Book 1

Transforming Government to Think and Act GAD

A Handbook on Gender and Development Training
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A Handbook on Gender and Development Training

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National Commission on the Role of Filipino Women
Canadian International Development Agency

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Canadian International Development Agency

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Making the bureaucracy work for women’s empowerment and gender equality is a continuing and challenging task that the government is committed to pursue. Adopted in the early 1990s, the gender mainstreaming strategy was implemented by the National Commission on the Role of Filipino Women in order to sensitize governmental institutions and transform them into active and proactive agents towards the goals of women’s empowerment and gender equality. Towards this end, much effort had been devoted to provide gender sensitivity sessions for government officials, agencies and sectors as a first step in achieving these twin goals.

Over the years, GAD training tools on various aspects of planning, budgeting and programming have been developed and utilized by NCRFW and its partners. Many of these have been found to be useful locally and even internationally by other national machineries on women.

Given that various groups and government agencies now conduct their own GAD training, it is necessary to standardize GAD core messages which have been distilled and crystallized through many years of GAD training by both trainers and participants. These core messages will help further clarify key concepts and practical strategies on gender mainstreaming.

Transforming Government to Think and Act GAD: A Handbook on Gender and Development Training was developed in an effort to provide GAD trainers with conceptual handles and innovative approaches to GAD application.

We would like to express our appreciation to our colleagues from the University of the Philippines Center for Women Studies who conducted various GAD Training Sessions for the GAD Resource Centers in the different regions of the country. We would like to thank
as well those who validated and provided additional inputs and further enhanced the initial draft of this book. Elena Masilungan spent long hours writing and rewriting the manuscript while Estrella Maniquis spent time in editing and improving the format and style of the handbook. Finally, our thanks to the constant and strong support of the Canadian International Development Agency without which this handbook would not have been produced.

**Aurora Javate-de Dios**  
Chairperson, NCRFW
Message

The silver anniversary at the advent of the millennium has been very symbolic for the National Commission on the Role of Filipino Women. It has a grand tradition of leadership as the first national machinery to be set up in Asia in 1975, continually striving to achieve its mission of making government work for women’s empowerment and gender equality. It envisions a Philippine society where women and men equally contribute to and benefit from national development.

In this spirited effort, the NCRFW conceptualized the Gender Mainstreaming Resource Kit a year after its 25th anniversary. In the conception of the GMRK, the NCRFW brought together the most respected minds in Gender and Development to draft the seven tools in the kit.

Policies are not gender neutral. It affects men and women differently. Thus, the GMRK presents aids and guides to facilitate gender mainstreaming in agencies. With these tools, government agencies, academic and training institutions and civil society will be better equipped to build on their accomplishments. These can also address the gaps and confront the challenges that have faced them in their gender mainstreaming work.

I believe that the Commission is beaming with pride in this contribution. This is a big milestone and I am proud to be part of the experience in laying the foundation for women equality and empowerment. As an active participant in the conceptualization process of this Kit, I have continued to nurture its development. It is a great joy to see how each guidebook, sourcebook and manual in this kit has blossomed to formulate the women’s agenda and integrate the Framework Plan for Women (FPW). It will be most rewarding to see how each tool will bear fruits of gender-responsive policies and plans, programs and budgets and good governance.
With this, we are optimistic that the government shall realize empowerment and equality for Filipino women. Let us look forward to ensuring that the Gender and Development experience endures for equality and empowerment.

Amelou Benitez-Reyes, Ph.D
NCRFW Commissioner for Culture, 2002 to present
NCRFW Chairperson, 1998 to 2001
Message

The Canadian International Development Agency (CIDA) is honoured to have been a partner of the Government of the Philippines for many years in promoting Gender Equality. One decade-long of partnership with the National Commission on the Role of Filipino Women (NCRFW) through the Institutional Strengthening Project for Gender Mainstreaming has been highly successful in terms of increasing the capacity of government to implement laws and policies such as the Women in Development and Nation-Building Act (RA 7192). This same partnership has resulted in numerous innovative approaches to gender mainstreaming which have been catalysts for similar efforts in the neighbouring countries of the Asia-Pacific region.

It gives me great pleasure, on behalf of CIDA, to congratulate all those who have contributed to the long and challenging process of producing the “Gender Mainstreaming Resource Kit”, a compilation of seven ‘tools’ in the form of source books, manuals, guides and training modules. I am certain that these will be applied towards a better quality of life for Filipino women through more effective governance that fosters gender equality.

While much has been accomplished, much remains to be done and the challenges are great. Amid these challenges, CIDA remains committed to integrating gender equality in all of our development efforts in the Philippines.

Gérard Bélanger
Counsellor (Development) and Head of Aid
CIDA, Philippines
Acknowledgements

The production of this Handbook would not have been possible without the guidance and support of people who believe in the importance of this tool towards the achievement of women’s empowerment and gender equality.

We express our gratitude to the supervision and direction rendered by the GMRK advisors, Executive Director Emmeline Verzosa, Deputy Executive Director Lorenza Umali and former NCRFW-CIDA Project Manager and now CIDA Senior Program Officer Myrna Jarilla.

Very special thanks to Ermelita Valdeavilla, Sarah Umandal and former Chairperson Amelou Benitez-Reyes who initiated the project and provided guidance in the production of the Resource Kit. Ms. Umandal was then Project Manager of the Institutional Strengthening Project Phase II (ISP II) and it was during Executive Director Valdeavilla’s and Chairperson Reyes’ term that the GMRK reached fruition.

We acknowledge the Institute of Philippine Culture and the University of the Philippines Center for Women Studies from whom the core messages used in this Handbook were derived.

Appreciation is also due to Commissioner Jurgetta Honculada, Dr. Carol Sobritchea, the NCRFW Management Committee and technical staff and all those who were involved in the validation of the basic GAD concepts contained in this tool.

Credit is also due to Elena Masilungan, who helped NCRFW in drafting and finalizing this tool. We also wish to thank Estrella Maniquis for her endearing commitment as Resource Kit editor. We thank Rolando Santos, design and layout artist, for transforming the manuscript into a handy and user-friendly tool. We would also like to acknowledge Arnel Orea for the concept of the cover design. Gratitude is also due to Ms. Prossy Dumlao and her daughter Aina who shared their insights on how the design of this tool may be further enhanced.
We are also grateful to the Resource Kit Management Team composed of Veronica Villavicencio, Luz Lopez-Rodriguez and Rina Jimenez-David. Their substantive inputs have been instrumental in the review of the manuscript and further development of the tool.

Finally, we thank Chairperson Aurora Javate-de Dios who came at midpoint but gave solely unrelenting support to the GMRK project.

Most of all, gratitude is due to the nameless women and men who have given their time and energy to the realization of this project. This has been a most rewarding experience.
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# Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>CIDA</td>
<td>Canadian International Development Agency</td>
</tr>
<tr>
<td>DBM</td>
<td>Department of Budget and Management</td>
</tr>
<tr>
<td>DILG</td>
<td>Department of the Interior and Local Government</td>
</tr>
<tr>
<td>FY</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>GAD</td>
<td>Gender and Development</td>
</tr>
<tr>
<td>GEWEF</td>
<td>Gender Equality and Women’s Empowerment Framework</td>
</tr>
<tr>
<td>GREAT</td>
<td>Gender-Responsive, Equality-oriented and Aware of social and economic differences of its Target beneficiaries</td>
</tr>
<tr>
<td>GRP</td>
<td>Gender-Responsive Planning</td>
</tr>
<tr>
<td>GST</td>
<td>Gender Sensitivity Training</td>
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<tr>
<td>HRD</td>
<td>Human Resource Development</td>
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<tr>
<td>LGU</td>
<td>Local Government Unit</td>
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<tr>
<td>NCRFW</td>
<td>National Commission on the Role of Filipino Women</td>
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<td>NEDA</td>
<td>National Economic and Development Authority</td>
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<td>PAPs</td>
<td>Programs, Activities and Projects</td>
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<td>PGNs</td>
<td>Practical Gender Needs</td>
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<tr>
<td>RA</td>
<td>Republic Act</td>
</tr>
<tr>
<td>RKMT</td>
<td>Resource Kit Management Team</td>
</tr>
<tr>
<td>SGNs</td>
<td>Strategic Gender Needs</td>
</tr>
<tr>
<td>SMART</td>
<td>Specific, Measurable, Attainable, Realistic and Time-bound</td>
</tr>
<tr>
<td>TNA</td>
<td>Training Needs Assessment</td>
</tr>
<tr>
<td>UCWS-UP</td>
<td>University Center for Women Studies-University of the Philippines</td>
</tr>
<tr>
<td>VCR</td>
<td>Video Cassette Recorder</td>
</tr>
<tr>
<td>VMG</td>
<td>Vision, Mission, Goal</td>
</tr>
<tr>
<td>WAD</td>
<td>Women and Development</td>
</tr>
<tr>
<td>WID</td>
<td>Women in Development</td>
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Rationale

The gender approach to development, also known by its acronym GAD (gender and development), was introduced in government in the early 1990s as an alternative development strategy. GAD seeks to transform the way government pursues development so that it can respond effectively and with sensitivity to issues confronting women. The GAD perspective recognizes that gender concerns cut across all areas of development and therefore should not be overlooked in the development planning process. Indeed, gender must influence government when it plans, budgets for, implements, monitors and evaluates policies, programs and projects for development.

By the start of the 1990s many countries had already adopted GAD as a mainstream development approach. The Philippine government, however, was not ready for GAD at the time. People in government still commonly assumed that development efforts must be “gender-neutral,” intended to benefit both women and men. They had yet to recognize that because of the cultural conditioning of gender relations, women and men have different roles in society and consequently have different needs as well. By ignoring these differences, the gender-neutral approach to development was not improving women’s lives but was contributing to their disadvantaged status in society. Such an approach effectively relegated women to the margins of the development process, where there was very little opportunity for them to influence development agenda and directions.

The challenge of making government “think and act” GAD and of bringing the GAD perspective from the margins to the mainstream became the mandate of the National Commission on the Role of Filipino
Women (NCRFW). Its first order of business was to hold orientation briefings, workshops, seminars and training on GAD for government officials and technical personnel of national offices and agencies. NCRFW, together with some GAD experts and advocates in as well as outside government, developed various modules for these sessions. The modules, together with a training guide and a glossary of commonly used GAD concepts and terms are presented in this **Handbook on Gender and Development Training**. It is hoped that the Handbook will be a great help in continuing and sustaining the effort to transform government into a gender-responsive institution.

**Organization of the Handbook**

The Handbook is a tool to help agencies design their GAD training program and conduct training sessions. It has four parts. Parts 1-3 are included in Book 1 while Part 4 or Gender 101 comprises Book 2 of the Handbook.

**Part 1:** *Getting Started* presents general pointers on how to develop, run, and evaluate a GAD training program.

**Part 2:** *Gender Training Designs* gives a synopses of modules commonly used for gender sensitivity training (GST), training in gender-responsive planning (GRP), and combined GST and GRP training.

**Part 3:** *Training in GAD Planning and Budgeting* is a module developed by the University of the Philippines Center for Women Studies (UPCWS) and the NCRFW to equip planners, budget officers and other officials and technical personnel with the knowledge and skills needed in preparing the GAD plans and budget of government agencies and local government units (LGUs).

**Part 4:** *Gender 101* presents a glossary of commonly used terms and concepts associated with GAD.
Users of the Handbook

The Handbook is intended primarily for government agencies and LGUs, particularly their human resource development (HRD) managers, trainers, and GAD Focal Points. It can also be used by trainers and members of the GAD Resource Centers set up in some regions. It is highly recommended that users of this manual be trainers who have gone through GST and GRP training themselves.

The Handbook is especially useful to trainers who are already into GAD training, those who have substantial knowledge on GAD, or those who have extensive experience in conducting HRD training. GAD training is different from other training programs because it involves not just a transfer or enhancement of skills and knowledge — it seeks to transform attitudes and behaviors as well. GAD trainers, therefore, must be advocates who have a deep personal commitment to change the way government perceives and responds to gender issues and concerns. They must be true GAD believers.

