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Summary of Research Papers-13



A Study on the Measures to Improve the Effective Implementation of Gender Impact Assessment in Central Government of Korea

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Korean Women's Development Institute

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the Effective Implementation of Gender
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Government of Korea**

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I . Introduction: Research Overview

1. Necessity and Purpose of the Research

Despite many achievements of gender impact assessment, the perfunctory operation of the system has been continually criticized and the necessity for enhancing the quality of the system has been posed. Also, issues have been continuously raised over the low quality of gender impact assessment reports, the selection of unnecessary projects, and inefficiency due to the burden of duties on public officials in the field. In particular, the low quality of gender impact assessment reports has been pointed out as the most important problem because writing the reports is the starting point for operating the gender impact assessment system.

However, existing studies aimed at enhancing the effectiveness of the

gender impact assessment system were largely related to government officials' competencies and support environment in the ministries, policy feedback, connection between the gender impact assessment and the gender budget, and gender governance. Though issues have been continually raised over the quality of the assessment reports, previous studies have rarely been conducted in reality on the current status and system (or process) of writing the reports despite its importance.

To guarantee the effective improvement of the policy, it is, first of all, necessary to draw upon suggestions for policy improvement properly in the gender impact assessment. Also, to effectively implement the system, the gender impact assessment reports should be properly prepared as a starting point. That is, these reports are the key to the process of drawing upon suggestions for improving the gender equality policy as well as the starting point for the gender impact assessment. To write the reports well, it is also necessary to examine the structure of writing the assessment reports and the conditions in which the reports are currently being written. Therefore, by examining the conditions and the content of the assessment reports, this study aims to examine the current status and problems of operating the gender impact assessment system and to draw upon suggestions for improving the system.

Just as the central government projects have powerful impacts on the people, so are great the effects of policy improvement. However, as the rate of policy improvement cases is relatively low, it is greatly necessary to monitor this situation. To this end, this study aims to review the qualitative reliability and validity of the gender impact assessment reports and the expert review opinion reports regarding the central government's projects that have been implemented since 2018. The study also aims to find ways of effectively implementing the gender impact assessment

by conducting in-depth interviews with the main stakeholders of operating the system by stage.

2. Research Content and Method

1) Research Content

A. Theoretical backgrounds [Chapter II]

- Analyzed literature on the gender impact assessment and the impact assessment in other areas

B. Analysis of the current status of the central government's gender impact assessment operation system [Chapter III]

- Analyzed the operation system of gender impact assessment
- Analyzed the current conditions of implementing the gender impact assessment in 2018 and 2019

C. Content analysis of the gender impact assessment reports and the expert review opinion reports on the central government projects, focusing on education and jobs [Chapter IV]

- Analyzed the reliability and validity of the gender impact assessment reports
- Analyzed the validity of the review opinion reports written by experts

D. Analysis of current conditions and problems of implementing the gender impact assessment by main stakeholder [Chapter V]

- Identified difficulties or problems public officials found when writing the gender impact assessment reports
- Identified difficulties or problems experts found when writing the review opinion reports

- Identified difficulties or problems government officials found when drawing upon the review opinion for the notification letters
- E. Content analysis and the operation system analysis to draw upon issues of operating the gender impact assessment and suggestions for improving the system [Chapter VI]
 - Drew upon the main results and issues of content analysis and analysis on the operation system
 - Conducted in-depth assessment of causes for each issue and sought alternatives
 - Drew upon suggestions (measures) for improving the system for the effective implementation of the gender impact assessment

2) Research Method

A. Literature Review

- Previous studies on the operation and problems of the gender impact assessment
- Previous studies on the evaluation of gender impact assessment reports

B. Content analysis of gender impact assessment reports and expert review opinion reports on the central government projects

- Content analysis of gender impact assessment reports
- Content analysis of expert review opinion reports

C. In-depth interview survey

- Purpose: to identify problems of operating the gender impact assessment by stage and to collect opinions about the direction

for improving the system and ways of effectively implementing the system

- Interviewees: 25 main stakeholders of operating the gender impact assessment by stage, including public officials in charge of projects of the ministries, public officials in charge of institutions, consultants, and officials from the Ministry of Gender Equality and Family
- Method: commissioned to survey firms, with the survey content and process performed by researchers
- Content: identified problems of operating the gender impact assessment by stage and surveyed opinions about ways of improving the system

