GAD CHECKLIST FOR THE ENERGY SECTOR[1]

The Department of Energy (DOE) is mandated by Republic Act (RA) No. 7638, or the Department of Energy Act of 1992, to "prepare, integrate, coordinate, supervise and control all plans, programs, projects and activities of the Government relative to energy exploration, development, utilization, distribution and conservation." In its *Philippine Energy Plan, 2012–2030*, the DOE commits itself to environment-friendly energy sources, as evident in two of its policy thrusts, namely: (1) development of energy resilience through the expansion of the use of renewable energy (wind, solar, geothermal, biogas, and biomass), alongside the exploration of petroleum and coal; and (2) promotion of low-carbon future through its energy efficiency campaign and promotion of the use of clean alternative fuels and technologies.

This gender and development (GAD) checklist applies to programs and projects of the energy sector relevant to the various functions of the Department. It seeks to bring gender-related aspects of energy exploration, development, utilization, distribution, and conservation to the attention of policymakers and program or project designers, especially the issues of gender equality and women's employment in the energy industry and women's participation in energy sector planning and management. This checklist also aims to help the campaign of the DOE GAD Focal Point System (GAD-FPS) to implement various GAD programs, activities and projects promoting women's participation and addressing gender-related issues faced by women and men in the energy sector.

ELEMENTS OF GENDER-RESPONSIVE ENERGY PROJECTS

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

1. participation of women and men in the identification of the development problem;
2. collection and use of sex-disaggregated data in the analysis of the development problem;
3. conduct of gender analysis to identify gender issues the proposed project must address;
4. goals, objectives, outcomes, and outputs that include GAD statements intended to address the gender issues in (3);
5. activities that respond to the identified gender issues, including constraints to women's participation;
6. conduct of gender analysis of the planned project to anticipate gender-related issues arising from the implementation of the designed project;

7-8. monitoring indicators and targets that include the reduction of gender gaps or the improvement of women's participation, and project monitoring and evaluation system that includes a sex-disaggregated database;

9. resources and budgets for the activities in (5); and
10. congruence with the agency's GAD agenda or plans.

[1] This checklist was prepared with technical assistance from the Advancing Philippine Competitiveness (COMPETE) Project of the United States Agency for International Development (USAID).

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

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

GENDER ISSUES AND STRATEGIES

The *Philippine Development Plan, 2011–2016*, identified "unreliable power supply," together with inefficient transport network, as "the most significant infrastructure constraints on overall growth" (NEDA 2011, 22). Power-supply problems exacerbate "energy poverty" issues, or issues related to the lack of access to affordable modern energy services (UN ECOSOC and MUIMUN 2014, 1–2). Uncertainties brought about by "dwindling nonrenewable energy resources" (oil and gas), geopolitical factors that trigger oil price shocks, and climate change also seriously threaten people's energy access (ADB 2012, 2). All these give rise to, or can be associated with, issues related to gender, energy access, or control, participation, and empowerment.

Access and Empowerment Issues

- *Lack of access to energy services and greater burden shouldered by women and girls*. Persistent gender division of labor, particularly in rural areas, places on women and girls a disproportionate burden of fuel and water collection and their use for cooking. Not only does this take away hours that could have been spent on studies (girls) or productive livelihood or seeing to the family welfare (women); it also exposes women and girls to potential dangers as they trek to and from the fuel source.
- *Pollution and health issues*. The use of fuelwood and biomass has been identified as a cause of air pollution in households. Smoke emission can pose health hazards in the form of respiratory ailments, to which women and girls are more prone, since they often do the cooking. In addition, the care of sick family members usually falls on the women.
- *Lack of knowledge or appreciation of the risks involved in available energy products and services*. The Filipino penchant for repacking products into smaller, affordable portions (*bote-bote*) has been extended to gasoline, diesel, kerosene, and other energy products. This practice is dangerous and raises safety and health concerns to the vendors, mostly women and children, and the buyers or users, many of them women who use fuel for cooking. Improper storage of these products can also cause fire and put children's health at risk. Similar safety problems have been noted relative to substandard liquefied petroleum gas (LPG). Given the existing gender division of labor, the risks and dangers related to unsafe practices or faulty energy sources differ between male and female users: male fishers for prime mover; women for cooking; men and young men for tricycle.
- *Gender-differentiated effects of poor and unreliable quality of power supply (prolonged outages or shortages)*. Production and employment effects may differ between women and men, depending on how reliant their factories or workplaces are on commercially distributed electric power.

