

GAD CHECKLISTS FOR THE FISHERIES SECTOR

This set of gender and development (GAD) checklists was developed to ensure the programs and projects of the Bureau of Fisheries and Aquatic Resources (BFAR) are not only aware of or sensitive to gender issues faced by women and men, but also addressing key, relevant issues or concerns. The checklists cover livelihood and food security, fisheries and coastal resource management and conservation, research, and training.

The development of the checklists was informed by the fact that BFAR, the government agency mandated to ensure the development, management, and conservation of the country's fisheries and aquatic resources, is tasked to strike a balance between fish production for food security and conservation for resource sustainability. Moreover, BFAR's commitment to promoting social justice and aim of fostering fisherfolk empowerment engage the agency in protecting and upholding the rights of the disadvantaged, including women.

The checklists correspond to three of the four clusters of BFAR's core services:

1. The livelihood checklist can be used for programs and projects classified under *agriculture and fisheries support for increased productivity and income*. This core service area covers production support, marketing support, and other infrastructure and/or post-harvest development services. Production support pertains to the distribution of necessary tools and materials. Marketing support involves programs geared toward institutional strengthening, competitive enhancement, market information dissemination, and investment and enterprise development. Infrastructure support includes programs to establish and rehabilitate fishing ports, ice plants and cold storage, and other similar facilities.
2. The fisheries and coastal resource management and conservation checklist is pertinent to programs and projects related to *comprehensive regulatory services*, which consist of coastal resource management, fish habitat and environment rehabilitation, and the fisheries observer program.
3. The research and training checklists are relevant to programs and projects falling under *rationalized basic and applied research and development services*, which include research and development, and extension support, education, and training.

The fourth—*plans, programs and project formulations coordination and advocacy, and monitoring and evaluation services*—is partly reflected in the four guidelines.

The fisheries sector checklists form part of the Philippine *Harmonized Gender and Development Guidelines for Project Development, Implementation, Monitoring and Evaluation*. Launched by the Philippine government in 2005, the Guidelines aim to provide the Philippine government and official development assistance (ODA) donors with a common set of analytical concepts and tools for integrating gender concerns into development programs and projects, and help them achieve gender equality and women's empowerment results. The Guidelines also serve as the basis for monitoring ODA in the Philippines following the Women in Development and Nation Building Act, or Republic Act (RA) 7192, and, more recently, the Magna Carta of Women (RA 9710).

ELEMENTS OF GENDER-RESPONSIVE FISHERIES SECTOR PROGRAMS OR PROJECTS

As with programs and projects of other sectors, the GAD guidelines for the identification and design of fisheries sector programs and projects require proponents and appraisers to consider ten core elements of a gender-responsive program or project. These are:

1. participation of women and men in the identification of the development problem;
2. collection and use of sex-disaggregated data in the analysis of the development problem;
3. conduct of gender analysis to identify the 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. monitoring indicators and targets that include the reduction of gender gaps or the improvement of women's participation;
8. project monitoring and evaluation system that includes a sex-disaggregated database;
9. resources and budgets for the activities in (5); and
10. planned coordination with the Philippine Commission on Women and/or the agency's GAD plan.

These principles of a gender-sensitive or responsive program and project apply particularly to livelihood programs and projects, as well as initiatives related to fisheries and coastal resource management and conservation. In the case of research and training programs, the principles have been modified to be relevant to the activities.

What are gender-sensitive programs and projects? How about gender-responsive programs and projects? Gender-sensitive programs and projects are development interventions that recognize and acknowledge differences in roles, needs, and perspectives of women and men, possible asymmetries in their relationship, and the possibility that actions or interventions will have different effects on and results for women and men based on their gender, but do not actively seek to address these issues.

In contrast, gender-responsive programs and projects are those that substantively address gender issues identified through a gender analysis of sex-disaggregated data and gender-related information. These initiatives have explicit gender equality and women's empowerment outcomes and outputs, and fund activities that are designed to produce target results.

To help rate program or project design documents using the GAD checklists, a guide is provided on how to accomplish each checklist. For people charged with assessing the documents, there are two additional considerations in applying the checklists. 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 project proponent or planner to provide additional evidence or information.

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

GAD CHECKLIST FOR LIVELIHOOD PROGRAMS AND PROJECTS

FOOD SECURITY AND LIVELIHOOD AGENDA

The fisheries sector contributes to overall world and national food security, although it has been difficult to distinguish the contribution of capture and aquaculture fishing. One measure for determining its share in attaining food security is the capacity to be self-sufficient at the national and community levels, and how this translates to equal access to food at the household level. While it has been observed that the country's fish production capacity currently satisfies the demand of a growing population, this is noticeably in the context of declining per capita consumption of fish. It is important to give equal priority to improving food production and expanding opportunities for livelihoods and employment in the coastal areas, as this will increase the capacity of fishers to access and afford other foods. At the macro level, the fisheries sector has exhibited good performance, most especially in exports, but this needs a second look in terms of how the industry has helped improve the conditions in coastal communities. Are the local people more able to support their own food and health requirements? Are they more adaptive to and protected from the impact of climate change? Are they more secure in their homes? Do they have access to and control over their coastal resources? Are relationships more equal and peaceful?

One must not forget that families and communities in the coastal areas are among the most impoverished and most vulnerable to many economic and environmental externalities. They also report higher maternal mortality rates and incidence of violence against women and their children (VAWC).

GENDER ANALYSIS QUESTIONS

Gender analysis is a critical element of a gender-responsive program or project. This should be conducted at two points.

- Analyzing the gender dimension of a development problem is a critical part of project identification and the analysis of the development problem (see box below for sample guide questions). It would guide project planners in specifying gender issues the project could or should address.
- After the project design has been drafted, it should be reviewed or assessed for its likely gender-related effects or impact (see box B1 for guide questions).

Analysis of the gender dimension of food security and livelihood issues

Gender roles of women and men

- Are women and men recognized stakeholders of food security and livelihood programs? Are women and men consulted on their specific needs and roles concerning food and livelihoods?
- Does the discussion of the development problem consider the roles of women and men in food provisioning and income generation in households? Does it draw on available studies or data on how women and men contribute to household food consumption through subsistence and/or income-generating activities?
- Who decides on what food to provide? How many hours do women and men spend preparing food? What are the dietary needs and nutritional status of members of the family? What is the incidence of hunger?

- Do current fisheries development interventions increase the time spent by women or men on fisheries productive activities? Are they creating new workloads?

Access to and control over resources and benefits

- Do women and men access food from immediate natural resources in the coastal communities? Are there resources associated more closely as domains of women or of men? Are these resources protected?
- Do women and men participate in decision-making processes and planning for land and water use allocation in the community?
- Do existing post-harvest training, knowledge, and facilities improve the capacities of women and men for food provisioning and income generation? Are these sensitive to the needs of both women and men?
- Are livelihood and marketing opportunities currently accessible to the community?
- Do marketing opportunities offer women and men access to markets outside the community?
- Will the program increase the capacity of women and men to participate in the value chain?
- Do women and men in the areas to be covered by the project have access to credit? Will they be able to raise any capitalization requirement of the proposed project?

Constraints and opportunities

- Is there a database or master list of target beneficiaries? How do women's and men's productive and reproductive contributions to fisheries sector development likely figure in their participation in the proposed project?
- Are woman fishers included in the fisherfolk registration in the area coverage of the proposed project? What are the constraints to their registration?
- What bars or constrains women and men from accessing training, technology, and information related to product development and post-harvest facilities?
- Are woman organizations recognized partners or stakeholders in product development, post-harvest, marketing, and other livelihood programs? If there is no woman organization, will the program support woman organizing?
- Do the project designers recognize the need to address other social protection needs of rural women, such as health and insurance services?

