GAD CHECKLIST FOR THE TOURISM SECTOR[1]

The tourism sector is composed of the public and non-public sector. The former includes national government agencies, mainly the Department of Tourism (DOT) and its various offices and agencies, and local government units, while the latter consists of the private sector (business enterprises in various areas of tourism), nongovernment organizations (NGOs), academic institutions, and, more importantly, communities. This gender and development (GAD) checklist applies to tourism-related programs and projects of key tourism stakeholders.

The GAD checklist for the tourism sector seeks to bring gender-related aspects of tourism to the attention of policymakers and program or project developers, especially the issues of women's employment in the tourism industry and women's participation in tourism planning and management. In compliance with Republic Act (RA) No. 7192 (Women in Development and Nation Building Act) and, more recently, RA 9710 (Magna Carta of Women, or MCW), DOT, through the Inter-Agency Committee on Gender and Development that was created under Administrative Order No. 94-07, continuously implements various GAD programs, activities, and projects addressing gender issues and concerns in the tourism industry.

GENDER ISSUES AND STRATEGIES

The tourism industry offers vast income-generating opportunities, from employment to operation of enterprises. It is labor-intensive, providing a wide range of job openings that the poor with vocational skills training can access. Tourism also creates economic prospects for small entrepreneurs, as there are many support services that can be established with minimal start-up costs.

The Magna Carta of Women instructs DOT, like other government agencies, to "pursue the adoption of gender mainstreaming as a strategy to promote and fulfill women's human rights and eliminate gender discrimination in their systems, structures, policies, programs and processes."[2] It also stresses the importance of the non-discriminatory and non-derogatory portrayal of women in media and film, including commercials and promotional materials used for tourism, among a number of purposes.[3] The MCW 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

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[2] MCW Implementing Rules and Regulations (IRR), Rule VI, Section 37, pp. 104–105.

[3] MCW IRR, Rule IV, Section 19, p. 65; and Section 19, Article A, p. 66.

women's groups in policymaking and decision-making bodies.[4] Further, it provides that girl children "shall be protected from all forms of abuse and exploitation."[5]

The United Nations Environment and Development UK Committee report on Gender and Tourism[6] shows that, worldwide, tourism is a particularly important sector for women, who make up 46 percent of the tourism labor force. This statistic masks several gender issues related to workers in the sector:

- *Gender-role stereotyping.* In formal sector employment in tourism-related industries, the quality and type of work available to women is heavily influenced by sex stereotyping and sex segregation. Women are usually employed as waitresses, chambermaids, cleaners, travel agency sales persons, flight attendants, and front desk personnel. Meanwhile, men are employed as barmen, gardeners, construction workers, drivers, pilots, etc. Gender stereotyping arises partly because traditional gender roles and gender identity help create notions of women and men as being suitable for certain, gender-appropriate, occupations.

- *Gender inequalities in occupational distribution.* Gender bias in occupations and positions in the tourism industry occurs because of not just horizontal segregation but, as important, vertical gender segregation of labor that places women and men in different occupations. The typical "gender pyramid" is prevalent in the sector, with women dominating lower levels and occupations offering few career development opportunities and men dominating key managerial positions.

- *Limited access to capital of woman micro entrepreneurs for tourism-related enterprises.* While tourism opens up prospects for the establishment of tourism-linked businesses (such as the production of handicrafts and souvenir items), women's lack of access to adequate credit may limit women from taking advantage of such opportunities. Establishment of credit windows that do not require land-based collateral can benefit women.

- *Negative impact of tourism.* Although tourism creates economic opportunities and brings in foreign exchange, it also causes adverse social and environmental problems, including:

    - *Prostitution, sexual exploitation of children, and human trafficking.* Tourism can worsen social problems, such as prostitution, sexual exploitation of children, and human trafficking. These lead to more problems, including increase in the incidence of HIV/AIDS. Sexual exploitation of women and children (boys and girls) is particularly linked to the notion of certain places as destinations for sex tourism.

    - *Sexual objectification of women.* This is related to stereotypical images of women as part of the tourism product. Advertisements of tourist destinations show scantily clad women. Women working in the industry are expected to play along and accept sexual harassment from clients.[7]

    - *Some environmental effects.* A boom in tourism can result in a water crisis that can place severe burden on women, as they are responsible for household care.[8] The diversion of

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4   MCW, IRR, Rule IV, Section 14, pp. 53–54.

