

GAD CHECKLIST FOR WOMEN IN AREAS UNDER ARMED CONFLICT

GENDER ISSUES AND GENDER EQUALITY RESULTS

Development interventions in areas under armed conflict are wide-ranging. These include the reconstruction of physical infrastructure, resettlement of evacuees, rehabilitation and recovery of traumatized civilians (particularly women and children), and peace negotiations. Some of the relevant gender issues are:

- insecurity and vulnerability of women and girls to sexual abuse during the conflict,
- invisibility of local women in decision-making processes and peace negotiation panels,
- psychosocial trauma of women and girls brought about by constant exposure to violence and deaths, and
- heavy burden of caring and providing for the children, especially in the case of displaced families and families of combatants.

These issues may be matched by interventions, strategies, or activities that will reduce gender gaps and empower women, such as involving women in the identification of peace and conflict issues, project design, and project planning and decision making. The project may also strengthen government's commitment to the advancement of women as well as build on initiatives or actions of other organizations in the area.

GENDER ANALYSIS QUESTIONS

Gender analysis is required at two points of the project preparation stage: as part of project identification, and after the project has been designed. Box 4 in the main text of this manual suggests key questions for gender analysis as part of the analysis of the development problem, while box 15 offers a summary of the core gender analysis questions for assessing the gender impact of the proposed project, as designed. Other questions that may be asked are:

Gender division of labor and gender needs

- Has an assessment been made of the needs of women and men, girls and boys, in evacuation or refugee camps or in areas under armed conflict?
- Does the project address the different gender-related needs of women and men?
- Does the project provide opportunities for expanding female and male roles in peace negotiations, monitoring, and maintenance?
- Has the project considered the interrelatedness of women's productive and reproductive roles? Has consideration been given to how women may be supported in their role of providing for their household?
- Has consideration been given to women's productive, reproductive, and community service and management/political roles prior to the crisis or displacement?

Access to and control of health services and benefits

- Have appropriate strategies been identified to ensure that both women and men participate in and benefit from humanitarian relief and long-term rehabilitation activities?
- Does the project design include measures to mitigate the adverse effects on women's livelihood or access to resources?

Constraints to participation

- Has consideration been given to how social, cultural, religious, and economic factors influence gender relations in humanitarian relief and longer-term rehabilitation activities?
- Will the project improve women's representation in bodies that decide on humanitarian relief and longer-term rehabilitation efforts? In peace negotiations and peace monitoring?
- Does the project design have measures to address constraints to both women's and men's participation?
- Will women's participation in the project affect the attitudes of women and men toward women?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 15 lists the ten elements or requirements for a gender-responsive project in areas under armed conflict. Each requirement is generally accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 15

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 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 a woman or a few women who also happen to be officials in the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance means meeting with female and male officials and consulting 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 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 to helping identify key gender issues that a planned project must address. In

contrast, a full “yes” implies that qualitative and quantitative data are cited in the analysis of the development issue or project.

- c. For *Element 3.0*, “partly yes” means a superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).
 - d. For *Element 4.0*, “partly yes” means women are identified in the project objectives but only in connection with traditional roles or economic activities (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full “yes” to Q4.1 signifies that women’s nontraditional roles are also recognized, while a full “yes” to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logframe.
 - e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities, while a full “yes” means there is an identified gender issue and there are activities seeking to address these issues.
 - f. For *Element 6.0*, a “partly yes” response to any of the items and questions is associated with superficial or partial effort to address a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the question.
 - g. For *Element 7.0*, “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.
 - h. For *Element 8.0*, “partly yes” means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full “yes” means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.
 - i. For *Element 9.0*, “partly yes” means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).
 - j. For *Element 10.0*, a “partly yes” 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 there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.
- a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for “partly yes” differ by element. For instance, the score for “partly yes” for Elements 2.0, 3.0, 5.0, 7.0, and 8.0 is “1.” For elements with two or more items or questions (such as Element 1.0), the rating for a “partial yes” is the sum of the scores of the items or questions that falls short of the maximum “2.”
 - c. For Element 9.0, which has two items (9.1 and 9.2), the maximum score **for each item** is pegged at “1.0” and “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 9.0 will be “partly yes” with a score of “1.0.” If a project

scores “partly yes” in one item but “no” in the other, then the total rating for the element will be “0.5.”

