Mainstreaming Gender

The Region 1 Experience

A Handbook on Institutionalizing Gender and Development in Regional and Local Development Planning

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About the Cover

Gender equality is the theme of this handbook's cover designed by La Union-born artist Ara Farolan-Takagi. This, she eloquently expresses, with an abstract man-and-woman figure dancing in perfect balance, rhythm and harmony. At the backdrop is a legion of empowered women performing various roles and taking on new challenges in society's mainstream.

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Foreword

Mainstreaming gender has been defined in so many ways by program experts. Glossaries define it as the "strategies and processes involved in integrating gender-responsive goals in the direction, policies, projects and services of line agencies."

The mainstreaming process, however, is more than just integrating gender issues and concerns in the development agenda. It goes far beyond that. It is, as one gender advocate once wrote, essentially "transforming the mainstream to make it more receptive and conducive to gender and development goals."

This handbook is all about the Region 1 experience in transforming the mainstream by institutionalizing the Gender and Development (GAD) perspective in the local and regional development planning process. It is the synthesis of the experiences of NEDA Regional Office 1 and its partner agencies in implementing Phase 2 of the Institutional Strengthening Project (ISP 2) -- a joint undertaking of the Philippine government (through the National Commission on the Role of Filipino Women) and the Canadian International Development Agency (CIDA).

The ISP 2 project was aimed at enhancing the capability of partner agencies to integrate gender concerns in the planning process by developing and testing tools, skills and systems for gender-responsive development planning at the local and regional levels.

This handbook is designed to serve as a practical guide for development planners, policy makers, local government executives and development workers at the sub-national level who have just

embarked on their own mainstreaming journey. It is also for those who have already gone far into the gender trail but need a brighter lamp to light their way.

It highlights approaches that have been proven to be useful and effective, and could thus be considered for adoption or replication in agencies that may find themselves in similar situations. It also validates theories and underscores precious insights and lessons learned by those who dared to blaze new trails under the ISP 2 framework.

However, while this handbook may embody what may be considered the state-of-the-art in mainstreaming technology at the dawn of the new millennium, strategies and techniques in levelling the gender playing field, just like any other discipline, are swiftly evolving even as we write. Inevitable changes in the sociopolitical and economic structures affect cultural norms on which the people's gender mindset is based. Hence, this handbook does not claim to be the final word on institutionalizing gender in the planning process. It may be considered though as a takeoff point in coming up with more effective tools and concepts that would be at pace with the gender and development outlook of the future.

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Executive Summary

Efforts to put gender concerns in the country's development mainstream started in the 1970s, even before the United Nations declared 1975 as the International Women's Year. It was indeed an idea whose time has come.

Decades before that, women had always been sidetracked by development initiatives which failed to address their concerns and harness their vast potentials. But the winds of change ushered in the political will to tip the gender balance and put women on a par with men as far as the opportunities and benefits of development are concerned.

In 1991, the perseverance of women's groups that lobbied inside and outside of Congress finally bore fruit with the passage of Republic Act 7192, a landmark law for women known as the Women in Development and Nation Building Act. R.A. 7192 promotes the integration of women as full and equal partners of men in development and nation building. This Act, which was approved by the country's first woman chief executive, then President Corazon C. Aquino, has many provisions designed to mobilize and significantly enhance the participation of women in the development process. Two fundamental policies enunciated in the Act call for all government agencies to: 1) ensure that women benefit equally and participate directly in their programs and projects, and 2) review and revise regulations, circulars, issuances and procedures to remove gender bias therein.

In line with these policies, the National Commission on the Role of Filipino Women (NCRFW), the agency blazing the trail for the advancement of women, launched Phase 1 of its Institutional Strengthening Project (ISP 1), which sought to create a critical mass of gender-sensitive policymakers, development planners and workers in the bureaucracy. NCRFW tapped the National Economic and Development Authority (NEDA) Regional Office I as one of the cooperators of this GTZ and CIDA-funded project.

ISP1 pilot-tested the suitability

of the four identified core gender mainstreaming strategies to sub-national conditions. These mainstreaming strategies are gender-responsive planning, advocacy and training, gender-responsive statistical system or data base and the setting up of institutional mechanisms, the Gender and Development (GAD) Focal Points as well as other structures for gender mainstreaming.

While ISP 1 may have scored some victories, it was not enough to sustain the GAD program's momentum. Hence, Phase 2 of the Institutional Strengthening Project (ISP 2) was launched and implemented. The ISP 2 project titled "Piloting the Institutionalization of Gender Mainstreaming in Region 1 and its Local Government Units (LGUs)," was actually a sequel of ISP 1. The project coordination was lodged with the Social Development Division, NEDA.

It was conceptualized to improve the project partners' capability to integrate and institutionalize gender concerns by developing tools, skills and systems for gender-responsive development planning at both the local and regional levels.

The project was designed to operate along two parallel tracks. Track 1 involved integrating GAD in local development planning while Track 2 sought to institutionalize gender concerns in the Regional Development Planning Process.

In Track 1, ISP 2 was pilot-tested in two contexts: 1) an agrarian reform community in Barangay San Jose, Caba, La Union where there is an organized group of farmers, and 2) a forest management project of the Department of Environment and Natural Resources (DENR) involving a tribal community in Barangay Lettac Sur, Santol, La Union.

The expertise of two prestigious state universities (University of Northern Philippines and Pangasinan State University) was tapped in the implementation of Track 1's Action Research component.

In Track 2, agency partners were chosen to model their experiences in institutionalizing GAD in their respective agencies and programs. The strategic partners and their projects under this phase were as follows:

Project Component/ Project Title	Partner/Lead Agency
Planning Components	
Regional /Sectoral Planning	
- Institutionalizing Gender in Regional Development Planning	*MICA Division, NEDA I*
Project Development	
- Developing Gender-Responsive Projects	*Econ. Dev't. Div., NEDA I*
Budgeting	
- Budgeting with a Gender Perspective	*Econ. Dev't. Div., NEDA I*
Project Implementation	
- Community-Based Women's Desks	*DILG I*
- Mainstreaming Gender in a Community-Based Forest Management Project	*DENR I*
- Mainstreaming GAD in High-Impact DOLE Projects	*DOLE I*
Monitoring and Evaluation	
- Monitoring and Evaluating Gender Integration in Agency Programs	*Infra Dev't. Div., NEDA I*
Local Development Planning	
LGU, Caba, La Union	
LGU, Santol, La Union	
Support Components	*All Partners*
Advocacy	
Action Research	
- Gender Situationer in Barangay San Jose, Caba, La Union	*Pangasinan State University*
- Gender Situationer in Barangay Lettac Sur, Santol, La Union	*University of Northern Philippines*
Data Base	
- Institutionalizing Gender Statistics	*NSCB Regional Unit I*
Training and Capability-Building	
- The Making of a Gender-Responsive Bureaucracy	*CSC Region I, Social Devt. Division, NEDA ROI*
- Tribal Women Get to Know GAD	*NCIP*

In the project titled 'Institutionalizing Gender in Regional Development Planning', various components of the Regional Development Plan (RDP) for 1999-2004 were thoroughly reviewed to find out how far and how well GAD had been integrated into the Plan. A documentation and post-evaluation study was conducted on the extent, scope, content and quality of gender integration in the RDP for Ilocos. The article on this project includes a step-by-step guide on how to make the RDP

gender-responsive. The output is the Updated Regional Development Plan 2001-2004.

This handbook provides detailed information on how to develop gender-responsive projects. It says that the first step towards effective mainstreaming is to enhance the gender dimensions of the various aspects of project development and to 'graft' these into various project development training modules.

"Budgeting with a Gender Perspective' cites problems and constraints encountered by agencies in the process of integrating GAD into their own budget. It mentions how the RDC Technical Secretariat assessed the gender-responsiveness of the RDP for CY 1999-2004 and its companion document, the Regional Development Investment Program, and found these wanting due to the scarcity of gender-related data when these were prepared. It appears that the integration of GAD projects and activities in the agency budget was driven more by the pressure to comply with the mandated five percent allocation for GAD.

The ISP 2 program managers conceptualized a framework for monitoring and evaluating gender concerns, programs and projects in the context of the gender situation obtaining in Region 1. The framework suggests two monitoring and evaluation processes: Progress Monitoring and Impact Assessment. Progress monitoring has to be done under the existing quarterly Regional Project Monitoring and Evaluation System (RPMES) using the existing GAD indicator systems.

On the other hand, the Impact Assessment zeroes in on the impact of key GAD-responsive projects on seven major factors. These are: 1) women's participation in decision-making; 2) services and opportunities for women; 3) creation of women-friendly environment; 4) gender-fair internal operations and procedures; 5) promotion of women's welfare; 6) change in clientele's level of gender awareness, and 7) use of GAD systems, tools and procedures.

Chapter IV of this handbook shares the ISP 2 partners' experiences in project implementation. Project partners include the regional offices of the Department of Interior and Local Government (DILG), Department of Environment and Natural Resources (DENR), Department of Labor and Employment

(DOLE), National Statistical Coordination Board (NSCB), Civil Service Commission (CSC) and the National Commission on Indigenous People (NCIP).

DILG saw the need to reinvent the Women's Desks of the Philippine National Police (PNP) and transform it into a victim-friendly and a more sympathetic service provider. The project titled 'Community-Based Women's Desks' is a response to the alarming incidence of violence against women and children (VAWC) in the province of La Union. This project sought to mobilize the community and enhance the capability of local government units to respond to such cases. Project interventions include a two-day training of CBWD implementing personnel, resource mapping and development of a data base system.

DENR sought to institutionalize the integration of GAD concerns in the entire project cycle - from project identification up to monitoring and evaluation - through the 'Mainstreaming Gender in a Community-Based Forest Management Project.' This project pilot-tested three analytical tools for gender diagnosis -- socioeconomic survey questionnaire, activity profiling questionnaire and livelihood analysis interview guide.

DOLE hoped to enhance the participation of women in its various programs using as a model, three high-impact projects -- Labor Education, Career Guidance and Women Workers' Entrepreneurship Development (WEED). It conducted an organizational analysis, policy review and inventory, and training needs analysis. The agency also analyzed its existing programs and projects and identified possible entry points for GAD.

The project 'Institutionalizing Gender Statistics' is NSCB's response to the dearth of sex-disaggregated data and other gender-related statistics in the region. NSCB compiled the latest statistics on gender issues in Region 1 and published *Women and Men in the Ilocos Region: 2000 Statistical Handbook*. Its target users are planners, researchers, policymakers and all those who are involved in gender advocacy. This book was launched in a Users' Forum to strengthen linkages among data producers and users.

As part of ISP 2's training and capability-building support

component, the NCIP, the agency that responds to the special needs of ethnic communities, conducted two types of gender sensitivity training -- one for its staff and the other for the tribal women of Barangay Lettac Sur in Santol (one of ISP 2's pilot areas.) The training was an opportunity for the NCIP staff to become acquainted with gender and development concepts and for the tribal women to identify gender issues in the context of their own culture. It set the stage for a serious mainstreaming effort in their organization.

CSC conducted a three-day training in August 2000 to develop the mainstreaming capability of GAD Focal Points from various line agencies and LGUs in the region. At that time, most of the designated GAD Focal Points had not undergone any GAD-related training. This ISP 2-funded project strengthened the linkages between and among GAD Focal Points, who have since organized themselves into a cohesive group called Regional Advocates for Gender Equality (RAGE).

Such bonding among gender advocates is indeed vital to the sustainability of all these mainstreaming efforts. Admittedly, despite the strategic battles the movement for gender equality may have won in the last decade, the 'war' is far from over and the road to victory is still littered with indifference, cynicism and pockets of bureaucratic resistance.

It is hoped that this handbook would inspire those who dream of a gender-fair society to continue their advocacy even against all odds. May the experiences narrated in this handbook provide them with fresh insights and valuable lessons which they may find applicable to their own mainstreaming initiatives. For those who have yet to explore the GAD terrain, may the pages of this handbook guide them in their quest for enlightenment.

CHAPTER I

A Framework for Mainstreaming Gender in Regional and Local Development Planning

Mainstreaming gender is the inclusion of goals and strategies that address gender inequalities in the policies, programs and services of government institutions. It has to be a continuing and concerted effort if we want to achieve a truly gender-fair society in an environment of peace, progress and stability.

Efforts to make gender concerns part of the development agenda is not new. The plight of women started to gain worldwide attention when the United Nations declared 1975 the International Women's Year. That same year, the National Commission on the Role of Filipino Women (NCRFW) was established. Since then, the NCRFW has been the country's lead agency working for the advancement of women. It has also been in the forefront of gender mainstreaming efforts in the bureaucracy.

In 1993, the NCRFW launched Phase I of its Institutional Strengthening Project (ISP I) which sought to create a critical mass of gender-sensitive policymakers, planners, researchers and development workers from various agencies, local government units and the academe. Region 1 was one of three regions in the country chosen by the NCRFW as a pilot area for this project while the National Economic and Development Authority (NEDA) - Region 1 office was tasked to coordinate and implement this gender mainstreaming project funded by the GTZ of Germany and the Canadian International Development Agency (CIDA). This project focused on the identified core gender mainstreaming strategies, which include **gender advocacy, training and capability-building, setting up institutional mechanisms and organizing Gender and Development (GAD) Focal Points.**

Despite the success of ISP I, it was deemed that such initial efforts were still not enough to sustain the project's momentum. This paved the way for ISP Phase II (ISP 2). The government provided the needed policy support by requiring government agencies and local

government units (LGUs) to set aside five percent of their budget for gender and development projects. Many agencies were however unable to maximize the use of their GAD budget for various reasons such as the lack of awareness of gender issues, limited number of gender advocates and trained personnel, nonfunctional institutional mechanisms and lack of support from decision-makers.

The NCRFW continued its partnership with the NEDA Regional Office 1 through the project "Piloting the Institutionalization of Gender Mainstreaming in Region 1 and its LGUs." This project was designed to make sure that the gender perspective becomes part of the development planning process.

Goals

The project was aimed at enhancing project partners' capability to mainstream and institutionalize gender-responsive concerns by developing tools, skills and systems for gender-responsive development at the local and regional levels.

Specifically, it sought to enhance the capability of partner agencies (including the two pilot local government units and nongovernment organizations involved in the project) to integrate gender concerns in the development planning process.

Objectives

The project sought to 1) infuse a gender perspective in the concerned partner agencies' development plan through the core GAD mainstreaming strategies, and 2) develop systems, tools and skills in mainstreaming gender in pilot LGUs and among men and women in selected sectors, particularly the agrarian reform communities and indigenous peoples.

Project Components and Specific Objectives

The project was designed to operate along two parallel tracks. Track 1 involved gender integration in local development planning while Track 2 sought to institutionalize gender concerns in regional development planning.

Track 1 - Gender Integration in Local Development Planning

Track 1 involved the integration

Technical staff of ISP partner agencies share experiences in project implementation during the Partners' Meeting on Sept. 2, 1999.

of a gender perspective in local development planning towards accelerating rural development. Specifically, it sought to 1) develop the capability of its strategic and collaborating partners in mainstreaming gender in local development planning following the Situation Analysis, Planning, Implementation, Monitoring and Evaluation (SAPIME) process; and 2) develop and test gender mainstreaming tools, systems and approaches to local development planning.

Track 2 - Gender Institutionalization in Regional Development Planning

Track 2 was aimed at institutionalizing the gender perspective in regional development planning within the Regional Development Council (RDC) by developing skills, tools and systems in planning, project development and budgeting as well as in monitoring and evaluation.

Specifically, Track 2 sought to 1) develop the capability of selected agencies within the RDC to integrate the gender viewpoint in planning, project development, budgeting as well as in monitoring and evaluation, and 2) develop and test tools, systems and approaches in institution-based gender-responsive planning.

Components

Both tracks had planning and support components. For Track 1, the planning was done through the SAPIME (Situation Analysis, Planning, Implementation, Monitoring and Evaluation) approach. Planning components for Track 2 included Regional and Sectoral Planning, Project

Development and Budgeting and Monitoring and Evaluation.

Planning Component

In Track 1, the integration of GAD in the local development planning started with a thorough analysis of the situation in the project areas. At this stage, gender issues were identified and used as bases in formulating the local development plan or GAD Action Plan. Projects identified and approved for implementation were carried out, documented and monitored.

In Track 2, the ultimate goal of instituting gender concerns in regional development planning was to ensure that the Regional Development Plans and Sectoral Plans formulated are gender-responsive. Gender issues and problems identified were subsequently addressed in the various strategies, programs and projects that were implemented. Funds needed were included in the agency budgets and/ or augmented through the ISP 2 project. The approved projects were later monitored and evaluated.

Support Components

Both Tracks 1 and 2 had the following support components: 1) Advocacy, 2) Action Research, 3) Training and Capacity-Building and 4) Data Base.

Advocacy

A strong advocacy component was necessary to increase awareness of gender issues and concepts as well as support for GAD-oriented projects.

Among the ISP 2-funded advocacy activities in the region were the following: 1) an advocacy forum for members of the Association of Regional (government) Executives (AREX) to increase and sustain their support and commitment to GAD; 2) the celebration of Statistics Month with GAD as its theme; 3) the invitation of a top-caliber resource person on GAD during the Budget Forum ; development and dissemination of information materials and press releases, the conduct of meetings, multimedia fora and radio broadcasts.

These activities, which were designed to enlist support for GAD and ISP 2, were carried out to ensure that programs and projects that improve the lives of women (along with their families and the community as well) form part of

the development agenda.

The celebration of special events like the Women's Month in March of each year is being institutionalized to draw attention to the important role and contribution of women in development. This yearly event, which elicits a lot of media mileage and support from various sectors, empowers women by encouraging them to take advantage of opportunities so that they could contribute to and share in the benefits of development.

Action Research

A rapid appraisal of the pilot barangays in the selected municipalities for Track 1 was done to determine the gender situation in the areas. Two state universities with known expertise in sociological research were tapped to conduct this survey and identify gender and development issues in the selected project sites.

NEDA's partners in Track 2 of this project were also encouraged to conduct research studies or surveys if such activities were essential to their respective projects. Aside from providing insights and validating existing data on gender issues, results of these studies may be used as bases in revising or redesigning GAD strategies.

Training and Capability-Building

Mainstreaming gender is a complex task that requires a corps of trained personnel. A strong training component was therefore necessary to increase the knowledge and enhance the skills of the concerned agency's staff. In this project, course modules or syllabi were developed based on the results of a systematic assessment of training needs of prospective participants.

Key technical staff of ISP 2 partner agencies attend an orientation workshop on project proposal preparation and process documentation.

Knowledge gained and skills learned by trained personnel were evaluated while improvements in the agency's mainstreaming systems and procedures were monitored. The best practices were documented and studied. Such experiences will be shared with other agencies and GAD advocates within and outside the Region for possible replication in their respective areas wherever applicable.

Data Base (Gender Statistics)

This component involves the development and review of the GAD Data Framework to improve the existing sets of data based on which gender issues were identified. Efforts were geared towards the continuing sex disaggregation of relevant data collected and processed regularly by the agencies.

The ISP 2 Project Management and Partners

The Office of the NEDA Regional Director was responsible for managing ISP 2 projects since it has the authority over the various technical and administrative divisions of the NEDA Regional Office 1. The Social Development Division of NEDA took charge of the overall coordination of the ISP 2 implementation in the region.

In Track 1, ISP2 was pilot-tested within the following contexts: ***1. A program for farmers with a gender component and a beneficiary association.*** This program is managed by a national government agency (Department of Agrarian Reform) with the following as partners: the local government units (Municipality of Caba, La Union and Barangay San Jose) and the *Sapsapang* Auto Women's Savings Group (SWASG) of the Agrarian Reform Community (ARC) in Barangay San Jose, Caba town. The San Jose ARC was recommended for ISP2 assistance in line with the convergence policy in the government's social reform agenda which has identified ARCs as a priority sector. While the ARC has an existing organized group of farmers, made up of men and women who had formed their own cooperative, ISP2 zeroed in on SWASG, an exclusive group of women. The DAR, through the Municipal Agrarian Reform Officer (MARO) was tasked to oversee the implementation of the project, together with the local government officials concerned.

2. A forest management project of the Department of Environment and Natural Resources (DENR) involving the indigenous or tribal community in Barangay Lettac Sur, Santol, La Union. The indigenous people were identified as a priority sector needing assistance. One of the strategic partners in this project was the Ilocana Development Foundation Inc. (IDFI), a nongovernment organization with a proven track record in community development, steeped in gender issues and can work with the indigenous people in upland communities. IDFI is assisting DENR's forest management project in the pilot area. Tasked to oversee the implementation of this project was the municipal government of Santol, through the Municipal Planning and Development Officer.

The Academe as a Strategic Partner

Track 1's Action Research and Data Base component was contracted out to two state universities in Region 1 with known expertise in sociological research. The Center for GAD at the University of Northern Philippines (UNP) in Vigan, Ilocos Sur studied the gender situation in Santol, La Union while the Center for Women's Studies at the Pangasinan State University in Lingayen, Pangasinan conducted the gender situation study in San Jose, Caba, La Union. To ensure objectivity, the studies had to be done by non-interested parties. For this reason, state universities outside La Union were commissioned to do the study although the Don Mariano Marcos Memorial State University (DMMMSU) in La Union, also has a strong research capability.

In Phase 1, the Regional Development Council through the NEDA Regional Office 1, served as the prime mover of GAD integration in the Council's development planning processes.

In ISP 2, Track 2 agency partners were selected to model their experiences in institutionalizing the gender perspective within their agencies and among their project beneficiaries. Strategic partners for this phase of the project were chosen based on the agency's specific functions and mandate in the bureaucracy. Also considered

were the agency's track record and involvement in GAD, the presence of gender-sensitive and trained personnel, the support of top management and staff and the submission of a project proposal on GAD for review and approval by the Project Management for ISP2 assistance.

Based on the above considerations, the following Track 2 partners and lead agencies were selected for each of the following components:

The Regional and Sectoral Planning component of ISP2 project's Track 2 was spearheaded by NEDA's MICA Division while the Economic Development Division took charge of the Project Development and Budgeting component.

The Department of Interior and Local Government (DILG) Region I Office was the agency partner in the planning and implementation of the *Community-Based Women's Desk (CBWD)* project. Similarly, the regional office of the Department of Environment and Natural Resources (DENR) played a key role in the implementation of *Mainstreaming Gender in a Community-Based Forest Management Project.*

Mainstreaming GAD in High-Impact DOLE Projects was implemented by the Department of Labor and Employment regional office.

NEDA's Infrastructure Development Division worked on the Monitoring and Evaluation components of this project.

All partner agencies carried out their own advocacy activities while the action research component under Track 1 was ably handled by the University of Northern Philippines (UNP) based in Vigan, Ilocos Sur and the Pangasinan State University (PSU) based in Lingayen, Pangasinan.

The National Statistical Coordination Board (NSCB) regional unit spearheaded the development of a gender-responsive data base through the project *Institutionalizing Gender Statistics.*

Capability-building Training on GAD, also a support component, was undertaken jointly by the Civil Service Commission (CSC) and the Social Development Division (SDD) of NEDA.

CHAPTER II

Tracks 1 and 2
Support Components

Advocacy

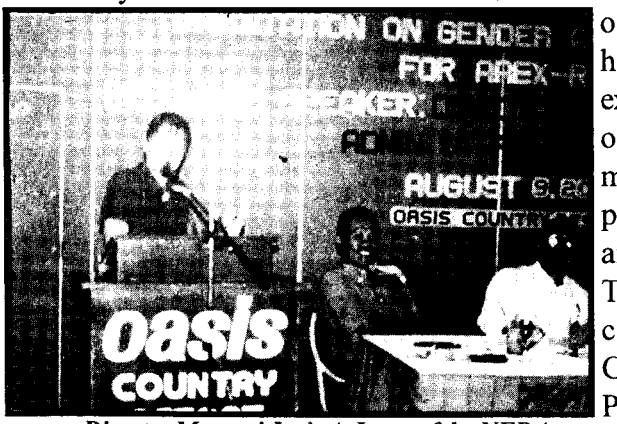
GAD Advocacy in the ISP 2 framework

An umbrella project like the ISP 2 (Institutional Strengthening Project Phase 2) needs a strong advocacy component not just to raise awareness on gender issues but also to change the attitudes and behavior of the target clientele from indifference and cynicism to one of acceptance and support.

***Putting the gender message across** : a theoretical framework on GAD advocacy*

An advocate is a person who speaks or writes persuasively in support of some cause, argument or proposal. In general, advocacy refers to various activities undertaken to improve or enhance the social acceptability of an idea, an ideology, a proposal, a cause or a course of action. It involves a wide array of communication strategies including publicity, media advertising, speaking in various fora, lobbying, undertaking special events, community organizing and mobilizing people to espouse a cause.

There are many creative ways of advocating gender and development. But one has to plan ahead by setting communication goals, objectives and indicators, identifying the target audience, figuring out the most effective and least costly way to reach them (media strategy), finding out what resources (time, money and effort) are needed to carry out one's plan and how to gauge the extent to which the objectives were met at any given point (monitoring and evaluation). This process is called Communication Planning (Complan).



Director Mayumi Juris A. Luna of the NEDA Administrative Staff talks about GAD and Governance before officers and members of the Association of Regional Executives (AREX).

It is under the Complan's Media

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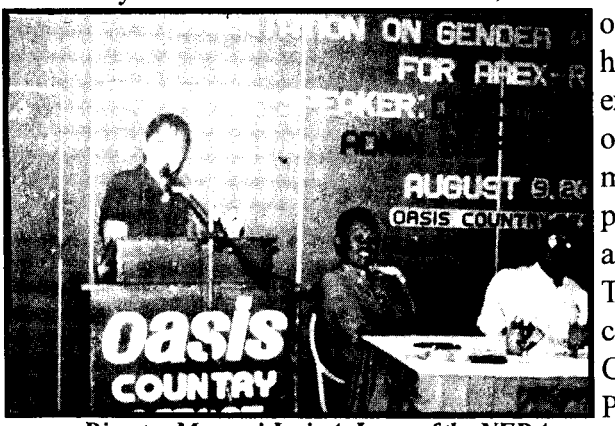

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Strategy where one identifies what medium of communication to use (interpersonal, print, broadcast, audiovisual etc..) and what specific activities (e.g. parade, symposium, guesting in radio talk shows, etc..) to undertake considering resource limitations. If the agency GAD fund is not enough, one can tap private companies that cater to women such as manufacturers of feminine hygiene products, cosmetics, and pharmaceuticals. Some companies even go to the extent of incorporating gender messages in their commercials.

Special events such as parades, motorcades, art and photo exhibits; essay-writing contests and other competitions are effective in focusing attention on women's concerns. Schools and universities may invite resource persons to speak on gender issues during staff and faculty development seminars and school programs. Students may be encouraged to opt for gender-related issues when they choose their topics for debate or research. The most common venues for espousing the GAD perspective are conferences, symposia and other fora which allow a longer time to explain the gender concepts.

Town fiesta civic parades and motorcades are also excellent opportunities to advocate gender concerns since these events attract captive audiences. Parade participants may be asked to carry streamers or placards bearing key gender messages that are easy to recall. Kilometric slogans that are too profound may not register in the minds of spectators and may just be a waste of government resources. Streamer messages written in Filipino or the vernacular are better understood by the average person. As much as possible, messages must be practicable and must elicit a response in terms of attitude or behavior change. An example of this message is *"Itigil ang karahasan sa kababaihan! Magsumbong sa PNP Women's Desk sa inyong lugar."* (Stop violence against women. Report cases to the PNP Women's Desk in your locality.)

In motorcades, streamers bearing key gender messages must be displayed on both sides of the participating vehicles, which must proceed at a pace that allows pedestrians and spectators enough time to read the messages written on each streamer. Decorating the vehicles with too many balloons may divert the

WOMEN'S HEALTH: ***Gender advocates of the Department of Health Regional Office I reach out to women with health problems through this streamer during the parade in celebration of Women's Month.***

reader's attention from the GAD messages.

Mass media are powerful tools that must be harnessed for gender advocacy if we want to reach a broad segment of the target population at the least cost. Studies show that despite the advent of television and high-tech electronic media, radio is still the primary source of information for most rural women. One very effective approach is to influence the scripts and storylines of radio soap operas. Disc jockeys and radio commentators may also be influenced to talk about gender issues in their programs. In the same manner, column feeds on gender topics may be useful to newspaper opinion writers.

The timely publication of news and feature releases on gender issues create a psychosocial conditioning that makes gender concepts and concerns easier for the reading public to understand and accept. Producing and handing out fliers, handbooks, posters and other printed information, education and communication (IEC) materials has potent multiplier effects, especially when these are meant to complement or supplement interpersonal advocacy channels.

Publishing a GAD newsletter on a monthly or quarterly basis would motivate GAD focal points to pursue their work plans. Focal points of each agency may be tasked to contribute articles and news stories on their in-house GAD-related activities for publication in the newsletter. This would, at the same time, strengthen the linkages among GAD practitioners in the region.

Since almost all agencies now have Internet access, the possibility of developing a GAD

Webpage is worth looking into. However, this must be updated regularly to encourage more subscribers to visit the site.

ISP 2-funded advocacy activities

In the ISP 2, each of the partner agencies carried out gender advocacy activities within the framework of their respective projects. There were, however, certain activities involving all line agencies and other partners, and which the NEDA Regional Office 1 spearheaded to generate support for gender and development. These activities include the following special events:

* ***Women's Month Celebration*** - March of each year is celebrated as Women's Month to draw attention to the important role and contribution of women in development. This yearly event, which elicits a lot of media mileage and support from various sectors, empowers women by encouraging them to take advantage of opportunities so they could share in the benefits of development. Every year, more and more agencies take part in this month-long celebration as evidenced by colorful streamers hanging in front of government establishments and the growing attendance in parades, motorcades, sports fest and other inter-agency activities lined up for the month.

* ***GAD Advocacy for Regional Executives*** - This GAD orientation was conducted on August 9, 2001 at the La Union Country Resort Hotel to increase and sustain the regional government executives' support and commitment to gender and development. Director Mayumi Juris A. Luna of the NEDA Administrative Staff was invited to speak on the topic *"GAD and Governance"* before 44 members of the **Association of Regional Executives (AREX)**, who signified their commitment to GAD by signing a *Social Covenant on Gender and Development.*

Through this Social Covenant, the AREX members affirmed the critical role of women in development, recognized the need to review and revise certain laws and policies to respond to gender issues and expressed support for the gender and development program of the government. They also called for the establishment of an AREX Oversight Committee that will monitor compliance to the

provisions of the covenant.

* ***GAD Advocacy in the Budget Forum*** - To reinforce the regional budget call (this is when the required allocation for gender concerns is usually indicated), resource speakers on gender concerns were invited to speak during the Budget Forum. This is when the budget call is usually made. On one occasion, the speaker even came all the way from the NCRFW in Manila. Since the generation of gender statistics was the regional advocacy theme at that time, the speaker made a pitch on the need to generate sex-disaggregated statistics.

Advocacy activities conducted by ISP 2 partner agencies:

* ***Celebrating Statistics Month with GAD as the theme*** - Following the lead of the NCRFW at the national level, the National Statistical Coordination Board (NSCB) Regional Unit celebrated Statistics Month in October with the theme "*Empowering Filipino Women Through Gender Statistics*" The NSCB Regional Unit sought the sponsorship of the ISP 2 and partner agencies of the Regional Statistical Coordination

MALE INVOLVEMENT: *Male personnel of government agencies in region 1 willingly take part in the "Hataw" fitness exercises (top photo) and parlor games (lower photo) which were among the activities lined up during the 2001 Women's Month celebration.*

Committee (RSCC) in implementing GAD-related activities as part of the celebration. Activities include a motorcade around San Fernando City (La Union) with 37 agencies participating; a Statistics Quiz for tertiary (college) level schools in the region; an essay-writing contest for high school students; and a poster-slogan contest and oratorical contest for high school and college level students. A Photo Exhibit of ISP 2 and other GAD-related activities of NEDA, DENR, DAR, UNP, PNP and the NSCB was also mounted as part of the Statistics Month celebration.

Social Marketing of Community-Based Women's Desks - A team from the DILG and NEDA went around the province of La Union and met with local chief executives, partner agencies and NGOs to sell the idea of supporting a Community-Based Women's Desk in their areas. An illustrated leaflet containing information on how to establish and operate a CBWD was produced and disseminated to the target sectors. The response to this advocacy effort was always positive.

Career Guidance and Employment Counseling - The Department of Labor and Employment regional office has enriched its regular Career Guidance and Employment Counseling module by integrating GAD-related topics such as Gender Tracking of Courses and Occupations (which have been incorporated in the Labor Market Information), and Gender Issues in Labor and Employment such as multiple burden, stereotyping and discrimination. This project of DOLE provides students with adequate information in the choice of a career and prepares graduating students for integration into the world of work. Schools normally invite career and employment counselors of the DOLE Employment Promotions Division to conduct lectures for graduating students.

Action Research

A Gender Situation Study of Two Pilot Communities

The first phase in the project Mainstreaming Gender in Local Development Planning was a gender situation study in the two pilot areas -- the indigenous community of Barangay Lettac Sur in Santol, La Union and the agrarian reform community (ARC) of San Jose in Caba, La Union.

The study sought to identify the development situation and gender issues and concerns in the pilot areas with the end in view of formulating a gender situationer that would serve as a basis for the preparation of a gender-responsive local development plan. The results of this study thus served as a baseline for Track 1 of the ISP 2 project.

Researchers from the University of Northern Philippines (UNP) Center for Gender and Development (CGAD) based in Vigan, Ilocos Sur and the Pangasinan State University (PSU) Center for Gender Studies (CGS) based in Lingayen, Pangasinan conducted the gender situation study in Lettac Sur and San Jose, respectively.

I. The Gender Situation in *Lettac Sur*

In Santol, La Union, Sitio Malanas was identified as the sample area for the Situation Analysis. Malanas is a remote village seven kilometers of earth road away from the town proper of Santol. It can be reached by jeepney during the dry season but is usually isolated during the rainy season since the roads are impassable.

Malanas, a sitio of Barangays Lettac Sur and Ramot, is also the area where the Forest Land Management Project (FLM) of the Department of Environment and Natural Resources (DENR) is situated. The DENR tapped the Ilocana Development Foundation, Inc. (IDF) to organize the communities into the Tribal Forest Development and Management Cooperative, Inc. (TFDMCI) as part of its FLM project. TFDMCI was organized to facilitate the implementation of DENR's Comprehensive Site Development and Reforestation Program.

The project team of the UNP was organized by the Center for Gender and

Development (CGAD) as commissioned by NEDA. The team prepared the technical and financial proposal based on the Rapid Field Appraisal conducted by NEDA and IDF.

