

GENDER CHECKLIST FOR PEACE OPERATIONS

A SECTOR-BY-SECTOR Guide to Gender Concerns for Assessment Missions

Security Council resolution 1325 on Women, Peace and Security calls on field operations to incorporate a gender perspective in all aspects of peace operations. A gender analysis leading to gender mainstreaming must start from the very beginning of a situation to ensure that structures and programmes are designed to address the different requirements of women and men, girls and boys, for protection, assistance, justice and reconstruction.

Gender concerns should be identified and mainstreamed into planning procedures and programme implementation. The following is a preliminary checklist¹ for use in assessment and fact-finding missions. More detailed gender analysis by sector will be needed for planning purposes.

GENERAL AND CROSS-CUTTING ISSUES

- A. How have men and women, girls and boys been affected differently by the conflict or displacement? Have women and men been affected differently by specific events such as the destruction of schools, roads, sanitation facilities, markets, homes, etc.?
- B. What are the different coping mechanisms used by men, women, girls and boys? What resources/supports are they using to survive? Are these in jeopardy or over-stretched? Why?
- C. Do women have equal access to resources for humanitarian assistance, recovery and reconstruction (human, technical, financial)? What would help increase their access to resources?
- D. What specific power structures can be identified within communities? What are the specific threats or risks facing women and girls in the current environment? What can be done to remove these threats or minimize them in the immediate, medium, and long-term? Threats could include increased violence including domestic violence, marginalization in the political realm/exclusion from political processes related to peace building, the creation of an interim government, etc.
- E. What are the prevailing attitudes, religious and cultural norms and practices that affect women's ability to contribute to and benefit from humanitarian assistance, recovery and reconstruction efforts? How can we ensure that these attitudes, norms and practices are not a barrier to women and girls' enjoying equal access to resources, opportunities, education, etc.?
- F. Are women being involved in decision-making, including at the highest levels? What specific steps can be taken to increase their involvement? What barriers prevent women and girls from meaningful participation and involvement in decision-making?
- G. What programmes are in place to prevent and respond to violence, abuse and exploitation against women and girls? Do these programmes involve the community, men and women, to respond to and support survivors? Are assistance programmes monitored to prevent exploitation and abuse of women and girls? Are there shelters and services for women and girls, particularly those who are displaced, unaccompanied or abused? How are the health, social services, security, protection/legal sectors involved in the prevention of and response to sexual and gender-based violence?
- H. Do leadership training and capacity building programmes for women's groups already exist? How were women organizing in their communities and in society at large under the Baathist regime? Are new networks emerging among civil society groups, particularly among women's organizations in the wake of the fall of the Baathist regime?
- I. How are different roles, strategies, responsibilities and options of women, men and adolescents affected in the current unstable situation? How have these

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changed over the past ten years and during the current period of instability?

- J. Do displaced/refugee women and children have access to documentation and registration? Are women able to register in their own right or are they officially 'recognized' through their husbands?
- K. Has there been a disparate impact on women from different sectors within the society? Does the context in which women find themselves, such as urban or rural location, individual religion or ethnicity (Shia, Sunni, Christian, Kurdish, Assyrian, etc) affect gender relations in a particular area?
- L. What data and analysis is available for each sector? Is it disaggregated by sex and age?
- M. How can information be gathered and disaggregated to account for widows and female-headed households who may account for a significant proportion of the population resulting from two decades of war and a repressive regime?
- N. How have men and women, boys and girls been affected differently by displacement during the conflict? Are the specific needs of returning men and women, especially female heads of household, being addressed? Will refugee women with few resources, some living on a basic subsistence, have the ability to return? To what extent will women make decisions regarding return and what factors will be most critical to making these decisions? How will this information be provided to refugee communities in neighboring countries?
- O. Is there equal access for boys and girls to safe and secure opportunities for stimulation and non-violent social interactions?
- P. Are equal numbers of women and men being hired (or trained) for both international and national staff positions in humanitarian assistance, return and reconstruction efforts? What can be done to further

strengthen gender mainstreaming during planning, implementation, monitoring and evaluation?