D. Expert working groups and advisory meetings

- Operated expert working groups
- Composition: composed of groups by two policy areas (employment and education), with experts equipped with expertise in relevant policy areas and the gender impact assessment
- Operation: conducted workshops for each group three times
- Function: identified problems and issues by indicator, and presented suggestions for ways of improving the operation system of the gender impact assessment and the analysis methods
- Expert advisory meeting:
 - Collected opinions about the issue and cause analysis
 - Drew upon directions and ways of improving the policy
 - Consisted of four to five experts four times

II . Literature Review

1. Literature on the Operation and Problems of the Gender Impact Assessment

It is evaluated that there have been several achievements during the past decade, including institutionalization, rapid and quantitative growth, and government officials' heightened awareness of the gender impact assessment. However, the previous studies have continuously pointed out that it was necessary to effectively operate the system.

Previous studies presented the following suggestions for improving the system: i) concentrate on projects of ministries closely related to the policy unit and/or gender equality issues, ii) develop a checklist to reduce the burden of public officials when preparing the gender impact assessment reports and simplify assessment indicators, iii) strengthen gender mainstreaming governance, and network, and iv) prepare the legal basis and ways for promoting public participation and enhancing their awareness.

2. Literature on Impact Assessments in Other Areas

1) Procedure of preparing the assessment reports

In the case of environment impact assessment scoping, the system is operated in a format of selecting proper evaluation items and concentrating on the selected items, considering the project character. In the case of regulation impact assessment, the system is divided into standard and simple types by reflecting spillover effects and issues of the project regulation. In the case of the simple-type regulation, the regulation impact assessment reports can be written in a simplified

format.

2) Ways of securing the quality of the assessment reports

In the case of employment impact assessment, in-depth effects on employment are evaluated in a format of research reports by reflecting the particular nature of a very limited number of projects. In the case of regulation impact assessment, the system attempts to raise the quality of its assessment reports through verification reports of research institutes.

3) Mechanisms of the system operation

In the case of employment impact assessment of budgetary programs, the assessment results are reflected in the budget deliberations. In the case of regulation impact assessment, compulsory power is given to operate the system through a strong mechanism that the assessment reports should be attached to newly-enforced or reinforced regulations so as to progress the evaluation.

III. Current Status of the Gender Impact Assessment Operation System

1. Overview of the Central Government's Gender Impact Assessment Operation System

Gender impact assessment reports and expert review opinion reports produced in the gender impact assessment process, and the letters of notification from the Ministry of Gender Equality and Family play an

essential role in gender mainstreaming of government policies and projects. At the same time, these reports and letters have a value as important analysis materials to effectively operate the gender impact assessment system. This is because they allow us to have a glimpse into the writers' awareness of gender equality and understanding of the system as well as their perspectives on the measures for improvement.

The central government's gender impact assessment of projects progresses from i) selecting target projects for the assessment to ii) preparing gender impact assessment reports, iii) preparing expert review opinion (consulting) reports, iv) writing letters of notification on the review opinion, v) preparing written plans for reflecting the assessment, and vi) monitoring the implementation of the system and managing the performance.

2. Current Status of the Central Government's Implementation of the Gender Impact Assessment

1) Overview of target projects

Gender impact assessment was conducted for the central government's 152 projects in 2018 and 159 projects in 2019. A large number of target projects were selected from the Ministry of Oceans and Fisheries, with 19 projects in 2018 and 12 projects in 2019, and from the Ministry of Land, Infrastructure and Transport, with 3 projects in 2018 and 22 projects in 2019. The number of target projects has sharply increased since 2019 when gender impact assessment was counted in the central government's innovation assessment as one of the indicators.

When we examined the characteristics (or types) of target projects, the proportion of budgetary projects accounted for approximately 95% while

the proportion of new projects standing at about 20% in 2018 and about 36% in 2019. Also, the proportion of projects subject to preparing the gender budget made up about 47% in 2018 and about 23% in 2019. The proportion of projects that were required to newly prepare gender impact assessment reports accounted for about 70% in 2018 and about 91% in 2019.