GENDER ISSUES AND GENDER EQUALITY RESULTS

The Magna Carta of Women has underscored women's right to food and right to resources for food production as gender equality markers, recognizing the significant and often unpaid contribution of rural women to the survival of their families. However, such recognition of women's roles in overall food security and fisheries industry development may not automatically result in actual benefits and the formal participation of women in development planning and processes. Access, participation, and control over fishery resources are often marked by inequalities between men and women in coastal communities, both within the households and fishers' organizations. Some of the gender issues and concerns related to food security and livelihood in coastal communities include:

- Non-recognition/invisibility of women's roles in fisheries, including their roles as fishers, and in gender-neutral fisherfolk registration processes;
- Non-recognition of women's resources, time, capacity, and knowledge of food provisioning and ensuring other household survival needs;

- Gender-differentiated impact of fisheries development programs and trade policies on man and woman fishers;
- Gender-differentiated situation of hunger and malnutrition within fishing households;
- Lack of sex-disaggregated statistical information useful for assessing food security and livelihood programs;
- Undervaluation of woman fishers' labor and socioeconomic contributions, resulting in limited economic opportunities and benefits women derive from food security and livelihood interventions;
- Limited access of women to social, financial, and technical support and services to improve their productive and reproductive work;
- Limited involvement of woman fishers in the design of production support and post-harvest programs and in decision-making processes;
- Low proportion of woman members to total members of fisherfolk organizations;
- Lack of access to markets among women or less likelihood of women being able to access markets outside the community;
- Lack of access to value-adding activities, such as post-harvest training and food processing and packaging;
- Lack of supportive policies and conducive policy environment for woman fishers, or little or no cognizance of traditional and resource-based livelihood activities done by women;
- Gender-role stereotyping resulting in women's multiple burdens and various forms of violence against women and their children;
- Weak institutional capacity and low level of awareness among agency/project implementers, fisheries extension officers, and other concerned personnel of gender-related issues and relevant policies such as the Magna Carta of Women; and
- Unequal status and gender relations of woman and man fishers at the household and community levels.

Food security and livelihood programs and projects may be designed to contribute to the achievement of gender equality results, such as:

- Increased number of registered woman fishers and corresponding gender-responsive guidelines for fisher folk registration;
- Increased number of good practices and models of food security and sustainable livelihood programs that address gender issues and concerns of woman fishers, and enhanced women's access to their source of subsistence;
- Availability of updated sex-disaggregated statistical information useful for gender-responsive food security and livelihood programs;
- Increased economic opportunities and income as well as control over income for woman fishers;
- Increased access and control of woman fishers over resources and management benefits as well as increased numbers of woman holders of relevant resource management/ stewardship tenure instruments;

- Increased access to social, financial, and technical support and services of woman fishers under food production support, post-harvest, marketing, and other livelihood services;
- Enhanced leadership and management capacities of women involved in sustainable livelihood initiatives and improved participation and representation of women in decision-making processes and structures;
- Improved policies and policy environment for woman fishers in sustainable livelihood programs and increased budget support for gender-responsive production, marketing, and post-harvest interventions;
- Broader opportunities and/or lessened burdens for women, and elimination of VAWC cases;
- Enhanced institutional capacity and increased awareness of gender-related issues and woman fishers' rights under the Magna Carta of Women among agency/project implementers, fisheries extension officers, and other concerned personnel;
- Improved relations between man and woman fishers at the household and community levels; and
- Decreased malnutrition among man and woman family members and lower incidence of hunger.

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box B1 presents the ten elements of a gender-responsive livelihood program or project. Some elements are accompanied by guide questions. The instructions for accomplishing the checklist are as follows.

Guide for accomplishing Box B1

1. Put a check in the appropriate column (2a to 2c) under "Response" to signify the degree to which a project proponent has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes can be distinguished as follows.
 - a. For *Element 1.0*, a "partly yes" to Question 1.1 (or Q1.1) means meeting with male officials and only one or a few women who also happen to be officials of the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting with other stakeholders, including women and men that may be affected positively or negatively by the proposed project. A "partly yes" to Q1.2 means inputs or suggestions may have been sought from woman and man beneficiaries but these are not considered at all in designing project activities and facilities. A "partly yes" to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.
 - b. For *Element 2.0*, "partly yes" means some information has been classified by sex but may not be key in helping identify major gender issues that a planned project must address. In contrast, a full "yes" implies that qualitative and quantitative data are cited in the analysis of the development issue or project.

- c. For *Element 3.0*, “partly yes” means superficial or partial analysis has been done by focusing on only one or two concerns (gender roles, needs, perspectives, or access to and control of resources).
 - d. For *Element 4.0*, “partly yes” means women are mentioned in the project objectives but only in connection with traditional roles (Q4.1 and Q4.2); or the project has token gender equality outputs or outcomes (Q4.3). A full “yes” to Q4.1 signifies that women’s nontraditional roles are also recognized; to Q4.2 implies that the guidelines for project implementation contain explicit instructions on the involvement of both women and men; and to Q4.3 denotes that gender equality outcomes and outputs are explicit and are consistently pursued in the logical framework analysis.
 - e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities, while a full “yes” means there is an identified gender issue and there are activities seeking to address the 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 a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the question.
 - g. For the combined Elements 7.0 and 8.0, or *Element 7-8.0*, “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change (Q7-8.1); or the project requires the collection of some sex-disaggregated data or information but not all the information will track the gender-differentiated effects of the project. A full “yes” to Q7-8.1 means the project monitoring plan includes both quantitative and qualitative indicators and targets for the gender sensitivity or responsiveness of projects, as well as for tracking changes in the status and power relations of women and men. A full “yes” to Q7-8.2 means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.
 - h. For *Element 9.0*, “partly yes” means there is a budget for GAD-related activities but this is insufficient to ensure the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).
 - i. For *Element 10.0*, a “partly yes” to Q10.1 means there is a mention of the agency’s GAD plan but no direct connection is made to incorporate the project’s GAD efforts to the plan; to Q10.2 means 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 partners; and to Q10.3 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives.
3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an element or item under col. 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. For *Element 6.0*, however, the maximum score is “4,” while that for each item is “1.”
 - b. The scores for “partly yes” differ by element. For instance, for *Element 5.0*, the score is “1.” For elements with two or more items or questions (such as *Element 1.0*), the rating for “partly yes” is the sum of the scores of the items or questions that fall short of the maximum “2.”

- c. For elements with two items, such as Element 2.0 (2.1 and 2.2), the maximum score for each item is pegged at "1.0" and for "partly yes" is "0.5." Hence, if a project scores a full "1.0" in one question but "0" in the other, or if a project scores "partly yes" (or "0.5") in each of the two items, the total rating for Element 2.0 will be "partly yes" with a score of "1.0." If a project scores "partly yes" for one item but "no" for the other, then the total rating for the element will be "0.5."
 - d. For Elements 1.0, 4.0, and 10.0, which have three items each, the maximum score for each item is pegged at "0.67" and for "partly yes" is "0.33." The rating for the element will be "partly yes" if the total score of the three items is less than "2.0," the maximum for the element.
4. For an element (col. 1) that has more than one item or question, add the scores for the items or questions and enter the sum in the thickly bordered cell for the element.
 5. Add the scores in the thickly bordered cells under col. 3 to come up with the GAD score for the project design stage.
 6. under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

The scoring system and the interpretation of the scores are the same as those in box 7 (original and expanded) of the *Harmonized GAD Guidelines*, and the total score remains to be 20.0. However, as explained in the guide for accomplishing the checklist, instead of all the elements receiving a maximum of 2.0 points each, one element (6.0) is assigned a maximum of 4.0 points, while two elements (7.0 and 8.0) are merged with a total maximum of 2.0 points.

Box B1. GAD checklist for designing and appraising food security and livelihood programs and projects