- Q. Is there gender balance on the needs assessment team, and has a gender focal point been designated to monitor and provide technical support to team?

HEALTH AND NUTRITION

- A. Do women and men have different health needs? Will the health sector, when refurbished, address men's and women's health needs equally? Is access to services equal for men and women? What might hinder equal access?
- B. Are there women health providers (medical doctors, ob-gyns, midwives)? Do women have access to female health care providers?
- C. Are there reproductive health services in hospitals, clinics and other health facilities for men, women and adolescents? To what extent do health workers receive gender-sensitive reproductive health training?
- D. Has the breakdown in law and order had an impact on women's vulnerability and exposure to gender based violence?
- E. What mechanisms are in place to address gender-based violence? Is awareness training provided to international and local relief staff, to military personnel and to police, including in the areas of detection, referral and counseling? To what extent are services available, including shelters for victims of sexual abuse?
- F. Are HIV/AIDS testing facilities available in the country for civilians and for international staff?
- G. How has the presence of military and other combatants placed men and women at greater risk for human rights violations,

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including gender-based violence? How will demobilization impact on men and women's health and livelihoods?

- H. Are there gaps in providing integrated health services to women, men and adolescents, particularly in the area of reproductive health?
- I. What programmes are available to address psychosocial/mental health needs of the community, particularly for women and girls?
- J. Are boys and girls and men and women equally nourished? How has intra-family food distribution changed to meet the emergency situation?
- K. What impact does the burden of care have on women's time use and how can assistance in the health sector address this critical obstacle to women's mobility, access to resources and education?
- L. How are women health workers engaged in disseminating information about and improving access to immunization services?
- M. Are HIV/AIDS testing facilities available in the country for civilians and for international staff?

WATER SUPPLY AND SANITATION

The Asia Development Bank checklist on water and sanitation provides a comprehensive and well-constructed module for considering the gender dimensions of this sector. This module should be used for needs assessments in this sector.

http://www.adb.org/Documents/Manuals/Gender/Checklists/Water/gender_checklist_water.pdf

- A. What are the constraints on women and men, girls and boys in accessing appropriate water and sanitation facilities, water quality, water quantity, reliability, distance from source, distance from latrines, appropriate

technology, maintenance, cultural acceptability?

- B. Have feminine hygiene needs been addressed?

PRIMARY EDUCATION/HIGHER EDUCATION

- A. Are there equal numbers of male and female teachers, administrators and other leaders in education among the population? How can they take leadership roles in creating and sustaining the education of girls and boys during recovery? Are there differences between primary and higher education as concerns girls' access?
- B. What are additional specific barriers to learning in the current unstable environment? How are these different for girls and boys? What factors account for this trend? How will the education system track and remedy this trend?
- C. What actions are in place to accommodate the education needs of disabled, orphaned, separated or otherwise unaccompanied children? Do girls and boys have access to the same services?
- D. How do alternative or informal models of education accommodate the different vulnerabilities and changed roles and responsibilities of girls and boys in the current situation?
- E. Are women and girls able to travel to school safely?
- F. How are Codes of Conduct used to ensure appropriate behavior of teachers?

AGRICULTURE AND FOOD SECURITY

- A. What community power structures exist in relation to the use of food? Is food used as a weapon or only benefiting certain groups? What are the different roles of women and

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men in food management at the household level? Who receives food aid on behalf of the family and are women or men more likely to prioritize family sustenance over individual survival? Are ration cards being issued to women in order to strengthen their control over food? How will the new food distribution system ensure equal access to food aid for women and men?

- B.** How do gender, age and other disparities between and within groups relate to individuals' vulnerability to food insecurity? .
- C.** How much and what kind of food do women, men and children have access to? How much do they need? How do they obtain food and when and why do gaps between need and consumption occur?
- D.** What are the indicators of food security and development? Is information gathered for indicators sex disaggregated?
- E.** What percentage of agriculture work did women do? What type of work do rural women undertake, such as cooking, cleaning, collection of water, firewood, marketing, child-care?
- F.** Have agricultural practices changed since the fall of the Baathist regime? Do women and men have equal access to land and training opportunities?