Design and Methodology

Sampling

Forty-four households in Sitio Malanas, representing 50 percent of the total number of households, were selected through simple random sampling.

The household heads or their spouses served as respondents. Of the 44 respondents, 30 were female while 14 were male. Aside from the 44 respondents, a total of 40 spouses were also interviewed. (Two of the respondents were single while two others were widowed).

Data Gathering Instrument and Techniques

The descriptive survey method was used in the study. The research instrument used was a Gender Situationer Survey Interview Schedule developed by the UNP-CGAD and the PSU-CGS, both of which were commissioned by NEDA.

The interview schedule, originally written in English and later translated into Iloko, underwent several stages of review and refinement through the assistance of NEDA and NCRFW. It contained questions on the gender situation of the respondents and household members, particularly about their socio-demographic profile, production activities, decision-making and control profile, access to resources, community participation and

ISP 2 research and project management staff discuss the details of the Gender Situation Study with local officials of Santol, La Union

reforestation activities.

The interview schedule was pretested in Balaoan, La Union to ensure its clarity and validity. It was further refined and finalized based on the results of the pretest.

The permission of the Municipal Mayor's Office was sought before the actual gathering of data in December 1998.

The research team was composed of one supervisor and five trained interviewers, three of whom came from UNP and two from IDF. Each interview lasted for 1 ½ to 2 hours. It took one week to interview all the respondents and their spouses. The researchers had a hard time locating the respondents' houses and farms many of which were inaccessible due to the hilly terrain. To make it worse, some of the respondents were not at home when the researchers finally managed to find their place. They were usually at the farm and most of them were not home until late in the afternoon or evening. In some cases, when the respondent was not around after the second visit, residents of neighboring houses had to be randomly chosen as replacement.

Two focus group discussions were also conducted to gather the spouses' perceptions on some gender issues.

Data gathered were analyzed and interpreted using frequency counts and percentages. The data were also examined in the light of the findings of other surveys.

Summary of Findings

A. Profile of Respondents

There were more female (68.18 percent) than male respondents. Their (the respondents') ages ranged from 21 years and above with half of them within the age bracket 31 to 40 years. Most of them (88.64 percent) were married. Majority were Ilocanos (70.45 percent) while only 25 percent were indigenous people, mostly belonging to the *Bago* tribe.

Thirty (or 68.18 percent) of the respondents are Roman Catholics while the rest profess other religions. The average number of children in the households was 3.48 and their average age was 11.86 years.

While more women (34.09 percent) finished elementary schooling compared to men (22.50 percent), there were more men (30 percent) who

finished high school compared to women (22.73 percent). Moreover, there were more men (32.50 percent) who did not complete their elementary schooling compared to women (22.73 percent). Only two (one male and one female) finished a degree course while very few pursued college education.

Majority of the children were still of school age with 32.07 percent in the grade school level, 17.93 percent in high school and 16.55 percent in the college level. Only one was pursuing a masteral degree. The rest (22.76 percent) were not yet of school age.

B. Socioeconomic Profile

Rice farming is the primary source of income of most (93.18 percent) of the respondents. Vegetable farming, backyard poultry and piggery are their secondary income sources. More than 27 percent of the respondents had no supplementary income. Despite the fact that Lettac Sur is a reforestation area, the respondents did not have any forestry-related economic activity at the time of the survey since the DENR project was only in its second year.

Seventy-five percent of the households have below poverty-level incomes, most of them earning P30,000.00 and below. Some of these families (13.64 percent) even earn annual incomes of P5,000.00 or less. More than half of the respondents and their spouses claim that their earnings are not enough to cover their household expenses..

Husbands are still regarded as the head of the family but at least 27.27 percent of the respondents now consider both husband and wife (or the wife, in the case of the widowed) as head of the household.

Men and women share in the household activities but the women still generally do the traditional household chores such as child rearing, budgeting and even fetching of water. Gathering of firewood and doing house repairs are usually done by men.

Caring for backyard animals are shared tasks of male and female adults although most of these tasks are delegated to nale children.

Farming activities are usually done by men except for pulling and transplanting seedlings, seed preparation, winnowing, drying and marketing which are mostly done by women. There is only one household

involved in furniture making.

Community management is still the males' domain. Women hardly have time for community work because of their household responsibilities. They, however, try to find time for community activities and some even take on management roles.

C. Nutrition Profile

All the household members claimed that they eat three regular meals daily. For breakfast, they usually have rice, coffee, vegetables, dried fish and egg. Meat, canned goods or fish are usually served for lunch and dinner, in addition to rice and vegetables. Majority of the households partake of snacks (*merienda*).

Vegetables are gathered from the backyard or farm while fish are caught from rivers or bought from peddlers. Meat and canned goods are bought from the market or cooperative store.

D. Decision-Making and Control Profile

Respondents consider the following as major decision points that need the decision of both husband and wife: buying an appliance/ farm tool or implement; mortgaging or selling property; borrowing money, the children's schooling; whether to use contraceptives or not, whether to have another child or not; disciplining children; joining an organization; having sex with partner; engaging in business; celebrating occasions; religious affiliation; where to reside; whether partner or spouse should work or not, and house repair.

Conclusions

The results of the study are suggestive of the following:

1. Respondents of both sexes and their spouses have access to elementary and secondary education but many eventually dropped out. They have generally low educational attainment. However, education is evidently valued in the community since almost all have had varying levels of formal schooling to acquire at least a minimum literacy level.
2. The low income level of households indicate that they are living on the edge of poverty although they still manage to have three regular meals daily. Food consumption patterns are the same regardless of gender.
3. Many of the respondents still hold on to the traditional belief that the husband (or a male member of the family) should be the head

of the household. This is indicative of a low gender awareness and advocacy in the community.

4. Although men and women share in both household and production activities, the burden of household chores is still borne by women, in addition to their tasks in the farm. But while a variety of farm activities are done by women, men still dominate the heavier tasks of farming. Generally, gender role differentiation is not quite pronounced in agriculture.

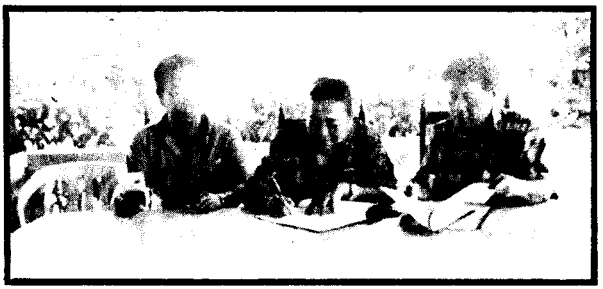
5. The public sphere is still the men's domain. More men participate in and manage community affairs compared to women although some women have become increasingly aware of the need to get more involved in community activities.

6. The lack of access to marketing outlets for their produce (from where they could also buy their basic household needs) is a serious problem in the community. The ongoing construction of farm-to-market roads and trading centers will help women in marketing their farm produce and in acquiring their production and domestic needs.

7. The cooperative serves not only as a lending institution but as a channel for community participation and leadership development.

8. It was observed that in leisure and socialization activities, men tend to indulge in vices such as drinking and gambling while most women don't.

The Gender Situation in *Sapsapang*



MOA signing: Aurora Crispino, then municipal mayor of Caba, La Union, signs a Memorandum of Agreement (MOA) with NEDA Region 1 for the conduct of a Gender Situation Study and the implementation of a gender mainstreaming project in Barangay San Jose. Witnessing the signing are two municipal agrarian reform personnel.

Barangay San Jose is a socioeconomically depressed agrarian reform community (ARC) on the eastern part of Caba, one of the municipalities of La Union. It is approximately seven kilometers from the town proper and is

accessible to all types of motor vehicles. A long stretch of rough road leads to the area. This road is muddy during the rainy season but dusty on summer days.

San Jose has four sitios and one of these is *Sapsapang* with a population of 385 -- 177 male and 208 female. The total number of households in the sitio is 93.

An agricultural community, the main source of income of the sitio's residents is farming. Forty percent of the respondents depend on farming for their livelihood. While 66.7 percent of the men are self-employed, 90.9 percent of the women and 20 percent of the men are unemployed or are not engaged in any livelihood activity. The biggest chunk of the population (27.1 percent) have an aggregate annual income of P20,000.00 to P39,000.00. Only 4.2 percent have an annual income of P120,000.00.

Despite their limited income, some *Sapsapang* residents manage to save some money for future needs by engaging in backyard gardening, poultry and piggery, which supplies at least 66 percent of their food requirements.

Community organizations in San Jose include the San Jose Multi-Purpose Cooperative, Inc. (SJMPCI), Sapsapang Women's Auto Savings Group (SWASG), Rural Improvement Club (RIC), the Barangay Council, Agricultural Youth Organization and the Sangguniang Kabataan (SK).

SWASG is an all-women organization formed in sitio Sapsapang in 1994 under the auspices of the Department of Agrarian Reform (DAR). With 35 founding members, it extends credit assistance on 'soft loan' terms (imposing only two percent interest on loans ranging from P500.00 to not more than P1,000.00, payable in three months). The SWASG ventured into the garments

Members of the ISP 2 research team interview a respondent from the San Jose Multipurpose Cooperative in Caba, La Union.

and swine fattening businesses but due to the limited market and costly inputs, these projects were discontinued.

Profile of Respondents

Of the 48 respondents, 33 were women while 15 were men. Most of them had been residents of Sapsapang since birth.

While no male respondent was in the 16-33 age bracket, 24.2 percent of the female respondents fell under this age category. Most of the women, however, were in the 34-42 age bracket while only 13.3 percent of the men fell under this age group. Male respondents were most represented in the age brackets 43 to 70. Female respondents therefore were relatively younger than their male counterparts. The mean age for females was 43.51 and 55.60 for males. The mean age for all respondents was 47.29.

A large majority of the respondents were currently married at the time of the survey. Most of them were Roman Catholic. A greater percentage of the male and female respondents had only three children while 44.2 percent were childless. The average household size was five.

Less than half of the male respondents did not complete the three levels of schooling although they registered a higher percentage of elementary graduates. There were far more female graduates of high school, college and vocational courses than male graduates.

Most of the respondents described their health condition as either good (30 percent) or very good (37 percent). Many of them had, however, experienced lung infections and fever.

More than half (53.33 percent) of the male respondents regard the father as the head of the family while only 15.15 percent of the women think so. Majority of the women (66.67 percent), however, consider the income-earner as the head of the family.

Summary of Findings

Roles in Household Maintenance - The traditional division of labor between women and men in the household persists. Women are still saddled with too many household chores which take up most of their time. Among younger couples, there is a perceptible shift in roles. There is the practical need of women for running water.

Roles in Production Activities - Women contribute significantly in the generation of income for the household. They are involved in income-saving and income-generating nonfarm activities.

Work assignments in the farm are also gender-based. Men perform most of the tasks but women seem to invest an almost equal number of hours on the relatively few farm tasks they do.

Roles in Community Management - Positions of importance (such as leadership roles) are still dominated by men. Women's participation are still limited to support roles.

Access to and Control Over Resources - Both men and women seem to have equal access to resources both in the home as well as in the community. Control, however, seems to be more in the hands of men as evidenced by the decisions they make in the more substantive concerns within the household. Both men and women also have equal access to food supply.

A higher educational attainment for women does not necessarily mean they would be employed or self-employed.

Access to income depends on the respondents' productivity and ownership of property. Men are more productive and they own property. They therefore have access to and control over income.

Women farmer-beneficiaries of the agrarian reform program have more access to and control over finances than full-time housewives. Women beneficiaries, however, bear a heavier burden since they have to do farm work in addition to the domestic chores they are expected to do.

While health services are provided to all regardless of sex, more women avail of the health services offered in the community through the Barangay Health Center. Men tend to seek private clinics when the need arises.

Radio is a major source of information for the community. More women, however, listen to the radio for news and leisure. Some of the respondents indulge in gambling. The study shows that women have a higher percentage of involvement in gambling as a leisure activity.

More women than men had access to seminars and training programs offered in the community.

DATA BASE

Institutionalizing Gender Statistics

Timely and accurate gender statistics are potent tools in the advocacy of gender concerns. As mirrors of reality, statistics paint a clear picture of the social milieu and may change the way people think and act.

Gender statistics also play a vital role as bases in the crafting of laws and policy decisions as well as in formulating plans and programs to improve the quality of women's lives.

However, there is still a dearth of gender-based data particularly at the local level. This may be attributed to a lack of an indicator system which could serve as a guide or reference for data-producing agencies. Another factor is the failure of agencies to incorporate sex-disaggregated data in their existing data-generation schemes.

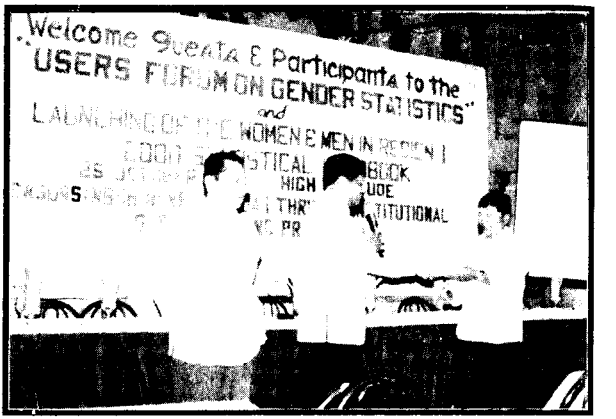
The National Statistical and Coordination Board (NSCB) began to address these problems in 1994 through the passage of Resolution No. 8, series of 1994, enjoining different agencies to promote gender concerns in the generation of statistics. Pursuant to this directive, the Regional Statistical Coordination Committee (RSCC) in Region 1 issued Resolution No. 11 in 1995, this time, requesting line agencies and local government units to generate statistics on gender and social development concerns and for them to submit the data to the RSCC.

The project *Institutionalizing the Generation of Gender Statistics in Region 1* was designed to support these initiatives and in a broader perspective, promote gender-related laws such as R.A 7192, otherwise known as *"Women in Development and Nation-Building Act"* and Executive Order No. 273, which requires all government agencies to incorporate GAD concerns in their planning, programming and budgeting processes, in line with the goals and objectives of the Philippine Plan for Gender-Responsive Development (PPGD), 1995-2005.

In 1999, the NSCB Central Office started mainstreaming the regular generation and dissemination of gender statistics through publications and the electronic media. Such effort was replicated by the NSCB Regional Units at the sub-national level.

Objectives

This ISP 2-funded project of the NSCB Regional Unit I was aimed at institutionalizing the generation, compilation and dissemination of gender statistics by regional line agencies.



BOOK LAUNCHING: ***NSCB Secretary General Romulo A. Virola formally hands over a copy of the Women and Men in Region 1 2000 Statistical Handbook to NEDA Regional Director Leonardo N. Quitos, Jr. during the book's launching on October 25, 2000***

The following were the project's outputs:

1. A compilation of available gender statistics
2. Publication of a statistical handbook on women and men in Region 1, and
3. Conduct of a user's forum on gender statistics generation and dissemination.
4. Development of the GAD Indicator System
5. Training on Statistics for Gender Planning
6. Celebration of Statistics Month

Strategies

1. Compilation of gender statistics

To identify the contents of the statistical handbook, the NSCB Regional Unit I adopted the indicators used in the Women and Men in the Philippines: 1999 Statistical Handbook which was produced and published by the NSCB Central Office.

To gather the required data, they requested all data-producing agencies to consolidate and submit to the NSCB existing gender-based statistics. At the same time, gender statistics were culled from existing documents and publications of each agency. Administrative reports that did not conform to the desired format had to be processed.

2. Publication of a Statistical Handbook

The data collected were

compiled, processed and presented in tabular or graphical format using the Microsoft Excel software. The processed data were then analyzed and highlights of each of the tables or graphs were prepared.

An overview of major findings and statistical trends in each sectoral concern preceded each chapter of the handbook.

The draft of the handbook was submitted to the NSCB Central Office through the Regional Statistical Coordination Staff (RSCS) and the NEDA Regional Office 1 for review. After incorporating the inputs of the NEDA Regional Office I and NSCB Central Office, the Women and Men in the Ilocos Region: 2000 Statistical Handbook was finalized and published. A CD-ROM version was also produced for those who prefer the electronic media.

This handbook is a compilation of the latest statistics on gender issues in Region 1. Its target users include planners, researchers, policymakers and all those involved in GAD advocacy. It was formally launched on October 25, 2000 during the Users' Forum on Gender Statistics at the High Altitude Restaurant in San Fernando City.

3. Users' Forum on Gender Statistics

The Users' Forum on Gender Statistics was held on October 25. 2000 to identify gender data needs and discuss gender issues based on the statistics compiled and analyzed by the NSCB, NEDA and other line agencies.

The Forum was participated in by 69 participants, mostly producers and users of gender statistics, from both government and private agencies in the region.

The participants were divided into four groups during the workshop and were asked to identify other gender statistics they need based on gender issues affecting their sectors.

Aside from launching the Region 1 Women and Men Statistical Handbook, the Gender and Development Indicator System (GADIS) at the national level was presented by the NSCB Central Office. The system served as the participants' reference during the workshop.

The participants finally presented and reviewed their workshop outputs in a plenary session.

4. GAD Indicator System

There were other activities carried out to institutionalize further the generation and dissemination of

gender statistics in the region.

The GAD Indicator System (GADIS) was one of these supplementary activities. GADIS was developed to provide data-producing agencies a firm basis in their data-generating efforts. It will also facilitate the monitoring, coordination and policy-formulation work of the RSCC and NSCB.

USERS' FORUM: ***Technical staff of various government agencies in Region 1 discuss their gender data needs during the Users' Forum on Gender Statistics.***

GADIS contains the gender statistics needed in the region according to their level of priority, desired disaggregation, frequency and sources. The indicators were classified into four major areas of concern. These are 1) gender equality and equity as well as actualization of human potentials beyond basic needs; 2) gender empowerment, democratic participation and self-determination at all levels; 3) sustainable development, and 4) peace, social justice and respect for human rights.

Last December 20, 2000, the RSCC approved the GADIS of Region 1 through RSCC Resolution No. 10 requesting all concerned data-producing agencies to consider the new system in their data-gathering activities.

Moreover, the agencies were further asked, through a letter, to generate and submit gender statistics regularly to the NSCB Regional Unit I for inclusion in future editions of the Women and Men Statistical Handbook. The data will also be used in other NSCB publications and in the Gender Stat corner of the National Statistical Information Center (NSIC).

5. Training on Statistics for Gender Planning

A Training on Statistics for Gender Planning was conducted by NEDA on June 19-22, 2001 to develop the capability of data producers and users in gathering and analyzing gender statistics. The 38

participants came from regional line agencies, local government units, state colleges/universities and the GAD Resource Centers. The resource persons were from NSCB, NSO, NEDA, DILG, DENR, DOH, Pangasinan State University, DOLE and NCRFW.

6. Celebration of Statistics Month with theme on Women (GAD)

At the national level, the NCRFW, was the sponsor for CY 2001. The NSCB Regional Unit I, likewise sought the joint sponsorship of the ISP 2 project and partner agencies of the Regional Statistical Coordination Committee (RSCC) in the implementation and cost-sharing of the various activities. The activities include a statistics quiz for the tertiary level schools in the region, an essay writing contest for the secondary level and poster-slogan making for both the secondary and tertiary levels, and an oratorical contest.

The Regional Technical Working Group (TWG) was created to coordinate the activities of the National Statistics Month Celebration. Advocacy activities were intensified to ensure support of various stakeholders. These include a motorcade participated in by 37 government and private entities, followed by an opening program. In addition, streamers with the theme, "Empowering Filipino Women through Gender Statistics" were displayed in almost all government offices. Competition winners were awarded during the closing program.

Another important feature of the celebration was the Photo Exhibit on the ISP 2/GAD activities of the NEDA, DENR, DAR, UNP, PNP and NSCB.

NEDA Regional Director Leonardo N. Quitos, Jr. cuts the ceremonial ribbon during the opening of the GAD Photo Exhibit. Assisting him is Dr. Fe Andico of the PSU Urduja Gender Resource Center.

Problems Encountered

It was observed that some agencies either did not have processed data or their existing data were not in summarized form. Technical staff of these agencies should be trained on how to process and organize statistical data. Funds needed for this type of training may be allocated from the agency GAD budget.

In the same manner, the NSCB Regional Unit I staff also experienced some difficulty in analyzing the data because of their limited background on gender concepts, thus, the need to be included in future training activities on GAD.

These problems were eventually addressed as the ISP 2 project progressed with continuing partners' meetings, consultations and ISP 2/ GAD-related training activities.

Best Approaches and Recommendations

1. Networking with stakeholders

This project paved the way for the establishment and strengthening of linkages among data producers and users to improve the generation and sharing of gender statistics.

2. Institutionalizing the generation and use of gender statistics

The established linkage must be institutionalized to make sure that gender statistics would be generated and disseminated continuously. The mechanisms to ensure sustainability include, among others, regular consultations, meetings, passage of needed resolutions and monitoring activities.

3. Acquiring knowledge on GAD and developing capability in handling statistics for gender planning

Implementing the project also provided the NSCB staff an opportunity to learn more about GAD and to develop their capability in compiling and analyzing gender statistics. Their capability was further honed as they attended training courses on gender statistics and GAD-related undertakings.

4. Continuing advocacy to sustain support for GAD

Celebrating events, undertaking activities focussing on GAD and providing enough support to sustain these initiatives will institutionalize the GAD agenda. Production and dissemination of information materials coupled with media advocacy will raise public awareness of gender concerns.

The Making of a Gender-Responsive Bureaucracy

In February 1989, President Corazon C. Aquino issued Executive Order No. 348 formally approving and adopting the Philippine Development Plan for Women (PDPW) which provides the framework for mainstreaming women in development.

EO 348 also created a mechanism, then known as the Women in Development (WID) Focal Point, to see to it that the PDPW is implemented in every department, bureau and office of the government. Later on, the Focal Point was revitalized and identified as the catalyst of gender responsive planning in Republic Act No. 7192, which was signed into law in 1992. This mechanism is now known as the GAD Focal Point.

Findings of a recent survey conducted by the Civil Service Commission (CSC) reveal that more than half of the government agencies in Region 1 had newly-constituted GAD Focal Points. Many of the Focal Point-designates have not had any opportunity to attend GAD-related training which is important considering their crucial role as agents of gender mainstreaming in their respective organizations. As an oversight agency mandated to develop the capability of government personnel, the CSC in partnership with NEDA, face the formidable task of mainstreaming gender in a largely gender-blind bureaucracy.

A project titled "Capability-Building on Gender and Development" was proposed and implemented by the Commission in partnership with the NEDA Region I and financed through the ISP 2 fund.

Pre-Training Activities

Before conducting the training, the CSC and NEDA held a series of consultative meetings to finalize plans and discuss the finer details of the project.

To maximize the impact of the training, a **training needs assessment (TNA)** was conducted to determine the level of gender awareness and identify the training needs of prospective participants.

Two sets of survey questionnaires were carefully formulated and given to GAD Focal Points and Assistant Focal Points in 75 national agencies as well as provincial and city government units. However, only 30 of these agencies (43 percent of the total) bothered to accomplish and give the

questionnaires back to the CSC.

The respondents identified the following subject areas as among those in which they need training: 1) Gender Sensitivity (including gender concepts and issues), 2) GAD Mainstreaming (including gender-responsive planning and mainstreaming tools); 3) GAD Mainstreaming in Organizations and in Programs and Projects.

After processing and analyzing the survey responses, the CSC and NEDA constructed a training design which covered priority topics identified in the survey.

The Training Proper

The training conducted on **August 9 to 11, 2000** at the Sea and Sky Hotel in San Fernando City was designed to make the participants 1) understand gender concepts and issues; 2) acquire basic knowledge and skills in gender-responsive planning; 3) acquire knowledge in gender mainstreaming in organizations, and 4) formulate action plans for mainstreaming gender in organizations.

There were **35 participants** (33 female and only two male) from 24 agencies in the region. These agencies were the Department of Labor and Employment (DOLE), Department of Finance (DOF), Department of Agrarian Reform (DAR), Bureau of Jail Management and Penology (BJMP), City of San Fernando, National Statistics Office (NSO), Department of Justice (DOJ), Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), Don Mariano Marcos Memorial State University (DMMMSU), National Irrigation Administration (NIA), North Luzon Growth Commission (NLGC), PhilHealth, Laoag City Government, Commission on Population, DENR Mining and Geosciences Bureau, NEDA, Department of Social Welfare and Development (DSWD) and the Civil Service Commission.

The following were the **topics discussed** during the three-day training:

- Gender Dynamics
- Manifestations of Gender Bias
- Situation of Men and Women (in Region 1 and in the entire country)
- Gender-related Laws (e.g., R.A. 7192, 7877, GAD Policy Budget, etc.)
- Gender Mainstreaming
- Beijing Platform of Action
- Gender-Responsive Planning Concepts

- Application of Gender Tools
- Gender Mainstreaming in Organizations
- Action Planning

The **training methodology** was a combination of lecture, group discussion, workshop and audiovisual (film) presentation – all designed to give a clearer understanding of the topics.

During the workshop, the participants were asked to formulate their Action Plans for Gender Mainstreaming.

For a more efficient training management, the participants were divided into three groups. Each group was assigned to look after the daily administrative requirements of the training such as ensuring that all participants come on time, conducting unfreezing exercises, giving a recap of the previous topics and distributing and collecting evaluation sheets and handouts.

Pretest and Posttest

A ten-item pretest questionnaire was administered to the participants before the start of the training course to determine their knowledge level. At the end of the three-day training, a similar questionnaire was again administered to find out whether there had been an improvement in their knowledge level as a result of the training.

The participants got an average score of 73.93 percent correct answers in the pretest while they scored an average of 91.74 percent in the posttest. The 7.81 percent difference proves that the training had significantly increased their knowledge level.

Evaluation

All the participants were asked to fill in a carefully-formulated evaluation questionnaire with the following criteria: 1) the extent to which the training objectives were fulfilled, 2) the scope of the training modules, 3) learning methodologies, 4) duration of the training, 5) quality of the venue's services and amenities, 6) quality of food served, and 7) competence and efficiency of the training staff.

The success of this training activity may be attributed largely to the following approaches:

1. Addressing the training needs of participants

The topics included in the training were based on those identified by the prospective participants.

2. Tapping the GAD resource pool

Resource persons from partner agencies were mobilized to lecture and discuss GAD-related topics based on their expertise.

3. Use of visual aids

The resource persons employed a variety of artistically designed visual aids such as overhead transparencies, illustrations and video presentations to hold the attention of their audience and to make it easier for them to understand the concepts and issues being discussed.

4. Hands-on activity

After the lecture on Gender Responsive Planning, a workshop session was held to enable the participants to apply what they had just learned. They were divided into three groups or working teams and each team formulated an action plan for mainstreaming gender in the members' respective organizations. The action plans were later presented to the group for review.

5. Post-training Activity

To make sure that the plans are implemented, the participants were advised to have their plans approved by their agency heads and then submitted to the CSC Regional Office 1 for evaluation and monitoring.

The agencies have been submitting their accomplishment reports to the NEDA region 1 office quarterly.

Based on the results of the participants' evaluation, the training was successful. From a rating scale of 1 to 5 (with 1 signifying 'poor' and 5 outstanding), all criteria for evaluation garnered ratings ranging from 3.68 to 4.32. The rating is equivalent to *very satisfactory*. The lower scores were given to the criteria on *food* and *venue* which were beyond the control of the training staff. They noted that the venue was too warm for comfort and that the lighting was inadequate. The participants gave the highest average rating of 4.32 to the criterion on whether the extent of the training session fulfilled its objectives. They also commended both the resource persons and training staff for a job well done.

The participants listed down the following as the **top three topics** which they found interesting: 1) Gender Planning Concepts and Tools, 2) Gender Mainstreaming, and 3) Gender-related Laws.

In order to revitalize and sustain gender mainstreaming in their

respective agencies, the participants gave the following recommendations.

1. Continuing Capability-Building on GAD.

❑ *Conduct GST for top management executives and rank-and-file*

The participants saw the need to conduct a Gender Sensitivity Training (GST) for top management executives and rank-and-file personnel of regional line agencies and local government units to facilitate the work of GAD Focal Points, most of whom are finding it hard to convince management and their co-workers on the importance of gender-related concerns. For top management executives, the recommendation has been brought to the attention of the Association of Regional Executives (AREX) president. A GST for AREX members has been included in the lineup of the association's future activities. Meanwhile, many rank-and-file personnel of some agencies like the Department of Tourism (DOT), the Philippine National Police (PNP), Bureau of Fire Protection (BFP), Department of Health (DOH), DOLE and the City of San Fernando as well as some schools in the region have already attended Gender Sensitivity Training.

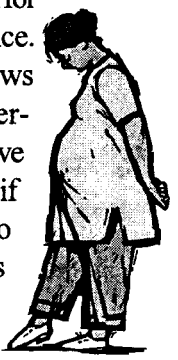
❑ *Tap GAD champions and Trainer's Pool*

Resource persons from the region's pool of GAD resource speakers provide the GAD services and technical assistance needed by other agencies and LGUs.

2. Establish a networking system that would systematically link agencies and allow collaborative work among GAD Focal Points.

The Region I Directory of GAD Focal Points was prepared to facilitate networking. They were later organized into the Regional Advocates for Gender and Equality (RAGE).

3. Review existing laws and policies: The Committee on Decorum may be asked to review existing laws and policies such as those on flexitime, hiring, promotions, scholarships and training opportunities. This is in line with the concern for good governance. Policies and laws must be gender-fair and responsive to gender needs if they are to improve the lives of both women and men.



Best Approaches

1. **Formulation of GAD Action Plans**

The training enabled the participants to draw up an action plan for their respective agencies. These plans were submitted to the CSC for monitoring purposes. The various agencies also submit their accomplishment reports to NEDA. This is done on a quarterly basis. NEDA, in turn, submits a consolidated report to the NCRFW. One of the start-up activities proposed by most of the participants was the conduct of a Gender Sensitivity Training (GST) to make them more knowledgeable and effective GAD advocates. Other activities included in their action plans were the following: 1) putting up of a GAD Corner in their respective agencies, which would serve as a source of GAD information for agency personnel and clients; 2) a review of agency policies to identify and eliminate inherent gender biases; 3) improvement of existing data base to make it gender-responsive, and 4) livelihood activities to augment the income of female personnel.

2. **Facilitating Exchange and Sharing of Resources**

As an offshoot of this training, a directory of GAD Focal Points in Region I was prepared as a guide to effective networking between and among agencies.

3. **Organizing for Gender Focus**

Another outcome of this training was the organization of GAD Focal Points in the region. Although there were designated Focal Points in each agency, most of them were not actively pursuing the GAD agenda. The training broadened their outlook on GAD and gave them an opportunity to work together as allies in the struggle for gender equality. This paved the way for their organization, now known as the **Regional Advocates for Gender and Equality (RAGE),** which seeks to establish linkages between and among members as they endeavor to integrate gender concerns in their respective agencies. RAGE is thus expected to hasten the overall GAD mainstreaming process in the bureaucracy, with the full support and commitment of the regional government executives.

4. **Advocating GAD among regional government executives**

The GAD advocacy for members of the Association of

Regional Executives (AREX) was held to increase and sustain their support and commitment to GAD. It was successfully conducted on August 9, 2001 at the La Union Country Resort (Oasis) Hotel in San Fernando City. Director Mayumi Juris A. Luna, Administrative Staff, NEDA ably spoke on the topic, "GAD and Governance. Forty-four AREX members from various agencies participated in this activity and signified their commitment by signing the Social Covenant on Gender and Development for AREX.

5. Integrating GAD in the agenda of intra and inter-agency meetings and other fora

The NEDA ,as the RDC Secretariat and oversight agency, is in a position to include gender concerns in committee meetings of the various sectors and even in staff development sessions, and other fora. The line agencies, the academe and some LGUs, also incorporate GAD in the modules of their respective training programs.

6. Celebrating important GAD events and recognizing GAD-friendly offices, programs and projects

The gender and development agenda can be highlighted during the annual celebration of Women's Month and when commemorating other important events in which GAD may be played up as a theme. The National Statistics Month in October 2000 had for its theme "Empowering Filipino Women Through Gender Statistics." One of the highlights of this celebration was a Search for GAD-friendly regional line agencies. Awards were presented to the winning agencies.

Recognizing outstanding achievements in the field of gender and development inspires agencies to keep up their exemplary performance and encourage others to do the same, thus, further widening the circle of GAD supporters and advocates.

7. Collaboration between and among partner agencies, LGUs and the academe

There are two Gender Resource Centers (GRCs) in the Ilocos region - the *Pamulinawen* GRC based at the University of Northern Philippines (UNP) in Vigan City, Ilocos Sur and the Urduja GRC

based at the Pangasinan State University (PSU) in Lingayen, Pangasinan. They implement GAD capability-building programs and activities with the university faculty, nonteaching staff and school officials as target clientele. They also integrate GAD in relevant curricula and training programs of their school, provide technical assistance and resource person services to local government units and organizations within their service areas. The two other state universities in the region (i.e., Don Mariano Marcos Memorial State University and Mariano Marcos State University), also conduct GAD-related research and activities.

8. Interregional Consultation on Gender Issues and the GAD Agenda

The NEDA Region I cosponsored with the NCRFW an interregional consultation on the Philippine Agenda for Women Empowerment for 2001-2004. There were 72 participants from various agencies in regions 1, 2, 3, 4, 5 and CAR. NEDA Region 1 prepared and presented the Luzon Gender Situationer. The participants identified gender issues in the Luzon regions. Issues identified were those that affect all sectors based on the 12 areas of concern of the Beijing Platform for Action

TRIBAL WOMEN AND NCIP STAFF GET TO KNOW GAD

The National Commission on Indigenous Peoples (formerly known in the region as the Office for Northern Cultural Communities) is a government agency mandated to look after the special needs and interests of indigenous communities.

Like all other government entities, it is also required to mainstream gender concerns in its plans and programs and bring the concept of GAD closer to its clientele --the marginalized tribal folk who dwell in far-flung villages in the region.

One of the two pilot areas in the ISP II project "Mainstreaming Gender in Local Development Planning" is Barangay Lettac Sur, a remote tribal community in the hilly border town of Santol, La Union.

The NCIP Regional Office 1, in its desire to fulfill its mandate, proposed a GAD training project for its staff and clientele in Lettac Sur.

The training was an opportunity for the NCIP staff and the tribal women of Lettac Sur to familiarize themselves with gender and development concepts, identify gender issues in the context of their culture and mainstream gender in their organization.

The trained staff and tribal women were expected to facilitate the implementation of the ISP 2 project in Lettac Sur, particularly in providing vital information in the rapid appraisal of the area. The same women were chosen as the respondents in the Gender Situation Survey, which preceded the other project activities in the community. They also coordinate with partner agencies such as the Department of Environment and Natural Resources (DENR), the Municipal Planning and Development Coordinator (MPDC) and the Ilocana Women Development Foundation, Inc. - a nongovernment organization tapped to spearhead the community organizing effort in the barangay.