5   MCW IRR, Rule V, Section 35, Article B, page 103.

6   Report prepared for the 2002 Earth Summit. Available from www.earthsummit2002.org/toolkits/women/current/gendertourismrep.htm

7   From "Gender & Tourism: Women's Employment and Participation in Tourism" (Summary of UNED-UK's Project Report), United Kingdom, 2002.

water for use in resorts and golf courses can heighten water scarcity in the local communities. Moreover, prices of essential commodities escalated during peak tourist season, creating difficulties to poor households, particularly the women who had to manage the household budget. It is essential, therefore, for projects to include measures to ensure that poor households are able to benefit from tourism initiatives.

- *Issues related to management of the sector*
  - Women's influence in the development of tourism 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.
  - Analysis of relevant gender issues and tracking of gender-related results of tourism are hampered by the lack of sex-disaggregated data and information on the negative impact of tourism in tourism statistics.
  - Sexual harassment in the workplace can take various forms. One is when sexual favor is made as a condition for hiring or employment, re-employment, or continued employment of said individuals or for granting said individuals favorable compensation, terms, conditions, promotions, or privileges.
  - Lack of awareness of gender issues in tourism among tourism sector employees leads to the inappropriate portrayal of women and children in tourism commercials and advertisements.

The last cluster of issues pertains to gender mainstreaming, and will require actions from tourism agencies. These actions can include naming woman members to tourism bodies, building the capacity of agency personnel for planning and budgeting establishing a gender-aware tourism database, and instituting measures to combat sexual harassment in the workplace.

Training of tourism agency staff and workers in tourism industry establishments, especially involving hotel and homestay operations, can include sessions on relevant laws protecting women and children, as well as their accompanying implementing rules and regulations, among others: RA 9208, or the Anti- Trafficking in Persons Act of 2003; RA 7877, or the Anti-Sexual Harassment Act of 1995; RA 9262, or the Anti Violence against Women and their Children Act of 2004, which includes the crime of prostituting women and their children; RA 8353, or the Anti Rape Law of 1997, which classifies rape as a crime against person, hence, not a private crime; and RA 8505, or the Rape Victim Assistance and Protection Act of 1998. These sessions must include discussions of possible actions that may be taken by the hotel staff, homestay operators, and the community in general to prevent trafficking, sexual harassment, and other forms of abuse and exploitation. The Women's Desks of the local police force can also be strengthened and its capacity built to recognize signs of violence and human trafficking. Links with NGOs working to address these concerns can also be forged.

Training of women working in hotels and relevant tourism-related services (e.g., tour guides) must include sessions on their rights and the laws that protect them. Local tourism bodies must prohibit advertising and marketing strategies that use stereotypical images of women or portray women as sexual objects.

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[8]   Anita Haladi, "Tourism's Blind Spot in Goa: Women and Gender Issues," paper presented at the 9th International Congress on Women, organized by WW05, Seoul, Korea. 23 June 2005. Available from http://www.esocialsciences.com/essResearchPapers/displayArticles.asp?aid=13&type=0

GENDER EQUALITY AND WOMEN'S EMPOWERMENT RESULTS

Recognition of the above issues can help planners design interventions that can ensure tourism projects benefit women and men equally. The Philippine Development Plan (PDP) 2011–2016 seeks to "encourage LGUs to develop tourism related-products and services using the community-based and ecotourism approaches as implemented by innovative and entrepreneurial local governments in Bohol, Palawan, and Bicol, and have contributed to poverty reduction, protection of the environment, and gender equality in local areas." With respect to wage and self-employment, the PDP notes: "In providing opportunities for formal or self-employment or access to credit, government shall take particular cognizance of the special needs of women, whose potentially large social contributions to social and economic development are stunted by their domestic and other social circumstances" (page 30).

Gender equality outcomes or results should be linked with the changes in the gender issues that have been identified. Examples of gender equality results are:

- Increased employment of women, particularly in management and non-traditional occupations; within tourism government agencies, increased number of women in third-level CESO (Career Executive Service Officer) positions;

- More positive, realistic portrayals of women and children in advertising and marketing campaigns and collaterals;

- Safer workplaces for woman workers, or reduced incidence of sexual harassment;

- Reduced incidence or elimination of human trafficking and prostitution;

- Increased woman-owned or operated tourism-related enterprises;

- Improved productivity and incomes of woman-owned or operated enterprises;

- Greater access of women to higher credit levels and technical support;

- Higher level of stakeholder awareness/consciousness of gender issues in tourism;

- Improved representation of women and men as stakeholders of tourism development;

- More active promotion of gender equality, respect for human rights, and economic empowerment of women in tourism through more gender-sensitive tourism-related establishments; and

- Increased knowledge and skills of tourism sector employees and applied 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 tourism 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 project design. The gender analysis questions related to the *definition of the development (tourism) problem* are as follows:

Gender division of labor and gender needs
- What is the age–gender composition of the tourism-sector workforce? What do the women/men do in tourism-related enterprises? Alternatively, how are woman/man workers represented in the

different parts of the tourism value chain? Do these patterns suggest gender-role stereotyping or gender-based biases in occupations?