Women's home-based microenterprises are particularly vulnerable to poor quality of power supply. On a different vein, poorly lighted streets and prolonged outages may pose more danger to women and girls in the form of sexual attacks.

- *Gender discrimination in employment*. The energy sector in the Philippines, as elsewhere, favors male workers. The 2010 Annual Survey of Philippine Business and Industry showed that 81.4 percent of all workers in the electricity, gas, steam, and air-conditioning supply industry were men (PSA 2014). In the downstream oil industry, this situation obtains from oil depots down to retail stations. This could be attributed to notions about work in the sector being strenuous and dangerous and, thus, more suited to men than women. Persistent gender segregation in education and training restricts women's access to opportunities for technical and skills training. "These, coupled with gender discrimination in hiring practices, severely restrict women's participation in the energy sector and are constraints to the development of a skilled and empowered female workforce" (ADB 2012, 3).
- *Invisibility of women, as a group, in public consultations about energy issues*. Levels of energy tariffs affect different households, depending on their level of income. When female-headed households are disproportionately represented in poor communities, tariff levels may not reflect the women's earning capacity. This element and other gender-related energy concerns of women may not be covered when women are excluded from public consultations that are called to assess the communities' willingness to pay or to discuss schemes for making energy more affordable.
- *Possibly limited influence of women on decisions about energy-related investments*. Although women in many Philippine households exert considerable influence, studies have indicated that, relative to major expenditures, the decision often rests on the male household head. These expenditures could include "the types of fuels used, the amount of energy purchased, the devices and technology chosen, as well as domestic infrastructure related to ventilation, lighting priorities, energy-based equipment purchased" (ADB 2012, 2). Beyond the household, women's limited representation in energy decision-making processes might mean low priority for issues that affect them, such as clean and efficient cooking energy and street lighting that could improve their safety and mobility.
- *Limited capacity to take advantage of improved energy access*. Should the Philippines attain its target of 100-percent *sitio* electrification by 2015 and 90-percent household electrification by 2017 (NEDA 2014, 259), the potential for improving livelihood opportunities of women and men living in poverty could significantly improve. However, women's relative capacity to capture these opportunities is limited and hampered by gender inequality in access to productive assets and technology, and sufficient capital and credit for growing their microenterprises.

What can be done to address these issues? One set of strategies may resolve concerns related to household access and energy efficiency. This includes information and user education programs on the safe and efficient use of electricity (which can complement energy efficiency projects); more reliable and affordable power supply that will enable women to use electric appliances for grinding, food preservation and processing, sewing, ironing, and craft production; and technologies that can improve productivity and product quality. Usually done at home, women's microenterprises are almost "inseparable from household energy use and consumption and women's reproductive labor in the home" (ADB 2012, 3). Hence, improving household energy access and affordability will promote women's enterprise development.

Another set of strategies pertains to improving women's participation and representation in public debates and consultation and decision-making bodies on energy matters. This also includes involving women, not just men, in campaigns on energy efficiency and conservation and in the development, application, and promotion of renewable energy, especially in small- to medium-sized systems, such as biogas and photovoltaic solar systems (ADB 2012, 5). Added to this are advocating nondiscrimination based on gender in the energy industry and supporting education and training of girls and women in hitherto masculine fields of engineering and technology.

With its theme "Energy Access for More," the national energy plan seeks to "mainstream access of the larger populace to reliable and affordable services to fuel, most importantly, local productivity and countryside development . . . and will ensure sustainable, sufficient, affordable and environment-friendly energy to all economic sectors" (DOE *Philippine Energy Plan, 2012-2030*, page 1). Guided by the President's Social Contract with the Filipino people, the plan claims to be responsive to the call to move "from a lack of concern for gender disparities and shortfalls to the promotion of equal gender opportunity in all spheres of public policies and programs."[2] Notwithstanding these good intentions, some organizational issues need to be addressed for the national energy plan and programs to truly promote equal opportunities among the genders.