Planning Stage

The GAD coordinator of the NCIP Regional Office 1 drafted a project proposal with the assistance of technical staff from NEDA. After a thorough review and subsequent revisions, the proposal was finally submitted to NEDA for approval.

Actual Training

Two types of training were conducted -- one was a Gender Sensitivity Orientation for the NCIP staff, which was held at the NCIP regional office in San Fernando City and the other was

a two-day GAD training for the tribal women and men of Lettac Sur in Santol town.

There were 54 NCIP personnel who attended the Orientation while 35 tribal folk participated in the training held in Santol.

Among the topics included in the training syllabus were the following : Rationale for Gender and Development, Sex and Gender Concepts, Gender and Culture, Gender Roles and Relations, Mainstreaming Gender in the Organization and Gender-Responsive Planning. Aside from these, additional topics were included in the GAD Training for tribal folk. These were Violence Against Women and Children, NCIP Concerns, Rights and Roles of Women, and Legal Assistance extended by NCIP to its clientele.

Competent resource speakers from the Department of Agriculture and NEDA regional offices gave lecture-presentations using visual aids and structured learning exercises to maximize knowledge gain. Participants were later divided into groups and were tasked to formulate their GAD Plan, putting into practice the basic concepts on GAD, gender mainstreaming and gender-responsive planning they had just learned.

Outcome of the Training

1. *Tribal Women Organized*

After the training, the tribal women of Lettac Sur were organized. An association was formed to give them a sense of unity and empowerment, enable them to express their collective sentiments and enhance their participation in community affairs.

This newly-formed association, now known as Lettac Sur Tribal Women's Association elected its first set of officers. Regionwide, NCIP had on target the organization and training of 50 tribal women's associations.

2. Increased awareness and knowledge on GAD

Results of the post-training evaluation show that the training course succeeded in increasing the knowledge level of NCIP staff on GAD. The topics which they found most interesting and relevant were Rationale for GAD, Rights and Role of Women, Violence Against Women and Children and Culture and Gender.

3. *A More Gender-Responsive NCIP Development Plan*

This was envisioned in the technical proposal and done after the staff training. Although no copy

of the final plan was submitted to NEDA (NCIP was then undergoing reorganization and the GAD coordinator was among those affected), a series of gender sensitivity training (GST) for tribal women of Lettac Sur in Santol and Lipay Este in San Gabriel towns of La Union, as well as NCIP staff were included in the budget for CY 1999. Other GAD-focused activities included in the Action Plan and Budget for the same year were Leadership Training for tribal women and NCIP staff, a *Lakbay-Aral* or educational tour of livelihood centers in Ilocos Sur and Ilocos Norte for female NCIP personnel, and participation in Women's Month celebration.

4. NCIP in the Mainstream

The NCIP joined in the Search for GAD-friendly Regional Office in CY 1999. Documentation requirements were submitted to the NEDA and the evaluation team.

Pursuant to the approved NCIP Work Plan for CY 1999, the GST for tribal women of Lettac Sur was held on March 18-19, 1999. This training culminated in the organization of the Lettac Sur tribal women's association with Ms. Magdalena Bacagan as president. Tribal women of Lipay Este also underwent a GST together with selected NCIP staff on April 12-14, 1999. A Leadership Training for the Lipay Este Tribal Women's Association and NCIP staff followed on April 26-30. As part of the Women's Month activities, female personnel of the NCIP went on an educational tour (*Lakbay-Aral)* of livelihood centers in Ilocos Sur and Ilocos Norte. Their itineraries include a tomato paste processing plant in Sarrat, a mushroom production center and laboratory in Bacarra, the MMSU Experimental Station in Batac -- all in Ilocos Norte. They also visited the Multi-Line Food Processing Plant in Santa and the Cornick (corn snacks) Processing and Packaging Center in Candon, Ilocos Sur.

Best Approaches

1. Top management support, a crucial factor in mainstreaming gender

The NCIP director, who has been very supportive to GAD, initiated the preparation of a project proposal, which was submitted to the NEDA regional office for possible funding under the ISP 2 project. The cost was, however, minimal.

2. Conducting a Gender Sensitivity Training for NCIP staff and their clients - the tribal women

The training was an eye-opener to the NCIP staff and their clients - the people in the tribal communities. All over the world, many tribal women suffer various forms of discrimination not just on account of their gender bu

Tribal folk of Barangay Lettac Sur, Santol, La Union and NCIP staff (top photo) listen attentively as resource speaker Maritess Ago of the Ilocos Training and Regional Medical Center (lower photo) lectures on Violence Against Women and Children.

more so because of their race or ethnic origin. The training enabled the tribal women in Lettac Sur (along with the NCIP staff) to understand and analyze their gender situation in the light of their unique culture and facilitated their organization into a cohesive group with the capability to plan and implement women-empowering projects. They also learned to express themselves and become more involved in community activities.

3. Equal opportunity for men and women

The training involved not just women but also the men in the community. The participants were expected to serve as gender advocates who could reach out to those who were unable to attend the training.

4. Mainstreaming GAD in NCIP programs, services and activities

Empowering the marginalized sectors, particularly the indigenous people, is one of the major concerns of the NCIP. Through its various programs and services, the NCIP, in partnership with other government and nongovernment partners, strives to make indigenous people (most of whom have been relegated to far-flung villages) more aware of their rights. The agency also facilitates the tribal folk's access to government facilities and basic social services.

This training project catalyzed the integration of GAD concerns in the NCIP's programs, services and activities, thus making it more effective in fulfilling its mandate.

Mainstreaming Gender in Local Development Planning

After a decade of advocating the gender perspective in the bureaucracy, the thrust of the country's gender mainstreaming program now is to bring it down to the grassroots where most of the target clientele are. All these efforts to mainstream gender concerns will not take root if the message does not seep down to the barangays and reach the men and women who, in their daily lives, are affected by various gender issues.

This is where the local governments, who deal directly with the people, must play a vital role. In any attempt to integrate a new concept into an existing system, the best takeoff point is the planning process where all programs must go through the bureaucratic pipeline - prioritized, justified and endorsed for fund allocation.

The project 'Gender Integration in Local Development Planning' was one such serious effort to reach the men and women in the community. It was funded through Phase II of the Institutional Strengthening Project (ISP 2, a sequel to ISP 1) in which Region 1 was one of the gender mainstreaming pilot areas.

This project was one of two tracks of the ISP 2 project. It operated within two contexts for pilot-testing and was managed by two strategic partners --a national government agency (NGA), represented by the Department of Agrarian Reform (DAR), and a nongovernment organization, specifically the Ilocano (Women) Executive Development Foundation, Inc.

The target groups for the project's pilot-testing were the *Sapsapang Women's Auto Savings Group (SWASG)*, an agrarian reform community (ARC) in Barangay San Jose, Caba, La Union and the indigenous community in Lettac Sur, a barangay in the remote border town of Santol, La Union.

The integration of gender concerns in local development planning involved several phases and steps starting with a gender situation study, local action planning, advocacy and capability-building, then finalizing and integrating a GAD Plan in the Local Development Plan. The GAD Action Plan was subsequently implemented, monitored and evaluated.

These phases and steps required the participation of all stakeholders in the project areas, including the persons tasked to

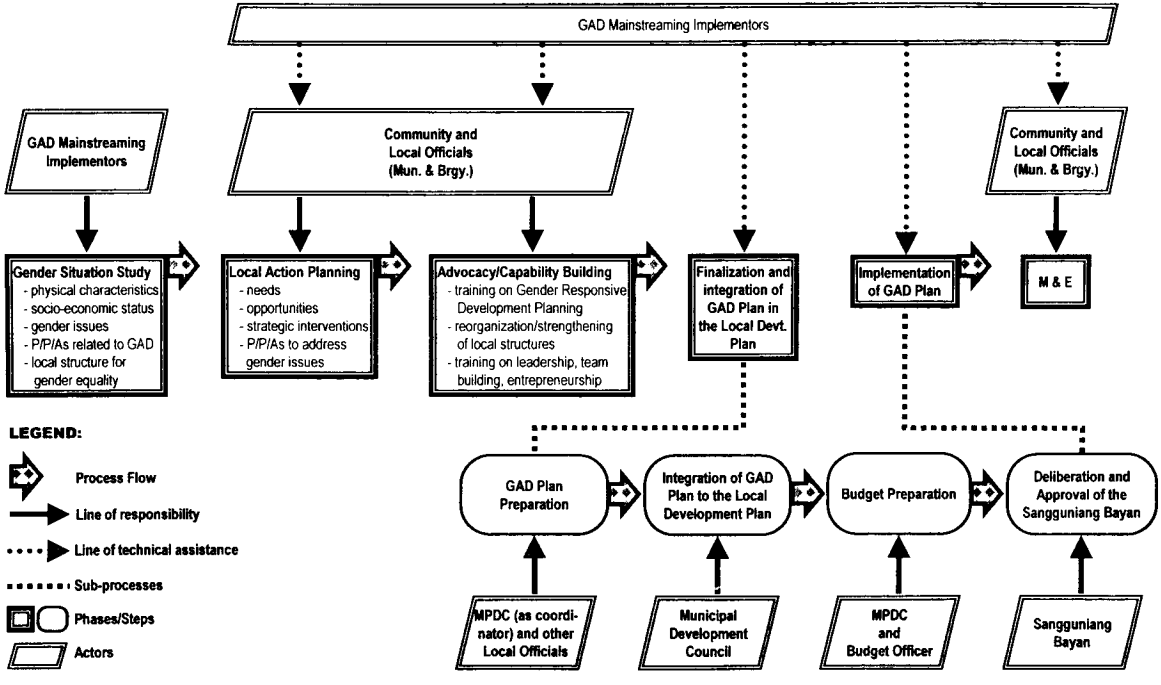


Fig. 1. Process Flow: Mainstreaming GAD in Local Dev't. Planning

carry out the mainstreaming, local officials (both at the municipal and barangay levels) and the entire community. ***(See Figure 1 for the process flow.)*** The following is a detailed description of these steps and processes.

Phase I : Studying the Gender Situation

The expertise of researchers from two state universities - the University of Northern Philippines (UNP) based in Vigan, Ilocos Sur and the Pangasinan State University (PSU) in Lingayen, Pangasinan - was tapped in the conduct of the gender situation study in the two pilot areas.

Rapid Appraisal

A rapid appraisal was initially done to obtain a profile of the target area, the beneficiaries and their perception of gender issues and current development problems. The appraisal covered the following areas of study: the physical characteristics of the community, socioeconomic status of beneficiaries, gender issues prevailing in the area, existing programs, projects and activities related to GAD and local structure for gender equality within the community.

Physical characteristics (i.e., geographical location, terrain, infrastructure and other facilities) were among the bases in evaluating the existing economic productivity and potential of the target areas.

Socioeconomic indicators studied were the means of livelihood of residents (especially the poor), culture and practices, social services available and demographic characteristics. The researchers preferred sex-disaggregated data but most of the existing information they could find in the target areas were aggregated.

To dig out prevailing gender is-

ISP 2 project management staff consult officers and members of the San Jose Multipurpose Cooperative in Caba, La Union.

sues, the researchers sought information on discrimination and inequalities between and among the sexes. Later, while analyzing the data, the researchers had to use a lot of discretion in trying to determine whether the issue was gender-related or not due to the peculiarity of the local culture and practices of the residents.

They also took time to look into existing government programs, projects and activities related to gender in the target areas. These were expected to hasten the gender mainstreaming process by bringing about a convergence of gender-related activities. At the same time, knowing the preexisting GAD interventions in the areas gave the implementing staff a chance to avoid duplication.

Lastly, they looked for existing community structures related to gender such as local associations of women. These were expected to help the mainstreaming agents by allowing them to modify their strategies so they could enlist their support and resources for a common objective.

Drafting the Questionnaire

Based on all the information gathered from the rapid appraisal, the researchers drafted a questionnaire and submitted the draft for review by a team of technical staff composed of representatives from UNP, PSU, NEDA, NCRFW and the Ilocano (Women) Executive Development Foundation, Inc. (IDF).

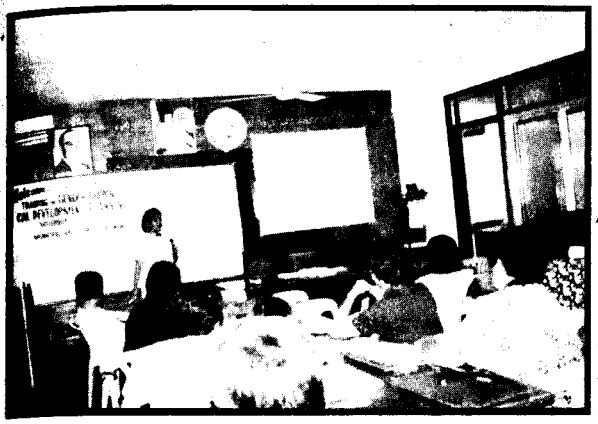
The final draft of the questionnaire was then pretested in the pilot areas for further improvement before it was finalized. A copy of the questionnaire is found in ***Annex A on page __.***

Selecting the Respondents

The respondents were chosen through random sampling. At the project area in Barangay San Jose, Caba, 48 respondents were selected; 33 female and 15 male. The respondents chosen were mostly farmers and elementary undergraduates. In Barangay Lettac Sur in Santol, there were 44 respondents; 30 female and 14 male. Majority were into rice farming (41), one was in the government service while two had no primary source of livelihood.

Data Gathering

Using the questionnaire as a tool for this pioneering gender study, the staff from the two universities went to the target areas and interviewed the selected respondents.



Ms. Wilina Guiang of NEDA region 1 lectures on how to integrate gender concerns in the development planning process during the Training on Gender Responsive Local Development Planning in Santol, La Union.

The data and information gathered were presented to municipal and barangay officials for their validation before these were processed as gender statistics.

Major Findings

The following were the major findings of this gender situation study:

* The traditional division of labor between men and women in the household persists in the areas studied. Although women and men share tasks in both household and livelihood or production fronts, women still bear the burden of housekeeping chores while the men dominate the heavier task of farming.
* Positions of importance (e.g., leadership roles) are still largely occupied by men while the participation of women in community activities are mostly limited to support roles. Nonetheless, the women's involvement in community affairs, though limited, has somehow increased their social awareness, empowered them to speak their minds and given them a toehold in community management.
* Apparently, women have as much access to communication facilities and resources as men both at home and in the community. Both sexes also have a hand in making major and minor decisions.
* Women and men in the communities studied also have equal access to food supply, education, health and other social services. These

resources however are not regularly available in both communities.

* Women have as much access as men to seminars and training programs offered in the community.

Phase II
Local Action Planning

Each target area for government services has its own set of needs that require a unique package of interventions. In this project, the gender-related needs and opportunities were identified based on statistics gathered through the gender situation study as validated by local officials. Appropriate strategies and activities were drawn up to address these needs taking advantage of opportunities identified.

The main actors in this phase were the officers and members of the Sapsapang Women's Auto Savings Group in San Jose, Caba, La Union, the Municipal Agrarian Reform Officer (MARO), the Municipal Planning and Development Coordinator (MPDC), local officials at the municipal and barangay levels and residents of Barangay Lettac Sur, Santol, La Union. The women in the community were involved in the entire planning process.

The role of the GAD mainstreaming agents was to provide the necessary technical assistance while the program beneficiaries were formulating their own action plan to address the identified gender issues.

Phase III
Advocacy and Capability-Building

Local officials, including the Sangguniang Bayan (Municipal Council) members were oriented on GAD to ensure their support to the project. During the orientation, the project's objectives and their expected role and commitment were discussed.

A training on gender-responsive planning was also one of the needs identified in their action plan. This training was conducted for all stakeholders of the two pilot areas and their action plans were later redirected by incorporating GAD-focused activities to make these more responsive to the gender issues identified.

The objective of this phase is to increase the knowledge level and develop the skills of the beneficiaries in integrating GAD

concerns in their own development plans and programs. Specifically, the training course was designed to orient the participants on the rationale of people-oriented development planning, deepen their understanding of gender issues and concepts as well as the situation of both men and women at both local and national levels. They were also expected to acquire basic knowledge and skills in gender-responsive planning.

Participants include selected local officials and residents of the target areas. The GAD mainstreaming agents helped identify competent resource speakers for each training module.

The major topics included in the training syllabus were the following:

* *Rationale for People-Oriented Development Planning*
* *Concepts of Sex and Gender; Roles and Relations, and Manifestations of Gender Bias*
* *Basic Issues in Making Development Planning Gender-Responsive*
* *What is Gender-Responsive Planning? Rationale and Application of GRP Methodology*

The culminating activity of the training was a workshop where the participants prepared their action plan.

Participants from Barangay Lettac Sur in Santol identified the following priority gender issues in their community: gender stereotyping, marginalization, lack of livelihood and entrepreneurial skills, unsanitary waste disposal, lack of potable water sources, poor road condition, and inadequate irrigation facilities. However, only the following projects and activities identified respond to strategic gender needs: Gender Awareness Training, Discussion of Gender Roles and Rights (both of which are meant to respond to the issue of gender stereotyping), Strengthening of Women's Association, Reactivation of Women's Club and Provision of Technical and Financial Assistance (all of which are meant to respond to the issue of marginalization).

The other projects and activities identified respond to practical gender needs. Among these are livelihood skills training, establishment of a barangay dumpsite, construction of potable water sources, paving of barangay road and construction of mini-irrigation systems.

Members of the Sapsapang Women's Auto Savings Group (SWASG) of Caba, La Union take part in an Entrepreneurship and Team-Building Training in their village.

Except for the issues of multiple burden and unemployment, the participants from Barangay San Jose in Caba identified problems similar to that in Santol -- poor road condition, seasonal water supply, an unsanitary waste disposal system and the presence of an unsanitary dumpsite in the area. Only one priority project proposed respond to a strategic gender need and this was the setting up of a Day Care Center in the community. All the other projects identified in their Action Plan respond to practical gender needs. Among these were the rehabilitation and improvement of barangay roads, development of an access road to sitio Sapsapang, construction of a potable water system in each sitio, provision of additional capital for existing livelihood projects, the provision of toilet bowls and the organization of a medical and dental mission that would provide badly-needed health services to ailing residents.

After the formulation of the GAD Plan, the Sapsapang Women's Auto Savings Group and the San Jose Multi-Purpose Cooperative were reorganized to provide opportunity for male and female members to participate in community affairs and to collectively articulate their needs and concerns. A Leadership, Team-Building cum Entrepreneurship Training was subsequently conducted to strengthen these local structures.

Phase IV
Integrating a Final GAD Plan into the Local Development Plan

The target beneficiaries coordinated with the Municipal Planning and Development

ordinator (MPDC) and other cal officials for the integration of e GAD Plan into the Local evelopment Plan. The GAD lan was then validated and ertain adjustments were made in he sectoral concerns of the unicipality.

Integrating the GAD Plan in the Local Development Plan was the responsibility of the MPDC. The task of the GAD mainstreaming agents at that point was to provide technical assistance in the integration process.

The integration process involved the preparation of a budget proposal by the MPDC and the Budget Officer. This budget proposal was submitted to the Sangguniang Bayan for deliberation and approval. Going through this process was necessary to make sure that a portion of the 5 percent reserved GAD fund would be allocated to the activities proposed by the two communities. The money was taken from the 20 percent local development fund and other projects as authorized by existing government financial rules and regulations.

Phase V
Implementing the GAD Plan

After successfully integrating the GAD Plan into the local development plans, it was time to implement the projects and activities depending on the availability of funds from the municipalities' internal revenue allotment (IRA).

Taking the projects off the drawing board, two livelihood projects were initially financed through the ISP 2 fund. These projects were the expansion of the SWASG garments factory in San Jose, Caba and the woodcraft and furniture-making project in Lettac Sur, Santol town. Financing the expansion of these existing livelihood ventures in the pilot communities was meant to provide the beneficiaries a sustainable source of additional income.

The garment factory expansion project in San Jose involved three components -- 1) a training course on leadership, team-building and entrepreneurship; 2) procurement of sewing machines and raw materials, and 3) a hands-on training in the operation of the new machines.

On the other hand, expanding the woodcraft and furniture-

making project in Lettac Sur involved the purchase of tools and equipment and a skills training in woodcraft and furniture-making.

At the outset, there were snags in the implementation such as a conflict in the schedules of the trainer and the trainees (due to the demands of the participants' farming activities) and the difficulty in finding a competent trainer or resource person in woodcraft and furniture-making.

Since the beneficiaries were unfamiliar with the intricacies of the government procurement system, there were delays in the procurement process.

These issues were addressed with the help of the NEDA technical staff and other local officials.

Phase VI
Monitoring and Evaluation

Monitoring the GAD Plan implementation is the responsibility of the LGU since it is part of their local development plan. They can, however, request for technical assistance from the GAD mainstreaming agents, who could recommend what monitoring and evaluation system to apply and how to go about it.

The results of monitoring and evaluation efforts will determine whether the GAD Plan formulated could really address existing gender issues in the pilot communities or if there is a need to rethink the strategies to make it more gender-responsive.

The technical staff of NEDA and the LGUs of Caba and Santol conduct regular field monitoring visits to determine the progress of project implementation. The initial phases, which include the physical investment and capability-building, were just completed last year. The livelihood projects are still in their second quarter of implementation, hence, an impact assessment could not yet be done at the time this book is being prepared.

Best Approaches

The following strategies may have contributed greatly to the success of this pioneering project:

1. Competent researchers from two state universities were deeply involved in this project. Their strong background and commitment to gender advocacy worked to the project's advantage.
2. The direct involvement of women and local officials in the planning process, includ-

ing the validation of research findings by local leaders, facilitated the integration of the GAD Plan into the local development plan.

3. The training on Gender-Responsive Planning gave the beneficiaries a better understanding of gender issues and concepts. Such enlightenment firmed up their commitment to gender advocacy and motivated them to make the project work.

Lessons Learned and Recommendations

1. Provide more opportunities for women to participate in nontraditional community undertakings.
2. Radio is still the main source of information and entertainment of people living in rural communities such as Barangays Santol and San Jose. This medium should be tapped in gender advocacy. Radio soap operas, for instance, can be infused with women's issues and concerns.
3. Gender advocacy should always be an integral part of any development program or project of the government or NGOs.
4. For development and empowerment to be realized, focus has to be directed towards community organization. The acceptability of any change depends on the psychological readiness and social preparation of the people and this may be achieved through a sound community organizing process.
5. To augment the income of households, off-farm income sources such as livelihood projects should be introduced. Women should be given skills training so they could engage in productive work.
6. The cooperative system is a potent tool for women empowerment. It should therefore be strengthened and tapped.

Institutionalizing Gender in Regional Development Planning

Development planning is a very complex process and any effort to infuse a gender dimension in this process must deal with its complexity.

To start with, one has to have a clear grasp of various analytical gender tools and concepts. Fortunately, although gender and development is a relatively new ideology, there are already existing schools of thought and reference materials which could help planners in planning with a gender perspective.

Below is a matrix of gender planning principles, tools and procedures which should serve as a guide to gender-responsive planning:

GENDER PLANNING PRINCIPLES, TOOLS AND PROCEDURES

No.	Principles	Tool	Procedures	Techniques	Purpose
1	Gender Roles	Gender Roles identification		Identification of p/r/cm/cp roles of men and women and equal allocation of resources for work done in these roles	To ensure equal value for women and men's work within the existing GDOL
2	Gender Needs	Gender needs assessment	Gender diagnosis, objectives and monitoring	Assessment of different practical and strategic gender needs	To assess those needs relating to male-female subordination
3	Equal intra-household resource allocation	Disaggregated data at the household level		Gender disaggregated data	To ensure identification of control over resources and power of decision-making within the household
4	Balancing of roles	Intersectorally linked planning		Mechanisms for intersectoral linkages between economic, social, spatial, development planning	To ensure better balancing of tasks within the existing gender division of labour
5	Relationship between roles and needs	WID/GAD policy matrix	Gender entry strategy	Range of policy approaches: welfare; equity; anti-poverty; efficiency; empowerment	Performance indicator to measure how far interventions reach PGNs and SGNs
6	Equal control over decision-making in the political/planning domain	Gender participatory planning	Gender consultation and participation	Mechanisms to incorporate women and representative gender-aware organizations into the planning process	Ensure SGNs are incorporated into the planning process

Fig. 2. Gender Planning Principles, Tools and Procedures

The question that bugs planners now is how to apply these concepts and carry out the plan to achieve project goals.

Region 1, which is composed of four provinces and five cities, was among those chosen as pilot region for Phase II of the Institutional Strengthening Project (ISP 2) which sought to enhance the capability of partner agencies to mainstream and institutionalize gender concerns in the development planning process. Track II of this project is aimed at institutionalizing the gender perspective in regional development planning.

The National Economic and Development Authority (NEDA) is the country's oversight agency and the coordinating arm of the government in planning and policy development. Its regional offices serve as the Secretariat of the Regional Development Council (RDC) - an interagency body that acts as a clearinghouse of development plans and policies in the region. The RDC is also mandated by Executive Order No. 325 as amended, to "review and endorse to the national government the annual budgets of agency regional offices, state colleges and universities and special development authorities."

As the RDC Secretariat, NEDA Regional Office therefore plays a strategic role as a 'checkpoint' in the infusion of a gender dimension in the regional development plan and in the budgets of programs and projects submitted by agencies for funding approval.

In the ISP 2 project, various components of the planning process and the Regional Development Plan for 1999-2004 were thoroughly reviewed and studied to find out the extent to which GAD had been integrated into the plan.

Basic Concepts in Development Planning

Development is defined as the sustained capacity to achieve a better life. This involves not just how long we must live but the quality of life we manage to have. Quality of life has something to do with our capacity to do what we want to do and to be what we want to be. Underlying these capacities is freedom of choice and development is about expanding the range of one's choices.

The concern for gender in development is in line with society's pursuit of fairness and equity. Inequity and inequality arise out of gender roles and expectations

which are culturally-determined. Experience tells us that gender expectations tend to limit the choices of men and women with respect to the 'capacities to do' and 'to be.'

Planning, on the other hand, is defined as "an attempt to alter the shape of the future in accordance with what we want it to be."

Development Planning is therefore an unending and repetitive cycle of analyzing a situation, finding out who and where the priority target beneficiaries of development are, how they want their lives to change (vision, goals and objectives), and what must be done to achieve such change (policies, strategies, programs and projects).

In short, planning would lead us to 1) where we want to go and 2) how to get there faster, at the least cost and, in the process, share the fruits of development more equitably.

The following steps are involved in development planning:

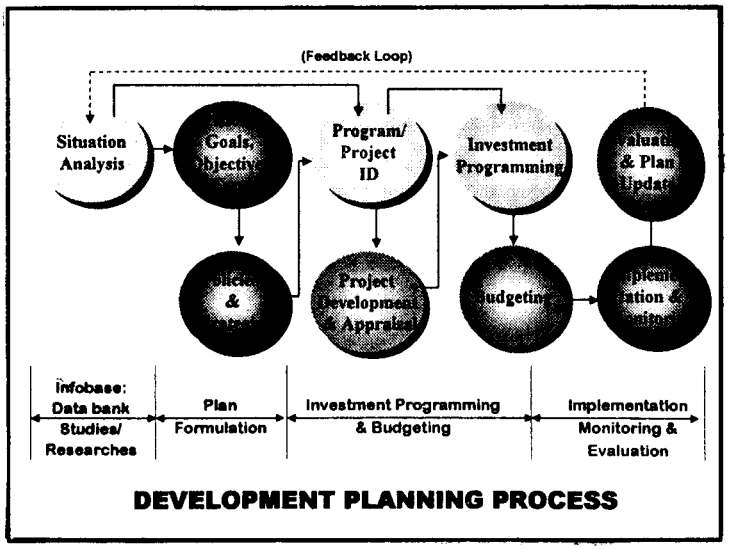
1. Plan Formulation
   > Analyzing the situation
   > Visioning
   > Setting the goals, objectives and targets
   > Identifying Programs and Projects
2. Investment Programming
3. Budgeting
4. Plan Implementation
5. Monitoring and Evaluation

The intended beneficiaries of development plans are usually the poor and marginalized sectors of society. Development plans embody the strategies that would liberate them from poverty and other social structures and conditions that hinder the realization of their potentials and capabilities. Hence, development planning seeks to empower people and gender-responsive development planning is meant to empower women as much as men. It is aimed at promoting gender equality, enabling both women and men to fulfill their potentials, and enhancing the participation of women in the development process.

Project Background

NEDA Region 1, as a strategic partner of the National Commission on the Role of Filipino Women (NCRFW) in the ISP 2 project, conducted a documentation and post-evaluation study of the extent, scope, content and quality of gender integration in the 1999-2004 Regional Development Plan for Ilocos. This Plan is considered strategic because it highlights the more important thrusts and interventions neces-

Fig. 3 The Development Planning Process



sary for the region's socioeconomic development. It is thus known as the Strategic Regional Development Plan (S-RDP).

The results of this documentation and evaluation served as bases in monitoring programs and projects. These may also be used as references in updating or drawing up succeeding regional development plans.

Objectives

This project was aimed at gauging the extent of GAD integration in the various sectors and chapters of the S-RDP. It also sought to refocus activities in line with the administration's Ten-Point Agenda.

Specificaliy, it was designed to determine the procedures or approaches adopted in the various chapters of the plan. It was also meant to evaluate the contents, scope and quality of GAD integration in the S-RDP and in the refocusing activity as well.

How it was done

Boxes 1 and 2 contain the evaluation tools and the guide questions used as reference points in coming up with indicators for a gender responsive development plan. These tools and guide questions can also aid the sector coordinator or planner in conducting a gender analysis of the sector.

Fig. 4a. Hints for Assessing the GAD Integration Approach Used

1. How was the integration presented?
   - ❑ By presenting a statement only (qualitative)?
   - ❑ By presenting a statement with quantitative information?
   - ❑ By presenting a table or graph with no adequate analysis?
   - ❑ By presenting tables or graphs with some analysis?
2. Was the integration done in all aspects of the planning phase, i.e., from the situation analysis to objective/target-setting and in other aspects?

Fig. 4b. Suggested Questions for Assessing the Quality and Scope of GAD Integration in the Regional Development Plan (RDP)

A. Situation Analysis (SA)
- ❑ What GAD -related data/indicators are used in the SA?
- ❑ Based on the data, what gender issue or concern surfaced?
- ❑ Since the RDP is strategic, is it important to include the data in the RDP? Why or why not?

B. Objective/ Target-Setting
- ❑ Are there GAD objectives corresponding to the gender issues that surfaced in the SA? At what level or focus was the integration done? Household? Community? Institutional level?
- ❑ Are there targets to be attained for the stated GAD objectives? How useful are they?

C. Strategy Formulation
- ❑ Are the stated GAD strategies appropriate, relevant and consistent with the other aspects of the Plan?

D. Program Project Identification
- ❑ Are the identified GAD programs or projects realistic and responsive to the gender issues and GAD objectives and targets derived from the SA?
- ❑ Are there provisions for women's involvement as partners? advocates? beneficiaries?

E. Monitoring and Evaluation
- ❑ Is there a provision for monitoring and evaluating the extent of GAD integration in programs and projects identified in the S-RDP?

To facilitate the review and evaluation process, the following tables were used by the sector coordinators:

Fig. 5a: GAD Integration in the S-RDP and Refocusing: A Post-Evaluation

Chapter _____

Reference Page/Item	Section of the Plan/ Procedure/ Approach of Integration	Coverage/ Content/ Quality of GAD Integration	Recommended Areas for Integration	Likely Positive/ (Negative) Gender Effects/ Impacts

Figure 5a contains a discussion on how GAD was integrated in the RDP by the sector, the scope, content and quality of integration, recommendations on how to integrate GAD in succeeding planning activities and the likely effects or impact of considering GAD in the Plan.

Fig. 5b. Indicators/ Data and Researchable Areas Along GAD

Indicators/Data needed to properly integrate GAD in Development Planning	Priority	Possible Source/Agency concerned	Researches needed to support GAD integration in Planning	Priority	Possible Source/Agency concerned

Figure 5b contains the data requirements and the rank of the indicators based on the priority needs of the sector, possible sources of data, studies that have to be done to support the analysis and possible sources of information.

Highlights of the S-RDP Post-Evaluation Results

The following were the major findings of the evaluation:

1. The Regional Development Council provided the guidelines for the preparation of the Regional Development Plan. The need to consider GAD as a major concern is explicit in these guidelines but there is no information on how to integrate GAD in the plan.
2. Since the S-RDP is strategic, it does not include details of a comprehensive GAD integration.
3. Integration of gender concerns in the various sectors of the plan was minimal perhaps due to the absence of sex-disaggregated data and indicators as well as the lack of gender-based researches in the region that would support the analysis.
4. Some technical staff of various agencies who were involved in the planning process were still gender-blind and did not have the proper perspective and skills required to mainstream GAD in the plan-

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4. Some technical staff of various agencies who were involved in the planning process were still gender-blind and did not have the proper perspective and skills required to mainstream GAD in the plan-

ning process.

5. A visioning workshop involving various sectors of society was conducted during the plan preparation. However, although a number of women participated in this workshop, the quality of their participation in the consultation process was not very encouraging. Discussion on women's concerns was quite limited.
6. The Strengths-Weaknesses-Opportunities-Threats (SWOT) as a tool in conducting situation analysis was very effective and facilitative. However, comparative analysis of data for men and women was not extensively done. The various roles played by men and women in the development process should have been included in the analysis. Moreover, the practical and strategic needs of men and women were not identified.

Lessons Learned and Best Approaches

Evaluating the S-RDP provided valuable insights on what a truly gender-responsive plan must be. It brought out the best in the region's development planners in terms of approaches and strategies in coming up with a plan that captures the aspirations of both women and men for a better life and a gender-fair society. It also brought into focus what a gender-responsive plan should be.

A gender -responsive plan has the following features:

1. Gender diagnosis is undertaken and gender issues are clearly stated. These should serve as bases in setting the vision, goals, objectives and targets and in identifying programs and projects.
2. Sufficient sex-disaggregated data and indicators must be available for use in identifying and analyzing gender issues.
3. After identifying gender issues and problems, causal linkages must also be pinpointed in the situational analysis in order to come up with the appropriate interventions.
4. Issues and concerns must be validated through consultations in all phases of the planning process in which women and men must have ample participation.

ow to Make a Gender-esponsive Plan

The following is the step-by-ep process in gender-responsive egional development planning:

. Prepare Planning Guide-ines

Formulating the Regional De-velopment Plan starts with a set of basic guidelines from NEDA, the agency that acts as the government's coordinating arm in planning and policy development. According to the guidelines from the Central Office of NEDA, the RDC prepares the guidelines to be followed in crafting the Regional Development Plan, identifying both substantive content and approaches to plan formulation. These guidelines should already provide policy direction on GAD integration.