- What are the gender-related problems encountered by female/male tourism workers and tour operators (e.g., sexual harassment or advances, demand of tourists for sexual services or sex-related entertainment, prostitution)?

Access to and control of tourism services and benefits

- What resources (training, capital, information, market linkage, etc.) do woman/man workers or owners of tourism-related enterprises need to improve their efficiency, productivity, and/or effectiveness? If there are differences between women and men, why?

Constraints and opportunities

- What competencies or skills need to be developed among relevant staff of tourism agencies and establishments for them to be able to identify gender issues and address these?

- What are the current (pre-project) opportunities present for micro entrepreneurs supplying tourism-related products and services?

- What gender-based factors hinder or constrain women/men from participating in tourism-related initiatives or enterprises? From accessing resources, including training opportunities, that can improve their productivity, efficiency, or effectiveness as tourism-sector workers or entrepreneurs?

After the project design has been completed, it is necessary to subject the design to a gender analysis. There are ten questions listed in box 24 below, summarizing the possible *gender impact of the designed project*, as follows:

Gender division of labor and gender needs

- Will the project help in determining policy reforms that will safeguard the interests and concerns of women in tourism?

- Will the project, as designed, improve the portrayal of women and girls in tourism promotional materials, standards, and regulations?

- Will the project be able to reduce gender-role stereotyping, particularly among workers in the target venture?

- Has the project design considered how contributions of women and men to the project will affect their other responsibilities?

- Will the project, as designed, promote safety and security in the workplace, including control of sexual harassment and other forms of gender bias?

Access to and control of tourism services and benefits

- Will the project help the tourism sector and its stakeholders in improving women's access to jobs and employment in tourism development areas?

- Will the project enable women to maximize economic opportunities, improve their status in local communities, and develop leadership capability and ability to manage the natural and cultural resources?

- Does the project design ensure that information on tourism opportunities will be readily available to women and men?

- Will women be engaged in decision making on the focus and direction of the project's technical assistance? On the distribution of opportunities among members of business service organizations?

Constraints and opportunities

- Will the project, as designed, enhance the implementation of the GAD Plan of the tourism sector?

- Is the project design socially or culturally acceptable, and will it make the project and its resources accessible to women?

- Will women's participation in the project affect the attitudes of women and men toward women?

- Will the project consult women's groups, women-in-business organizations, and woman labor union leaders? Or, has the project consulted woman and man beneficiaries?

- Does the project offer facilities or services that will maintain women's involvement at different stages of the project?

- Will the project improve women's representation in qualifying for third-level positions?

POSSIBLE GAD MONITORING INDICATORS

Listed below are examples of monitoring indicators for tourism initiatives that have been developed for the Local Governance Support Program for Local Economic Development (LGSP-LED). A separate list for capacity development is also presented, since capacity development activities are usually part of various initiatives. The choice of GAD indicators, however, should be guided by the program's or project's GAD outcomes or outputs.

Entrepreneurial leadership development

- Percentage change in the number of women in management positions in tourism-related businesses and organizations

- Presence/absence of gender equality core messages in leadership courses

Entrepreneurial systems improvement

- Number of legislation and policies passed that consider the differential impact of the issuance on women and men, or address the social problems that may escalate with increased tourism

- Presence/absence of gender-aware organizations in policy consultations

- Number of partnerships built that enhance outreach and improve access of poor women and men to tourism resources and benefits and/or help prevent or reduce social problems that may be aggravated by increased tourism

- Presence/absence of sex-disaggregated data and gender-related information in knowledge management systems

- Increase/decrease in the use of sex-disaggregated data and gender-related information in policy and systems development, planning, and the like

Enterprise development

- Number of jobs created for women and men

- Maximum amount of credit of loan windows for women versus that for men

- If project involves the creation of groups or organizations:

--- Number of members, by sex

--- Number of officers of the organization, by sex

--- Number of organizations that have adopted policies promoting gender equality in their organizations

- 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

- Increase/decrease in incidence of sexual harassment

Capacity building program

- Proportion of women to total training participants

- Proportion of woman trainers and resource persons to total trainers and resource persons

- Presence/absence of modules in training programs that build awareness of gender laws and the rights of women and children

- 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

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 24 enumerates the ten requirements for a gender-responsive tourism sector 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 24

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; and under col. 2c if an element, item, or question has been fully complied with.

