

GENDER CHECKLIST FOR ASSESSMENT MISSIONS **FOR PEACEKEEPING OPERATIONS¹**

Rationale

Security Council Resolution 1325 (2000) on women, peace and security calls on peacekeeping operations to incorporate a gender perspective in all aspects of their work. A “gender perspective,” simply put, means examining each issue from the point of view of women and men and boys and girls to identify any differences in their needs and priorities, as well as in their abilities or potential to promote peace and reconstruction.

Women, men, boys and girls all experience peacetime and conflict differently based on the specific social roles assigned to them. For instance, young men and boys typically have the role of “protectors” of their communities. As such, they are most at risk of being recruited into militia groups and armies and of being injured and dying through combat. On the other hand, women and girls typically have the role of providers of everyday household needs, which can, for example, take them to remote locations in search of water and firewood. As a result, the main threat to the security of women and girls in conflict zones may be rape and sexual assault when carrying out household tasks rather than injury and death through combat.

Determining the differences in how women, men, girls and boys experience conflict will help the assessment team identify their respective needs and priorities. A more nuanced understanding of the situation in the country and region will in turn help planners to better define the “end state” desired from the peace operation (e.g., establishment of a transitional government), as well as the best strategies for achieving this (e.g., full participation of women in transitional, decision-making institutions).

The list of generic questions provided should be tailored to the particular country being assessed, and the number of questions selected from the list will depend on the aim of the assessment mission and the time available. Experts need only collect gender-related information relevant to their particular area of expertise, although reference to other subject areas may be of interest.

Tips

- Obtain and report all data disaggregated by sex;
- Where accurate statistics are not available, obtain rough estimates;
- Do not assume that women and men share the same needs and perspectives;

¹ This checklist is based on the following materials: (i) *Gender Checklist for Peace Support Operations*, Inter-agency Taskforce on Women, Peace and Security, 2003, which is in turn based on materials from OHCHR, the Office of the Special Adviser on Gender Issues (OSAGI) and Advancement of Women UNESCO, UNDP, UNFPA, UNICEF, UNIFEM and WFP; (ii) the *Checklist for Incorporating Gender Issues into Security Council Reports*, produced by OSAGI; and (iii) the *Passport to Mainstreaming a Gender Perspective in Emergency Programmes*, SEAGA.

- Address questions to all available parties, not just to women's organizations or representatives;
- Speak to relevant women's organizations or representatives;
- In the event of time constraints, ask essential questions highlighted in bold.

I. Security

1. **How does the security situation affect women, men, girls and boys differently?**
2. **What role do women play in the military, armed groups, police or any other security institutions such as intelligence services, border police, customs, immigration, and other law enforcement services (per cent of forces/groups, by grade and category)?**
3. Are women's and men's security issues known and are their concerns being met?
4. Are measures being taken to ensure that women can be part of military, police or any other security institutions such as intelligence services, border police, customs, immigration, and other law enforcement services?

II. Political and Civil Affairs

1. How has the political situation affected women and men differently?
2. Are political decisions being made that adversely affect women or men?
3. **Are women involved in the country's peace negotiations and in what capacity?** What scope is there for including women's views? Do women's organizations require capacity-building to participate effectively?
4. **Are women involved in decision-making structures at the local, regional and national levels?** Is the percentage of women in these structures available? What is the quality of their participation? What barriers prevent women from meaningful participation and involvement in decision-making?
5. **What women's organizations and networks exist at the local, regional and national levels?** What are the key issues they are working on? What role do they play in decision-making, and on what issues? Do leadership training and capacity-building programmes for women's groups already exist?
6. What is the extent and quality of women's involvement in key advocacy and interest groups (e.g., labour unions, professional associations, etc.)?
7. What roles have women and girls traditionally played in the conflict (as instigators, peacemakers, combatants, in support functions in armed groups including as cooks, porters or sexual slaves)?
8. What prevailing religious and cultural norms, attitudes, and practices affect the lives of women/girls? How can planners ensure that these norms, attitudes and practices do not prevent women and girls from enjoying equal access to resources, opportunities, education, etc.?
9. What are the traditional roles of women and men in their communities and have these changed during the conflict? What has been the impact of aid agency programmes on traditional roles of women and men?