Fig. 6 **FLOWCHART IN RDP PREPARATION**

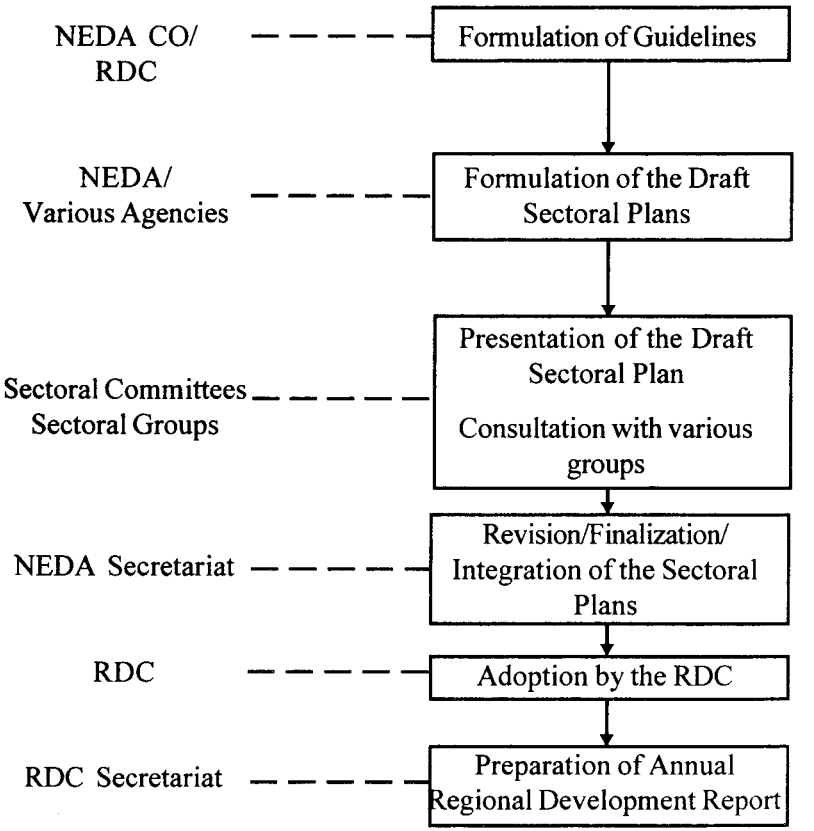


Fig. 6

2. Prepare Draft Plan

NEDA, which serves as the RDC Secretariat, drafts the plan in consultation and coordination with the various committees of the RDC, following the major steps in planning.

The NEDA sector coordinators prepare the draft plan using information gathered from various reports and plans submitted by regional line agencies. At this stage, the agencies can already include GAD-related information (e.g., sex-disaggregated data and gender-sensitive analysis) in their report which NEDA could already include in the draft plan. Likewise, NEDA on its own, may already include in the draft plan GAD analysis, strategies and targets.

Various committees of the RDC, particularly the Executive Committee, the Sectoral Committees, special focused committees such as the Regional Land Use Committee (RLUC), Regional Statistics Coordination Committee are tasked to review and finalize the various elements of the plan.

Parts of a Gender Responsive Development Plan

a) Situation Analysis (SA)

Analyzing the situation requires a good set of indicators and statistical database which in itself, must be GAD-responsive. For Region 1, the National Statistical Coordination Board (NSCB) Regional Unit 1 has already prepared a handbook of gender indicators which could already serve as a reference material in the preparation of a gender-responsive plan. Agencies should institutionalize their gender database by continuously gathering and updating gender-based indicators.

The Strengths-Weaknesses-Opportunities-Threats (SWOT) matrix is one of the potent tools used in SA. The problem tree analysis may be used in identifying gender problems and issues and their causative linkages. Various interacting social factors brought about by the multiple roles women and men play in society should also be considered in the analysis.

The following schematic dia-

ram illustrates the use of these analytical tools:

Fig. 7 Causal Interlinkages of Problems and Issues by Sector (with GAD Integration)

Problems/ Issues *(with GAD Integration)* ***e.g. high birth rate in the area***	**Causal Factors** *(with GAD Integration)* ***low labor force participation of women***

Moreover, gender diagnosis should be carried out properly and effectively with the end in view of identifying the practical and strategic gender needs of women and men that must be addressed in the plan.

b) Vision Formulation Setting Goals, Objectives and Targets

Integrating GAD in objective-setting means client-specific objectives are to be included in the plan. This is the 'for whom' aspect of objective-setting.

For a more precise target-setting, critical indicators such as employment rates, literacy rates and so on, must be sex-disaggregated. These indicators will tell whose situation will have to be influenced or improved. For instance, if there is a target to improve literacy rate, one should explicitly state whose literacy rate must be improved, that of men or women?

c) Formulating policies and strategies

GAD integration in this phase of planning is similar to that in the situation analysis. Based on the causal analysis made in the SA portion, a wider range of options may be presented. Policies and strategies which respond to the gender- related problems and issues identified must be highlighted.

d) Identifying Programs and Projects

Gender-based issues and problems identified in the SA phase and their causal linkages should be the basis in identifying what programs and projects are to be included in the plan.

Gender-responsive programs have the following features:

- Recognizes women's multiple roles in policies, programs and services;
- Develops nontraditional gender roles in programs and services;

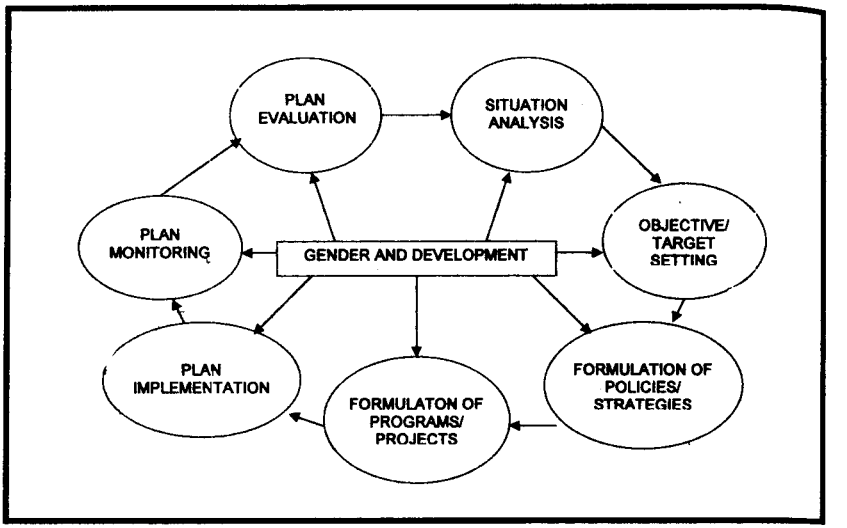


Fig. 8 GAD Integration and the Planning Cycle

- Develops nonsexist information and educational materials; and
- Provides for sustainability and institutionalization of GAD concerns.

Programs and projects must also respond to strategic gender needs such as empowerment, gender equity and equality.

e) Plan Implementation Component

This portion is a very critical component of the planning process because it translates the blueprint into reality. It presents the organizational structure and coordination systems required in implementing the plan.

3. Consult various sectoral committees and groups

At this stage, sectoral chapters of the regional development plan are discussed with the corresponding sectoral committees of the Regional Development Council. This is where sectoral committee members can provide information on gender issues and how best to address these concerns within the sector. They could propose programs and projects that could respond to these issues.

As much as possible, other concerned groups in society should also be consulted to make the plan more gender-responsive. The quantity and quality of par-

pation of women and men must considered.

Revise and Finalize the an

Sectoral coordinators at the EDA Secretariat are tasked to vise and consolidate all the ctoral chapters of the plan, tak- g into consideration the inputs nd recommendations of the ectoral Committees and other oncerned groups. It is at this oint when GAD concerns that ere overlooked in the first draft ay be integrated into the plan.

When all sectoral chapters ave been consolidated, they may ome up with a regional GAD genda, based on the gender is- ues and interventions that were ncluded in the various chapters.

. Present the Regional Development Plan to the RDC

The Regional Development Plan is presented in final form to the RDC, whose members will meet to review the plan. The RDC will then pass a resolution endorsing the plan to the national government. Such resolution may include a provision expressing that GAD is a regional priority. Agencies and other entities involved in development efforts may also be enjoined to support gender mainstreaming efforts in the region.

6. Develop an Annual Regional Development Agenda (ARDA)

The ARDA defines the efforts for the current year that will lead to the realization of the five-year vision. It should include gender-disaggregated indicators to support the identified gender issues and interventions.

Support Mechanisms for a Gender Responsive Development Planning

The following strategies may be employed to make the development planning process more responsive to gender concerns:

1. **Make Organization Gender-Responsive**

Work towards making the entire organization gender-sensitive so that all efforts would be geared towards programs, projects and services that are gender-responsive. This entails continuous capability-building and gender advocacy within the organization. GAD should therefore be part of the human resource development of the agencies.

2. Make People in the Organization Gender-Sensitive

People in the organization must have the right perspective and attitude towards GAD. Top-level executives and technical personnel, especially those involved in planning, should undergo gender sensitivity orientation and skills training in gender-responsive planning so they would be properly motivated in mainstreaming GAD.

3. Set up Institutional Mechanisms

Gender concerns cut across sectors and therefore an institutional mechanism that would oversee and coordinate mainstreaming efforts of various agencies and offices is necessary. The Regional Development Council, which is the highest policy-making body on regional development, must be gender-sensitive. The Regional Social Development Committee of the RDC is the interagency committee tasked to oversee the implementation of social development programs and projects of various agencies.

All heads of offices and agencies should undergo gender sensitivity training. This activity may be spearheaded by the Association of Regional Executives (AREX).

GAD Focal Points in each agency must undergo gender sensitivity training and serve as the agency's in-house gender advocates. The more important role of Focal Points is to act as catalysts of gender mainstreaming in the organization.

4. Advocacy Activities

Advocacy is equally important as a gender mainstreaming strategy. It is the act of pleading or soliciting public support for a cause. As a catalyst for change, an advocate must be committed to the cause he or she is advocating.

An example of an advocacy activity is the yearly interagency celebration of Women's Month through parades, hanging of streamers, sports activities, various fora and sports activities.

An effective advocacy initiative that must be continued and given more support is the publication of a GAD newsletter. GAD Focal Points and their regional organization (RAGE) may be tapped to spearhead this project on a continuing basis.

Developing Gender-Responsive Projects

The role of project development in GAD mainstreaming cannot be overemphasized. It is at this stage when projects that will be developed and nurtured to implementation are identified. This is where GAD-oriented projects are designed and tailor-made to suit the specific gender needs of the target clientele. While it is true that not all projects can be GAD-oriented or gender-responsive, those that cannot must at least be gender-sensitive.

What is Project Development?

Project development is the process by which the goals, objectives, targets, policies and strategies embodied in the development plan are eventually translated into time-bounded sets of activities called 'projects'.

Projects, which are meant to achieve specific goals, objectives and targets may be designed and formulated differently. Two alternative projects may be able to achieve the same objectives but may differ in the way they achieve their purpose. One may harness traditional technology while the other may draw its strength from advanced technology. Some projects are managed by government agencies or even NGOs while others are run by the beneficiaries themselves. Projects also differ in their target beneficiaries and in their sociocultural and environmental impact.

There are projects that are designed to address problems while some are conceived to take advantage of the unique characteristics and resources of an area or people. They may be mutually exclusive, complementary, conflicting or may have nothing to do with each other at all. A road-building project and a gender sensitivity training being held in the same community may be considered mutually-exclusive projects.

On the other hand, the establishment of a Day Care Center in a large factory that employs women and another project that seeks to enhance workers' productivity are complementary as the former eases the multiple burden of women workers. Conflicting projects are those that are at cross-purposes. A women's reproductive health project, for instance, does not jibe with a campaign to limit contraceptive

choices to natural methods only.

Overlooking project development in the mainstreaming effort will leave a lot of possible GAD-oriented projects without a gender perspective when these are left behind by the shifting priorities of funding agencies. It will also leave many projects that are not GAD-oriented, gender insensitive.

Project development will improve a proposed project's chances of being funded but only if it is a result of diligent planning based on a well-researched situation analysis.

Mainstreaming Strategies

Efforts to mainstream GAD in the development of projects for Region 1 were geared towards identifying and generating GAD-oriented projects and ensuring, through the approval process, that projects in the pipeline were at least gender-sensitive.

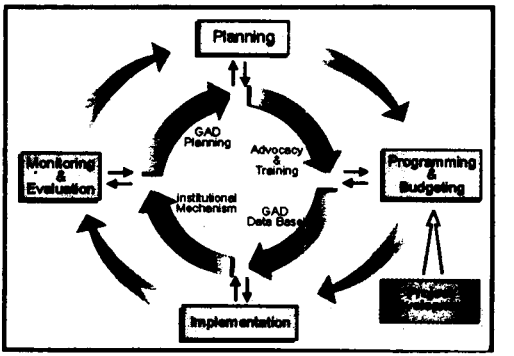
The first step towards effective mainstreaming was to enhance the gender dimensions of the various aspects of project studies (the stage where the proponent conducts feasibility studies) such as the marketing, technical, organizational, managerial, financial and socioeconomic aspects.

Marketing Aspect

It is in the marketing aspect of project development where the proponent tries to find out whether there is a need or demand for a particular product or service, how much of this product or service is needed and how this can be obtained. The market concept approach leaves everything to the market, including the initial identification of products and services to be marketed.

Knowing who and what type of people are in the market are

Fig. 9 The GAD Mainstreaming Strategy



very important considerations. These, plus the usual questions asked in determining the market potential of a product or service, can be used as major entry points in infusing a gender perspective into the project concept. Some of these questions are:

> Are there products or services that can be viably supplied separately to men and women?
> Where are the men and women located and where do they buy?
> How many are female buyers? How many are male? How can the male and female buyers be reached?
> What is the buying potential of female buyers? What about the male buyers?
> Why do men and women buy?
> When do men and women buy?

The above questions are intended to make the demand and supply analysis (and subsequently the marketing plan itself) gender-sensitive. To make the marketing plan more gender-sensitive, the following questions may be asked:

> What are the organizational arrangements for marketing? Are women responsible for marketing?
> Are changes in marketing patterns and systems part of the project design? Is there a danger that these will reduce or eliminate women's role in marketing? If so, what steps are being taken to prevent this?
> Does the project reflect the traditional position of women in marketing?
> Does the project increase women's marketing work load and opportunities?
> Does the project ensure a fair share of benefits from improved marketing strategies for women?
> Do women know enough about appropriate marketing techniques?
> Does the project directly address women's marketing needs (e.g., transportation, equipment, facilities, etc.)?
> Will the marketing outlets be the same for men and women?
> Will the promotional activities be the same for men and women?
> Will the packaging be the same for men and women?

Technical Aspect

This aspect in the preparation of a project study is basically concerned with determining the best

way to carry out a project.. It is a rich area for mainstreaming gender. A project may not have been originally intended to address a gender concern but its implementation can at least be made sensitive to gender concerns. For example, in deciding on a project site, the access of men and women may be considered. This can also be applied to technical and engineering specifications, such as the packaging of some products some of which may pose problems to women; the raw materials, machineries and equipment used, the technology, waste disposal, etc.

Gender considerations can also come in product features that are usually taken for granted. For instance, the floor-to-ground height of public buses should not be so high as to make it hazardous for women, especially those who are pregnant or suffering from some form of disability or even those wearing skirts, to board or alight. Another is the putting up of public urinals along a long stretch of road with designs that take into account the needs and habits of both men and women travelers.

The examples just mentioned fall under the so-called social feasibility of a project which is usually tackled under the technical aspect. In general, social feasibility looks at the appropriateness and acceptability of the project to the community or a particular population subgroup in terms of 1) appropriateness of technology, 2) community participation, e.g., right conditions for women's active participation and their sustained involvement, 3) social constraints such as the way beneficiaries are organized to optimize project benefits, and 4) physical resources such as human and natural resources.

Below are some guide questions that may be helpful in conceptualizing the technical aspect of the project study:

> Is the project introducing new technologies? Are these technologies primarily in fields that are traditionally dominated by men? If so, will they affect women?

> Will the new technology be appropriate for women? Does it have potential negative effects on them? If so, how does the project intend to counteract these adverse effects?

> Has there been a reallocation of women's work load or time and have the changes been positive or negative with the introduc-

tion of new technology?

> Is the new technology affordable to women? Will they have access to credit facilities if they want to purchase equipment?

> Will there be significant increase or loss in women's income or share of resources as a result of new technology in their community?

> Are these technologies appropriate to the level of education and skills of women?

> Were women consulted before these innovations were introduced?

> Are the product features women-friendly?

> Will the by-products and chemical composition of the raw materials be uniquely harmful to women?

Organization and Management

As factors for consideration in the preparation of project studies, Organization and Management (O & M) seek to determine the kind of human resources and the best organization through which the project may be pursued. Evidently, these two aspects are good entry points for mainstreaming gender. After all, men and women have distinct qualities and skills that may be tapped for different types of organizations. The changing times have ushered in new and emerging roles for women. Many women have ably taken on roles which used to be the exclusive domain of men such as serving in the armed forces or becoming president of the republic.

Thus, mainstreaming may be done when doing the following tasks: 1) determining the skills required for the job; 2) choosing the management group and its composition, 3) scheduling the operation to accommodate women workers who may not be as skilled in a nontraditional role, 4) deciding on what organizational structure to adopt, whether it is single-headed or multi-headed, and how deep the line of authority would be.

Financial Aspect

Infusing a gender perspective in the project study phase is also possible in the financial aspect. This is where one tries to determine whether the financial benefits from the project exceeds the costs and how best to finance the project. This aspect may even yield a better financial prospect for

the project and its beneficiaries if gender considerations are made. Men and women may have different paying capacities and attitudes, different ways of handling financial concerns, varying financial statuses and authority on the financial assets and obligations of a family that may well be considered in preparing the financial plan for a project. The following questions may be used as guideposts in preparing the financial aspect of the project study:

> Can the men and women contribute equity in such a way that they will enjoy equal rights, e.g., voting rights?

> If there are loan repayments to be made by the beneficiaries, were the paying capacities of the men and women considered separately so that the schedule of payments match their capacity to pay? Were the needs of male and female beneficiaries considered separately? Were the financial expectations or standards for one population subgroup relaxed to achieve the social objectives of a project?

> Who makes the key financial decisions in the family, the men or the women? How about in the community? Under whose name are the financial assets of the family registered?

> Whose decisions have the greater financial implications for the family, the men or the women? For the community? Women may not be making the key financial decisions but their small and apparently insignificant decisions may be very significant if taken cumulatively.

> Who usually applies for credit, the men or the women? Credit information may thus be tailored to fit the intended marketing target.

Socioeconomic Aspect

If GAD mainstreaming can be done in the financial aspect of the project study, there is more reason why it must be done in the socioeconomic aspect. After all, the goal of GAD mainstreaming is to bring greater benefits to the society or community as a whole and not just to women. While the program bias may seem to favor women at this point, it is so because there is a need to tip the balance and bridge the chasm cre-

d by generations of gender in-ality.

But for GAD-related develop-ent activities to be justifiable, all cioeconomic benefits of a oject must exceed its socioeco-mic costs even if, in some cases, may not be financially profitable. this case, the financial internal te of return (FIRR) is lower than s economic internal rate of re-rn (EIRR).

On the other hand, there may e cases when a project is finan-ially viable but may not yield suf-icient benefits to society. The ore reason there is to main-tream GAD in the socioeconomic spect. A project may have so-ciocultural and environmental costs that affect a particular popu-lation subgroup. However, these may not be captured in the finan-cial aspect of the project study to the extent that these can be quan-tified. There are actually tech-niques in doing so and they can be factored in the computation of the EIRR. For example, if a woman's labor, which may oth-erwise be idle, is tapped in a live-lihood product involving the pro-duction of homemade fruit pre-serves or jams, her work may ap-pear as cost in the financial as-pect equivalent to the compensa-tion that the project provides her. However, in the socioeconomic aspect, the cost of her labor is computed as zero since she is idle without the project. On the other hand, if a project causes illness among women in the community, and prevents them from working and earning a living, it is consid-ered in the socioeconomic realm as an additional project cost equivalent to the foregone earn-ings of the women members at the time they were unable to work. However, the same cost may not appear in the financial aspect.

Even the work that are usually associated with women in Philip-pine society such as baby-sitting, going to the market or washing the dishes must be valued in the so-cioeconomic aspect. Why? Be-cause if the women in a house-hold do not do these tasks, some-one else (e.g., househelper) would have to be paid to do it. Doing domestic chores may be valued and factored in the computation of the EIRR. The fact that women's work at home is not val-ued at all in the computation of our national income is in itself a manifestation of gender bias which most people take for granted.

Mainstreaming cannot be done in other considerations in the so-cioeconomic aspect of project study. The following questions

may however be asked:

> Is the project likely to bring adverse socioeconomic and environmental effects to a population subgroup and stakeholders? Are these quantifiable and of the same magnitude for each subgroup? How?

> Can the expected benefits from the project offset the adverse effects on a population subgroup? To what extent and is it quantifiable?

> Will the project generate higher net benefits if focused on a particular population subgroup?

> Will the project beneficiaries get secondary benefits and intangibles?

Grafting a Gender Perspective on Training Modules

After infusing a gender outlook into the various aspects of project preparation, these were 'grafted' into various project development training modules. These training courses were conducted by the Interagency Project Development Action Center, led by NEDA Region 1 and in various project development training courses sponsored by other agencies. Admittedly, the grafting technique was only recently done since the interval between project development training activities conducted in a given year is quite long. It also took sometime after the 'genderization' process, to present the outcome in a project development training. Nonetheless, the GAD advocacy done among various regional and subregional agencies and government units was already meant to mainstream GAD in planning and project identification.

Mainstreaming GAD in project approval, review and evaluation

To some extent, mainstreaming was done in the project approval process, particularly in project review and evaluation. While mainstreaming in this area at the regional level was not structured in the sense that instructions and specific guidelines were given on gender mainstreaming, the sectoral coordinators as well as the project team leaders in the Regional Development Council (RDC) technical secretariat , who did the project review, had been trained on GAD and were involved in the mainstreaming effort.

At the level of the regional agencies, mainstreaming was done in the preparation of project

oposals and in the course of oviding technical assistance in e project development activities f their clients. Most of the re- ional agencies, however, dealt ith smaller projects that do not sually need a pre-feasibility or a easibility study. Mainstreaming effort was particularly strong in the identification and development of projects meant to address women's concerns. It was also done in consultation with stakeholders who were chosen partly on the basis of gender considerations. Mainstreaming was likewise done through the participation of women in project identification and planning.

Results

As a result of the overall GAD mainstreaming effort in project development, a number of projects for women were identified, developed and funded by the concerned agencies. Most of these projects were livelihood projects. Some agencies such as the Department of Social Welfare and Development (DSWD) and the Department of Labor and Employment (DOLE) have evolved programs for women which are now part of their regular programs.

Mainstreaming in project development has also become part of project development and GAD-related training activities sponsored by some agencies. Many regional agencies now do their project screening (of potential beneficiaries and stakeholders) for agency funding using a gender lens.

At the RDC level, GAD-related projects submitted for review and endorsement were few and far between. If there were, those were under special funding as in the case of the ISP-funded projects. This only confirms observations that most of the projects were livelihood projects which cater to the practical gender needs of women beneficiaries and could be funded by the agencies themselves. The number of GAD-related projects is not that many if the required 5 percent budget allocation for GAD is the reckoning point. Most of the agencies were unable to comply in full to this requirement.

It must be noted that even if a number of project proposals submitted to the RDC for endorsement were not really meant to address gender concerns, the proponents at least mentioned the project's gender implications. Some proponents probably did it as an afterthought to improve

their proposal's chances of getting funding approval, knowing GAD as a played-up concern of international funding institutions. Moreover, requests from various agencies for resource persons on gender integration has become more frequent. This may be construed as another indication that the mainstreaming effort is now gathering momentum.

To sum it up, gender mainstreaming apparently made some beachheads in the way projects are developed. Materials for mainstreaming have been enriched but work should continue so that development agents may adopt and enrich these further in practice. An updated database will provide valuable inputs to project preparation. Agencies interviewed identified this as one strategic area where GAD mainstreaming in project development may be further improved.

Best Approaches

- Starting the mainstreaming effort with training materials on project development as part of a second wave of general advocacy campaign.
- Utilizing Project Development Action Center training courses and activities to spearhead GAD mainstreaming in project development.
- Mainstreaming gender not only in project preparation activities of potential proponents but also in the process of project review and approval. Checkpoints may be established in strategic phases in the project approval pipeline.
- Developing a pool of gender-sensitive resource persons on project development who can be deployed on short notice upon the request of line agencies and local government units. These resource persons can also initiate innovative ways of GAD mainstreaming in project development.
- Training the RDC Secretariat and personnel of line agencies and LGUs particularly those who are involved in providing technical assistance to project development, review and evaluation.
- Providing encouragement and support to line agencies and LGUs whenever they conduct workshops in project development in order to generate an inventory of GAD-oriented projects.
- Tapping organizations of

women or men in the identification and development of projects for their gender group.

- Supporting and encouraging agencies to adopt a regular program that will assist potential project proponents and stakeholders in developing GAD-oriented projects.

Lessons Learned and Areas for Deeper Mainstreaming

- Generate databases that may come in handy during project planning.
- Provide models in project preparation by developing generic project proposals based on widely-perceived needs of gender clients.
- Develop a program proposal to be financed by sources outside the regular agency budgets. This will serve as an umbrella program from which smaller projects could later be funded.
- Make use of the 5 percent required GAD allocation in agencies' budget to finance training courses on gender integration in project development.
- Publish a handbook on gender integration techniques in project development that could serve as a handy reference for planners and project developers.
- Whenever appropriate, include gender integration among the criteria in project selection.

Budgeting with a Gender Perspective

Budgeting in the public sector is the process of allocating expected funds to identified priority activities or projects. Since one cannot allocate the same fund to mutually-exclusive development undertakings, it is in the resulting budget where policy objectives are expressed clearly and carried out concretely. Wherever a policy objective is weakly expressed in the budgeting process, its chances of getting implemented are just as weak.

Mainstreaming gender and development (GAD) is one policy objective that constantly competes for available funds. But although these may be integrated or piggybacked on other undertakings, GAD activities also require resources of their own. The less resources there are, the less chances they have of being accommodated in the budget.

This has been a problem not only in Region 1 but in all other regions of the country where zero-based budgeting is not the practice. Items proposed for inclusion in some agency's annual budget were not justified from the ground up mainly because a large chunk of their proposed budget fell under the so-called 'committed portions'. Funds classified as such cannot be used for purposes other than what it was intended for. This is one constraint most government entities must live with aside from the fact that regional resource allocation decisions are practically limited to the residual portion of the budget for which various policy objectives, which are equally, if not more important, compete. The General Appropriations Act requirement for all agencies to allocate five percent of their budget to GAD must be viewed in the context of these constraints. It will, of course, take some time and the concerted effort of gender advocates in the bureaucracy to overcome these financial obstacles.

Nonetheless, just like in planning and programming, there are ways of mainstreaming GAD in the budgeting process that do not necessarily require government resource outlays. The important thing is to create a critical mass of dedicated gender advocates who will sustain the mainstreaming effort.

Mainstreaming Strategies

The factors that determine the budgetary outcome do not emerge and vanish during the budgeting season. Their influence and dynamics come into play in the course of budget preparation but their origins may set in at the very beginning of the planning process or when we conduct the situational analysis and socioeconomic profiling. At this point, a minimum database has to be generated.

Region 1 managed to generate sex-disaggregated data for its development indicators. However, it was only towards the middle of CY 2000 when it was able to complete and consolidate its output with the production of a statistical compilation on men and women in Region 1. It was also during this period when they finally achieved a matching of data output from statistical producers with the requirements of end-users or those tasked to do gender planning.

The Regional Development Council (RDC) technical secretariat then assessed the gender-responsiveness of the Regional Development Plan for CY 1999 to 2004 and found it wanting perhaps due to the scarcity of gender-related data when it was prepared. This Plan is a strategic and principal reference during the budgeting period of the first quarter of each year. Recommendations were subsequently made on where and how to integrate gender concerns in the Plan.

A similar review was done on the Regional Development Investment Program (the latest one is now known as the Strategic Investment Program), which is a companion document to the RDP. Just like the RDP, it was also found wanting in gender dimensions although it had projects that sought to address women's concerns. These, too, were deemed not enough to make up a substantial gender orientation. It is important though that the weakness was recognized.

In short, at the Regional Development Council (RDC) level, the road leading all the way up to the budgeting exercise between CY 1999 to CY 2000 was still dominated and controlled by old paradigms. Although there had been serious gender mainstreaming initiatives and beachheads scored, so much work still had to be done. Losing the fronts on the way to the budgeting exercise in an effort to mainstream gender concerns would

ake the task of gender ainstreaming even more difficult. his was the situation when GAD as being mainstreamed into the udgeting process.

In Region 1, the parallel and otal approach was used in ainstreaming GAD in budgeting. A parallel approach works not nly on the budgeting outputs and ilestones but also on the strate- ic budgeting inputs. In this case, t was applied even to the yearly egional and agency investment rograms or list of project priori- ies as well as on the spatial and ubsectoral allocation scheme nd criteria. The approach was lso total because it did not focus n the budget preparation alone but covered the entire process from the issuance of a regional budget call up to the RDC delib- eration and endorsements of agency budgets.

The approach though was not employed to the maximum extent because the budget conference, which used to be held in line with the budget review function of the RDC, was not held regularly. There were years, such as in CY 2000, when the conference was not held. Nevertheless, whenever the situation allowed, the approach was tried.

Budget Call

In the regional budget call, the required allocation for gender concerns is usually indicated. However, mere compliance with a prescribed minimum allocation in the agency budget must not be the last stop in the mainstreaming effort. It should instead be regarded as a starting point in a determined effort to allow gender concerns and considerations to figure in the shaping and implementation of regional priorities. Five percent of any agency budget is still marginal, and being so, it must only be seen as a stepping stone towards a more vigorous mainstreaming ef-

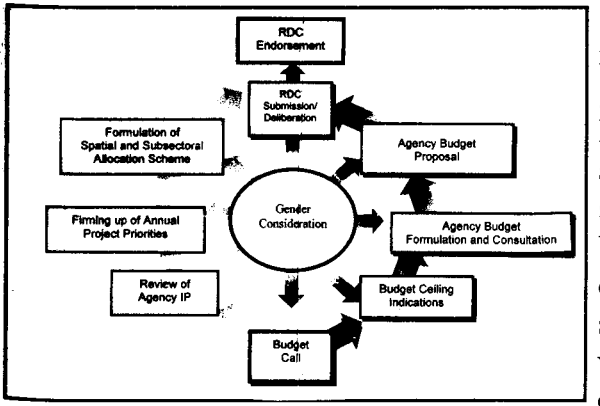


Fig. 10. Mainstreaming Gender in Budgeting

fort.

To reinforce the budget call, resource speakers on gender concerns were invited to speak during the specific Budget Forum where the budget call was issued. On one occasion, the speaker even came all the way from the National Commission on the Role of Filipino Women (NCRFW) in Manila. Since the regional advocacy theme for gender mainstreaming at that time was on statistics-generation, the speaker made a pitch on the need to generate sex-disaggregated statistics.

Budget Ceiling Indications

Each agency has its own budget ceiling which is usually determined by their respective central offices. In fact, the agencies' central offices still have the controlling decision on the regional line agencies' budget. Hence, the agencies' central offices may provide the needed leverage and impetus in gender mainstreaming efforts among the agencies in the region.

While waiting for the centrally-imposed budget ceiling, the agencies would first firm up their annual agency investment program or their yearly list of priorities. At this point, gender mainstreaming advocacy activities are conducted among those involved in the preparation of investment programs of each agency or local government unit. Almost all of the planning and budget officers have been reached through these advocacy and training activities. From interviews of several planning and budget officers, it was learned that the technical staff of their respective agencies are also involved in the budget preparation. Thus, in collegial decision-making where majority rules, it is important to advocate gender mainstreaming not just among planning and budget officers but also among other personnel who have a hand in the planning and budgeting process.

Budgeting and Consultation at the Agency Level

During the actual budget preparation at the agency level, consultation with stakeholders was rarely done at this stage. One obvious reason for this was time constraint. Other than the RDC-sponsored budget conferences, there was not enough time to hold such consultations during the period between the budget call and budget submission.

Nevertheless, the projects and

tivities that were eventually nded through the agencies' bud- ts were mostly identified in con- ultations done during the project dentification and planning stages nd not during the budget prepa- ation. Other projects were iden- ified during the interaction of gencies with other government nd nongovernment organizations. Some agencies like the Depart- ment of Environment and Natural Resources (DENR) used a vari- ety of tools in project identifica- tion including the conduct of so- cioeconomic survey, livelihood analysis, interview of stakehold- ers and focus group discussions (FGDs). Through the application of these tools, they were able to determine gender issues and come up with appropriate strategies to address these problems.

Consultations done during the budget preparation were mostly intra-agency in nature, where planning and budget officers consult with the staff of various technical divisions who were the ones directly in touch with the agencies' clientele. It was during such consultations when priorities of the agencies and their spatial and subsectoral allocation scheme were firmed up.

The integration of GAD projects and activities in the agency budget was driven more by the pressure to comply with the mandated five percent allocation. In spite of this, the adoption of the GAD-promotive allocation criteria was still weak. In most cases, the integration was through the inclusion of projects that seek to address gender concerns and were mostly limited to the five percent minimum prescribed allocation. Thus, projects accommodated in the agency budgets beyond the five percent allocation were not necessarily gender-sensitive. Some were squeezed into the budget for reasons other than their being responsive to gender concerns.

Even with a weak GAD component in the budgeting process, the accommodation of GAD projects and activities in the agency budget could have been a built-in fact if these items were selected and screened in the planning and investment programming stages using gender-sensitive parameters. Or better yet, if gender considerations were built into the whole process from planning to project identification and investment programming.

Submission of Budget Proposal and RDC Endorsement

By virtue of Executive Order No. 325 as amended, the Regional Development Council (RDC) is mandated to "review and endorse to the national government the annual budgets of agency regional offices, state colleges and universities and special development authorities." Through this mandate, the NEDA can therefore serve as a 'checkpoint' on gender integration for projects that are in the pipeline or those awaiting approval for funding. Unfortunately, this mandate of the RDC was not carried out with regularity because such review was perceived by some agencies as a futile exercise that will not influence the outcome of the final budget. The central offices of most regional line agencies still have the final say over their budget. In fact, some agencies no longer submit their budget proposals to the RDC for endorsement.

