GAD CHECKLIST FOR ICT PROJECTS

Information and communication technologies (ICT) pertain to technologies that serve the information and communication needs of society. The ICT sector covers a broad spectrum that includes telecommunications, television and radio, computer hardware and software, computer services, and electronic media, such as the Internet, as well as the content of these media. Much has been said about "old" and "new" ICT, with the former referring to non-electronic media (such as print) and analogue technologies (such as radio) and the latter pertaining to digital technologies that can transmit information all in one go by digits (such as computers, the Internet, electronic mail, and multimedia).

ICT projects involve the construction of facilities (infrastructure) and systems; technical assistance for a sector review or the preparation of a sector plan, investment guidelines, and regulatory frameworks regarding content; development of ICT human resources; and capacity development of relevant government agencies and their partners to increase awareness, knowledge, and skills in various ICT applications, including electronic governance. The assistance may also be for the entire sector, government and private, or a specific area of ICT operations, applications, and oversight of the sector.

GENDER ISSUES AND GENDER EQUALITY RESULTS

Development is more than just increased investment or per capita income. It is primarily freedom from poverty through enhanced capacities and improved choices. By providing women and men with information, ICT can enable people to know their choices. ICT applications in governance can help promote transparency, support the delivery of social services, and reduce transaction costs through shorter processing time for business licensing and personal documents. Hence, the new ICT, in particular, does not only inform; its applications offer much more options to people for improving their lives. However, it can also pose new threats to civil liberties (through increased and improved methods of state surveillance), widen the divide among classes and groups of people, and give rise to new crimes such as identity theft. In addition, a number of gender-related issues have been noted in the Philippines and elsewhere (NCRFW 2004; Gurumurthy 2004; Del Prado-Liu 2005; Saloma-Akpedonu 2006; E3 Project 2006). Among these gender issues are:

- persistent biases against women in ICT content through violent, degrading, or pornographic media products under the old as well as the new ICT; or programming that continues to reinforce he traditional roles of women and men;

- marginalization of women from decision making on the organization and development of carrier infrastructure;

- limited access to and ownership and control by women of new types of assets and property related to new ICT;

- health and safety problems posed by new workplaces (such as 24/7 call centers) to woman workers and persistent reproductive health problems faced by woman workers in producing IT component parts, such as microchips;

- increasing homogenization of the cultural content in media that may create identities, values, and meanings that run against cultural diversity and gender equality;

- continuing gender-role stereotyping in employment in the ICT sector, although female spaces have been created due to the nature of the structure particularly of the IT industry and the increasing miniaturization of technology;

- lack of competition and cultural policies in connection with trade in audiovisual services, which constitute a part of the ICT sector; and

- lack of readily available sex-disaggregated statistics on ICT access and use, which may hamper the gender analysis of ICT-related development problems, although there is an increasing body of literature on gender and ICT that project proponents and evaluators may tap.

The case for equal opportunities for women to access, use, and shape ICT may be argued under a rights-based approach to development, principally women's fundamental rights to nondiscrimination, to communication, and to development. Recognition by ICT program or project designers of the various gender issues that persist nationally and in specific areas of the country may help them develop interventions that will ultimately improve women's participation in and access to and control of both old and new ICT. **Gender equality results** of ICT programs or projects may include:

- improved use by women or women's groups of ICT to promote gender equality or women's empowerment;

- reduced incidence of reproductive health and other health cases associated with IT employment among IT workers;

- reduced, or elimination of, content of ICT-based services and facilities that is inimical to women's human rights and interests;

- increased capacity of women to influence the ICT sector; or increased participation of women in bodies that decide on or control the direction and type of ICT-related investments and ICT programming and application;

- increased promotion of principles of gender equality and women's empowerment by audiovisuals and other ICT facilities and services;

- improved access of women and men to ICT-based social and other government services;

- reduced costs of transacting business, particularly among women in micro, small, and medium enterprises; and

- improved capacity of ICT sector agencies to plan, design, implement, and monitor programs and projects that address gender issues and the concerns of different stakeholders.

GENDER ANALYSIS

Gender analysis is required at two points of the project preparation stage: as part of project identification, and after the project has been designed. Box 19 presents the core guide questions for these two types of gender analysis, as well as the core GAD guidelines for the preparation, design, and assessment of proposed ICT-related projects.