LOCAL GOVERNANCE AND RULE OF LAW

- A.** Does the security situation affect men and women differently? Are women being targeted for certain violations? Are women's and men's security issues known and concerns being met? Do safe and accountable mechanisms for women to report and ensure redress for violations exist?
- B.** Do military personnel receive training on gender-based violence and human rights?

- C.** How has the presence of military, *Fedayeen* and other combatants placed men and women at greater risk for human rights violations, including gender-based violence?
- D.** Will the emerging political system recognize and protect women's rights and interests? Will women be enabled to influence and participate in the political process? Will women who remained, exiles and refugees have equal opportunity to participate in new governance structures? What roles have women played in the country's political history and how can these be remembered and utilized effectively in developing a new representative government?
- E.** Will social sector reform address women's particular needs and concerns in an appropriate and adequate manner? Will women's capacities and skills be recognized and incorporated into the provision of social services? Will social reconstruction generate socio-economic relationships that are advantageous to women?
- F.** Will reviews of legislation and the constitution incorporate gender perspectives with regards to inheritance law, property rights, etc?
- G.** Will election processes involve women and men? Will men and women have equal opportunity to vote and participate in elections? Will a certain percentage of seats earmarked for men or women or other groups? Will there be capacity-building opportunities for women candidates in local and national elections?
- H.** Is sex-disaggregated information available on participation in various committees or groups?

MINE ACTION CAPACITY AND MINE CLEARANCE

- A.** Do communications strategies consider outreach to women and girls in all regions of the country?

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- B.** Are women's organizations mobilized to provide awareness-raising and public information on unexploded ordnance and landmines?
- C.** Is medical assistance biased? Is priority given to military personnel (most often male) while civilian casualties take longer to reach medical services? Does gender segregation result in slower emergency services to women?
- D.** Who cares for victims of landmines? Are caretakers receiving adequate support? Are women and girls providing for the injured immediately following the injury and providing long-term support?
- E.** Do landmine injuries affect women and men differently? For example, does an amputee have fewer chances for marriage? Do spouses have grounds for divorcing landmine victims due to their injuries?

INFRASTRUCTURE, TRANSPORT AND COMMUNICATION

- A.** Have both women's and men's needs been considered when designing new infrastructure?
- B.** Will consideration be given to the tasks which are currently undertaken by women and men that could be affected, such as transport of food and other goods to the market, fuel and water collection? Will the location of transport-related infrastructure affect women's marketing of goods and other income-generating activities?
- C.** What access do women have to media programmes, in terms of production, dissemination and access to information?
- D.** Are education materials and information campaigns targeting illiterate men and women equally?

HOUSING

- A.** Have both women's and men's needs considered equally when designing and planning housing projects?
- B.** Are there barriers to equal access to and control over land, housing/property rights? What can be done to remove these barriers?
- C.** How have women and men, girls and boys been affected differently by inadequate housing conditions due to conflict and displacement?
- D.** Are there mechanisms in place to ensure equal property restitution to returnees and internally displaced persons (IDPs) coming back to their place of origin? Are there mechanisms in place against forced evictions? Are there mechanisms in place to ensure equal security of tenure to both women and men?
- E.** Are there prevailing attitudes, religious and cultural norms and practices preventing equal access to and control over land, housing and property? Are there prevailing barriers to equal inheritance to land, housing and property?
- F.** Will the emerging economic system recognize and protect low income housing finance? Will women and vulnerable groups be enabled to have access to housing credit with affordable rate? What are the available mechanisms for mobilizing financial resources?