However, in cases where the RDC's review and endorsement mandate was carried out, the RDC Secretariat (i.e., the NEDA Regional Office 1) did consider gender concerns, although the consideration was more on the basis of compliance to the five percent mandatory GAD allocation. For those who did not comply fully with the required allocation, the RDC undertook technical level coordination with the concerned agencies to improve their compliance level.

Budget Outcomes

There are two ways by which to gauge the success of any gender mainstreaming effort : 1) the extent to which a 'GADly' mindset and mechanism in the budgeting process is put in place, and 2) compliance to the five percent mandatory allocation for GAD-related undertakings. The latter may be considered the bottomline or minimum manifestation of gender mainstreaming in the budgeting process. On the other hand, depending on the extent item 1 was carried out, the allocation for GAD activities could even exceed the five percent mark, plus a guarantee that all projects included in the budget are gender-responsive.

There may have been significant gains in the infusion of a 'GADly' mindset and mechanism in the budgeting process of agencies and LGUs in Region 1 but there is still a lot of room for improvement. For instance, there is a lack of GAD-related resource

cation criteria and consultation h stakeholders. GAD check-nts in the planning process that d to budgeting are either non-istent or few and far between. There is also a lot of room for provement even in the compli-ce to the five percent manda-ry requirement for GAD-related ndertakings. A study of a sample f the major agencies shows that e average compliance level from Y 1998 to CY 2000 was oughly 2.24 percent of an gency's budget ---which is 55.2 ercent short of the required five ercent allocation. Moreover, the ompliance level was not steadily ncreasing during the period. In Y 1998, it was an average of .32 percent, before it dropped o 1.45 percent in CY 1999 and ent up again to 3.02 percent in Y 2000. ***(see Figure 11)***

Among the agencies that submitted reports, the Department of Interior and Local Government had the highest level of compliance at 4.97 percent. The figure is a big leap from the 0.10 percent allocated by the agency in CY 1998. In contrast, the Department of Environment and Natural Resources (DENR) had been consistently high in compliance level, both in terms of absolute amount and percentage allocation of its budget.

It must be noted that even if the agencies' budget declined in CY 2000 as against CY 1999, the share of GAD-related activities had increased in terms of percentage of the agencies' total budget. But in terms of the aggregate budget of the agencies, the budget share of GAD-related undertakings declined in CY 1999

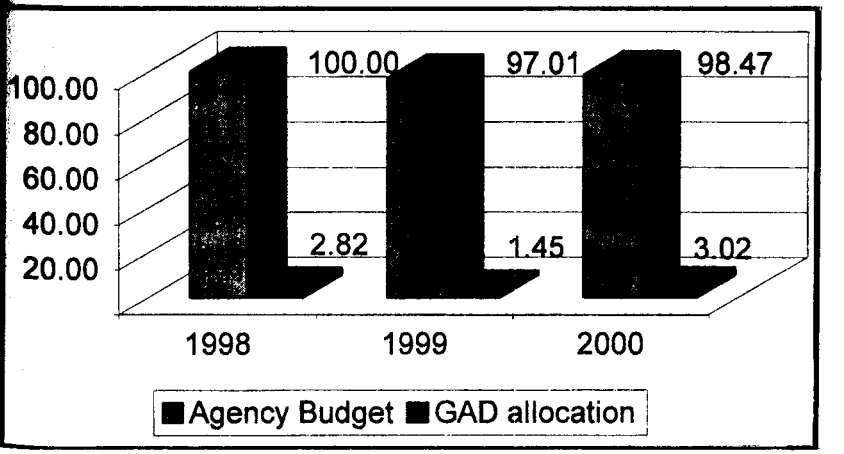


Fig. 11. GAD allocations in the Agency Budget

compared to that of the previous year.

Best Approaches and Lessons Learned

- Conducting GAD orientation and training among planning and budget officers and other strategic agency personnel.
- Mainstreaming GAD on the road to the budgeting process, preferably starting with a strong mainstreaming effort in the planning phase, followed by a reinforcement in the investment programming phase.
- Constantly striving to create a critical mass of gender advocates within each agency who could serve as dedicated agents and a strong pressure source in every aspect of the development effort.
- Identifying a minimum number of GAD-oriented priority projects that can be pushed for inclusion in the agencies' budget proposals.
- Orienting key technical staff in the RDC Secretariat, including the NEDA sectoral staff, particularly those involved in budget reviews and follow-throughs.
- Consulting stakeholders in problem and project identification.
- Giving awards to the best agencies who have achieved a total and well-rounded mainstreaming throughout the entire planning process.
- Influencing the agencies to firm up their annual investment program or priority list as strategic inputs to budget preparation.
- 'Genderizing' existing planning statistics (whenever it is feasible) and generating more GAD-oriented statistics.
- Monitoring compliance to the required five percent allocation for gender-related undertakings.
- Inviting resource persons to speak on GAD and its priority concerns during the Budget Forum prior to the agencies' budget preparation.

Areas for Deeper Mainstreaming

- Institute gender sensitivity checkpoints within and outside the agencies riding on existing organizational structure, plan, project evaluation, programming, budget preparation, monitoring and evaluation

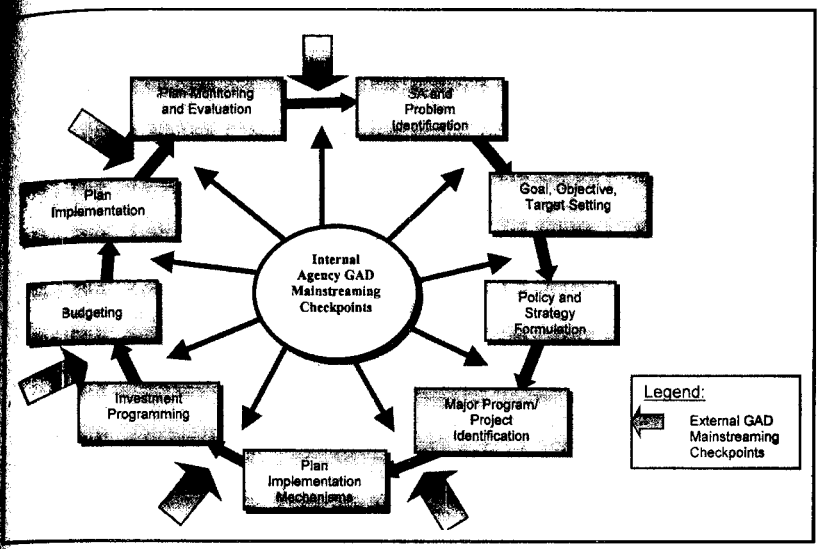


Fig. 12 Possible GAD Mainstreaming Checkpoints

The Planning Process

- Consult GAD stakeholders on problems, policy recommendations and proposed projects at the early stage of the planning process.
- Tap female as well as male associations (through appropriate training, e.g. project development) in generating well-prepared project proposals which can be used to gain access to funds even outside the agencies' budget allocations.
- Since controlling decisions on regional line agencies' budgets are still with the agencies' central offices (despite the policy on devolution), there is a need to undertake a vigorous mainstreaming effort among strategic personnel in the agencies' central offices.
- Mainstream GAD in the formulation of resource allocation schemes at the regional, sectoral, provincial and even municipal levels.
- Reinforce the budget review and endorsement function of the RDC as one of the external GAD checkpoints for plans, programs and projects in the pipeline or those awaiting approval for funding.
- Aim not just for compliance to the five percent mandatory budget allocation for gender-related undertakings but for an agency budget that is gender-responsive in its entirety.
- Include all agency personnel

involved in budget preparation and decision-making in the list of target participants of GAD orientation and appreciation courses.

- Develop and package a regionwide (or even nationwide) GAD program for funding outside the agencies' budgets and from which smaller GAD projects may be funded.

Monitoring and Evaluating Gender Integration in Agency Programs

The Institutional Strengthening Project II (ISP 2) was designed specifically to develop tools and skills that would enable partner agencies and local government units to formulate their own gender responsive development plans. Using their plan as a road map, they must also devise a mechanism for them to find out if they are on the right track and how far they have gone in achieving their goals.

Five years after the ISP 2 was launched in Region 1, those behind the project wanted to know how far the agencies have gone in incorporating a gender framework in their programs, projects, activities and internal operations. Are the tools for mainstreaming and gender diagnosis already in place? Have they included GAD concerns in their respective Standard Operating Procedures (SOPs) and are these being followed? To what extent have basic government programs uplifted the status of women in Region 1?

These and other questions that seek to measure performance vis a vis the goals and objectives of the program can only be answered if an effective monitoring and evaluation system is in place.

M & E's Role in the Development Planning Cycle

What exactly is monitoring? And what is evaluation? Where does monitoring end and evaluation begin?

Monitoring and evaluation are two interrelated processes that are integral parts of the development planning cycle.

Monitoring is a continuous surveillance and feedback mechanism that involves gathering, processing and analyzing information on the progress and status of program implementation. It is a regular or periodic checking on the inputs, process and outcome using preset indicators based on program objectives and targets. It is knowing how resources are used to attain certain objectives within a given time frame, how well targets are met and if work plans are followed strictly or modified. Through monitoring, program managers are able to identify current and even potential operational problems, unforeseen circumstances and possible midstream solutions in order to keep the program on the right track.

On the other hand, evaluation is a management tool to determine how the program or

project has affected the target beneficiaries. It is the process of gathering information on the effectiveness, efficiency and relevance of a program to find out if it was worth the time, effort and resources. Like monitoring, evaluation must be based on the goals, objectives and targets set during the planning process.

There are two types of evaluation based on the component being assessed. If you want to know how well the program is designed and implemented, you must do a ***Process Evaluation****. But if you wish to find out how well the program attained its objectives, you have to do an* ***Outcome Evaluation****.* Impact assessment is one example of an outcome evaluation.

Evaluation can also be classified according to when it is done. If it is conducted at specified periods within the implementation stage, it is called ***Formative Evaluation****. This type of evaluation is meant to provide program managers a preview of the project's impact or effects so they could revise their strategy and still ensure the program's success.*

If the evaluation is done at the end of the project, it is called ***Summative Evaluation.***

A GAD M&E Framework

ISP 2 program managers conceptualized a framework for monitoring and evaluating Gender and Development concerns, programs and projects in the context of the gender situation obtaining in Region 1.

This proposed framework is premised on two fundamental policies as enunciated in Republic Act No. 7192, otherwise known as the "Women in Development and Nation Building Act", which directs all government departments to 1) ensure that women benefit equally and participate directly in agency programs and projects; and 2) review and revise agency regulations, circulars, issuances and procedures to remove gender bias therein.

The framework has the following ***monitoring objectives:***

1. To provide a system for integrating and mainstreaming GAD concerns in the monitoring and evaluation activities of government entities;
2. To provide timely information on the implementation status and impact of GAD-related projects;

3. To identify problems and issues in GAD mainstreaming so that appropriate measures may be undertaken to address these; and
4. To provide a venue for the participation of project beneficiaries and other concerned entities in GAD mainstreaming.

The M&E framework covers three project groupings. These are:

Group A *(Projects funded from the 5 percent budget allocation of agencies)*

The projects included here either -

a) Support the formulation of agency regulations, circulars, issuances and procedures aimed at removing gender bias therein as enunciated in R.A. 7192;
b) Promote the welfare of both the agency's staff and clientele; or
c) Advocate GAD concerns to increase awareness of gender issues and policies.

Group B *(Projects included in the ISP 2)*

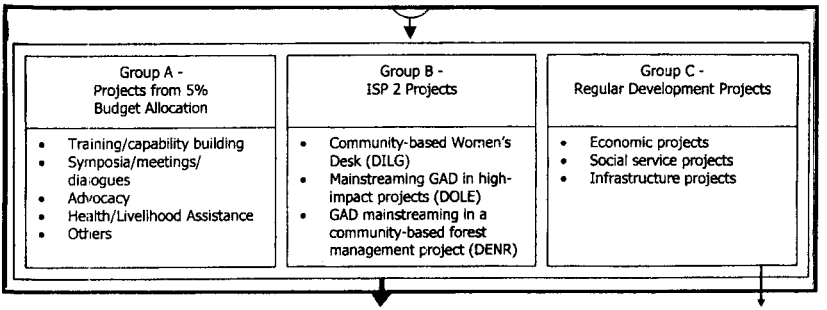
The projects included here are those specially designed to develop systems, tools and skills needed in gender mainstreaming.

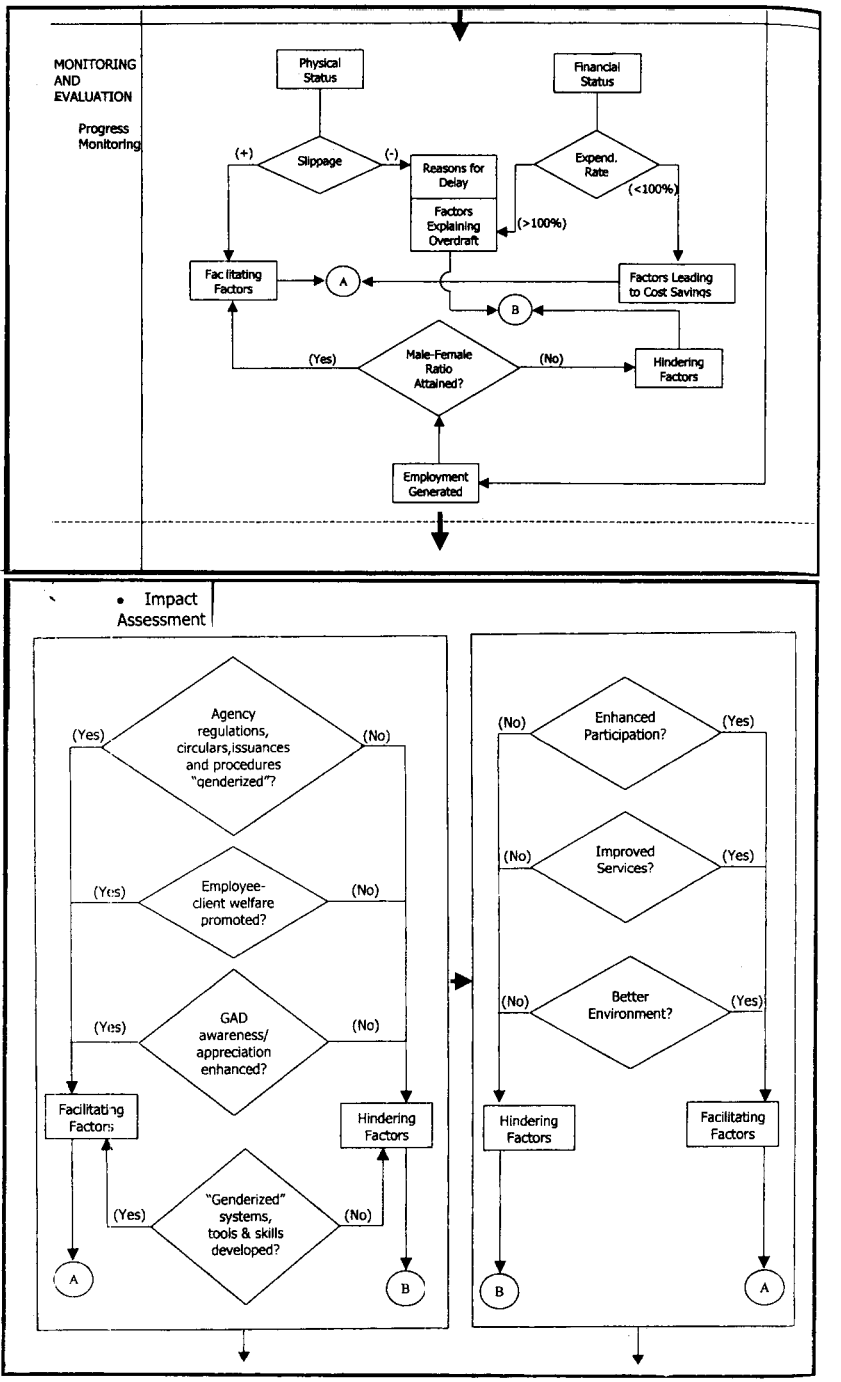
Group C *(Selected regular development projects of key line agencies and LGUs under the economic, social services and infrastructure sectors)*

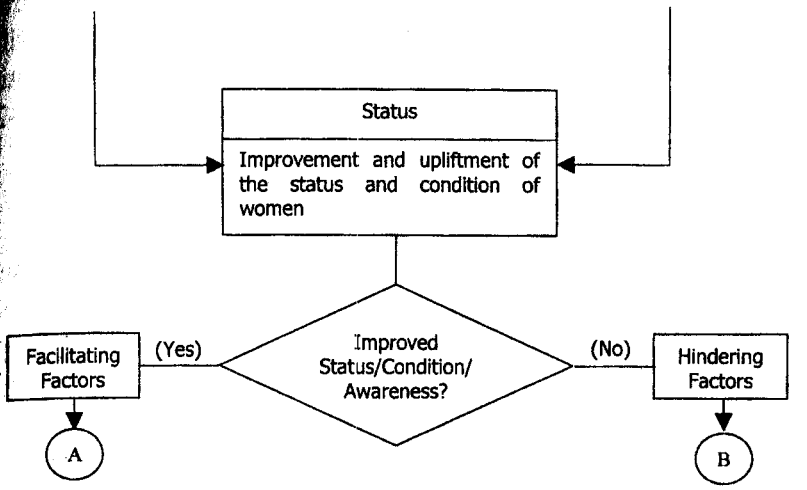
The projects included here are those perceived to have high positive impact on the status and condition of women in society.

The framework suggests **two monitoring and evaluation processes -- Progress Monitoring** and **Impact Assessment.**

Fig. 13 Framework for Monitoring and Evaluating GAD concerns




MONITORING AND EVALUATION
Progress Monitoring
Physical Status
Financial Status
(+)
Slippage
(-)
Reasons for Delay
Factors Explaining Overdraft
Expend. Rate
(<100%)
(>100%)
Facilitating Factors
A
Factors Leading to Cost Savings
B
(Yes)
Male-Female Ratio Attained?
(No)
Hindering Factors
Employment Generated
• Impact Assessment
Agency regulations, circulars,issuances and procedures "genderized"?
(Yes)
(No)
Employee-client welfare promoted?
(Yes)
(No)
GAD awareness/ appreciation enhanced?
(Yes)
(No)
Facilitating Factors
Hindering Factors
"Genderized" systems, tools & skills developed?
(Yes)
(No)
A
B
Enhanced Participation?
(No)
(Yes)
Improved Services?
(No)
(Yes)
Better Environment?
(No)
(Yes)
Hindering Factors
Facilitating Factors
B
A



>Progress Monitoring

Progress monitoring of GAD-related projects will be done under the existing Regional Project Monitoring and Evaluation System (RPMES).

For projects under Groups A and B, the focus of progress monitoring is the timely completion of the projects' physical targets and disbursement of project costs.

The major monitoring indicators include physical 'slippage', funding support and expenditure rate. Physical 'slippage' is an indicator of a project's physical status and is a technical term often used in monitoring the progress of infrastructure projects (whether construction is behind schedule or if contractor conformed to specified standards, etc.). Funding support and expenditure rate are used to gauge the financial status of the project.

For projects under Group C, the "employment generated by the project" is one of the indicators to be monitored, aside from the timely completion of physical targets and disbursement of project costs.

In quantifying the employment generated by a GAD-enrolled project, targets must have been set for male-female employment ratio before the start of the project. The actual ratio at the

completion of the project will be compared with the preset target to obtain an accurate measure of performance.

The indicators to be used in gauging the physical status of GAD-enrolled projects for all project groupings shall be consistent with existing GAD indicator systems already developed. A sample of indicators is shown in **Annex B.**

As much as possible, the indicators for each enrolled project should be identified by all entities involved such as the proponent agency, the implementing entity and monitoring staff. This is to make sure that performance evaluation results are not biased.

The existing RPMES forms shall be utilized in the monitoring process. These forms include PMC Form I -1 - for the list of projects to be monitored during the year; PMC Form 1-2 for the regular reporting of project accomplishment, and PMC Form I - 3 for projects encountering delays. These RPMES input forms are shown on **Annex C.**

Project accomplishments shall be reported on a quarterly basis in order to be consistent with the reporting frequency of other projects under the RPMES. Accomplishment reports of GAD-related projects shall be included in the RPMES quarterly reports as a separate chapter. These will be presented in RPMES output forms PMC Forms O-1 and O-2 as shown in **Annex D.**

> ***Impact Assessment***

The evaluation analysis at this stage will focus on the impact of key GAD-responsive projects on seven major factors enumerated below:

1. ***Participation*** or the involvement of women as active agents of development in socioeconomic and political planning, decision-making and implementation.
2. ***Services*** or the availability, accessibility and utilization of services, facilities and opportunities for women and men as coequal beneficiaries of development;
3. ***Environment*** or the creation of a milieu and the formation of structures which address women's concerns and promote the welfare of women;
4. ***Internal Operations*** or whether the agency has transformed its regulations, circulars, issuances and procedures from gender-blind to gender-fair, remov-

g all vestiges of gender as therein;

Welfare or whether the project truly promotes the welfare of its employees and clients;

Awareness or changes in the knowledge level and appreciation of GAD concepts among the agency staff, clientele and project beneficiaries;

Instruments or whether gender-related systems, tools and skills have been developed.

The primary objective of the valuation analysis is to determine what extent the status and condition of women in society have improved.

For the assessment to be meaningful, benchmark data on target-based indicators must be gathered before the start of the project. Data gathered from the evaluation shall then be compared with the benchmark to determine whether or not there has been a significant change.

Aside from the major indicators, there may be intervening factors which either facilitate or hinder the attainment of GAD objectives. These too must be studied. For instance, a project that seeks to empower women in a particular community by involving them in a livelihood activity may fail because its target clientele may not be able to devote enough time to the project since they already have their hands full doing household chores and taking care of their children. This is one example of a hindering factor. On the other hand, there are also factors that facilitate the attainment of a project's goals. The existence of a day care center in the barangay may help ease the women's multiple burden, giving them time to participate in community activities.

Monitoring and evaluation results shall be promptly disseminated to all concerned entities for their appropriate action.

The information generated from monitoring and evaluation efforts shall be used in developing gender-specific indicators and a database on which plans, policies and program adjustments will be based.

Monitoring GAD-related Projects in Region 1

In line with efforts to mainstream gender in the monitoring and evaluation component of the regional development planning process, various GAD-related projects of line agencies and local government units were moni-

tored in Calendar Year 2000. These projects were those categorized under Groups B and C in the proposed M&E framework.

Projects belonging to Group B are those funded through ISP 2 which has two tracks. Track 1 projects include the following:

1) Integrating Gender and Development in the Local Development Plans of the Municipalities of Santol and Caba.
2) Capability-Building, Leadership and Entrepreneurial Skills Training (Caba)
3) Woodcraft and Skills Training in Furniture-Making (Santol)

Projects under Track 2 are the following:

1) Community-Based Women's Desk (DILG)
2) Mainstreaming GAD in High-Impact Projects (DOLE)
3) Mainstreaming GAD in a Community-Based Forest Management Project (DENR)
4) Handbook on Gender statistics on Men and Women in Region 1 (NSCB)
5) Training to Build Up Capability on Gender and Development (GAD)

Monitoring of Group C projects focused on how gender concerns were integrated in existing agency or LGU functions and activities. Among the agencies with this type of GAD projects were provincial offices in La Union with devolved line agency functions such as the Provincial Health Office, Provincial Environment and Natural Resources Office, Provincial Nutrition Office, Provincial Population Office, Provincial Social Welfare Office and the Provincial Engineering Office.

The Department of Education, Culture and Sports (DECS) regional office and the University of Northern Philippines (UNP) in Vigan City (Ilocos Sur) integrated gender concepts in their school curricula. The following agencies conducted gender sensitivity and other GAD-related training activities: Department of Agriculture (DA), Department of Health (DOH), Technical Education and Skills Development Authority (TESDA) and the Department of Tourism (DOT).

Some other agencies focused on various GAD advocacy activities. Among these were the DENR (aside from its ISP 2-funded project), Department of Trade and Industry (DTI) and the

epartment of Labor and Employment (DOLE).

The following key result areas of Group C projects were monitored in CY 2000:

1) Timely completion of project activities and targets;
2) Proper disbursement of project funds; and
3) Active participation of male and female beneficiaries, and

For projects that were behind schedule in implementation, problem-solving sessions were held and monitored.

Although the above key result areas are similar to the ones embodied in the M&E framework, items 1 and 2 were not properly captured in the accomplishment reports consolidated by the ISP 2 Secretariat since the reporting forms utilized simply indicated 'accomplishments' and 'financial requirements.' In short, actual physical accomplishments and expenditures were not compared to the targets set at the start of the year or prior to project implementation.

The suggested monitoring forms were not used due to the delayed presentation of the proposed GAD M&E framework to the partner agencies, which was done only in May. The monitoring of GAD mainstreaming projects actually started during the first quarter. As a consequence, the monitoring of GAD concerns was not integrated in the RPMES (under the Regional Project Monitoring Committee or RPMC) as originally planned but was coordinated instead by the Regional Social Development Committee (RSDC).

While a certain degree of evaluation was done to measure the level of participation of men and women beneficiaries in some of the projects, this did not follow strictly the evaluation parameters suggested in the M&E framework. Selected project beneficiaries were interviewed to determine if the project really benefitted them in the way it was intended to. However, no in depth evaluation was done due to limited funds allotted for the purpose.

Outcome of the Monitoring Effort

The periodic field monitoring visits and the project benefit monitoring done for the ISP-assisted projects provided the project managers and beneficiaries excellent opportunities to discuss problems and issues in implementation. This gave them a chance to do

something about the emerging issues to hasten project implementation. The monitoring visits also enabled the implementing agencies to get first hand information on the project status . At the same time, these were opportunities for beneficiaries to clarify issues and problems encountered at the field level.

The visits further enhanced the skills of project managers in coordination, consultation and networking.

Through problem-solving sessions and the regular reporting of project accomplishments (quarterly as done in CY 2000), implementation problems were promptly addressed.

Best Approaches and Lessons Learned

The Region 1 experience in monitoring GAD concerns in agency programs and projects was very enriching as it broadened the project managers' perspective in monitoring mainstreaming initiatives. The following were the best approaches and lessons learned from this experience:

1. **Regular monitoring of project accomplishments ensures timely action and response to implementation bottlenecks.**

Requiring implementing agencies to submit monitoring reports regularly enables the program managers and monitors to determine whether or not programmed activities are being undertaken and funds are properly disbursed. Remedial measures can therefore be instituted promptly.

2. **Conducting field monitoring visits is crucial to the validation of monitoring reports submitted by implementing agents.**

Through ocular inspections and direct interviews with project beneficiaries, monitoring staff are able to elicit feedback that cannot be gleaned from simple monitoring reports submitted by implementing entities. First hand information must be obtained on how far the project has gone in attaining its objectives and how well project activities are being carried out. Solutions suggested by the beneficiaries themselves may help the implementing agency in instituting appropriate remedial measures in order to facilitate project completion.

3. **Active involvement of male and female beneficiaries in monitoring is necessary to ensure the success of GAD-**

ponsive projects

Holding regular dialogues with le and female beneficiaries to cuss issues and problems in plementation results in a clearer derstanding and better appreciaon of gender concerns by them. ecommended solutions are then ore likely to be implemented.

The Community-Based Women's Desk: A response to Domestic Violence

Response to Domestic Violence

For many women, the home is a place of terror. A report released recently by the Amnesty International revealed that millions of women all over the world are subjected daily to various forms of violence including rape, torture and battery. In most cases, the acts of violence are inflicted by members of their own family or household.

This is corroborated by results of the 1993 National Safe Motherhood Survey which indicated that 9.1 percent of the respondents in the Ilocos Region admitted having been physically abused by a family member. Some of them (3.5 percent) were even harmed while they were pregnant. Rape, another form of violence against women, has been on the rise in the region despite the death penalty law according to a report from the Philippine National Police (PNP). There were 13.2 percent more rape incidents in the region in year 2000 compared to the figure in 1999, and most of the cases being handled by the PNP Women's and Children's Desk are cases of sexual abuse.

Women's socially-constructed role as a sex object and their perceived status as the 'weaker sex' make them vulnerable to various forms of violence. The issue cuts across cultures, geographical borders, religions and social classes. Amnesty International thus called on governments to address the problem noting that in many countries, women are not taken seriously when they approach the police for assistance.

Despite the inroads made by the worldwide crusade against gender-based violence, many cases in the country are still left unreported for a number of reasons. One of these is fear. Victims fear for their lives and eventually lose their self-esteem as they go through the so-called cycle of violence. Many opt to suffer in silence because they simply do not know where to file a complaint. Others do not trust the police and find the system inadequate to cater to the peculiar needs of women and child victims.

In response to the calls made by participants of several international conferences for the elimination and prevention of violence against women and children, *Kalakasan*, a nongovernmental organization (NGO), spear-

headed the creation of Women's Desks in selected police stations in Metro Manila. Eventually, with the passage of Republic Act 8551, all police stations were directed to create a women's desk within their jurisdiction.

Results of several studies however show that the Women's Desks were not getting enough support from the police organization and the community. Moreover, the lack of guidance on how to operate the Desks made it cumbersome for the implementing agencies to perform their functions.

The Department of Interior and Local Government (DILG) thus saw the need to reinvent the Desk and transform it into a community-based, victim-friendly and a more systematic service provider. The Community-Based Women's Desk (CBWD) is a new and consolidated approach to gender-based violence. It mobilizes members of the community to act as a pool of resources ready to respond to problems brought to their attention.

Objectives

This project aims to mobilize the community and enhance the capability of local government units in the province of La Union to respond to cases of violence against women and children.

How the CBWD was set up

1. **Social Marketing**

A team from the DILG and NEDA went around the province and tried to sell the idea to the local chief executives, NGOs and partner agencies. In all these fora, the proponent received positive response from local leaders and the community. Some mayors even asked that their respective areas be given priority in the provision of technical assistance.

2. **Contract signing**

The DILG and the local chief executives executed a Memorandum of Agreement (MOA) for the operation of the CBWD.

3. **Organizing interagency committees**

An interagency committee was organized in each police station. The committee was composed of five members from each local government unit, representing any of the following entities:

1. Sangguniang Bayan (SB) Committee on Women and Family
2. SB Committee on Human Rights

Office of the Chief of Police/ Women's Desk Officer
Municipal Social Welfare and Development Office
Municipal Local Government Office
Office of the Jail Warden
Municipal Trial Court
Parole and Probation Administration
A locally-based NGO that caters to women.

The commitment and support of the agencies involved here was crucial to the effective delivery of services to the victims and their offenders. Through proper networking and resource sharing, cases were resolved and services were provided effectively and with maximum impact.

Assessing the training needs of implementing agencies

Five members of the CBWD interagency committee of each of the 19 municipalities and one city in the province of La Union were asked to fill in a well-prepared questionnaire designed to gauge their training needs. They were asked the following questions:

- Which of the following functions of the PNP Women's Desks are being implemented in your area? (*choices were enumerated)*
- Which of the following skills do you feel are necessary for you to become more effective and efficient in the operation of the Women's Desk? (*choices are enumerated)*
- Which of the following areas of concern do you need to be oriented on? (*choices were enumerated)*
- At what level would you like the training to be conducted?
- How long would you like the training to be?
- Where do you prefer to hold the training?
- Do you have any suggestion or recommendation for a more practical implementation of the training?

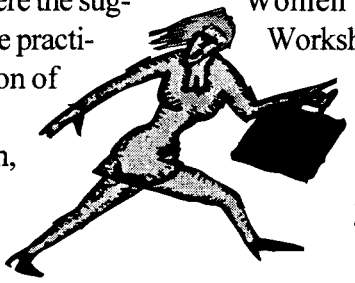
Of the 100 questionnaires given out, only 80 were accomplished and returned to the proponent. Some respondents however failed to fill in the questionnaire completely. These had to be sent back to them for completion.

The responses were processed and analyzed. Below were the salient findings of this TNA:

- More than half (57 percent) of the respondents were aware of the functions of the women's desk. The top three functions that were identified as commonly implemented were the following: 1) investigate cases,

2) prepare data base, and 3) monitor cases or complaints.

- Majority identified skills in investigation and interrogation as very necessary for them to become effective and efficient in the operation of the women's desk. Other skills listed were those on documentation, community organizing and networking.
- Respondents identified the following as the topics which they wished to be oriented on : Basic Women's Desk Operation, Women's Basic and Legal Rights, Violence Against Women and Counseling.
- 51 percent wanted the training to be conducted at the provincial level; 31 percent at the municipal/city level and 3.5 percent at the barangay level. The rest did not answer the question.
- Majority wished to have a 3-day training.
- Most of the respondents preferred to have a training held within La Union.
- The following were the suggestions for a more practical implementation of the training:
  - Provide practicum, not just theories.
  - Tasking should be done.
  - Make local officials aware of the CBWD functions.
  - Emphasize case study presentations.
  - Highlight procedures of CBWD.
  - Discuss monitoring and evaluation.
  - Select workshop teams per LGU.
  - Choose lecturers who are effective and knowledgeable on the subject matter.



Designing a Training for Implementing Agencies

The results of the TNA served as the bases in preparing the training design for prospective CBWD committee members. Specific topics that are relevant and appropriate to the operations of the CBWD were identified.

The Actual Conduct of the Training

The Community-Based Women's Desk Training Workshop was conducted on December 8-9, 1999 at the International Rural Electrification Training Center in

goo, La Union. Seventy-two rticipants attended this two-day ve-in training which had a total f 16 training hours.

Training Objectives

It was expected that at the end of the training, the participants should have:

1. become familiar with the concepts of Gender and Development and Violence Against Women;
2. identified strategies in eliminating violence against women in their areas;
3. acquired skills in operating a CBWD;
4. become familiar with data base system preparation; and
5. prepared and submitted an Action Plan for CY 2000.

Methodology

The topics were ably discussed and workshops were properly handled by the resource persons and facilitators from the Department of Interior and Local Government (DILG), National Economic and Development Authority (NEDA), Department of Social Welfare and Development (DSWD), Department of Labor and Employment (DOLE) and the PNP. The following were included in the course contents:

- Team-Building Exercises
- Overview of Gender and Development Concepts
- Violence Against Women and Children (VAWC)
- Legal Response to VAWC
- Documentation and Profiling of VAWC Cases
- Counselling VAWC Victims
- Gender Mainstreaming
- Gender-Responsive Development Planning
- Report Writing
- Monitoring and Evaluation

Training methodologies used were lecture-discussions, sharing of experiences, role play and team-building exercises.

Workshops on planning and monitoring were also done.

Training Evaluation

After the training, the facilitators gathered verbal feedback from the participants. A number of participants perceived the training as 'successful' expressing belief that the objectives had been attained.