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 19 lists the ten elements or requirements for a gender-responsive ICT project. Each requirement is generally accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced for easy reference.

Guide for accomplishing Box 19

1. Put a check ☑ in the appropriate column (2a to 2c) under "Response" to signify the degree to which a project proponent 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; and under col. 2c if an element, item, or question has been fully complied with.

2. A partial and a full yes can be distinguished as follows.
    a. For *Element 1.0*, a "partly yes" to Question 1.1 (or Q1.1) means meeting only with male officials and only a woman or a few women who also happen to be officials in the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting other stakeholders, including women's groups and NGOs. A "partly yes" to Q1.2 means inputs or suggestions may have been sought from women and men beneficiaries but are not considered at all in designing project activities and facilities. A "partly yes" to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.
    b. For *Element 2.0*, "partly yes" means some information has been classified by sex but may not help identify key gender issues that a planned project must address. In contrast, a full "yes" implies that qualitative and quantitative data are cited in the analysis of the development issue or project.
    c. For *Element 3.0*, "partly yes" means the analysis covers only part of what has been asked in each of the questions under gender division of labor and gender needs (Q3.1.1 and Q3.1.2), access to and control of resources (Q3.2.1 and Q3.2.2), and constraints (question for Item 3.3). In contrast, a full "yes" to a question means the situation analysis covers at least all the information required by the question.
    d. For *Element 4.0*, "partly yes" means women are/or men are identified in the project objectives but only with limited capacities or roles (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full "yes" to Q4.1 signifies that women and men in their various roles in ICT are recognized, while a full "yes" to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logical framework analysis.
    e. For *Element 5.0*, "partly yes" means having gender equality strategies or activities but no stated gender issues to match the activities. A full "yes" means there is an identified gender issue, either in terms of gender gaps or inequalities.
    f. For *Element 6.0*, a "partly yes" response to any of the items and questions is associated with a superficial or partial effort to address a specific issue or question. In contrast, a full "yes" involves a coherent, if not a comprehensive, response to the question.
    g. For *Element 7.0*, "partly yes" means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.
    h. For *Element 8.0*, "partly yes" means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full "yes" means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.

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i. For *Element 9.0*, "partly yes" means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency, or tap external GAD expertise (Q9.2).

j. For *Element 10.0*, a "partly yes" response to Q10.1 means there is a mention of the agency's GAD plan but no direct connection is made to incorporate the project's GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.

3. After ascertaining whether a GAD requirement has been done 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, the score for "partly yes" for Elements 2.0, 5.0, 7.0, and 8.0 is "1." For elements that have two or more items or questions (such as Element 1.0), 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 Elements 4.0 and 9.0, which has two items each, the maximum score **for each item** is pegged at "1.0" and for "partly yes" is "0.5." Hence, if a project scores a full "1.0" in one question but "0" in the other, or if a project scores "partly yes" (or "0.5") in each of the two items, the total rating will be "partly yes" with a score of "1.0." If a project scores "partly yes" for one item but "no" for the other, then the total rating for the element will be "0.5."

   d. Elements 3.0 and 6.0 each have three items. Except Item 3.3, which asks one question, all items are made up of a set of questions. A maximum score for "yes" has been set for the element and item. The scores related to the questions under an item have to be added up to determine the item score; summing up the item scores will lead to the score for the element. A combination of "no" or "partly yes" responses to the questions in a set means the response to the item and the element is "partly yes" and the total score is less than the stated maximum.

   e. Elements 1.0 and 10.0 also have three items, with the maximum score **for each item** pegged at "0.67" and "partly yes" at "0.33." The rating for the element will be "partly yes" if the total score of the three items is positive but less than "2.0," the maximum for the element.

