elements and item or guide 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)		
Problem Identification					
1.0 Participation of population actually or likely to be affected population in problem identification (max score: 2.0; for each item or question, 0.67)					
1.1 Has the program/project design process included consultation with the communities or groups, including women and women's organizations, to assess their needs, identify issues affecting them, and discuss solutions? (Possible scores: 0, 0.33, 0.67)					
1.2 Have communities or groups, including women and women's organizations, participated in the identification of what should be included in the program/project design? (Possible scores: 0, 0.34, 0.66)					
1.3 Have the preferences of, and constraints faced by women and men, girls and boys based on needs, gender socialization and culture been taken into account to encourage women and men, girls and boys to participate in needs assessments and consultations on the design of DRR projects and activities? (Possible scores: 0, 0.33, 0.67)					
2.0 Collection/utilization of sex-disaggregated data and gender-related information prior to project design (max score: 2.0; for each item or question, 1.0)					
2.1 Have information on needs, vulnerabilities, and perceptions of risk been collected separately for/from women and men, girls and boys? (Possible scores: 0, 0.5, 1.0)					
2.2 Have collected sex- and age-disaggregated data and gender-related information been used to inform project design? (Possible scores: 0, 0.5, 1.0)					
3.0 Conduct of gender analysis and identification of gender issues (max score, 2.0; for each item or question, 0.40) <i>Refer to the relevant sections of the text of the checklist for the detailed gender analysis questions and for sample gender issues relevant to projects on disaster prevention and mitigation, preparedness, response, and rehabilitation and recovery.</i>					
3.1 Has an analysis of gender-differentiated needs, vulnerabilities, perception of risks, disaster preparedness and the like been done, and key issues identified? Or, has issues been identified from the actual gender-differentiated needs and vulnerabilities of, and risks faced by affected communities or groups that are relevant to disaster response and post-disaster rehabilitation and recovery? (Possible scores: 0, 0.20, 0.40)					
3.2 Has an analysis of the gender division of labor (including economic activities of women and men) raised the different					



Elements and item or guide 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)		
needs and abilities of women and men, girls and boys? (Possible scores: 0, 0.20, 0.40)					
3.3 Has an analysis of access and control of resources (physical capital, financial assets, skills, knowledge) by women and men been made? (Possible scores: 0, 0.20, 0.40)					
3.4 Has an analysis of constraints to the participation of women and men, girls and boys in household, community and project activities been made, and how these constraints could have led to their low visibility in particular activities? (Possible scores: 0, 0.20, 0.40)					
3.5 Has an analysis been done of the DRRM awareness, skills and planning tools of LGUs and implementing agencies or organizations to understand and respond to gender issues or the links of gender to disaster risk assessment, disaster prevention, mitigation and/or preparedness; or to identify issues in disaster response, and rehabilitation and recovery? (Possible scores: 0, 0.20, 0.40)					
<b>Program/Project Design</b>					
<b>4.0 Gender equality goals, outcomes and outputs</b> (max score, 2.0; for each item or question, 1.0)					
4.1 Does the project have clearly stated gender equality/equity goals, outcomes and/or outputs related to access to benefits, participation in decision-making processes, or support for gender-related needs and vulnerabilities? (Possible scores: 0, 0.5, 1.0)  <i>Refer to the relevant section of the text of the checklist for examples of DRR-specific gender equality/equity goals and results.</i>					
4.2 Do the project goal, outcomes or outputs include building of gender mainstreaming capacities of institutions, including LGUs, dealing with relevant DRRM priority area (that is, disaster risk reduction and mitigation, preparedness, response, and/or rehabilitation and recovery)? OR, do they include integration of DRRM and contingency plans in other plans of the implementing agency or LGU (including GAD plans, and Comprehensive Development Plans [CDP] and Comprehensive Land Use Plans [CLUP]) to ensure that the plans would respond to gender-differentiated vulnerabilities and capacities relative to the DRRM priority area covered by the proposed project? (Possible scores: 0, 0.5, 1.0)					
<b>5.0 Matching of strategies with gender issues or GAD goals</b> (max score, 2.0; for each item or question, 1.0)					
5.1 Do the project strategies consider gender issues and/or gender-differentiated impacts of disasters in disaster risk assessment, prevention and mitigation, or preparedness; or gender-differentiated impacts of humanitarian and other disaster responses, and rehabilitation and recovery? (Possible scores: 0, 0.5, 1.0)  <i>Check the strategies against the results of the gender analysis in Element 3.0.</i>					
5.2 Do the strategies match the gender equality goals identified? That is, will the DRR-related activities and interventions reduce gender gaps and inequalities related to disaster preparedness, during disasters and post-disasters? (Possible scores: 0, 0.5, 1.0)					