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Problem identification					
1.0 Participation of women and men in problem identification (max score: 2.0; for each item or question, 0.67)					
1.1 Has the program/project design process included consultation with partners, including women and women's groups, on the problems or issues affecting food security and livelihood and on the identification of solutions? (possible scores: 0, 0.33, 0.67)					
1.2 Have the inputs of women been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as equally important stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.34, 0.66)					
2.0 Collection/utilization of sex-disaggregated data and gender-related information prior to project design (max score: 2.0; for each item or question, 1.0)					
2.1 Was relevant existing gender-related information utilized in the project identification stage? (possible scores: 0, 0.5, 1.0)					
2.2 Does the project document include sex-disaggregated and gender information in the analysis of the issue or problem? (possible scores: 0, 0.5, 1.0)					
3.0 Conduct of gender analysis and identification of gender issues (max score: 2.0; for each item or question, 1.0)					
3.1 Has gender analysis been done to identify gender issues prior to the project design? <i>See sample gender analysis questions in the text.</i> (possible scores: 0, 0.5, 1.0)					
3.2 Have the gender issues and needs of women and men been consciously identified in the discussion of the development problem(s)? (possible scores: 0, 0.5, 1.0)					
Program/project design					
4.0 Gender equality goals, outcomes, and outputs (max score: 2.0; for each item or question, 0.67)					
4.1 Do the project objectives include ones that will respond to the needs and problems identified in the gender analysis? (possible scores: 0, 0.33, 0.67)					
4.2 Do the project objectives explicitly refer to the involvement of and/or benefit to women and men in the community or fisherfolk organizations? (possible scores: 0, 0.33, 0.67)					
4.3 Does the project have clear target gender equality outputs or outcomes? (possible scores: 0, 0.34, 0.66)					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
<p>5.0 <i>Matching of strategies with gender issues or GAD goals</i> (possible scores: 0, 1.0, 2.0) Are the strategies identified in the project responsive to the gender issues and gender equality goals established? Or, do the strategies identified include measures that will accelerate the achievement of women's equal rights to production, marketing, and post-harvest services and other programs necessary to sustain food security and livelihoods?</p>					
<p>6.0 <i>Gender analysis of the designed program/project</i> (max score: 4.0)</p>					
<p>6.1 <i>Gender division of labor</i> (max score: 1.0; for each item or question, 0.33)</p>					
<p>6.1.1 Has the project considered how the project schedules fit the men's and women's productive, reproductive, and community tasks? (possible scores: 0, 0.16, 0.33)</p>					
<p>6.1.2 Will the project facilitate the formation of a management structure defining women's roles in the overall program cycle? (possible scores: 0, 0.17, 0.33)</p>					
<p>6.1.3 Has the project considered women's food provisioning activities, including both subsistence and cash-based livelihood activities? (possible scores: 0, 0.17, 0.34)</p>					
<p>6.2 <i>Access to and control of resources</i> (max score: 1.0; for each item or question, 0.25)</p>					
<p>6.2.1 Will women and men have equal access to the program support and technical services (e.g., credit, extension services, training, technology, information) that the project will introduce? (possible scores: 0, 0.125, 0.250)</p>					
<p>6.2.2 Has the project considered specific coastal and fisheries resources that are of primary importance to women's food security and livelihood activities? Has it considered the designation of particular areas/resources for priority management rights and control by women (e.g., women-managed areas)? (possible scores: 0, 0.125, 0.250)</p>					
<p>6.2.3 Will the training capacitate agency/project personnel for gender-responsive program support? Will the training include capacity building on specific provisions of the Magna Carta of Women on rights to food security and productive resources? (possible scores: 0, 0.125, 0.250)</p>					
<p>6.2.4 Are the production, marketing, technology, and post-harvest programs to be introduced by the project women-friendly? Will the project address the barriers faced by women in fully utilizing the support programs? (possible scores: 0, 0.125, 0.250)</p>					
<p>6.3 <i>Commitment to raising awareness of gender issues and concerns</i> (max score: 1.0; for each item or question, 0.33)</p>					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.3.1 Does the project include gender-awareness-raising activities for the target project partners/beneficiaries? (possible scores: 0, 0.16, 0.33)					
6.3.2 Will the project involve research and gender analysis of the food security and livelihood activities of women; issues related to food access, production, and distribution; and control over community resources? (possible scores: 0, 0.17, 0.33)					
6.3.3 Has the project considered strategies that will mobilize support for men and the coastal community in realizing gender-responsive food security and livelihood programs? (possible scores: 0, 0.17, 0.34)					
6.4 <i>Participation and representation in decision-making</i> (max score: 1.0; for each item or question, 0.25)					
6.4.1 Will the project ensure active participation of women in all processes? Will the project include women's domains in food production, i.e., subsistence and cash-based? (possible scores: 0, 0.125, 0.250)					
6.4.2. Will the project involve female fisheries extension officers? Woman fisher leaders? (possible scores: 0, 0.125, 0.250)					
6.4.3 Has the project devised strategies to overcome the constraints (including mobility and time constraints for women) to project participation by women and by men? (possible scores: 0, 0.125, 0.250)					
6.4.4 Has the project considered that the constraints to women's participation may require separate programming (by way of separate groups, activities, or components)? If separate programming is needed, has the project addressed this? (possible scores: 0, 0.125, 0.250)					
7-8 <i>Monitoring indicators and targets</i> (max score: 2.0; for each item or question, 1.0)					
7-8.1 Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? (possible scores: 0, 0.5, 1.0)					
<p>Sample indicators, depending on outcomes and outputs identified:</p> <ul style="list-style-type: none"> • Number of men and women registered as fisherfolk in the community/municipality • Membership and leadership in a fishers' organization or similar groups • Level of participation in project activities • Number of woman fishers engaged in food security and livelihood activities • Percentage of women's representation in fisheries and coastal decision-making bodies and project governance structures • Number of cases/models of gender-responsive food security and livelihood projects • Types and scope of women-managed areas/resources that serve as source of food subsistence 					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
<ul style="list-style-type: none"> • Types and scope of projects and activities of women in different industry value chains • Number of women and men who have access to social protection measures, e.g., social security, health benefits • Changes in the perception of women and men toward the role and capacities of woman fishers for attaining food security • Changes in the relations of man and woman fishers • Changes in the incidence of hunger and malnutrition among men and women in the households • Awareness of obligations under the Magna Carta of Women, i.e., rights of woman fisherfolk 					
7-8.2 Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data? (possible scores: 0, 0.5, 1.0)					
9.0 Resources (max score: 2.0; for each item or 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 local government units (LGUs) and other partners for its GAD efforts? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or promote gender equality and women's empowerment? Or does it commit itself to investing project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the partner organization's or agency's GAD efforts (max score: 2.0; for each item or question, 0.67)					
10.1 Will the program/project build on or strengthen the agency's/government's commitment to the advancement of women? (possible scores: 0, 0.34, 0.67)					
10.2 Does the program/project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.66)					
TOTAL GAD SCORE FOR THE PROGRAM/PROJECT DESIGN (Add the scores for each of the ten elements.)					

Interpretation of the GAD score	
0-3.9	GAD is invisible in the program/project design (proposed program/project is returned).
4.0-7.9	Proposed program/project has promising GAD prospects (proposed program/project design earns a "conditional pass," pending identification of a GAD goal, as well as strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
8.0-14.9	Proposed program/project design is gender-sensitive (design passes the GAD test).
15.0-20.0	Proposed program/project is gender-responsive (designers are commended).

GAD CHECKLIST FOR FISHERIES AND COASTAL RESOURCE MANAGEMENT AND CONSERVATION PROGRAMS

Resource management and conservation projects are crucial in ensuring the long-term sustainability of and benefits from coastal and fisheries habitats for present and future needs, especially of people whose subsistence primarily depends on these resources. Proper management is aimed at ensuring continued productivity of the resources toward the attainment of food security and poverty alleviation. It usually involves resource assessment and valuation, super- and infra-structural interventions, climate-sensitive and survival-enhancing marine and coastal ecosystem restoration, enforcement and regulatory interventions, social engineering of coastal communities, monitoring control and surveillance, and institutional development and empowerment of key stakeholders in the fisheries sector.

GENDER ANALYSIS

Gender analysis is a key element of a gender-responsive program or project. It should be conducted at two points.

- an analysis of the gender dimension of the development problem should be a critical part of project identification and analysis of the development problem (see box below for sample guide questions). This would guide project planners in specifying gender issues the project could or should address.
- after the project design has been drafted, it should be reviewed or assessed for its likely gender-related effects or impact (see box B2 for guide questions).

Analysis of the gender dimension of the development problem, or analysis to identify gender issues in fisheries and coastal resource management and conservation

Gender roles of women and men

- Are women and men seen as equally important stakeholders, partners, or agents of change in resource management and conservation programs and projects?
- Do women and men have gender-differentiated roles and strategies in managing and conserving fisheries and coastal resources? What are these roles and strategies? How do these affect the status of and the relationship between man and woman fishers in the community? Are these roles and strategies recognized in the situation analysis?
- How much time do women and men spend on activities related to resource management and conservation? Do women actively engage in these activities? If not, what are the constraints to women's participation?
- Are the resource management and conservation technologies being introduced by development programs and projects women-friendly?

Access to and control of resources and benefits by women and men

- Do women and men have equal access to and control over the fisheries and coastal resources that need to be managed and conserved? If no, what are the hindering factors?
- What are the resources primarily used by and important to woman fishers? Have these resources been prioritized in past and existing resource management programs and projects? What is the status of these resources and how does it affect woman fishers?

- Do women and men have equal access to social, financial, and technical support and services
- to improve their productive and reproductive work? If no, why?
- Do women and men have equal leadership and management capacities and opportunities for fisheries and coastal resource management and conservation? If no, what are the hindering factors?
- Are women well represented in relevant resource management and policymaking bodies?
- Are women and men equally benefitting from previous and existing resource management and conservation programs and projects? If no, specify the hindering factors.
- Do women and men have equal access to relevant resource management/stewardship tenure instruments? If no, what are the constraints to women's access?