How to Use the Handbook

The Handbook is primarily a trainers’ guide. It contains three types of modules — GST, GRP training, and training in GAD planning and budgeting. GST introduces the concept of gender and how it affects the decisions and actions of individuals and institutions. It also establishes the relationship between gender and development. The next phase, GRP training, focuses on the significance of gender in government planning and how gender concerns may be integrated into development policies, plans, programs and projects. The training in GAD planning and budgeting shows the application of GAD as being an integral part of the development planning process of government.

The training modules are addressed to the trainer in particular and can be used in two ways — as they are, or modified to suit the specific needs of the participants by using only those segments that are applicable. An occasional “Note to Trainer” (boxed) gives reminders or tips that trainers will find particularly useful to the smooth conduct of
the session or course. In the glossary, the words listed are defined only within the context of GAD.

**Limitation of the Handbook**

The Handbook reflects 10 years of gender mainstreaming activities and strategies undertaken by the NCRFW and its partners, particularly the Canadian International Development Agency (CIDA). It does not aim to be the definitive source book on GAD training in government. It does not provide step-by-step, detailed instructions on how to do the training. Rather, it presents a general guide that trainers can refer to as they design and conduct gender training for their agencies. This allows trainers the flexibility to modify and adapt the training methods and processes so as to better respond to the needs and objectives of their respective organizations. While the Handbook is intended to be comprehensive enough, the development of its modules is limited to the experience of the NCRFW and training partners. Its validation was a joint effort of the NCRFW, the Resource Kit Management Team (RKMT) and the UCWS-UP.

Also, the focus of the Handbook is on the contents of the training course, especially on GAD’s core messages, rather than on training methods and resources. The focus on content, reinforced in the chapter on the definition of GAD terms and concepts, is deliberate. The aim is to afford participants a clearer grasp of the basic concepts underpinning this relatively new thinking, and to address the confusion resulting from the various interpretations of GAD definitions. Since the primary users of the Handbook are government trainers including GAD trainers, it is expected that it is within their experience and expertise to decide and innovate on the appropriate and effective methods to use for each session.
Transforming Government to Think and Act GAD
A Handbook on Gender and Development Training
Gender training aims to develop awareness, knowledge and skills and to change perceptions, attitudes and behaviors in relation to gender. It is different from other forms of training because it touches on personal and political issues and engages both the minds and hearts of participants. It works best if it addresses awareness-raising as well as skills-building. The challenge is to maintain a balance between these two objectives.

The Training Team

The team should have at least two members, whether they are facilitators or trainers. The unit of the agency coordinating or organizing the training must also be part of the training team; so should the resource persons who would be tapped to handle the sessions. It is also good to include a male trainer to help in the group dynamics especially with mixed groups, and to impress on the participants that gender is a concern not just of women.
Any disharmony among the team members will be sensed by the participants and detract from the team’s effectiveness. To ensure a smooth working relationship, the members of the team should discuss their respective training styles and methods and other issues that may arise during the course of the training.

make sure that all agree on the basics about gender.

have a common understanding of the participants’ needs and dynamics.

agree on fees, responsibilities, and the time required for planning and training.

walk through the training program as a team to establish its logical flow as well as to correct some gaps that may have been overlooked.

Developing a Training Module

Training needs assessment. Planning is an essential part of the training program and must be given sufficient attention. Ideally, trainers should conduct a training needs assessment (TNA) before designing the training module.

The TNA aims to

assess the level of awareness and attitudes of the participants and the knowledge and skills on GAD that they require;

get vital information about the participants and their training requirements to help determine the design and flow of the training program; and

identify possible resource persons and workshop materials.
Six factors have to be considered in the TNA.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Relevance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The articulated training needs of participants</td>
<td>These help determine the content and flow of the training.</td>
</tr>
<tr>
<td>The gender issues that have to be addressed in their respective lines of work</td>
<td>These guide the participants in formulating their inputs to the action planning that will be done toward the end of the training.</td>
</tr>
<tr>
<td>The number of participants and their characteristics such as sex, age, religion, ethnicity, educational background, occupation, office responsibilities and duties</td>
<td>The structure, duration and style of training can be adapted to fit the participants’ characteristics.</td>
</tr>
<tr>
<td>Participants’ attitudes and perceptions of gender issues and concerns and their willingness to participate in the training</td>
<td>These help surface any resistance to the training and the reasons for this, so that the training can be restructured to address the problems.</td>
</tr>
<tr>
<td>Availability of participants for training vis-à-vis the length and frequency of training</td>
<td>Training duration must not be too long as to disrupt the participants’ schedule nor too short that the quality of training suffers.</td>
</tr>
<tr>
<td>Participants’ resources that can be used for the training</td>
<td>Workshops can use case studies coming from the participants themselves, greatly facilitating the learning process.</td>
</tr>
</tbody>
</table>

Source: Oxfam, 1994
The TNA allows the training team to adapt the training materials and structures to the needs and objectives of the participants. The methods and contents, usually the first to be considered, should be chosen only after the aims and objectives of the training and the TNA have been taken into account.

Contents. The contents are the topics and core messages of the training program. Gender training must include gender awareness both at the personal and at the theoretical level to provide a firm basis for the new skills that will be acquired and the expected change in behavior. This will enable participants to realize that gender is not a development issue only but a personal one as well.

The topics must be taken up in a logical order, starting with the Introduction which should include at least the following:

- Introduction of the participants, the training team and the support staff
- Expectation check of all groups
- Norms setting, such as the formation of responsible teams to help out in the daily needs of the training and agreeing on general rules that will govern the conduct of the training
- Overview of the training course
- Articulation of the four assumptions or premises (David, 1995) of gender training, namely that
  - GAD is not a war of the sexes;
  - GAD is not anti-male;
  - both women and men are victims of gender inequality, although the victims are more often women than men; and
  - both women and men have a stake in the struggle for gender equality.

In Conclusion, participants are asked to come up with their respective Action Plans detailing how they intend to apply what was learned. They
then evaluate the training course and its contents and methods, the training materials, styles of the training team, even logistical considerations such as venues and schedules.

**Methods.** Various methods of presenting the different sessions are available to the trainer. Participatory methods are the most effective for adult learning, including gender training. They should be chosen not at random but purposefully. They should be learner-centered by meeting the specific needs and objectives of the participants. They must also address the relevant issues that confront participants using the problem-posing approach.

The methods and techniques chosen must create an environment that facilitates learning and fosters openness and trust, especially in sessions where there is sharing of personal experiences and dialogue. They must lead participants to reflect on how each session has affected them. At best, they can be tools for empowering the participants to develop gender responsiveness in their thinking, behavior and action.

Training techniques can be of two types: open or closed. The open techniques stimulate creativity, raise awareness, and do not have a present outcome. Examples of these are brainstorming, storytelling, games, and role playing. The closed techniques can be used to update knowledge and transfer new skills, and consist mainly of lecture inputs, summary and synthesis, and demonstration.

<table>
<thead>
<tr>
<th>Training objectives</th>
<th>Methods/techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>To acquire knowledge and new information</td>
<td>Lecture discussion, seminar workshop, team teaching</td>
</tr>
<tr>
<td>To improve skills</td>
<td>Case studies, role playing, demonstrations, video showing, worksheets</td>
</tr>
<tr>
<td>To influence participants to change their attitudes and values</td>
<td>Role playing, demonstrations, structured games</td>
</tr>
<tr>
<td>To allow participants to develop creativity</td>
<td>Brainstorming</td>
</tr>
</tbody>
</table>

Source: UCWS, 2001
Trainers may also conduct icebreakers and unfreezing exercises, especially in situations where participants appear bored or sleepy, low on energy or interest, or anxious and uptight as they go through some of the training activities. It is best to start a session with these exercises, usually in the form of a short game or action song that is relevant to the session’s topics. Everyone must take part in the icebreakers and the unfreezers since these encourage trust and openness, and make the training fun as well.

**Running the Training**

Once the training starts, the *facilitator* becomes the person most depended on to ensure that it runs smoothly. Following are points for the facilitator to keep in mind:

Set clear training objectives for each session. Provide introductions and instructions to participants, provide training materials, keep the time schedule, and do the summing up and the concluding.

Be sensitive to group dynamics and the way individuals relate to you and to the whole group.

Encourage balanced participation so that no one individual or group dominates discussions and sharing sessions.

Always relate the concepts to everyday situations and experiences. Encourage the participants to translate the concepts into real terms by sharing their experiences or views that reflect or support the concepts.

Deal constructively with resistance and hostility. Gender issues can be controversial and can make participants feel uncomfortable, defensive or threatened. Your aim is to keep this tension at a level where it promotes the motivation for change. Maintain an accepting and open climate for discussion but do not let remarks that express prejudice to go unchallenged. If something does need to be challenged, do so in a way that the speaker will not feel he or she is being censured or attacked for airing such a view.
Evaluating the Training

Monitoring and evaluation are important and have to be planned from the start like the other training components. They should be done throughout the training course, in four phases.

Preprogramming critiquing or “cliniquing”

* The training team meets as often as necessary to assess a just-concluded session.

* At the end of the day, assessment is done on the participants’ learning progress and the effectiveness of the modules and their implementation. Plans are made for the next day.

* Participants are periodically given a “temperature check” in which their reactions, general attitudes and feedback are actively sought and acted upon, when necessary.

Mid-program evaluation

* Participants are encouraged to express their reactions to the contents of the training program and the training methods and styles of the trainers and facilitators, and to assess the attainment of their learning expectations and objectives.

End-of-program assessment

* Participants make a list of all they have learned and how these may be applied to daily life or work situations. The individual or group action plans drawn up by the participants to address gender issues in their respective agencies become the basis for the assessment.

* Participants assess the training program’s effectiveness by accomplishing feedback or evaluation forms. The following are evaluated in particular:

   > participants’ performance vis-a-vis expressed gains;

   > training design, content and methods;
> trainers, facilitators and resource persons;
> training materials, visual aids and adequacy of supplies;
> scheduling, especially duration and pacing;
> training facilities, board and lodging;
> administrative and logistical support;
> team work of training team and staff; and
> costs.

Postprogram Evaluation

* Information gathered from the evaluation instruments is analyzed.

* Plans incorporating improvements for the next training program and follow-up mechanisms for the participants are formulated.

Evaluation instruments may include:

Temperature checks. Examples of these are the mood meter, where participants indicate their reaction to the day’s sessions through icons such as ☺ and ☹, and the democracy wall, where they write down positive or negative reactions about the day’s events on a paper or board attached to the wall.

Reflection logs. These contain participants’ insights and reactions to the day’s events.

Learning diaries. New knowledge and skills acquired are recorded here by the participants.

Work reports. Participants assess the group work they did earlier, including the processes involved in completing the work and how effective these are in reinforcing the new knowledge and skills learned from the sessions.
Verbal feedback. Concerns, insights and things learned are communicated directly to the trainer.

Questionnaires. Participants answer a set of questions on various aspects of the day’s sessions and how these sessions are conducted.

Pre and post interviews. Participants are asked about various aspects of the training before and after it is conducted to find out any gap in expectations and understanding and whether training needs are being met.

Team cliniquing. The training team constructively critiques the sessions, the activities, the workshop, and other components of the training;

Facilitator’s observations. The facilitator shares insights on what she or he observed about the participants’ reactions to the training and their participation.

Performance appraisal instruments. These may take the form of a diagnostic test where participants are made to answer a questionnaire on the topics taken up, to find out how well they have understood and internalized the key points discussed in the sessions.
Gender Sensitivity Training (GST)

Gender sensitivity training is an initial effort to show how gender shapes the roles of women and men in society, including their role in development, and how it affects relations between them. It is given to those who have very little gender awareness or none at all. For people in government to appreciate GAD and eventually become its advocate, they first have to heighten their awareness of gender concerns and be willing to respond to gender issues. GST makes this possible.