When we examined target projects according to the classification system by the function of policies (Business Reference Model), a large portion of the projects were categorized into general public administration, social welfare, and education. When classified by the type of the policies, considering their main purpose and attribute, the largest number of the projects aimed at education, employment, and economic activity.

2) Gender Impact Assessment Reports

When we analyzed the content on the “gender differences in the policy environment,” the highest proportion of the answers in gender impact assessment reports was written “Not applicable.” In less than 20% of the cases, it was written that there was a social, cultural, or economic gender difference in the policy environment. Approximately 13% put down that there was a physical gender difference. On the other hand, gender experts answered that there was a gender difference with the same projects by a higher proportion. This shows a gap in the gender awareness between public officials and experts.

When we examined the content on “the analysis of gender gaps and causes,” it was found to be filled out in approximately less than 50% of the projects’ gender impact assessment. As for the content for the

measures completed for the improvement, the highest proportion of the answers was related to the project content and its ways of implementation, accounting for about 20% in 2018 and about 24% in 2019. On the other hand, a mere 7% of the cases was related to laws and guidelines, and about 4% to budgets.

When we examined measures for gender equality, plans for reflecting the project content and ways of implementation accounted for the largest portion of 53.3% in 2018 and 28.4% in 2019. On the other hand, at insignificant levels were improvement suggestions related to plans for reflecting laws, standing at 15.8% in 2018 and 15.1% in 2019, or plans for reflecting the budgets, standing at 17.1% in 2018 and 13.8% in 2019.

3) Expert Review Opinions

Regarding suggestions for improving performance indicators, the highest proportion of the experts' suggestions was to create new performance indicators considering gender equality goals, making up 40.6% in 2018 and 52.9% in 2019. Of the content, 17.4% in 2018 and 28.7% in 2019 wrote about changing and improving the rate of attaining goals for already-presented performance indicators. The proportion of reflecting these review opinions in the letters of notification stood at approximately 39% in 2018 and 26% in 2019.

Regarding suggestions related to laws and guidelines, the largest proportion of the suggestions was to expressly state the proportion of female committee members, standing at 22.5% in 2018 and 16.7% in 2019. The proportion of reflecting these review opinions about laws in the letters of notification stood at approximately 11% in 2018 and 22% in 2019.

Suggestions related to the budgets are about budgets that accompany gender equality measures. The highest proportion of the suggestions was education-related budget, accounting for 45.1% in 2018 and 23.9% in 2019. However, as the proportion of reflecting these review opinions about the budgets in the letters of notification stood at extremely low levels of 7.8% in 2018 and 2.7% in 2019, the effectiveness of this indicator was questioned.

Regarding suggestions for improving the project content and ways of implementation, the largest number of suggestions are as follows: production of gender statistics, improvement of facilities and reinforcement of infrastructure, gender needs survey and monitoring, creation and reinforcement of programs, introduction of affirmative actions, and changing the ways of participation in the projects. The proportion of reflecting the suggestions in the letters of notification on the review opinion stood at approximately 16% in 2018 and 22% in 2019.

In 2019, a noticeably higher proportion of expert review opinions was reflected in the letters of notification, and so were improvement suggestions in the letters of notification reflected in the ministries' written plans for reflecting the suggestions. This can be the result of including the items related to gender impact assessment in the government service evaluation.

IV. Results of the Content Analysis of Gender Impact Assessment Reports and Review Opinion Reports

1. Overview

Due to the characteristic of gender impact assessment indicators, the projects in the areas of education and employment (economic activity) tend to be easy draw up suggestions for improvement. As such, we analyzed the appropriateness of gender impact assessment reports and expert review opinion reports in these two areas. The analysis was conducted according to the analysis framework that was developed through meetings among researchers and advisory meetings. Also, to avoid the arbitrariness of the analysis results, we also reviewed the results of the analysis with other experts in related areas through working groups of each area.

2. Education

Gender impact assessment target projects in education totaled 79 projects, including 43 projects from 23 ministries in 2018 and 36 projects from 22 ministries in 2019.