Each LGU submitted an Action Plan. DILG will monitor the implementation of these Action Plans.

The participants pledged their commitment by signing a Memorandum of Commitment (MOC). A copy of each MOC was submitted to the DILG for monitoring purposes.

Resource Mapping

The LGUs involved in this project conducted an inventory of resources which could be tapped for the CBWD operations. They identified network support services for victims and perpetrators of violence such as telephone hotline, women's shelter and debriefing programs. Based on their inventory, only a few institutions can be tapped for services. These are the following:

- Women's Shelter (DSWD Shelters) in Agoo and Bauang
- Women's Crisis Center of the Ilocos Training and Regional Medical Center (ITRMC)
- Overseas Workers' Welfare Office (OWWA)
- Diocesan Center, San Fernando City
- Family Planning Organization of the Philippines (FPOP)- La Union Chapter
- Kanlungan Center Foundation, Inc. (an NGO that caters to migrant workers)
- ORT Community Development
- Timpuyog SME Service Center Foundation

It was noted that there are only two shelters for distressed women in La Union and both of these are in the second district. These are the Substitute Home Care for Women in Barangay Urayong, Bauang town and the Home for Girls in Agoo. The need to establish women's shelters in the first district was pointed out. Subsequently, Mayor Mary Jane Ortega of San Fernando City announced a plan to put up a shelter that will cater to both distressed men and women in the first district.

Developing a Data Base System

The data base system is an important input in planning, especially in the analysis of the situation of women and children. While previous projects of this nature documented only the profiles of the victims, this project provides direction for the systematic reporting and documentation of all forms of violence against women and children. Profiles of victims and their offenders were maintained for the provision of appropriate services. The CBWD has

up a referral system and conducts case work analyses.

Regular Monitoring

Since this project is still in its infancy, the DILG had to conduct regular and extensive monitoring and evaluation to ensure its success. To facilitate monitoring, the CBWDs were required to submit quarterly assessment reports. Project management staff from the DILG held problem-solving sessions with chiefs of police and local officials to thresh out issues that tended to stall project implementation.

Major Outputs

* Trained 72 CBWD interagency committee members from 19 towns and one city in La Union;
* Established separate CBWD offices in nine towns and one city in the province;
* Established a basic data base system in all LGUs in the province;
* Published and gave out copies of a brochure on the CBWD to local officials, potential partner agencies and civic groups..

With the establishment of CBWDs, cases of violence against women and children are now easier to file. Members of the interagency teams assist victims in filing cases against the crime perpetrators. The separate office space provided for the Desk offers privacy and ensures confidentiality during interrogation. In view of this, victims are now more at ease when they file complaints.

The establishment of a network of support services strengthened interagency linkages and enhanced the capability of LGUs to respond to the needs of their constituents.

The DILG has come up with guidelines in operating a Women's Desk. These guidelines are meant to provide local governments with a more comprehensive and integrated approach to the problem of violence against women and children, and build stronger partnerships between the government and the community as well.

There has been a significant increase in the number of cases reported in the province between 1998 to 2000. This is a clear indication that the community has become more vigilant due to the presence of CBWDs. Reported cases of violence against women grew by 118 percent from 1998 (with 11 cases) to 1999 (24 cases) and another 58.3 percent from

1999 to 2000 (with 38 cases). The number of reported cases involving children also increased twofold from 14 in 1998 to 27 in 1999 and by an alarming 133 percent (or 63 cases) from 1999 to 2000. Similarly, incidents involving youth offenders soared from just one reported case in 1998 and 1999 to 16 cases in 2000.

Lessons Learned and Best Approaches

1. The project suffered an initial setback when some female police desk officers who had already undergone training in operating a CBWD were reassigned to other posts. To solve this problem, the DILG held one-on-one consultations with the concerned PNP and local officials.

2. The LGUs and police stations in the province have very limited funds to finance the activities and improve the services of the Women's Desks. To solve this problem, the CBWD interagency committee conducted regular fora to discuss resource sharing. Recognizing such financial constraint, the LGUs have to be resourceful. One CBWD staff sought the help of the management of bus companies in their locality in transporting victims to shelter sites. The other LGUs coordinated closely with NGOs and private individuals to provide support services such as financial assistance, facilities and counselling services to the CBWD clientele.

3. While there are two DSWD-run shelters for women in the province, both are located in the second district. Existing facilities in these two shelters are inadequate considering the growing demand for shelter services not only from women in difficult circumstances but also from male clients. Through the advocacy of DILG and its partner agencies, Mayor Mary Jane Ortega of San Fernando City has expressed her full support for the project by proposing to build a shelter in the city. This shelter will cater to both male and female clients.

4. Except for the Kanlungan Center Foundation, which helps migrant workers, there have been very few NGOs handling women's cases in La Union. Linkages between and among local governments, Women's Desks and NGOs should be enhanced.

5. Advocacy and information dissemination activities on VAWC in selected barangays increased public awareness of the issue, made residents more vigilant and encouraged victims and community

embers to report cases.

Establishing a CBWD in every municipality would not have been possible without the support of local officials, who have generously provided office spaces and facilities for the project. Local chief executives must be influenced to support gender and development so that gender concerns would be included in the local budget.

7. In one municipality, a rape case was solved through the efforts of the CBWD. The perpetrator was arrested, put on trial and sentenced to death.

Recommendations

1. Community Women's Desks (CBWDs) are now in place in all the 19 municipalities and one city of La Union. Some of these CBWDs, however, are not yet fully functional, but the DILG Regional Office No. 1 has been constantly pushing those in charge of the Desks in these areas to perform their functions.

2. Considering the benefits and the breakthroughs achieved by this pilot project, there should be a serious effort to replicate it in other provinces. Funds for this purpose may be charged to the mandatory five percent GAD budget of the LGUs.

3. It is important to consider not just the support from within the CBWD organization but also from external sources. This will result in resource sharing. Enlist the support of other gender advocates in the community.

4. Develop more advocacy materials, preferably in the vernacular, to be able to reach a wider segment of your target beneficiaries and support groups within the community. These materials may be in the form of posters and leaflets.

5. To ensure the project's sustainability, the LGUs should earmark a portion of their five percent GAD budget for the CBWD operation. Coordination with partner agencies should be improved and continued.

6. The PNP and other award-giving bodies should recognize CBWDs that have effectively performed their functions using innovative approaches.

7. Police stations should include the CBWD in their Integrated Area Public Safety Plan.*

Mainstreaming Gender in a Community-Based Forest Management Project

ackground

aving a critical atershed through a ommunity-managed orest plantation

Work on the San Roque Multi-Purpose Dam Project (SRMDP), one of the country's biggest hydroelectric projects, started during the term of former President Fidel V. Ramos. This P22-billion megadam was expected to generate 345 megawatts of electricity for the Luzon grid and irrigate 70,000 hectares of land in Pangasinan, Nueva Ecija and Tarlac. It was designed to harness the mighty Agno River, which flows from the mountains of Benguet and winds its way through the Pangasinan towns of San Roque, San Manuel and San Nicolas.

Siltation due to massive soil erosion is one of the long-term destructive effects of dam projects like this. In the SRMDP's case, 50 percent of the total project area is open grassland and cultivated farms from where most of the eroded soil originate.

Due to the dam project's perceived environmental impact, the Department of Environment and Natural Resources (DENR) came up with the San Roque Watershed Subproject aimed at rehabilitating degraded upland areas surrounding the Agno River close to the dam structure. The project is pursuant to DENR's mandate to rehabilitate critical watershed areas 'through the empowered communities' by virtue of Executive Order 263. This executive order requires the adoption of ***community-based forest management*** *as the national strategy to ensure the sustainable development of the country's forest resources.*

In 1996, the Sustainable Technology for Eastern Pangasinan (STEP), a nongovernment organization, was awarded a P2.5-million community organizing contract to empower the communities in Barangays San Felipe East and West and transform them into self-reliant, self-sustaining and viable organizations. Following EO 263, which espouses a participatory approach to development, a people's organization (PO) was formed in Barangays San Felipe East and West in San Nicolas town to spearhead the Comprehensive

Site Development (CSD) of the degraded Lower Agno Basin. The CSD project had a total contract cost of more than P22.5 million.

In June 1997, this organization, which became known as the San Felipe Watershed Management, Inc. (SAFEWATER, Inc), was awarded a total land area of 1,769 hectares for CSD. To date, 1,638 hectares or 92.6 percent of the entire area has been fully planted with forest trees such as narra, gmelina, mahogany, mango and Benguet pine.

SAFEWATER, Inc. has gone a long way since it started planting trees in the watershed three years ago. Today, the project has become highly viable. Aside from managing a forest plantation, the people's organization now manages other livelihood ventures such as trucking services, poultry raising and a sari-sari store. It now has 550 beneficiaries.

Adding a Gender Dimension to Forest Management

Due to its success, the CBFM project of SAFEWATER, Inc. was chosen as the ideal target of the project of NEDA and DENR titled **"Gender and Development Mainstreaming in a Community-Based Forest Management Project."** This was part of the bigger gender program called Institutional Strengthening Project Phase II or ISP 2. NEDA Region 1 was the overall coordinator of this joint project.

The project sought to institutionalize the mainstreaming of gender concerns in the entire project cycle -- from project identification up to monitoring and evaluation. It was also aimed at ensuring the participation of women in community-based projects.

A contract of service was entered into by and between the DENR and NEDA, in which DENR was mandated to conduct the following:

1. Pilot test gender and development tools in a Community-based Forest Management Project (CBFM) within the San Roque Watershed Project (San Nicolas side).
2. Review existing CBFM project policies that may be gender-blind.
3. Generate or develop a gender-disaggregated data base.
4. Prepare process documentation reports and maintain records related to the project, and
5. Prepare and submit four copies

of progress and final reports.

Project Orientation and Tasking

The initial activity of the DENR GAD Focal Point was to organize the Technical Working Groups (TWGs) and prepare them to undertake specific activities set forth under the contract of service with the NEDA. A special order from the regional office identified the leaders and members of each group and their corresponding functions, to wit:

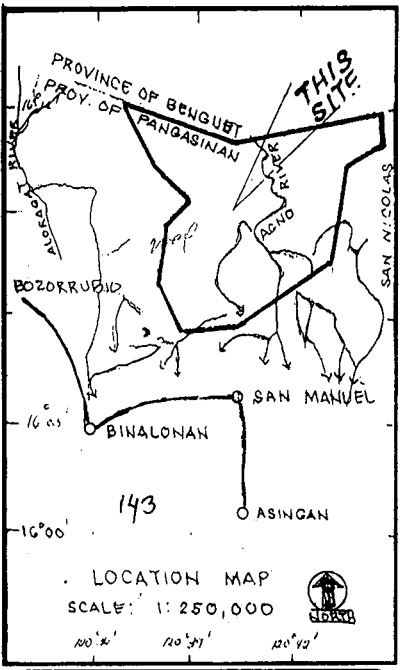


Figure 14. Map showing the relative location of the subproject.

Activities and Team Leaders

1. pilot-testing of GAD tools and conduct of socioeconomic survey (*Aurora M. Reyes*)
2. policy review (*Leduina S. Co)*
3. process documentation. (*Barbara M. Pernia*)
4. establishment of data base system (*Jimmy M. Santos)*

The DENR Regional GAD Focal Point (Ms. Leduina S. Co) then called for a meeting to orient the team leaders and members of the TWGS on the project objectives, area coverage, terms of reference (activities and expected output), project timetable, budget allocations for each TWG and preparation of GAD tools. Due to limited time, the study area chosen was the CBFM site in San Felipe East, San Nicolas, Pangasinan.

Forester Rosalinda Rodrigo of the San Roque Watershed Project (San Nicolas side) was identified as the contact person in the area.

Selecting the Respondents

There were 50 respondents made up of 23 men and 27 women. They were selected

randomly from the general list of officers and members of SAFEWATER, Inc. The 50 respondents make up ten percent of the organization's total membership.

Methodology

Preparing the GAD Tools

A set of tools was used to gather the data needed. These were a) a socioeconomic survey questionnaire with a gender component, b) an activity profiling questionnaire, c) a livelihood analysis interview guide, and d) a gender-disaggregated data base.

The Testing of GAD Tools and Survey team, unanimously agreed in their first two meetings that the best GAD tools for this project would be the **Activity Profiling** and **Livelihood Analysis.** The team then prepared the draft of the structured interview schedule or questionnaire based on data from the CBFM offices, DENR regional office and the Community Environment and Natural Resources Office (CENRO) in Urdaneta City. The substance and format of the questionnaires were thoroughly reviewed and discussed by the team to make sure that the questions were clear, precise, adequate and relevant to the information required by the project.

Activity Profiling is a type of gender analysis tool for establishing the patterns of gender relations (wife/ daughter - husband/son) in the household and in the community. An activity profile is a list of activities commonly engaged in by couples and households in the community. It is divided into productive work and reproductive work. **The Activity Profiling questionnaire** was formulated to generate the following data:

1. time spent for major activity in the project;
2. participants' access to and control of resources, and
3. incidence of violence, if any, and
4. extent of participation of men and women in the various stages of the project.

A matrix containing questions was written on a piece of craft paper

In the **Socioeconomic Profiling and Gender Disaggregated Data banking** phase, a survey questionnaire was designed to gather data that are relevant to the socioeconomic profile such as the following: the respondents' educational attainment, income status, housing, sources of drinking water and

ting, household expenditures, seases encountered, anizational affiliations, training urses attended as well as nefits and disadvantages derived household from the project.

The establishment of a **ender-Disaggregated Data ase** involves the generation of mely and relevant gender-isaggregated data that would be seful in shaping gender-esponsive plans and policies for he PO. For this component of the tudy, three types of indicators were generated, namely: indicators for a demographic profile and those on the political sphere and the productive or economic sphere.

The two questionnaires were administered at the same time to cut down on costs and lighten the work load of the people's organizations tasked to assemble the selected respondents for the activity.

To supplement the structured interview guide, qualitative data on the respondents' beliefs, attitudes and behavior were gathered through **focus group discussion.** Male respondents were separated from the female respondents to preclude the expression of biased opinions and allay female respondents' fear of answering sensitive questions.

In the **Activity Profiling**, the following methods of gender analysis were used:

* Activity analysis - chores and activities were measured in terms of the number of hours or days which were subsequently converted into percentage of labor contribution. The average per variable was then computed.
* Resource analysis - male and female respondents were asked whether they have sole or joint access to and control of land/house, credit, income, health services, jobs, education, social services and political power with their spouse.
* Incidence of violence - respondents indicated known incidents of violence.
* Extent of advocacy and participation - the Likert scale was used to measure the extent of advocacy and participation of men and women in the community.

As a tool, **Livelihood Analysis** was used to assess the ongoing livelihood projects of the PO in order to gain a deeper understanding of the benefits the male and female members have derived, the difficulties they

experience and how they manage their projects. It was also useful in identifying issues and concerns related to gender participation.

At the time of the study, the PO had five livelihood projects, and these were:

1) **SAFEMART** - a small cooperative *sari-sari* (variety) store engaged in the buying and selling of prime commodities such as rice, sugar, grocery items and farm inputs. From an initial capital of P10,000.00 drawn from the Community Revolving Fund (CRF), SAFEMART had a total asset of P150,000.00 at the time of the study;
2) **SEKSI Services** - a livelihood venture of the PO's women's group called *Samahang Ekonomista ng mga Kababaihan ng Safewater, Inc.* (SEKSI). The members are engaged in catering services for special occasions within the community. The initial fund of P2,000.00 was borrowed from the CRF. The same amount is returned to the CRF after each catering activity while the net income is divided among members who have contributed their time and effort to the specific activity;
3) **Trucking Services** - The PO purchased an Isuzu Elf truck in January 1999 at the cost of P295,000.00. It is used to transport farm products to the market but is made available to members at a discounted rate for the hauling of their farm produce or during emergencies. Gross income derived from the truck was P118,830.00 as of March 2000. Since the driver's salary and maintenance costs are derived from the gross income, the PO earned a net income of only P17,323.00 from this business.
4) **Goat-raising** - Initially 30 female goats were dispersed to community members by the DENR Ecosystem Research and Development Services (ERDS) through the San Roque Watershed Management Project (SRWMP) livelihood component. Recipients agreed that each time the goats would bear two kids, one would be given back to the PO and the other one to any interested member. Under this arrangement, the recipient gets to retain the mother goat.

This project was not successful. At the time of the study, only 28 goats could be accounted for . Some had reportedly died due to illness while the others had been sold.

5) **Threshing Services** - The PO bought a unit of 6X Mega BSB palay thresher at a cost of P44,000.00 in November 1998 to mechanize the harvesting process. For every ten cavans of palay threshed, the PO gains one cavan. In 1999, only nine cavans of palay were accounted for as the project's profit from the thresher's operation. Members attribute this to the limited market area of the thresher services.

The respondents were grouped according to their means of livelihood. Male respondents were however separated from the female respondents. The total number of respondents was 33 ; eight of them were male while 25 were female. Each group was handled by two competent facilitators. The researchers used seven guide questions in analyzing the performance of the PO's income-generating projects. These questions concern their estimated income or harvest, the benefits and level of satisfaction they derive from their livelihood activities, expectations that were met and those that were not fulfilled, problems and difficulties encountered and how these were resolved.

Applying the GAD Tools

Before administering the questionnaires, a matrix containing questions written on craft paper was prepared and posted for the respondents' ready reference. The team leader explained to the respondents how to answer each question and clarified vague terms to establish a common frame of reference.

The TWG members volunteered to act as enumerators instead of hiring temporary employees to do the job.

The original plan was to distribute the questionnaires to the respondents for them to accomplish by themselves. But sensing that the respondents were having difficulty writing down their answers, the enumerators decided to divide the respondents into several groups. Each group was assisted by a team leader.

The enumerators also translated each question into Ilocano to make sure that the respondents knew

exactly what was being asked. The process was well-taken by the respondents. Their initial feedback focused on the reliability of the survey results and the length of each questionnaire. Many respondents had to rely on their memory since they had no records or written accounts of the information asked. The lengthy questionnaires may have also affected their enthusiasm. Each questionnaire took some 45 minutes to an hour to accomplish.

Summary of Findings

1. Demographic Profile

Based on the results of the study, there were 400 individuals aged 16 to 40 years, who were registered as members of SAFEWATER, Inc. at the time of the survey. Nearly 28 percent or 111 members fell within the 26-30 age group. Close to 18 percent or 71 members were in the 36 to 40 age bracket. Men outnumbered women by 33 percent or 192 members.

There were more married men (270) than women (154), which implies that more men may have been benefitted by the project than women. There were only three female-headed households.

Majority of the members (about 72 percent or 287) were high school graduates. Some 39 percent (155) were elementary graduates while only 70 members or 17.5 percent reached high school level. There was one female for every two male members who finished elementary and high school. This implies that the male members are still given priority in schooling since girls are usually relied upon to perform the household chores at a very young age.

2. Power Relations

Very few women held elective positions in the association. Of the 37 positions, only seven or 18.9 percent were being held by women while men controlled 30 top-level posts including that of the president, vice-president, secretary, subsecretary and auditor. Of the 15 seats in the Board of Directors, only three were held by women, and of the 11 committees, only one was chaired by a woman. Even the association's former president and vice-president were men. Role stereotyping had clearly relegated women to lower positions. Major decisions were largely in the hands of men while women continued to perform supportive roles.

Socioeconomic profile

a) **Income** - Majority (44 percent) of the respondents earn an estimated yearly household income below P20,000.00 - much lower than the established poverty line which pegs the average monthly income requirement of a family of five at P6,000.00 based on 1996 data. The data gathered also shows that majority of the participants were still impoverished despite the modest gains of this project.

b) **Health** - At one time or another, the respondents suffered diarrhea (23 percent) and cholera (26 percent), dysentery (21 percent) and typhoid fever (14 percent) -- diseases associated with poor sanitation and lack of safe water supply. Whooping cough (26 percent), pneumonia, tuberculosis and bronchitis (21 percent) were also among the major diseases respondents have had in their lifetime. Due to poverty and the inaccessibility of health facilities (owing to the poor road condition and the lack of regular transportation to and from urban centers), they could not avail of basic health services provided by the government.

c) **Community involvement** - Aside from their membership in SAFEWATER, the respondents were involved in other associations in their community such as the all-women Samahan ng mga Ekonomistang Kababaihan, Inc. or SEKSI (27); a youth organization (26); a church-based organization (24), a farmers' group (12) and the senior citizens' movement (8).

d) **Benefits derived from the program** - Majority (92 percent) regard the CBFM as an action-oriented program that gave upland dwellers like them an opportunity to work with the government and become partners in environment protection. Women who were mostly shy and considered a minority in community leadership felt that with the program, they were better understood and, to a certain extent, became 'partners in forest management.'

e) Access to and control of resources

The results of the surveys show that the male respondents had much greater access to and control of such resources as real estate (land and house), income, employment, education and political power. On

the other hand, women had greater access to and control of credit, health and social services.

4. Benefits derived from livelihood ventures

Among the PO's five major livelihood projects, only Safemart (sari-sari store) and the trucking services were actually contributing a regular income to the PO's coffers. Its threshing and catering services were operating on a seasonal basis while its goat-raising project was not making any profit.

When asked what benefits they derive from the project, female respondents replied that Safemart has provided them access to resources and a convenient source of basic necessities which they could purchase either on cash or credit basis. According to the men, the store has provided economic relief to members and recognizes their (the men's) participation. Those who took part in SEKSI Services responded that the group's seasonal catering services provided them earnest income as well as an opportunity to learn how to cook. Other benefits enumerated were the following: lower prices of basic commodities, discounts on trucking and threshing services, rebates and interest income earned.

Only the trucking services got a high **satisfaction rating** from the PO members and this was attributed to the fact that this venture was their biggest income-earner, aside from helping them considerably in their transport needs.

Male and female members said their **expectations** were **met** as far as the following areas are concerned: access to basic commodities, access to credit, access to services, ability to work, income-generation and reduction in labor inputs. **Expectations that were not met** were largely on behavioral aspects and interpersonal relationships. SAFEMART, for instance, was expected to unite the members towards the common cause of poverty alleviation. However, there had been divisiveness among some members allegedly due to petty jealousy. The same was true with SEKSI Services where there were allegations of favoritism in giving job opportunities to members. Similarly, the system of providing access to the thresher drew jealousy among certain farmer-

Figure 15

SYSTEMS APPROACH IN THE DENR GAD MAINSTREAMING

INPUT
- DENR Vision Mission Statement
- DENR GAD Vision
- EO 363
- DAO 96-29
- GAD Responsive Participatory Tools

PROCESS

A. Project Concept
- Project Identification
- CBFM Program
- CBFM Strategies

B. Planning
- Project Proposal Preparation
- Forging of MOA

C. Implementation
- ID of GAD FP Members
- Creation of TWG
- Field Work
- Survey
- Focus Group Discussion
- Collation, Tabulation

D. Project Application
- Community Participation
- Community Organizing
- Generating Projects (Livelihood Activities)
- Gender & Development
- Forest Area Development and Management
- Forest Protection and Maintenance

OUTPUT
- Gender Responsive Project
- Promotion of Social Justice
- Equitable access to Natural Resource
- Improved Socio-Economic Status of Women
- Respect the rights of women/men
  - a. Customs and traditions
  - b. Indigenous technologies
  - c. Active participation

IMPACT
- Sustainable development of forestland resources
- Peaceful, healthy contented communities
- Gender equality

FEEDBACK ← FEEDBACK

members who alleged that it only benefitted those who live in Sitio Cabayaoasan. Since the thresher was heavy, it could not be easily moved from one place to another. The members expressed disappointment over the turnout of their goat-raising project, which did not earn a substantial income for them.

The following **problems and constraints** were identified : 1)

lack of capital, 2) difficulty in obtaining loans from banks, 3) difficulty in collecting rental fees from clients of trucking services, 4) poor physical condition of goats, 5) slow replenishment of merchandise sold at the SAFEMART, 6) difficulty in moving thresher from place to place, 7) difficulty in collecting payments for loans incurred by members, and the difficulty in finding a permanent truck driver during the later part of the project's third year of implementation.

5. Factors that limited women's participation in CBFM projects

Although there were no laws or regulations that prohibited women from becoming members of CBFM project partner-associations, they had been unintentionally excluded because membership was confined to the 'heads of household" which is traditionally ascribed to men. Moreover, since women were expected to do the household and child-rearing chores, they hardly had time to enlist as members much less participate actively in the association's activities.

6. Gender division of labor in CBFM projects- The different stages in the implementation of the CBFM program were used as parameters to determine whether men and women shared their productive and reproductive roles equally. These stages include the preparatory stage, PO strengthening, the planning and implementation stage.

In the **preparatory stage**, male respondents spent much more time than women attending meetings, forming core groups and conducting field surveys.

In the **organizational formation and strengthening stage**, men contributed 53 percent of labor, which is still higher than the 42 percent labor share of women.

The average time spent by men and women in the **planning stage** differed slightly with men contributing 47 percent and women, 44 percent of the labor required. Planning includes identifying livelihood options, and evaluating potential production and marketing strategies. The women initiated two livelihood ventures – the cooperative store and credit assistance ("relending") while the men proposed the rice threshing services.

Women played a bigger role in

the plantation establishment stage although the more physically strenuous activities like site preparation and transport were still dominated by the men. Sixty percent of the labor required in site preparation was contributed by men in contrast with the 30 percent labor share of the women. Men also had a 60 percent labor share in transport while women only had 35 percent.

On the other hand, women accounted for 70 percent of the labor required in the less strenuous nursery (potting) and marketing operations.

More women are now doing the sowing and planting of seedlings, which used to be done by men. According to the women respondents, the opportunity to earn money motivated them to take on these rigorous tasks.

7. Gender division of labor in reproductive functions

There was a very clear pattern of gender stereotyping where household chores were still borne mostly by women. Women bore 70 percent of the work required in tutoring their children, 60 percent in child care, 56 percent in doing the laundry, 54 percent in raising livestock in their backyards, 51 percent in cooking or food preparation, 50 percent in gardening and 45 percent in cleaning the house. Men's effort accounted for only 30 percent in child care and house cleaning, 20 percent in tutoring and laundry, 35 percent in animal raising and 40 percent in cooking and gardening.

In their homes, the men spent more time in recreational activities (55 percent) and in the traditionally male-assigned chores such as doing house repairs (45 percent), fetching water (40 percent), and gathering firewood (38 percent).

As members of the association, women were also expected to prepare the food, wash the dishes and clean the kitchen every time they held meetings. This often prevented them from participating actively in the deliberations, hence some of their concerns were often sidestepped.

Summary of Conclusions

One major component of the ISP 2 contract was a Policy Review of the entire Implementing Rules and Regulations (IRR) and other

supplementary guidelines issued by the Central Office for CBFM implementation. The study revealed the following:

On the Policymakers

Admittedly, the CBFM program was conceptualized and implemented without a gender framework. While Department Order 96-29 seeks to promote gender equality, there was no specific instruction to guide the implementing parties in integrating GAD concerns in all stages of implementation. Key players in the program also lacked a gender perspective and did not have the capability to mainstream gender concerns in their plan and operations. To make it worse, the program's monitoring and evaluation system did not have any gender-responsive performance indicators from the very start.

On the Assisting Organization

It was observed that the assisting organization (STEP) tended to focus on the quantitative aspects of the PO's performance, giving much weight on such parameters as number of trees planted, number of meetings attended, number of training participants and documents submitted. In the absence of qualitative indicators, the AO seemed to have glossed over the quality of performance and was inclined to conclude that the PO was prepared to undertake income-generating projects.

Moreover, since the goal of this program was to improve the living condition of its beneficiaries, there is a need for an impact and result monitoring system that would gauge changes in the quality of life.

On the People's Organization

* The PO relied so much on the payment they receive from their contract with DENR and any delay in the receipt of payment affected the operations of their livelihood ventures. For instance, PO members can only pay their accumulated loans from SAFEMART store once they receive their wages from the DENR project.
* The focus group discussion revealed that the PO members perceived the CBFM as nothing but a guaranteed source of income, failing to realize that the tenurial instrument or CBFMA was

awarded to them for a nobler purpose -- and that is for them to become the government's active partners in environment protection. Apparently, they had not yet outgrown the so-called dole-out mentality or dependency syndrome since they clamored persistently for more funds. With that kind of attitude, the sustainability of the CBFM program in the area beyond the comprehensive site development (CSD) phase is still in question.

Considering such findings, the success of the San Felipe Watershed Project has yet to be proven.

Best Approaches

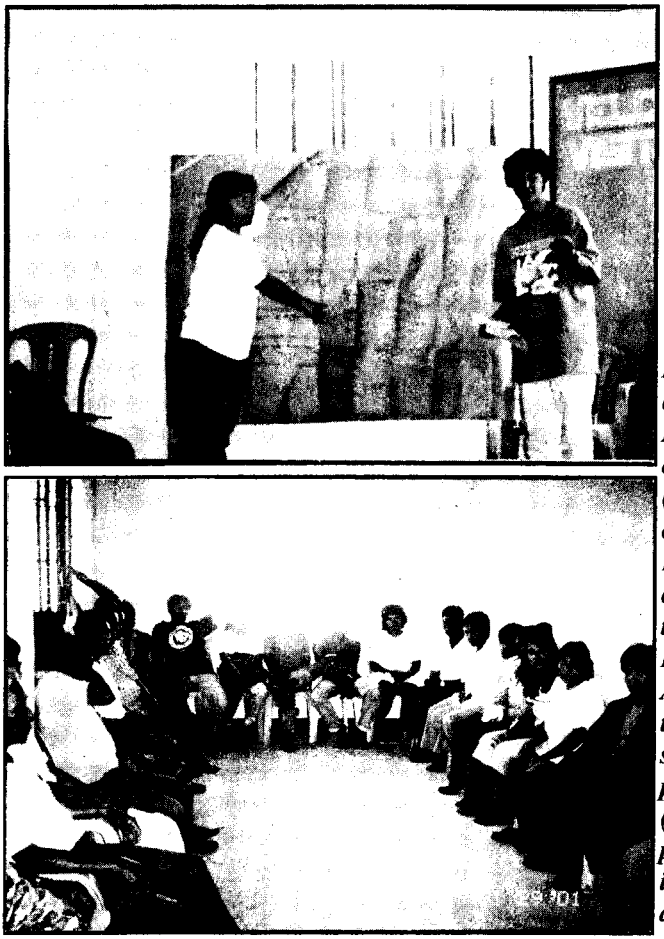
1. The DENR crafted its own agency vision which has set the overall direction for GAD activities in all regions.
2. A policy to integrate GAD in the preparation of agency Work and Financial Plan was formulated. GAD has its own targets and budget and these had been incorporated in the overall Work and Financial Plan.
3. A GAD Awards has been institutionalized at the regional office level.
4. The DENR sees to it that part of its yearly budget is set aside for GAD concerns in line with the mandatory 5 percent of the yearly GAA.
5. A Regional Conference-Workshop to review GAD Accomplishments is held semiannually.

Recommendations

1. Train all those involved in the CBFM project in the use and application of different gender tools in the CBFM planning framework and implementation strategy.
2. Formulate GAD performance indicators for more effective monitoring.
3. Develop a corps of CBFM project coordinators who are more aggressive and gender-sensitive.
4. Management must provide greater support for GAD concerns.
5. Use gender-sensitive criteria in the *Search for the Best CBFM project.*
6. Review the terms of reference of the AO as well as the selection and screening process in order to hire only those who are competent and deserving. AOs must be

proven advocates of gender concerns.

7. Reorient PO members on the objectives of the CBFM program. To ensure the sustainability of their project beyond the CSD phase, the PO may be assisted in looking for funds from other institutions or in identifying other income-generating projects that are viable.
8. A people-based yardstick for gauging the success of a project should be devised so that qualitative performance indicators may be considered in project evaluation.
9. Conduct regular monitoring and evaluation, giving particular attention to the project's gender component and milestones.*



Ms. Au Reyes and Forester Mayette Mina of the TWG (top photo) explain the FGD process as they begin to conduct a Livelihood Analysis at the project site. Some 50 participants (lower photo) participated in the discussion.

Making labor and employment programs gender-responsive

The Department of Labor and Employment (DOLE) is a line agency whose mission is to promote social justice, human rights and respect for social dignity by ensuring workers' protection and welfare, promoting full employment and human resources development, maintaining industrial peace and enhancing workers' participation in policy-making. Its very purpose as an organization therefore makes it an ideal strategic partner in gender advocacy and mainstreaming.

The Department's organizational structure shows that it has provincial and district labor offices operating under the direct supervision of the Office of the Regional Director and Assistant Regional Director as well as five technical divisions with line functions. These are the Employment Promotion Division (EPD), Labor Standards Enforcement Division (LSED), Labor Relations Division (LRD), Workers' Welfare and Amelioration Division (WAWD) and Internal Management Support Division (IMSD). Complementing the functions of the LRD is the Mediation Arbitration Unit (Med-Arb) which is organizationally lodged within the Office of the Regional Director.

Each of these technical divisions has its distinct clientele. The EPD, for instance, has for its clients the potential entrants to the working force, primarily students. LRD serves workers who intend to form or have already formed their own labor union. The Med-Arb's functions are closely linked with that of the LRD as it is mandated to act on cases filed by labor organizations. IMSD provides management support while the LSED is the Department's inspectorate arm and is tasked to ensure compliance to labor laws and occupational safety and health standards.

DOLE is one of the few government offices with an organizational structure that includes a Division whose primary clientele are women. This Division is the WAWD. Its existence, however, tends to perpetuate a misconception that equates gender with women, thus relegating all gender concerns of the Department to it.

On closer scrutiny, however, the nature and scope of gender issues in labor transcends the particular clientele served by each Division. Potential workers and em-

ployers served by this office have their own share of gender concerns that need to be addressed.

The Philippine Perspective Plan on Gender and Development (PPGD) actually devotes a chapter to the labor and employment sector. This chapter identifies a long list of gender issues confronting both formal and informal labor sectors. High on this list of issues are the higher rate of female unemployment and underemployment, the marginal female membership and participation in trade unions, gender-based discrimination in the workplace, multiple roles and burden and a lack of gender-responsive plans and programs for women.

The task of eliminating gender biases in our labor laws and policies may be formidable. But more so is the challenge of making the country's labor and employment programs gender-responsive as mainstreaming gender requires the support of top-level management and the involvement of a gender-sensitive corps of employees.

At the outset however, most of the DOLE regional office 1 employees were either totally unaware of gender and development concepts or had yet to fully understand the concept of GAD. Although several have had some training then, it appeared that the concept still had to be internalized or fully appreciated.