Below is a sample GST module consisting of four sessions that can be conducted from one day and a half to two days:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Methods used</th>
<th>Materials needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Icebreakers/unfreezing activities</td>
<td>Transparency/Powerpoint slides</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td>Overhead/LCD projector</td>
</tr>
</tbody>
</table>

Part 2

Gender Training Designs
<table>
<thead>
<tr>
<th>Topics</th>
<th>Methods used</th>
<th>Materials needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong> Sex and Gender</td>
<td>Video showing or Word association game</td>
<td>Video tape</td>
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<td></td>
<td>Lecture-discussion</td>
<td>Video cassette recorder</td>
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<td>Video monitor</td>
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<td></td>
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<td>Meta cards</td>
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<td></td>
<td></td>
<td>Masking tape</td>
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<td></td>
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<td>Whiteboard</td>
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<td>Guide questions and meta cards for responses</td>
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</table>
Introduction

Note to Trainer:

At this stage, not everybody would have acquired and internalized gender sensitivity. Participants in this situation are likely, therefore, to show resistance or even hostility during training. Refer to the section on Running the Training (p. 6) for tips on how to deal with this.

1. The GST may start with icebreakers and unfreezing activities to set a relaxing mood so participants can get to know each other and gain the confidence to speak in front of the group. Such activities also stimulate interest in the training.

2. The Introduction follows, consisting of these activities:

   Introduction of the participants, the training team and the support staff

   Expectation check of all groups as to the content, processes and methods of training; the training team’s conduct of the sessions relative to the participants’ expectations and needs, and the hopes and fears for the training

   Norms setting to define the behaviors and attitudes that must prevail during the training; formation of responsible teams where participants are grouped to help out with the daily needs of the training, such as seeing to the cleanliness and orderliness of the training room, assembling the participants so sessions can start on time, taking care of the icebreakers or unfreezing games, recapping the past day’s activities and sessions, and surfacing evaluation and feedback on various aspects of the training
Overview of the training course, including its objectives, the sessions, and time frame

Articulation of the four premises of GAD training, namely that
- GAD is not a war of the sexes
- GAD is not anti-male;
- both women and men are victims of gender inequality, although the victims are more often women than men; and
- both women and men have a stake in the struggle for gender equality.

Note to Trainer:
The portions in the Introduction may be conducted through games, sharing sessions and other creative activities to establish a non-threatening and fun way of starting the GST. Samples of icebreakers and unfreezing activities are found in Annex A.

Keep in mind also that this training design focuses more on the core messages and not so much on the methods. This gives trainers the leeway to choose the methods or techniques they think would be effective for each session.

Session 1  Sex and Gender

1. Introduce the session through any of the following activities:
   - a video showing on the situation of women;
   - a word association game to distinguish the concepts of sex and gender; or
   - other priming activities to prepare the participants’ mind to “think gender”.

Transforming Government to Think and Act GAD: A Handbook on Gender and Development Training
Note to Trainer:
See Annex A for a sample of these priming activities.

Also, in between sessions, especially during the early afternoon hours, you may notice that attention or interest among the participants may have flagged or declined. This can be countered by leading the group in doing some energizers, samples of which are also found in Annex A.

2. Hold a lecture-discussion, surfacing the following core messages:

Sex is a natural distinguishing variable based on biological characteristics of being a man or a woman. It refers to physical attributes pertaining to a person’s body contour, features, genitals, hormones, genes, chromosomes and reproductive organs. Sex differences between women and men are biological.

Gender refers to the socially differentiated roles, characteristics and expectations attributed by culture to women and men. It identifies the social behavior of women and men and the relationship between them. Gender roles and attributes are not natural or biologically given.

Sex is a biological fact, while gender is a social construct. Sex is a natural attribute that a person is born with. Gender, on the other hand, is created, produced, reproduced, and maintained by social institutions, a process otherwise referred to as the social construction of gender. Because gender roles, attitudes, behaviors, characteristics and expectations are learned, they can also be unlearned.
Note to Trainer:

Allow enough time for participants to share their thoughts and feedback on the topics being discussed. Since the discussion is mostly on gender concepts, relate the concepts to actual situations, possibly those closest to the participants’ experience. Or cite data to make the concepts less technical or abstract.

Also, the participants would be greatly helped in grasping the core messages if these are outlined on transparency slides and shown onscreen during the lecture-discussion. Printed copies can also be distributed.

Session 2 Analysis of Gender Issues and Causes

1. Conduct a diagnostic test on gender issues in the Philippines. The test can be in the form of a questionnaire that participants answer individually within 10 minutes or less. You then provide the answers, elaborating on each issue and the analysis of the statistics cited.

Note to Trainer:

The data in the diagnostic test questionnaire must be recent. Sources are the National Statistics Office, the labor force survey of the Department of Labor and Employment, the National Economic and Development Authority, the Facts and Figures publication produced by the NCFRW, and other government offices that generate statistics (refer to www.ncrfw.gov.ph and www.nscb.gov.ph). A sample questionnaire is shown in Annex B.
Or show a film on the situation of women and the history of the women’s movement in the Philippines. Discuss the participants’ reactions and relate them to gender issues.

2. A lecture-discussion follows, surfacing these core messages:

   a. Society tends to assign roles, attitudes, behaviors, characteristics and expectations to individuals based on biological differences. This tendency results in unequal relations between women and men, with men being considered as the superior sex mainly because of their stronger physical characteristics. (See Biological Determinism, p. 3, Book 2.)

   b. Gender roles are the product of a society’s culture, beliefs, and values. They are taught and reinforced by society’s structures and institutions, such as the family, school, community, church, government, media, and other social organizations.

   c. Gender stereotyping and the subordinate status of Filipino women have historical roots. The centuries of colonization left remnants of a feudal view of women as properties of men. Capitalism, on the other hand, regarded women as objects of
pleasure and commodities for exchange. These beliefs are still mirrored in state policies and institutional practices that affect women’s rights, especially their reproductive health rights, and in women’s limited access to and benefit from political and economic processes.

d. Patriarchy is also a legacy of colonization. The colonial thinking was that men are superior to women. Therefore, men should dominate the exercise of political and economic power in society’s institutions, including the family.

e. The learning of gender roles begins in early childhood. Girls are taught to be feminine, while boys are taught to be masculine. Feminine traits include being modest, submissive and nurturing. Masculine traits include being domineering and aggressive. Women, because of the feminine traits attributed to them, are expected to be good homemakers and nurturers of family members. Men, as masculine beings, are expected to be the family provider and to be responsible for its survival.

f. There is great danger if a family blindly subscribes to traditional gender roles. At its worst, this can perpetuate inequality, particularly if the father considers the women in the family as subordinates who are subject to his will. This thinking also puts the wife and children at risk of being subjected to violence and abuse.
g. Gender roles have resulted in gender bias, manifested in the following:

i. Marginalization, where women’s participation in development is limited to traditional programs and projects, especially those related to maternal and child care, day care centers and nutrition. It results in failure to recognize women’s concerns in other areas, particularly within the economic sectors. Hence, women are unable to develop their potential to the full.

ii. Subordination, or the secondary status of women in society. Because of this, women have less access to and control over development resources and benefits.

iii. Multiple burden, or the condition in which women perform several tasks and responsibilities despite their limited time and energy. This multiple burden refers to doing unpaid work in the home, paid work as a member of the workforce, and volunteer work in the community.

iv. Gender stereotyping, or the tendency to assign fixed, unquestioned and unexamined beliefs and perceptions about women and men.
v. Violence against women whether threatened or actual, perpetrated on women simply because they are women. It includes sexual harassment, sexual assault, rape, incest, pornography, battering, trafficking, and abuse whether psychological, verbal or economic. These acts of violence reinforce male dominance over women.

vi. Obstacles to personal development that arise from gender bias and have a direct negative impact on women’s sense of self-worth and personhood.

h. The gender division of labor is another reason for women’s subordinate status. Reproduction has been assigned to women because of their ability to conceive and give birth. Reproductive functions, however, are not limited to childbearing and nurturing, but include other tasks such as caring for family members and managing the home. Reproductive work is mostly unpaid work done in the home. Production, or paid work done outside the home, is the domain of men. This production-reproduction divide is what is known as the gender division of labor, with production considered as the more important because of the economic benefits and advantages it gives to those who are engaged in it and to society.

i. Aside from reproductive and productive roles, the two other gender roles are

- community management, involving voluntary work for the community; and

- constituency-based politics, involving participation in decision making and organizations at all political levels of government and civil society. (*Levy 1996*)

Women tend to assume the reproductive and community management roles, while men dominate the productive and constituency-based politics roles. In this gender division of
labor, men are the decision makers and leaders. Women’s roles are secondary to men’s roles even if these tend to be multiple roles performed simultaneously. Housework, which is done mainly by women, is not even considered work and is not included in the computation of the Gross National Product.

j. While childbearing will always be done by women, child rearing and housekeeping need not. The equitable arrangement is for parenting and housework to be shared by the sexes. This arrangement also gives reproductive work the recognition it deserves.

k. The family is in a strategic position to transform gender roles because of its nurturing influence on members. It must promote relationships guided by respect for the fundamental and equal rights of all members. A family that is less than gender-fair handicaps its members from realizing their potentials and aspirations.

l. Gender roles determine not only women’s cultural and social status but their economic and political status as well. In all these spheres, women’s status has been secondary to men’s.

m. The manifestations of gender bias show that the power relations between men and women are far from equal or balanced but grossly skewed in favor of men. To put it another way, gender relations are not level but stratified, and women are found at the lower rungs. In examining gender relations, women’s secondary status must be recognized and transformed so that their human right to equality can be realized.

n. It is not enough to integrate gender considerations when addressing women’s issues. The interplay between gender and other factors such as class, race, ethnicity, religion, education, even location (whether they live in urban or rural areas), must also be taken into account. This way, gender
issues become social issues that must be addressed by public action, with government as a leading actor in the effort.

o. Women’s rights are human rights. This has to be emphasized because there are specific rights that women are entitled to but do not fully enjoy. For example, in spite of the long years of struggle to show how domestic violence violates the basic right of women to life and dignity, government has not yet enacted a law that penalizes such a crime.

**Session 3 Vision of a Gender-Fair Society**

1. Open the session with a Visioning exercise, where participants describe or draw a picture of what they think a gender-fair society should be. After some minutes, ask the participants to present their drawings to the group and to explain what they mean.

2. Write down the ideas of the participants on the board. These will serve later on as inputs for the lecture-discussion.

3. Conduct a lecture-discussion surfacing the following core messages and relating them with the participants’ inputs when possible.

A society is gender-fair when it manifests the following:

Among women:

a. appreciation of one’s self-worth, dignity and capacity to improve oneself and one’s situation;

b. active participation in collective action to help other women and their families and communities;
c. sufficient support mechanisms, such as gender-sensitive child care support systems, to free women for personal pursuits and enable men to share in parenting duties;
d. programs to enhance women’s capacity to develop their potentials to the full;
e. role models or women and men whose lives and achievements mirror gender equality; and
f. other concrete manifestations that gender equality goals are being achieved.

Among families:
a. sharing of responsibilities in the home, from parenting to being breadwinners to domestic work;
b. nonsexist child rearing, in which daughters and sons are treated the same way and are trained for the same tasks;
c. institutional support and facilities, such as counseling, to strengthen the family or see it through a crisis and resolve problems;
d. measures and programs to address violence against women and children in the family; and
e. a culture that empowers women, in particular the recognition of and a supportive attitude toward women’s quest for full development.

In the sociocultural sphere:
a. nonsexist education and training;
b. health programs for women that address all stages of their life cycle, including services on nutrition, reproductive health and family planning;
c. more positive and realistic portrayal of women and men in media and advertising;
d. addressing gender discrimination in religious institutions and tenets; and

e. support systems, such as day care services, that promote gender equality.

In the economic sphere:

a. mechanisms to ensure equal opportunities for education, on-the-job training and training in nontraditional skills;

b. training programs for women who want to rejoin the labor force after fulfilling their childbearing and child rearing responsibilities;

c. equal pay for work of equal value;

d. affirmative actions to change the pattern of gender discrimination in hiring and promotion;

e. understanding and recognition of women’s biological functions so that their special needs for maternity and other such benefits are addressed;

f. support mechanisms and programs to promote women’s participation in production and distribution;

g. women-friendly technologies and infrastructure and women’s participation in environmental protection; and

h. women’s participation in decision making with regard to consumer concerns, including determining the prices of prime commodities.