Among the items on the analysis of gender characteristics of the policy environment, items on sociocultural, economic, or physical (biological) difference by gender were the least frequently filled out in the gender impact assessment reports regardless of ministries or projects. Of the total 79 projects, 54 projects were marked with ‘no’ sociocultural, economic, or physical difference by gender. In other words, approximately 73% of all the projects did not make a proper attempt to analyze the gender

difference in conducting the gender impact assessment.

The reasons for putting down ‘not applicable’ on the items on the analysis of sociocultural, economic, or physical difference by gender included that recipients and beneficiaries were selected based on i) the ‘abilities’ or ‘qualifications’ of participants in education, ii) ‘voluntary basis,’ iii) ‘duties,’ and iv) specific gender only. Even if difference analysis was conducted, the content of the analysis was inappropriate in the following cases: i) where the distinction of gender difference was inappropriate, ii) where the distinction of the difference was limited, and iii) where the analysis was improper due to gender stereotypes.

When we examined gender differences in the project benefits and budget allocation, over a third of the analyzed projects did not present statistics on recipients and beneficiaries of the projects. The reasons for not presenting the statistics included as follows: i) there was no statistics on new projects, ii) gender statistics had not been produced until then, iii) in case project targets include all the people, they are too broad to specify, and iv) ‘other reasons.’ Even if statistics on project recipients and beneficiaries were presented, they were judged to be inappropriate in the following cases: i) where project recipients were set up the same as beneficiaries, ii) where the current conditions of each curriculum or program were not identified in detail, and iii) where the project purpose and content did not correspond to the set-up project recipients.

When we examined measures for gender equality, a majority of gender impact assessment reports marked ‘not applicable’ on all three items on gender equality measures. On the other hand, expert review opinion reports had only three cases where ‘no improvement’ was presented. Also, because the analysis of gender characteristics of the policy environment was not appropriately conducted, the validity of the gender

equality measures decreased in some cases. First, the content of the improvement suggestions was not specific, and simply presented theoretical directions only. Second, the analysis paid attention only to gaps in the gender ratio of beneficiaries and connected the impacts of gender stereotypes or practices of gender role segregation with the gaps, thereby failing to identify specific and relevant measures for gender equality.

When we examined the content analysis of expert opinion reports, key words with the most presented suggestion for improving laws were ‘to expand the proportion and representation of women considering gender.’ In the case of improving the budgets, the expert opinions tended to be very simple. In the case of the project content and ways of implementation, the most actively and positively used and the most frequently presented suggestion was ‘to produce gender statistics’ among the three items on gender equality measures in the expert opinion reports. Except for those presented in the items on laws, almost 50% of expert review opinion reports about the 79 projects posed the necessity for establishing gender statistics on this item alone.

3. Employment

Gender impact assessment target projects in the employment area totaled 57 projects, including 30 projects from 12 ministries in 2018 and 27 projects from 12 ministries in 2019.

When we examined answers on sociocultural, economic, or physical (biological) differences by gender among the items on gender characteristics of the policy environment, approximately 68% of the projects in the employment area were marked ‘not applicable’ in the

reports. This shows that the analysis of differences by gender were not duly conducted. The reasons for writing that there was no gender difference are as follows: i) the difference could not be recognized because it was impossible to identify the current status and beneficiaries of policy and project, and ii) the analysis was made an excuse for ‘as the application for the participation was on voluntary basis.’

Even if the analysis on the gender difference was conducted, the content of the analysis was inappropriate in the following cases: i) where the analysis was based on gender stereotypes, ii) where the distinction of gender difference was improper, and iii) where the analysis of the difference was conducted in a passive and limited manner.

When we examined gender differences in the extent of benefit and the budget allocation, approximately 30% of the projects related to employment did not present statistics on the recipients and beneficiaries. In particular, about 90% of the vocational training projects presented statistics, while about 60% of the projects to support start-ups did not. The reasons for not presenting the statistics about the project on employment are similar to those in the education area.

Even if statistics on the recipients and beneficiaries were presented, the analysis was distorted because statistics were presented inappropriately in the following cases: i) where the project recipients were set up the same as beneficiaries, and ii) where the current conditions of each program were not identified in detail. Even if statistics on the recipients and beneficiaries were presented, they were judged to be inappropriate in the following cases: i) where the recipients were set up the same as beneficiaries, ii) where the current conditions of each curriculum or program were not identified in detail, and iii) where the project purpose and content did not correspond to the set-up project

recipients.

