DOE GENDER TOOLKIT
for the Energy Sector

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ACRONYMS

4Ps	*Pantawid Pamilyang Pilipino Program* (Bridging Program for the Filipino Family)
AREC	Affiliated Renewable Energy Center
CABSEC	Office of the Cabinet Secretary
CO	capital outlay
CSC	Civil Service Commission
DBM	Department of Budget and Management
DFA	Department of Foreign Affairs
DOE	Department of Energy
DOH	Department of Health
DOI	downstream oil industry
DSWD	Department of Social Welfare and Development
EC	electric cooperative
EE&C	energy efficiency and conservation
EPPB	Energy Policy and Planning Bureau
ESPEM	Energy Safety Practices & Efficiency Measures
GA	gender analysis
GAA	General Appropriations Act
GAD	gender and development
GAD-FPS/GFPS	Gender and Development Focal Point System
GAM	gender analysis matrix
GiSP	Girls and Science, Girls in Science Project GMEF
Gender Mainstreaming Evaluation Framework GOCC	
government-owned and/or controlled corporation GPB	
GAD Plan and Budget	

GST	gender sensitivity training
HGDG	Harmonized Gender and Development Guidelines
IEC	information, education and communication
IHMA	Immaculate Heart of Mary Abbey
IRR	Implementing Rules and Regulations
JC	Joint Circular
KM	knowledge management
KP	knowledge product LGU

local government unit LPG

liquefied petroleum gas LPP

liquid petroleum product MCW

Magna Carta of Women

M&E	monitoring and evaluation
MFO	Major Final Output
MMSU	Mariano Marcos State University
MOA	memorandum of agreement
MOOE	maintenance and other operating expenses
MOV	means of verification
NCR	National Capital Region
NCRFW	National Commission on the Role of Filipino Women
NEA	National Electrification Administration
NEDA	National Economic and Development Authority
NIHE	Nationwide Intensification of Household Electrification
NFP	National Focal Point
NPC	National Power Corporation
ODA-GAD	Official Development Assistance Gender and Development
O&M	operation and maintenance
PAPs	programs, activities and projects
PCW	Philippine Commission on Women
PDP	Philippine Development Plan
PEP	Philippine Energy Plan
PIMME	project implementation and management, and monitoring and evaluation
PNOC	Philippine National Oil Company

PRC	Project Review Committee
PS	personal services
PSALM	Power Sector Assets and Liabilities Management Corporation
RA	Republic Act
RDP	Regional Development Plan
RE	renewable energy
RES	Renewable Energy Systems
RH	reproductive health
SDD	sex-disaggregated database
SDG	Sustainable Development Goals
S&T	science and technology
TNA	training needs assessment
TOT	Training of Trainers
TWG	Technical Working Group
USAID COMPETE	Advancing Philippine Competitiveness Project of the United States Agency for International Development
VAW	violence against women

MESSAGE FROM THE SECRETARY OF THE DEPARTMENT OF ENERGY

Republic of the Philippines

DEPARTMENT OF ENERGY
Energy Center, Rizal Drive cor. 34th Street, Bonifacio Global City, Taguig

The Philippines is evolving dynamically as productivity of women and men is evidently making a positive impact on economic development. As an effect of this development, the Energy Sector is also changing dramatically with the emergence of new policies, technologies, and infrastructure. Alongside the said transformation, creating a gender-neutral environment remains to be a great challenge.

We take pride that the DOE-Gender and Development Committee, led by Undersecretary Loreta G. Ayson, CESO I, rose to the challenge by initiating the development of this DOE Gender Toolkit for the Energy Sector.

With this toolkit, we hope to address the energy needs of both women and men better and more ergonomically, given the variations in the gender-related aspects of energy exploration, development, utilization, distribution, and conservation, with increased participation of women in the planning and management of the energy sector.

May this publication effect more positive changes in the industry and a more optimistic outcome for the nation as part of the government aspiration toward inclusive growth.

Again, *kudos* to the DOE-GAD and USAID Advancing Philippine Competitiveness (COMPETE) Project for all the hard work!

ZENAIDA Y. MONSADA
Secretary

MESSAGE FROM THE UNDERSECRETARY OF THE DEPARTMENT OF ENERGY

Republic of the Philippines

DEPARTMENT OF ENERGY
Energy Center, Rizal Drive cor. 34th Street, Bonifacio Global City, Taguig

It is with great pride that the Gender and Development Focal Point System (GAD-FPS) presents this DOE Gender Toolkit for the Energy Sector, which is a significant outcome of the collaborative efforts of all the men and women at the Department of Energy (DOE).

Given the highly technical nature of work in the energy sector, there has always been a perception that the energy sector is a man's world. Hence, with the inception of the GAD-FPS, we have implemented programs that encourage women to pursue their careers and actively participate in the energy affairs of the nation. We are proud that we already have our first female DOE Secretary Zenaida Y. Monsada, who is a living proof of women's ability and competence in running the energy sector.

Aside from creating a gender-equal work environment, the GAD-FPS has helped in terms of consumer education and projects that empower both women and men, such as seminars on energy efficiency and safety, gender mainstreaming in the renewable energy projects, and wider acceptance of science as a field of study by female secondary-level students, among others. We also actively conduct gender-sensitivity briefings and write-shops to keep abreast of the latest trends in gender and development and be able to produce gender-neutral reference materials.

This toolkit is envisioned to change the landscape of the energy sector toward an era of active participation of men and women in pursuing a new engine of growth and development for the country. Likewise, we aim to address the challenges identified in this publication, such as the lack of access to energy services, the burden to women in terms of pollution and health issues, gender discrimination in employment and capacity building, and the minimal role of women in decision making on energy policies and programs.

We thank our Secretary, our colleagues from the DOE and our attached agencies (NEA, PNOC, Transco, PSALM, and NPC), and, most especially, the USAID-COMPETE for sharing

with us the expertise of Ms. Jeanne Frances I. Illo in developing this guidebook for the energy sector.

We hope this toolkit, along with all the past achievements and our continuing GAD programs, will serve as a legacy for the future generation of GAD advocates and project implementers who value highly the contributions of both women and men to sustaining a progressive and economically sound nation.

LORETA G. AYSON, CESO I
Undersecretary and Chairperson
DOE-GAD Focal Point System

MESSAGE FROM THE EXECUTIVE DIRECTOR OF THE PHILIPPINE COMMISSION ON WOMEN

Office of the President PHILIPPINE COMMISSION ON WOMEN **Malacañang, Manila**

Women, particularly those living in poverty, are the primary consumers of energy at home. They are likely to know how energy is used and conserved, as they are the ones burdened to gather wood for fuel and to find other energy sources to be able to provide care and food for the whole household. This responsibility is often at the expense of their health and livelihood activities.

Although sometimes not recognized, women also play an active role in implementing energy programs and projects. Thus, it is necessary that women's voices are heard and considered in plans and programs concerning energy and its renewable sources because these affect them in immediate and practical ways.

The Philippine Commission on Women (PCW) congratulates the Department of Energy (DOE) on developing this Gender Toolkit for the Energy Sector. The PCW also welcomes the efforts of the DOE to encourage young women and girls to venture into geo-sciences, technology, engineering, and related disciplines. These DOE initiatives are very timely, now that the new Sustainable Development Goals (SDG) have been adopted. It is a step toward achieving two goals — SDG 5: Achieve gender equality and empower all women and girls; and SDG 7: Ensure access to affordable, reliable, sustainable, and modern energy for all.

With our commitment to the achievement of SDG 5 and 7, we look forward to the DOE's active engagement in turning awareness of gender issues into tangible results that address the different needs of women and men when it comes to energy infrastructure, technology, and services through gender-responsive planning and budgeting.

Again, congratulations! Your ENERGY will take you far!

Emmeline Verzosa

EMMELINE L. VERZOSA
Executive Director

MESSAGE FROM THE MISSION DIRECTOR OF USAID/PHILIPPINES

Congratulations to the Department of Energy on the publication and launch of the Gender Toolkit! This toolkit will help the Department and the energy sector to respond effectively to gender issues and to bolster equal rights, equal opportunities, and shared responsibilities between men and women in their country's development.

We at the United States Agency for International Development are grateful to the Department of Energy for allowing us to be your partner in this groundbreaking initiative. We strongly believe that investing in gender equality and women's empowerment can unlock human potential on a transformational scale. Globally, we have been working with our partners to advance women's rights, ensuring that the initiatives we support promote gender equality and women's empowerment, and help reduce gender gaps that hinder development.

The Philippines can only become a more stable and prosperous nation when growth in all sectors is truly inclusive. If men and women are given equal opportunities to participate in the governance and implementation of plans, policies, and programs, the country and its citizens will benefit greatly from those enhanced contributions.

We join the rest of the energy sector stakeholders in expressing support to the Department of Energy. The United States Government is your committed partner in this endeavor.

Susan K. Brems

SUSAN K. BREMS, Ph.D.
Mission Director
United States Agency for International Development/Philippines

INTRODUCTION

The advocacy for gender equality and women's empowerment in the Philippines got a boost from the 1987 Philippine Constitution, which was signed into law by the first woman to hold office as the 11th President of the Republic of the Philippines, Corazon C. Aquino. Under the Constitution, the State recognizes the "role of women in nation building" and commits itself to ensuring "fundamental equality before the law of women and men" (Article II, Section 14).[1] This broadened the discourse of gender equality beyond the "equal work opportunities regardless of sex, race, or creed" provision of the 1973 Constitution (Article II, Section 9).[2]

The 1987 Constitution paved the way for at least two important laws: Republic Act (RA) No. 7192, or the Women in Development and Nation Building Act, which was signed into law in 1992; and RA 9170, or the Magna Carta of Women, which was signed into law in 2009. These promote women's participation and representation in political and other decision-making bodies and processes, recognize gender mainstreaming (or integrating gender equality and women's concerns) in government as an implementation strategy, and provide the basis for the inclusion of a gender and development (GAD) budget in the national budget law, which began with the 1995 General Appropriations Act. Since then, the Philippine Government has issued guides on how to prepare the GAD budget, the most recent of which is articulated in Joint Circular (JC) No. 2012-01 of the Philippine Commission on Women (PCW), the National Economic and Development Authority (NEDA), and the Department of Budget and Management (DBM). One of the new features of the 2012 GAD budget policy is the use of a GAD tool, the Harmonized Gender and Development Guidelines, which was developed by NEDA, PCW, and the Official Development Assistance Gender and Development (ODA-GAD) Network.

To help implement the Magna Carta of Women and conform to the new GAD budget policy, the Department of Energy (DOE) — a government agency that was created by virtue

[1] http://www.gov.ph/constitutions/1987-constitution/#article-ii

[2] http://www.comelec.gov.ph/?r=References/RelatedLaws/Constitution/1973Constitution

of RA 7638 — endeavored to make its programming more inclusive, addressing the gender concerns of women and men. In October 2014, it sought technical assistance from the Advancing Philippine Competitiveness Project of the United States Agency for International Development (USAID-COMPETE) in developing its own gender toolkit, which would include a GAD design checklist for energy-sector programs and projects, a hitherto gap in the HGDG. The energy-sector GAD checklist would then be the contribution of DOE and USAID COMPETE to the HGDG.

ABOUT THE TOOLKIT

Contents

The DOE Gender Toolkit primarily aims to provide DOE, its bureaus, attached agencies, and offices with guides and reference materials on how to make their operations and programs more aware of, and responsive to, the gender concerns of their internal and external clients.

The toolkit consists of four parts. The first presents the GAD strategic framework for DOE, which affirms the Department's role in recognizing, protecting, promoting, and fulfilling the right of women and men to equal opportunities and participation in the energy sector. The framework also adopts gender mainstreaming as an overarching strategy for realizing the Department's GAD vision and mission. It recognizes, however, that temporary measures may be needed to improve the access of women and marginalized groups to energy resources, products, and decision-making processes. These are captured in the Department's GAD goals and in the summary GAD Agenda for 2015–2020. The detailed GAD Agenda — in the form of a matrix of goals, strategies, interventions (programs, activities and projects, or PAPs), and indicators — is found in Annex A.

The second part focuses on how to integrate the twin GAD goals of gender equality and women's empowerment in energy-sector policies, plans, programs, and projects. The guide encompasses the broad areas of energy-sector policies and planning but covers in greater detail the key stages of program or project development: stakeholder consultations, definition of the energy-sector development problem, and design of the intervention. Gender integration requires attention to the different concerns at each stage. Design of stakeholder consultations should enable the participation of women and women's groups and capture the voice of women and other hitherto unheard groups. The identification of relevant gender issues and concerns should be a critical part of the situational analysis, the definition of the development problem, and the review of the designed project. Finally,

project purpose, outcomes, outputs, activities, and inputs should involve resolving gender issues or achieving results that would contribute to the realization of DOE's GAD goals.

The GAD checklist for the energy sector constitutes the third part of the toolkit. It summarizes the discussions in the second part and offers a checklist box for rating the gender sensitivity or responsiveness of the design of energy-sector programs or projects.

The fourth part takes up concerns around mainstreaming a gender perspective and integrating GAD goals in the main business of DOE and its bureaus, attached agencies, and offices. The guide draws heavily from the Gender Mainstreaming Evaluation Framework (GMEF) of PCW. While the second and third parts center on client-level gender issues, the GMEF is used to ascertain the level of an agency's gender mainstreaming efforts and identify organization-focused issues that need to be addressed to make progress.

Users of the Toolkit

The toolkit is intended principally for planners and proponents of programs and projects at DOE and its bureaus, attached agencies, and offices. But it can also be a guide to policymakers and a useful reference for other stakeholders, such as the academic community, research institutions, and donor agencies that fund energy-sector projects.

The GAD checklist in Part 3 can serve as a summary guide for designing energy programs or projects, with project proponents, planners, or designers as the main users. It can be used further as an assessment tool by members of the GAD Focal Point System (GAD-FPS), who are tasked to prepare the GAD budget of the Department, its attached agencies, bureaus, or offices. The energy-sector GAD checklist, in particular, can help them ascertain how well-designed programs or projects address relevant gender issues or are likely to contribute to the achievement of DOE's GAD goals. They can also use the checklist for GAD budget attribution purposes.

DOE'S GENDER JOURNEY

As a responsible advocate of women empowerment, DOE embarked on its gender mainstreaming journey in 1996. One of its early initiatives was to create its GAD-National Focal Point (NFP), also known as GAD Focal Point System (GAD-FPS), through Department Order No. 96-07-012. The GAD group was headed by Assistant Secretary Flordeliza M. Andres. She was later succeeded by Director Teresita M. Borra of the DOE-Energy Policy and Planning Bureau. From the beginning, Undersecretary Loreta G. Ayson has been active in DOE's GAD mainstreaming efforts in various capacities until her retirement in 2015.

To implement the Department's GAD programs and projects effectively, GAD-NFP members and DOE personnel were capacitated through in-house training programs on gender mainstreaming, gender sensitivity, and gender responsiveness as well as various briefings conducted by then National Commission on the Role of Filipino Women (NCRFW; now Philippine Commission on Women, or PCW).

Organization-focused GAD Programs

In 1997, the GAD-NFP sponsored the establishment of employee-focused programs. Noteworthy of these were support for the initial operation of the DOE Day Care Center, the first to have earned a five-star rating from the Department of Social Welfare and Development (DSWD), and the conduct of livelihood training courses for interested female and male employees. Five years later, the operation and maintenance of the day care center was fully institutionalized and the DOE regular budget began covering its costs. In recent years, the GAD-NFP has also successfully integrated gender and women's concerns in key policies of the Department, such as the *Philippine Energy Plan, 2012–2030*.

Client-focused GAD Programs

Advocacy and Training

In addition to organization-oriented initiatives, GAD-NFP embarked on a series of client-focused programs. In 1998, it launched information, education and communication (IEC) campaigns on energy efficiency and conservation and on safety issues affecting women and men, but in different ways. Collectively known as "Energy Safety Practices & Efficiency Measures (ESPEM)," the campaigns had since gained public recognition, as these expanded beyond their initial focus on national agencies in the National Capital Region (NCR), to other line agencies, local government units, barangays, subdivisions and villages, schools, associations, and cooperatives nationwide. Through these, the DOE sought to dispel the public's narrow view of its function — simple announcements of oil price increases and rollbacks — and introduced its broader mandate of ensuring energy security, optimal pricing, and sustainable energy systems.

IEC on ESPEM

In 2010, GAD-NFP aggressively pursued more information campaigns, including "Safe LPG and *Bote-bote,*" which aims to disseminate information on safety practices in handling petroleum products, such as liquefied petroleum gas, or LPG (mainly used in cooking), and gasoline. Another initiative involves building the capacity of female mechanics through skills training in auto-LPG conversion. Added to these is support for the publication of *The Compendium of Energy Laws and Issuances*. This four-volume publication compiles energy-related regulations that are expected to benefit energy stakeholders, researchers, students, and other clientele of the Department. This, however, needs a companion piece that analyzes the laws and issuances as to their gender dimensions and effects.