In the political sphere:

a. empowered women who participate fully in political processes and structures, formulation of laws and policies that address nontraditional concerns of women;
b. critical mass of gender-sensitive women and men in decision making positions;

c. affirmative action programs to increase the number of women representatives in the three branches of government, particularly in decision making positions;

d. strong women’s groups and organizations; and

e. a women’s vote that can influence policy making and legislation toward gender equality.

In the legal sphere:

a. concrete legal basis for standards that would ensure equal rights for women and men, particularly in the areas of property rights, citizenship rights, safety standards, and equal opportunities;

b. sanctions to promote and protect equal employment opportunities for women;

c. protective legislation addressing women’s childbearing functions, such as those concerning maternity benefits and non-exposure to toxic chemicals;

d. legal literacy for both women and men;

e. a gender-sensitive judicial system, including gender-sensitive lawyers, police officers and other professionals in the judiciary; and

f. protective legislation for a gender-sensitive court proceeding and hearing of cases related to violence against women, including shifting the burden of proof from the women victims and survivors of violence to the alleged perpetrators.
**Session 4  Action Planning**

1. Ask the participants, either in groups or individually, to formulate an action plan for addressing gender issues in their agencies or LGUs. The action plan must contain the following:
   - critical gender issues or needs concerning them personally and in their respective offices; and
   - steps to be taken to address these issues or needs, specifically concrete gender-focused activities to be undertaken by the participants upon their return to their agencies, the resources required to carry these out, the time frame for implementation, and a mechanism for assessing progress.

2. Ask each individual or group to present their outputs before the whole group. The outputs are discussed and critiqued.

3. Provide a synthesis of the key points on how to develop an action plan to address gender issues, citing, when possible, items from the outputs as examples.

4. Give a recap of the whole training, highlighting the key concepts presented.

**Evaluation**

1. Ask participants, either individually or as a group, to fill in an evaluation form to assess the outcome of the training.

**Note to Trainer:**

Sample evaluation forms are presented in Annex C.
Training in Gender-Responsive Development Planning

A practical application of GAD is the mainstreaming of gender in government processes and actions. This entails integrating gender concerns into the development planning process. To support this effort, training in gender-responsive planning was developed. GRP training equips those involved in the development process with the technical skills they need for the task. It also lets them see the relevance of adopting a GAD perspective in formulating policies, plans, programs and projects for development. Participants to the GRP training are policy makers, planners and other technical personnel who have already attended GST.

Below is an outline of a five-day GRP training program, which can also be conducted in three days if certain adjustments are made in the conduct of the sessions:

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<th>Methods used</th>
<th>Materials needed</th>
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<td>Topics</td>
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<td></td>
<td>Synthesis of reports</td>
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<td>Synthesis of reports</td>
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<td>Session 6 Gender Mainstreaming in</td>
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<td>Case study</td>
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</table>
### Introduction

The content of GRP’s Introduction is similar to that of the GST. It is suggested that the core messages for each session be presented in transparency or Powerpoint slides and reproduced and distributed among the participants as handouts. Keep in mind also the usefulness of icebreakers or unfreezing activities, priming activities, and energizers, samples of which are found in Annex A, in sustaining participants’ interest.
Session 1  Gender Issues in Development

1. Conduct a diagnostic test on gender issues similar to the diagnostic test on GST’s Session 2, Analysis of Gender Issues and Causes (p. 16). Then discuss the gender issues presented in the diagnostic test and the analysis of the data presented.

2. Conduct a lecture-discussion, surfacing these core messages:

   Development is the sustained capacity to achieve a better life for all. It is people-centered, promoting participation and empowerment and striving to meet human needs and interests. It is concerned not only with economic needs but also with the political, social, cultural and other dimensions of an individual’s life.

   Development is for all. Everyone in society, regardless of age, sex, religion, ethnicity, class or economic standing, has the right to the same opportunities to achieve a better life.

   Despite this, society divides people according to the privileged and the discriminated, the powerful and the powerless, defining women’s and men’s status as well. The disparity between women and men in opportunities and treatment are directly influenced by sex and gender. Women, because of their sex and the gender roles assigned to them, have a secondary status in society compared with the men.

   Gender issues in development are reflected through

   - gender roles;
   - gender relations;
   - gender division of labor; and
   - manifestations of gender bias.

   (See GST’s Session 2, Analysis of Gender Issues and Causes, on p. 16 for a brief presentation of these gender concepts.)
Session 2  Gender and Development

1. Conduct a lecture-discussion, surfacing the following core messages:

   G A D is a development paradigm or approach that recognizes gender inequality and the disadvantaged status of women as shown by male dominance over social and economic resources. It is concerned with the social construction of gender and its impact on the lives of women and men, although it focuses more on women’s role in development and how their lives are affected by it.

   Gender issues in development result in gender needs, of which there are two kinds: practical and strategic.

   Practical gender needs are characterized by the following:

   - They are based on women’s socially accepted roles in society.

   - They do not challenge the gender division of labor nor do they question women’s subordination, even if it is these conditions that have given rise to such gender needs.

   - They are addressed through policies, programs and projects that lessen the impact of discrimination and marginalization on women.
- Responses to practical gender needs include health care and nutrition services, safe water, education support, housing, and the delivery of basic services and infrastructure.

Strategic gender needs are distinguished by the following:

- They recognize women’s subordinate and marginalized status and address these concerns.

- They refer to the need for consciousness raising and for enhancing women’s participation, access to and control of economic and political resources, and equality with men in sharing power and the benefits of development efforts.

- Responses to strategic gender needs seek to minimize or reduce unequal gender relations, abolish the gender division of labor, alleviate women’s multiple burden, remove institutionalized forms of discrimination, achieve freedom of choice over childbearing, and combat violence against women and male control over women, among other concerns.

Meeting both the practical and the strategic gender needs of women is at the core of GAD.

Government initially used the women in development (WID) approach to development. WID later evolved to GAD which development experts have come to regard as more responsive and strategic in addressing women’s issues.

WID has the following features:

- It accepts existing social structures and focuses on how women can be better integrated into ongoing development efforts.

- It does not question the nature of women’s oppression and discrimination so that the impact of class, race, and gender on women’s condition is overlooked.
- It advocates legal and administrative changes to promote women’s integration into the economic sector.

- It promotes interventions that respond to practical gender needs such as income-generating projects, health care and nutrition projects, and child care services.

The women’s movement has been a catalyst in critiquing development planning and advancing the GAD planning approach. Women’s groups must be involved in development planning.

GAD is distinguished by the following:

- It questions social, economic and political structures and the gender roles assigned to women and men.

- It examines gender relations and seeks to transform unequal relations toward the kind of development that is more equitable and sustainable.

- It considers women as agents of development and not just passive recipients of development assistance.

- It promotes interventions and affirmative action programs that integrate women into the development process.

- It stresses the need for women to organize themselves and participate in political processes.

- It recognizes women’s role in both productive and reproductive work, and promotes the equal participation of women and men in these spheres.

The GAD framework gives agencies the gender-sensitive lens with which to examine the differential situation of women and men. Through gender analysis, gender-responsive programs and projects are developed and implemented to transform situations that have negative impacts on women.
There are tools that facilitate gender analysis of programs, projects and activities. In choosing what tools to use, there is a need to

- define and address gender roles, the practical and strategic gender needs of women, and the sexes’ differential access to and control over resources and benefits;

- understand gender relations;

- identify and respond to constraints and opportunities; and

- understand the levels of women’s empowerment and equality with men in terms of welfare, access, conscientization, participation and control.
Gender analysis leads to
- the design of interventions and strategies that would address gender issues and accomplish the objectives of gender equality and equity;
- the implementation of the policies, programs or projects and enhancement of the organization so that both women and men can participate in project activities and share in their benefits; and
- anticipation and monitoring of gender-related effects and outcomes and redress of the inequitable consequences of project activities.

Tools that can be used for gender analysis are
- activity profile of policies, programs, projects and organizations;
- profile of the effects of gender roles;
- access and control profile to analyze gaps in access to and control of resources and benefits; and
- profile of sources and nature of constraints and opportunities and lessons learned from the interventions and strategies that respond to the gender issues.

Gender analysis can be done at various points of the project cycle.

2. Divide the participants into groups for a workshop to evaluate sex-disaggregated data of a particular community, household or project using gender as the variable for analysis. Some specific gender analysis tools that may be used are: an activity profile or the typical day schedule using the Harvard analytical framework, a project development cycle using Sara Longwe’s Women’s Empowerment and Equality Framework (which we have adopted to what we now use as Gender Equality and Women’s Empowerment Framework [GEWEF]), or the Participatory Rural Appraisal, Gender and Environmental Analysis.
3. Ask the groups to present their outputs for discussion and critiquing.

4. Provide a synthesis of how to do a gender analysis, citing, when possible, items presented in the outputs as examples.

**Session 3  Gender Mainstreaming**

Conduct a lecture-discussion, surfacing the following core messages:

The GAD framework is translated from theory to practice through the gender mainstreaming strategy.

The mainstream, in the development context, is an interrelated set of dominant ideas and development directions and the organizations that make decisions about resource allocation and opportunities for development. It is in the mainstream that choices are considered and decisions are made which affect the economic, social and political options of a large number of people.

Mainstream development has been elitist, “male-streamed,” exploitative and alienating. This has disadvantaged women, especially poor women. There is a need for a vision of development that is more human-centered, pro-poor and participatory.

Gender mainstreaming is defined as

- a set of processes and strategies that calls for government to recognize gender issues on a sustained basis.

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*Note to Trainer:*

Samples of these tools for gender analysis are found in Annex D.
- a strategy to integrate women’s and men’s concerns and experiences into the design, implementation, monitoring and evaluation of policies, programs and projects in all political, economic and social agenda.

- an approach that situates gender equality issues at the center of broad policy decisions, institutional structures and resource allocation, and includes women’s views and priorities in making decisions about development goals and processes.

- an assessment of the implications for women and men of such planned government actions as policies, legislation, and programs and projects.

Gender inequality is a development issue that is recognized both nationally and globally. A number of legal bases at the international and local levels mandate government to carry out gender mainstreaming to address it.

Among the international mandates for gender mainstreaming are

a. the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (1979);

b. the Beijing Platform for Action adopted during the Fourth World Conference on Women (1995); and

c. commitments made by the country in such global meetings as the International Conference on Population and Development (1994) and the World Summit for Social Development (1995).

The national mandates are

a. Article II, Section 14 of the 1987 Philippine Constitution which provides for fundamental equality before the law of women and men;

b. Republic Act 7192, or the Women in Development and Nation Building Act of 1992;

c. The GAD budget policy (Section 27) of the Annual G.A.A. mandating all government agencies to allocate at least 5% of their total budget for gender concerns;
d. Executive Order 273 institutionalizing GAD concerns in the development planning process; and

e. The Annual National Budget Call and the guidelines on GAD planning and budgeting and corresponding Joint Circulars issued by DBM, NCRFW, NEDA or DILG.

Session 4 Gender-Responsive Development Planning

1. Conduct a lecture-discussion, surfacing these core messages:

   Gender-responsive development planning means mainstreaming gender considerations in the planning, budgeting, implementation, monitoring and evaluation of policies and actions for development.

   There is a need for gender-responsive planning because

   - women and men have different gender roles, needs and interests;

   - women and men have unequal status and access to decision making;

   - resources are limited and allowing market forces to dictate priorities can increase inequalities;

   - women-specific issues, which are often overlooked, have to be addressed; and

   - affirmative action programs have to be developed and implemented to address gender inequalities and allow women to advance.
An agency GAD Plan may be defined as

- a systematically designed set of programs, activities and projects (PAPs) with clear objectives that addresses gender issues and concerns of agencies and their constituents, and with appropriate strategies, activities and monitoring and evaluation indicators.

- a blueprint of how agencies could make themselves gender-responsive;

- a set of interventions designed to transform gender-blind agencies into organizations with a gender perspective; or

- an instrument to make all aspects of an agency and its work gender-responsive, and on which the GAD Budget is based.

The GAD plan and budget of an agency must contain the following: a) the existing agency PAPs that will be enhanced to respond to identified gender issues; b) the gender issues that were identified during the conduct of a gender analysis and that the agency commits to address; c) the GAD objectives which spell out what the agency intends to accomplish in relation to the identified gender issues; d) the specific activities that the agency shall undertake to make the agency and its regular PAPs address the identified gender issues; e) the targets to be achieved over a period of time; f) the indicators that will measure the accomplishment of set targets; g) the cost of implementing the GAD activities.