Gender advocates within the DOLE regional office 1 thus saw the need to raise the level of gender consciousness not just of the designated GAD Focal Points but also of front liners or those directly in charge of implementing programs and projects. This came with the realization that mainstreaming gender concerns in the department's programs and policies will not be possible if the implementing personnel themselves were not 'gender-sensitized'.

They then decided to pilot-test the mainstreaming of Gender and Development in selected DOLE projects which were perceived to have a high impact on the target beneficiaries. The project was implemented using funds from the ISP 2 Project of NEDA and the NCRFW.

OBJECTIVES

This project was generally conceived to make sure that GAD is mainstreamed into the programs and policies of DOLE.

Specifically, it sought to enhance the participation of women in the various programs of DOLE using as a model, three high-impact

OLE projects --Labor Education, Career Guidance and Women Workers' Employment and Entrepreneurship Development (WEED).

PROJECT BENEFICIARIES

The beneficiaries of this pilot gender mainstreaming project were the following:

1) DOLE field personnel, especially those who are directly involved in the implementation of high-impact programs and projects;

2) DOLE's project partners including the key staff of establishments involved in DOLE's Labor Education Program, schools and employers involved in DOLE's Career Guidance and Employment Counseling Program, and accredited copartners (ACPs) participating in the WEED credit scheme.

PROCESSES INVOLVED

1. Organizational Analysis

As part of the Situational Analysis phase, an extensive Organizational Analysis was undertaken to determine GAD program gaps and gender issues within the department. The mission, objectives, functions and organizational structure of the Department were analyzed. The structure, functions, clientele, operating procedures of each division, and even the Labor Code were looked into to find out if these were conducive to GAD integration. Based on the findings of this study, appropriate strategies to mainstream gender in the organization were drawn up.

2. Policy and Systems Review

A thorough inventory and review of policies and operational systems of all frontline programs and projects funded and implemented by DOLE was also conducted. Based on the findings of this policy and systems review, possible entry points for GAD integration were identified and later prioritized.

The following were some of the entry points identified :

1) Incorporating GAD topics in relevant training modules such as labor education modules, for family member-beneficiaries of the Workers' Organization Development Program (WODP), Tulay 2000 Skills Training, Career Guidance and Employment Counseling, Anti-Illegal Recruitment Campaign, and all other relevant training courses being conducted by DOLE;

2) Inclusion of GAD in the standard operating procedures (SOPs) of general labor standards inspection, technical safety inspection, general health and safety inspection and technical assistance visits;

3) Inclusion of R.A. 7192 and other GAD concerns in the SOP for Collective Bargaining Agreements (CBA);

4) Inclusion of livelihood project options in the WODP that are responsive to practical and strategic gender needs;

5) Conduct of Gender Sensitivity Training (GST) for managers of Public Employment Service Offices (PESO) and for Inspectors.

3. Selecting Projects for GAD Integration

From a long list of possible entry points, they came up with a short list of priority projects which include Labor Inspection, Career Guidance and Counseling, Labor Education, Workers' Organization Development Program (WODP)-Scholarships, WOPD-Income-Generating Projects, and Women Workers' Employment and Entrepreneurship (WEED) from GAD funds.

The list was further narrowed down to three high-impact projects using the following criteria: a) direct effect on both sexes, b) whether or not it is a pioneering area for integration, c) whether or not the changes proposed could be carried out immediately, d) whether or not the proposed changes could be sustained even without heavy capital infusion, and e) whether indications of changes in approach or strategy as a result of GAD integration could be immediately seen or traced.

The top three high-impact projects which were finally chosen for GAD integration were 1) Labor Inspection, 2) Career Guidance and Counseling, and 3) WEED from GAD funds.

3. Conduct of Training Needs Surveys

Two Training Needs Analyses were conducted. The first was a systemic or general Training Needs Analysis of pilot project implementing staff while the second one was an Individual Training Needs Survey (ITNS) among DOLE personnel.

Respondents of the initial survey identified the following as the areas where they need training:

Gender Sensitivity Training
Other GAD-related Topics
Sexual Harassment
Violence Against the Girl-Child

Advocacy of GAD

The results of the ITNS showed that two out of every three respondents had not attended any form of GAD training at all. Seven out of every ten respondents considered themselves gender-sensitive while only 12.5 percent said they were not yet sensitized. The rest were not sure whether they were gender-sensitive or not.

A wide skills and knowledge gap was evident from the survey results even on topics which the DOLE employees were expected to be familiar with.

4. Designing Modules for an Integrated GAD Training Program

Based on the results of the training needs analyses, training modules were designed for an Integrated GAD Training Program with three phases. Phase I was a training course on Gender Sensitivity, Phase II was on Gender Mainstreaming and Phase III was on GAD Integration in Project Development. The three modules and training schedules were especially formulated to respond to the needs of the participants.

Phase II of the training program was expected to have three major outputs, namely: 1) identification of specific areas in career guidance and counseling where gender concerns may be integrated; 2) development of prototype training modules with a gender component or perspective, and 3) identification of GAD concerns that need to be incorporated in the inspectorate concerns.

From Phase III of the training course, two major outputs were expected : 1) the preparation of individual gender-responsive project proposals, and 2) the formulation of individual action plans.

The three-part course covered the following topics:

Part I

* *Framework of Sex and Gender,*
* *Gender Issues in Labor and Employment*
* *Tools and Techniques in Gender Mainstreaming*
* *Why Counseling?*
* *Gender Concerns in Career Guidance and Counseling*
* *Integration Tools and Techniques*
* *Adult Teaching-Learning Strategies*

Part II

* *Why Occupational Safety and Health*
* *Gender Concerns in*

Occupational Safety and Health

* *Integration Tools and Techniques*

Part III

* *Why Project Development?*
* *Getting Familiar with the Parts of a Project Proposal*
* *Gender Concerns in Project Development*
* *Gender-Sensitive Situation Analysis*
* *Distinguishing Practical from Strategic Gender Needs*
* *Tools and Techniques in Integrating GAD in Project Development*

5. **Actual Conduct of Training Courses**

The three training courses were conducted as scheduled. The first one was held at the ORT Training Center on November 21, 2000 while the second and third training courses were held at the Oasis Country Resort on December 11-13 and on December 14-15, 2000, respectively.

Twenty-five selected individuals were invited to attend the training courses. Preference was given to the direct clientele of DOLE's three selected high-impact projects, especially those involved in human resource development, safety committees and guidance and counseling. Union members, who are directly benefitted by the labor education activities of DOLE, were also invited.

However, only half of those who were invited actually attended the training. Twelve were female while only five were male. Twelve came from DOLE while three came from a private school, three from accredited copartners and one from a private business establishment.

The training methodologies used were a blend of lectures, discussions, structured learning exercises (SLEs) and workshops designed to enable the participants to apply or practice what they had learned from the training course.

All topics included in the modules were discussed although some of the topics had to be rescheduled. Two additional topics had to be squeezed into the schedule when it was perceived that the inputs of the resource persons were insufficient. These topics were the *Anti-Sexual Harassment Law* and *Gender Issues in Labor.*

In the Evaluation, the curriculum was rated using a five-point scale. The results revealed that the Course Objectives and Expecta-

ons were achieved to a large ext, both garnering an average rating of 4.1. The following other aspects of the training were rated *Excellent*:

Relevant handouts (4.36)
Quality of handouts (4.27)
Seminar room (4.36)
Responsiveness of training staff (to trainees' needs) (4.45)
Conduciveness to learning of training environment (4.54)

The participants rated the following as *Very Good*:

Effectiveness of learning methods (4.18)
Quantity of handouts (4.00)
Quality of visual aids (4.18)
Food (4.17)
Lodging facilities (3.75)

When asked for further comment, the participants requested for more training and regular updates on GAD. They also commended the training staff for a job well done.

BEST APPROACHES

Based on the results of the organizational analysis and policy review, a set of guidelines for the integration of GAD in labor education, career guidance and in existing WEED guidelines were drawn up.

1. *Labor Education*

Prototype training curricula for both unionized and non-unionized workers were developed. In the pilot areas, the Labor Standards and Enforcement Division and the Labor Relations Division personnel shall utilize the curriculum which they deem most appropriate for the situation. ***(see attached modules)*** Henceforth, topics such as *Sex and Gender Concepts, Manifestations of Gender Bias, Gender Issues in Labor and Employment, and Sexual Harassment in the Workplace* will be part of the Labor Education package, along with the major topics on the Rights, Privileges and Obligations of Workers; Productivity Improvement and Zero Accident Program.

2. *Career Guidance and Employment Counseling*

A suggested topical outline on career counseling was prepared for the staff of the Employment Promotion Division, who are usually invited to speak before students. Another topical outline on Employment Counseling is being developed for those who are usually invited to speak before employers.

The topical outline incorporates gender tracking of courses and occupations in the Labor Market Information; and Gender Issues in Labor and Employment (e.g., multiple burden, gender stereotyping and discrimination) in employment preferences. It emphasizes the need to break out of the traditional gender mold in choosing a course or a career.

In the Career Guidance module, six factors that influence career choice were cited. These are personality, aptitude, interest, financial support, parental support and health or physical condition. According to the guidelines, there are occupations which are more suited to extroverts and some that jibe with the introvert type of personality. Being an introvert or an extrovert, however, has nothing to do with one's sex or gender. Similarly, talents and abilities are God-given and are not determined by one's sex. So is one's health or physical condition. The key message is that one's sex should not be a limiting factor in the choice of a course or career.

The same factors are also considered in choosing an employee and the guidelines drawn up for employers also emphasize the need to break out of our gender stereotypes.

3. ***WEED***

A set of checkpoints or guidelines was also prepared for the integration of GAD in the Women's Employment and Entrepreneurship Development (WEED) Program which benefit organizations of women workers. WEED caters largely to the practical gender needs of women workers through self-employment, livelihood development and developing cooperative ventures.

An assessment of the gender sensitivity and awareness of prospective project beneficiaries was recommended. Preference will be given to projects that also respond to strategic gender needs of loan borrowers or beneficiaries. An additional qualification for loan beneficiaries will be added - that they must be willing to undergo seminars where Gender and Development in project development and implementation shall be the major topics.

Labor Secretary Benjamin Laguesma issued an Order in CY 2000 authorizing the use of DOLE's reserved GAD fund to finance activities of the WEED project. Parts of these guidelines had to be enriched to institutionalize a gender perspective so as to justify the use of GAD funds for

WEED. This was necessary because the implementing rules and regulations of Republic Act 7192 discourage financial assistance to programs and projects devoted exclusively to women.

Recommendations

1. Conduct continuing advocacy at all levels using various media strategies

The need to conduct GAD advocacy at all levels of the organization on a continuing basis was identified. Aside from training activities, the use of print media such as leaflets, brochures, bulletin board articles and the DOLE 1 newsletter were recommended.

2. Facilitate the utilization of the 5 percent GAD Budget

The Department of Budget and Management (DBM) should facilitate the utilization of the five percent minimum GAD budget by issuing to each agency a Notice of Allowable Disbursement for GAD. This way, the specific source of the GAD fund would be identified and tapped for the implementation of GAD projects. Right now, despite the provisions of the General Appropriations Act allowing the allocation of five percent for GAD, focal points still have a hard time negotiating with their respective finance and budget officers for the release of the funds due to some ambiguity in the policy.

3. Involve the CESB in making government executives gender-sensitive

Regional directors and assistant regional directors come and go. Some stay long in office while others are reassigned to other areas for various reasons and at short notice. It usually takes time to convince regional executives to support GAD and every time there is a change in leadership, one has to go through the same advocacy process again, especially if the new chief does not have the same level of gender-sensitivity as his or her predecessor. If only the Career Executive Service Board (CESB) would come up with indicators for gender-responsiveness and make these part of their annual Career Executive Staff assessment criteria, our career executives may be forced to adopt more gender-sensitive or gender-fair management styles.

4. Enhance networking among and between GAD practitioners in the region

GAD practitioners from various

sectors serve as a rich pool of resources for gender advocacy. The Pangasinan State University (PSU) and the University of Northern Philippines (UNP), for instance, should make people and agencies more aware of what their Gender Resource Centers could offer. Gender advocates should continue networking between among themselves to promote GAD.

5. **Mainstream GAD in school curricula**

There had been reports that some schools continue to perpetuate gender biases in their teaching strategies. The Department of Education, Culture and Sports (DECS) and the Commission on Higher Education (CHED) should look into the curricula of the schools and institute corrective measures.

Sustainability Mechanisms

1. **Development of a 'how to' guide for those handling labor education**

The guide specifies the topics which can be discussed in three types of labor education seminars. These are: 1) GST design for unionized establishments; 2) add-on GAD topics for regular modules during labor education activities; and 3) GAD module for labor education activities in non-unionized establishments.

2. **Development of a career guidance and counseling checklist**

This checklist is actually a topical outline that specifies the topics which should be discussed in career counseling as well as in employer counseling and advocacy. Relevant GAD topics and the points of emphasis that should be made by the person handling the session are indicated in this checklist.

3. **Development of specific gender-related policies for incorporation in the WEED guidelines**

The existing document that serves as a set of guidelines for WEED has no room for gender mainstreaming. The fact that this project caters to women does not necessarily make it gender-sensitive unless it responds to specific needs of women (usually health). Since WEED will access GAD funds, its guidelines must be imbued with a gender perspective. This will allow closer monitoring of GAD-funded WEED projects.

CHAPTER V

Synthesis

Best ISP 2 Strategies

Each pioneering project undertaken under Tracks 1 and 2 of the ISP 2 had its own unique strategies which contributed in no small measure to the success of the entire gender mainstreaming effort. The following are some of the best strategies which mainstreaming agents in other agencies or regions of the country may choose to apply or adopt in their own organization:

1. Gender-sensitive researchers

The goals of the action research component of the project, "Mainstreaming Gender in Local Development Planning" would not have been achieved without the expertise and dedication of researchers from two prestigious state universities in the region. The project researchers, who meticulously gathered and analyzed data for the Gender Situationers in the two pilot communities, had adequate knowledge on gender issues since they were deeply involved in the Gender Resource Centers of the University of Northern Philippines (UNP) and the Pangasinan State University. In the same project, the direct involvement of women and local officials in the planning process, including the validation of research findings by local leaders, facilitated the integration of the GAD Plan into the Local Development Plan.

2. Underscoring GAD as a major concern in the planning guidelines

The articulation of GAD as a major concern in the regional development planning guidelines issued by the RDC, through NEDA, may be considered a major 'push factor' in the gender integration process at the agency level.

3. SWOT as a tool for gender situation analysis

The **SWOT** (Strengths, Weaknesses, Opportunities and Threats) matrix proved to be a highly effective and facilitative tool in the conduct of the situation analysis. However, since many of the projects and activities identified in the agency plans were largely gender-blind, a comparative analysis of the specific project's SWOT affecting men and women could not be fully undertaken.

4. **Mainstreaming GAD in the approval pipeline**

Gender integration was not limited to the project preparation stage alone. It was also done throughout the process of project review and approval by setting up checkpoints in the project approval pipeline.

5. **GAD advocacy in Budget Fora**

Resource speakers on GAD were invited to speak in Budget Fora where the regional budget call is made. This advocacy activity was meant to reinforce the budget call even as the required budget allocation for gender concerns is usually indicated therein. The objective is not mere compliance with the prescribed minimum five percent of the agency budget but a more vigorous effort at mainstreaming gender in the budgeting process.

6. **Regular monitoring and field validation of reports**

Requiring implementing agencies to submit monitoring reports regularly enabled the program managers and monitors to ascertain whether or not programmed activities were being undertaken and funds were properly disbursed. These reports were usually validated through ocular inspections and field interviews of project beneficiaries, thus allowing for prompt institution of remedial measures. Solutions suggested by project beneficiaries were considered in solving operational problems.

7. **Strengthening linkages among data producers and users**

The long and arduous process of compiling gender statistics entailed a lot of coordination with data producers and users. This, along with the publication of a statistical handbook and the conduct of a Users' Forum, strengthened the linkages between and among gender data producers and users.

8. **Formulating GAD Action Plans**

The "Capability-Building Training on GAD" enabled GAD Focal Points of participating agencies to draw up their own GAD action plans, which became the basis for mainstreaming efforts in their respective agencies.

9. **Resource Sharing**

An offshoot of the Capability-Building Training is a Directory of GAD Focal Points in Region 1, which was prepared as a guide to effective networking between and

among agencies.

10. **Organizing for Gender Focus**

Another positive outcome of this training was the organization of GAD Focal Points in the region. The training broadened their outlook on GAD and gave them an opportunity to work together as allies in the struggle for gender equality. This paved the way for their organization into what is now known as the Regional Advocates for Gender Empowerment (RAGE).

11. **Influencing Government Executives**

The **GAD Advocacy for AREX** was conducted on August 9, 2001 to enlist and sustain the government executives' support for GAD. Forty-four members of the Association of Regional Executives (AREX), an organization of regional directors and heads of agencies in Region 1, attended this activity and signified their commitment to GAD by signing a Social Covenant on Gender and Development of the AREX.

12. **One-on-one problem-solving sessions**

In the Community-Based Women's Desk (CBWD) project, the one-on-one problem-solving sessions with PNP and local officials proved to be effective in addressing operational problems.

13. **Enlisting local officials' support**

Setting up a CBWD in every municipality would not have been possible without the support and commitment of local officials, who have generously provided office spaces and facilities for the project. Local chief executives must be influenced to support GAD so that gender concerns would be included in the local budget.

14. **Use of gender diagnostic tools**

In the project "Mainstreaming Gender in a Community-Based Forest Management Project", the use of gender diagnostic tools such as socioeconomic profiling, activity profiling and livelihood analysis proved to be effective in coming up with an accurate picture of the gender situation in the project area.

For respondents with varying educational levels, simply distributing questionnaires for them to accomplish by themselves is not advisable. In this case, when the enu-

merators sensed that the respondents were having difficulty writing down their answers, they decided to divide the respondents into several groups. Each group was assisted by a team leader. The enumerators also translated each question into Ilocano to make sure that the respondents knew exactly what was being asked.

Two sets of questionnaires were administered at the same time to cut down on costs and lighten the work load of the people's organization tasked to assemble the selected respondents for the activity.

To supplement the structured interview guide, qualitative data on the respondents' beliefs, attitudes and behavior were gathered through **focus group discussion.**

15. **Development of a prototype training curricula for Labor Education that includes GAD-related topics.**

The use of this 'genderized' training curricula will ensure that topics such as *sex and gender concepts, manifestations of gender bias, gender issues in labor and employment and sexual harassment in the workplace* will be part of the Labor Education package, along with major topics on the rights, privileges and obligations of workers; productivity improvement and zero accident program.

16. **Development of suggested topical outlines on Career Guidance and Employment Counseling.**

The suggested topical outline on Career Guidance include gender tracking of courses and occupations under the subtopic Labor Market Information. It also includes Gender Issues in Labor and Employment such as multiple burden, gender stereotyping and discrimination in employment preferences. It emphasizes the need to break out of the traditional gender mold in choosing a course or career.

The same factors are also considered in choosing an employee and the guidelines drawn up for employers also emphasize the need to break out of gender stereotypes.

Conclusion

The process of institutionalizing Gender and Development (GAD) is akin to nurturing a baby plant in a tree nursery until it takes root, grows some leaves and becomes sturdy enough to withstand wind and rain.

This was exactly what the ISP 2 project tried to do after the 'seeds' of gender mainstreaming were sown in this northern region through ISP 1.

Gender mainstreaming is defined as "the integration of gender concerns in the development agenda of government agencies and units." GAD is a relatively new ideology and as such, it goes against the grain of conventional thinking about gender roles and relationships. Mainstreaming implies an effort to put this new gender philosophy into the mainstream where major ideas, cultural patterns and ways of thinking flow. The best way of doing this is by moving upstream where the river starts. In the development process, mainstreaming must begin with planning, starting with the situational analysis (where gender issues emerge) all the way down to implementation, monitoring, evaluation and so on through the different stages of the planning cycle.

Both Tracks 1 and 2 of the ISP 2 project sought to hone the capability of project partners (selected line agencies and LGUs) to inject a gender dimension in the regional and local development planning process by pilot-testing gender diagnostic tools, skills and systems. By doing this, we were able to validate theories and either corroborate or refute gender myths and notions.

Although much remains to be done, the impact of the ISP 2 initiatives is tangible in so many ways. It is evident in the tremendous increase in cases of violence against women reported to the Community-Based Women's Desks in La Union from CY 1998 up to CY 2000. The 118 percent increase in reportage from 1998 to 1999 and the 58.3 percent increase in reported cases from 1999 to 2000 is an indication that the community has grown more vigilant with the existence of the CBWDs.

It is reflected in the revitalization of GAD Focal Points, who have organized themselves into the Regional Advocates for Gender Empowerment (RAGE).

It is felt as more and more agencies, LGUs and even the private sector express their support for GAD by participating in various Women's Month activities every year, and more so, as nearly all agencies are now submitting quarterly monitoring reports to NEDA -- a clear indication that they have been implementing GAD-related projects.

It is manifested in the Social Covenant on Gender and Development which members of the Association of Regional Executives (AREX) - an active organization of heads and executives of government agencies in Region 1- signed after attending a recent ISP 2-funded forum on GAD.

It is seen in the growing number of agencies who have started generating and compiling gender statistics to make their agency plans and programs more gender-responsive.

It is shown in the slowly but steadily increasing compliance to the prescribed five percent minimum GAD budget among agencies in the region.

As a project in its pilot-testing stage, the ISP 2 also taught the implementing agencies in the region many precious lessons about mainstreaming. It was, for instance, realized that in local development planning, gender-related concerns are better discussed in the presence of both men and women, and that any mainstreaming effort at the local level would not be successful without the support and commitment of local officials and other stakeholders.

One learns that regular consultation with local leaders and the beneficiaries is also an important consideration in a project's success. Even in regional development planning, one cannot overemphasize the need to involve or, at the very least, consult all concerned sectors and groups in society.

Another important insight gained is that a people-focused plan should not only concern itself with the demographic factors that affect development (such as those espoused by the POPDEV framework) but also with socio-cultural factors such as gender roles and relations - which are the concerns of Gender and Development.

Clearly, there has to be a conscious and constant effort to integrate and institutionalize GAD in the various phases of the development planning cycle.

Admittedly, however, even the gains of such a determined and well-intentioned project like ISP

2 could eventually be wasted if the momentum it has propelled in the Ilocos region would not be sustained. The termination of a project should not be the end but the beginning of a new and more vigorous pursuit of the gender and development objectives. Like a toddler who used to need a mother's steadying hand to make her first baby steps but can now walk unaided, it is time for gender advocates in the region to pursue the GAD agenda on their own; maximizing the agencies' GAD budget and exploring more effective ways to infuse gender consciousness not just in the bureaucracy, but more so in the way they think and act.

Learnings and Recommendations

1. Regional planning and monitoring are considered as the region's strengths in development planning. On the other hand, investment programming and budgeting are still perceived as gray areas and must be reinforced. Budgeting is not under the control of the Regional Development Council. It is the territory of the regional directors. Since regional development planning is a system that binds all agencies, this process is in itself an entry point for GAD integration.

2. There is a need to reinforce initiatives at the municipal level. The devolution process is also an entry point for GAD mainstreaming since capabilities start from the provinces and seep down to the municipalities.

3. There has to be a strong coordination with political leaders to ensure the allocation of resources for GAD. Based on experiences, local officials tend to rely on external sources.

4. There is still a need to identify and tap more agencies to serve as active partners in GAD advocacy. Agencies such as the Department of Education, Culture and Sports (DECS), the Philippine Information Agency (PIA) and the media should have been involved deeply in the ISP 2. Gender biases still prevail in the educational system and DECS is a strategic agency that could institute changes in the system. Media need reorientation of values as well. Had the PIA been involved in the implementation of the ISP 2, the advocacy of gender issues could have gained more attention.

5. There is a need to build the capacities of oversight agencies in effectively assessing the development impacts of projects.

6. NEDA's role in project management and as provider of technical assistance was vital to the success of the ISP 2 even as the agency executives and staff found the experience very enriching. At the outset, the task of providing technical assistance came solely from NEDA but a composite team from several agencies is now providing assistance to agencies on GAD-related undertakings.

7. Since the RDC is tasked to review proposals for Overseas Development Assistance (ODA), Director Quitos perceives this authority as another means to integrate gender dimensions in the development and implementation

of projects. RDC's role is important in "cracking the whip" and in drawing out the gender issues that must be addressed in the plans and proposals.

8. Compliance to the GAD budget policy among agencies in the region has been growing and this has contributed greatly to the success of the ISP 2. A manual on mainstreaming gender in budgeting is already being developed to sustain this trend.

ANNEXES

Annex A: Gender Situationer Survey Questionnaire

THE CENTER FOR GENDER AND DEVELOPMENT
UNIVERSITY OF NORTHERN PHILIPPINES
THE CENTER FOR GENDER STUDIES
PANGASINAN STATE UNIVERSITY
and
THE NATIONAL ECONOMIC AND DEVELOPMENT AUTHORITY
Region I, San Fernando City, La Union
1998 Gender Situationer Survey

Santol and Caba, La Union

NAME OF RESPONDENT_____ Code:_____
(Nagan ti Agsungbat) (Pagilasinan)

SECTION A: BACKGROUND AND PERSONAL PROFILE
(Pakasaritaan ti Kabibiag)

A1 Sex of Respondent 1 Female____ 2 Male_____
(Kinatao) (Babai) (Lalaki)

A2 Age_____
(Tawen)

A3 Civil Status ___1 Single (Awanan asawa)
(Estado Sibil) ___ 2 Currently married (Siaasawa)
___ 3 Currently living-in (Makikabkabbalay)
* Is this your first marriage/living-in? 1 Yes ____
(Daytoy kadi ti umuna a pannakiasawam/ (Wen)
pannakikabbalay mo? 2 No____
(Saan)

if NO,
(no SAAN)
* How many marriages/living-in before this?___
(Namin-ano ka kadin a nakiasawa/nakikabbalay?
___ 4 Separated (Nakisina)
___ 5 Widowed (Balo)

A4 Highest Level of Schooling of Household Members
(Kangatuan a Nagun-od nga Adal Dagiti Kamang ti Famillia)

Household Members (Kameng ti Familia)	Number of Years of Schooling (Bilang ti Tawen a Panagadal)							
	Sex (kinatao)	Age (tawen)	Elem.	2ndary	Tertiary	MA/MS	Voc.	Remarks (if graduated or not)
Respondent (Agsungbat)								
Spouse (asawa)								
Children (annak)								
Others (Dadaduma pay)								

A5 What is your ethnicity?
(Ania ti puli a nagtaudam?)
___ 1 Ilocano (Ilocano) ___ 5 Visayan, specify (Bisaya, ilanad)_____
___ 2 Tagalog (Tagalog) ___ 6 Indigenous People, specify (Katutubo, ilanad)_____
___ 3 Pampango (Pampango) ___ 7 Others (specify)
___ 4 Pangasinense (Pangasinanse) (Dadduma pay, ilanad)

A6 What is your religion/religious affiliation?
(Ania ti Relihiyon mo/Relihiyon a nakaikapengam?)
___ 1 Roman Catholic (Katoliko Romano)___ 5 Jehovah's Witness (Jehovah)
___ 2 Protestant (Protestante) ___ 6 Born Again Christian (Born Again)
___ 3 Iglesia ni Cristo (Iglesia ni Kristo) ___ 7 Islam (Islam)
___ 4 Aglipayan (Aglipayano) ___ 8 Others (specify) _____
(Dadduma pay, ilanad)

A7 How many years have you been residing in San Jose, Caba,La Union?
(Mano a tawen nga agnanaed kan ditoy San Jose, Caba, La Union?)
___ 1 Since birth (Manipud pay naipasngayak)
___ 2 ___ years (tawen)
* If you were not from this place, what is your place of origin? _____
(No saan ka a naipasngay ditoy, sadino ti nagtaudam/naggapuam nga lugar?)
* How were you able to come to this place?
(Kasano ti iyayaaymo ditoy nga lugar?)
___ 1 parents came here (immay dagiti nagannak kaniak ditoy)
___ 2 through marriage (naikamangak ditoy)
___ 3 recruited for work (naawisak/naalaak nga immay agtrabaho)
___ 4 adventure/change (Pannakidangadang/tapno adda panagbalbaliw ti aglawlawko)
___ 5 others, please specify (dadduma pay, ilanad) _____

A8 What do you like about this place? _____
(Ania ti kayat mo iti daytoy a lugar?)

A9 What do you dislike about this place?_____
(Ania dagiti saan mo a kayat iti daytoy a lugar?
* Do you perceive this/these as a major problem/s? 1 Yes ____ 2 No____
(Iti panagkitam/panagkunam nadagsen kadi daytoy (Wen) (Saan)
a problema?)
if YES,
(no Wen)
* Why? (Apay?)_____

A10 In the next 5 years, do you plan to transfer residence?
(Iti umay a lima tawen, gandat mo kadi ti umalis iti pagtaengam?)
1 Yes (Wen) ___ 2 No (Saan) ___
Why? (Apay?) _____

SECTION B: SOCIO-ECONOMIC PROFILE
(Kasasaad ti Panagbiag)

I. FAMILY INCOME PROFILE
(Kasasaad ti Pagsapulan ti Familia)

B-I1 What is your main economic activity/occupation?
(Ania ti kangrunaan a pagsapulam?)
___ 1 working (agtartarabaho)
___a employed (empleyado) Type of employment _____ (Klase ti trabaho)
___b employer (agpat-patrabaho) How many employees?_____ (Mano ti trabahador?)
___c self-employed (adda bukod a pagsapulan) What work do you do?_____ (Ania ti trabahom?)

___ 2 housewife (agtagibalay)
___ 3 student (agad-adal)
What else do you do? _____ (Ania pay ti sabali nga ar-aramidem?)
___ 4 none (awan)

B-12 Who is considered the head of your household?_____
(Sino ti mabigbigbig nga ulo ti pamilyayo?)
Why?(Apay?)_____

B-13 What among these are the sources of income of the household members?
(Ania kadagitoy ti pagtaudan ti masapulan dagiti kameng ti pamilia?)

1 farming/gardening (agtaltalon)
2 construction laborer (pyon)
3 basket/hat weaving (aglaglaga)
4 Domestic helper (katulong ti balay)
5 laundry work (labandera)
6 dressmaker/tailor (agdadait)
7 beautician (manikurista,agkulkolot,etc.)
8. salary from employment (empleyado)
9 "jueteng" related work ("jueteng" ken kaaspingna)
10 wood gathering (agkaykayo)
11 vending (aglaklako)
12 carpentry (karpintero)
13 ceramic-making (agdamdamili)
14 buy and sell ("buy and sell")
15 mechanic (mekaniko)
16 cook (kusinero)
17 OCW (agtartrabaho idiay "abroad")
18 salt-making (agsan-sana)
19 making coal (agaramid uging)
20 plumber (tubero)
21 electrician (elektrisyan)
22 Others, Specify _____ (dadduma pay, ilanad)

Household Members (Kameng ti Pamilya)	Source of Income (Pagtaudan ti Masapulan)		How Much (Gatad)				Aggregate Family Income (Approximate) (Dagup ti Masapulan ti Pamilya)
	Primary (Kangrunaan)	Secondary (Maikadua)	Per Month (Binulan)		Per Season (Kada Tiempo)		
Respondent (Agsungbat)							
Spouse (Asawa)							
Children (Annak)							
Others (Dadaduma pay)							

B-14 Are the family earnings enough to cover all of the household expenses?
(Umanay kadi ti masapulan ti familia a mangsupusop kadagiti paggastuanyo?)
1 Yes (Wen)_____ 2 No (Saan) _____
if NO (no SAAN)
* Why? (Apay?)_____

B-15 Is your family able to save some of the earnings? 1 Yes___ 2 No___
(Makaidul-dulin kayo kadi iti dadduma a masapulan ti pamilya?) (Wen) (Saan)
if YES (no WEN)
* How? Kasano?)
___ 1 piggybank (or the like) (tubong)
___ 2 commercial bank (banko)
* Who in the family have a bank account?_____
(Siasino dagiti adda bankona iti familia?)
* Who keeps hold of the bank account?_____
(Siasino ti mangidul-dulin iti libreta?)

___ 3 others, specify_____
(dadduma pay. ilanad)
if NO (no SAAN)
* Why? (Apay?)_____

II. LAND OWNERSHIP PROFILE

(Kasasaad ti Panagtagikua ti Daga)

B-II1 Does your family own this homelot? 1 Yes (Wen)____ 2 No (Saan)____
(Kukua kadi ti pamilyayo daytoy daga a nagsaadan ti balayyo?)
if YES (no WEN)
* How were you able to acquire it?
(Kasano ti pannakapa-adda/pannakagun-od iti daytoy?)
___ 1 bought it (ginatangmi)
___ 2 inheritance (tinawidmi)
___ 3 ancestral land (kukua ti puli mi kas katutubo)
___ 4 gift/donation (regalo/donasyon)
___ 5 others, specify _____
(dadduma pay, ilanad)
* In whose name is it registered? _____
(Siasino iti nakainagananna?)
if NO (no SAAN)
* Who owns it?_____
(Sino ti akinkukua?)
* What is the arrangement with the owner?
(Kasano ti patanganyo/tulag iti akin-kukua?
___ 1 rental (upaan)
___ 2 lease-to-own (upaan ket in-inut a matagikua)
___ 3 caretaker (bantayan laeng)
___ 4 others, specify _____
(dadduma pay, ilanad)

B-II 2 Are there other families/persons living with you in this house?
(Adda kadi sabali a familia/tao nga makipag-nanaed iti daytoy a balay?)
1 Yes (Adda) ____ 2 No (Awan) ____

B-II 3 Do you till a farm? 1 Yes (Wen) ____ 2 No (Saan) ____
(Agtaltalon kayo kadi?
if YES (no WEN)
* Does your family own the farm? 1 Yes (Wen) ___ 2 No (Saan)___
(Kukua kadi ti familia dayta a taltalonenyo?
if YES (no WEN)
* How were you able to acquire it?_____
(Kasano ti pannakapa-adda/pannakagun-odyo?
* In whose name was the tenancy right transferred?_____
(Siasino ti nakainagananna?)
If an amortizing owner, in whose name is the amortization arrangement written?_____
(No tintinnagan dayta dagayo, sino ti nakainagananna?)
if NO (no SAAN)
* Who negotiated in the land use contract?_____
(Siasino ti nangtulong diay kontratayo?)