Constraints and opportunities (presence or absence of an enabling environment)

- Do resource management and conservation strategies being employed include measures that will promote women's empowerment and accelerate the achievement of women's equal rights to the utilization, management, and development of coastal and fisheries resources?
- Are agency/project implementers, trainers, extension officers, and other concerned personnel aware of gender issues in fisheries and coastal resource management and conservation projects/programs?
- Do the agency/project implementers have adequate institutional capacity or expertise in designing, implementing, monitoring, and evaluating relevant gender-responsive fisheries and coastal resource management and conservation programs?
- Do the fisheries and coastal resource management and conservation issues identified have gender-differentiated impact on woman and man fishers? What is the gender impact?
- Is there available and readily accessible and updated sex-disaggregated information useful for resource management policy and program formulation?

GENDER ISSUES AND GENDER EQUALITY RESULTS

Women play an important role in fisheries and coastal resource management and conservation. Their participation and the benefits they derive from taking part in the related initiatives vary in the context of their marginalized status and disadvantaged condition in the household, fishers' organization, coastal community, and society. Access, participation, and control over resource management activities and benefits are often marked by gender inequalities between men and women in coastal communities. Some of the gender issues and concerns in fisheries and coastal resource management include:

- Non-recognition/invisibility of women's roles in fisheries, including their role as resource manager;
- Gender-differentiated impact of resource depletion and habitat degradation on man and woman fishers as well as differentiated woman's world views "mapping" of the fishing ground and attitudes and opinions regarding fisheries and coastal resources;
- Lack of sex-disaggregated statistical information useful for gender-responsive resource management policy and program formulation;
- Undervaluation of woman fishers' labor and socioeconomic contributions, resulting in limited economic opportunities and benefits derived from the results of resource management and conservation;

- Limited access to and control over productive resources, including their allocation, use, management, and development, as well as access to relevant tenure instruments;
- Limited access of women to social, financial, and technical support and services to improve their productive and reproductive work;
- Limited involvement of woman fishers in resource-management-related actions and participation in decision-making processes;
- Lack of supportive policies and conducive policy environment for woman fishers;
- Gender-role stereotyping resulting in women's multiple burdens and various forms of violence against women and children;
- Weak institutional capacity and low awareness of gender-related issues and concerns in resource management among agency/project implementers, fisheries extension officers, and other concerned personnel; and
- Unequal status and gender relations of woman and man fishers in the household and community.

Fisheries and coastal resource management programs and projects may be designed to contribute to the achievement of gender equality results, such as:

- Increased number of registered woman fishers and number of women deputized as fish warden;
- Increased number of good practices and models of resource management that address gender issues and concerns of woman fishers, and enhanced productivity of resources that are important to women;
- Availability of updated sex-disaggregated statistical information useful for gender-responsive resource management policy and program formulation;
- Increased economic opportunities, income, and control over their income for woman fishers;
- Increased access to and control of woman fishers over resources and management benefits as well as increased number of woman holders of relevant resource management/stewardship tenure instruments;
- Increased access to social, financial, and technical support and services of woman fishers involved in resource management;
- Enhanced leadership and management capacities of women involved in community work and resource management initiatives, and improved participation and representation of women in resource management and decision-making processes and structures;
- Improved policies and policy environment for woman fishers in resource management and increased budget support for gender-responsive resource management interventions;
- Absence of gender-role stereotyping in the fisheries industry as indicated in the lower burdens of women and cases of violence against women;
- Enhanced institutional capacity and increased awareness of gender-related issues and concerns in resource management among agency/project implementers, fisheries extension officers, and other concerned personnel; and
- Improved gender relations between man and woman fishers at the household and community levels.

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box B2 enumerates the elements of a gender-responsive fisheries and coastal resource management and conservation program or project. Some elements are accompanied by guide questions. The instructions for accomplishing the checklist are as follows.

Guide for accomplishing Box B2

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project proponent has complied with the GAD element: col. 2a if nothing has been done; col. 2b if an element, item, or question has been partly answered; and col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a “partly yes” to Question 1.1 (or Q1.1) means meeting with male officials and only one or a few women who also happen to be officials of the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consciously consulting with other stakeholders, including women’s groups that may be affected positively or adversely by the proposed project. A “partly yes” to Q1.2 means inputs or suggestions may have been sought from woman and man beneficiaries but are not considered at all in designing the project; while full compliance denotes that inputs or suggestions sought from woman and man beneficiaries are taken into consideration in the project design. A “partly yes” to Q1.3 means only selective or certain groups of women and men are viewed as stakeholders and agents of change.
 - b. For *Element 2.0*, a “partly yes” to Q2.1 means gender-related information is available but not necessarily utilized in the project identification stage to help determine major issues that a planned project must address. A “partly yes” to Q2.2 means some information in the project document has been classified by sex but may not be reflected in the analysis of issues or development problems that the planned project intends to address. In contrast, a full “yes” response implies that qualitative and quantitative data are used and cited in the analysis of the development issue or project.
 - c. For *Element 3.0*, a “partly yes” to Q3.1 means superficial or partial analysis has been done by focusing on only one or two of the gender concerns (gender roles, needs, perspectives, or access to and control of resources). In contrast, a full “yes” signifies that a comprehensive analysis of the gender dimension of the development issue or project has been done, which is an explicit recognition of a project’s need to address gender issues. A “partly yes” to Q3.2 means some or certain gender issues and concerns have been identified in the discussion of problems but may not be necessarily integrated in the project design, or the analysis does not clearly imply the need to address these issues. On the other hand, a full “yes” implies that gender issues and concerns identified in the discussion of problems are reflected in the project design and are included as part of the problems that the intervention must address.
 - d. For *Element 4.0*, a “partly yes” to Q4.1 means project objectives include those that could partly or in a way address some issues and needs identified in the gender analysis but are not directly intended to respond to these issues and needs. On the other hand, a full “yes” implies that the project includes objectives that are directly targeted at addressing or responding to the gender issues and needs identified as part of the development issue or problem. A “partly yes” to Q4.2 means women are mentioned in the project objectives but only in connection with traditional roles; or the project has token or ambiguous

gender equality outputs or outcomes instead of a clear statement about promoting gender sensitivity or responsiveness in its strategies and activities (relative to Q4.3). A full “yes” to Q4.2 signifies that women’s nontraditional roles are also recognized, while a full “yes” to Q4.3 denotes that gender equality outcomes and outputs are consistently pursued in the logical framework analysis.

- e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but not matching particular gender issues or having no stated gender issues that match the activities. A full “yes” denotes that there are identified gender issues or goals and there are strategies or activities seeking to address these issues as well as other relevant measures that will accelerate the reduction of gender gap identified in the project.
 - 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 a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the question.
 - g. For the combined Elements 7.0 and 8.0, or *Element 7–8.0*, “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change (Q7–8.1); or the project requires the collection of some sex-disaggregated data or information but not all the information will track the gender-differentiated effects or impact of the project (Q7–8.2). A full “yes” to Q7–8.1 means the project monitoring plan includes both quantitative and qualitative indicators and targets for the gender sensitivity and responsiveness of projects as well as for tracking of changes in the status and power relations of women and men, while a full “yes” to Q7–8.2 means the project monitoring framework has clear mechanisms for collecting all sex-disaggregated numerical data and qualitative information on relevant indicators to help monitor GAD outcomes and outputs.
 - h. For *Element 9.0*, “partly yes” means there is a budget for GAD-related activities but insufficient to ensure the project will address relevant gender issues (Q9.1). In contrast, full “yes” means there is adequate and predictable budget allocation to ensure the project will address relevant gender issues. A “partly yes” to Q9.2 means the project has inadequate institutional capacity or expertise to mainstream GAD or promote gender equality and women’s empowerment, while a full “yes” means the project has a functional and effective institutional mechanism and structure with well-equipped project staff and is capable of tapping external support or GAD expertise from partners and/or private consultants.
 - i. For *Element 10.0*, a “partly yes” to Q10.1 means there is a mention of the agency’s GAD plan but no direct connection is made to incorporate the project’s GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how this will be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an element or item under col. 3. Each item or question has a designated set of possible scores for “no,” “partly yes,” and “yes.”
- 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 or passed all the required activities. The exception is Element 6.0, which has a maximum score of “4.”