IEC on liquefied petroleum gas

Renewable Energy

In 2010, GAD-NFP partnered with the Mariano Marcos State University (MMSU), an Affiliated Renewable Energy Center (AREC) in Ilocos Norte, in implementing "Gender Mapping of Men and Women about Renewable Energy in Northern Philippines." Covering localities in Ilocos and Abra, this project was implemented at the Immaculate Heart of Mary Abbey (IHMA), a Benedictine institution in Vigan City in Ilocos Sur, which owns a poultry and piggery enterprise on its 5.0-hectare lot. The MMSU provided IHMA with a 5-KVA biogas generator to process poultry and piggery waste, while the DOE counterpart included the construction of a 232-cubic-meter biogas digester that now sits on the abbey, as well as technical assistance.

Biogas digester

The alternative energy project was designed to address the rising or fluctuating price of fuel for cooking, particularly LPG, denudation of forests for fuelwood, and government's call to utilize renewable energy resources. When operational, the biogas digester supplies the community of nuns with energy for domestic cooking and their catering and canteen

operations. It is also their source of power for light and appliances in the monastery (e.g., freezer, water dispenser); as well as for lighting in the piggeries, helping ensure the pigs respond to the light cycles of day, and for the electric fans, keeping the areas well ventilated and making the sows comfortable, especially during farrowing.

BNEK award

In 2012, the Freedom Project 2012 of the Friedrich Naumann Foundation for Freedom Philippine Office conferred first runner-up award to the Benedictine Eucharistic King Missionary (which has jurisdiction over IHMA) for the project on biogas for cooking and power generation. The panel of judges consisted of former Isabela Governor Grace Padaca as chair (who is now Commission on Elections Commissioner) and Dr. Julio Teehankee, Associate Professor at De La Salle University (DLSU), and Lito Arlegue, Executive Director of the Council of Asian Liberals and Democrats (CALD), as members. Freedom Project 2012 aimed to promote initiatives on good governance, participatory democracy, human rights, and competition that exemplified freedom.

Girls and Science, Girls in Science

Girls and Science, Girls in Science

In 2011, the GAD-NFP launched another innovative project, "Girls and Science, Girls in Science," which seeks to encourage third- and fourth-year high school girls from selected science schools to enroll in courses related to the geosciences, engineering, and related disciplines. In 2013, this project gained ground in some parts of the country, opening various opportunities for female students to pursue science courses. It could thus serve as a first step in increasing the future supply of female engineers, geologists, and the like.

With more projects lined up in the coming years, the GAD-NFP or GAD-FPS continues to beef up its efforts to provide equal opportunities to women and men not only in the workplace and DOE attached agencies but also in all DOE partners and stakeholders that are genuinely committed to mainstreaming gender in their plans and programs.

PART 1
DOE GENDER AND DEVELOPMENT STRATEGIC FRAMEWORK

The DOE GAD strategic framework is anchored in the mandates of DOE and the gender policy of the Philippine Government, which promotes the twin goals of gender equality and women's empowerment.

GAD VISION

Men and women equally contribute to and benefit from an ideal state of greater energy access for inclusive growth.

GAD MISSION

We, at the Department of Energy, commit to effect institutional change by promoting and providing equal rights, opportunities, and shared responsibilities among men and women through mainstreaming gender and development in the energy-sector policies, plans, programs, and projects.

GAD GOALS

1. Enhanced gender mainstreaming at DOE and its attached agencies that will help achieve gender equality and women empowerment in the energy sector.
2. Increased/equal access of women and men to modern energy technology, goods, and services.
3. Increased participation of women in energy-sector consultation processes, community organizations, and decision-making bodies.
4. Gender-balanced employment in the energy sector.

THE GAD AGENDA FOR 2015–2020

To achieve the goals directed at both DOE as an organization and its various clients, the Department seeks to strengthen its gender mainstreaming strategy by addressing key issues

related to policy, people, enabling mechanisms, and its programs, activities and projects (PAPs). The DOE GAD Focal Point System (GAD-FPS) has created a five-year GAD Agenda (see Annex A for the agenda matrix) to guide the application of the GAD strategic framework to DOE operations and programs. These not only identify key issues at both organizational and client levels but also specify the expected outcomes and outputs from the gender mainstreaming initiatives.

Summary of the DOE GAD Agenda, 2015–2020
Organization-focused
Policy Issue: Lack of DOE policies for full integration/mainstreaming of GAD in DOE programs, activities and projects (PAPs)
GAD Strategy: Review and, if needed, develop and strengthen policies to support full integration/mainstreaming of GAD in PAPs of DOE and energy agencies
Key Outcome: Improved integration of GAD in the PAPs and services of DOE and the energy sector by 2020
Key Outputs:
• GAD Agenda or Strategic Framework
• Policies addressing gender needs and bridging gender gaps between and among external and internal clients
• Policies to integrate or mainstream GAD in, and capture gender equality results of, the PAPs of DOE and energy agencies
People Issue 1: Limited capacity to develop and implement gender-responsive policies and programs, particularly in connection with the DOE implementation of relevant provisions of the Magna Carta of Women (MCW)
GAD Strategy: Build and strengthen the capacity of the DOE Management Committee (ManCom), GAD Focal Point System (GAD-FPS), and DOE staff on the MCW and on GAD tools and their application
Key Outcomes:
• Increased awareness/appreciation among female and male DOE management and staff of the MCW and the need to address relevant gender-related issues
• Improved delivery of GAD training by DOE GAD-FPS
Key Outputs:
• Female and male DOE staff trained in the MCW and in GAD concepts and tools
• Trained members of DOE GAD-FPS who could conduct training in the DOE Gender Toolkit and GAD issues

Summary of the DOE GAD Agenda (cont.)
People Issue 2: Low percentage of female engineers and technical workers at DOE, its bureaus and attached agencies, and electric cooperatives (ECs)
GAD Strategy: Increase intake by DOE, its bureaus and attached agencies, and ECs of female engineers and technical personnel through advocacy/consultations, policy, and monitoring of conformance to the policy
Key Outcome: Higher proportion of female engineers and technical staff to total engineers and technical staff, by energy agency
Key Outputs:
• Policy memorandum on increased intake of female engineers and technical staff, with specific target by 2020
• Energy-sector agencies reached by consultations and advocacy activities
Database Issue: Lack of sex-disaggregated database, including gender statistics, on organizational operations and at program and project levels
GAD Strategies*:* Issue internal policy requiring submission of sex-disaggregated participation and benefits data and other relevant gender statistics from bureaus and services; and develop capacity to establish/strengthen, maintain, and utilize the sex-disaggregated database for planning and programming
Key Outcomes:
• Increased utilization by DOE bureaus and services of the sex-disaggregated database for planning and programming
• Better integration of gender concerns in DOE plans, programs, and projects
Key Outputs:
• Internal policy on the capture, submission, and integration of sex-disaggregated data in DOE databases
• Sex-disaggregated data integrated in project and organizational databases
• Female and male DOE employees trained in capturing sex-disaggregated data, including gender statistics, establishing or maintaining sex-disaggregated database, and utilizing the data for gender analysis
Development Programming Issue: Low level of gender sensitivity of projects
GAD Strategies: Develop and apply the GAD design checklist and toolkit for the energy sector, and apply the project implementation, management, monitoring and evaluation (PIMME) checklists of the Harmonized GAD Guidelines (HGDG) to ongoing programs and projects
Key Outcome: Increased percentage of DOE programs and projects that are rated at least gender-sensitive

Summary of the DOE GAD Agenda (cont.)
Key Outputs:
• GAD design checklist and toolkit for the energy sector
• Female and male DOE planners and proponents trained in the application of the GAD design checklist and toolkit and the PIMME checklist
Client-focused
Issue 1: Limited capacity of ECs to take advantage of, and promote gender equality in, opportunities and productive assets provided by grid intensification and solar technology
GAD Strategy: Issue policy memo instructing ECs to increase their intake of female engineers and technical workers, and to provide female engineers with the same opportunities as male engineers to be trained in solar technology
Key Outcomes:
• Increased capacity for applying solar technology among female and male engineers in ECs
• Improved sex ratio among engineers and technical workers in ECs
Key Outputs:
• Policy memo instructing ECs to increase intake of female engineers and technical workers
• Inclusion in the National Electrification Administration (NEA) GAD plan and budget of training of EC female and male engineers in solar technology, with application to GAD issues
• Training module on solar technology, with application to GAD issues
• Female and male engineers trained in solar technology, with application to GAD issues
Issue 2: Low participation of women in associations and in the management and repair and maintenance of community-level energy facilities
GAD Strategy: Institutionalize equal participation of women and men in the community organization, and in the maintenance and servicing of Renewable Energy Systems (RES)
Key Outcome: Increasing proportion of women among community association members who are capable of and actually maintaining and servicing RES
Key Outputs:
• Guides for ECs and energy projects to the formation of energy-related community associations, in order to promote better women's representation
• Women and men trained in the maintenance and servicing of RES
Issue 3: Lack of focus on women as potential advocates of energy safety, efficiency, and conservation measures, resulting in women's limited visibility in energy-related consultations, training, and information, education and communication (IEC)sessions, and in advisory or decision-making bodies formed through the implementation of energy projects

Summary of the DOE GAD Agenda (cont.)
GAD Strategy: Plan and promote increased participation of women in energy-related consultations, training, and IEC sessions, and in advisory or decision-making bodies
Key Outcomes:
• Increasing percentage of trained women who have become advocates of energy safety, efficiency, and conservation measures
• Effectiveness of trained women in conducting IEC sessions on energy safety, efficiency, and conservation measures
Key Outputs:
• Training program for women developed and implemented
• Women trained in the conduct of IEC sessions on energy safety, efficiency, and conservation measures
Issue 4: Greater risks to women from unsafe use of energy products, such as liquefied petroleum gas (LPG) and liquid petroleum products (LPPs); *bote-bote* selling; and other issues covered by the Energy Safety Practices & Efficiency Measures (ESPEM)
GAD Strategies: Establish level of awareness among women and men about the safe handling and use of specific energy products, raise awareness of women and men and of local government units (LGUs) through different media; and evaluate effects of the campaign
Key Outcomes:
• Increased awareness, particularly among women, of the safe handling and use of petroleum products
• Reduced incidence of accidents related to the unsafe handling and use of petroleum products
• LGU ordinances on the safe handling and use of petroleum products with gender content
Key Outputs:
• Report assessing level of awareness of a sample of women and men in selected pilot sites about the safe handling and use of energy products
• Communication strategies
• IEC and trimedia campaign materials
• Women and men trained in the new communication strategies and IEC materials
Issue 5.1: Focus on hiring of male workers for technical jobs among service providers in the petroleum industry/other service contractors
GAD Strategy: Mandate all service contractors to ensure women constitute at least 25 percent of their workforce for energy exploration, development, and production activities in the Philippines
Key Outcomes:
• Increasing percentage of compliance with the 25-percent rule among service contractors
• Increasing percentage of women hired for energy exploration, development, and production activities

Summary of the DOE GAD Agenda (cont.)
Key Outputs:
• Summary reports of jobs and skills requirements
• DOE Department Order on the 25-percent female hiring rule
• Guidelines for implementing the policy
Issue 5.2: Different risks faced by female and male members of the workforce/communities vis-à-vis the exploration and development of specific energy sources (coal, geothermal, oil) — male-dominated energy exploration and development workforce makes men more at risk to accidents and occupational health hazards; heavier work burden for women when their spouse or son gets sick or meets an accident
GAD Strategies: Minimize or eliminate worksite accidents and health hazards through the design of engineering and technology interventions; policy to promote safer engineering designs and technology; orientation of the private sector on the new policy and engineering designs and technology; and close monitoring of the implementation of the policy
Expected Outcomes:
• Rate of compliance (100 percent)
• Reduction of occupational safety and health hazards and accidents
Expected Outputs:
• Profiles of coal mines, their workers and affected households
• Engineering and technology designs
• Policy issuance
Issue 6: Fewer girls than boys in high school who are interested in pursuing science and technology (S&T) courses in college (e.g., geology, chemistry, engineering)
GAD Strategies:
• Conduct Girls and Science, Girls in Science Project (GiSP) workshops in at least two schools each in Luzon, Visayas, and Mindanao
• Monitor selected female and male GiSP participants
Key Outcome: Heightened interest among high school girls in the project sites in pursuing S&T courses, as shown by an increase in the percentage of GiSP participants who decided to pursue/are actually enrolled in S&T courses
Key Outputs:
• GiSP workshops conducted in at least two schools each in Luzon, Visayas, and Mindanao
• High school girls trained in or attended lectures on the importance of S&T as a future career

PART 2
INTEGRATING GENDER EQUALITY AND WOMEN'S EMPOWERMENT IN ENERGY-SECTOR POLICIES AND PLANS, AND PROGRAMS AND PROJECTS

The Department of Energy — specifically, the Energy Policy and Planning Bureau (EPPB) — is tasked to formulate and update the Philippine Energy Plan (PEP) and its complementary local energy plans, consistent with the Philippine Development Plan (PDP) and Regional Development Plans (RDPs) prepared by the National Economic and Development Authority (NEDA). The bureau exercises oversight functions, including monitoring and evaluation of the energy sector's performance vis-à-vis PEP targets and the sector priorities in the PDP and RDPs. As technical secretariat of the Project Review Committee (PRC), which is chaired by the Undersecretary in charge of Plans and Policy, the bureau is also mandated to ensure GAD is mainstreamed into the plans and programs as contained in the PEP, and a GAD dimension is incorporated into the locally funded and foreign-assisted project proposals submitted to and reviewed by the PRC.

An objective assessment of the line-up of projects being implemented at DOE in 2015, however, showed that almost all exhibited negligible, if not non-existent, consideration of possible GAD issues or dimensions. There are two related challenges to institutionalizing gender integration in energy projects. Many energy projects are upstream endeavors that do not lend themselves easily to gender analysis or even direct people-level benefits and issues. Where projects can be designed to be responsive to gender issues, there may be little capacity among DOE project proponents to incorporate GAD in their projects. The sector-wide application of the DOE Gender Toolkit for the Energy Sector should guide the DOE work units in achieving the goal of developing and implementing gender-responsive energy policies, plans, programs, and projects.

KEY GENDER CONCEPTS

Gender integration involves the identification and subsequent treatment of gender-based differences and inequalities in the formulation of policies and plans, and during program/project design, implementation, monitoring, and evaluation, in order to help

bring about gender equality and women's empowerment results. Taking gender into account usually, but not always, involves a focus on women. Why? Because women most often occupy a subordinate position in society or are the most marginalized in their communities. To reduce the gap between women and men, development policies, plans, and various interventions have designed and executed equalizing strategies that promote increased access to resources and opportunities for women (USAID 2010).

Gender is a social construct that refers to the relations between and among women and men based on their relative roles. It refers to attributes, constraints, and opportunities — economic, political, and sociocultural — that are associated with being male or female in a particular society or culture. In the Philippines, gender-related norms and expectations can vary by age, ethnicity, faith, class, and the like. Moreover, how society or culture "constructs" gender can change over time. Hence, gender roles, access and control of women to resources, and constraints and opportunities have to be investigated before designing a program or project. While "gender" has long been viewed as either female or male, this concept has, more recently, been expanded to include other identities, such as lesbian, gay, bisexual, or transgender, collectively called the LGBT community. In this toolkit, however, the focus remains on gender as female or male.

Gender socialization is the transmission of social or cultural prescriptions about being male or female in a particular society or culture. It refers to how females and males are taught (and learn) how to behave, what to expect as "their due," how to relate with people (particularly the opposite sex), and where they can go or not go. There are various socialization agents, such as the family, church, school, media, peer group, and tribe. Some agents may be less traditional than others. Hence, actual gender roles may depart from the traditional. It is important to note that women and men are not mere recipients of culture. They can reinterpret, rewrite, or reshape culture as part of their exercise of agency.

Some of the key concepts often used in connection with GAD goals are:

Gender equality and equity: Gender equality is, simply, the equality between women and men, girls and boys. Genuine equality, however, means more than parity in numbers or having laws on the books. Rather, it involves "expanding freedoms and improving overall quality of life so that equality is achieved without sacrificing gains for males or females" (USAID 2012, 3). More formally, the Magna Carta of Women defines **gender equality** as the "principle asserting the equality of men and women and their right to enjoy equal conditions realizing their full human potentials to contribute to and benefit from the results of development." Meanwhile, **gender equity** refers to temporary special measures — in the form of policies, instruments, programs, services, and actions — that "address the

disadvantaged position of women in society by providing preferential treatment and affirmative action" (Rule II, Sections 7(H) and 7(I), RA 9710).

Women's empowerment or, more broadly, female empowerment pertains to women and girls being able "to act freely, exercise their rights, and fulfill their potential as full and equal members of society" (USAID 2012, 3). There are two routes to empowerment: from within, or individuals empowering themselves; or through creating conditions (by cultures, societies, and institutions) that facilitate or undermine the possibilities for empowerment.