2. A partial and a full yes may be distinguished as follows.

   a. For *Element 1.0,* a "partly yes" response to Question 1.0 (or Q1.0) means there have been much fewer women than men in consultations to validate or determine the needs, gaps, and status of women and men in the community. A full "yes" means women constitute at least 40 percent of the people consulted.

   b. For *Element 2.0,* "partly yes" means some gender-related information and sex-disaggregated data from research surveys, business trends, and profiles of current enterprises and microenterprises or enterprise-related training programs are reflected in the project concept paper, but these may not be relevant in identifying gender issues or problems related to the planned tourism project. A full "yes" means gender information and sex-disaggregated data have been used in the analysis of tourism issues that the proposed project must address.

   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, and perspectives; access to and control of resources; constraints and opportunities to

participation; and negative effects of tourism). A full "yes" response to Q3.1 signifies that the needs of both men and women have been considered in developing the situation analysis. To Q3.2 and Q3.4, 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 the tourism project (Q3.4) is reflected in the document. To Q3.3, a full "yes" indicates that the negative effects of tourism have been fully discussed in the analysis of the development problem.

d. For *Element 4.0,* "partly yes" means women are identified in the project objectives but only in connection with traditional roles or economic activities (Q4.1), or the project has token gender equality outputs or outcomes (Q4.2). A full "yes" means the project's outputs or outcomes include the expansion of opportunities for women and men (Q4.1) or significant reduction in gender gaps or incidence of gender-related issues (Q4.2).

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 these issues.

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, particularly in terms of ensuring women's and men's equal access to resources provided by the project; improving women's and men's efficiency in their chosen fields in the tourism sector; providing equal opportunities for participation of women and men; creating strategies for avoiding or minimizing negative effects on the status and welfare of women and girls; adhering to the Media and Gender Equality Committee Guidelines; promoting environmental sustainability; and respecting the cultural sensitivities of communities and their woman and man members. In contrast, a full "yes" involves a coherent, if not a comprehensive, response to the items or questions.

g. For *Element 7.0,* "partly yes" means the project monitoring plan includes sex-disaggregated indicators but no qualitative indicator of empowerment or status change. A full "yes" 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 girls and men and boys.

h. For *Element 8.0,* "partly yes" means 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 girls, and men and boys. A full "yes" means all sex-disaggregated data and qualitative information will be collected to help track the reduction in gender gaps or minimization of the incidence of gender issues.

i. For *Element 9.0,* a "partly yes" response 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.

j. For *Element 10.0,* a full "yes" response to Q10.1 means the project is in line with the agency's policies and guidelines for gender-responsive tourism; and to Q10.2 means there will be convergence/ collaboration with other agencies/stakeholders in the implementation of a gender-sensitive tourism project, particularly through formal, signed agreements, e.g., MOAs. A "partly yes" response to Q10.3 implies that there are GAD initiatives but no local regulations to strengthen the GAD rule; to Q10.4 indicates that there is a mention of the agency's GAD plan but there is also a need to ensure that the project requires developing or reinforcing the commitment to empower women; and to Q10.5 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 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, for Elements 1.0, 2.0, 5.0, 7.0, and 8.0, 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, which has four items (3.1, 3.2, 3.3, and 3.4), the maximum score for each item is "0.50" while that for "partly yes" is "0.25." Hence, if a project scores a full "0.50" in one question but "0" in the other, or if a project scores "partly yes" (or 0.25) in each of the two items, the total rating for Element 3.0 will be "partly yes" with a score of "0.50." If a project scores "partly yes" in one item but "no" in the other, then the total rating for the element will be "0.25."

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 identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