ELECTRICITY

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- A.** In the choice of sectoral investments, is there explicit attention to the energy service needs of women (especially poor women) as well as the requirements of men? What investments are being made in household energy? Who will be able to use the new energy services? Will women and men both benefit from these investments?
- B.** Will expansion of the electrical grid support domestic and rural connections? Will broad household energy needs and different ways of meeting those needs be examined? Is the wide range of rural women's energy needs being addressed (including agriculture, transport, and income-generating activities)?
- C.** Are men and women affected differently by energy access (including cost, physical distribution, new technologies, etc.) and availability trends (for example, blackouts during time spent making meals)? Will pricing decisions take into account gender differences in access to and control over household income, and the different domestic responsibilities of men and women regarding domestic energy usage?
- D.** Are women benefitting from the increased economic activity of large-scale energy projects? Do the personnel strategies of energy utilities pay attention to gender equity issues? Are women involved in community participation, ownership and management of energy projects?
- E.** Do new technologies address the actual needs and circumstances of men and women? Do men and women have equal access to new technological inputs? Are potential negative impacts of increased electrification being taken into account in cost-benefit analyses?
- B.** Has the collapse of the Baath party as a public sector employer affected women and men differently? Are there measures in place to address the loss of livelihood of women and men formerly employed in the public sector?
- C.** What measures are being taken to ensure women's access to opportunities in non-traditional fields of employment, especially in sectors experiencing increased economic activity as a result of recovery and reconstruction efforts?
- D.** In what ways are women and men earning income for the household? Have the income-generating activities of women and men been affected differently by the conflict and the post-conflict situation? How has the security situation impacted women and men's livelihoods?
- E.** Was sex-disaggregated data collected on the role of women in the informal sector, as entrepreneurs, under the Baathist regime? What impact has the conflict and post-conflict situation had on women's informal employment? Are the post-conflict needs of women entrepreneurs currently being addressed?
- F.** How have post-conflict disruptions in social support services—such as child-care, health care, and care of frail elderly and infirm—affected women's ability to work? Will reconstruction efforts ensure adequate support and programmes from health and social services for female and male workers?
- G.** Will new labour legislation include minimum wage standards, provisions for equal pay for work of equal value, leave provisions (especially maternity leave and parental/family leave available to men and women), anti-discrimination provisions (including protection from dismissal for pregnancy), and protections for people engaged in non-standard work (part-time and temporary workers, homeworkers, and domestic workers)?

LIVELIHOODS

- A.** How will demobilization impact on men and women's health and livelihoods?

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CONFLICT PREVENTION AND RECONCILIATION

- A.** Are women involved in truth and reconciliation processes? What mechanisms for gender-sensitive redress for victims of armed conflict are in place?
- B.** What have been the different roles of men and women, boys and girls during the conflict? How do their perceptions differ regarding the conflict's causes, and how does this vary by region?
- C.** How have the roles and responsibilities of men, women, boys and girls changed during the last ten-year crisis-period? What new needs have been created and how are these being addressed? What new opportunities have been created and how are these being supported?
- D.** Do women and men have equal opportunity to contribute to peace-building efforts at local, national and international levels? Do they have equal access to capacity building for peace building and other skills building initiatives?

CULTURAL HERITAGE

- A.** How can women's contributions to cultural heritage be safeguarded and promulgated? What is the working status of women in the arts and cultural sector?
- B.** What roles have women played in the country's political history and how can these be remembered and utilized effectively in developing a representative government?
- C.** What have been women's contributions to preserving cultural heritage and how can these be supported? How can women's presence in and contribution to cultural life as a whole be furthered?
- D.** How have men and women been portrayed differently throughout cultural history, and what role can the UN play in ensuring the

representation of all people in cultural documentation and preservation?

- E.** What cultural knowledge resides with women and how can the continued transmission of that knowledge be ensured? How can society make full use of the wealth of talent, expression and experience contributed by its people throughout the ages, regardless of their gender?
- F.** Do women have access to decision-making positions in cultural policy, the arts and the media?
- G.** Are the production, dissemination, and accessibility of information freely available to everyone, regardless of gender?
- H.** How can international norms and standards, including those that promote gender equity, be highlighted in literature (including textbooks and curricula)?
- I.** Does the measure of economic productivity take into account examples of productivity in the arts, cultural education and the media—specifically women's creative contributions to these fields?