Agency and voice: These two interrelated concepts are aspects of empowerment. Agency is "being able to make decisions about one's own life and act upon them, to achieve desired outcomes free of violence, retribution or fear," while voice is "being able to speak up and be heard, and to shape and share in discussions, discourse and decisions" (The World Bank 2014).

Levels of gender equality and women's empowerment: Following Sara Longwe, as cited in the "Harmonized Gender and Development Guidelines for Project Development, Implementation, Monitoring and Evaluation," gender equality and women's empowerment can be conceived as occurring at different levels (NEDA 2014, 5). To bring about these twin goals, gender gaps need to be addressed at each level.

- *Welfare*: addressing the material and physical well-being of women and men, girls and boys, or achieving improvement in the physical condition of women and girls.
- *Access*: ensuring resources, services, and facilities are made available to women and men. Because women's entitlements are generally more limited, empowerment here means greater access of women to resources, services, and facilities.
- *Conscientization*: challenging the existing gender division of labor or questioning the beliefs that women's lower socioeconomic status, unequal gender relations, and the traditional gender division of labor are part of the natural order. Empowerment means recognizing that gender gaps and women's subordination are not the natural order of things, but are results of a system of discrimination that is socially constructed and imposed, one that can be altered.
- *Participation*: addressing the inequality between women and men in community organizations, management positions, and the like. Empowering women means making them equal with men, who are actively involved in the development process.
- *Control*: confronting the unequal power relations between women and men, particularly in decision making (voice). Women's empowerment entails greater women's participation in decision making, which results in increased control over

factors of production, ensuring women's equal access to resources and the distribution of benefits. Gender equality at this level implies a balance of power between women and men, so that neither is in a position of dominance.

INTEGRATING THE DOE GAD GOALS IN ENERGY POLICIES AND PLANS

The GAD strategic framework of DOE and the energy sector underlines the centrality of gender equality and women's empowerment in their vision, mission, and goal statements. The challenge of integrating gender in energy sector policies and plans can begin from these (see tips in the box to the right).

The challenges in incorporating GAD in DOE policies, plans, and programs are many. Among these are:

1. how to strengthen the roles and responsibilities of DOE bureaus and services to mainstream GAD in DOE policies, plans, and programs;
2. how to develop gender-fair energy policies, plans, programs, and projects; and how to incorporate GAD in the DOE vision and mission; and
3. what monitoring instruments can be developed to effectively track the impact of energy policies, plans, programs, and projects on men and women.

Tips on Integrating GAD in Energy Policies and Plans

1. Incorporate in the energy sector's vision of inclusive growth and greater energy access the recognition that women and men could equally contribute to and should benefit from these outcomes.
2. Formulate energy policies to promote equal access to energy-sector products, technologies, and opportunities as these policies seek to address other issues and goals.
3. Involve women and women's groups in policymaking and planning, and base policies and plans on an analysis of their situation in terms of their needs, safety, and access to energy for their productive and reproductive roles.
4. Monitor how a policy or plan is responding to or addressing the gender needs of women and men as part of the monitoring of the implementation and impact of a policy or plan.

The first challenge — strengthening roles and responsibilities — is one of the foci of the GAD Agenda of the Department and the energy sector for 2015 to 2020. The DOE GAD-Focal Point System (GAD-FPS), however, may also consider several courses of action to further ensure bureaus and services can contribute to mainstreaming of the GAD vision, commitment to gender mainstreaming, and achievement of the GAD goals (see box below).

The tips in the box above partly address the second challenge but apply particularly to the integration of GAD in DOE's strategic framework and the update to the PEP. These two

documents are important gender mainstreaming points, as these set the directions of energy-sector policymaking, planning, and programming. However, the tips for the two instruments and the processes employed to craft these could also be made to apply to other policies, plans, and programs of DOE, its bureaus, services, and attached agencies.

Beyond Training, Toward Institutionalization
1. Include addressing relevant gender issues and concerns in each work unit's plans, programs, and activities.
2. Adopt a policy requiring each work unit to contribute to the achievement of the DOE GAD goals through its policies, plans, programs, projects, and activities.
3. Incorporate contributions to, or participation in, gender mainstreaming as part of periodic rating of personnel performance and of promotion.

There are at least two other valuable planning tools that should be made more gender-sensitive: the Major Final Outputs of DOE and the planning tool of the Office of the Cabinet Secretary (CABSEC). The planning tool contains the three-year Performance Target of the Secretary in implementing the Presidential priorities, which in the case of DOE (as of 2015) are household and *sitio* (sub-village) electrification and scaling up of renewable energy development. Recasting these, however, will require advocacy with the Department of Budget and Management (DBM) and the Cabinet, not only by DOE but also by the Philippine Commission on Women (PCW).

Tips on Monitoring and Assessing Gender Mainstreaming Results of Policies, Plans, and Programs

1. Identify the GAD result that the policy, plan, or program seeks to produce.
2. Set a target (such as a certain increase in percentage, sex ratio, or rate of compliance) for this result at various monitoring points (quarter, yearend).
3. Select an indicator that will capture this GAD result, and specify how the change will be measured.
4. Involve women and women's groups in the monitoring and evaluation of the GAD result.

The monitoring of gender mainstreaming by DOE, its bureaus, services, and attached agencies should be guided by the PCW Gender Mainstreaming Evaluation Framework (GMEF), which is the focus of Part 4 of this toolkit. Nonetheless, the DOE may ask additional questions to test the appropriateness and effectiveness of its gender mainstreaming efforts. By appropriateness is meant that the policy and planning interventions match the gender issues and the GAD goals the agency wishes to address. For instance, if the absence of sex-disaggregated data is seen as a constraint to planning and programming, the interventions may include not merely setting up the

database but also providing policy cover for the capture, storage, and utilization of sex-disaggregated data and gender-related information. The policy cover can consist of a memorandum order instructing all bureaus, services, and attached agencies to collect information on female and male beneficiaries, participants, workers, and the like, that will enable DOE to plan programs, projects, and activities that will improve the gender equality or equity situation in the organization and its programs. The data will also enable DOE to monitor the effectiveness of the policy or plan in achieving the GAD goals it has set for itself, or, more broadly, in promoting gender equality and women's empowerment.

Some of the questions DOE may want to ask are:

1. Is the current application of gender mainstreaming tools in DOE's policymaking, planning, and programming helping promote the GAD goals DOE has set for itself? What needs to be improved?
2. How does the implementation of DOE policies, plans, and programs affect their responsiveness to gender needs, issues, or concerns? What needs to be revisited, changed, or improved — the policy, plan, or program itself; capacities to plan or to implement; or implementation processes — to bring about the desired GAD goals? Are these reflected in the GAD plan and budget of the agency?
3. How does periodic monitoring of progress and results affect the effectiveness of policy, plan, or program implementation to produce the desired GAD goals or results? How are the GAD results reflected in the GAD accomplishment report? Do these improve the utilization of the GAD budget?
4. Is there an assessment of the performance of each personnel involved in energy policymaking, planning, or implementation, monitoring, and evaluation to help integrate gender equality and women's empowerment in the development planning cycle? How is the assessment being done? How are the assessment results used?

INTEGRATING GAD GOALS IN ENERGY PROGRAMS AND PROJECTS

Setting Program/Project Focus: Stakeholder Consultations

Program and project identification, development, and design is the phase of the development cycle in which the agency or proponent generates information to surface key development issues that need to be addressed, and how these specific issues and problems can be addressed. The process may be participative or consultative, or not. The degree of public or stakeholder participation, however, may vary, depending on the strategy used. Nonetheless, the following points need to be remembered to ensure women's views and

experiences are solicited, as well as the men's, about the uses of energy, knowledge of the proper use and handling of energy products, and new energy technologies and services.

- *Who should be invited to consultation meetings or included in needs assessment surveys?* Generally, the relevant stakeholders or groups that would be affected or are being affected by an energy-related problem or issue should be consulted or should participate in the definition of the problem and the search for (socially) viable solutions.[1] Each group would consist of different interest subgroups based on interconnected categories, such as economic activity, location (center, rural, or off-grid), and gender, ethnicity, and income class, among others.

- *How should the meetings be organized or the interviews set up?* There are three ways to handle women's participation, particularly in consultations: (1) have women and men represented in each of the other groups (occupation, location, ethnicity, income class), on the assumption that the needs and concerns of women living in poverty might be different from those of similarly situated men; (2) when meeting with each stakeholder category, meet with women and men separately, especially where men tend to dominate discussions; and (3) have women from different categories compose a separate group. The third might be the most socially viable strategy in areas where cultural norms exist about unrelated females and males being in the same room, or where women's voices in public discussions are often muted.

- *What questions should or could be pursued with each group of stakeholders?* The questions could vary and could cover sources of energy available to women and men for their gender-specific uses and energy gaps that need to be filled, acceptability of proposed tariffs, knowledge and practices pertaining to energy conservation and efficiency, willingness to participate in new energy technologies, and the like. The list of gender analysis questions per energy subsector in the next section gives an idea of what questions to pursue. A sample list of questions, used in a previous DOE research, is also contained in the box, below.

[1] Why is it important to identify the needs of mixed groups of women and men? An example can be drawn from the transportation sector. In surveying public opinion on urban transportation in Wuhan, China, a World Bank Project covered mixed groups of men and women, and documented gender differences in the frequencies, type, and purpose of mobility in five cities. The case study noted that "women relied most heavily on walking, cycling, and public transport and that they mainly traveled to make a living. In identifying transport issues, women respondents placed major emphasis on safety and security, and expressed more dissatisfaction than men with most existing transport conditions, particularly intersection safety, sidewalk quality, streetlights, pavement condition, and lack of bicycle lanes. This drew planners' attention to the different concerns and priorities of men and women. The study resulted in shift of emphasis to secondary road improvements, traffic management, and stronger attention to sidewalks and pedestrians' needs, street lighting, and public transport services" (ADB 2013, 53).

Gender Mapping of Women's and Men's Knowledge: Surfacing the Knowledge Gap
1. What knowledge has been generated in (STATE SPECIFIC AREA) by women/men, but may be irrelevant or inadequate to apply/adopt in other areas (such as technology, policy, etc.)?
2. What existing knowledge is fragmented or unorganized to facilitate goal attainment through the enablers? Does this apply to women? Men? Both women and men? Why or how so?
3. Which knowledge is insufficient to facilitate goal attainment through the enablers? Does this apply to women? Men? Both women and men? Why or how so?
4. Which knowledge that does not exist may be useful in realizing the goal through the enablers?

Gender Analysis: Identifying Gender Issues and Concerns

Gender Analysis: Definition and Conceptual Building Blocks

Gender analysis is a systematic process of investigating key questions that will help one identify gaps, or differences that result in inequality or inequity between women and men, girls and boys, because of their being female or male in a particular age group in society; focus on issues arising from gender relations between females and males in a certain society or culture; and understand why these gaps or issues exist and persist.

Gender analysis can also be viewed as a process of considering how women and men and their social relations are affected by the way an organization operates, a development program is being implemented, or a policy is formulated and enforced.

A comparison of the condition or situation of women and men, girls and boys, can suggest **gender gaps** that may be essential to a better understanding of a problem, say, the low percentage of female engineers among the technical staff of energy agencies. Is this because there are fewer trained female engineers? Or, is it also because organizations or employers prefer male engineers? In 2009, the sex ratio among engineering graduates was 34 women to 100 men. So, there were indeed more male engineers. However, one should also investigate the female-to-male ratio among the engineer-applicants and among those hired. If the ratio of women to men hired falls much lower than 34:100, then one could begin suspecting gender bias at work.

The presence or persistence of gender gaps should be investigated to identify the underlying **gender issue**. Why do fewer women choose engineering as a career? Has it anything to do with a gendering of the field — and of engineering jobs — as masculine? This, however, is as much a supply issue (gendered career choices) as a demand issue, where preference for male engineers by employers reinforces the gendering of engineering.

Gender issues also arise from abusive gender relations, which underlie sexual harassment and other forms of violence against women; or where women and men are viewed as unequal because of their difference. The existing gender division of labor can raise two issues: women's unpaid work is not recognized or adequately supported; and the gender division of labor brings with it inequalities in amount of work inputs or benefits received by women and men. Meanwhile, access issues include women and men facing different opportunities to access, participate in, and control resources and benefits, possibly due to gender tracking or stereotypes.

Things to Remember When Doing Gender Analysis
Question Set 1: Gender roles, division of labor, gender norms
• What to note
– Gender gaps in workload in households (productive, care, community management) or in worksites ("soft" or "easy" jobs vs. "heavy" or "physically strenuous" tasks); often-cited multiple burdens of women
– How these gaps or the gender division of labor came about (or bases of the gender division of labor): cultural expectations from female (*pambabae*) and male (*panglalaki*) members of a culture or society due to perceived "feminine" and "masculine" attributes, gender notions of "frailty" and "strength"
– How gender differences in work affect valuation of work: unequal pay for equal work; unpaid care work; technologies, safety, drudgery
• What to ask
– What do women/girls, men/boys do? Why do they, not others, do these tasks? In an organization: how are tasks distributed between/among women and men?
– How do they presently do their tasks?
– What are the effects on women and men, girls and boys, of the way the activities have been distributed between/among them?
• How to proceed from the analysis
– Address gender-role stereotypes that affect valuation of work done by women/men; and how technologies can break down or reinforce gender gaps or stereotypes.
– Reduce drudgery or risks (or improve safety) in women's and men's worksites.
– Introduce nontraditional roles for women and men, and consider possible consequences.
– Promote support for unpaid care work.
Question Set 2: Access to and control of resources
• Concepts: access; control
– Access: Being able to avail oneself of an opportunity, or to utilize a particular resource, facility, etc.
– Control: Being able to exert power or authority to decide about the acquisition, use, allocation, or disposal of a resource, facility, or opportunity

Things to Remember When Doing Gender Analysis (cont.)
• What to note
– How resources are distributed between/among women and men and whether gender-based gaps exist between/among them
– What accounts for the differences in the way resources are made available to women and men
– How decisions are made over the distribution of resources between/among women and men
• What to ask
– What resources (education, training, credit or capital, services, or facilities) do women/men have access to, or been given access to? What are the conditions of access or use?
– What gender needs of women/men/girls/boys do available energy resources, services, or facilities address?
– Who (women/men) gets to decide who will get what (education, training, food, jobs, credit)? Why women/men?
– If there is an existing energy project in the area: Is the project minimizing or reinforcing gender-based biases? How?
• How to proceed from the analysis
– Address the bases of gender-based biases in access to resources and benefits, particularly those that will be distributed by the proposed project. If the basis of access/control is membership in a partner organization or in a group that will be formed by the project, then membership must be open to women and men.
– Ensure energy products or services being designed or opened will be available to both women and men.
Question Set 3: Constraints and opportunities
• Sources
– Individual "preferences"
– Social norms and conventions
– Institutions (particularly laws, market rules, faith)
– Program/project impositions
• What to note
– Existing participation and leadership patterns in community organizations
– Sources of constraints or inhibitors: laws, rules re qualifying for membership, access to resources, leadership
• What to ask
– How are women and men participating in projects, associations, or activities?
– What inhibit or prevent women/men from participating in these? From taking on leadership or decision-making roles?
– What inhibit or prevent women/men from gaining access to, or availing themselves of, productive resources or employment?
– What promote or support women's/men's participation in projects, associations, and activities? Access to productive resources and employment?

Things to Remember When Doing Gender Analysis (cont.)
• How to proceed from the analysis
– Promote participation of women in associations that will be formed or organized as part of an energy project.
– Actively provide opportunities for the capacity development of women to serve as champion, advocate, trainer, or leader in an energy project.

Data for Gender Analysis

Several points are worth remembering concerning data that will help understand the situation, needs, and views of women and men, girls and boys. The important thing to note, regardless of level or type of data, is that these provide separate information on women and men, girls and boys. Gender analysis requires information on and from women and men.