The GAD Plan identifies PAPs that systematically integrate or address gender concerns of an agency.

The activities that will make the agency or the existing PAPs of the agency address the gender issues of its clients or organization are called GAD activities. The GAD activities can either be client-focused or organization-focused.
Client-focused GAD activities are activities that seek to address the gender issues of the agency’s clients. Among others, it could be the inclusion of GAD in the modules used by agencies when training their women and men beneficiaries; the revision of program policies or procedures that hinder women’s full access to program resources and services; and the inclusion and implementation of components or activities that will ensure the delivery of goods and services to women.

For oversight agencies whose clients are government organizations, client-focused GAD activities may include the review and integration of GAD in policies, database systems, monitoring and evaluation, or integration of GAD in the training modules for government employees.

Organization-focused activities are activities that seek to a) create the organizational environment for implementing gender-responsive policies, programs and projects; and b) address the gender issues of employees particularly those that affect women’s performance as government workers like sexual harassment and women’s full participation in human resource development undertakings and decision making structures and processes.

Agencies shall give premium to client-focused GAD activities than the organization-focused GAD activities.

The GAD plan serves as a framework for the agencies’ and LGUs’ gender mainstreaming efforts.

2. Participants are divided into groups for a workshop to review an agency GAD Plan. The following guide questions, developed by the NCRFW, may be used as basis in analyzing the GAD Plan.

Note to Trainer:

It is suggested that participants be given a copy of the agency’s VMG to serve as reference in reviewing the agency GAD plan.
In the agency’s Vision, Mission and Goal:
- Are women acknowledged as part of society?
- Are women identified as partners in development?
- Are women identified as beneficiaries of development?
- Does the GAD Plan contain an expression of desirable gender-related changes and improvement in the social, economic, political and cultural life?
- Are gender goals integrated with the social, economic, political and cultural goals?

In conducting a Situational Analysis of the agency:
- Are data sex-disaggregated?
- Is the gender dimension of mainstream sectoral issues identified?
- Are gender issues identified?
- Does the GAD Plan capture the differential situation of women and men?

With regard to the agency’s Objectives:
- Are these responsive to the situation presented or with the problems identified?
- Do they include addressing the situation of women or responding to the gender issues identified?
- Would the objectives lead to an improvement in the situation of women?

With regard to the agency’s Programs and Interventions:
- Are the PAPs identified consistent with the objectives?
- Do they respond to the identified needs of women and men?
- Would they lead to the improvement of women’s situation?
- Do the PAPs address strategic gender needs? Would they lead to the recognition of women as equal partners of men?
- Do they have built-in strategies to involve women in the development, implementation and monitoring of specific PAPs?
- Are there accompanying indicators and monitoring and evaluation mechanisms to measure the gender responsiveness of the program? To ensure the implementation of the PAPs?

With regard to Performance Indicators:
- Do the identified performance indicators adequately reflect desired changes in the lives of women and men?
- Do the indicators reveal progress towards the achievement of the objectives?

(See Annex E for related parameters in reviewing a GAD plan.)

3. Ask the groups to present their outputs for discussion and critiquing.

4. Provide a synthesis of the key points on how to develop a GAD Plan, citing, when possible, items from the outputs as examples.

**Session 5 Gender Mainstreaming Evaluation Framework**

1. Conduct a lecture-discussion, surfacing the following core messages:

   The Gender Mainstreaming Evaluation Framework, developed by the NCRFW, is a tool that tracks and assesses the progress and status of gender mainstreaming in agencies and LGUs.

   There are four stages in gender mainstreaming.
- Stage 1 is Foundation Formation where an agency or LGU first incorporates GAD, using RA 7192 as a guide. During this stage, the agency or LGU carries out the following:
  a. issuance of broad statements expressing support for GAD by top management;
  b. review of existing policies, addressing both the agency’s personnel and its clients, to determine their gender responsiveness;
  c. allocation of a budget to fund GAD PAPs; and
  d. evaluation and analysis of the agency’s or LGU’s potentials for incorporating GAD in its programs and projects.

- Stage 2 is Installation of Strategic Mechanisms which marks the organizational transition of the agency toward gender mainstreaming. Some of these strategic mechanisms are:
  a. establishment of GAD Focal Points and technical working groups that serve as the planners and implementors of gender mainstreaming; development of GAD Plans that spell out the agency’s or LGU’s vision and goals with regard to gender mainstreaming, translate and incorporate GAD into actual PAPs, and set the direction of the mainstreaming efforts;
  b. identification of necessary logistics, such as funding and staff, to be tapped for implementing GAD PAPs; and
  c. issuance of policies and guidelines to hasten gender mainstreaming.

- Stage 3 is GAD Application where GAD PAPs are consolidated for more impact. It usually happens after a GAD Plan has been drawn up and the institutional mechanisms have been installed. The status of the agency or
LGU before and after the implementation of gender mainstreaming may be reviewed and compared during this stage. It is also at this point that GAD interventions start to have an impact and interventions to achieve gender mainstreaming become more strategic in terms of number and quality. Following are some of the things that take place in Stage 3:

a. GAD interventions are reflected in the Key Result Areas of the agency or LGU and in the performance contract of its officials.

b. Steps are taken to ensure that the agency’s flagship programs address gender issues.

c. GAD training programs become more focused and particular to the needs of the sponsors, advocates and targets of change.

d. GAD interventions are undertaken not only by the central office but by regional offices and attached agencies.

e. Field workers begin using the gender lens to develop, analyze, monitor and evaluate PAPs.

- Stage 4, or the Enhancement of Commitment and Institutionalization, is the full realization and implementation of gender mainstreaming and its continuous evaluation. At this stage,

a. policies and procedures are constantly modified and improved to make them gender-sensitive.

b. GAD PAPs are constantly introduced, evaluated and enhanced to sustain mainstreaming efforts; and
c. the accountability of sustaining the gains of mainstreaming is claimed and accepted as a commitment of everyone in the agency or LGU.

**FOUR STAGES IN GENDER MAINSTREAMING**

There are four possible entry points in gender mainstreaming.

- People or the stakeholders, whose participation and support for gender mainstreaming are critical to its success. They may be the
  
a. sponsors, who have the power to sanction or legitimize the change brought about by mainstreaming. They are the heads of agencies or LGUs who express support for gender mainstreaming by issuing policies or installing enabling mechanisms.

b. change agents, who are responsible for actually making the change. They are the GAD Focal Points and the members of the technical working group who plan, implement, and monitor and evaluate mainstreaming efforts.

c. targets, or those who are the focus of gender mainstreaming. They are every person who makes up the agency or LGU and its clients and constituents.
d. advocates, or those who seek the change but lack the power to sanction it. Oversight agencies, such as the National Economic and Development Authority and the NCRFW, may be considered as advocates who monitor the progress of gender mainstreaming in agencies or LGUs but cannot oblige them to carry it out or prescribe its manner of implementation.

- Policies or the official statements of support for gender mainstreaming issued by the agency or LGU
- Enabling mechanisms or the systems and measures set up in the agency or LGU and the funds allocated for GAD PAPs
- Programs and projects currently being carried out by the agency or LGU

### FOUR ENTRY POINTS IN GENDER MAINSTREAMING

<table>
<thead>
<tr>
<th>People</th>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enabling mechanisms</td>
<td>Programs and projects</td>
</tr>
</tbody>
</table>

**Session 6  Gender Mainstreaming in Institutions or Organizations**

1. Start the session with a lecture-discussion, surfacing these core messages:

   Gender mainstreaming is incorporated into institutional processes along two tracks: a) through gender-responsive development planning, especially mainstreaming gender concerns in programs, activities and projects; and b) through mainstreaming gender concerns in the organizations themselves, including their policies and work environment.
There are no gender-neutral organizations. Varying degrees of discrimination against women exist in organizations. This can be seen in

- the inequitable situation of women and men in terms of access to work and employment, wages, conditions of work, and benefits like training and promotion;
- women not being equitably represented in decision making; and
- the incidence or threat of sexual harassment, abuse and other hazards in the workplace of which women are the primary victims.

As such, there is a need for affirmative action programs to address these areas of disparity.

In integrating gender concerns in government organizations, the following factors must be analyzed:

- adequacy of organizational mandate on GAD;
- presence of gender equality targets and indicators;
- gender-responsiveness of structures and systems, including employees’ union, and roles and relationships within the organization; and
- differential impact of policies and plans.
Organizational analysis must take into account
- access to and control of resources, opportunities, services and benefits;
- gender relations;
- gender stereotyping; and
- gender needs and interests.

2. Divide the participants into groups for a workshop to determine the gender responsiveness of a government office.

The following guide questions may be considered to determine the extent of gender mainstreaming in a government office.

Has an adequate organizational mandate been issued to support gender mainstreaming within the organization?

Does the office conduct strategic planning on how to mainstream GAD in its work?

Does it have a gender sensitivity program for officials and staff?

Has it identified, developed or adopted gender equality targets and indicators?

Are the structures, systems, roles and relationships prevailing in it gender-responsive?

Have tools and materials been developed to facilitate gender mainstreaming in its policies, programs and projects?

Are the gender impacts on clients and target beneficiaries considered when policies, programs and projects are developed, implemented, monitored and evaluated?

Has a specific budget been allocated for GAD PAPs?

3. Ask each group to report its output for discussion and critiquing.

4. Provide a synthesis of the important points on how to assess the gender responsiveness of a government office, citing, when possible, items from the outputs as examples.
Session 7  Gender Mainstreaming in Programs, Activities and Projects

1. Start with a lecture-discussion, surfacing these core messages:

   Gender-responsive development planning must be consultative, participatory and intersectoral when applied to programs, activities and projects.

   The gender perspective can be integrated at each step of the project cycle, from the situational analysis of the program, activity or project, to planning and budgeting, implementation, and monitoring and evaluation.

In mainstreaming the gender perspective in existing PAPs, there is a need to

- identify the gender issues and analyze their causes and effects;

- reformulate goals and objectives to make them gender-responsive;

- identify the entry points for mainstreaming, and the constraints and opportunities that limit or promote it;

- identify indicators of success and sustainability and monitor progress based on these indicators; and

- draw up strategies for sustainability, such as allocation of resources, interventions and initiatives of policy makers,
planners, implementors, GAD Focal Points, and advocates, among others, and their continued commitment to GAD.

2. Divide participants into groups for a workshop to review the gender responsiveness of an agency’s or LGU’s PAPs.

   **Note to Trainer:**
   The same guide questions used in analyzing a GAD Plan, found in Session 4, Gender-Responsive Development Planning (p. 38), can be used for the above workshop.

3. Ask each group to present its output for discussion and critiquing.

4. Provide a synthesis of the important points on how to assess the gender responsiveness of an agency’s PAPs, citing, when possible, items in the outputs as examples.

**Session 8 Action Planning**

1. Ask the participants, either in groups or individually, to formulate their action plans for gender mainstreaming in their agencies or LGUs.

   The action plans must identify
   - the entry points for gender mainstreaming; and
   - concrete gender-focused activities to be undertaken upon the participants’ return to their agencies or LGUs, the time frame for implementation, and assessment of their progress.

2. Ask the participants, either individually or as a group, to present their outputs for discussion and critiquing.

3. Provide a synthesis of the key points on how to mainstream gender in agencies, citing, when possible, items in the outputs as examples.

4. Give a recap of the whole training, highlighting the syntheses of the various workshops.
Evaluation

Ask the participants, either individually or in groups, to answer an evaluation form, samples of which are found in Annex C.

GAD Training

GAD training is a combination of GST and GRP training. This may range from a one-hour GAD orientation seminar to a five-day seminar-workshop. Agencies and LGUs can choose from the different sessions presented in the GST and GRP training the mix of topics that best meets their training needs and objectives.