Sector Management Issues

- *Gender-blind energy policymaking, except in connection with renewable energy*. Women's influence in the development of energy policymaking and programming is limited, as they are not well represented in decision-making and policymaking bodies, and may lack the capacities for planning and budgeting.
- *Lack of sex-disaggregated data*. Analysis of relevant gender issues and tracking of gender-related results of energy projects are hampered by the lack of sex-disaggregated data and information on the negative impact of energy policies and programs in energy statistics.
- *Sexual harassment in the workplace*. This may take various forms. One is when sexual favor is made as a condition for hiring or employment, re-employment, or continued employment of certain individuals, or for granting these individuals favorable compensation, terms, conditions, promotions, or privileges.
- *Lower representation of women in the management of energy agencies*. Since the energy sector's creation in 1971, fourteen of the fifteen heads of the DOE have been men, while one percent of top management positions in the attached agencies have been held by women. It was only in the second half of 2015 that a woman was named to head the DOE. At that time, women accounted for one of the 3 undersecretaries; 9 of the 20 directors (45 percent); and 16 of the 41 division heads (39 percent). Of the 153 technical staff (geologists, engineers, chemists, lawyers), 104 (or 68 percent) were men while 49 (or 32 percent) were women.
- *Lack of awareness of gender issues among employees and consultants in the energy sector,* leading to policies, programs, and projects that continue to downplay the needs of the poor, particularly the women.

The last cluster of issues pertains to gender mainstreaming. As provided for by the Magna Carta of Women (MCW), government agencies, including the DOE, should adopt gender mainstreaming as a

[2] http://www.gov.ph/about/gov/exec/bsaiii/platform-of-government/

strategy "to promote and fulfill women's human rights and eliminate gender discrimination in their systems, structures, policies, programs and processes" (*MCW Implementing Rules and Regulations*, *Rule VI, Section 37*, pp. 104–105). The MCW also recognizes women's right to protection from violence; promotes women's rights to representation and participation, including undertaking "temporary special measures to accelerate the participation and equitable representation in the decision-making and policy-making processes"; and instructs appointing authorities to ensure the representation of women or women's groups in policymaking and decision-making bodies (*MCW IRR, Rule IV, Section 14*, pp. 53–54). In view of these, the required actions could include naming female members to energy bodies, building the capacity of agency personnel for planning and budgeting, establishing a gender-aware energy database, and instituting measures to combat sexual harassment in the workplace.

GENDER EQUALITY AND WOMEN'S EMPOWERMENT RESULTS

Recognition of the above issues can help planners design interventions that will ensure energy programs and projects not only benefit women and men equally, but also "disproportionately benefit poor women," or what the Asian Development Bank calls "going beyond the meter" (ADB 2012, 5). Relative to women living in poverty, the MCW stresses, among other things, their right to food security, instructing the Department of Agriculture, DOE, and other concerned agencies to "encourage the use of alternative or renewable energy in food production" (*MCW IRR, Rule V, Section 23.A*, page 79). The law also mandates concerned government agencies to develop housing programs for women that are "localized, simple, accessible" and with electricity, among other things (*MCW IRR, Rule V, Section 24*, page 87).

Gender equality outcomes or results should be linked to the resolution of the identified gender issues. Examples of client-level gender equality results are:

- Shorter time spent by women and girls collecting fuelwood (due to the availability of improved cooking fuel among rural households);
- Lower incidence of health problems among women as a result of wider use of clean and safe cooking fuel;
- Greater awareness of energy efficiency and conservation, and proper energy use;
- Reduced gap in the employment of women and men in the energy sector;
- Increased enrolment of women in engineering and technology disciplines;
- Improved representation of women as stakeholders of energy development;
- Decrease in incidence of crimes committed against women and girls due to unlighted streets or prolonged outages;
- Greater access of women to higher credit levels and technical support; and
- Improved productivity and incomes of woman-owned or operated enterprises.