- b. The scores for “partly yes” differ by element. For instance, the score for “partly yes” for Element 5.0 is “1.” For elements that have two or more items or questions, the rating for “partly yes” is the sum of the scores of the items or questions that falls short of the maximum score of “2.”
 - c. For Elements 2.0, 3.0, 7–8.0, and 9.0, which have two items or questions each, the maximum score for each item is pegged at “1.0” and for “partly yes” is “0.5.” Hence, if a project scores a full “1.0” in one question but “0” in the other, or if a project scores “partly yes” (or “0.5”) in each of the two items, the total rating will be “partly yes” with a total score of “1.0” for that particular element or requirement.
 - d. For Elements 1.0, 4.0, and 10.0, which have three items or questions each, the maximum score for each item is pegged at “0.67” and for “partly yes” is “0.33.” The total rating for the element will be “partly yes” if the total score of the three items is positive but less than “2.0,” the maximum score for the element.
 - e. For Element 6.0, the maximum total score is “4.0,” with each of the sub-elements having a maximum score of “1.0.” Sub-element 6.1 has two items/questions, sub-elements 6.2 and 6.4 have four items/questions each, and sub-element 6.3 has three items/questions. The scores for “partly yes” differ by sub-element and item or question: “0.250” for questions under sub-element 6.1, “0.125” for questions under sub-elements 6.2 and 6.4, and “0.160” for questions under sub-element 6.3. Hence, the total rating for Element 6.0 will be “partly yes” if the total score for all questions/items in the four sub-elements is less than “4.0,” the maximum score for the element.
4. For an element (col. 1) that has more than one item or question, add the scores for the items or questions and enter the sum in the thickly bordered cell for the element.
 5. Add the scores in the thickly bordered cells under col. 3 to come up with the GAD score for the project design stage.
 6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent’s compliance with the requirement (for evaluators).

The scoring system and the score interpretation are same as those in box 7 (original and expanded) of the *Harmonized GAD Guidelines*. The total score remains at 20.0. However, instead of all the elements receiving a maximum of 2.0 points, one element (6.0) is given a maximum of 4.0 points while Elements 7.0 and 8.0 are merged with a total maximum of 2.0 points.

Box B2. GAD checklist for designing and appraising fisheries and coastal resource management and conservation programs and projects

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Problem identification					
1.0 Participation of women and men in problem identification (max score: 2.0; for each item or question, 0.67)					
1.1 Has the program/project design process included consultation with partners, including women and women's groups, on the problems or issues that the management intervention must address and on the identification of the solutions? (possible scores: 0, 0.33, 0.67)					
1.2 Have the inputs of women been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as equally important stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.34, 0.66)					
2.0 Collection/utilization of sex-disaggregated data and gender-related information prior to project design (max score: 2.0; for each item or question, 1.0)					
2.1 Was relevant existing gender-related information utilized in the project identification stage? (possible scores: 0, 0.5, 1.0)					
2.2 Does the project document include sex-disaggregated and gender information in the analysis of the issue or problem? (possible scores: 0, 0.5, 1.0)					
3.0 Conduct of gender analysis and identification of gender issues (max score: 2.0; for each item or question, 1.0)					
3.1 Has a gender analysis been done to identify gender issues prior to the project design? (possible scores: 0, 0.5, 1.0)					
3.2 Have the particular gender issues and needs been consciously identified in the discussion of the development problem(s)? (possible scores: 0, 0.5, 1.0)					
Program/project design					
4.0 Gender equality goals, outcomes, and outputs (max score: 2.0; for each item or question, 0.67)					
4.1 Do the project objectives include objectives that should respond to the needs and problems identified in the gender analysis? (possible scores: 0, 0.33, 0.67)					
4.2 Do the project objectives explicitly refer to or aim to provide equal access to resources by, or participation of, women and men? (possible scores: 0, 0.33, 0.67)					
4.3 Does the project have clear target gender equality outputs or outcomes? (possible scores: 0, 0.34, 0.66)					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
<p>5.0 Matching of strategies with gender issues or GAD goals (possible scores: 0, 1.0, 2.0) Are the strategies identified in the project responsive to the gender issues and gender equality goals established? Do the strategies identified include measures that will accelerate the achievement of women's equal rights to the utilization, management, and development of fisheries and coastal resources?</p>					
<p>6.0 Gender analysis of the designed program/project (max score: 4.0)</p>					
<p>6.1 Gender division of labor (max score: 1.0; for each item or question, 0.5)</p>					
<p>6.1.1 Has the project considered how women and men fit their resource management activities with their other productive, reproductive, and community tasks in scheduling project activities? (possible scores: 0, 0.25, 0.50)</p>					
<p>6.1.2 Will the project facilitate the formation of management structure defining women's roles in the overall management arrangements? (possible scores: 0, 0.25, 0.50)</p>					
<p>6.2 Access to and control of resources (max score: 1.0; for each item or question, 0.25)</p>					
<p>6.2.1 Will women and men have equal access to the resources to be managed as well as access to technical support and services (e.g., credit, extension services, training, technology, information) that the project will introduce? (possible scores: 0, 0.125, 0.250)</p>					
<p>6.2.2 Has the project considered specific fisheries and coastal resources that are of primary importance to women? Has it considered the designation of particular areas/resources for priority management rights and control by women (e.g., women-managed areas?) (possible scores: 0, 0.125, 0.250)</p>					
<p>6.2.3 Will the training of agency/project personnel capacitate them for gender-responsive resource management? (possible scores: 0, 0.125, 0.250)</p>					
<p>6.2.4 Are the resource management technologies to be introduced by the project women-friendly? (possible scores: 0, 0.125, 0.250)</p>					
<p>6.3 Commitment to raising awareness about gender issues and concerns (max score: 1.0; for each item or question, 0.33)</p>					
<p>6.3.1 Does the project include gender-awareness-raising activities for the target project partners/beneficiaries? (possible scores: 0, 0.16, 0.33)</p>					
<p>6.3.2 Will the project involve research and gender analysis of the resources used by women, the issues related to resource use and management, and the community situation? (possible scores: 0, 0.17, 0.33)</p>					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.3.3 Has the project considered strategies that will mobilize support for men and the coastal community in the realization of gender-responsive resource management? (possible scores: 0, 0.17, 0.34)					
6.4 <i>Participation and representation in decision-making</i> (max score: 1.0; for each item or question, 0.25)					
6.4.1 Will the project ensure the active participation of women in all processes involved in the management of resources? (possible scores: 0, 0.125, 0.250)					
6.4.2 Will the project involve woman fisheries extension officers? Woman fisher leaders? (possible scores: 0, 0.125, 0.250)					
6.4.3 Has the project devised strategies to overcome the constraints (including mobility and time constraints for women) to project participation by women and by men? (possible scores: 0, 0.125, 0.250)					
6.4.4 Has the project considered that the constraints to women's participation may require separate programming (by way of separate groups, activities, or components)? If separate programming is needed, has the project addressed this? (possible scores: 0, 0.125, 0.250)					
7-8.0 <i>Monitoring indicators and targets</i> (max score: 2.0; for each item or question, 1.0)					
7-8.1 Does the project include gender equality targets and indicators of welfare, access, consciousness raising, participation, and control? (possible scores: 0, 0.5, 1.0) Sample indicators, depending on outcomes and outputs identified:					
<ul style="list-style-type: none"> • Number of women with membership and leadership roles in fisherfolk organizations, fisheries and aquatic resources management councils, or similar groups • Level of participation of men and women in project activities • Number of woman fishers engaged in actual resource management at all levels • Percentage of men's and women's representation in resource management structures • Number of cases/models of gender-responsive resource management • Types and scope of areas/resources managed by women • Level of leadership and management capacities of women and men involved in community work and resource management • Number and nature of policies issued and implemented relevant to gender-responsive resource management interventions • Number and types of economic opportunities accessed by women and men • Number of registered and deputized woman fishers • Observed changes in the perception of women and men toward the role and capacities of woman fishers in resource management and development • Observed changes in the relations of man and woman fishers 					
7-8.2 Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data? (possible scores: 0, 0.5, 1.0)					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
9.0 Resources (max score: 2.0; for each item or 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 local government units and other partners for its GAD efforts? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or to promote gender equality and women's empowerment? Or does it commit itself to investing project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the partner organization's or agency's GAD efforts (max score: 2.0; for each item or question, 0.67)					
10.1 Will the program/project build on or strengthen the agency/government's commitment to the advancement of women? (possible scores: 0, 0.34, 0.67)					
10.2 Does the program/project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.66)					
TOTAL GAD SCORE FOR THE PROGRAM/PROJECT DESIGN (Add the scores for each of the ten elements.)					