- d. For Elements 6.0 and 10.0, which has three items each, the maximum score **for each item** is pegged at “0.67” and “partly yes” is “0.33.” The rating for the element will be “partly yes” if the total score of the three items is positive but less than “2.0,” the maximum for the element.
4. For an element (col. 1) that has more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.
5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification 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).

Box 15. GAD checklist for designing and evaluating projects in areas under armed conflict

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification and planning					
1.0 <i>Participation of women and men in project identification</i> (max score: 2; for each item or question, 0.67)					
1.1 Has the project consulted and involved women in the problem or issue that the intervention must solve and in the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have women’s inputs been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as stakeholders, partners, or agents of change? (possible scores: 0, 0.33, 0.67)					
2.0 <i>Collection of sex-disaggregated data and gender-related information prior to project design</i> (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					

Dimension and 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>3.0 <i>Conduct of gender analysis and identification of gender issues (see box 3)</i> (possible scores: 0, 1.0, 2.0) Has a gender analysis been done to identify gender issues prior to project design? OR, does the discussion of development issues in the project document include gender gaps that the project must address?</p>					
Project design					
<p>4.0 <i>Gender equality goals, outcomes, and outputs</i> (max score: 2; for each item, 0.67)</p>					
<p>4.1 Do project objectives explicitly refer to women and men as partners or beneficiaries of the project? To the immediate and long-term assistance needs of women and men? (possible scores: 0, 0.33, 0.67)</p>					
<p>4.2 Does the project have gender equality outputs or outcomes? (possible scores: 0, 0.33, 0.67)</p>					
<p>4.3 Have the project objectives taken account of changes in the population profile as a result of the conflict? (possible scores: 0, 0.33, 0.67)</p>					
<p>5.0 <i>Matching of strategies with gender issues</i> (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?</p>					
<p>6.0 <i>Gender analysis of the designed project</i> (max score: 2)</p>					
<p>6.1 <i>Gender division of labor</i> (max score: 0.67; for each question, 0.33)</p>					
<p>6.1.1 Has consideration been given to women's productive, reproductive, and community service and management/political roles prior to the conflict or displacement? (possible scores: 0. 0.17, 0.33)</p>					
<p>6.1.2 Will the project provide opportunities for women to take on nontraditional roles, for instance, peace negotiations and leadership in organizations? (possible scores: 0. 0.17, 0.33)</p>					

Dimension and 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)		
6.2 <i>Access to and control of resources</i> (max score: 0.67; for each question, 0.33)					
6.2.1 Have appropriate strategies been identified to ensure that both women and men will participate in and benefit from humanitarian assistance or income generation and vocational training? (possible scores: 0. 0.17, 0.33)					
6.2.2 Does the project design include measures to mitigate the adverse effects on women's livelihood or access to resources? (possible scores: 0. 0.17, 0.33)					
6.3 <i>Constraints</i> (max score: 0.67; for each item, 0.33)					
6.3.1 Has consideration been given to how social, cultural, religious, and economic factors influence gender relations in humanitarian relief and long-term rehabilitation activities? (possible scores: 0. 0.17, 0.33)					
6.3.2 Does the project design have measures to address constraints to both women's and men's participation? (possible scores: 0. 0.17, 0.33)					
7.0 <i>Monitoring targets and indicators</i> (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? Examples of gender differences that may be monitored:					
<ul style="list-style-type: none"> - Recipients of humanitarian and other forms of assistance - Participation in peace negotiations and similar activities - Membership and leadership in organizations to be created by the project - Employment generated by the project - Loss of livelihood as a result of the project 					
8.0 <i>Sex-disaggregated database</i> (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					

Dimension and 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; for each item, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or promote gender equality and women's empowerment? OR, is the project committed 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 agency's GAD efforts (max score: 2; for each item or question, 0.67)					
10.1 Will the project build on or strengthen the agency/NCRFW/government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE - PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements or the figures in the thickly bordered cells.)					

Interpretation of the GAD score

- 0 - 3.9 GAD is invisible in the project (proposal is returned).
- 4.0 - 7.9 Proposed project **has promising GAD prospects** (proposal earns a "conditional pass," pending identification of gender issues and strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
- 8.0 - 14.9 Proposed project is **gender-sensitive** (proposal passes the GAD test).
- 15.0 - 20.0 Proposed project is **gender-responsive** (proponent is commended).