Elements and item or guide 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)		
<b>6.0 Gender analysis of the designed program/project</b> (max score: 4.0; for each item or question, 0.4)					
6.1. Do the designed DRRM-related arrangements ( <i>disaster preparedness drills, distribution system of humanitarian aid, evacuation process or facilities, camp coordination and camp management [CCCM], rehabilitation and recovery measures</i> ) cater to the special needs of children and youth (such as, <i>education, security, and protection from trafficking and gender-based violence</i> ) and women (such as, <i>privacy, reproductive health, security, and protection from trafficking and gender-based violence</i> )? (Possible scores: 0, 0.2, 0.4)					
6.2 Do the designed DRRM-related arrangements ( <i>disaster preparedness drills, evacuation process or facilities, CCCM, rehabilitation and recovery measures</i> ) cater to the privacy and security needs of LGBT people, and special needs of differently-abled, elderly, sick, or indigenous females and males? (Possible scores: 0, 0.2, 0.4)					
6.3 Does the project, as designed, support productive and reproductive roles of women, men, girls and boys under the existing gender division of labor, as well as, new productive roles for women and care work for men? (Possible scores: 0, 0.2, 0.4)					
6.4 Will the project, as designed, ensure that information on climate, risks and hazards, early warning systems, and other DRR topics is available, accessible, and understandable to women, men and LGBT people, PWDs and indigenous peoples (IPs)/cultural communities in areas likely to be affected or actually affected by disaster to help them in their productive activities and/or to make informed decisions and interventions? OR, are planned critical safety facilities and infrastructures ( <i>evacuation centers, shelter and emergency housing, WASH</i> ) resilient to hazards, adequate and accessible to all—women, girls, boys, men, and LGBT, and PWD and IPs? (Possible scores: 0, 0.2, 0.4)					
6.5 Are children, both boys and girls, appropriately targeted with knowledge about disaster risk and preparedness through formal and informal channels to reduce their vulnerabilities ( <i>trafficking, gender-based violence, survival</i> ) pre-, during and post-disasters? (Possible scores: 0, 0.2, 0.4)					
6.6 Has the project design built on the knowledge and skills of women and men? OR, has the project considered existing gender differences in access and use of land, water, and public spaces? (Possible scores: 0, 0.2, 0.4)					
6.7 Does the project design include the development of training for women in traditional and non-traditional skills (such as, <i>leadership training, search and rescue, first aid, hazard and vulnerability analysis</i> ) to increase their capacities in disaster management at all levels? (Possible scores: 0, 0.2, 0.4)					
6.8 Has the project devised strategies to overcome constraints ( <i>such as, time and safety of women and other vulnerable groups</i> ) to participation? OR, are there measures designed to accommodate women's domestic workload and childcare responsibilities to enable their active participation at all phases of the project? (Possible scores: 0, 0.2, 0.4)					
6.9 Will the project, as designed, raise awareness on gender issues in disaster (including sexual exploitation and abuse by humanitarian workers) among vulnerable, affected					