Interpretation of the GAD score	
0–3.9	GAD is invisible in the program/project design (proposed program/project is returned).
4.0–7.9	Proposed program/project has promising GAD prospects (proposed program/project design earns a “conditional pass,” pending identification of a GAD goal, as well as strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
8.0–14.9	Proposed program/project design is gender-sensitive (design passes the GAD test).
15.0–20.0	Proposed program/project is gender-responsive (designers are commended).

GAD CHECKLIST OF RESEARCH AGENDA, PROGRAMS, AND PROJECTS

The GAD checklist discussed here covers research and development activities, which constitute part of the BFAR research and development core service area. The other component of this core service, training, has a separate checklist. Like in the other checklists, the guidelines for research agenda-setting, program, and projects aim to ensure that BFAR programs and projects are not only aware of or sensitive to gender issues faced by women and men, but also addressing key, relevant issues or concerns.

Fisheries core services, including research, should be improved by the inclusion of gender and other human dimensions. Using a gender lens provides a better picture of fisheries issues. The picture is more complete and better focused, providing a basis for understanding the issues and taking more appropriate action.¹ Overlooking and/or undervaluing the contributions of women, as well as youth, in fisheries matters will not give a complete picture of the fisheries situation; consequently, strategies to improve the sector may not produce the desired results.

The GAD guidelines for the identification and design of research agenda, programs, and projects require research designers and appraisers of research designs to consider several core elements of a gender-responsive research agenda and a gender-aware research program or project.

For defining research agenda and program for a fisheries sector agency

- Participation of women and men in the identification of the research agenda and research questions
- Conduct of gender analysis of the fisheries sector as part of the development of the research agenda
- Inclusion in the research program budget of resources for the needed gender research activities

For designing and implementing research programs and projects

- Collection and analysis of sex-disaggregated data on people-level information
- Consideration of gender equality and women's empowerment in the formulation of the research framework, where possible or relevant
- Reflection of both women's and men's voices in research studies
- Monitoring of impact of the research on addressing gender issues and concerns and on promoting gender equality and women's empowerment in the fisheries sector
- Coordination with the agency's GAD plan and gender mainstreaming strategy

GENDER ISSUES AND RESULTS

Gender analysis is a key element of a gender-aware and responsive research agenda, program, or project. In connection with the formulation and/or review of the BFAR research and development agenda, gender analysis should be conducted at two points.

- The gender dimension of the situation of the fisheries and coastal resource sector should be a critical part of the analysis in support of the research and development agenda. This would guide the team in specifying gender issues that the research and development agenda could or should address.

¹ Meryl J. Williams, "Solutions Through Gender Research," Summary Report of the 2nd Global Symposium on Gender and Fisheries, 21 November 2007, 8th Asian Fisheries Forum, 20-23 November 2007, Kochi, India.

- After the research and development agenda has been drafted, it should be reviewed or assessed for its likely gender-related effects or impact.

Among the issues and concerns in ensuring the gender awareness of research and development agenda and research programs, projects, and activities are the following:

- Fishing and aquaculture are usually regarded as occupations of men because fishing is often seen as direct fishing work that leads to cash payments, or as fish production for home consumption. Consequently, research agendas are generally focused on improving production and direct fishing work, which benefits more men than women. Unpaid work, such as net mending, help in boat building, preparation of food, and procurement of gasoline (in the case of motorized boats), as well as baits for hooks and lines, is often overlooked, and this is normally done by women.
- Women have limited participation in decisions because they are rarely recognized as fishers.
- Most fisheries research projects lack baseline data that are sex-disaggregated. Moreover, fisheries data collection often focuses on fishing operations that are done by or associated with men.
- There are very limited resources available for research in general, and for gender research in particular.
- Researchers usually focus on technical/technology development without looking at the gender impact of the technologies.
- Women lack information on services and opportunities they can avail themselves of, since at times they tend not to view their efforts as “work” but rather as family obligations.²
- Low regard for women’s contribution in fisheries has led to low self-esteem and limited empowerment of women.

Research agenda, programs, and projects may be designed to contribute to the achievement of gender equality results, such as:

- Improved data and information on the contributions of women in the fisheries sector;
- Improved sex-disaggregated data that shows a clearer picture not just of the fishery resources but also of the man and woman fishers who utilize and manage these resources;
- Gender and fisheries research results becoming the bases of gender-responsive fisheries development programs;
- Improved participation and representation of women in resource management and decision-making processes; and
- Increased access of women to the benefits of gender-responsive fisheries development programs.

² M. J. Williams, et al., “Changing Traditions: First Global Look at the Gender Dimensions of Fisheries,” *NAGA, Worldfish Center Newsletter* 28 (1 & 2) (January–June 2005).

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box B3 enumerates the elements of gender-responsive research agenda and gender-aware research programs, projects, and activities for a fisheries-sector agency, such as BFAR. Some elements are accompanied by guide questions. The instructions for accomplishing the checklist are as follows.

Guide for accomplishing Box B3

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project proponent has complied with the GAD element: col. 2a if nothing has been done; col. 2b if an element, item, or question has been partly answered; and col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a “partly yes” to Q1.1 means meeting with male stakeholders and only one or a few woman stakeholders in the proponent or partner agency or organization, while full compliance also involves meeting with woman and man external stakeholders, including relevant women’s groups. A “partly yes” to Q1.2 means mentions of the consultations appear in the document but inputs of the stakeholders are not incorporated in the research agenda, program, or project. In contrast, a full “yes” implies the inclusion of their inputs in the research agenda.
 - b. For *Element 2.0*, “partly yes” means sex-disaggregated data are mentioned but there is no review of relevant gender literature (Q2.1); and gender roles and/or access issues have been identified but not the reasons underlying these (Q2.2). In contrast, a full “yes” denotes that sex-disaggregated data and gender literature have been reviewed and analyzed (Q2.1) and a full gender analysis has been done, serving as input to the development of the research agenda (Q2.2).
 - c. For *Element 3.0*, “partly yes” means there is a budget in the research program for a few gender mainstreaming activities, such as collecting sex-disaggregated data, but there is no provision for analysis and reporting based on this (Q3.1); or the research staff members are aware of the relevance of incorporating gender concerns in the research, but there is little capacity to do this, or funding for tapping gender experts or for one or two activities to build GAD skills or capacities among the research staff may not be sufficient (Q3.2).
 - d. For *Element 4.0*, “partly yes” means the research study collects and reports sex- disaggregated data but does not analyze them as an integral part of the research. A full “yes” denotes that sex-disaggregated data are not only collected but, as important, also analyzed as an integral part of the researchreport.
 - e. For *Element 5.0*, “partly yes” means the project mentions “women” or intends to study women but has no clear indication as to the gender and social relations contexts. A full “yes” suggests that both the gender and social relations contexts and the interests of women are considered in framing the research.
 - f. For *Element 6.0*, “partly yes” means the research involves more men and some women as data gatherers and/or respondents or key informants, while a full “yes” denotes that women and men are involved as researchers and respondents/informants and women’s and men’s responses are reflected in the researchreport.

- g. For *Element 7.0*, “partly yes” means the research and development activity has a plan for tracking the gender sensitivity or responsiveness of the projects, technologies, or activities that will emanate from the results of the studies, but without indicators and targets. A full “yes” means having indicators and targets for gender sensitivity and responsiveness as well as sustainability of the impact of the research projects, and requiring the collection of sex-disaggregated numerical and qualitative data on relevant indicators for the GAD outcomes/outputs of the research projects.
 - h. For *Element 8.0*, “partly yes” means there is some, probably nominal, linking of the research agenda, program, or project to the Philippine government’s/agency’s commitment to the empowerment of women (Q8.1); and mention of next steps to promote GAD goals in the office, agency, or BFAR (Q8.2). A full “yes” signifies that there is a direct connection between the research and the office’s/agency’s gender mainstreaming efforts (Q8.1); and there is a discussion in the research report of strategies for helping sustain the GAD efforts of the office, agency, or BFAR(Q8.2).
3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an element or item under col. 3. Each item or question has a designated set of possible scores for “no,” “partly yes,” and “yes.”
 4. For an element (col. 1) that has more than one item or question, add the scores for the items or questions and enter the sum in the thickly bordered cell for the element.
 5. Add the scores in the thickly bordered cells under col. 3 to come up with the GAD score for the research project.
 6. Under the last column, indicate the key gender issues identified or comments on the proponent’s compliance with the requirement.