III. Electoral Affairs

1. **Are women and men equally involved in the planning for elections (e.g., on the boards of Electoral Commissions, in UN activities in support of the electoral process, in decisions on composition of party lists, choice of election candidates)?**
2. **Do women and men have an equal opportunity to register to vote, to cast their votes and to run for office in elections?**
3. Are a certain percentage of seats earmarked for women or men or other groups?
4. Do women candidates in local and national elections have capacity-building opportunities?
5. Are there provisions for voter education specifically targeted at women?

IV. Humanitarian Affairs

1. **How have women, men, girls and boys been affected differently by the conflict or displacement? Have women, men, girls and boys been affected differently by specific events such as the destruction of infrastructure, separation of families, etc?**
2. **What are the basic needs (food, health, shelter, water and sanitation, education) of displaced and host populations – how do they differ for women/girls and men/boys?**
3. **What are the different coping mechanisms currently used by women, men, girls and boys? What resources/support structures are they using to survive? Are these overstretched or unsustainable in the longrun?**
4. **Do women/girls and men/boys have equal access to resources for humanitarian assistance as well as for planned return and reconstruction (human, technical, financial)? What would help increase their access to resources?**
5. Can child-headed households and women be registered in their own right to receive humanitarian assistance (e.g., food, services, training)?
6. Are women and men equally involved in planning and implementing humanitarian assistance?

V. Disarmament, Demobilization and Reintegration (DDR)

1. **What roles do women/girls play in combat functions in the military and armed groups (provide number and percentage of women in groups by grade and category)?**
2. **What roles do women/girls play in non-combat functions in the military and armed groups (provide numbers and percentage of women by grade and category)?** Examples of non-combat functions include women/girls working in support functions such as cooks, spies, messengers; soldiers' wives; or women/girls used as sex slaves, etc.
3. Do military and armed groups contain women, men, boys or girls who have been abducted, trafficked, forced into marriage, and/or used as sex slaves? Is this coercion more prevalent for women/girls?
4. **Do mechanisms need to be put in place to involve women/girls in DDR planning?**

5. Do military/armed groups have organizations or associations representing women/girls (as combatants, in support roles, as wives, etc.)?
6. **Which governmental, NGO or UN organizations are currently working on DDR issues and what significant lessons have they learned (e.g., about child soldiers)? Are the lessons learned different for women, men, girls and boys?**
7. What plans are in place, or general attitudes exist concerning giving female ex-combatants the option of joining peacetime armies and other security institutions such as intelligence services, border police, customs, immigration, and other law enforcement services?
8. What are the training needs of women in the military and armed groups?
9. Are there indications that women/girls and/or men/boys in the military and armed groups have been subjected to gender-based violence (e.g., sexual or physical violence)? How prevalent are such crimes? What are the resulting needs for women/girls as compared to men/boys (health, psychological, psycho-social, economic, etc.)?
10. What media/communications initiatives have been launched (or are planned) to encourage communities to accept returning women/girls who have been involved in the military or armed groups and to understand their needs?

VI. Human Rights

1. **How do human rights violations vary between women, men, girls and boys?**
2. **What measures are being taken in-country to address human rights violations against women, men, girls and boys?**
3. **What is the status of relevant international human rights standards (including the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW))? Have they been signed and ratified?**
4. **What laws and practices (if any) discriminate against women/girls?**
5. What are the current laws and practices (including customary practices) relating to abductions, slavery or slave-like practices; forced sex work and trafficking in humans; and how do they affect women/girls and men/boys differently?
6. What are the current laws and practices (including customary practices) on property and do they affect women and men differently? If so, how?
7. What are the current laws and practices regarding gender-based violence (e.g., sexual or physical violence)? Do they affect women/girls and men/boys differently and if so, how?