Participants to the GAD training usually have varying levels of awareness of gender issues in development. While it is ideal that they go through a GST first, an alternative is for them to start the GAD training with a leveling-off session to review basic gender concepts and issues. It is also critical to tie this up with a session on the need for and relevance of GAD. From these two basic sessions, agencies and LGUs, together with the training team, can now design the appropriate GAD training for their staff.
The General Appropriations Act has had a provision for a GAD budget since 1995. It mandates all government offices to allocate at least 5 percent of their annual budget for GAD programs, activities and projects. Not everybody in government, however, is prepared to do this, mainly because of the lack of sufficient knowledge and skills on how to comply with the provision. This training, developed by the UPCWS with assistance from the CIDA, responds to this need.

Participants must have undergone at least GRP training or a GAD seminar-workshop.

The contents of the 2-day abridged training are as follows:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Methods used</th>
<th>Materials needed</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1 Introduction</td>
<td>Icebreakers/unfreezing activities Discussion</td>
<td>Transparency/Powerpoint slides Overhead/LCD projector</td>
<td>30 min.</td>
</tr>
<tr>
<td>Topics</td>
<td>Methods used</td>
<td>Materials needed</td>
<td>Time</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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<td>-----------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Session 1</strong> Review of GAD Concepts</td>
<td>Lecture-discussion</td>
<td>Transparency/Powerpoint slides</td>
<td>1 hr.</td>
</tr>
<tr>
<td></td>
<td>Lecture-discussion</td>
<td>Overhead/LCD projector</td>
<td>45 min.</td>
</tr>
<tr>
<td></td>
<td>Group exercise in gender diagnosis/Film Showing</td>
<td>Handouts</td>
<td>1 hr.</td>
</tr>
<tr>
<td></td>
<td>(Impossible Dream)</td>
<td>Kraft paper</td>
<td>45 min.</td>
</tr>
<tr>
<td></td>
<td>Processing of outputs</td>
<td>Felt-tip pens</td>
<td>1 hr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whiteboard</td>
<td>45 min.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whiteboard marker</td>
<td>45 min.</td>
</tr>
<tr>
<td><strong>Session 2</strong> Gender Equality and Women’s</td>
<td>Lecture-discussion</td>
<td>Transparency/Powerpoint slides</td>
<td>30 mins.</td>
</tr>
<tr>
<td>Empowerment Framework</td>
<td></td>
<td>Overhead/LCD projector</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Handouts</td>
<td></td>
</tr>
<tr>
<td><strong>Session 3</strong> Gender Mainstreaming</td>
<td>Lecture-discussion</td>
<td>Transparency/Powerpoint slides</td>
<td>30 mins.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overhead/LCD projector</td>
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<tr>
<td></td>
<td></td>
<td>Handouts</td>
<td></td>
</tr>
<tr>
<td><strong>Session 4</strong> GAD Planning and Budgeting</td>
<td>Lecture-discussion</td>
<td>Transparency/Powerpoint slides</td>
<td>1 hr.</td>
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<td></td>
<td></td>
<td>Overhead/LCD projector</td>
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<tr>
<td></td>
<td></td>
<td>Handouts</td>
<td></td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session 5</strong> Application of GAD Planning</td>
<td>Workshop Presentation of outputs</td>
<td>Case study w/ analysis</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>and Budgeting</td>
<td>Reporting &amp; critiquing Synthesis</td>
<td>Kraft paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Felt-tip pen</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Masking tape</td>
<td></td>
</tr>
<tr>
<td><strong>Session 6</strong> Designing a GAD Plan and</td>
<td>Workshop Presentation of outputs</td>
<td>Sample agency GAD plans</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Budget</td>
<td>Reporting &amp; critiquing Synthesis</td>
<td>Kraft paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Felt-tip pen</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Masking tape</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Individual or group evaluation</td>
<td>Evaluation form</td>
<td>30 min.</td>
</tr>
</tbody>
</table>
Day One

Introduction

Start with an Introduction, highlighting the following activities:

- introduction of the participants, the training team and the support staff;
- expectation check;
- norms setting and formation of responsible teams;
- overview of the training course; and
- articulation of the four assumptions or premises of GAD training.

Note to Trainer:
See Introduction on Gender Sensitivity Training (p.13). Icebreakers and unfreezing activities, samples of which are found in Annex A, can also be used to start the session.

Session 1  Review of GAD Concepts

Note to Trainer:
Write down the core messages on transparency slides or prepare a Powerpoint presentation and show them onscreen while the lecture-discussion is going on. The slides can also be reproduced as handouts.

1. Review GAD concepts through a lecture-discussion, surfacing these core messages:

Development issues are addressed by policies, laws, programs and projects. They should be formulated through the use of the gender lens and its relation to the class, age, religion, ethnicity, race, sexual orientation, and education of those affected by the issues.
Tools for gender analysis include the following:

- Gender role analysis where roles of women and men are classified into reproductive, productive, community management, and constituency-based politics determining who has access to and control of resources, which are in the form of
  - productive resources such as land, equipment, tools, labor, cash and credit, employable earning skills, and opportunities;
  - political resources referring to representative organizations, leadership, education and information; and
  - time resources, including leisure and relaxation.

Just like the gender division of labor, there is inequality between women and men in terms of access to and control of resources. Men have greater access to and control of resources.

The needs of women and men are the product of existing gender roles. Gender needs may be characterized as practical and strategic (see Book 2, p. 36). Practical gender needs are met through actions which assist women and men to perform existing gender roles more easily. Strategic gender needs are addressed through actions which challenge or change existing gender roles. Addressing the needs of women and men may transform existing gender roles.

<table>
<thead>
<tr>
<th>Practical gender needs</th>
<th>Strategic gender needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>tend to involve women as beneficiaries, and perhaps, participants.</td>
<td>involve women as agents and enable women to become agents of change.</td>
</tr>
<tr>
<td>can improve conditions of women’s lives. generally, do not alter traditional roles and relations.</td>
<td>can improve women’s position in society.</td>
</tr>
<tr>
<td></td>
<td>can empower women and transform relations.</td>
</tr>
</tbody>
</table>
Women and men have different gender needs, manifested by
- the disaggregation of categories such as household, community, target groups or people-centered development;
- the gender division of labor;
- household structures;
- the different gender roles of women and men; and
- women and men’s differential access to and control over resources.

All these considerations have implication on development policies, laws, programs and projects.

2. Divide the participants into groups and ask them to identify the usual work and tasks of women and men in the household and in the community within a 24-hour day schedule. Then ask them to classify the tasks according to the four gender roles, namely reproductive, productive, community management, and constituency-based politics. Alternatively, show the film “Impossible Dream” and elicit feedback.

3. Ask the groups to present their outputs for discussion and critiquing.

4. Process and synthesize the discussion on the unequal gender division of labor, citing items from the outputs as examples.

Note to Trainer:

Another possible exercise for gender diagnosis is to determine if it is women or men who have access to and control of the following resources: land, cash, equipment, tools, formal credit, training, job opportunity and promotion, and the GAD budget.
Session 2 Gender Equality and Women’s Empowerment Framework

Conduct a lecture-discussion, surfacing these core messages:

Gender equality is attained through an interconnected cycle of strategies and interventions progressing along five levels of empowerment:
- welfare;
- access;
- conscientization;
- participation; and
- control.

<table>
<thead>
<tr>
<th>Levels of empowerment</th>
<th>Description</th>
<th>Action for empowerment</th>
<th>Empowerment issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welfare</td>
<td>Addresses only basic needs without attempting to solve underlying structural causes</td>
<td>Empowerment involves the desire to understand own problems and needs</td>
<td>What are our problems?</td>
</tr>
<tr>
<td>Access</td>
<td>Involves equality in access to resources</td>
<td>Recognition that lack of access is a barrier to growth and well-being</td>
<td>Why do we have problems?</td>
</tr>
<tr>
<td>Conscientization</td>
<td>Recognition that problem stems from structural institutional discrimination</td>
<td>Recognition of women’s role in reinforcing or changing their disadvantaged situation</td>
<td>What can we do about these problems?</td>
</tr>
<tr>
<td>Participation</td>
<td>Women have moved to a level where they take decisions alongside men</td>
<td>Organizing themselves, working collectively, they gain increased recognition</td>
<td>With what means?</td>
</tr>
<tr>
<td>Control</td>
<td>Ultimate level of equality and empowerment</td>
<td>Equal representation, active roles in development, recognition of contributions; maintaining and seeking higher goals</td>
<td>How can we sustain our actions and aim high?</td>
</tr>
</tbody>
</table>
The framework, developed by Sara Longwe, shows how development programs and projects are designed and ensures that all interventions and strategies eventually overcome gender and class discrimination.

**Session 3  Gender Mainstreaming**

Conduct a lecture-discussion, surfacing the core messages presented in GRP training’s Session 3, Gender Mainstreaming (p. 36) and Session 5, Gender Mainstreaming Evaluation Framework (p. 42).

**Session 4  GAD Planning and Budgeting**

Conduct a lecture-discussion, surfacing the following core messages.

GAD planning pertains to the operational aspect of gender planning. A GAD plan which contains PAPs that address gender concerns is the concrete result of GAD planning.

Agencies and LGUs are directed to carry out GAD planning and budgeting because of the following mandates:

**International**
- Beijing Platform for Action

**National**
- RA 7192, the Women in Development and Nation Building Act
- Executive Order 273, Approving and Adopting the Philippine Plan for Gender and Development, 1995-2025
- The Annual General Appropriations Act allocating a GAD Budget for Government Agencies
- DBM-NEDA-NCRFW Joint Circular on GAD Budget Utilization
- Annual Fiscal Year Budget Call, Policy Guidelines and Procedures in the Preparation of National Agency Budget Proposals
A GAD Plan is a systematically designed set of PAPs carried out by agencies or LGUs over a given period of time to address the gender issues and concerns of their constituents and personnel.

A tool for gender mainstreaming, the GAD Plan is anchored on the following:

- mandates of agencies or executive agenda of LGUs;
- agency or LGU plan;
- Philippine Plan for Gender-Responsive Development, 1995-2025 and the Framework Plan for Women, 2001-2004; and
- Local Government Code.

The stages in preparing the GAD Plan are as follows:

- Conduct a gender diagnosis and analysis by identifying and examining the gender issues confronting the agency or LGU.
- Set priorities by determining which of the identified gender issues can be responded to within a given period.
- Revisit existing programs, whether contained in the Comprehensive or Medium-Term Development Plan or the Annual Investment Plan, and redesign them to better address gender issues and concerns. Or develop new programs to address the issues/concerns.
- Consolidate into a GAD plan, specifying a) PAPs; b) gender issues to be addressed; c) objectives; d) identified GAD activity; e) target; f) GAD indicators; and g) GAD budget (see Annex G for sample GAD Plan and Budget form)
GAD indicators must consist of the following:
- expected outputs and targeted beneficiaries;
- measurable, desirable outcomes of gender mainstreaming and institutionalization within the organization; and
- impact on the constituency.

The GAD Budget is the cost of implementing the GAD Plan. It is a portion of an agency’s or LGU’s yearly appropriation, corresponding to at least 5 percent of the total budget.

The GAD Budget is not an additional amount over and above an agency’s or LGU’s regular budget. Nor is it a lump amount that is taken out of the total budget to be used solely for women-specific PAPs.

The GAD Budget also covers budget for proposed or existing activities/interventions under existing PAPs provided they substantially address gender issues or enhance existing PAPs towards gender responsiveness.

GAD planning and budgeting is not just a technical process. It is a political tool as well for women — who traditionally have less political influence on who gets what and how much of government’s limited resources — to push government to have a women’s agenda and allocate resources for it.

The GAD plan and budget also represent a claim. Through these institutional mechanisms, women are able to get government to pay attention to gender issues and concerns that would otherwise be overlooked. GAD planning and budgeting are not separate processes but are integral to the overall development planning and budgeting of government.

Generally, PAPs acceptable under the GAD Budget are those that address gender issues identified by the agency. For the period 2001-2004, GAD interventions are specified in the Framework Plan for Women. GAD PAPs must address at least one of the Plan’s areas of concern, which are: a) women’s economic empowerment; b) protection and fulfillment of women’s human rights; and c) gender-responsive governance.
Day Two

**Session 5 Application of GAD Planning and Budgeting**

1. Group participants according to agency, LGU or sector for the workshop. Ask them to analyze a sample GAD Plan and Budget by identifying

   - the gender-related issues and concerns;
   - the GAD objectives and targets referring to these issues and concerns;
   - existing PAPs to address them; and
   - performance indicators on these PAPs.