Meanwhile, organization-level gender equality results may include the following:

- Improved tracking of gender effects of energy policies, programs, or projects;
- Safer workplaces for female workers, or reduced incidence of sexual harassment;

- Higher representation of women in the management of energy agencies;
- Increased awareness of gender issues among energy agency/sector workers;
- More gender-responsive energy policies, programs, and projects; and
- Increased knowledge and skills of energy agency employees and application of GAD tools in policymaking, planning, and budgeting.

GENDER ANALYSIS QUESTIONS

The discussion of gender issues in the previous section serves as a reference for the gender analysis that must be conducted when identifying and designing energy programs or projects. Gender analysis should be done at two points: as part of project identification and analysis of the development problem, and as an assessment of the likely impact of the designed project.

Because the energy sector priority areas may require separate gender analysis questions, Part 2 of the DOE Gender Toolkit provides a gender analysis guide and key questions for selected areas, such as energy efficiency and conservation, renewable energy, rural electrification, energy exploration and development, rural electrification, and downstream oil industry. The gender analysis questions in the toolkit aim to accomplish two things: (1) to enable project designers/planners or proponents to ascertain the gender dimension of the problem or the gender-related issues that the proposed project needs to address; and (2) to help determine key gender effects of the designed project.

For this GAD checklist, however, a set of core gender analysis questions that could be investigated prior to the design of an energy sector program or project is provided, below. This covers many of the gender concerns or interests of DOE's priority areas that appear in the toolkit. Similarly, the analysis of gender results of the proposed program or project (see Element 6.0 in Box 25) focuses on key gender effects that one would like to see in any energy program or project.

Core Pre-Project Design Gender Analysis Questions (Element 3)

Gender Roles and Energy Utilization

- How do female/male members in the household or community use a particular energy source or product (electricity, solar, biogas/biomass, gasoline, kerosene, fuelwood)? What risks do women, men, girls, and boys face as they use a particular energy product?
- What problems do women/men or girls/boys encounter in the supply of particular energy products in connection with their household roles, enterprises, or other activities?
- Have women/men availed themselves of services from their electric utility or fuel supplier? Why or why not?
- Is there any troubleshooter (electrician, maintenance service, others) to attend to emergency situations? Are they women or men?
- Who in the household is most concerned with energy conservation? Who implements energy conservation measures in the household? Why them and not others?

- What energy conservation measures do female/male household members know? Practice? Are there differences in their knowledge or practices? What are these? How did the differences come about?

Access to Resources

- Who usually gets access to information and training opportunities, women or men? Why them? Who decides on who will attend energy-related (energy efficiency and conservation, renewable energy, energy exploration in the area) information dissemination and training activities?
- What access do women/men have to job opportunities available or created in the electricity/oil/coal/renewable energy/other energy subsectors? What factors influence the recruitment/hiring, task assignment, or promotion of women/men in a particular subsector?
- What needs of female/male members of communities can be addressed by information and training in energy conservation, safety, and similar issues?

Participation in Project or Community Activities and Decision Making

- How do female/male household members participate in information, education and communication campaigns, consultations about energy exploration/development in their areas, renewable energy campaigns and installations, and the like?
- What inhibits or prevents female/male household members from participating in specific energy-sector programs or projects at the national/local/community level? What inhibits or prevents female/male household members from taking on leadership or decision-making roles in energy-sector programs or projects at the national/local/community level?
- What promotes or supports female/male household members' participation in energy-sector program or project activities at the national/local/community level?

POSSIBLE GAD MONITORING INDICATORS

The tracking of GAD results will require careful selection of relevant indicators, setting of realistic targets, and collection of sex-disaggregated data. The choice of GAD indicators, however, must be guided by the GAD outcomes or outputs of the program or project. Examples of indicators associated with a particular GAD outcome/output area are as follows:

Non-discrimination based on Gender

- Percentage change in the number of women in management positions in energy businesses and agencies
- Percentage change in the number of women employed in male-dominated energy industries/sub-industries
- Presence/absence of gender equality core messages in training courses

Enterprise Development

- Percentage of woman-owned enterprises
- Increase/decrease in profitability of woman-owned enterprises
- Increase/decrease in the capacity of woman-owned enterprises to meet the market demand for their products or services