Elements and item or guide 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)		
and/or affected communities or groups? OR, does the project have reporting mechanism for sexual exploitation and abuse committed by humanitarian workers? (Possible scores: 0, 0.2, 0.4)					
6.10 Will the project build capacities of institutions, including LGUs, to address gender issues in climate change/relevant DRRM priority area (that is, <i>disaster risk reduction and mitigation, preparedness, response, and/or rehabilitation and recovery</i> )? (Possible scores: 0, 0.2, 0.4)					
<b>7.0-8.0 Monitoring targets and indicators and sex-disaggregated database requirement</b> (max score, 2.0; each item or question, 0.50)					
7-8.1 Are there gender indicators and sex-disaggregated data to measure gender-related results, such as reduced gender gaps in benefits, access to resources distributed as part of DRR measures, and/or participation in DRR-related decision-making processes? (Possible scores: 0, 0.25, 0.50)					
7-8.2 Are there gender indicators and will data be collected to measure incidence of gender-based violence and/or trafficking of children (boys and girls), women, or men? (Possible scores: 0, 0.25, 0.50)					
7-8.3 Do the planned research, analysis and/or reporting systems assess emerging issues that might impact the risk, vulnerability, resource access, and participation in DRR-related activities and decision-making processes of women, men, girls and boys? (Possible scores: 0, 0.25, 0.50)					
7-8.4 Will women be involved in developing monitoring indicators, actual monitoring, and updating baseline information? (Possible scores: 0, 0.25, 0.50)					
<b>9.0 Resources</b> (max score, 2.0; for each item or question, 0.67)					
9.1 Does the proposed DRRM project budget include provisions to address relevant gender-specific issues (e.g. care work, issues faced by pregnant and/or lactating women, security, disability, etc.) among the likely to be affected or actually affected communities or groups? (Possible scores: 0, 0.33, 0.67)					
9.2 Does the proposed DRRM project budget support mechanisms or approaches (such as provision of child-minding services or facilities) that would enable women and other vulnerable groups to meaningfully participate in project activities and decision-making processes? (Possible scores: 0, 0.33, 0.67)					
9.3 Does the project/proponent agency/LGU have the expertise to integrate GAD or promote gender equality and women's empowerment? Or does it commit itself to investing project/agency/LGU staff time to build capacity in integrating GAD or promoting gender equality in the DRRM project? (possible scores: 0, 0.33, 0.67)					
<b>10.0 Relationship with the agency's or LGU GAD efforts</b> (max score, 2.0; for each item or question, 0.67)					
10.1 Will the program/project build on or strengthen the agency's/LGU's commitment to gender equality and/or the advancement of women? (Proposed scores: 0, 0.33, 0.67)					
10.2 Does the program/project have a plan to influence the agency/LGU's GAD plan to include key strategies/					

Elements and item or guide 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)		
initiatives to respond to gender issues in DRRM? (Proposed scores: 0, 0.33, 0.67)					
10.3 Will the project build on gender-aware/responsive DRRM initiatives or actions of other organizations in the area? OR, is the initiative the first of its kind in the area? (Proposed scores: 0, 0.33, 0.67)					
<b>TOTAL GAD SCORE FOR THE PROGRAM/PROJECT DESIGN</b> (Add the scores for each of the ten elements.)					

The scoring system and the interpretation of the scores are the same as those in box 7 (original and expanded) of the *Harmonized GAD Guidelines*, and the total score remains to be 20.0 points. However, as explained in the guide to accomplishing the checklist, instead of all the elements receiving a maximum of 2.0 points each, one element (6.0) is assigned a maximum of 4.0 points, while two elements (7.0 and 8.0) have been combined with a maximum score of 20 points.

#### Interpretation of the GAD Score

- 0-3.9 GAD is invisible in the program/project design (proposed program/project is returned).
- 4.0-7.9 Proposed program/project has promising GAD prospects (proposed program/project design earns a "conditional pass," pending identification of a GAD goal, 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 program/project design is gender-sensitive (design passes the GAD test).
- 15.0-20.0 Proposed program/project is gender-responsive (designers are commended).