When we examined measures for gender equality, suggestions for improving gender equality were mostly related to the project content and ways of implementation. The most presented suggestion was to ‘expand and reinforce public relations’ for women, followed by ‘conducting a survey on needs and satisfaction by gender and reflecting the survey results,’ ‘monitoring the reception rate by gender,’ ‘expanding education to increase the proportion of women,’ and ‘taking affirmative measures for women (bonus points, etc.).’ Also, there were cases where there was no guarantee of implementing suggestions for policy improvement because only a passive will was hinted at making effort to implement the suggestions, or the suggestions were too comprehensive and theoretical to be implemented.

When we examined the content analysis of expert review opinion reports, the most presented suggestion related to laws was to ‘produce and manage gender-disaggregated statistics.’ In the case of improvement suggestions related to the budgets, most of them were presented as budgets to support the implementation of the other suggestions related to the project content and ways of implementation. However, not even a single suggestion related to the budget was reflected in the letters of notification on the review opinion. The most frequently presented suggestion related to the project content and ways of implementation was to ‘produce and manage gender-disaggregated statistics.’ The next most frequently suggested opinions were to ‘diversify ways of public relations’ to raise the proportion of female recipients and beneficiaries, and to ‘conduct a survey of needs and satisfaction by gender when operating education programs.’

4. Sub-conclusions

Upon preparing the gender impact assessment reports, items on the ‘analysis of gender characteristics of the policy environment’ should include check points to examine whether the prejudice on gender role is strengthened in the project implementing process or whether the analysis reflects a gender stereotype, such as the belief that women are weak and men are strong.

Regarding the gender impact assessment which tended to excessively focus on the ‘analysis of the gender ratio of beneficiaries,’ further suggestions for improvement need to be prepared. Also, if the project report format was changed, it was likely to produce gender-disaggregated statistics that could identify the present conditions of gender.

‘Measures for gender equality’ had so many abstract contents that it seemed difficult for them to lead to the implementation of a specific policy improvement. In order for the policy improvement suggestions to be connected with feedbacks and to enhance the efficiency of the system operation, specific alternatives need to be presented through the review of laws and guidelines related to the projects.

In the case of expert review opinion reports, improvement suggestions related to laws were limited in creating a certain effect when actually applied to the projects. In the case of the suggestions related to budgets, the project content and ways of implementation, we could find difficulties arising from the lack of materials to properly identify details on the project, including the budgeting structure or particulars of the projects.

Therefore, it is necessary to make efforts to restructure the format of writing gender impact assessment reports focusing on the essential

gender issues of the projects in education and employment areas and to improve ways of operating the system.

V. Analysis on the Implementation Process of the Gender Impact Assessment and Related Issues

To collect opinions about operating the gender impact assessment by stage and directions for improving the system, we conducted in-depth interviews with stakeholders participating in the process of operating the gender impact assessment.

According to the results of the interviews, public officials in charge of the projects found it difficult to clearly analyze the sociocultural, economic, or physical (biological) difference by gender among the items on the analysis of gender characteristics of the policy environment in writing gender impact assessment reports because it required an analysis rather than a simple description.

Regarding the measures for gender equality, the officials, their supervisors, and researchers expressed their disappointment with the expert review opinions in that the opinions were too general and perfunctory in content. They also pointed out that it was not easy to come up with specific policy measures unless they had good knowledge of the project content. Regarding the ways of producing concrete policy measures, they suggested that i) continuous exchange be made with researchers in related fields about newly emerging industries or changing trends, ii) researchers in various fields co-work, and iii) communication be promoted between researchers and public officials.

Gender experts as well said that insufficient materials about the

projects and the lack of enough descriptions affected the quality of their review opinion reports. They also posed questions about standards for reflecting the review opinion reports. They suggested that project information be disclosed and that expert groups be in place to present specific and realistic alternatives.