Capacity Development

- Proportion of women to total training participants

- Proportion of female trainers and resource persons to total trainers and resource persons
- Presence/absence of modules in training programs that build awareness of gender equality and women's empowerment
- Presence/absence of gender-fair language, messages, and graphics in training materials
- Extent to which gender core messages are embedded in course content and materials

Participation in Governance

- Proportion of women to total participants in public consultations
- Proportion of women to total membership in governing councils or decision-making bodies created for the sector, program, or project
- Proportion of women to total leadership in governing councils or decision-making bodies created for the sector, program, or project

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 25 enumerates the ten requirements for a gender-responsive energy-sector program or project. Each requirement is usually accompanied by a set of guide questions. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing Box 25

1. Put a check ☑ in the appropriate column (2a to 2c) under "Response" to signify the degree to which a project has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; or under col. 2c if an element, item, or question has been fully answered.
2. A partial and a full "yes" may be distinguished as follows.
   a. For *Element 1.0,* a "partly yes" response to Question 1.1 (or Q1.1) means there have been much fewer women than men in consultations to determine the energy-related needs, gaps, and status of women and men in the sector or community. A full "yes" means women constitute at least 40 percent of the people consulted. A "partly yes" to Q1.2 means a token mention was made of women's inputs to the project design, while a full "yes" means the design has incorporated substantive inputs of women.
   b. For *Element 2.0,* "partly yes" means some gender-related information and sex-disaggregated data from government surveys, research studies, sector profiles, and business trends are reflected in the project concept paper but these may not be relevant in identifying gender issues or problems related to the planned energy project. A full "yes" means gender information and sex-disaggregated data have been used in the analysis of gender and energy issues that the proposed project must address.

      For *Element 3.0,* a "partly yes" response to each of the questions means a superficial or partial analysis has been done by focusing on only **one** aspect of the set of concerns (e.g., gender roles, needs/risks to safety, and perspectives; access to and control of resources; constraints and opportunities to participation). A full "yes" to Q3.1 signifies that the roles and needs of, and safety risks to, women and men, girls and boys, have been considered in developing the situation analysis. To Q3.2 and Q3.3, a full "yes" implies that a gender analysis of the differences in access and control (Q3.2) and constraints and opportunities between women and men and their participation in similar energy projects (Q3.3) is reflected in the document.

c. For *Element 3.0,* a "partly yes" response to each of the questions means a superficial or partial analysis has been done by focusing on only **one** aspect of the set of concerns (e.g., gender roles, needs/risks to safety, and perspectives; access to and control of resources; constraints and opportunities to participation). A full "yes" to Q3.1 signifies that the roles and needs of, and safety risks to, women and men, girls and boys, have been considered in developing the situation analysis. To Q3.2 and Q3.3, a full "yes" implies that a gender analysis of the differences in access and control (Q3.2) and constraints and opportunities between women and men and their participation in similar energy projects (Q3.3) is reflected in the document.

d. For *Element 4.0,* "partly yes" means women are cited in the project objectives but there are no statements to reduce gender gaps or improve women's empowerment. A full "yes" means the project's outputs or outcomes include the expansion of opportunities for women and men, or a significant reduction in gender gaps or incidence of gender-related issues.

e. For *Element 5.0,* "partly yes" means having gender equality strategies or activities but no stated gender issues to match the activities while a full "yes" means there is an identified gender issue and there are activities seeking to address this issue.

f. For *Element 6.0,* a "partly yes" response to any of the items and questions is associated with superficial or partial effort to address the likely impact of the project, such as reducing risks to or burdens of women and girls living in poverty; ensuring women's and men's equal access to resources provided by the project; improving women's and men's efficiency; equal opportunities for employment or participation of women and men; and creating strategies for avoiding or minimizing negative effects on the status and welfare of women and girls. In contrast, a full "yes" involves a coherent, if not a comprehensive, response to the items or questions.

g. For *Elements 7.0-8.0,* "partly yes" means the project monitoring plan includes sex-disaggregated indicators but no qualitative indicator of empowerment or status change (Q7.0); and the project requires the collection of sex-disaggregated data or information but not all the information will track the reduction in gender gaps or improvement in the lives of women and girls, men and boys (Q8.0). A full "yes" to Q7.0 means the inclusion of both quantitative and qualitative indicators to measure the reduction in gender gaps or improvement in the empowerment and status of women and/or girls, particularly as compared to men and/or boys. Meanwhile, a full "yes" to Q8.0 means all sex- disaggregated data and qualitative information will be collected to help track the reduction in gender gaps or the incidence of gender issues.