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

5. Add the scores in the thickly bordered cells 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 identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

Box 19. GAD checklist for designing and evaluating ICT projects

Element and item/question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification and planning					
1.0 **Participation of women and men in project identification** (max score: 2; for each item or question, 0.67)					
1.1 Has the project consulted women and men, women's groups, or NGOs on the problem or issue that the intervention must solve and on the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have the inputs of women and men been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.33, 0.67)					
2.0 **Collection of sex-disaggregated data and gender-related information prior to project design** (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender- related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					
3.0 **Conduct of gender analysis and identification of gender issues** (max score: 2.0; for each item or question, 0.67)					
3.1 *Gender division of labor and gender needs* (max score: 0.67; for each question, 0.33)					
3.1.1 Are the needs of both women and men considered in the situation analysis? (possible scores: 0, 0.17, 0.33)					
3.1.2 Has the situation analysis considered how the productive and reproductive roles of woman and man workers and clients affect their effective use of ICT facilities and services? (possible scores: 0, 0.17, 0.33)					
3.2 *Access to and control of resources* (max score: 0.67; for each question, 0.33)					
3.2.1 Has the situation analysis considered the gender gaps in terms of the resources of women and men and how this is likely to affect their access to ICT facilities, services, and employment opportunities? (possible scores: 0, 0.17, 0.33)					
3.2.2 Has the situation analysis covered the causes of gender gaps in resources, particularly ICT resources? (possible scores: 0, 0.17, 0.33)					
3.3 *Constraints* (possible scores: 0, 0.33, 0.67) Has the situation analysis considered the possible constraints to women's and men's participation in the activities and benefits of the proposed project?					

Element and item/question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project design					
4.0 *Gender equality goals, outcomes, and outputs* (max score: 2; for each item or question, 1)					
4.1 Do the project objectives explicitly refer to woman and man clients, workers, and officials of the ICT sector as beneficiaries of the project? (possible scores: 0, 0.5, 1.0)					
4.2 Does the project set gender equality outputs or outcomes in terms of access, participation, and control? (See text for examples.) (possible scores: 0, 0.5, 1.0)					
5.0 *Matching of strategies with gender issues* (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? That is, will the project eliminate or at least reduce gender gaps and inequities?					
6.0 *Gender analysis of the designed project* (max score: 2; for each item or question, 0.67)					
6.1 *Gender division of labor* (max score: 0.67; for each item or question, 0.22)					
6.1.1 Have the needs of women and men been considered in the formulation and design of the project? (possible scores: 0, 0.11, 0.22)					
6.1.2 Will the new ICT facility or service address issues related to the displacement or deskilling of woman and man workers? (possible scores: 0, 0.11, 0.22)					
6.1.3 Does the project provide measures to avoid or reduce the negative effects of the introduction of the ICT facility or service on the division of labor? (possible scores: 0, 0.11, 0.22)					
6.2 *Access to and control of agricultural resources* (max score: 0.67; for each item or question, 0.22)					
6.2.1 Does the project ensure that opportunities for training and scholarships which may be provided by the project are equally accessible to women and men? (possible scores: 0, 0.11, 0.22)					
6.2.2 Will the new technology or application of ICT offer greater protection to women? (possible scores: 0, 0.11, 0.22)					
6.2.3 Is information about the new ICT opportunities (such as e- commerce, e-governance) readily available to women and men, particularly those in the marginalized sectors? (possible scores: 0, 0.11, 0.22)					
6.3 *Constraints* (max score: 0.67; for each item or question, 0.33)					
6.3.1 Has the project addressed any constraint faced particularly by women in attending project-sponsored training? (possible scores: 0, 0.11, 0.22)					

Element and item/question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.3.2 Has the project considered the financial costs of participation in the ICT project that may restrict access to the benefits of the new technology? (possible scores: 0, 0.11, 0.22)					
6.3.3 Has the project designed measures to address constraints to equal participation and benefits of women and men? (possible scores: 0, 0.11, 0.22)					
7.0 *Monitoring targets and indicators* (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? For instance, will the following gender differences be monitored:					

– Increased rate of apprehension of criminals, by sex of victims and perpetrators, and by type of crime
  – Rate of utilization of the ICT-driven service, by sex of users
  – Time savings produced by ICT-driven service, by sex of users
  – Participation in training and other project activities
  – Employment generated by the project					

8.0 *Sex-disaggregated database* (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					
9.0 *Resources* (max score: 2; for each item or question,1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or to promote gender equality and women's empowerment? OR, is the project committed to investing in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 *Relationship with the agency's GAD efforts* (max score: 2; for each item or question, 0.67)					
10.1 Will the project build on or strengthen the agency/ PCW/ government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will it build on the initiatives or actions of other organizations in the area?(possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE— PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements, or the figures in thickly bordered cells.)					

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).