



Gender Checklist for Peace Support Operations

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 and evaluation. The following is a preliminary checklist 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, return 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, 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, return and/or 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 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?



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- G. What women's organizations existed before the crisis/conflict? What role did/do they play? Were they actively involved in policy making?
- H. 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?
- I. Do leadership training and capacity building programmes for women's groups already exist? How are women organizing in their communities and in society at large? Are networks emerging among civil society groups, particularly among women's organizations?
- J. How are different roles, strategies, responsibilities and options of women, men and adolescents affected in unstable situations? How have these changed over the past ten years and during the current period of instability?
- K. 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?
- L. 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 ethnicity or religion affect gender relations in a particular area?
- M. What are the government mechanisms dealing with women's issues (such as a Ministry or national machinery for women)? Is the government a signatory to CEDAW?
- N. What data and analysis is available for each sector? Is it disaggregated by sex and age?
- O. How can information be gathered and disaggregated to account for widows and female-headed households who may account for a larger proportion of the population during and after conflict?
- 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?
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Health and Nutrition

- A. Do women and men have different health needs? Is the health sector addressing 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? Are there any traditional practices, such as FGM, which impact on women's health?
- D. What mechanisms are in place to address gender-based violence? Is awareness training provided to international and local relief staff, including in the areas of detection, referral and counseling? To what extent are services available, including shelters for victims of sexual abuse?
- E. What programmes are available to address psychosocial/mental health needs of the community, particularly for women and girls?
- F. Are HIV/AIDS testing facilities available in the country for civilians and for international staff?
- G. Are boys and girls equally nourished? How are feeding practices changed to meet the emergency situation?

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 to 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?

Military/Police/Paeckekeepers

- A. Do uniformed personnel (international and local) receive training on gender, gender-based violence and human rights?
 - B. How are women represented in the security forces (military and police) ?
 - C. Are Codes of Conduct in place, used and monitored?
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Primary Education/Higher Education

- A. Are there equal numbers of males and females teachers, administrators and other leaders in education among the population that is destabilized? How can they take leadership roles in creating and sustaining the education of girls and boys during crisis? 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 can 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 have 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 education programs available for drug abuse, and prevention of sexually transmitted infections (STI), including HIV / AIDS particularly for girls?
- F. Are women and girls able to travel to school safely?
- G. How are Codes of Conduct used to ensure appropriate behavior of teachers?
- D. How has the presence of military and other combatants placed men and women at greater risk for human rights violations, including gender-based violence? How will demobilization impact on men and women's health and livelihoods?

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 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 issued to women in order to strengthen their control over food?
 - 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 is undertaken by rural women such as cooking, cleaning, collection of water, firewood, marketing, child-care?
 - F. Have agricultural practices changed since the conflict? Do women and men have equal access to land and training opportunities?
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Local Governance and Security

- A. Do women and men participate equally in decision-making at the camp or local level? Are programmes in place to build capacity for camp management and equal representations of women?
- B. 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?
- C. Do election processes involve women and men? Do men and women have equal opportunity to vote and run for office in elections? Are a certain percentage of seats earmarked for men or women or other groups? Are there capacity-building opportunities for women candidates in local and national elections?
- 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? (OECD gender tip sheets)
- 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? (OECD gender tip sheets)
- F. Are women included in transitional governments and planning processes? Do women occupy decision-making positions? Do constitutional committees ensure gender perspectives?
- G. Are there plans to review the relevant legislation (e.g., inheritance law, family code or credit regulations), policy (e.g., water, waste disposal housing fee subsidy policy), and institutional framework (e.g., current administrative system for concerned urban infrastructure services) and the gender implications? (Asia Development Bank, checklist on Urban Development)

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. 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? Do existing women's organizations being trained to understand the needs and experiences of ex-combatants?
 - D. If a social security system exists, can women ex-combatants easily access it? Does it target their needs and promote their skills?
 - E. 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?
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- F. 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?
 - G. Is there an awareness of sexualized violence against women combatants, both during the conflict and after? Are there facilities for treatment, counseling and protection?
 - H. Are single or widowed female ex-combatants recognized as heads of households and permitted access to housing and land? Are legal measures in place to protect their access to land and water?

Mine Action Capacity and Mine Clearance

- A. Do communications strategies consider outreach to women and girls? (OECD gender tip sheets)
- B. Are women's organizations mobilized to provide awareness-raising and public information on unexploded ordinance and landmines? (OECD gender tip sheets)
- C. Is medical assistance biased? Is priority given to military personnel (most often male) while civilian casualties often take longer to reach medical services? Does gender segregation result in slower emergency services to women? (OECD gender tip sheets)
- 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? In relation to the longer-term care implications: (OECD gender tip sheets)
- 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? (OECD gender tip sheets)

Electricity, Ports, Roads, Urban Development and Housing

- A. Have both women's and men's needs been considered when designing the infrastructure?
- B. Has consideration been 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?

Telecommunications

- A. What access do women have to media programmes, in terms of production, dissemination and access to information?
 - B. Are educational materials and information campaigns targeting illiterate populations?
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Environment and Natural Resources

- A. How does exploitation of natural resources impact on women's 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? (OECD gender tip sheets) 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)?

Cultural Heritage

- A. 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 sex?
- B. 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?
- C. 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?

This is a draft document. Kindly send comments to the Chair of the
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