h. For *Element 9.0,* a "partly yes" to Q9.1 means there is a token budget for gender training programs that aim to build competencies in promoting GAD in the project; and to Q9.2 means there is a budget for GAD–related activities but this is too little to ensure the project will address relevant gender issues or help achieve its GAD objectives and targets.

i. For *Element 10.0,* a full "yes" to Q10.1 means the project is in line with the agency's and the Philippine Government's policies on gender equality and women's empowerment; to Q10.2 means there will be a convergence/collaboration with other agencies/stakeholders in the implementation of a gender-sensitive energy project, particularly through formal, signed agreements, e.g., memoranda of agreement (MOA); and to Q10.3 means there is a sustainability and institutionalization plan. A "partly yes" to Q10.1 indicates that there is a mention of the agency's GAD plan but there is also a need to ensure the project requires developing or reinforcing the commitment to empower women; to Q10.2 denotes that there is no formal commitment of partnership; and to Q10.3 signifies that the project has a sustainability plan for its GAD efforts but makes no mention of how this may be institutionalized within the implementing agency or its partner.

3. After ascertaining whether a GAD requirement has been met or not, enter the appropriate score for an element or item under column 3.

a. To ascertain the score for a GAD element, a three-point rating scale is provided: "0" when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and "2" (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.

b. The scores for "partly yes" differ by element. For instance, for Elements 2.0, 4.0, and 5.0, the score for "partly yes" is "1." For other elements that have two or more items or questions (such as Element 3.0), the rating for a "partial yes" is the sum of the scores of the items or questions that fall short of the maximum "2."

c. For Element 3.0 and 10.0, each of which has three items (3.1, 3.2, 3.3 and 10.1, 10.2, 10.3), the maximum score for each item is "0.67" while that for "partly yes" is "0.33." Hence, if a project scores a full "0.67" in one question but "0" in the other two, or if a project has a rating of "partly yes" (or 0.33) in two of the three items, the total rating for the element will be "partly yes" with a score of "0.67." If a project has a rating of "partly yes" in one item but "no" in the other two, then the total score for the element will be "0.33."

d. For Element 6.0, which has "4.0" as maximum score and has five items (6.1, 6.2, 6.3, 6.4, 6.5), the maximum score for each item is "0.8" while that for "partly yes" is "0.4." The total score for this element will depend on the combination of scores for the five items.

4. For an element (col. 1) that has more than one item or question, add the scores for the items and enter the sum in the thickly bordered cell for the element.

5. Add the scores in the thickly bordered cell under column 3 to come up with the GAD score for the project identification and design stages.

6. Under the last column, indicate the key gender issues or concerns identified in the course of consultation, gender analysis, and the like (for proponents), or comments on the proponent's compliance with the requirement (for evaluators).

Box 25. Generic checklist for project or program identification and design for the energy sector

Element and item/question (col. 1)	Response (col. 2)			Score for an item/ element (col. 3)	Comments/ gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
1.0 ***Involvement of women and men*** (max score: 2.0; for each item, 1.0)					
1.1 Has the project consulted female and male stakeholders, including women's groups, on the particular energy problem or issue (for example, *oil industry, renewable energy, energy efficiency and conservation, energy exploration and development*)? (possible scores: 0, 0.5, 1.0)					
1.2 Have women's and men's suggestions during the consultations been considered in the project design? (possible scores: 0, 0.5, 1.0)					
2.0 ***Collection of sex-disaggregated data and gender-related information*** (possible scores: 0, 1.0, 2.0) Have data been collected or secondary data tapped on women's and men's utilization of energy sources (electricity, oil, gas, coal, renewable energy, etc.), access to energy sources, and participation in decision making on matters related to energy, including tariff, conditions of access and use, and management of resources?					
3.0 ***Conduct of gender analysis and identification of gender issues*** (max score: 2.0; for each item, 0.67)					
3.1 Has an analysis been done of needs (including safety risks) and perspectives of women and men about the particular energy source/product and of differences or inequalities related to gender roles or energy utilization? (possible scores: 0, 0.33, 0.66)					
3.2 Has an analysis been done of the gender-based differences in access to and control of energy sources or products (information, training, employment, etc.)? (possible scores: 0, 0.33, 0.67)					
3.3 Has an analysis been done of the differences in, constraints to, and opportunities for participation faced by women and men in energy-sector projects/initiatives and decision-making activities or bodies? (possible scores: 0, 0.34, 0.67)					
4.0 ***Gender equality goals, outcomes, and outputs*** (possible scores: 0, 1.0, 2.0) Does the project have clearly stated gender equality or women's empowerment goals, objectives, outcomes, or outputs?					
5.0 ***Matching of strategies with gender issues*** (possible scores: 0, 1.0, 2.0) Do the strategies and activities match the gender issues identified?					