NOTE: For upstream or basic research, the interpretation of the questions in box B3 should be in the context of whether the research project or team considered the needs or concerns of both women and men in the design of technologies, for instance, and the possible gender-differentiated impact of the application of the research on women and men. Where certain questions or elements are not applicable to upstream or basic research projects, this should be indicated and taken out of the computation of the total score, which could then be normalized by adjusting the score as follows: [Total Raw Score ÷ (20 – Scores of Not Applicable Questions)] x 20 = Total Normalized Score. The GAD rating will depend on this normalized score.

The scoring system and the interpretation of the scores are the same as those in box 7 (original and expanded) of the *Harmonized GAD Guidelines*. The total score remains to be 20.0, but instead of all the elements receiving a maximum of 2.0 points, two are given a maximum of 4.0 points each.

Box B3. GAD checklist for research and development agenda, program, or project

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
For defining research agenda and program for BFAR (max score: 8.0)					
1.0 <i>Participation of women and men in the identification of research agenda and research questions</i> (max score: 2.0; for each item or question, 1.0)					
1.1 Has the project consulted women on the problem or issue that must be investigated through research? (possible scores: 0, 0.5, 1.0)					
1.2 Have women's inputs been considered in the development of the research agenda? (possible scores: 0, 0.5, 1.0)					
2.0 <i>Conduct of gender analysis of the fisheries sector as part of the development of research agenda</i> (max score: 4.0; for each item or question, 2.0)					
2.1 Are sex-disaggregated data mentioned and is a review of gender-aware literature conducted in the development of the research agenda? (possible scores: 0, 1.0, 2.0)					
2.2 Has gender analysis been done to identify what men and women do, who has access to and control of resources, and how these patterns emerged? (possible scores: 0, 1.0, 2.0)					
3.0 <i>Inclusion in the research program budget of resources for the needed gender research activities</i> (max score: 2.0; for each item or question, 1.0)					
3.1 Are sufficient resources allocated to ensure gender components of the research are met? (possible scores: 0, 0.5, 1.0)					
3.2 Does the research have the skill, ability, or capacity to integrate GAD or promote gender equality and women's empowerment? Or does it commit itself to investing project staff time in building capacity for integrating GAD or promoting gender equality in the research? (possible scores: 0, 0.5, 1.0)					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
For designing and implementing research programs and projects (max score: 12.0)					
4.0 Collection and analysis of sex-disaggregated data on people-level information (possible scores: 0, 1.0, 2.0) Does the research collect, analyze, and report sex- disaggregated data for people-level information?					
5.0 Consideration of gender in the formulation of the research framework, where possible or relevant (possible scores: 0, 2.0, 4.0) Are gender objectives/principles considered in the framework of the research (improving access to economic resources, promoting participation and leadership, eliminating discrimination)?					
6.0 Reflection of both women's and men's voices in the research studies (possible scores: 0, 1.0, 2.0) Are women's and men's inputs or responses being equally sought in the research and are these reflected in the research reports?					
7.0 Monitoring of research impact on addressing gender issues and concerns and on promoting gender equality and women's empowerment in the fisheries sector (possible scores: 0, 1.0, 2.0) Does the design include strategies for monitoring research impact on addressing gender issues and concerns and on promoting gender equality and women's empowerment in the fisheries sector?					
Among the possible considerations for tracking gender impact are: <ul style="list-style-type: none"> • Women and children among the direct or indirect beneficiaries of the project • Long-term impact on women's socioeconomic status and empowerment • Sustainability of the benefits • Inclusion of strategies to avoid or minimize negative impact on women's status or welfare • Identification of ways to promote equal opportunities and benefits for women and men 					
8.0 Coordination with the agency's GAD plan and gender mainstreaming strategy (max score: 2.0; for each item or question, 1.0)					
8.1 Will the research build on or strengthen the commitment of the office, agency, or BFAR to the empowerment of women? (possible scores: 0, 0.5, 1.0)					
8.2 Does the research report mention strategies for helping sustain the GAD efforts of the office, agency, or BFAR? (possible scores: 0, 0.5, 1.0)					
TOTAL GAD SCORE FOR THE RESEARCH AGENDA, PROGRAM, OR PROJECT (Add the scores for each of the eight elements.)					

Interpretation of the GAD score

- | | |
|-----------|---|
| 0-3.9 | GAD is invisible in the program/project design (proposed program/project is returned). |
| 4.0-7.9 | Proposed program/project has promising GAD prospects (proposed program/project design earns a “conditional pass,” pending identification of a GAD goal, as well as strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan). |
| 8.0-14.9 | Proposed program/project design is gender-sensitive (design passes the GAD test). |
| 15.0-20.0 | Proposed program/project is gender-responsive (designers are commended). |

What is a gender-aware research and development program/project? It is an initiative that recognizes and acknowledges differences in the roles, needs, and perspectives of women and men, possible asymmetries in their relationship, and the possibility that actions or interventions will have different effects on and results for women and men based on their gender, but does not actively seek to address these issues.

Meanwhile, gender-responsive research and development agenda are those that substantively address gender issues identified through a gender analysis of sex-disaggregated data and gender-related information, or that successfully promote gender awareness in their constituent research programs and projects.

GAD CHECKLIST FOR TRAINING AGENDA, PROGRAMS AND PROJECTS

The training programs, projects, and activities of BFAR aim to contribute to not only enhanced efficiency of its personnel but also increased productivity and empowerment of man and woman fishers. These provide opportunities for men and women to build and enhance their knowledge, skills, and attitudes to act on their personal development and contribute to the development of the fisheries sector and the country. For women, this may translate to increasing self-confidence and the ability to analyze their situation and decide on matters that affect their lives. Moreover, mainstreaming gender in the human resource development plan of BFAR will ensure that its personnel are equipped with the necessary knowledge, skills, and attitude to make GAD part of their work in pursuing the mandates of the bureau.

The GAD guidelines for the identification and design of training agenda, programs, and projects require teams to consider seven core elements of gender-responsive training agenda, programs, or projects. These are:

1. participation of women and men in the identification of training needs and the focus of training programs;
2. conduct of gender analysis of the training context and situation to identify and address potential gender-related issues faced by trainers and/or trainees;
3. use of sex-disaggregated data in the examples, exercises, and materials used for training;
4. inclusion of reduction of gender gaps or improvement of women's participation among the planned monitoring indicators and targets;
5. sex-disaggregated database regarding participation in training and results of training programs required as part of the training program's monitoring and evaluation (M&E) system;
6. inclusion of resources for needed gender training activities in the training program budget; and
7. planned coordination with the agency's GAD plan and gender mainstreaming strategy.

The GAD checklist for training applies to both client-focused and organization-focused training programs and projects. The objective of a gender-sensitive organization-focused training program or project is to ensure that the trainers themselves are aware of or sensitive to gender issues facing the clients (organic, industry, or community-based). The exposure of BFAR staff to gender-aware training programs will help mainstream GAD further at BFAR.

GENDER ISSUES AND GENDER EQUALITY RESULTS

Gender analysis should be conducted at two points.

- An analysis of the gender dimension of the development problem should be a critical part of project identification and analysis of the development problem (see box B4 for sample guide questions). This would guide project planners in specifying gender issues that the project could or should address.
- After the training project design has been drafted, it should be reviewed or assessed for its likely gender-related effects or impact (see box B4 for sample guide questions).

Training provides opportunities to enhance the knowledge and skills of men and women, but woman fishers usually face a lot of barriers. Their participation in training depends on their roles

in productive, reproductive, and community activities, access to and control over coastal resources and benefits, and cultural and social factors. Below are some of the gender issues in training programs and activities:

- Women's limited participation in identifying and designing training programs, which may lead to unmet needs of woman fishers, eventually resulting in their disinterest in training activities
- Time and mobility constraints of woman fishers because of their multiple roles in their productive, reproductive, and community spheres
- Women's and men's low educational attainment or literacy, which may hinder their participation in or understanding of the training
- Gender stereotyping in training activities that do not reflect the actual needs of women and men but maintain their traditional roles
- Lack of facilities, such as day care or child minding, to enable woman fishers to attend training
- Limited access of women to information on training opportunities

There is also the need to address the capability building requirements of the trainers and extension/field workers in order for them to identify and analyze gender issues in their organization, work, and clientele. Tools for gender analysis are necessary to guide them in studying the context and situation of man and woman fishers. Gender issues for trainers include:

- Lack of a gender analysis of the situation of fishing communities;
- Absence of or limited GAD mainstreaming in the human resource development plan; and
- Lack of impact studies of the training conducted on man and woman fishers that may provide useful input to guide the development of the training program.