- *Level of data*. Information may be about individuals, households, communities or geographical areas, sectors, industries, or organizations. The choice of the level will depend on its relevance to the program or project development and design.
- *Sources of data*. The information may be collected purposely for the program or project being developed or designed ("primary data"), or may be extracted from secondary sources, such as government statistics (population distribution, labor force and employment, or time use, for instance), administrative reports or databases (human resources, project beneficiaries), or previous research studies conducted on the proposed project or in the planned project area.
- *Types of data*. The two broad categories of data used in gender analysis are quantitative and qualitative data. Quantitative data are those that can be measured, counted, or estimated, such as number of women/men employed in the energy sector, number of hours worked by women/men in particular household production or economic activities, kilowatt-hours consumed by female-headed/male-headed households, and the like. Qualitative data, on the other hand, are usually descriptive. Common examples are discussions of factors that underlie a listing or mapping of roles women, men, girls, and boys in a group are expected to or actually perform; energy sources that are available for them to perform their gender roles; and opinions or views solicited during public consultations or participatory assessment sessions. Any counting involves the number or percentage of women or men who, for instance, agree or disagree to the proposed tariff, or share a particular view about gender relations in the area.
- *Collection of primary data*. Data collection methods may be tailored to ensure women are given more voice and gender-specific data are obtained. These usually require

incorporating sex-disaggregated data or including key gender-related questions in data collection instruments, such as the Household Energy Consumption Survey, needs assessment, feasibility studies, and preparatory surveys. Sometimes, however, gender-related data are gathered purposively through focus group discussions or other group interviews. Examples of energy-adapted, gender-sensitive data collection strategies are (1) public community consultation and focus group discussions in affected areas held separately for women and men, scheduled at appropriate times to enable women's participation, with male and female facilitators, as appropriate (ADB 2013); (2) gender resource mapping (Thomas-Slater, Esser, and Shields 1993) to visually display community member perceptions of physical resources in their community, with links drawn to energy sources and uses by women and men; and (3) gender analysis matrix (GAM), a tool that has been used to facilitate community discussion on the (anticipated and emerging) impact on women, men, household, and community in terms of labor and time requirements, resources, and culture.[2]

Energy Subsector Gender Analysis Questions

Energy Resource Development: Coal and Nuclear Energy
DOE/Mining industry
1. Who usually inspects or monitors the exploration and mining activities? How many of them are women? Men? Why is the sex ratio so?
2. Do men and women have separate tasks when inspecting or monitoring exploration and mining activities? What tasks are different for women and men? What tasks are the same for women and men?
3. What problems have women encountered when inspecting mines (harassment or bullying, claustrophobia, no safe facilities for women, superstition, others)? How about the men?
4. Do men and women have equal opportunities to participate in local or international training programs?
Community
5. How do women and men in the affected communities view the proposed coal mining/nuclear energy project? What could explain the difference(s) in opinion?
6. What are the livelihood activities of households in the community? Of these, what are considered as women's livelihood activities? Men's livelihood activities? Why?
7. How are girls/boys involved in these livelihood activities?
8. For areas with operational coal mines, what were the livelihood activities of women/men before the opening of the mine?

[2] GAM was developed by Rani Parker, as discussed in Thomas-Slater, Esser, and Shields (1993, 36).

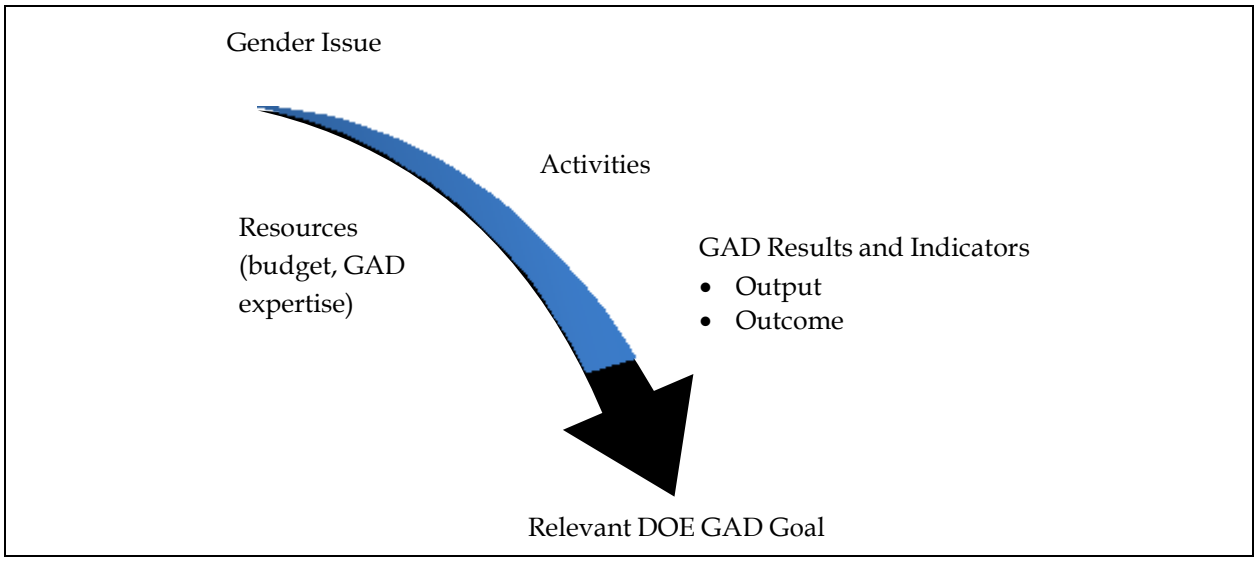
Energy Resource Development: Petroleum Resources
1. What are the skills and physical-strength requirements at different phases of the development of petroleum resources?
2. What are the job opportunities and constraints faced by technically qualified women in the industry?
3. What are the hazards to women/men in certain worksites, such as during drilling activities and heavy equipment operations; and working for 2 to 4 weeks in a harsh environment?
4. Who (women or men) has more confidence in making a firm decision during a critical stage of any given petroleum-related operations? Does a person's experience influence the decision making?
Renewable Energy—Household Electrification
The pre-design gender analysis questions in the renewable energy (RE) sector, especially for household electrification, consider two scenarios. One is a project in a new area; the other is an RE project where there were previous RE-related interventions.
Gender Analysis for New Projects
1. What are the current livelihood activities of women/men that utilize electricity?
2. What are the current activities of girls/boys that require electricity?
Analysis of the Gender Impact of an Ongoing RE Project
1. What new enterprises have been created by the introduction of RE sources? Did these include new enterprises for women/men? What are these?
2. How have the new enterprises changed the role of women/men in the household? In the community?
3. Operation and maintenance of the system: Who has received training? Who has access to the additional income from operation and maintenance activities? Why them?
4. Community organizing: Who get to be members of the group organized under the project? Why? Who are elected as leaders? What positions do female leaders hold? Male leaders? Why these positions?
5. What additional activities do boys have after the introduction of RE sources? What additional activities do girls have? Why the differences?
Rural Electrification
Assessment of Benefits of Existing Projects
1. Who benefits most from the power sector projects? Why them and not others?
2. How do these benefits affect women's condition in the area?

Rural Electrification (cont.)
3. What are the measures/processes employed to quantify these benefits?
4. Are there additional benefits derived from the projects that are not included in the projected benefits?
5. Are there women involved in the project? What are their roles/responsibilities? What is their level of participation?
Baseline
1. What fuels are used for lighting and other power-related activities in the household/ community?
2. What livelihood opportunities are present in the area?
3. Are women provided with appropriate information on various options and choices of fuel t provide energy services in the household?
4. Who decides on fuel choices/electrification options?
5. Are women consulted in decision making on fuel choices and possible fuel switching?
6. In the choice of electrification option, do women have access to financing support or credit facilities?
Energy Efficiency and Conservation (EE&C)
Project Scenario: Information, education and communication (IEC) campaign in the residential sector
Electric Consumption
1. How do female/male members of the household use electricity?
2. Who shoulders the household's energy/electricity bill? Why him/her? How much of his/her income goes to paying the bill?
3. What problems do women/men encounter in connection with electricity supply? Fuel supply?
4. Have women/men availed themselves of services from their electric utility or fuel supplier? Why or why not?
5. Is there any troubleshooter (electrician, maintenance service) to attend to emergency situations? Are they women or men?
Knowledge, Attitudes, and Practices
6. What energy conservation measures do female/male household members know?
7. Do they know how much savings they can generate from practicing energy conservation measures?

Energy Efficiency and Conservation (cont.)
8. Who in the household is most concerned with energy conservation? Who implements energy conservation measures in the household? Why them?
9. What energy conservation measures do female/male members practice? IF THERE ARE DIFFERENCES: Why?
Access to Information and Training Opportunities
10. Who usually gets access to information and training activities on energy conservation, wome or men? Why them? Who decides on who will attend these?
11. What needs of female/male household members can be addressed by information and training on energy conservation?
Participation in Energy Conservation Activities and Decision Making
12. How do male/female household members participate in energy conservation IEC activities? IF THERE ARE DIFFERENCES: Why?
13. What inhibits or prevents female/male household members from participating in energy conservation IEC activities?
14. What inhibits or prevents female/male household members from taking on leadership or decision-making roles in energy conservation campaigns?
15. What promotes or supports female/male household members' participation in energy conservation IEC/training campaigns, including training?
Downstream Oil Industry (DOI)
Gender Division of Labor
1. Who (female/male) are the target stakeholders of the project? Why them?
2. What gender needs (practical and strategic) of women and men in the DOI can the project address? Why these?
3. What is the division of labor (roles) of women and men in the DOI value or supply chain? What explains this gender division of labor?
Access to Resources
4. What were the available resources to women and men in different parts of the DOI value or supply chain prior to the project?
5. Who owns/operates/manages the DOI enterprises? Why them?
Participation in Decision Making
6. Who decides on matters regarding DOI? How do women/men participate in decision-making processes or mechanisms on DOI-related matter?

Gender analysis — which encompasses various stakeholder consultations, focus group discussions, and other information collection strategies — marks the beginning of a gender-sensitive program or project design trajectory. At the outset, gender issues or the gender dimension of an energy problem is identified. Is it lack of access among women in far-flung areas to safe and affordable energy sources? Or, is it very limited participation of women in community groups that will manage, operate, or repair solar energy systems? Or, is it lack of capacity among energy agencies to respond to these issues?

It could be a combination of issues, which requires a response that involves building capacities within the agency, as well as providing policy cover, guidance, and training to support the participation of community women in associations that will repair and maintain the energy system.



Incorporating GAD concerns in the project design

Articulation of Gender Results

Identifying a relevant gender issue or a set of issues is an important step toward a more gender-sensitive energy program or project, as this can suggest the GAD concerns that may be incorporated in project design. Knowing the existing gender-related conditions, what changes in the situation does a program or project want to bring about? Alternatively, what gender results can a program or project achieve as it addresses the key gender issues?

A gender result can be expressed in terms of a reduction of a gap that exists between women and men. Examples are improved representation of women among engineers and technical workers of DOE and its bureaus and attached agencies as well as electric cooperatives; increased participation of women in community associations that will be

formed or tasked to manage, repair, or maintain renewable energy systems; and equal access of women and men to energy sources, services, or technologies.

Gender outcomes can also be formulated in terms of zero-tolerance to sexual harassment in the workplace or project sites, enhanced awareness among policymakers or planners of gender issues in the energy sector, and developed skills in designing and implementing gender-responsive programs and projects.

A gender result can be integrated in the broader outcome of the program or project. For instance, in electrification programs that aim to contribute to the government's 90-percent electrification of households by 2017, one of the results (in DOE projects, "outputs") — "At least 450,000 un-electrified poor households provided with basic electricity service through the implementation of the grant assistance fund" — can be restated by inserting a target of female-headed households among the poor households. This will require an intervention/ activity that will generate information on male or female headship of households among the relevant subpopulation.

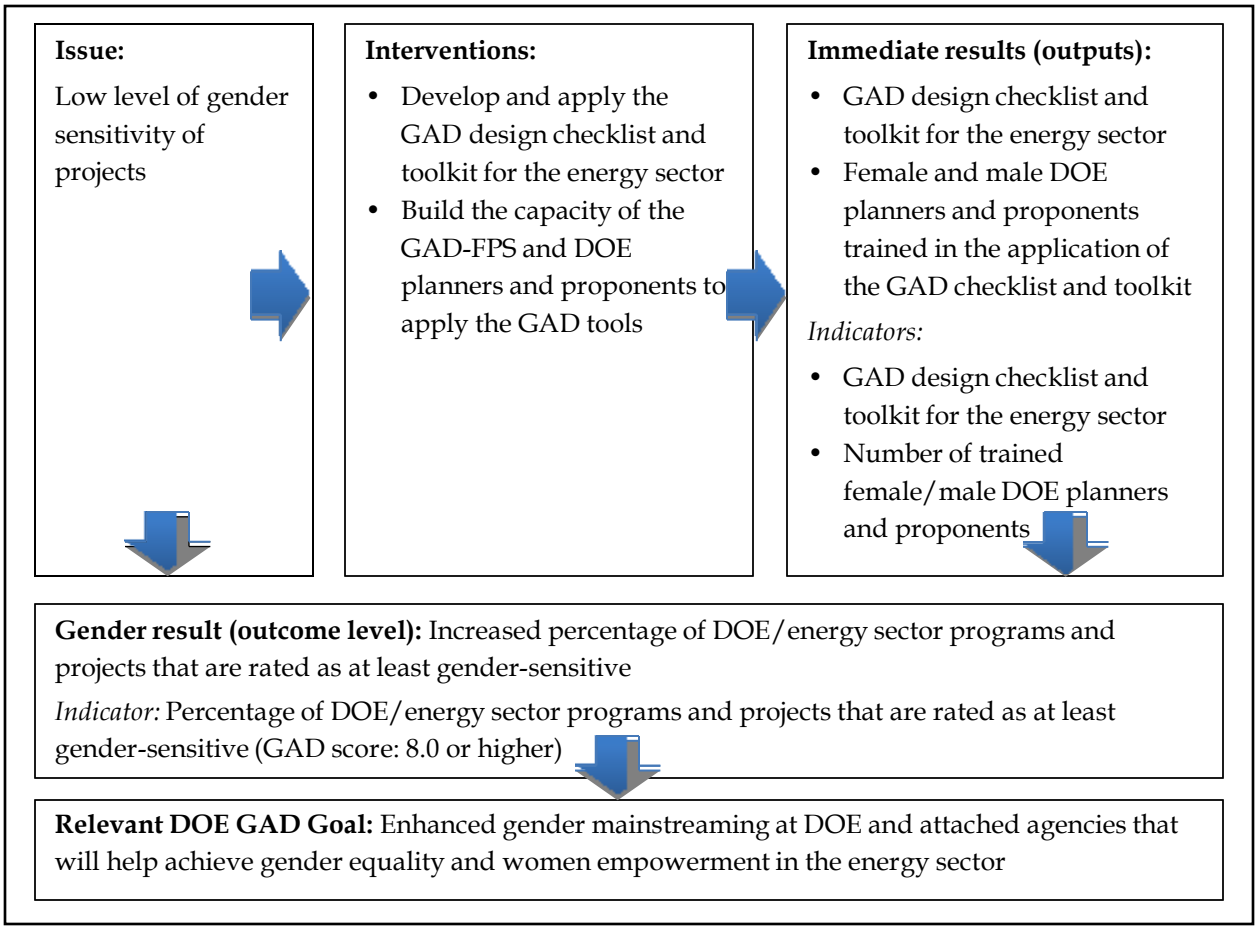
The choice of gender issues and results to address should be guided by the DOE GAD vision, mission, and goals, as presented in Part 1 of this toolkit, or an updated version of these statements.

Choice of Strategies or Interventions and Indicators

After the target result(s) of the agency, program, or project has been set, the next questions that can be asked are: How does one produce these results? What are the likely immediate outputs that can contribute to the achievement of the outcome-level results?

Take the issue of non-gender-sensitive development programming for the energy sector, which affects the compliance or conformance of DOE and its bureaus and attached agencies to the new gender budget policy, as articulated in PCW/NEDA/DBM Joint Circular No. 2012-01. The desired gender result is to improve the gender sensitivity of energy sector programs and projects (see diagram, below) that is a critical part of gender mainstreaming at DOE and its bureaus and attached agencies.

To achieve this result, the DOE GAD-FPS initiated the development of the GAD design checklist (Part 3 of this toolkit) and the DOE Gender Toolkit for the Energy Sector (this toolkit). The DOE Five-Year GAD Agenda (Part 1 and Annex A) also includes capacity development of the GAD-FPS, planners, and proponents for the application of the toolkit, particularly the GAD design checklist in Part 3.



The two-pronged strategy is expected to produce two immediate results: the GAD checklist for the energy sector and the gender toolkit, and trained female and male planners and proponents of DOE and its bureaus and attached agencies. The application of GAD tools by trained officers and staff is intended to improve the percentage of programs and projects that will get a GAD rating of 8.0 ("gender-sensitive" rating) or higher.

The choice of GAD results and indicators will vary from program to program, project to project. Generally, however, what is being measured or tracked are outputs of interventions (immediate results), which may be in the form of a policy issuance; number or percentage of female/male officers and staff trained, or female/male stakeholders participating in consultations or information, education and communication (IEC) sessions; number or percentage of agencies conforming to a DOE GAD-related policy; and the like.

At the outcome level, the results and their indicators could be tracked against whether the gender issue has been resolved. Hence, when the issue is low absorption of female engineers and technical workers by the energy sector, including DOE and its bureaus and

attached agencies, the indicator for the result could be percentage increase among female engineers or technical workers employed to total employed by the energy sector or agency. In the example provided in the diagram, above, the issue of low level of gender sensitivity of projects would be resolved — at least at the design level — if there is an improvement in the proportion of projects with designs adjudged as "gender-sensitive" using the GAD checklist in Part 3; thus the outcome indicator "percentage (or percentage increase) of DOE/energy sector programs and projects that are rated as gender-sensitive or higher (gender-responsive)."