When we examined the stage of implementing measures for gender equality, it was difficult in reality to establish specific plans for improving the projects because detailed analysis and specific measures for gender equality were not prepared. As for implementing measures for gender equality, the measures were not carried out effectively for the main two reasons which are interrelated. First, the measures were not recognized as duties to be continuously carried out. The other reason is the lack of the sense of accountability for implementing the measures for gender equality.

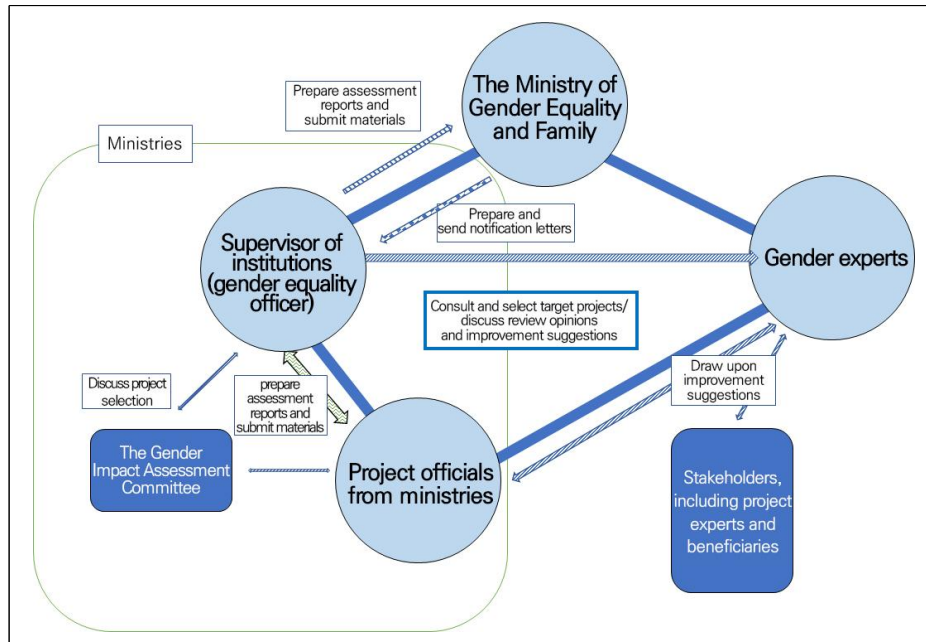
According to the results of the in-depth interviews, interviewees suggested that i) clear goals for the gender impact assessment be presented, ii) transparent and reasonable projects be selected for the assessment, and iii) a system be prepared to improve and support expertise.

VI. Conclusion: Issues Related to the Operation of the Gender Impact Assessment and Suggestions for Policy Improvement

This study identified the current status of the gender impact assessment reports through content analysis and interviews. As a result, we found that gender impact assessment reports (or system) were perfunctorily

prepared (or operated), and thus their level of completion and validity were low. As such, it was difficult for the reports to draw upon practical policy suggestions for improving gender mainstreaming and gender equality. There were also obstacles to drawing upon the suggestions.

To resolve such a difficulty, it is necessary, first of all, to come up with systematical ways of operating the gender impact assessment based on consultations. Also, gender awareness varied very much among stakeholders participating in the gender impact assessment, which played a role as a major obstacle to connecting the assessment results to practical suggestions for the actual policy improvement. Also, there existed wide gaps in an expectation about the outcome of the gender impact assessment among the Ministry of Gender Equality and Family which supervises the gender impact assessment system, officials from the other line ministries in charge of the gender impact assessment and projects, and gender experts who wrote the review opinion reports. Therefore, it is necessary to make a communication channel among the the public officials from the line ministries, the Ministry of Gender Equality and Family, and gender experts by stage of operating the gender impact assessment. To do so, it is necessary to select target projects through a consultation with the officials in charge of projects and gender impact assessment in line ministries, the Ministry of Gender Equality and Family, and gender experts. When drawing upon suggestions for policy improvement, it is necessary to collect opinions from officials in charge, experts on the project area, and beneficiaries. In addition, accountabilities of the line ministries should be reinforced by monitoring their implementation of the suggestions for policy improvement.