Box 24. GAD checklist for designing and evaluating tourism projects

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
1.0 Involvement of women and men (possible scores: 0, 1.0, 2.0) Have prior consultations included women and women's groups to validate the data and determine the gender gaps, and the needs and status of women and men in the community?					
2.0 Collection of sex-disaggregated data and gender-related information (possible scores: 0, 1.0, 2.0) Have gender information and sex-disaggregated data on the community, industry, or sector (from official statistics, research survey, business trends, or profiles of current enterprises, microenterprises, or enterprise-related training programs) been considered in crafting the project concept, particularly in the analysis of the development/tourism issue or problem?					
3.0 Conduct of gender analysis and identification of gender issues (max score: 2.0; for each item or question, 0.5) (See text for articulation of the gender analysis questions.)					
3.1 Are the needs of both women and men considered in the situation analysis? (possible scores: 0, 0.25, 0.50)					
3.2 Are there gender-based differences in access to and control of resources (skills, capital, information, etc.) between women and men, and is the analysis of these differences reflected in the project document? (possible scores: 0, 0.25, 0.50)					
3.3 Has the analysis of the development problem considered the negative effects of tourism (e.g., sexual harassment, child trafficking, prostitution)? (possible scores: 0, 0.25, 0.50)					
3.4 Is there an analysis of gender-based differences in constraints and opportunities related to women's and men's participation in tourism projects? (possible scores: 0, 0.25, 0.50)					
4.0 Gender equality goals, outcomes, and outputs (max score: 2.0; for each item or question, 1.0)					
4.1 Do project objectives explicitly refer to women and men? Specifically, does the project aim to improve women's access and opportunity to benefit from tourism initiatives, as well as men's? (possible scores: 0, 0.5, 1.0)					
4.2 Does the project have gender equality outputs or outcomes? (See examples in text.) (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 and activities match the gender issues and gender equality goals identified? That is, will the project reduce gender gaps or inequalities, or minimize the negative gender effects of tourism?					
6.0 Gender analysis of the likely impact of the project (max score: 2.0; for each item or question, 0.2)					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.1 Will the project build on women's and men's knowledge and skills? (possible scores: 0. 0.1, 0.2)					
6.2 Will the project enable women and men to take on non-traditional, non-gender-stereotypical roles and jobs? (possible scores: 0, 0.1, 0.2)					
6.3 Will women and men have equal access to training, gender-related tourism information (e.g., needs of tourists), and other resources (including additional income-earning opportunities) provided by the project? (possible scores: 0, 0.1, 0.2)					
6.4 Will the project help women and men become more efficient in their chosen fields in the tourism sector? (possible scores:0, 0.1, 0.2)					
6.5 Does the proposed project offer equal opportunities for women and men to participate in project activities, including planning and decision making? (possible scores: 0, 0.1, 0.2)					
6.6 Has the project designed measures to address constraints to equal participation and benefits of women and men? (possible scores: 0, 0.1, 0.2)					
6.7 Has the project included strategies for avoiding or minimizing negative impact on the status and welfare of women and girls? Specifically, has the project design provided measures to avoid or reduce the negative effects of the project in terms of sexual harassment, prostitution, child pornography, and the like? (possible scores: 0, 0.1, 0.2)					
6.8 Will the proposed project's tourism promotional and IEC materials and advertisements conform to existing gender-sensitive policies and guidelines (e.g., the Media and Gender Equality Committee Guidelines, or MGEC)? (possible scores: 0, 0.1, 0.2)					
6.9 Will the project, as designed, promote environmental sustainability? (possible scores: 0, 0.1, 0.2)					
6.10 Does the designed project respect the cultural sensitivities of communities and their woman and man members? Of woman and man tourists? (possible scores: 0, 0.1, 0.2)					
7.0 Monitoring targets and indicators (possible scores: 0, 1.0, 2.0) Does the project have an M&E system that includes gender equality/gender-responsive targets and indicators for welfare, access, conscientization, participation, and control?					
List examples of the proposed GAD indicators for the project:					
8.0 Sex-disaggregated database requirement (possible scores: 0, 1.0, 2.0) Does the M&E system include the collection of sex-disaggregated data and qualitative information that will track the reduction in gender gaps or changes (improvements) in the lives of women and men?					
9.0 Resources (max score: 2.0; for each item or question, 1.0)					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
9.1 Has the project allocated a budget for gender training programs the will build competencies (within DOT, communities, and other stakeholder groups) in promoting GAD in the project? (possible scores: 0, 0.5, 1.0)					
9.2 Will the project fund activities that will help achieve its GAD objectives and targets? (possible scores: 0, 0.5, 1.0)					
10.0 *Relations with the agency's /LGU GAD efforts* (max score: 2.0; for each item or question, 0.4)					
10.1 Is the project in line with the existing agency policies and guidelines for gender-responsive tourism? (possible scores: 0.1, 0.2, 0.4)					
10.2 Will there be collaboration with other agencies/entities in the implementation of a gender-sensitive tourism project? (possible scores: 0.1, 0.2, 0.4)					
10.3 Will the project support the implementation of relevant local ordinances that reinforce national gender laws in project sites? (possible scores: 0.1, 0.2, 0.4)					
10.4 Will the project build on or strengthen the agency's commitment to empower women? (possible scores: 0.1, 0.2, 0.4)					
10.5 Does the project have an exit plan that will ensure the sustainability of the GAD efforts and benefits? (possible scores: 0.1, 0.2, 0.4)					
TOTAL GAD SCORE FOR PROJECT IDENTIFICATION AND DESIGN (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 plans)
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).