**Note to Trainer:**

See GRP’s Session 4, Gender-Responsive Development Planning (p. 38) for guide questions in analyzing a GAD plan. See also Annex E, Parameters in Reviewing a GAD Plan, for the guide questions.
2. Ask the groups to present their outputs for discussion and critiquing.

3. Provide a synthesis of the key points to keep in mind in analyzing an agency’s or LGU’s GAD Plan and Budget, citing, when possible, items from the outputs as examples.

**Session 6 Designing a GAD Plan and Budget**

1. Ask the groups to design a GAD Plan and GAD Budget for their respective agencies or LGUs. Use the same criteria above for the workshop. Participants may also refer to the guide questions on GRP’s Session 6, Gender Mainstreaming in Institutions and Organizations (p. 46).

2. Ask the groups to present their outputs for discussion and critiquing.

3. Provide a synthesis of the key points in designing a GAD Plan and Budget, citing, when possible, items from the outputs as examples.

4. Give a recap of the whole training, highlighting the key points in designing a GAD Plan and a GAD Budget.

**Evaluation**

Ask participants, either individually or in groups, to answer an evaluation form. Sample forms are found in Annex C.
Annexes
Annex A

1. Icebreakers/ Unfreezing Activities
(Source: Oxfam, 1994)

Greetings

Show how people from different countries greet each other. Then ask each participant to pick a slip from a basket. On each slip is written one of the following:

- Place hands together and bow (India)
- Kiss on both cheeks (France)
- Rub noses (Iceland)
- Hug warmly (Russia)
- Bow (Japan)
- Slap each hand and bump each hip (some parts of southern Africa)

Ask the participants to go around the room and greet each other based on the greeting written on their slips.

“I am...”

A participant says her/his name and a characteristic to describe her/him. The person next to her/him does the same and introduces the other participants before her/him as well. For example, “I am Susan and I’m a nature lover.... This is Jay and he likes sports.... Cathy and she has three sons,” and so on.

2. Energizers

All Change

Arrange chairs in a circle. Each participant sits on a chair, except for one. She/he stands in the middle and calls out a certain characteristic, for example, “All people who are wearing something blue.” These people then stand up and rush to find another chair, including the caller. The participant who is not able
to get a chair becomes the caller. If the caller calls “All change,” everybody stands up and rush to get their chairs.

**Word and Deed**

Ask participants to form a circle. The first person in the circle does an action, while describing another. For example, she/he says, “I am sweeping the floor” while dancing. The next participant then acts out what the first participant says she/he was doing, while saying something else: “I am jumping,” while pretending to sweep the floor. This continues round the circle.

**Tropical Rainforest**

Everybody sits in a circle. Person A acts out something, and the person next to her/him copies it, and so on round the circle. Then Person A changes to another action, and everyone gradually follows suit. It is important that each person copies the action of the person to her/his right, and not Person A. Person A also waits until everyone has done the action before changing to a new one. The actions are as follows:

- snap the fingers;
- slap the hands on her/his thigh;
- stamp the feet.

Then repeat the sounds in reverse, ending with everyone being silent again.

**3. Priming Activities**

(Source: Karina Constantino-David, Gender Seminar for Men, Hasik, 1995)

**Slap-Clap-Snap (Pitik-Palak)**

Instructions:

a. This involves a series of movements: slap in the lap, one clap, one snap of the fingers, and one clap. Have the participants repeat the actions until they can do these in unison.
b. As they are doing the motions, the trainer or facilitator asks them one by one to shout out, as they snap, the first word that comes to mind when she/he mentions women. Another member of the training team writes down the responses on the whiteboard or flip chart.

c. After a while, the trainer or facilitator mentions men. Each participant then shouts out what comes to mind as they snap their fingers. The responses are again written down.

This activity can serve as an introduction to the topic of Sex and Gender. The slap-clap-snap-clap motion ensures that participants are not given enough time to think of “appropriate” answers. Predictably, the answers they give are usually stereotyped images of women and men.

Feminist Puzzle: Building a Vision of a Gender-Fair Society

Instructions:

a. Divide the participants into five groups.

b. Give each group one puzzle set consisting of:

- a work board, like kraft paper on which the following strips are posted:

  PRODUCTIVE-REPRODUCTIVE DIVIDE
  MARGINALIZATION
  SUBORDINATION
  MULTIPLE BURDEN
  GENDER STEREOTYPING
  VIOLENCE AGAINST WOMEN
  PERSONAL DEHUMANIZATION
  THE PERSONAL IS POLITICAL
- puzzle pieces which are simply individual words cut up into separate pieces (see page 71)

- masking tape to attach the puzzle pieces

c. Give a brief recap of the productive-reproductive divide, the manifestations of gender bias, and why the personal is political.

d. After the recap, ask the group to complete phrases describing the vision of a gender-fair society that respond to each of the manifestations of gender bias. Tell the participants there are at least two phrases per manifestation and that they have 30 minutes to complete the puzzle.

Remind the groups that
- a phrase means two words;
- all puzzle pieces must be used; and
- a phrase must make sense even without use of commas, colons and diacritical marks.

e. At the end of 30 minutes, ask the group to pin their work boards on the wall. The facilitator then begins to score the completed puzzle according to the following criteria:
- a correct phrase gets one point; and
- a correct phrase that is placed under the wrong category or a partially correct phrase under the right category gets ½ point.

The facilitator has her/his own work board pinned on the wall.

f. Deal with each manifestation of gender bias, check the answers of the groups, pin up the facilitator’s phrase, and put down the groups’ score. Aside from scoring the completed puzzles, this is also an opportunity to clarify and deepen points and concepts.
The completed phrases under each gender bias:

<table>
<thead>
<tr>
<th>Gender Bias</th>
<th>Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marginalization</td>
<td>equal pay for work of equal value</td>
</tr>
<tr>
<td></td>
<td>economic independence</td>
</tr>
<tr>
<td></td>
<td>economic opportunity</td>
</tr>
<tr>
<td>Subordination</td>
<td>quality participation in decision making</td>
</tr>
<tr>
<td></td>
<td>recognition of capabilities</td>
</tr>
<tr>
<td></td>
<td>shared parenting</td>
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<tr>
<td></td>
<td>shared housework</td>
</tr>
<tr>
<td>Gender Stereotyping</td>
<td>liberation from stereotyped images</td>
</tr>
<tr>
<td></td>
<td>nonsexist child rearing</td>
</tr>
<tr>
<td></td>
<td>nonsexist language</td>
</tr>
<tr>
<td>Violence</td>
<td>freedom from violence</td>
</tr>
<tr>
<td>Against Women</td>
<td>freedom from harassment</td>
</tr>
<tr>
<td>Personal Dehumanization</td>
<td>personhood development</td>
</tr>
<tr>
<td></td>
<td>control over one’s body</td>
</tr>
</tbody>
</table>

**Feminist Poker (Pemenistang Pusoy)**

Make three identical packs of 40 cards (each card as big as a business card). Three cards contain the statement “Women are oppressed because...?” then each one of the 37 cards with a different statement, examples of which are listed on pp. 73-74.

This is a card game of two parts. In Part One, divide the players into at least three groups where they have to complete the statement “Women are oppressed because...” according to the phrases on the card which will be dealt them. In Part Two, the groups come together to agree on five completed statements from those that have been
selected in Part One. Players are scored based on whether their judgments of the cards are accepted by the group or not.

Part One

a. Divide the participants into three groups of eight players each, although this may vary according to the number of participants.

b. The facilitator deals out the five cards to each player. There will be five rounds where each player will choose one card from their hand and decide whether it is a strong or weak phrase to finish the statement about women’s oppression. Each round is started by a different person.

c. Once the players have chosen their respective cards, they place the cards face down in front of them, declaring whether their cards are In or Out based on whether they are strong or weak to finish the statement “Women are oppressed because….”

In the same sequence all the players who declared Out turn up their card and explain and justify their decision.

d. The group debates each decision. If it accepts the player’s decision, she/he gains one point. If the decision is rejected, she/he loses one point and the card is placed in the center of the table.

e. After all the Out cards have been discussed and decisions taken, the process is repeated with the In cards declared by the players. If the group agrees with the player, the card is placed in the center. If the group disagrees, the player loses one point.

f. At the end of the round, one card is chosen from all those placed in the center. This card is the group’s view of the most accurate reason for women’s oppression for that round. The player who selected it gets two points. If a
card originally declared as Out is chosen, the player who declared it Out loses two points, and all the others in the round gets one point.

g. Repeat the process for each round.

**Part Two**

a. Bring the three groups together.

b. Each group debates and discusses the choice of the five cards they have made. They have to defend their choice, challenge the choices of the others, and finally all participants have to agree on five statements about women’s oppression.

The facilitator’s role is critical in mediating the debates.

Statements to “Women are oppressed because...

- they are the last to be hired and the first to be fired.
- they play a secondary role in decision making.
- there is no sharing of household work.
- they are stereotyped into secondary and subordinate roles.
- their intelligence and capabilities are undervalued.
- they are not acknowledged to be breadwinners.
- the law is biased against women.
- they receive lower wages than men.
- they are considered to be the weaker sex.
- they must be submissive.
- there are limited support services such as day care centers.
- they are used to sell consumer products.
- their self-worth is undermined.
their place is in the home.
men are the hunters and women are the hunted.
their self-concept is based on men’s perceptions.
their contributions to economic production are not recognized.
parenting is primarily a woman’s concern.
they are treated as second-class citizens.
they are treated as sex objects.
they are victims of sexual harassment.
they are potential victims of rape and other forms of violence.
they suffer from multiple burden.
of men.
there is a double standard in society.
they are economically marginalized.
men are considered more capable than women.
men have more privileges.
society socializes women into subordinate roles.
they have less access to opportunities and resources.
they have limited control over their own development.
they are brought up to serve men.
they have no control over their own bodies.
their work is not valued.
their primary role is reproduction.
they are forced to give sexual favors to their bosses.
they are discriminated against, especially in leadership positions.

The training team may change any of the statements with ones of their own.
Annex B

Sample Diagnostic Questionnaire*

1. Which of the statements characterizes the average life expectancy of Filipino women?
   (a) Men live longer than women.
   (b) Women live longer than men.
   (c) Men and women have equal life expectancies.

2. The female mortality rate is _________ the male mortality rate.
   (a) higher than
   (b) the same as
   (c) lower than

3. Which of the following major occupation groups is the most female-dominated?
   (a) service workers
   (b) professional, technical and related workers
   (c) sales workers
   (d) administrative, executive and managerial workers

4. The most obvious disparity in male and female income is seen in the ________ occupations.
   (a) agricultural  (b) clerical  (c) service

5. At the elementary level, females demonstrate _________ dropout rates than males.
   (a) higher  (b) about the same  (c) lower

* Be sure you update the statistics or the information. You may also suit the questions according to the sectoral interests of the participants.
6. Filipino women participate in politics mostly as ________.
   (a) candidates in elections
   (b) voters
   (c) volunteer workers in election campaigns

7. Women workers dominate the ________ positions in government.
   (a) first level
   (b) second level
   (c) third level

8. Which of the following acts of violence against women has been redefined by law as a crime against person?
   (a) domestic violence
   (b) acts of lasciviousness
   (c) physical injuries
   (d) rape

9. Abortion, despite its being illegal, is practiced mostly by which group of women?
   (a) young women who are not ready for motherhood;
   (b) older women who think they already have many children;
   (c) women who are victims of rape or incest;
   (d) all of the above

10. The General Appropriations Act directs all government offices to set aside at least ________ of their annual budget for implementing gender-related programs and projects.
    (a) 10 percent
    (b) 5 percent
    (c) 50 percent
    (d) 20 percent
Annex C
Sample Evaluation Form

<table>
<thead>
<tr>
<th>Daily Evaluation Form/Learning Diary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Session:</td>
</tr>
<tr>
<td>Resource Speaker:</td>
</tr>
</tbody>
</table>

Please answer briefly the following questions:

A. What are your insights from the session?

B. What activity/ies or subjects did you like best or interest you the most? Why?

C. What activity/ies or subjects did you like the least? Why?

D. If you were the one who conducted the session/s, how would you have done it?

Participant’s Name (Optional):

___________________________________________________________
Final Evaluation Form

Participant’s Name (Optional):

A. General Program Comments

1. The course objectives were:

   ________________________________
   1  2  3  4  5
   vague clearly defined

2. Were the defined objectives achieved?

   ________________________________
   1  2  3  4  5
   not at all partially totally

3. To what extent did the course meet your expectations?

   ________________________________
   1  2  3  4  5
   not at all sufficiently exceedingly

4. To what extent did you find the course useful to you and your organization?

   ________________________________
   1  2  3  4  5
   not at all somewhat useful very useful

5. Overall, how would you rate this training?

   ________________________________
   1  2  3  4  5
   poor average excellent

6. Which of the course topics did you find most relevant? irrelevant?

   ________________________________
   ________________________________
7. Do you think the course has adequate coverage? If not, what other topics would you have wanted discussed but were not included in this training?