Implementer Stage	Ministries		The Ministry of Gender Equality and Family	
	Project officials	Supervisor (gender equality officer)	Administration	Center for Gender Impact Assessment (experts)
Review target projects			Review target projects	Select target projects and write about the necessity
Select target projects	Consult about target projects	Convene and consult when consulting ministries	Convene and consult when consulting ministries	Explain the reasons for selecting target projects
Make assessment and draw upon policy improvement suggestions	Prepare the assessment reports for ministries	Review and consult about the assessment reports		

Implementer Stage	Ministries		The Ministry of Gender Equality and Family	
	Project officials	Supervisor (gender equality officer)	Administration	Center for Gender Impact Assessment (experts)
Present review opinions	Submit requested materials/explain projects if necessary			Draw upon improvement suggestions through consulting with project officials, project experts, and beneficiaries
Consult about improvement	Consult about improvement	Convene and participate when consulting ministries	Review and consult about improvement	Explain and discuss improvement
Prepare notification letters on review opinions			Prepare notification letters on review opinions	
Manage performance of implementation		Manage performance and monitor implementation	Manage performance and monitor implementation	

To draw upon valid measures for gender equality depending on differences in the policy environment, it is necessary to include more specific questions about the project structure, consultation structure, and project requirements and methods, etc. along with questions on standardized indicators. The number and contents of the indicators to fill out in the gender impact assessment reports have decreased as the gender impact assessment has evolved. All the same, project officials have insufficient understanding of why, what, or how to write the report in reality. To enhance their understanding, it is necessary to develop

specified and intuitive indicators taking the policy purpose and characteristics into consideration.

Area	Questions
Pre-questions	<ul style="list-style-type: none"> • Are participants (beneficiaries) disaggregated by gender in the documents that produce project-related statistics? • Are statistics on the assessment of the projects or status analysis materials, including project assessment reports, statistical yearbooks, and white papers, disaggregated by gender? • Is there any consultation structure that can listen to and accept customers' opinions about the project? • Are there various participants, including gender experts and people of different age and gender, in the project consultation structure?
Analysis of projects	<ul style="list-style-type: none"> • Do eligibilities for beneficiaries guarantee equal access opportunities of all citizens? • Does the way of recruiting targets of education limit participating opportunities of any of prospective beneficiaries? • Is any gender stereotype reflected in the education content and composition? • Are the time and place of education designed not to violate work-life balance? • If the way of recruitment or education content and method should be changed, how can the budget be secured to implement the change?
Pre-questions	<ul style="list-style-type: none"> • Are participants (beneficiaries) disaggregated by gender in the documents that produce project-related statistics? For example, project beneficiaries, those who have completed or graduated from vocational training, and the employed. • Are statistics on the assessment of the projects or status analysis materials, including project assessment reports, statistical yearbooks, and white papers, disaggregated by gender? • Is there any consultation structure that can listen to and accept customers' opinions about the project? • Are there various participants, including gender experts and people of different age and gender, in the project consultation structure?

Areas	Questions
Analysis of beneficiaries	<ul style="list-style-type: none"> • Do eligibilities for beneficiaries guarantee equal access opportunities of all citizens? • Where the gender gap between beneficiaries exceeds 20 percentage points, is any positive measure taken for a particular gender? • Does the way of recruiting targets of education limit participating opportunities of any of prospective beneficiaries? • Is any gender stereotype reflected in the education content and composition? • Are the time and place of education designed not to violate work-life balance? • If the way of recruitment or education content and method should be changed, how can the budget be secured to implement the change?
Analysis of implementers	<ul style="list-style-type: none"> • When selecting training centers or project implementers, is it considered whether there is any cause for hindering the purpose of the Equal Employment Act? • Is gender balance struck in comprising project-related evaluation /assessment committees?

To strengthen the effectiveness of the policy, it is necessary to prepare an incentive system for gender impact assessment, to improve gender-sensitive competencies and expertise, and to complement the system to make it possible to track the record of the assessment reports in previous years. It is found that public officials perceive the preparation of gender impact assessment reports as their secondary and additional duties, and thus tend to be passive about preparing the reports. Also, because preparing high-quality gender impact assessment reports can result in practically strengthening gender equality, it is necessary to build competencies of stakeholders and strengthen their expertise. Also, it is required to complement the online system where assessment reports in previous years can be browsed for a reference and knowhow on writing the assessment reports can be handed down.