VII. HIV/AIDS

1. **Does HIV prevalence between women, men, girls and boys differ? If so, why?**
2. Is there a difference in the knowledge levels about HIV/AIDS between women, men, girls and boys?
3. Do women, men, girls and boys have equal access to basic health facilities and preventive care (e.g., condoms, anti-retrovirals (ARVs), treatment for sexually transmitted infections, testing and counselling facilities and screened blood supplies for transfusions)? If not, why not?

4. What are the social and cultural consequences of HIV/AIDS affecting women, men, girls and boys (e.g., stigma, discrimination leading to loss of employment)?

VIII. Legal and Judicial System²

1. **How many and what percentage of legal professionals (including those in training) are women (by grade and category)?**
2. **What obstacles (if any) limit the participation of women at various levels in the legal profession?**
3. Do indigent women have access to free legal aid?
4. Are there functioning family and juvenile court systems?
5. Can women choose which legal system to use (formal vs. customary)? In which legal system are women typically participants?
6. What is the role and involvement of women in traditional justice mechanisms (tribal systems)?
7. Are women and men and girls and boys treated in the same manner when they participate in judicial proceedings? Do female victims and witnesses have sufficient protection?
8. Will there be a truth and reconciliation process? What provisions will be made to involve women in the process and to ensure that their testimony is heard?

IX. Police

1. **What types of law enforcement services are available? How many women are in them? What are the numbers/percentage of women by grade and category? Are women police officers involved in all operational aspects of the police work or limited to administrative functions only? Are measures in place to actively increase the number of women in the security forces?**
2. Do law enforcement service personnel receive training on gender awareness, sexual crimes, domestic violence and human rights?
3. Do female police officers have facilities to meet their specific needs (e.g., separate accommodation, hygiene facilities)? Is the working environment set up in a manner that is conducive to the needs of female police officers?
4. Are there specific provisions that allow female police officers to be assigned close to their home areas or, if married to police, to allow them to remain in the same location?
5. Are breaches of discipline by female and male police officers dealt with in the same manner?
6. What is the general/prevalent attitude of male police officers towards female police officers?
7. What is the general/prevalent attitude of the current police leadership towards female police officers?
8. Do female police officers identify any barriers to their full participation in the police force? If so, what are these barriers (economic, social, cultural, educational, etc.)?

² Experts on the legal and judicial system should also collect information on questions 3-7 listed under the “Human Rights” section.

9. **What are the main crimes committed against women and girls within the home and outside of the home?**
10. Do cultural and other barriers discourage women/girls from reporting crimes? What are these barriers, and are they the same as those for men/boys?
11. Do police have established protocols, specialized personnel and units (e.g., a “crimes against women cell” or “family support units”) for dealing with sexual crimes and domestic violence? Are these police cells or units staffed by female police officers?
12. Are there separate police holding cells for women?
13. Have feminine hygiene needs been addressed where women are kept in holding cells?
14. What specific facilities and services are pregnant and nursing mothers provided with in detention?
15. Are women detainees supervised and searched by female officers and staff?
16. For what types of crimes are women typically prosecuted? Are these crimes linked to poverty or other sources of vulnerability?
17. What services are available to the police who wish to refer female victims of crime (e.g., traditional mechanisms and non-traditional ones such as shelters)? What family counselling services and equivalent traditional mechanisms are available?
18. What traditional and non-traditional services (e.g., women’s help lines) are available to women and children that facilitate their reporting of crimes, especially crimes of a sexual nature?