III. HOUSEHOLD MAINTENANCE PROFILE

(Panagtaripato ti Balay)

B-III 1 What is the source of your water supply?
(Ania ti pagtataudan/paggapuan ti danumyo?)
___ 1 water pump/jetmatic (bomba/jetmatic)
___ 2 deep weil (bubon)
___ 3 public artesian well (bubon-artesiano)

___ 4 public faucet (piped water) (gripo)
___ 5 spring (ubbog)
___ 6 others, specify (dadduma pay, ilanad)_____

B-III 2 Where is this located?
(Sadino ti nagsaadanna?)
___ 1 in own yard (arubayan)
___ 2 meters away (sumagmamano a metro ti kaadayuna)
___ 3 kilometers away (kilometro ti kaadayuna)

B-III 3 What is your lighting facility?
(Ania ti us-usarenyo a pagsilawan?)
___ 1 electric power (koryente)
___ 2 kerosene (ga-as)
___ 3 others (specify) _____
(dadduma pay, ilanad)

B-III 4 What do you use for cooking?
(Ania ti paglutlutoyo?)
___ 1 kerosene stove (kusinilya) ___ 4 firewood (kayo)
___ 2 electric stove (kuryente) ___ 5 charcoal (uging)
___ 3 LPG gas stove (gasul/shellane)

B-III 5 What is your toilet facility?
(Ania ti kasilya yo?)
___ 1 flushed toilet ___ 3 open pit (abut/antipolo)
___ 2 water sealed ___ 4 none (awan)
if NONE (no AWAN)
* Where do you do your toilet activities?
(Sadino ti pagib-iblenganyo?

IV. PRODUCTION ACTIVITY PROFILE

B-IV 1 Household Activities (Aramid ti Panagtagibalay)

	S			E	X				
	Adult				Children			Time/	Location
Activity/ Task	M	F/m	F	M/f	M	F	m/f	Duration	
a. Household chores (Aramid ti panagtagibalay									
1. Cooking (Agluto)									
2. House cleaning (Agdalus)									
3. Washing clothes (Aglaba)									
4. Ironing (Panagplantsa)									
5. Dishwashing (Aginnaw)									
6. Fetching water (Agsakdo)									
7. Gather firewood (Agkayo)									
8. Others (specify) (dadduma pay, ilanad)									
b. House repair/carpentry (Panagtarimaan ti balay/ panagkarpintero)									
c. Marketing (Aggatang ti masapsapul)									
d. Child rearing (Agtaraken ti ubbing)									
e. Budgeting of finance (Mangbingay-bingay ti adda a kuarta)									
f. Others (specify) (dadduma pay, ilanad)									

B-IV 2 Production Activities (Aramid a Panagpartuatan)

Activity/ Task	S E X							Time/ Duration	Location
	Adult				Children				
	M	F/m	F	M/f	M	F	m/f		
a. Domestication of Animals (Panagtaraken ti animals/ayup)									
1. Gather and prepare feeds (Panagruot ken panagsagana ti kanenda)									
2. Graze/wallow herd carabaos, cows, goats, etc. (Panagpa-arab)									
3. Attend to sick animals (Panagtaripato to masakit nga animal)									
4. Cleaning pig pen/chicken coop (Panagdalus ti kulongan)									

Activity/ Task	S E X							Time/ Duration	Location
	Adult				Children				
	M	F/m	F	M/f	M	F	m/f		
b. Faming (Panagtalon)									
1. Land preparation/plowing/ harrowing (Panangisagana iti daga panagarado)									
2. Seedbed preparation/direct seeding (Panagbunobon)									
3. Pulling seedlings/transplanting (Panagraep)									
4. Seed preparation (Panagparehar kadagiti bukpukel)									
5. Weeding (Panagparut iti ruot)									
6. Top dressing/fertilizer application (Panag-abono)									
7. Insecticide application (Panagpatay iti insekto									
8. Rodenticide application (Panagpatay iti bao/otot)									
9. Irrigating/ watering (Panagpadanum)									
10. Harvesting (Panagani, panaggapas,panagapit)									
11. Threshing (Agibaut)									
12. Winnowing (Agtar-ap/agtaep)									
13. Processing (Panagpreserbar)									
14. Weighing/counting (Panagkilo/panagsukat/panagbilang									
15. Constructing post/trellises (Panagaramidan iti pata-pata/kasaw)									
16. Drying (Panagbilag)									
17. Milling (Panagbayo)									
18. Marketing (Panaglako)									
19. Others (dadduma pay)									

Activity/ Task	S			E	X			Time/ Duration	Location
	Adult				Children				
	M	F/m	F	M/f	M	F	m/f		
c. Cottage Industries									
1. Handicraft									
1.1 preparation of materials (panangisagana kadagiti materyales)									
1.2 actual making (panangaramid/panagpartuat)									
1.3 marketing (panangilako iti produkto)									
2. Processing/manufacturing (specify) (Panagpartuat/panagaramid)									
2.1 Preparation of materials (panangisagana kadagiti materyales)									
2.2 Actual processing (panangaramid/panagpartuat)									
2.3 Marketing (panangilako iti produkto)									

Activity/ Task	S			E	X			Time/ Duration	Location
	Adult				Children				
	M	F/m	F	M/f	M	F	m/f		
d. Community Participation/ Management (Pannaki-ummong/Panangmanehar iti gimong)									
1. Attend barangay meetings/ assemblies (Makimiting diay barangay)									
2. Attend fiesta celebration (Maki-fiesta)									
3. Member of organizing committee for fiesta (Pannakiparticipar iti panagsagsaga-na iti fiesta									
4. Discuss with initiator of projects when there are community projects (Pannakiparticipar no adda proyekto para iti komunidad)									
5. Member of committee in project planning/implementation (Miembro ti komite a mang-impleme-ntar,panagplano ken pannakaipakat iti proyekto)									
6. Others (specify) (dadduma pay, ilanad)									

SECTION C: NUTRITION PROFILE

(Sasaaden Pang-Nutrisyon)

C1 What regular food intake do you have for your meals?

(Ania ti nanaay nga kankanenyo iti tunggal pannangan?)

Household Member (Kameng ti Familia)	Breakfast (Pamigat)	Lunch (Pangaldaw)	Supper (Pangrabii)
Respondent (Agsungsungbat)			
Spouse (Asawa)			
Children (Annak)			
others (Dadduma pay)			

C2 Do you eat between meals (snacks)? 1 Yes (Wen) ___ 2 No (Saan)___

(Agmir-miryanda kayo kadi?) 3 Sometimes (Sagpaminsan)____

C3 Where do you get your food?

(Sadino ti pagtataudan/paggapgapuan ti kankanenyo?)

___ 1 market/all bought (magatang diay tiendaan)

___ 2 backyard gardening (mula iti arubayan)

___ 3 own poultry/piggery/livestock (bukod a patanur)

___ 4 river (free) (karayan)

___ 5 family farm (bukod a talon ti familia)

___ 6 others, specify (dadduma pay, ilanad)_____

SECTION D: DECISION-MAKING AND CONTROL PROFILE

(Kasasaad Panagdesisyon ken Panangikeddeng/Panangituray)

D1 Rank the following in the order of Importance to you (1 is the highest in your priority).

(Rangguem dagiti sumaganad manipud kapatgan agpababa - 1 iti kangatuan)

___ food (makan)

___ clothing (lupot)

___ shelter (repair, maintenance) (pannakamantener iti pagtaengan/balay)

___ household appliances (alikamen ti balay)

___ vices and pleasure (liquor, movies, travel) (pagliw-liwaan ken bisyo)

___ production tools/equipment (kasapulan ti talon ken dadduma pay)

___ utilities (us-usaren a kas silaw,danum,lugan, ken dadduma pay)

___ education/information on new ideas for community development (adal/ (kabaruanan nga impormasyon maipanngep iti panagdur-as iti gimong)

D2 Which of the following decision points would you consider major/minor?

(Ania kadagiti sumagannad nga puntos ti panagdesisyon iti panagkunan a kangrunaan?)

D3 Who makes the decision?

(Siasino ti ad-adda nga agdesisyon?

Decision Points (Panagdes-desisyon)	D2 Major	D2 Minor	Respondent (Agsungsungbat)	D3 Spouse Asawa	D3 Others (Dadduma pay)
1. Buying an appliance/farm/tool implement (Panaggatang iti alikamen/remmienta)					
2. Mortgaging a property (Panangisalda iti sanikua)					
3. Selling a property (Panaglako iti sanikua)					
4. Borrowing money (Panagbulodan iti kuarta)					
5. Work assignments of children (Panangited iti trabaho dagiti annak)					
6. Whether children are to continue or stop schooling (No rebbeng nga agtuloy wenno agsardeng ti anak nga agbasa)					
7. See a medical doctor when someday is ill (Panagkonsulta iti doktor no adda masakit)					
8. Buying medicines (Panaggatang iti agas)					
9. Using contraceptives or not (Panagusar iti wagas para "Family Planning")					
10. To have another child or not (No rebbeng nga mapasarunuan ti anak wenno saan)					
11. Discipline the children (Panangdisiplina iti anak)					
12. To join an organization or not (Pannakipaset iti organisasyon wenno saan)					
13. Having sex (Pannakinaig)					
14. Engaging in business (Panag-negosyo)					
15. Whom to vote in the election (Siasino ti botosan no tiempo ti eleksyon)					
16. To celebrate fiesta and birthdays (Panangselebrar iti fiesta ken panagkasangay)					
17. Which church/religion to join (Relihiyon a pakaikappengan)					
18. To transfer residence or stay (No umalis iti pagtaengan wenno saan)					
19. For partner/spouse to work or not (No rebbeng nga agtrabaho ti asawa wenno saan)					
20. For spouse/partner to participate in training/seminar or not (No rebbeng nga agatendar ti asawa iti "training"wenno saan)					
21. House repair (Panagtarimaan iti balay)					
22. Others (specify) (dadduma pay, ilanad)					

SECTION E: ACCESS PROFILE
(Madadaan a Serbisyo)

I. ACCESS TO MEDICAL SERVICES
(Madadaan a Serbisyo para ti Salun-at)

E-I1 In the past year, did any member of your household get sick?
(Kadagiti naglabas a tawen, adda kadi nagsak-sakit iti familia yo?)
____ 1 Yes (Adda) ____ 2 No (Awan)
if YES (no ADDA)

* What did you do?
(Ania ti inaramidmo?)

Household Members (Kameng ti Familia)	Type of Sickness (Kita ti sakit)	Appiled Home Remedies (Insayangkat a Remedio)	Went to					
			Herbo-lario	SHC	Gov't Hosp.	Priv. Hosp.	Nurse/ Midwife	Others
Respondent (Agsungbat)								
Spouse (Asawa)								
Children (Annak)								
Others (Dadduma pay)								

if NO (no SAAN)
* Why? (Apay?)_____

E-12 What type of health services were made available in the community? By whom?
(Ania dagiti naipaay nga serbisyo kadakayo iti komunidad? Siasino ti nangipaay?)

1. government physician
2. private physician
3. medical mission
4. Barangay health worker
5. nurse/midwife
6. accredited hilots
7. others,specify (dadduma, ilanad)_____

Health Services (Serbisyo para ti Salun-at)	Provider (Nangipaay)							Did you avail (Nausar mo kadi?)	
	1	2	3	4	5	6	7	Yes (Wen)	No (Saan)
1. Consultation (Konsultasyon)									
2. Free medicines (Libre nga agas)									
3. Family planning (Panagplano ti Familia)									
4. Dental check-up (Pannakataming ti ngipen)									
5. Eye check-up (Pannakataming ti mata)									
6. Immunization (Bakuna)									
7. Laboratory services blood typing urinalysis sugar count blood count X-ray stool test									
8. Pre-natal and post natal check-ups (Panagkonsulta kasakbayan ken kalpasan iti panaganak)									
9. Others (dadduma pay)									

E-13 How would you rate your present health?
(Ania ti panagkunam ti agdama a kasasaad iti salun-at mo?)
___ 1 excellent (kasasayaatan/nasayaat unay, unay)
___ 2 very good (nasaysayaat)
___ 3 good (nasayaat)
___ 4 fair (kal-kalainganna)
___ 5 poor (saan a nasayaat/adda an-anayek)

II. ACCESS TO PRODUCTION TOOLS

(Madadaan a Serbisyo iti Alikamen ti Panagpartuat/Panagaramid)

E-II 1 What production tool(s) are used by household members?
(Ania dagiti alikamen a pagpartuat ti us-usaren dagiti kameng ti familiam?)
Who most often use the following tools?
(Siasino ti ad-adda a mangus-usar kadagitoy nga alikamen?)

(Note: Use the Table below the answer the above questions)

Production Tool (Alikamen Panagaramid)	**Owned** (kukuami)	**Rented** (up-upaan)	**Others (specify)** (dadduma,ilanad)	**Who most often use the tool?** (Ad-adda nga agusar?)
1.Bolo/scythe (Boneng/kumpay)				
2. Mortar and pestle (Pagbay-oan)				
3. Work animal (Taraken nga animal (baka wenno nuang)				
4. Hoe/plow (Arado)				
5. Hammer/saw (Ragadi/martilyo)				
6. Rice mill (Makina nga pagbay-oan)				
7. Hand tractor (Traktora/kuliglig)				
8. Thresher (Makina nga pagwagwagan)				
9. Weighing scale (Pagkiloan)				
10. Grinder (Paggilingan)				
11. Stove/oven (Paglutuan)				
12. Sewing machine (Makina a pagdait)				
13. Handicraft tools (specify)				
14. Processing tools (specify) (Remienta ti panagpartual)				
15. Generator				
16. Tricycle				
17. Water pump				
18. Others (specify) (Dadduma pay, ilanad)				

E-II 2 Is there an irrigation system within your farmland?
(Adda kadi irigasyon iti taltalonem?)
1 Yes (Adda)___ 2 No (Awan)___ What do you use to irrigate?_____
(Ania ti us-usarem nga pagpadanum?)

if YES (No ADDA)
* Is your farmland irrigated through the system? 1 Yes (Wen)___ 2 No (Saan)___
(Mapad-padanuman kadi ti talon mo babaen iti daytoy nga irigasyon?)

if YES (no WEN)
* Who entered into agreement for access to irrigation?
(Siasino ti naki-tulag tapmo mausar/maramat yo ti irigasyon?)
___ 1 respondent (agsungsungbat) ___ 3 landowner (akinkukua ti daga)
___ 2 spouse (asawa) ___ 4 others (specify)_____
(dadduma pay, ilanad)

* Who pays the fees for use of irrigation?
(Siasino to agbay-bayad ti pannaka-usar ti irigasyon?)
___ 1 respondent (agsungsungbat) ___ 3 landowner (akinkukua ti daga)
___ 2 spouse (asawa) ___ 4 others (specify)_____
(dadduma pay, ilanad)

if NO (no SAAN)
* Why are you not making use of this irrigation system?_____
(Apay nga saan yo nga us-saren ti padanum?)

E-II 3 Is there a rice mill in your Barangay? 1 Yes (Adda)___ 2 No (Awan)___
(Adda kadi pagbay-oan ti barangay yo?)

if YES (No ADDA)
* Do you make use of this rice mill?
(Us-usarenyo kadi daytoy?)
1 Yes (Wen) ___
2 No (Saan) ___
Why? (Apay?)_____

III. ACCESS TO TRANSPORTATION/ MARKETING/GOODS
(Madadaan a Serbisyo ti Transportasyon/Pagilakuan/Kasapulan ti Panagbiag)

E-III 1 Whenever you go to and from town, what mode of transportation do you usually take?
(Ania ti paglug-luganam nga mapan diay ili?)
___ 1 tricycle ___ 5 kuliglig
___ 2 jeepney ___ 6 none, walk to town (magmagna)
___ 3 kariton ___ 7 others, specify (dadduma pay, ilanad)
___ 4 bicycle (bisikleta)

E-III 2 Where do you sell your products?
(Sadino ti paglak-lakuanyo ti apit yo?)
Specify (ilanad)_____ Why? (Apay?)_____

E-III 3 Where do you buy your basic needs?
(Sadino ti paggatgatanganyo iti kasapulan ti panagbiag?)
Specify (ilanad)_____ Why? (Apay?)_____

IV. ACCESS TO TRAINING/EDUCATION
(Nadadaan a Serbisyo iti Panagsanay/Panagadal/Edukasyon)

E-IV 1 Did you ever avail of a training/skills development activity in the last two years?
(Adda kadi inatendaram a training iti napalabas a dua a tawen?
1 Yes (Adda) ____ 2 No (Awan)____
if YES (no ADDA)
* What training was this?
(Ania daytoy a panagsanay?)

___ 1 literacy
(panagisuro iti agbasa, agsurat, etc.)
___ 2 health/family planning
(salun-at)
___ 3 home management
(panangmanehar iti balay)
___ 4 socio-economic
(kasasaad ti panagbiag)
___ 5 gender awareness
(pannakaammo maipanggap dagiti makaapekto nangnangruna kadagiti babbai)
___ 6 technical know-how (specify)
(kabaruanan a wagas, ilanand)
_____
_____
_____

___ 7 handicraft, specify_____
(panaglaga ken kaaspingna, ilanad)
___ 8 entrepreneurial skills
(panagpatanor ti negosyo)
___ 9 Pre-membership Education Seminar
(seminar sakbay agmiyembro)
___ 10 basic livelihood skills training
(panagpatanor iti pagsapulan iti pamilya)
___ 11 environment conservation and protection
(panangpatalinaad ken panangsalaknib iti aglalulaw)
___ 12 community resources dev't training
(pannakapintas ti gameng ti lugar)
___ 13 leadership and management
(panangidaulo)
___ 14 others (specify)_____
(dadduma pay, ilanad)

* Did you finish the training ? 1 Yes (Wen) ____
(Nalpas mo kadi it panagsanay mo? 2 No (Saan)____ Why? (Apay?)_____
* What benefit did you get?
(Ania dagiti nagun-od mo?)
___ 1 enlightenment/awareness (pannakalaw-lawag)
___ 2 better planning/management (nasaysayaat a panagplano/panangmanehar)
___ 3 skills (talugading/kabaelan)
___ 4 others (specify) (dadduma pay, ilanad)_____
___ 5 none (awan pulos)

E-IV2 If you had not availed of any training, why?
(No saan ka pay a naaddaan ti training, apay?)
___ 1 No training conducted.
(Awan met naisayangkat)
___ 2 Did not know of the training.
(Saan ko naamuan nga adda training)
___ 3 There were more important activities to attend to.
(Adda napat-pateg nga aramidek)
___ 4 Inconvenient. Why?_____
(Awanan waya Apay?)
___ 5 Spouse/partner did not consent.
(Saan nga immanamong ti asawak)
___ 6 Others (specify)_____
(Dadduma pay, ilanad)

E-IV 3 When was the last time you attended a training? 19___
(Kaano ti naudi a panagatendar mo ti panag-training?)

E-IV 4 Has any other household member attended any training?
(Adda kadin kameng ti familia nga nagatendar ti panag-training?)
1 Yes (Adda) ____ 2 No (Awan)____
if YES (no ADDA)
* Who? (Siasino?)_____
* What types/kinds of training? _____
(Ania a kita ti training?) (See list of trainings on page 15)

V. ACCESS TO INFORMATION
(Madadaan a Serbisyo iti Impormasyon/Damdamag)

E-V 1 Where do you get information?
(Kasano ti idadanon kenka ti impormasyon ?)

Source of Information (Pagtaudan ti Impormasyon	Frequency of Access (Kadaras ti Madadaan a Pannakadamag)						
	Respondent (Agsungsungbat)		Spouse (Asawa)		Children		Others (Dadduma Pay)
					Male (Lalaki)	Female (Babai)	
1. Radio (Radio)							
2. TV (Telebisyon)							
3. Newsprint (Periodiko/magasin)							
4. Comics (Komiks)							
5. Roving public announcement (Agiwar-waragawag)							
6. Spouse/partner (Asawa)							
7. Neighbors (Kaaruba)							
8. Barangay assemblies (Miting ti barangay)							
9. Group meeting (Miting ti grupo)							
10. Others (specify) (Dadduma pay, ilanad)							

VI. ACCESS TO CREDIT

(Madadaan a Pagutangan)

E-VI 1 What lending institutions/agencies/persons are available in your place?
(Ania ti madadaan nga mabalin nga pagutangan ditoy lugaryo?)

___ 1 bank (banko)
___ 2 cooperative (kooperatiba)
___ 3 loan sharks (agpapautang iti "5/6") (dadduma pay, ilanad)
___ 4 relatives (kakabagyan)
___ 5 others (specify) _____

E-VI 2 Have you availed of a loan from any of the above? 1 Yes (Adda) ____
(Adda kadi nautang mon kadagiti nailanad iti ngato? 2 No (Awan) ____
if YES (no ADDA)
* From which of the above?_____
(Siasino kadagitoy?)
if NO (no AWAN)
* Why not? (Apay?)_____

E-VI 3 Are you able to pay your loan at the designated/promised date?
(Mabaybayadam met la ti utangmo no dumteng ti panagsisingiran?)
1 Yes (Wen)_____ 2 No (Saan) _____ Why? (Apay?)_____

VII. ACCESS TO EMPLOYMENT

(Madadaan nga Pagsapuian)

E-VII 1 Was there a time when you were looking for work?
(Adda kadi panawen nga nagsap-sapul ka iti pagtrabahoam?)
1 Yes (wen) ____ 2 No (saan) ____
if YES (no WEN)
* Where?_____
(Sadino?)
* What kind of work?)_____
(Ania a kita ti trabaho?)
* Did you apply for the job? 1 Yes (Wen) ____ 2 No (Saan) ____
(Nagap-plikar ka kadi?)
if YES (no WEN)
* Did you get the job?
(Nagun-od mo kadi ti trabaho?)
1 Yes (Wen)____ Why? (Apay?)_____
2 No (Saan) ____ Why? (Apay?)_____

if NO (no (SAAN)

* Why did you not apply for the job?
(Apay nga saan mo nga inaplikaran ti trabaho?)
* What group/agencies extended support in your search for work?
(Ania nga grupo/agencia ti timmulong kenka iti panagbirok mo ti trabaho?)

___ 1 private/NGO (pribado/NGO)
___ 2 government (gobyerno)
___ 3 others, specify (dadduma pay, ilanad)

* How did they help?
(Kasano ti itutulongda?)

___ 1 referral (adda nangrekomendar)
___ 2 financial assistance (nangtedda iti kuarta/kapital)
___ 3 issuance of certificate/recommendation (nangtedda iti sertipikasyon/ rekomendasyon)
___ 4 technical assistance on latest technologies (tulong maipanggep iti kaba-ruanan a wagas)
___ 5 others (specify)_____
(dadduma pay, ilanad)

E-VII 2 If you are engaged or intending to engage in business/livelihood, what kind of support do you need?
(No adda gandat mo nga ag-negosyo , ania a kita ti tulong iti masapul mo?)

___ 1 credit, financing institution (mangpautang)
___ 2 technical assistance/consultancy on the utilization of available natural resources
(konsultasyon a kas iti "chemical analysis" ti daga, danum, etc.)
___ 3 supervisory assistance (mangmanehar)
___ 4 marketing/distribution arrangement (pannakailako ti produkto)
___ 5 infrastucture support (roads, bridges, market, irrigation, rice mill, solar dryers, rice threshers, warehouse)
___ 6 transportation facilities (lugugan)
___ 7 technical know-how training/skills development on latest technologies (HRD) (panagsursuro iti kabaruanan a wagas)
___ 8 others (dadduma pay, ilanad)

VIII. ACCESS TO LEISURE
(Madadaan nga Paglinglingayan)

E-VIII 1 What type of leisure activities do people in your community usually engage in?
(Ania dagiti pagling-lingayan dagiti agindag ditoy?)

Activity (Aktibidad)	**Female** (Babai)	**Male** (Lalaki)
1. Listen to radio (Agdengngeg ti radio)		
2. Watch television (Agbuya ti telebisyon)		
3. Read newspaper/comics (Agbasa ti "newspaper"/komiks)		
4. Watch movies (Agbuya ti sine)		
5. Gamble (lotto, cockfight, jueteng) (Agsugal)		
6. Attend church services (Makimisa/makigimong)		
7. Gossiping (Makitsismis)		
8. Attend social activities (Makigimgimong/Makipagragragsak)		
9. Sports avtivities, specify (Makiay-ayam iti sports/physical dev't Activities, ilanad)		
10. Others (specify) (Dadduma pay, ilanad)		

SECTION F: COMMUNITY MANAGEMENT PRACTICE

(Partisipasyon ti Pannakamanehar ti Kommunidad)

F1 Are you (or any household member) a member or an officer of an organization?
(Miembro wenno opisyal kayo kadi iti maysa nga organisasyon?)

1 Yes (Wen) ____
2 No (Saan) ____

if YES, identify (no WEN, ilanad)

* How often do you attend meetings?
(Kasano kadaras nga agat-atendar kayo ti miting?)

1 always (no absences) (kanayon)
2 often (with few absences) (masansan)
3 seldom (more absences than presence) (manmano) why? (Apay?)_____
4 never (no attendance at all) (saan), why? (Apay?)_____

Organization (Specific Name)	Member (Miyembro)	Officer (Opisyal)	Household Member Involved (Sino kadagiti Kabbalay)	How Often? (Kasano Kadaras nga agatendar?)			
				1	2	3	4
1. Religious (Maipanggep iti Relihiyon)							
2. Business, professional (Maipanggep iti Negosyo/Propesyon)							
3. Voluntary, disaster, walfare group (Voluntaryo, didigra, pagsayaatan)							
4. Community, recreational, social club							
5. Political							
6. Cooperative (Kooperatiba)							
7. Others							

if NO (No SAAN)

* Why are you (or any household member) not involved with any organization?
(Apay nga saan kayo nga makipas-paset iti ania man nga organisasyon?)

___ 1 house work is full time work (adu unay iti trabaho ti balay)
___ 2 children to attend to (oras nga panangtaraken iti annak/ubbing)
___ 3 inconvenient (awanan waya)
___ 4 spouse/partner does not favor (saan a kayat ti asawak)
___ 5 waste of time (istorbo ti oras)
___ 6 do not know of any organization (awan ti ammok nga organisasyon)
___ 7 spouse/partner is already a member (miyembron datoy asawak)
___ 8 not interested with the objectives (saan nga interesado)
___ 9 do not like some members/leaders (saan ko kayat dagiti dadduma nga miyembro ken lideres)
___ 10 organization is not really working (saan nga agtartrabaho dayta organisasyon)
___ 11 Others, specify_____
(dadduma pay, ilanad)

SECTION G: REFORESTATION AND RELATED ACTIVITIES

(Panagmula iti Kayo ken Kaaspingna nga Aramid)

G1 Are you engaged in planting trees in your own private land?
(Agmul-mula kayo kadi met ti kayo iti dagam?)

1 Yes (Wen) ____ 2 No (Saan) ____

G2 Is your family involved in reforestation activities in your ancestral land?
(Makiparparticipar kadi ti familiam kadagiti panagmulaan ti kayo didiay "ancestral land"/ daga ti puliyo?)

1 Yes (Wen)____ 2 No (Saan)____

G3 Is your family involved in the social/community forestry program of the government?
(Makiparparticipar kadi ti familiam kadagiti programa ti gobyerno maipanggep iti "reforestation"?)
1 Yes (Wen)____ Why? (Apay?)_____
2 No (Saan)____ Why? (Apay?)_____

G4 Is there a group/agency that motivated you to do reforestation?
(Adda kadi grupo wenno ahensya a nangguyugoy kenka nga agmula ti kayo?)
____ 1 Yes (Adda)_____ ____2 No (Awan, siak/dakami laeng)
agency (ahensya)

G5 What kind of assistance did they provide?
(Ania a kita ti tulong ti impaayda?
___ 1 skills training (panagsursuro iti kabaruanan a wagas)
___ 2 information materials (pannakaiwaragawag)
___ 3 demonstrations (panagdimonstra)
___ 4 financial assistance (tulong pinansyal)
___ 5 others, specify (dadduma pay, ilanad)_____

G6 How long have you been engaged in reforestation? ___ no. of years
(Kasano kapaut mon nga tumultulong iti panag-mulaan ti kayo?) (bilang ti tawen)

G7 What other activities did the group/agencies initiated aside from reforestation?
(Ania pay nga aktibidades ti inlungalong ti grupo/ahensya a saan a maipapan ti panagmulaan ti kayo?)

Activity	Not implemented	Ongoing (agdama)	Completed (nalpasen)	Remarks
1. Community organizing (panag-organise iti komunidad				
2. Skills training (panagadal iti kabaruanan a wagas)				
3. Livelihood training (panagadal iti panagnegosyo)				
4. Provision of capital seed money (panangited iti pagpuonan)				
5. Credit facilities (panagpautang)				
6. Literacy (panagsursuro iti agbasa, agsurat, agbilang)				
7. Home management (panagmanehar iti pagtaengan)				
8. Health and nutrition (salung-at ken nutrisyon)				
9. Family planning (panagplano ti familya)				
10. Gender sensitivity/ awareness panangiammo kadagiti banbanag maipanggep iti babbai ken lallaki)				
11. Leadership skills (panangidaulo)				
12. Community resources dev't (panangpadur-as iti gameng/ kinabaknang ti komunidad)				
13. Pre-membership education seminar (panagmiyembro iti kooperatiba)				
14. Environment protection/conservation (panangsalaknib iti aglawlaw)				
15. Others, specify (dadduma pay, ilanad)				

(End the interview with a short conversation and thank the respondent)
(Gibusen ti panagsaludsod ti pannakipatpatang ken Ag-Dios ti Agngina)

Annex B: Gender and Development Indicators

A. EQUAL OPPORTUNITIES, ACCESS TO AND CONTROL OF RESOURCES

1. ECONOMIC PRODUCTIVITY

- Increased access to and control of resources and benefits;
- Increase in income and control over the management of income;
- Increased control over management of funds in the family;
- Involvement of women in entrepreneurial activities;
- Increased job/economic opportunities for women;
- Women utilizing community resources;
- Ownership and control of means of production and material resources;
- Access to tools and technology to lighten workload;
- Actual increase in income relative to the value of women's labor;
- Women's ability to save and invest;
- Ability to manage the project, identifying and computing the actual benefits and shares from the project.

2. SOCIAL SERVICES

- Increase access to the management and control of health, education and other psychosocial services;
- Support for reproductive choices: Existence of information mechanism on health and reproductive rights;
- Increased number of women using this information;
- Availability of day care services and access to these services;
- Insurance of safe working conditions and provision for occupational safety devices and facilities;
- Women provided with health benefits;
- Decreased incidence of diseases among women;
- Availability of legal and other protective centers;
- Percentage of community-based women managing programs and services for women;

3. TRAINING AND CAPABILITY BUILDING

- Skills training for women: gender sensitivity, reproductive rights, assertiveness training, stress and crisis management, legal literacy, program development and management, income/ employment generation projects, values formation, socio-

economic skills training;
- Training and educational opportunities;
- Number of women able to make use of training and have the ability to train others;
- Use of gender-sensitive curriculum, language and methodologies;
- Development of alternative leadership styles (collective, nonhierarchical, nonmanipulative, etc.);
- More women demonstrating critical awareness of the situation and issues affecting women.

4. LEADERSHIP

- More women leaders performing leadership roles, more women in decision-making policy bodies (e.g. number of men and women in the local government or community organizations);
- Women engaged in affirmative action-promoting women's rights and welfare;
- More women initiating community projects and able to move constituents to do their part;
- Movement of women from nonformal structures to formal organizations.

B. SELF-WORTH / SELF-DETERMINATION

- Increased skills for self-assertion;
- Women having control over their body;
- Women informed of their reproductive rights and assert them;
- Women aware of their rights, valuing their work and contribution;
- Women well-informed and able to make personal decisions, career path, crucial family decisions, sociopolitical issues;
- Women with a sense of authority and identity separate from men;
- Self-confidence;
- Ability to run projects;
- Lowered incidence of violence against women.

C. ADDRESSING DOUBLEBURDEN

- Shared parenting;
- Shared bread-winning activities;
- Shared household work and responsibilities.

D. GENDER AWARENESS OF COMMUNITY

- Valuation of women's work;
- Promulgation and enforcement of laws and protection of domestic workers/helpers;
- Dramatization/formalization of women's achievements in society;
- Nonsexist child-rearing practices;
- Right to vote for church women;
- Recognition within the community of women's issues and contributions;
- Increased number of men in gender sensitivity activities;
- Absence of projects inimical to the interests of women;
- Creation of alternative structures to respond to women's concerns;
- Access to all community structures.

E. ORGANIZATION AND PARTICIPATION

- Increased participation of women in wider movement for social change;
- Presence of a strong women's organization with conscientized and active members;
- Networking with other organizations.

Annex C: PMC FORM 0-1

REPORT ON THE STATUS OF PROJECTS ENCOUNTERING PROBLEMS IN IMPLEMENTATION

As of _____

NAME OF PROJECT PROGRAM (1)	LOCATION (2)	IMPLEMENTING AGENCY (3)	IMPLEMENTATION STATUS (%)			ISSUES (7)	SOURCE OF INFORMATION (8)	ACTION TAKEN/ RECOMMENDATION (9)
			Target (4)	Actual (5)	Slippage (6)=(5)-(4)			

Annex D: PMC FORM 0-2

PHYSICAL AND FINANCIAL STATUS

As of _____

REGION/PROVINCE/MUNICIPALITY _____

(a) PROJECT TITLE (b) AGENCY (c) LOCATION	SCHEDULE a) Start b) Completion Date	FINANCIAL STATUS (P 000)						EXPEN-DITURE RATE (%)	PHYSICAL STATUS (%)				EMPLOY-MENT GENERATED (m-f)	REMARKS
		Program	AA Issued to Date	Funding Support (%)	EXPENDITURE				Target	Actual	Slippage	Perf.		
					Unpaid Obligation	Disburse-ment	TOTAL							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)

Annex E: PMC FORM I - 1

INITIAL PROJECT REPORT

Physical and Financial Targets

Implementing Agency: _____

Program/Project/Activity	Output Indicator	Targets						Project Type
		Item	Q1	Q2	Q3	Q4	Total	
(1)	(2)		(3)	(4)	(5)	(6)	(7)	(8)
1.		FS P EG						
2.		FS P EG						
3.		FS P EG						
4.		FS P EG						
5.		FS P EG						

FS - Financial Schedule P - Physical Target EG - Employment Generated (male / female)

Annex F: PMC FORM I - 2

PHYSICAL AND FINANCIAL ACCOMPLISHMENT REPORT

As of _____

Implementing Agency: _____

Program/Project/ Activity	Location	Financial Status (P000)				Physical Status			Empl. Gen. (m/f)	Remarks Problems/ Issues Recommd.
		Program Amount CY____	Amount Released To Date	Unpaid Obligations To Date	Disburse-ment To Date	Output Indicator	Target To Date	Actual To Date		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)

Annex G: PMC FORM I - 3

PROJECT EXCEPTION REPORT

Name of Project : _____ Location : _____

Implementation Status : ( ) Ahead ( ) Behind ( ) On-Schedule Implementing Agency : _____

FINDINGS	POSSIBLE REASONS / CAUSES	RECOMMENDATIONS