Financing GAD Integration and the Project Budget

Strategies, interventions, and activities aimed at improving gender mainstreaming at an agency, such as the DOE, are often funded by the agency's GAD budget. These include developing GAD tools and capacities; establishing and maintaining a database that includes sex-disaggregated data and other gender statistics or information; and operation of the GAD-FPS and, if present, a GAD office.

Making programs and projects more aware, sensitive, and responsive to the gender needs and concerns of various groups may be part of an agency-wide GAD capacity development program. In this case, it is generally funded by the GAD budget.

Sometimes, however, a program or project initiates a cluster of GAD activities to build GAD expertise among the program or project staff, tap external GAD resources, or review and revise procedures for consultations and implementation to make them more gender-inclusive. In these instances, the costs become part of the program or project budget. While these are included as part of the agency's GAD plan and budget, the program or project is identified as the source of fund.

Anticipating Gender Impact: Gender Analysis of the Designed Program or Project

The designed program or project may or may not produce the GAD target results or address the gender issue(s) that will make the energy program or project more inclusive or accessible to all. It is, therefore, important to have a draft design analyzed for the likely gender-related impact of the program or project under development. *The focus of this analysis will be the stated or desired gender results of the proposed program or project*. This section offers sample questions to assess the potential gender impact or results of the proposed program or project *as designed*.

Energy Resource Development: Coal and Nuclear Energy
1. Will both women and men be trained to further improve their skills in a particular task? Why or why not?
2. Will there be equal opportunities for women and men in a mining company? What are the opportunities made available to women? To men? If there are differences, why do these exist or persist?
3. Will there be changes in the gender roles of women and men in the field (if any)? As women/men take on these roles, will they be protected from worksite hazards?
4. Will women and men participate in, or benefit from, information, education and communication (IEC) campaigns on the coal/nuclear energy program or project? Why or why not? If yes: How will they participate?
5. Will women get the same opportunities as men to be selected or promoted as chief or supervisor of a division or section? What constrains women's/men's access to promotion?
Renewable Energy — Rural Electrification
Note: For each question, ask how and why or why not.
1. Will the RE sources that will be introduced enable women/men to engage in new enterprises?
2. Will the program/project create additional study time for girls as well as for boys?
3. Will the program/project create additional playing time for girls as well as for boys?
4. Will women be trained in the operation and maintenance (O&M) of the system?
5. Will women have access to the additional income from O&M activities?
6. Will women be members of groups that will be organized under the program/project?
7. Will women become leaders of these groups? How? Why or why not?
8. Will the program/project empower consumers or protect consumers' welfare?
Rural Household Electrification
1. What are the benefits of the electrification project? Who gets these benefits—women, men, girls, boys? Women in energy-marginal areas or communities?
2. What enterprises have been established due to the presence of electricity in the household/ community?
3. Do these enterprises consider women's capacities?
4. Are resources for income generation made available to women as they engage in productive uses of electricity?
5. What are the improvements in the academic performance of school children?
6. What are the improvements in the health conditions in the community, most especially women and children?

Rural Household Electrification (cont.)
7. What information and skills training are given to the households on electrification options/ solutions?
8. In the scheduling of information drive/skills training, are women's activities and availability considered?
9. How are the participants selected?
10. Is training provided to women, particularly in the O&M of solar home systems and load management?
Energy Efficiency and Conservation (EE&C)
Gender Roles
1. Will the project as designed encourage or result in female and male household members promoting energy conservation?
2. Will women and men, girls and boys, be able to actually practice energy conservation measures in their homes?
3. Will women and men, girls and boys, benefit equally from the peso savings resulting from energy conservation?
Access and Control
4. Will the project result in women and men, girls and boys, equally getting energy conservation information?
5. Will the project provide women and men, girls and boys, with equal opportunities to develop energy conservation skills?
6. Will the project build some energy conservation knowledge and practices for women and men, girls and boys?
Constraints and Opportunities to Women's/Men's Participation
7. Will the project as designed bring about increased participation of women and men, girls and boys, in energy conservation campaign in the community?
8. Will women and men be equally consulted during the evaluation of the project?
Downstream Oil Industry (DOI)
Gender Division of Labor
1. Will the project promote job opportunities for women in all areas of the DOI supply chain?
Access to Resources
2. Will the project provide resources to increase the participation of women in the DOI supply chain?
3. Will the guidelines for availing of resources prioritize the women if specific budgets are limited?
4. Do the eligibility criteria for credit meet women's needs?

Downstream Oil Industry (cont.)
5. Will the project establish a mechanism for monitoring resources to be availed of by women to avoid diversion of funds for other purposes?
Women's Participation in Decision Making
6. Will the project minimize the constraints to women's productivity and participation in decision-making processes?
7. Will the project implementer empower the women in order to better protect their welfare?
8. Will the project provide opportunities for women to develop their career in the different parts of the DOI supply chain?
9. Will the project increase the participation of women in developing DOI policies, plans, and programs, specifically on safety?

NOTE: The various elements or dimensions discussed in this part of the toolkit are brought together in the GAD checklist in Part 3.

Incorporating GAD Concerns at the Project Implementation and Monitoring and Evaluation Stages

The Harmonized GAD Guidelines provides generic GAD checklists for project implementation and management (Box 16) and monitoring and evaluation (Box 17). The PIMME checklists can be downloaded from the NEDA website http://w3.neda.gov.ph/hgdg/homepage.html.

PART 3
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] This checklist was prepared with technical assistance from the Advancing Philippine Competitiveness (COMPETE) Project of the United States Agency for International Development (USAID).

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.

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.

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

- *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 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 E) 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 E 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 E
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.
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).

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 the identification of gender issues and the strategies and activities to address these, and the 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).

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

Element and item/question (col. 1)	Done? (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)					

Element and item/question (col. 1)	Done? (col. 2)			Score for an item/ element (col. 3)	Comments/ gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
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?					

Element and item/question (col. 1)	Done? (col. 2)			Score for an item/ element (col. 3)	Comments/ gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
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?					
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)					

Element and item/question (col. 1)		Done? (col. 2)			Score for an item/ element (col. 3)	Comments/ gender issues identified (col. 4)
		No (2a)	Partly (2b)	Yes (2c)		
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)					
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)					

Element and item/question (col. 1)		Done? (col. 2)			Score for an item/ element (col. 3)	Comments/ gender issues identified (col. 4)
		No (2a)	Partly (2b)	Yes (2c)		
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						

PART 4
GUIDE FOR MAINSTREAMING GAD AT DOE

The Implementing Rules and Regulations of the Magna Carta of Women (MCW IRR) defines gender mainstreaming as "the strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs in all social, political, civil, and economic spheres so that women and men benefit equally and inequality is not perpetrated" (*MCW IRR, Rule II, Section 7(J)*, page 39). More appropriately, "gender mainstreaming" means mainstreaming gender equality and equity by ensuring the processes, practices, policies, and programs of an organization are responsive to gender issues and women's concerns, and will yield gender equality and women's empowerment results. It can also be viewed as the process of institutionalizing GAD initiatives and results of energy projects in the flagship programs of DOE and its bureaus and attached agencies.

This section of the DOE Gender Toolkit for the Energy Sector draws heavily from the Gender Mainstreaming Evaluation Framework of the Philippine Commission on Women. The GMEF Guide was published in 2001. By the time the DOE GAD Focal Point System prepared its five-year GAD Agenda in early 2015, the GMEF Guide was being revised and tested. What appear in this toolkit, therefore, are the broad guidelines that could be extracted from the evolving revised GMEF Guide document.

What is the GMEF? It is a tool for assessing the progress made by an organization in gender mainstreaming. The results of the assessment can assist organizations in locating and responding to gender gaps and needs to promote more effective gender mainstreaming, or can take the organization to higher levels of mainstreaming women's empowerment and gender equality efforts and results.

Where can the GMEF tool be accessed? The original version of the GMEF tool is available on the PCW website (http://pcw.gov.ph/publication/guidebook-gender-mainstreaming-how-far-have-we-gone). The latest revised version can be requested from the Technical Services Division of the PCW.

SELECTING ENTRY POINTS USING THE GMEF

The most recent version of the GMEF identifies five levels of mainstreaming (from the original four): foundation formation (Level 1), installation of strategic mechanisms (Level 2), GAD application (Level 3), commitment enhancement and institutionalization (Level 4), and replication and innovation (Level 5) (PCW 2015). The progression of gender mainstreaming does not end with the institutionalization of efforts or initiatives, but with constant innovation and replication by other organizations of the agency's gender mainstreaming initiatives. The matrix, below, indicates the key activities an organization must undertake at each level.

Key Activities at each Level or Stage of Gender Mainstreaming

Level 1	Level 2	Level 3	Level 4	Level 5
Foundation formation	Installation of strategic mechanisms	GAD application	Commitment enhancement and institutionalization	Replication and innovation
Raise people's awareness	Put in place the key people and necessary policies, support structures, systems, and mechanisms to facilitate and sustain gender mainstreaming	Integrate and consolidate gender efforts to produce intended or desired impact on women	Implement continuous monitoring, evaluation, and improvement of gender mainstreaming efforts	Replicate institutionalized GAD programs in other organizations (agencies and LGUs)
Generate support for gender mainstreaming	Ensure constant application of GAD concepts and tools	Integrate GAD in the agency's Major Final Outputs (MFOs), mandates, and performance indicators	Incorporate GAD in all aspects of the agency's operations	Further enhance policy, people, enabling mechanisms, and PAPs based on the results of GAD monitoring and evaluation

Source: PCW Technical Services Division, PowerPoint presentation on GMEF (as of 13 October 2015).

The GMEF retains the four entry points of mainstreaming GAD: policy, people, enabling mechanisms, and programs, projects, and activities (more popularly known as PAPs, or programs, activities and projects).

- *Policy*. Working through policies means issuance of official statements (Department Orders, memoranda, or specific guidelines) or review and possible revision of existing policies in support of gender mainstreaming.

- *People*. Focusing on people means tapping or working with/through four possible groups: a sponsor, or someone with power to legitimize change; a change agent, or an individual or a group (GAD focal points) that will actually make the change; an advocate or advocates, or people who are keen on producing changes but not in the position to sanction these; and targets, or people in the bureaucracy and its clients.
- *Enabling mechanisms*. These cover GAD systems and mechanisms that need to be installed, including the funds allocated for GAD activities.
- *Programs, projects, and activities*. To promote gender mainstreaming in programming, it is best to focus on the agency's flagship programs, as these embody the serious intent of the agency to make the mainstream more gender-sensitive or responsive.

An organization may launch its gender mainstreaming efforts through any one or a combination of entry points. However, if one were to base the choice of entry points on the key activities for each level or stage, it would appear that working with or on the people in the bureaucracy and the policy cover that would enable GAD advocates and change agents to build support for gender mainstreaming are important entry points.

PLANNING AND TRACKING GENDER MAINSTREAMING

What needs to be done at each level to progress to the next levels of gender mainstreaming? The GMEF tool provides a matrix of descriptors for each entry point at each level. Reproduced, below, are matrices for policy and PAPs. Each descriptor indicates activities that have to be completed at each level for each entry point. This can serve as a guide on how to proceed in the areas of policy, people, enabling mechanisms, and PAPs. The full matrix of the revised GMEF tool is available on the PCW website.

Samples from the GMEF Matrix of Descriptors: Policy and PPAs

Level 1	Level 2	Level 3	Level 4	Level 5
Foundation formation	Installation of strategic mechanisms	GAD application	Commitment enhancement and institutionalization	Replication and innovation
Policy (13 descriptors)				
1.1. Policies articulating support for GAD mandates and establishing the four essential	2.1. Policies reflecting the organization's interest in gender mainstreaming issued		4.1. Policies contin-ually developed or enhanced based on the results of the gender analysis	5.1. Gender-responsive policies used as model/ standard by other organizations

Level 1	Level 2	Level 3	Level 4	Level 5
Foundation formation	Installation of strategic mechanisms	GAD application	Commitment enhancement and institutionalization	Replication and innovation
Policy (13 descriptors)				
elements of GAD planning and budgeting issued 1.2. Existing policies reviewed for consistency with emerging GAD issues, and issued accordingly 1.3. Broad statements of intentions or aspirations reflecting the organization's support for GAD-related activities issued	2.2. Policies addressing the gender needs of the clients (internal and external) of the organization issued 2.3. Policies issued by the organization on the use of gender-fair language and images		4.2. Vision, mission and goals of the organization integrated with GAD perspective 4.3. GAD policies of the organization resulting in bridging gender gaps in clients (internal and external)	
		3.1. GAD Agenda/ GAD Strategic Framework/GAD Code adopted by the organization 3.2. Organizational and national/ sectoral plans integrated with GAD perspective 3.3. National/ sector-specific GAD policies formulated by the organization		
Programs, projects, and activities (30 descriptors)				
1.1. International/ national/local GAD-related events observed by the organization				

Level 1	Level 2	Level 3	Level 4	Level 5
Foundation formation	Installation of strategic mechanisms	GAD application	Commitment enhancement and institutionalization	Replication and innovation
Programs, projects, and activities (30 descriptors)				
	2.1. GAD Agenda, GAD Strategic Framework, or GAD Code formulated 2.2. GAD Plan and Budget (GPB) developed based on the GAD Agenda/GAD Code, emerging gender issues, international and national GAD mandates, and results of gender analysis	3.1. Implementation of GAD PAPs monitored 3.2. Organization's GAD PB and GAD AR prepared, timely submitted, and endorsed	4.1. Implementation and monitoring of international, national, and local GAD mandates sustained and institutionalized	
1.2. Basic GAD orientation or GST conducted for the organization's clients (internal and external)	2.3. GAD deepening sessions for GFPS members and concerned staff members based on results of TNA or updated GAD policies and tools conducted	3.3. Capacity development on GAD conducted and sustained for clients (internal and external) 3.4. Capacity development on GAD to develop internal GAD experts conducted	4.2. Sector-specific GAD capacity development sessions conducted for clients (internal and external)	
1.3. Consultations with clients (internal and external) to identify gender issues and corresponding strategies conducted 1.4. Consultations with PCW and relevant organizations/individuals	2.4. GA tools applied in the review, enhancement, or development of PAPs 2.5. Facilities and services that address gender issues and concerns of clients (internal and external) established	3.5. GA tools regularly applied in the development planning cycle to assess gender responsiveness of PAPs, including ODA-funded projects	4.3. GA tools regularly applied in assessing gender responsiveness of PAPs, including ODA-funded projects	5.1. Organization recognized as a GAD learning hub for its notable GAD efforts 5.2. Convergence model resulting from partnerships recognized and replicated by other organizations

Level 1	Level 2	Level 3	Level 4	Level 5
Foundation formation	Installation of strategic mechanisms	GAD application	Commitment enhancement and institutionalization	Replication and innovation
Programs, projects, and activities (30 descriptors)				
on GAD main-streaming conducted				
1.5. Existing IEC materials and KPs reviewed and revised to ensure use of gender-fair language and images 1.6. GAD corner set up	2.6. Orientation module for employees with gender sensitivity as core compe-tency developed 2.7. IEC materials on GAD for clients (internal and external) developed and disseminated 2.8. GAD section on organization's website created	3.6. GAD website regularly updated		5.3. GAD KPs and GAD IEC materials used by other organizations
		3.7. KM system as a mechanism for transferring knowledge of GAD set up	4.4. Sustainability action plan for GAD efforts developed 4.5. Impact evalua-tion of GAD efforts of the organization conducted	5.4. Existing award/incentive system of the organization integrated with GAD perspective

Source: PCW Technical Services Division, PowerPoint presentation on GMEF (as of 13 October 2015).

These descriptors are reproduced in the Organizational Assessment Questionnaire that covers each entry point. The assessment tool is designed to (1) assess and evaluate the magnitude of mainstreaming efforts pursued by the agency, including its attached units and bureaus; (2) identify strengths and "developmental areas" of gender mainstreaming efforts of the agency; and (3) evaluate each of the four entry points.

Annex B provides a sample GMEF organizational assessment questionnaire for policy. Apart from rating the organization against an assessment item, the questionnaire asks for evidence or means of verification for the score or rating given an item.

Like in the GAD checklist in Part 3, one rates a particular item a "no" (zero), "partly yes" (midpoint between zero and maximum possible score for the item), or "yes" (maximum possible score; see box). How an organization fares in the area of policy at each level is determined by summing up the scores for each item at the particular level. By adding the subtotals, one derives the total score for the entry point, in this case, policy.

The GMEF tool then instructs the user to transfer the subtotal score per level to the GMEF Score Sheet (see below). To extract the total score for an entry (say, policy), add the scores per level. To get the overall rating, add all the total scores per entry point. Refer to the legend of scores for the corresponding equivalent rating and level.