X. Corrections

1. **What percentage of corrections staff are women?** Is the representation of women on staff proportionate to the number of female prisoners?
2. **Are there any limitations to the correctional roles women perform** (i.e., do they work with male prisoners, in high security environments, have access to the same employment opportunities as male prisoners)? Are women represented in management and specialist areas of work?
3. **Do women have separate prisons and/or accommodation blocks?**
4. **Are female prisoners supervised and searched by female officers and staff?**
5. **What health facilities are provided for female prisoners?**
6. Have feminine hygiene needs been addressed for female prisoners?
7. What specific facilities and services are provided for pregnant and nursing mothers in detention?
8. **Which agencies are involved in providing assistance to women in prison?**
9. **For what types of crimes are women typically in prison? Are these crimes linked to poverty or other sources of vulnerability?**
10. **Are there women in prison who have not been charged with any offence?**
11. Are there women in prison beyond the expiry of any legal warrant?
12. What is the typical duration of a female prisoner’s sentence? Is this similar to men’s prison terms?
13. What proportion of the women in prison is described as having a psychiatric illness and what treatment options exist for them?
14. What is the age range of women in prison?
15. Where are girls imprisoned (under 18 years of age)?

16. Are there children in prison? What child care provisions are there in prisons and up to what age are they available?
17. What access to the community do female prisoners have, including access to families and non-resident children?
- 18. To what extent are the UN Minimum Standards for the Treatment of Prisoners reflected in the management of female prisoners?**
19. Are female prisoners afforded the same opportunities and services as male prisoners?
20. Is there any indication that female prisoners are subject to harassment (sexual) abuse and/or sexual exploitation by male prisoners or male staff?
21. Is there a complaints procedure that is known to the female prisoners?

XI. Mine Action

- 1. What is the differential impact of the (suspected) presence of landmines on the daily lives of women, men, girls and boys?**
- 2. Is data disaggregated by age and gender collected on mine victims or survivors? What percentage of the total are women, men, girls and boys?**
3. Who are the main caretakers for landmine survivors? Do any of the structures available nationally/locally for the emergency and long-term physical rehabilitation, vocational training, and psycho-social care of landmine survivors take into account the different needs of women, men, girls and boys?
4. What is the scope and nature of women's involvement in any ongoing advocacy activities/initiatives to stigmatize the use of anti-personnel mines?
5. What is the scope and nature of women's involvement in any ongoing mine clearance activities? Do the impact assessments and priority-setting procedures for mine clearance activities take into account the different needs of women, men, girls and boys?
6. What is the scope and nature of women's involvement in any on-going mine-risk education activities? What percentages of women, men, girls and boys are being targeted for mine risk education? Are different strategies being used to target mine risk education activities for women, men, girls and boys?

XII. Public Information

- 1. What are the differences in the ways women and men get information?** What is the most effective medium to disseminate messages to women/girls as compared to men/boys? What languages are most appropriate for transmitting messages to women/girls as compared to men/boys? At the local level, how is information passed within the community to women/girls as compared to men/boys?
- 2. What is the number/percentage of women in the media (by category)?**
3. What are the traditional roles of women and men in their communities and have these changed during the conflict? What has been the impact of aid agency programmes on traditional roles of women and men?
4. What roles have women and girls traditionally played in the conflict (as instigators, peacemakers, combatants, support personnel to combatants, sexual slaves, etc.)?

5. What prevailing religious and cultural norms, attitudes, and practices affect the lives of women/girls? How can planners ensure that these norms, attitudes and practices do not prevent women and girls from enjoying equal access to resources, opportunities, education etc.?
6. What are the basic needs (food, health, shelter, water and sanitation, education) of displaced and host populations – how are these different for women/girls and men/boys?
7. How do human rights violations against women, men, girls and boys vary?

XIII. Personnel

1. **What is the approximate percentage of women amongst national and international staff (by category and grade) of UN entities, governmental and NGO organizations?**
2. **What are the key barriers to national and international women participating in UN entities (cultural attitudes and restrictions, educational levels, etc.)? How do these vary across the country?**
3. **What measures have UN, NGOs and governmental entities taken to promote a 50/50 gender distribution for all occupational groups and at all levels?**
4. **What facilities exist in the planned peacekeeping operation hubs and capital to meet the specific health needs of female staff (e.g., gynaecological services)? Are female medical personnel available at such facilities? Are such personnel up to UN standards?**

Contact Details for Women's Organizations

Government

NGOs