PRIVATE SECTOR DEVELOPMENT

- A.** How has the economic situation affected women and men? Have women and/or men experienced changes in the type of work available, earning power, access to loans and credit or land?
- B.** How can the erosion of past gains regarding women's access to land, property and wealth be avoided?
- C.** How do women save? How can women's savings be supported?
- D.** Are skills building opportunities available to both men and women?

ENVIRONMENT AND NATURAL RESOURCES

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- A.** How does exploitation of natural resources impact on women and men's subsistence livelihoods? What role do women play in the production cycle?
- B.** How does exposure to environmental pollution and degradation of the environment impact on women's and men's health and livelihoods? How do the negative health impacts on the family affect women's labor, time use and educational and career opportunities?
- C.** Are women legally and or traditionally recognized as managers of natural resources? For which natural resources are women primarily responsible? What impact has land reform or policy had on women's access to land for food or cash crops?
- D.** What are the demographics of IDP populations? How have they adapted in areas to which they were displaced (differential access, roles and responsibilities)?
- E.** Has the support of local, regional and national women's organizations been enlisted to aid reintegration? Has the collaboration of women leaders in assisting ex-combatants and widows returning to civilian life been enlisted? Are existing women's organizations being trained to understand the needs and experiences of ex-combatants?
- F.** If a social security system exists, can women ex-combatants easily access it? Does it target their needs and promote their skills?
- G.** Can the economy support the kind of training women might ask for during the demobilization period? Have obstacles, such as narrow expectations of women's work, been taken into account?
- H.** Do women have the right to choose where they will live in resettlement programmes? Are women's particular security needs recognized when planning transport home?

DISARMAMENT, DEMOBILIZATION AND REINTEGRATION (DDR)

- A.** Who is demobilized and who is retained as part of the restructured force? Do women have the same right to choose to be demobilized as men?
- B.** Is there sustainable funding to ensure the long-term success of the DDR process? Are special funds allocated to women, and if not, what measures are in place to ensure that their needs will receive proper attention?
- C.** Is there a commitment to include women in peace negotiations? Are women fighters adequately represented? Do existing veterans' associations recognize women's needs?
- D.** Are mechanisms in place to ensure the recognition and political participation of female ex-combatants after elections? Are women equipped to participate in these
- I.** Do training packages offered to women reflect local gender norms and standards about gender-appropriate behavior or does training attempt to expand them? Does this benefit or hinder women's economic independence?
- J.** What are women's specific health and psychological needs in the context of demobilization? Are they different than men's needs?

ADDITIONAL RESOURCES

Organization for Economic Development and Cooperation: 43 Gender Tipsheets by Sector http://www.oecd.org/document/34/0,2340,en_2649_34541_1896290_1_1_1_1,00.html

Asia Development Bank: 6 Gender Checklists by Sector <http://www.adb.org/Gender/checklists.asp>

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IASC: Summary Guidelines and Checklist for Integrating Gender in Needs Assessment and Humanitarian Assistance
<http://www.worldbank.org/gender/resources/assessment/gcover.htm>

CIDA: Gender Analysis in Peace-Building Initiatives
<http://www.acdi-cida.gc.ca/acdi-cida/ind.nsf/d86cbc87319a898c8525677e0072d6f8/38e406811791e81485256990004f1c1e#9>

UNDP: Gender Approaches in Conflict and Post-Conflict Situations
<http://www.undp.org/erd/ref/gendermanualfinal.pdf>

ⁱ This checklist was adapted from one prepared for the Iraq Assessment Mission of June 2003. It was taken from United Nations resources, including those produced by UNESCO, UNFPA, UNICEF, UNDP, WFP, OHCHR, UN-HABITAT and the Office of the Special Advisor on Gender Issues and the Advancement of Women and UNIFEM. Specific resources available outside the UN system have been cited.