When the DOE GAD-FPS used the 25 February 2015 version of the GMEF tool in March 2015, the group found the DOE at Level 2 for each of the entry points, with the entry-point scores ranging from 8.3 (policy) to 13.6 (people), rendering an overall GMEF rating of 45.6.

How does one interpret the rating per GMEF level? High scores suggest strong points, while low scores indicate areas for improvement. From the initial assessment of gender mainstreaming at the DOE, it appears that much needs to be done in the area of policy and in the application of GAD tools and systems.

Guide for Answering the GMEF Organizational Assessment Questionnaires

1. Each item is marked with specific scores representing "YES," "PARTLY YES," and "NO." Indicate a score in the appropriate column to signify the degree to which your organization has complied with the GAD element required.
2. Under the MOV/Remarks column, indicate/attach the means of verification (MOVs) required or provide an explanation to support your response. Failure to provide appropriate MOVs could disregard/invalidate the "partly yes" or "fully yes" scores of the organization.
3. Transfer all the scores per questionnaire to the GMEF Score Sheet.
4. To get the **total score per entry point**, add the subtotal scores per questionnaire. Refer to the legend of scores to determine the level of GAD mainstreaming efforts (see legend below).
5. To get the **overall** level of GAD mainstreaming of the organization, add all the scores per entry point. Refer to the relevant of scores to interpret the ratings.
6. Agencies should take note of questions/descriptors with "NO" and "PARTLY YES" responses and design programs or undertake activities to improve the score.
7. The organization may re-administer the GMEF Organizational Assessment Questionnaires after a specified period of time (e.g., every 3 years) to keep track of its GAD mainstreaming efforts.

Source: PCW-TSD, GMEF (as of 13 October 2015)

GMEF Score Sheet

Key areas	Score
Policy	
1. Issuance of initial policies on GAD	
2. Issuance of policies to mainstream GAD in the organization	
3. Integration of GAD in the organization's policies	
4. Updating and continuous enhancement of GAD policies	
5. Model GAD policy	
Subtotal:	
Level for Policy:	
People	
1. On establishing GFPS and GAD champions/advocates	
2. On GAD initiatives and capacity development activities	
3. GAD sponsorship and related programs	
4. GAD champions as program implementers	
5. GAD experts	
Subtotal:	
Level for People:	
Enabling Mechanisms	
1. Setting up of essential GAD mechanisms	
2. Functional GAD mechanisms	
3. Integration of GAD in the organization's mechanisms	
4. Advanced GAD structures and systems	
5. Model GAD structures and systems	
Subtotal:	
Level for Enabling Mechanisms:	
Programs, Activities and Projects (PAPs)	
1. Initial activities to facilitate GAD mainstreaming	
2. Establishment of commitment toward GAD mainstreaming	
3. GAD application	
4. GAD commitment and institutionalization	
5. Model PAPs	
Subtotal:	
Level for PAPs:	

Source: PCW-TSD, GMEF (as of 13 October 2015).

Legend of scores		
	Ranges	***Level description***
Level per Entry Point	1–7 points	1: Foundation formation
	8–14 points	2: Installation of strategic mechanisms
	15–19 points	3: GAD application
	20–23 points	4: Commitment enhancement and institutionalization
	24–25 points	5: Replication and innovation
Overall Level	0–30 points	1: Foundation formation
	31–60 points	2: Installation of strategic mechanisms
	61–80 points	3: GAD application
	81–95 points	4: Commitment enhancement and institutionalization
	96–100 points	5: Replication and innovation

FINANCING GENDER MAINSTREAMING AND GAD PLANS

Gender mainstreaming initiatives for a particular year can be financed or funded by the agency's GAD budget for that year as long as these are reflected in the GAD plan. To date, the main reference for GAD planning and budgeting is the PCW/NEDA/DBM Joint Circular No. 2012-01, which instructs Philippine Government executive agencies, state universities and colleges, government-owned and/or controlled corporations (GOCCs), legislature and judiciary branches, constitutional bodies, and other government instrumentalities on the preparation of annual GAD plans and budgets and accomplishment reports to implement the Magna Carta of Women. This section of the DOE Gender Toolkit merely highlights selected elements of the GAD planning and budgeting process. For other elements, such as schedules and the annexes, see the Joint Circular, which can be downloaded from the PCW website; for the audit of the GAD funds, refer to the Commission on Audit Memorandum Circular No. 2014-01.

Some General Guidelines for GAD Planning and Budgeting

Among the general guidelines for GAD planning and budgeting are the following:

1. The desired outcomes articulated in the Magna Carta of Women and other relevant laws, national GAD plans, and international commitments shall guide GAD planning and budgeting. In the case of DOE, key gender outcomes that are relevant to the Department have been distilled from the national and international women's rights and gender equality instruments. These GAD goals provide sharper focus to gender mainstreaming in the energy sector.

2. GAD planning and budgeting shall be conducted yearly and will form part of the programming and budgeting exercises of agencies.

3. The GAD budget is the cost of implementing the GAD plan. It shall form part of the approved budget of the agency, and not in addition to the agency budget.

4. The GAD plan and budget shall give priority to mainstreaming gender perspectives and concerns in agency PAPs to achieve the desired GAD outcomes or results. Used to support gender mainstreaming, the GAD budget, which is at least 5 percent of the total agency budget, is envisioned to influence the remaining 95 percent. Gender mainstreaming and GAD planning and budgeting shall be guided by the results of gender analysis using such tools as the Harmonized GAD Guidelines (HGDG) and the *DOE Gender Toolkit for the Energy Sector*.

Essential Elements of GAD Planning and Budgeting

Several elements are expected to enable agencies to plan and implement their sector GAD plans more effectively. These are (1) creation or strengthening of the agency's GAD Focal Point System, following the Magna Carta of Women and PCW Memorandum Circular No. 2011-01; (2) capability building on gender and development, including orientation on gender laws and training in gender mainstreaming, gender analysis, and gender-responsive budgeting; (3) conduct of gender audit for determining the agency's progress or level in gender mainstreaming and what remains to be done; and (4) institutionalization of a GAD or sex-disaggregated database. Should any of these elements be weak or absent, they would have to be established or strengthened. The cost involved in these activities could be included in the agency's GAD plan and budget. Examples of expenses that could and could not be charged are found in Annex A (Guide in Completing the GAD Plan and Budget Template) of PCW/NEDA/DBM JC 2012-01.

Steps in Formulating the GAD Plan

1. Set the GAD agenda or identify priority gender issues or specific GAD mandates and targets to be addressed over a one-year or three-year term by the central office, in consultation with regional offices, bureaus, and attached agencies. The GAD agenda shall be the basis for the annual formulation of PAPs to be included in the agency's GAD plan and budget.

2. Identify appropriate PAPs to address the priority gender issues. These PAPs may be organization- or client-focused.

Classification of PAPs
Client-focused GAD activities: those that "seek to address the gender issues of the agency's clients or contribute to responding to gender issues of the sector."
Organization-focused activities: those that "seek to: a) create the organizational environment for implementing gender-responsive policies, programs and projects; b) address the gap in knowledge, skills and attitudes of key personnel on gender mainstreaming; and c) address the gender issues of employees in the workplace, subject to the mandate of the organization."
PCW, "PCW-NEDA-DBM Joint Circular No. 2012-01," Manila, 2013, page 19.

3. Fill out the templates for the GAD plan and budget and the GAD accomplishment report. Instructions for doing this are found in Annex A of the PCW/NEDA/DBM JC 2012-01 and Annex B, respectively. The GAD plan and budget template is reproduced, below, with an additional row for the GAD-attributable PAPs.

In the case of the DOE family, the GAD Agenda (as it appears in Annex A of this toolkit) covers five years. Summarized in Part 1 of this toolkit, these are based on a gender analysis of the key energy sectors or subsectors and a review of existing programs. Issues were identified at the organizational and client levels. The GAD design checklist (see Part 3) was used to assess existing programs and projects while the February 2015 version of the GMEF was used to identify organization-focused issues. The DOE GAD Agenda also identify PAPs and their corresponding performance indicators and targets for each of the five years.

ANNUAL GENDER AND DEVELOPMENT (GAD) PLAN AND BUDGET
FY 20__

Agency/Bureau/Office: _____ Department (Central Office): _____
Total GAA of Agency:_____

Gender issue and/or GAD mandate	Cause of the gender issue	GAD result statement/ GAD objective	Relevant agency MFO/PAP	GAD activity	Output performance indicator and target	GAD budget	Source of budget	Responsible unit/office
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Direct GAD Budget Expenses								
Organization-focused								
Client-focused								
GAD Budget-Attributable PAPs								
TOTAL								
Prepared by: Chairperson, GAD Focal Point				Approved by: Head of Agency		Date: Day/Mo/Year		

Tips for Annual GAD Planning
1. The annual GAD plan could be extracted from the agenda for the relevant year.
2. After the first year, however, the GAD-FPS should verify whether the gender issue or GAD mandate still applies to the budget year, or whether there are new gender issues that should be added or considered for the year's GAD plan.
3. Also after the first year, the performance indicators for the PAPs from the GAD agenda for the year would consist of output and outcome indicators. Both indicators should be included in the year's GAD plan.

Costing of the GAD Budget and Attribution

1. The GAD budget should be at least 5 percent of the total agency budget appropriations authorized under the annual General Appropriations Act (GAA). This may be drawn from the maintenance and other operating expenses (MOOE), capital outlay (CO), and personal services (PS). Meanwhile, GOCCs can also draw from their Corporate Operating Budget.
2. The GAD budget may be allocated using any or a combination of the following:
   a. A separate GAD fund to support GAD-focused PAPs;
   b. Fund to support integrating gender perspective in major programs; and/or
   c. Counterpart fund to support gender-responsive ODA-funded projects.
3. Attribution of a portion or the whole of the budget of major programs to the GAD budget should be guided by the results of an assessment of the program using the HGDG tool or, for the energy sector, the GAD Checklist for Energy Programs and Projects, which is found in Part 3 of this toolkit.

The total GAD score using the HGDG is 20. If a program gets a "20," then the whole program budget for the year could be attributed or linked to the GAD budget. For scores lower than a "20," the following conversion table should be used. *In case of projects funded by ODA loans, the loan drawdown for the year should be used as the reference program/project budget*.

HGDG score	Description	Percent of program budget for the year that may be attributed to the GAD budget
Below 4.0	GAD invisible	None
4.0–7.9	Promising GAD prospects (conditional pass)	25
8.0–14.9	Gender-sensitive	50
15.0–19.9	Gender-responsive	75
20.0	Fully gender-responsive	100

4. After determining the GAD score using the GAD design checklist, the agency should set a target score that it wants to achieve by the end of the budget year and plan and estimate the cost of the interventions that would help it achieve the target score.

5. As the agency prepares its GAD Accomplishment Report at the end of the budget year, it should subject the GAD-budget-attributed program or project to the HGDG to check whether the target score has been reached, and to determine how much of the program/project actual expenditures for the year could be attributed to the GAD actual expenditures.

Tips for Attributing Mainstream Programs/Projects to the GAD Budget or Expenditures
1. When choosing what program or project to attribute or link to the GAD budget, select the agency's flagship programs or projects. This will signify the agency's serious intent to mainstream GAD in its programs, as GAD budget attribution requires making the program or project more gender-sensitive or responsive, or improving the GAD score by introducing GAD interventions to achieve it.
2. When preparing the GAD Accomplishment Report corresponding to a particular GAD Plan and Budget, only programs or projects that have been listed or "enrolled" in the GAD Plan and Budget should be up for attribution, since the former's reference point is the GAD Plan and Budget.
3. When extracting the GAD score of a GAD-budget-attributed program or project for the GAD Accomplishment Report, use the GAD checklist for project implementation, management, and monitoring and implementation (PIMME checklist; Boxes 16 and 17 of the HGDG) for ongoing programs or projects. For those that have been redesigned as part of the planned GAD activity, then the GAD design checklist for the energy sector should be used to determine whether or not the target GAD score has been met, or to determine what portion of the program's/project's actual expenditures for the year could be attributed to the actual GAD expenditures.

Note that the absolute amount attributed to the actual GAD expenditures could be lower than the program or project budget that was attributed to the GAD budget. This could be a result of an unchanged or reduced GAD score at the end of the budget year, or lower budget utilization (actual expenditures) by the program or project. As stated earlier in this section, instructions for the preparation of the GAD Accomplishment Report are found in PCW/NEDA/DBM JC 2012-01, particularly Annex B (Guide in Completing the GAD Accomplishment Report Template).

ANNEX A

FIVE-YEAR GENDER AND DEVELOPMENT AGENDA OF THE DEPARTMENT OF ENERGY, 2015-2020

Gender issue	Cause of issue	GAD objective	Activities					Performance indicators and targets				
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
Organization-focused												
POLICY (PO): Lack of organization-issued policies for full integration/ mainstreaming of GAD in DOE PAPs Examples: use of *gender-fair language in DOE policies, plans, etc.; collection and reporting of sex-disaggregated data*	Framework for mainstreaming GAD in PAPs of DOE and energy agencies not well structured	To develop policies supporting full integration/ mainstreaming of GAD in PAPs of DOE and energy agencies	Develop a GAD Strategic Framework Formulate/ issue policies supporting gender main-streaming, including GAD Planning and Budgeting Review existing policies for consistency with emerging GAD issues	Formulate/ issue policies to better integrate GAD in mainstream PAPs of DOE and energy agencies to address gender gaps and gender needs of their external and internal clients	Monitor policy implementation for gender results	Review policies for possible refinement or for additional policies to better achieve gender results	Formulate/ issue policies to better address gender needs and bridge gender gaps of both external and internal clients, and to better integrate or mainstream GAD in PAPs of DOE and energy agencies Monitor gender results of policies	Strategic GAD Framework developed No. of broad statements of intentions/ aspirations and policies issued reflecting the organization's interest in gender main-streaming	No. of policies issued re addressing gender needs and bridging gender gaps among external and internal clients No. of policies issued to integrate/main-stream GAD and to capture gender equality results of the PAPs of DOE and energy agencies	% of policies implemented resulting in reduced gender gaps or GAD integration in the PAPs of DOE and energy agencies	% of policies implemented resulting in reduced gender gaps or GAD integration in the PAPs % of policies revised to total number not yielding expected GAD results, including mainstreaming GAD in the PAPs of DOE and energy agencies	% of policies implemented resulting in reduced gender gaps or GAD integration in the PAPs No. of policies issued to better achieve gender equality/MCW-related results, or GAD main-streaming in the PAPs of DOE and energy agencies
People (PE) **PE1**: Limited capacity to develop and implement gender-responsive policies and programs, particularly in connection with the DOE implementation of relevant MCW provisions	Not a top priority area for implementation DOE-wide Lack of top management (MANCOM) awareness of GAD and MCW	To fully capacitate MANCOM, GFPS, and DOE staff on GAD and MCW	Develop a capacity building plan on the implementation of GAD for DOE MANCOM orientation on GAD and MCW	Basic GAD and MCW orienta-tion and GST for new MANCOM; DC level; DOE employees (old and new)	Basic GAD and MCW orientation and GST for new MANCOM; DC level; DOE employees (old and new)	Basic GAD and MCW orientation for DOE employees	Basic GAD and MCW orientation for DOE employees	GAD Capacity Building Plan developed No. of F/M MANCOM members/DC who attended GAD and MCW orientation	No. of F/M employees who attended the DOE Basic Orientation on GAD and MCW (at least 25% reached) % increase in level of aware-ness of gender issues among employees No. of F/M from new MANCOM members/DC who attended GAD training: target for GAD	No. of F/M employees who attended DOE Basic Orientation on GAD and MCW (at least a cumulative 50% of employees reached) % increase in level of aware-ness of gender issues among employees No. of F/M attendees in GST for DC level	No. of F/M employees who attended DOE Basic Orientation on GAD and MCW (at least a cumulative 75% reached) % increase in level of aware-ness of gender issues among employees No. of F/M attendees in GST for DC level	No. of F/M employees who attended DOE Basic Orientation on GAD and MCW (100% of employees reached) % increase in level of aware-ness of gender issues among employees No. of F/M attendees in GST for DC level