The training programs and projects should be designed to contribute to the achievement of gender equality results such as:

- Increased access of woman fishers to training programs and projects;
- Increased number of woman fisher participants in training;
- Increased capacity of woman and man fishers to improve their production and livelihood;
- Increased participation of woman fishers in the training design;
- Availability of women-friendly facilities in the training environment; and
- Increased capability of trainers and extension workers to conduct gender analysis and identify gender issues/gaps in their organization, work, and clientele, monitor program implementation, and assess impact.

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box B4 enumerates the elements of gender-responsive BFAR training agenda and gender-aware training programs, projects, and activities. Some elements are accompanied by guide questions. The instructions for accomplishing the checklist are as follows.

Guide for accomplishing Box B4

1. Put a check in the appropriate column (2a to 2c) under “Response” to signify the degree to which a project proponent has complied with the GAD element: col. 2a if nothing has been done; col. 2b if an element, item, or question has been partly answered; and col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, “partly yes” means male participants from the community, BFAR, local government, or academe and only one or a few women are involved in the identification of their training needs (Q1.1); and the training design acknowledges little difference in the training needs of men and women (Q1.2). In contrast, full compliance denotes that men and women are equally involved in the identification of their training needs and the training design acknowledges various differences in the training needs of men and women.
 - b. For *Element 2.0*, “partly yes” means the barriers to participation are mentioned but not necessarily based on a gender analysis of available gender information (Q2.1); or gender issues that need to be addressed by the training program, project, or activity have been identified but not based on a gender analysis (Q2.2). A full “yes” means the identification of barriers and gender issues is based on a gender analysis of available gender information (Q2.1) and strategies have been identified as needed to remove or reduce the barriers and to cover discussion of gender issues in the training program, project, or activity (Q2.2).
 - c. For *Element 3.0*, “partly yes” means some examples, exercises, and materials used for the training project are sex-disaggregated but most examples are not. In contrast, a full “yes” denotes that sex-disaggregated data are used in all applicable examples, exercises, and materials.
 - d. For *Element 4.0*, “partly yes” means targets are set to increase women’s participation in the training but no targets are set to reduce gender gaps or inequalities in the gender division of labor and other issues. In contrast, a full “yes” denotes that the training includes indicators of increased women’s participation, more equitable sharing of roles and responsibilities between men and women, etc.
 - e. For *Element 5.0*, “partly yes” means the M&E database includes sex-disaggregated number of training participants but no data on the differential results of the training for women and men. In contrast, a full “yes” denotes that the M&E database includes both sex-disaggregated number of participants and differential results of the training for women and men.
 - f. For *Element 6.0*, “partly yes” means the human resource development plan includes training to capacitate one or few personnel to implement gender-responsive training, programs, and projects (Q6.1); or the program involves one or two woman trainers (Q6.2); or there is budget for some GAD activities (Q6.3). A full “yes” denotes that all assigned personnel will be capacitated to design and implement gender-responsive training programs and projects (Q6.1); more than two woman trainers are involved (Q6.2); and sufficient resources are allocated for all gender training activities(Q6.3).

- g. For *Element 7.0*, “partly yes” means there is some linking of the training program to the empowerment of women (Q7.1); and there is sketching of immediate next steps to promote GAD in the office, agency, or BFAR (Q7.2). In contrast, a full “yes” shows clear connection of the training to women’s empowerment (Q7.1); and strategies are developed to contribute to the sustainability of GAD efforts (Q7.2).
3. After ascertaining whether a GAD requirement has been fulfilled or not, enter the appropriate score for an element or item under col. 3. Each item or question has a designated set of possible scores for “no,” “partly yes,” and “yes.”
 4. For an element (col. 1) that has more than one item or question, add the scores for the items or questions and enter the sum in the thickly bordered cell for the element.
 5. Add the scores in the thickly bordered cells under col. 3 to come up with the GAD score for the training program, project, or activity design.
 6. Under the last column, indicate the key gender issues identified or comments on the proponent’s compliance with the requirement.

The scoring system and the interpretation of the scores are the same as those in box 7 (original and expanded) of the *Harmonized GAD Guidelines*. The total score remains to be 20.0, but instead of all the elements receiving a maximum of 2.0 points, three are given a maximum of 4.0 points each.

Box B4. GAD checklist for training agenda, program, or project

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Training needs assessment					
1.0 Participation of women and men in the identification of training needs and the focus of training programs (max score: 2.0; for each item or question, 1.0)					
1.1 Are potential woman and man trainees (e.g., staff, fishers, LGU staff, academe) involved in the identification of their training needs? (possible scores: 0, 0.5, 1.0)					
1.2 Do training programs acknowledge that women and men have different training needs? (possible scores: 0, 0.5, 1.0)					
2.0 Conduct of gender analysis of the training context and situation to identify and address potential gender-related issues faced by trainers and/or trainees (max score: 4.0; for each item or question, 2.0)					
2.1 Does the training design recognize barriers to women's/ men's access to training programs and/or other gender issues? (possible scores: 0, 1.0, 2.0) <i>Indicate the identified barriers and other gender issues under col. 4.</i>					
2.2 Does the training program seek to address these barriers and other gender issues? (possible scores: 0, 1.0, 2.0) <i>Indicate the gender issues that can be addressed by the proposed training program.</i>					
Designing the training agenda, program, or project					
3.0 Use of sex-disaggregated data in the examples, exercises, and materials used in the training program (possible scores: 0, 1.0, 2.0) Will the training program use sex-disaggregated data in the examples, exercises, and materials used?					
4.0 Planned monitoring indicators and targets include the reduction of gender gaps or improvement of women's participation (possible scores: 0, 1.0, 2.0) Do target indicators include monitoring of effects on gender gaps or on gender issues that should have been addressed?					
<p>Among the possible considerations for monitoring indicators of the training agenda are:</p> <ul style="list-style-type: none"> • Accessibility of training venue to poor woman and man fishers • Availability of facilities such as day care or child minding so women can fully participate • Improvements in the gender division of labor in the household and production activities • Enhanced capacities of BFAR staff, both women and men, to identify and address relevant gender issues 					

Element and item or guide question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
5.0 <i>Sex-disaggregated database regarding participation in training and results of training programs required as part of the training program's M&E system</i> (possible scores: 0, 1.0, 2.0) Does the training program include strategies to monitor and document sex-disaggregated data on participation and results as part of its M&E system?					
6.0 <i>Resources for needed gender training activities included in the training program budget</i> (max score: 4.0; for each item or question, 1.33)					
6.1 Does the human resource development plan of the agency include training to capacitate personnel to design and implement gender-responsive training programs and projects? OR does the training project budget allow for tapping of GAD resources for the training? (possible scores: 0, 0.67, 1.34)					
6.2 Will the training program involve woman trainers? (possible scores: 0, 0.66, 1.33)					
6.3 Are sufficient resources allocated to ensure gender training activities are undertaken? (possible scores: 0, 0.67, 1.33)					
7.0 <i>Planned coordination with the agency's GAD plan and gender mainstreaming strategy</i> (max score: 4.0; for each item or question, 2.0)					
7.1 Will the training build on or strengthen the commitment of the office, agency, or BFAR to the empowerment of women? (possible scores: 0, 1.0, 2.0)					
7.2 Does the training design include the development of strategies to contribute to the sustainability of the GAD efforts of the office, agency, or BFAR? (possible scores: 0, 1.0, 2.0)					
TOTAL GAD SCORE FOR THE PROGRAM/PROJECT DESIGN (Add the scores for each of the seven elements.)					

Interpretation of the GAD score

- 0–3.9 GAD is invisible in the program/project design (proposed program/project is returned).
- 4.0–7.9 Proposed program/project **has promising GAD prospects** (proposed program/project design earns a “conditional pass,” pending identification of a GAD goal, as well as strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
- 8.0–14.9 Proposed program/project design is **gender-sensitive** (design passes the GAD test).
- 15.0–20.0 Proposed program/project is **gender-responsive** (designers are commended).

When are training programs gender-aware or sensitive? Training programs, projects, or facilities may be considered gender-sensitive when they recognize and acknowledge differences in the roles, needs, and perspectives of women and men, possible asymmetries in their relationship, and the possibility that actions or interventions will have different effects on and results for women and men based on their gender, but do not actively seek to address these issues.

Meanwhile, training programs, projects, or activities may be considered gender-responsive when they substantively address barriers to the active participation of women and men in training and cover discussions of gender issues identified through a gender analysis of sex-disaggregated data and gender-related information.