Element and item/question (col. 1)	Response (col. 2)			Score for an item/ element (col. 3)	Comments/ gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
6.0 Gender analysis of likely impact of the project (max score: 4.0; for each item, 0.8)					
6.1 Has the project design included interventions (such as information, education and communication campaigns, stricter regulations, technological improvements) to make energy services or products more accessible or safer or to help reduce the risks to, and the burdens of, women and girls, particularly those living in poverty? (possible scores: 0, 0.4, 0.8)					
6.2 Will the designed project help households, including women with microenterprises, use energy more efficiently? OR, will the designed project reduce the gap in the productivity of women's and men's economic enterprises that are energy-related? OR, will the project help people or groups, particularly poor women, take advantage of improved energy access? (possible scores: 0, 0.4, 0.8)					
6.3 Has the project design included strategies for reducing gender-based discrimination in training and hiring/employment during project implementation or in the broader energy sector? OR, has the project design included strategies for improving women's participation as stakeholders, recipients of information, or participants in consultations or training activities? (possible scores: 0, 0.4, 0.8)					
6.4 Will the decision-making group that will be created by the project have equal numbers of women and men? OR, will women be proportionately represented in the project's management team? (possible scores: 0, 0.4, 0.8)					
6.5 Has the project design included strategies that will help create an enabling project environment for promoting gender equality and women's empowerment? OR, has the project included strategies for avoiding or minimizing negative impact on women's status and welfare? (possible scores: 0, 0.4, 0.8)					
7.0-8.0 Monitoring targets and indicators and sex-disaggregated database (max score: 2.0; for each item, 1.0)					
7.0 Does the project include gender equality targets and indicators to measure gender equality outputs and outcomes? (possible scores: 0, 0.5, 1.0)					

Element and item/question (col. 1)	Response (col. 2)			Score for an item/ element (col. 3)	Comments/ gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
8.0 Does the project M&E system require the collection of sex-disaggregated data for tracking gender results of the project? (possible scores: 0, 0.5, 1.0)					
9.0 Resources (max score: 2.0; for each question, 1.0)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? OR, will the project tap counterpart funds from LGUs/partners for its GAD efforts? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to promote gender equality and women's empowerment? OR, is the project committing itself to investing project staff time in building capacities within the project to integrate GAD or promote gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the agency's GAD efforts (max score: 2.0; for each item, 0.67)					
10.1 Will the project build on or strengthen the agency's/government's commitment to equality between women and men and the empowerment of women? (possible scores: 0, 0.34, 0.67) IF THE AGENCY HAS NO GAD PLAN: Will the project help toward the formulation of the implementing agency's GAD plan?					
10.2 Will the project build on the initiatives or actions of other organizations in the project areas? (possible scores: 0, 0.33, 0.66)					
10.3 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE FOR THE PROJECT DEVELOPMENT STAGE (Add the scores for each of the ten elements.)					

Interpretation of the GAD score

0-3.9	GAD is invisible in the project (proposal is returned).
4.0-7.9	Proposed project **has promising GAD prospects** (proposal earns a "conditional pass," pending identification of gender issues and strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
8.0-14.9	Proposed project is **gender-sensitive** (proposal passes the GAD test).
15.0-20.0	Proposed project is **gender-responsive** (proponent is commended).

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