Gender issue	Cause of issue	GAD objective	Activities					Performance indicators and targets				
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
Organization-focused												
									orientation, 100% by 2nd sem; GST, at least 40% by 2nd sem			
			Training of all new and existing members of the MANCOM and GFPS and staff on gender awareness, GST, gender analysis (GA) and tools, GPB, GAD-related policies and mandates	Training of DOE staff in gender analysis (for beginners) Training of GFPS members and staff on the DOE Gender Toolkit; GPB preparation; and monitoring and evaluation (M&E)	Conduct of GST and training of new and existing technical staff on GA and the DOE Gender Toolkit	Conduct of GST and training of new and existing technical staff on GA and the DOE Gender Toolkit	Training of new and existing technical staff on GST, GA, and the DOE Gender Toolkit	No. of F/M members of MANCOM and GFPS trained, by type of GAD training (at least 60% of target attendees)	No. of F/M staff trained in gender analysis for beginners No. of F/M GFPS members and core tech- nical staff trained in the DOE Gender Toolkit (100% of core staff reached); and in GPB and M&E	No. of F/M technical staff trained in GA and the DOE Gender Toolkit (at least cumulative of 50% of technical staff reached)	No. of F/M technical staff trained in gender analysis and the DOE Gender Toolkit (at least cumulative of 75% of technical staff reached)	No. of F/M technical staff trained in gender analysis and the DOE Gender Toolkit (100% of technical staff reached)
				Conduct of Training of Trainers (TOT) in GA, DOE Gender Toolkit, and GPB	TOT on GPB Conduct of staff training in GA, the DOE Gender Toolkit, and GPB by TOT participants Monitoring of conduct of gender training by TOT participants	Staff training on GPB by TOT participants Monitoring of conduct of gender training by TOT participants	TOT on new GAD topics Conduct of staff training on GPB/other GAD topics by TOT participants Monitoring of conduct of gender training by TOT participants	No. of F/M TOT participants on specific GAD topics (GA, DOE Gender Toolkit, GPB)	No. of F/M TOT participants conducting gender training (by topic) % of F/M TOT participant-trainers rated as at least “good” by training participants	No. of F/M TOT participants on GPB topics No. of F/M TOT participants conducting gender training % of F/M TOT participant-trainers rated as at least “good” by training participants	No. of F/M TOT participants conducting gender training % of F/M TOT participant-trainers rated as at least “good” by training participants	No. of F/M TOT participants on new GAD topics No. of F/M TOT participants conducting gender training % of F/M TOT participant-trainers rated as at least “good” by training participants

Gender issue	Cause of issue	GAD objective	Activities					Performance indicators and targets				
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
Organization-focused												
PE2: Low percentage of female engineers and technical workers at DOE, bureaus, and attached agencies	Gendered notions about women's and men's roles and skills Lack of supply of female engineers and technical workers	Increased intake by DOE, bureau, attached agencies, and cooperatives of female engineers and technical personnel	Conduct consultations with energy agencies on improving sex ratio of engineers/ technical staff	Issue Policy Memo to energy agencies (especially NEA) on increased intake of female engineers in the workforce	Monitor policy implementation to identify implementation issues and track gender results	Monitor policy implementation to identify implementation issues and track gender results	Monitor policy implementation to identify implementation issues and track gender results	No. of consultations with energy agencies No. of F/M engineers and technical staff in consultations	Policy memo issuance on increased intake of female engineers and technical staff	Increase in % of female engineers and technical staff to total engineers and technical staff, by energy agency (target TBD)	Increase in % of female engineers and technical staff to total engineers and technical staff, by energy agency (target TBD)	Increase in % of female engineers and technical staff to total engineers and technical staff, by energy agency (target TBD)
Enabling mechanisms Lack of sex-disaggregated database (SDD), including gender statistics, on organizational operations, and at the levels of programs, activities and projects (PAPs)	Lack of awareness and appreciation within DOE of the value of SDD to organizational planning and programming Lack of staff trained in generating, storing, and analyzing SDD	Established and utilized SDD for organizational planning (policy, human resources, and PAP levels) and for tracking gender effects of energy policies, programs, and projects	Internal policy for data capture and reporting of participation of F/M, benefits accruing to F/M beneficiaries, incidence of VAW, etc., for inclusion in the database Installation of SDD, including review of existing DOE databases and identification of core data for sex disaggregation Capacity development of concerned DOE personnel on data capture, storage, retrieval, and analysis	Capacity development of concerned DOE personnel on data capture, storage, retrieval, and analysis	Pilot testing of the utilization (analysis) of SDD, including gender-differentiated effects of oil price volatility and similar energy issues Review and M&E of the application of gender analysis results on programming of bureaus and services (B/S)	Promotion of utilization (analysis) of SDD within/among bureaus and services Review and M&E of the impact of gender analysis of data on programming of B/S	Social marketing of the SDD in technical departments	Policy requiring submission of sex-disaggregated data on partici-pation and benefits by relevant B/S SDD integrated in existing project DOE databases No. of F/M concerned DOE personnel trained in data capture, storage, retrieval, and analysis	No. of F/M concerned DOE personnel trained in data capture, storage, retrieval, and analysis	Demo cases in SDD utilization by xxx (TBD) of DOE B/S	20% of B/S utiliizing the SDD in their regular functions B/S in Y3 who have utilized SDD showing positive results in integrating gender in policy documents and plans (regular functions) and tracking gender effects of energy policies, programs, and projects	50% of B/S utilizing the SDD Increased number of success stories of B/S utilizing SDD and showing positve results of gender integration in policy documents, plans, programs, and projects

Gender issue	Cause of issue	GAD objective	Activities					Performance indicators and targets				
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
Organization-focused												
PAPs (PA) **PA1:** Low level of gender sensitivity of projects	Absence of guidelines for integrating gender sensitivity in energy projects Low interest in/ awareness of gender among project propo-nents	Gender-sensitive DOE programs and projects promoted	Development of GAD checklist for energy projects Review of DOE projects and program designs using the checklist	Application of the GAD design checklist to new DOE projects and programs Continuing GAD review of ongoing DOE projects and programs using the HGDG PIMME GAD checklist	Continued application of checklist in new DOE projects and programs Monitoring and evaluation of projects and programs using relevant GAD checklists to identify implementation problems and track GAD results	Continued application of checklist in new DOE projects and programs Monitoring and evaluation of projects and programs using relevant GAD checklists to identify implementation problems and track GAD results	Continued application of checklist in new DOE projects and programs Monitoring and evaluation of projects and programs using relevant GAD checklists to identify implementation problems and track GAD results	Checklist developed (NOTE: training under "People")	5% of DOE project and program designs and PIMME with a GAD rating of at least 8	10% of DOE project and program designs and PIMME with a GAD rating of at least 8	20% of DOE project and program designs and PIMME with a GAD rating of at least 8	30% of DOE project and program designs and PIMME with a GAD rating of at least 8
Client-focused												
Issue 1: Limited capacity of electric cooperatives (ECs) to take advantage of and promote gender equality in connection with opportunities and productive assets provided by grid intensification and solar energy technology	Male bias in the hiring and training of engineers by ECs	Increased capacity in solar technology among female and male engineers in ECs	Issue Policy Memo to ECs to increase intake of female engineers and technical workers	Monitoring of EC compliance with GAD policies on recruitment and training of EC personnel by: (a) conducting random spot-checking of ECs by contingent team DOE-NEA GAD focal persons; and (b) requiring ECs through NEA to submit reports on their implementation of the Policy Memo	Monitoring by DOE of the Nationwide Intensification of Household Electrification (NIHE) program and by NEA of EC compliance with the gender policy	Monitoring by DOE of NIHE and by NEA of EC compliance with the gender policy	Monitoring by DOE of NIHE and by NEA of EC compliance with the gender policy	Policy Memo to ECs on the inclusion of GAD, particularly in the increased intake of female engineers and technical workers (E/TW) in their organizational policies	% of ECs complying with the policy on hiring more women E/TW (at least 20% of ECs) % of women E/TW to total E/TW in all ECs (target TBD)	% of EC compliance with the policy (at least 30% of ECs) % of women E/TW to total E/TW in all ECs (target TBD)	% of EC compliance with the policy (at least 40% of ECs) % of women E/TW to total E/TW in all ECs (target TBD)	% of EC compliance with the policy (at least 50% of ECs) % of women E/TW to total E/TW in all ECs (target TBD)

Gender issue	Cause of issue	GAD objective	Activities					Performance indicators and targets				
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
Client-focused												
			Review of NEA's GAD Plans and Programs on ECs and recommend measures to address gaps	Coordinate with and assist NEA in developing training module on solar technology for ECs' female and male engineers	Conduct of training on solar technology for ECs' female and male engineers	Conduct of training on solar technology for ECs' female and male engineers	Conduct of training on solar technology for ECs' female and male engineers	Inclusion in NEA GAD plan and budget of training on solar technology for ECs' female and male engineers, with application to GAD issues	Training module on solar technology developed, with application to GAD issues, for ECs' female and male engineers	No. of EC F/M engineers trained in solar technology with application to GAD issues (at least 20% of all)	No. of EC F/M engineers trained in solar technology with application to GAD issues (at least 30% of all)	No. of EC F/M engineers trained in solar technology with application to GAD issues (at least 40% of all)
Issue 2: Women's limited access to and control over safe and cheap energy sources - Low participation of women in associations and in the management and repair and maintenance of community-level energy facilities	Gender norms about roles of women and men among energy projects/ECs and community members that often keep women away from non-household affairs	Institutionalized participation of women and men in the community organization and in RES maintenance and servicing	Conduct focus group discussions or meetings with officers/members of associations Formulate guides to the formation of energy-related community associations to promote better women's representation	Conduct IECs/ training and seminars on the management and repair and maintenance (R&M) of community-level energy facilities for female and male participants	Conduct assessment/ evaluation of the IECs implemented Monitor - actual participation of trained women and men - R&M performance of trained women and men Respond to monitoring results	Monitor and evaluate - actual participation of trained women and men - R&M performance of trained women and men - state of energy facilities being maintained by women and by men Respond to monitoring results	Monitor and evaluate - actual participation of trained women and men - R&M performance of trained women and men - state of energy faciities being maintained by women and by men Respond to monitoring results	Guides to ECs and energy projects on the formation of energy-related community associations to promote better women's representation	No. of F/M participants in activity IEC sessions No. of F/M participants in training and seminars on the management and R&M of community-level energy facilities (target: women to constitute at least 20% of participants)	No. of F/M participants in activity IEC sessions No. of F/M participants in training and seminars on the management and R&M of community-level energy facilities (target: women to constitute at least 30% of participants) No. of trained F/M actually engaged in R&M activities R&M performance of trained women and men/state of energy facilities maintained by trained F/M	No. of F/M participants in activity IEC sessions No. of F/M participants in training and seminars on the management and R&M of community-level energy facilities (target: women to constitute at least 40% of participants) No. of trained F/M actually engaged in R&M activities R&M performance of trained women and men/state of energy facilities maintained by trained F/M	No. of F/M participants in activity IEC sessions No. of F/M participants in training and seminars on the management and R&M of community-level energy facilities (target: women to constitute at least 50% of participants) No. of trained F/M actually engaged in R&M activities R&M performance of trained women and men/state of energy facilities maintained by trained F/M

Gender issue	Cause of issue	GAD objective	Activities					Performance indicators and targets				
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
Client-focused												
Issue 3: Limited visibility of women in energy-related consultations, training/IEC sessions, and advisory and decision-making bodies formed through the implementation of energy projects	Lack of focus on women as potential advocates for energy safety, efficiency, and conservation measures	Increased participation of women in consultations, training, IEC sessions, and decision making regarding energy-related projects	Plan training programs to help women understand their future/ possible roles in energy projects Recruit more women to attend consultations, training, etc.	Conduct training and seminar/ workshops to help women understand their future/possible roles in energy projects	Implement activities for the women to be present in IEC sessions and to conduct training for other groups	Monitor and evaluate performance of trained women	Monitor and evaluate performance of trained women	Training program developed	No. of training and seminars/ workshops No. of women trained	% of female advocates/trainers to total women trained (target % TBD) No. of IEC sessions/training conducted by trained women % of female advocates/trainers rated as at least "good" by participants	% of female advocates/trainers to total women trained (target % TBD) No. of IEC sessions/training conducted by trained women % of female advocates/trainers rated as at least "good" by participants	% of female advocates/trainers to total women trained (target % TBD) No. of IEC sessions/training conducted by trained women % of female advocates/trainers rated as at least "good" by participants
Issue 4: Greater risks to women of unsafe use of energy products (e.g., LPG, LPP, *bote-bote* selling, Energy Safety Practices & Efficiency Measure [ESPEM])	Lack of proper knowledge of the safe handling and use of petroleum products, particularly among women	Increased awareness, particularly among women, of the safe handling and use of petroleum products	Conduct assessment of women's and men's level of awareness of the safe handling and use of petroleum products	Develop/enhance communication strategies (IEC and trimedia)	Conduct seminars/ safety training on the proper handling of petroleum products, particularly among women Conduct seminars/ safety training for LGUs to help them draft local ordinances and policies for the safety and protection of petroleum product users	Use trimedia in promoting the safe use/ proper handling of petroleum products Monitor gender results of seminars/ training	No. of surveys conducted in pilot areas (5 in Luzon and 3 in the Visayas) No. of assessment reports made on the pilot areas that identify women's and men's level of awareness of the safe handling and use of petroleum products	Communication strategies developed and enhanced to reach women and men users No. of IEC materials developed/ prepared	No. of seminars/ safety training conducted implementing the new strategies and IEC materials (target: 10 in Luzon, 5 in the Visayas, and 5 in Mindanao) No. of F/M participants in seminars/training (per seminar and area)	No. of seminars/ safety training conducted implementing the new strategies and IEC materials (target: 10 in Luzon, 3 in the Visayas, and 3 in Mindanao) No. of F/M participants in seminars/training (per seminar and area)	Evaluation of gender results of IEC and seminars/ safety training (level of awareness, accidents reported, ordinances passed with gender content) No. of trimedia prepared/released (target: 1 for TV, 4 for print media, and 4 for radio)	

Gender issue	Cause of issue	GAD objective	Activities					Performance indicators and targets				
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
Client-focused												
Issue 5: Site-specific, gender-differentiated effects of energy projects, including energy development and exploration												
Sub-Issue 5.1: Service providers in the petroleum industry/other service contractors are focused on hiring male workers for technical jobs.	Gendered notions about women's and men's roles and skills	Improved employment sex-ratio through DOE's mandating all contractors to hire female employees during exploration, development, and production activities here in the Philippines Increased knowledge and participation of female employees relating to energy projects	Establish the needs of the jobs required in energy development, exploration, and exploitation - Solicit ideas of at least 5 service contractors on the job requirements during exploration, development and production activities in the country Consolidate and prepare summary report of ideas solicited for consideration of DOE GAD FPS	Come up with at least 5 rules on how to implement the new guidelines for GAD FPS's consideration Establish guidelines for the implementation of 25% of workforce on site	Create and issue one Department Order instructing all service contractors to hire at least 25% females for the workforce during the implementation of an activity.	Monitor and evaluate compliance of service contractors	Monitor and evaluate compliance of service contractors	Validated list of job requirements for energy development, exploration, and exploitation List of job requirements related to exploration, development, and production activities in the country by the 2nd quarter Summary reports of jobs and skills requirements for consideration of the DOE GAD FPS by the 3rd quarter	Guidelines for the implementation of 25% of workforce on site by the 3rd quarter for GAD FPS's consideration	Issuance of one Department Order instructing all service contractors to hire at least 25% females for the workforce during any activity in the country by January 2018	% of service contractors in compliance with the Department Order % of female workers to total workforce of the service contractor (target: an increase of at least 10%)	% of service contractors in compliance with the Department Order (OR % increase in compliance rate with the Department Order) % of female workers to total workforce of the service contractor (target: a further increase of at least 10%)
Sub-Issue 5.2: Female and male members of the workforce/ communities face different risks vis-à-vis exploration and development of specific energy sources (coal, geo-thermal, oil).	Male-dominated energy exploration and development workforce, making men more at risk to accidents and occupational health hazards; heavier work	Minimized/zero worksite accidents and health hazards	Review/profile technology or engineering design used in coal mines (and in the exploration and development of other energy sources), workers in coal mines, and	Design of engineering and technology interventions Policy intervention to promote safer engineering designs and technology	Implementation of policy and monitoring of compliance	Monitoring and assessment of the effectiveness of the policy intervention	Monitoring; if needed, redesign/reformulate policy	Profiles of coal mines, workers, and affected households	Design of engineering intervention Policy issuance	Rate of compliance by coal mines (target: 100%)	Rate of compliance (100%) Reduction by xx% (TBD) of occupational safety and health hazards and accidents	Rate of compliance (100%) Reduction by xx% (TBD) of occupational safety and health hazards and accidents