8. How helpful are the handouts and other reference materials in the knowledge making process?

9. How useful are the other training and other information materials, i.e. videotapes, slides, etc., in making the seminar more interesting?

10. What other improvements can you suggest in terms of program content and methodology?

11. What knowledge/insight did you gain from the training which you consider most significant?

B. Facilities/Administrative Staff Services

Please rate the following:

1. Facilities used for the program

1 2 3 4 5
inadequate              very good

2. Administrative staff

1 2 3 4 5
inefficient             very efficient

3. Food, accommodation, venue

1 2 3 4 5
inadequate              very good

4. Other comments?
C. Participation

1. Personal participation in the training’s activities, e.g. icebreakers, unfreezers, group sharing, workshop, discussion

   1  2  3  4  5
inadequate       very active

2. What factors hindered your participation in the training’s activities?

3. What factors motivated your participation in the training’s activities?

Would you recommend the training to a friend/colleague?
( ) Yes   ( ) No
Annex D

Gender Analysis Tools

Some tools for gender analysis:

1. Typical Day Schedule

   The information identifies the specific roles and responsibilities of women and men as indicated in a typical activity schedule.

   It indicates the unbalanced work of women and men.

   It reflects the gender issues of a woman’s multiple burden.

2. Harvard Analytical Framework
   *(Source: Overholt, Catherine, et al., Gender Roles in Development Projects: A Casebook, 1985)*

   Developed by C. Overholt, it identifies activities women and men carry out, the resources that each use, and who has access to and control over them and their use, and the benefits that women and men derive from these activities.

   **Activity Profile**
   Identify all relevant productive, reproductive and community tasks. Who does what, when and where?

   **Access and Control Profile**
   Identify and list the resources used to carry out the tasks in the activity profile. Identify who has access to resources and control over their use and who benefits.

   **Influencing factors**
   Identify the influencing factors that determine the gender differentiation enumerated in both the activity and the access and control profiles and how they may influence the outcome of the project.
3. **Ecogen: Ecology, Organization and Gender**  
(Source: Serrano, Rosanita and Pennie Azarcon-dela Cruz [eds.], *Women in Project Management: A Course Manual, 1996*)

Since there are indicators which show that the burden of destruction of natural resources fall on women, it is important to determine the role of gender in terms of access to and control over these resources. Data in this gender analysis are gathered and processed in the following ways:

- **Wealth ranking.** Perception of the level of well-being of certain people or households in the community by key informants using the following indicators: perceived sources of income, land size, land and household assets, agricultural yield, among others. The residents themselves identify those to be included in the ranking.

- **In-depth household interviews.** Interviews using an open-ended questionnaire on a variety of topics, depending on the project site: household composition; socioeconomic status; gender division of labor; decision making in the household, among others. The result of the wealth ranking activity may be used in selecting the households to be interviewed.

- **Focused group discussion.** Small group meetings to discuss a specific topic in an informal setting in which all are encouraged to offer ideas and opinions.

- **Participant observation.** Involves “tagging” the female and male heads of selected households and unobtrusively recording their single and multiple activities over a 24-hour period to understand and verify their time use and allocation.

- **Gender resource mapping.** Examines how women, men and children use and manage resources in the community.

- **Gender-disaggregated seasonal activities calendar.** A calendar that identifies livelihood tasks and categorizes
responsibilities by season, gender, age, and intensity of activity. It also highlights community and ecological constraints such as floods, drought, and local fiestas.

4. Women Empowerment and Equality Framework (Sara Langwe)
(Source: UNICEF Training Manual, 1996)

The gender dimensions of a program or project are analyzed using the framework’s five levels of empowerment: welfare, access, conscientization, participation and control. These five levels represent different dimensions of the development process that must be present in a program or project so it can overcome gender inequality.

Gender issues in all aspects of a program or project — from the situation analysis to the identification of the problem, the program or project objectives, the implementation strategy to its management system — must be addressed along these five levels. This means, for example, that program or project objectives must not be confined at the welfare level. Otherwise, a number of gender issues may be overlooked, resulting in their not being addressed at all.

In the Philippines, this framework is referred to as “Gender Equality and Women’s Empowerment Framework.”

5. Web of Institutionalization

This tool, developed by Caren Levy, uses a “web” to assess how GAD is being institutionalized. It identifies at least 13 elements (political commitment, policy/planning, procedures, pressure of political constituencies, representative political structures, staff development, resources, mainstream location of responsibility, women’s and men’s experience and interpretation of their reality, delivery of programmes and projects, methodology, research, theory building) which are crucial to the process of institutionalization. Each element
represents a site of power of social relations, and the elements relate to each other in a set of reinforcing triangles, making up the web.

The elements and their interrelation are diagnosed based on the following factors:

- gender roles (reproductive, productive, community management, and constituency-based politics roles);
- access to and control over resources and benefits;
- practical and strategic gender needs; and
- underlying policies affecting each element.

The diagnosis of the elements and their interrelation surfaces both problems and potentials, which are then prioritized to develop the objectives and entry strategies for gender mainstreaming.
Annex E

Parameters in Reviewing GAD Plans

Format

Check if the GAD Plan follows the prescribed format specified in DBM-NEDA-NCRFW Joint Circular 2001-1, or the Guidelines to Implement Gender Mainstreaming and Institutionalization in the Existing Agency’s Programs, Activities and Projects.

Check if the GAD Plan has been properly endorsed and signed by the GAD Focal Point Chair and head of the agency.

Content

Gender Issues

What gender issues or concerns are principally addressed by the plan? Organizational concerns? Client concerns? Or both?

Are the gender issues identified consistent with the thrusts and issues identified in the Framework Plan for Women, 2001-2004, the Philippine Plan for Gender-Responsive Development, and the Convention on the Elimination of All Forms of Discrimination Against Women?

Objectives

What does each objective hope to achieve for affected women and men?

Are these objectives the best ways to enhance the gender-responsiveness of the agency’s over-all development plan?
GAD PAPs

Will the GAD PAPs achieve the stated objectives within the framework of the agency’s mandate and functions? Or are the GAD activities unrelated to the thrusts of the over-all development plan?

Which aspects of the mainstreaming process are addressed by the planned activities?

What outcomes are expected from the GAD PAPs?

How do the GAD activities compare with former plans?

Performance Indicators

Which level of performance or outcomes do the indicators describe?

Are the performance indicators specific, measurable, attainable, realistic and time-bound (SMART) and gender-responsive, equality-oriented and aware of social and economic differences of its target beneficiaries (GREAT)?

In what ways can the indicator system be improved?

Proposed Budget

Is the budget realistic in relation to planned activities?

Are the budget items proportionately allocated across objectives?
Annex F

Home Situation Assessment Kit


<table>
<thead>
<tr>
<th>Factor</th>
<th>Present (In what ways?)</th>
<th>Absent (What do you observe instead?)</th>
<th>What can be done to improve the situation?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizational factors</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Mandate and objectives</td>
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<td></td>
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<tr>
<td>Are these gender-sensitive?</td>
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<tr>
<td>Do these express commitment to improving human condition?</td>
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<tr>
<td>Are these committed to gender goals?</td>
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<tr>
<td>Sponsorship for GAD</td>
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<tr>
<td>Do key decision makers understand and support GAD goals?</td>
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<tr>
<td>Are there primemovers for GAD in the agency?</td>
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<tr>
<td>Gender sensitivity of co-workers</td>
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<td></td>
</tr>
<tr>
<td>Are co-workers gender-sensitive?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Factor</td>
<td>Present (In what ways?)</td>
<td>Absent (What do you observe instead?)</td>
<td>What can be done to improve the situation?</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-------------------------</td>
<td>---------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td><strong>Gender sensitivity of co-workers</strong></td>
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</tr>
<tr>
<td>Do they accept GAD concepts and goals?</td>
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<tr>
<td>Do they see the relevance of GAD in their work? In their home life?</td>
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<tr>
<td><strong>Gender responsiveness of organization</strong></td>
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<tr>
<td>Are decision-making processes gender-sensitive?</td>
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<tr>
<td>Are employment policies (recruitment, maintenance, and promotion) gender-responsive?</td>
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<tr>
<td>Are office procedures and practices gender-sensitive?</td>
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<tr>
<td>Is the database sex-disaggregated?</td>
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<tr>
<td>Factor</td>
<td>Present (In what ways?)</td>
<td>Absent (What do you observe instead?)</td>
<td>What can be done to improve the situation?</td>
</tr>
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<tr>
<td>Are there individuals in the organization who are equipped with gender analysis and planning skills?</td>
<td></td>
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<tr>
<td><strong>Program factors</strong></td>
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<tr>
<td>Integration of GAD in routine work</td>
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<tr>
<td>Are GAD messages and concepts integrated in the regular education, training, and service programs of the agency?</td>
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<tr>
<td>Equality and equity goals</td>
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<tr>
<td>Do programs promote equal access to resources? To opportunities? To benefits? Are participatory processes used by the agency in the design, implementation, and evaluation of programs?</td>
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</tr>
<tr>
<td>Factor</td>
<td>Present (In what ways?)</td>
<td>Absent (What do you observe instead?)</td>
<td>What can be done to improve the situation?</td>
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<tr>
<td><strong>Gender-fair messages</strong></td>
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<td>Is sexism present/absent in education materials?</td>
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<td>Is gender stereotyping maintained or removed?</td>
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<td>Are innovative and non-traditional roles promoted by print and other materials, and by services?</td>
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<tr>
<td><strong>Recognition of multiple roles</strong></td>
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<tr>
<td>Are practical and strategic needs addressed by the program?</td>
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<td><strong>Institutionalization of GAD</strong></td>
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<tr>
<td>Is there an individual or group responsible for mainstreaming gender? Is a budget maintained for GAD-related activities? Is the agency in touch with other GAD practitioners?</td>
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Annex G

Gender and Development (GAD) Plan and Budget

FY______

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<th>Target (5)</th>
<th>GAD Performance Indicator (6)</th>
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Total:

Submitted by: Approved by: Date:

Chairperson, GAD Focal Point Head of Office/Agency Day/Mo/Yr
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Suggested Readings for GAD Training

David, Karina C.

Eviota, Elizabeth (ed.)
1994  *Sex and Gender in Philippine Society: A Discussion of Issues and Relations between Women and Men*. Manila: National Commission on the Role of Filipino Women

Illo, Jeanne Frances I.

Levy, Caren

Longwe, Sara Hlukepile

MATCH International

Moser, Caroline O. N. and Caren Levy
Moser, Caroline O. N.

NCRFW and the Canadian International Development Agency ASEAN Regional Programme

Overholt, Catherine, Mary B. Anderson, Kathleen Cloud, and James E. Austin (eds.)

Philippines (Republic)
2000 A Guidebook on Gender Mainstreaming: How Far Have We Gone? Manila: NCRFW.

Philippines (Republic)

Rathgeber, Eva M.

Santos, Aida F., Eleanor C. Conda and Ma. Dulce F. Natividad
1999 Toward a Gender-Responsive Legislation. Manila: NCRFW.

Schalkwyk, Johanna, Helen Thomas and Beth Woroniuk

Serrano, Rosanita and Pennie Azarcon-dela Cruz (eds.)

Thomas-Slater, Barbara, Andrea Lee Esser, and M. Dale Shields
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