Gender issue	Cause of issue	GAD objective	Activities: Year 1	Activities: Year 2	Activities: Year 3	Activities: Year 4	Activities: Year 5	Performance indicators and targets: Year 1	Performance indicators and targets: Year 2	Performance indicators and targets: Year 3	Performance indicators and targets: Year 4	Performance indicators and targets: Year 5
Client-focused												
	burden for women when their spouse or sons get sick or have an accident		incidence and causes of accidents and illnesses	Orientation of the private sector on the new policy and engineering designs and technology								
Issue 6: Fewer girls than boys in high school interested in pursuing science and technology (S&T) courses (e.g., geology, chemistry, engineering) in college	Gendered notions about women's and men's roles and skills, limiting career options for girls and boys Inadequate information and guidance on the various opportu-nities in the S&T fields; lack of mentors	Increased interest among high school girls in project sites to pursue S&T courses	Conduct of Girls and Science, Girls in Science workshops in at least 2 schools each in Luzon, Visayas, and Mindanao Monitoring of selected GiSP F/M participants	Conduct of Girls and Science, Girls in Science workshops in at least 2 schools each in Luzon, Visayas, and Mindanao Monitoring of selected GiSP F/M participants	Conduct of Girls and Science, Girls in Science workshops in at least 2 schools each in Luzon, Visayas, and Mindanao Monitoring of selected GiSP F/M participants	Conduct of Girls and Science, Girls in Science workshops in at least 2 schools each in Luzon, Visayas, and Mindanao Monitoring of selected GiSP F/M participants	Conduct of Girls and Science, Girls in Science workshops in at least 2 schools each in Luzon, Visayas, and Mindanao Monitoring of selected GiSP F/M participants	No. of high school girls trained in or who have attended lectures on the importance of S&T as a future career % of F/M GiSP participants who decided to pursue S&T courses in college	No. of high school girls trained in or who have attended lectures on the importance of S&T as a future career % of GiSP participants who decided to pursue Science courses	No. of high school girls trained in or who have attended lectures on S&T as a future career % of GiSP participants who decided to pursue Science courses % of GiSP participants who actually enrolled in a Science course	No. of high school girls trained in or who have attended lectures on S&T as a future career % of GiSP participants who decided to pursue Science courses % of GiSP participants who actually enrolled in a Science course	No. of high school girls trained or who have attended lectures on S&T as a future career % of GiSP participants who decided to pursue Science courses % of GiSP participants who actually enrolled in a Science course

ANNEX B

GMEF ORGANIZATIONAL ASSESSMENT QUESTIONNAIRE – POLICY

Descriptors	Score			Score per item	Means of verification/remarks
	No	Partly	Yes		
1.Issuance of Foundational Policies (max score,5; for each item or question,1.67)					
1.1. Has the organization issued policies articulating support for GAD mandates and establishing the essential elements of GAD Planning and Budgeting? *(possible scores: 0, 0.83, and 1.67)*	No policy/policies articulating support for GAD mandates and establishing essential elements of GAD planning and budgeting issued	Issued policy/policies articulating support for GAD mandates and establishing at least one essential element of GAD planning and budgeting	Issued policy/policies articulating support for GAD mandates and establishing all four essential elements of GAD planning and budgeting		Please enumerate the GAD-related policies issued *(e.g., policy on setting up GFPS or GAD office; collection and maintenance of sex-disaggregated database; conduct of organization-wide gender audit; capacity building plan for GFPS and HR of organization).* Policy title | Purpose/subject matter | Date issued
1.2. Has the organization conducted a review of existing policies for consistency with emerging GAD issues and issuances accordingly? *(possible scores: 0, 0.83, and 1.67)*	No policy reviewed	Some existing policies reviewed but no new policies issued or revised	Some existing policies reviewed, revised, and issued accordingly		Please enumerate policies reviewed and/or reissued/revised for consistency with new GAD issuances *(e.g., policy reconstituting the GAD Focal PointSystem based on MC2011-01, etc.).* Title | Type | Purpose/subject matter | Date issued
1.3. Has the organization issued broad statements of intentions or aspirations reflecting its support for GAD-related activities? *(possible scores: 0, 0.83, and 1.67)*	No broad statements supporting GAD-related activities issued	1-2 broad statements supporting GAD-related activities issued	3 or more broad statements supporting GAD-related activities issued		Please enumerate broad statements issued in support of GAD-related activities/issues *(e.g., memorandum for the organization to participate in Women's Month activities, 18-day Campaign for VAW, etc).* Title | Type | Purpose/subject matter | Date issued
Subtotal GMEF Score (Level 1 Policy)					

Descriptors	Score			Score per item	Means of verification/remarks
	No	Partly	Yes		
2. Issuance of Policies to Mainstream GAD in the Organization (max score: 5; for each item or question, 1.67)					
2.1. Has the organization issued policies reflecting its interest in gender mainstreaming? *(possible scores: 0, 0.83, and1.67)*	No policy reflecting the organization's interest in gender mainstreaming	1-2 policies reflecting the organization's interest in gender mainstreaming issued	3 or more policies reflecting the organization's interest in gender mainstreaming issued		Please list policies related to mainstreaming gender in the organization's PAPs and processes. Title | Type | Purpose/subject matter | Date issued *(e.g., Issuance of DOH department order to integr all programs)*
2.2. Has the organization issued policies addressing the gender needs of the clients (internal and external)? *(possible scores: 0, 0.83, and1.67)*	No policy reflecting the gender needs of internal or external clients issued	1-2 policies reflecting the gender needs of internal or external clients issued	3 or more policies reflecting the gender needs of internal or external clients issued		Please enumerate policies issued addressing the needs, both internal (employees of the organizati external *(e.g., clients of organization based on ma as all government employees for the Civil Service Commission)* clients Title | Type | Purpose/subject matter | Date issued *(e.g., hiring and scholarship policies, supporting mandates of 4Ps in DSWD)*
2.3. Has the organization used gender-fair language and images in its policy issuances? *(possible scores:0, 0.83, and1.67)*	Gender-fair language and images not yet used in policy issuances	Use of gender-fair language and images in some policy issuances	Use of gender-fair language and images in all policy issuances		Please attach sample policies of the organization that use gender-fair language and images.
Subtotal GMEF Score (Level 2 Policy)					

Descriptors	Score			Score per item	Means of verification/remarks
	No	Partly	Yes		
3. Integration of GAD in the Organization's Policies (max score,5; for each item or question,1.67)					
3.1. Has the organization adopted a GAD agenda/GAD strategic framework? *(possible scores: 0, 0.83, and 1.67)*	No GAD agenda/GAD strategic framework adopted	GAD agenda/GAD strategic framework not yet adopted by management	GAD agenda/GAD strategic framework endorsed and adopted by management		Please attach copy of the GAD agenda/GAD strategic framework organization (or GAD Code, if LGU) (*can be referenced to PAPs Enabling Mechanisms descriptors*).
3.2. Has the organization integrated a GAD perspective in its organizational or national/sectoral plan/s? *(possible scores: 0, 0.83, and 1.67)*	GAD perspective not yet integrated in its organizational or national/ sectoral plan/s	GAD perspective integrated in selected areas of the organizational or national/sectoral plan/s	GAD perspective integrated in all areas of the organizational or national/sectoral plan/s		Please enumerate the organizational or national/sectoral plan/s in GAD has been integrated *(e.g., Philippine Development Plan, An Budget Call or Gender-Responsive LGU Plans, such as Compre Development Plan, Organizational Plans, e.g., Work Plan, Capac Development Plan, Procurement Plan; Sectoral Plan, like Youth P Disaster Plan, Disability Plan, etc.)* Title | Type | Date issued
3.3. Has the organization formulated organizational/ national/sector-specific policies on GAD? *(possible scores: 0, 0.83, and1.67)*	No organizational/national/ sector-specific policies on GAD issued	1-2 organizational/ national/sector-specific policies on GAD issued	3 or more organizational/national/ sector-specific policies on GAD issued		Provide complete title of sector-specific GAD policies issued *(e.g., agency provision in the MCW, such as Special Leave for Women [CSC], establishment of Gender Focal PointOfficer in Philippine Embassies and Consulates [DFA], GAD Code, RH Code and NAP)* and attach copies if available. Title | Type | Purpose/subject matter | Date issued
Subtotal GMEF Score					

Descriptors	Score: No	Score: Partly	Score: Yes	Score per item	Means of verification/remarks
4. Updating and Continuous Enhancement of GAD Policies (max score,5; for each item or question,1.67)					
4.1. Has the organization's GAD policy/ies resulted in bridging gender gaps of its clients(internal and external)? *(possible scores: 0, 0.83, and 1.67)*	No gender gaps addressed by GAD policy/ies	1-2 GAD policies able to address gender gaps of internal or external clients of the organization issued	3 or more GAD policies able to bridge gender gaps of internal or external clients of the organization issued		Please list down existing GAD policies of the organization and how it bridged gender gaps of its internal and/or external clients *(e.g, lowering and responding to VAW cases)* Title of GAD policy issued | Intended clients/ beneficiaries | Gender gaps addressed Please also attach a copy of policy assessment or Gender Impa Assessment, if applicable. **Agencies with no external clients will be able to meri t a full score if 3 o issued policies are able to bridge gender gaps of its internal clients.*
4.2. Has the organization used the results of gender analysis in the development or enhancement of policies? *(possible scores: 0, 0.83, and 1.67)*	Results of gender analysis not used in the development or enhancement of policies	Results of gender analysis used in the development or enhancement of 1-2 policies	Results of gender analysis used in the development and/or enhancement of 3 or more policies		Please enumerate enhanced policies, guidelines and/or docume continually enhanced based on the results of gender analysis. Policy/guidelines and documents enhanced | Gender analysis tool used | Remarks
4.3. Has the organization integrated a GAD perspective in its vision, mission, and goals? *(possible scores: 0, 0.83, and1.67)*	GAD perspective not yet integrated in vision, mission, or goals	GAD perspective integrated in vision, mission, or goals (one or two)	GAD perspective integrated in vision, mission, and goals (all three)		Please identify where in the vision, mission, and/or goals (VMG) of the organization the GAD perspective is integrated.
Subtotal GMEF Score					

Descriptors	Score			Score per item	Means of verification/remarks
	No	Partly	Yes		
5. Model GAD Policies (max score, 5; for each item or question, 5)					
5.1. Has the organization's GAD policies been used as model/ standard by other organizations? *(possible scores: 0, 2.5, and 5)*	GADpolicy/ies of the organization not yet used as model/standard by other organizations	At least 1 GAD policy of the organization used as model/standard by 1-2 organization/s	At least 1 GAD policy of the organization used as model/standard by 3 or more organizations		Please list down existing GAD policies used as a model or replicated by other organizations *(e.g., GAD agenda or GAD strategic framework for NGAs; policy creating a provincial GAD office or GAD Code for LGUs)*
Subtotal GMEF Score					
TOTAL GMEF SCORE (Policy)					

GAD policy	Organization/agency adopting/replicating the policy	Remarks

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LIST OF GAD-FPS PARTICIPANTS IN WORKSHOPS TO DEVELOP THE DOE GENDER TOOLKIT FOR THE ENERGY SECTOR

GENDER ANALYSIS QUESTIONNAIRE (GAQ) PREPARATION WORKSHOP 27–28 NOVEMBER 2014, TAGAYTAY CITY

1. Dir. Angelina V. Manga, Office of the Director, Administrative Service (AS)
2. Asst. Dir. Rodela I. Romero, Office of the Asst. Director, Oil Industry Management Bureau (OIMB)
3. Asst. Dir. Marissa P. Cerezo, Office of the Asst. Director, Renewable Energy Management Bureau (REMB)
4. Asst. Dir. Ismael U. Ocampo, Office of the Asst. Director, Energy Resource Development Bureau (ERDB)
5. Dir. Manuel M. Llaneza, Office of the Director, Mindanao Field Office (MFO)
6. Dir. Amelia M. De Guzman, Office of the Director, Energy Research & Testing Laboratory Services (ERTLS)
7. Dir. Araceli S. Soluta, Office of the Director, Financial Services (FS)
8. Engr. Helen B. Arias, Chief, Consumer Welfare & Promotions Office (CWPO), Office of the Secretary (OSEC)

9. Engr. Marcos D. Echavez, Chief, General Services Division, AS
10. Engr. Artemio P. Habitan, OIC, Energy Efficiency & Conservation Division, Energy Utilization Management Bureau (EUMB)
11. Ms. Rosalina T. Rapi, OIC, Human Resource Management Division (HRMD), AS
12. Ms. Salve P. Orcine, Supervising Administrative Officer, HRMD-AS
13. Mr. Danilo M. Montillano, Cartographer V, Information Services Division, Information Technology Management Services (ITMS)
14. Ms. Mariquita E. Talamayan, Accountant IV, Accounting Division, FS
15. Ms. Christian Joyce T. Cuy, SRS II, CWPO-OSEC
16. Ms. Jeanne Frances I. Illo, GAD Adviser/USAID-COMPETE, Resource Person

GAD AGENDA SETTING WORKSHOP, 18–21 MARCH 2015, BAGUIO CITY

1. Usec. Loreta G. Ayson, CESO I, Chairperson, DOE GAD-FPS, Office of the Undersecretary
2. Dir. Angelina V. Manga, Office of the Director, Administrative Service (AS)
3. Asst. Dir. Ismael U. Ocampo, Office of the Asst. Director, Energy Resource Development Bureau (ERDB)
4. Asst. Dir. Carmencita A. Bariso, Office of the Asst. Director, Energy Policy & Planning Bureau (EPPB)
5. Dir. Amelia M. De Guzman, Office of the Director, Energy Research & Testing Laboratory Services (ERTLS)
6. Engr. Helen B. Arias, Chief, Consumer Welfare & Promotions Office (CWPO), Office of the Secretary (OSEC)
7. Engr. Reynaldo V. Liganor, Chief, Energy Resource Development & Utilization Division, Luzon Field Office (LFO)
8. Engr. Jerry P. Ritual, Chief, Information Technology Division, Information Technology Management Services (ITMS)
9. Engr. Marcos D. Echavez, Chief, General Services Division, AS
10. Ms. Ma. Victoria B. Capito, OIC, Policy Formulation & Research Division, EPPB
11. Ms. Elisa B. Morales, OIC, Budget Division (BD), Financial Service (FS)
12. Ms. Rosalina T. Rapi, OIC, Human Resource Management Division (HRMD), AS
13. Ms. Salve P. Orcine, Supervising Administrative Officer, HRMD-AS
14. Ms. Alicia A. De Guzman, Supervising SRS, Rural Electrification Administration Management Division, Electric Power Industry Management Bureau (EPIMB)
15. Ms. Vilma C. Nano, Supervising Administrative Officer, BD-FS
16. Ms. Leticia P. Esmale, Supervising Administrative Officer, Treasury Division, AS
17. Ms. Hildelita I. Villanueva, Senior SRS, Solar & Wind Energy Management Division, Renewable Energy Management Bureau (REMB)
18. Ms. Mary Jane V. Pacheco, Executive Assistant III, Office of the Asst. Secretary (OASec)
19. Ms. Jeanne Frances I. Illo, GAD Adviser/USAID-COMPETE, Resource Person
20. Ms. Arlene Donaire, USAID–COMPETE
21. Mr. Marlon Yap, USAID–COMPETE

APPLICATION OF THE DOE GAD CHECKLIST TO GAD PLANNING AND BUDGETING WORKSHOP, 9–10 SEPTEMBER 2015, PASIG CITY

1. Usec. Loreta G. Ayson, CESO I, Chairperson, DOE GAD-FPS, Office of the Undersecretary
2. Dir. Jesus T. Tamang, Office of the Director, Energy Policy & Planning Bureau (EPPB)
3. Dir. Angelina V. Manga, Office of the Director, Administrative Service (AS)
4. Asst. Dir. Rodela I. Romero, Office of the Asst. Director, Oil Industry Management Bureau (OIMB)
5. Dir. Herminio A. Ariola, Office of the Director, Information Technology & Management Services (ITMS)
6. Asst. Dir. Carmencita A. Bariso, Office of the Asst. Director, EPPB
7. Dir. Amelia M. De Guzman, Office of the Director, Energy Research & Testing Laboratory Services (ERTLS)
8. Dir. Araceli S. Soluta, Office of the Director, Financial Services (FS)
9. Engr. Helen B. Arias, Chief, Consumer Welfare & Promotions Office (CWPO), Office of the Secretary (OSEC)
10. Engr. Artemio P. Habitan, OIC, Energy Efficiency & Conservation Division, Energy Utilization Management Bureau (EUMB)
11. Ms. Ma. Victoria B. Capito, OIC, Policy Formulation & Research Division, EPPB
12. Ms. Elisa B. Morales, OIC, Budget Division (BD), FS
13. Ms. Rosalina T. Rapi, OIC, Human Resource Management Division (HRMD), AS
14. Ms. Salve P. Orcine, Supervising Administrative Officer, HRMD-AS
15. Mr. Danilo M. Montillano, Cartographer V, Information Services Division, ITMS
16. Atty. Myra F. F. Roa, Attorney IV, Contracts Division, Legal Services (LS)
17. Ms. Alicia A. De Guzman, Supervising SRS, Rural Electrification Administration Management Division (REAMD), Electric Power Industry Management Bureau (EPIMB)
18. Ms. Vilma C. Nano, Supervising Administrative Officer, BD-FS
19. Ms. Mariquita E. Talamayan, Accountant IV, Accounting Division, FS
20. Ms. Loralai R. Capistrano, Supervising Science Research Specialist, Retail Management, Monitoring & Special Concerns Division, OIMB
21. Ms. Madeleine B. Del Rosario, Senior SRS, REAMD-EPIMB
22. Ms. Jeanne Frances I. Illo, GAD Adviser/USAID-COMPETE, Resource Person