

## **Gender Checklist for Liberia**

**Prepared by UN Office of the Special Adviser on Gender Issues and the Advancement of Women, 2003**

December 2003 Security Council resolution 1509 (2003) reaffirms the importance of a gender perspective in peacekeeping operations and post-conflict peace building, in accordance with resolution 1325 on women and peace and security, which makes women's human rights and a gender perspective relevant to negotiating peace agreements, planning humanitarian assistance and peacekeeping operations, and reconstructing war-torn societies, from planning and assessment to the withdrawal phase. Gender mainstreaming needs to start from the very beginning of a mission, in order to ensure that structures and programmes are designed to address the different requirements of women and men for protection, assistance, justice and reconstruction.

Determining the differences in how women, men, boys and girls experience conflict will help the assessment team identify their respective needs and priorities. Understanding the role women play in all sectors of activity (economic, social, cultural, political etc.) will help ensure that reconstruction activities are planned in a way that does not reinforce past discrimination, and to help women gain equal access and control over resources and decision-making processes.

### **I. General and cross-cutting issues**

- A. How have men and women, girls and boys been affected differently by the conflict (and 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/support are they using to survive? Are these in jeopardy or over-stretched? Why?
- C. Do women have equal access to resources for recovery/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 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/practices that affect women's ability to contribute to and benefit from recovery/reconstruction efforts? How can we ensure that these attitudes, norms, 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?
- G. How are women involved in peace building? How can they be enabled to continue to promote local ownership for sustainable peace building?
- H. Do leadership training and capacity building programmes for women's groups already exist? How are women organizing in their community and society at large? Are networks emerging among civil society groups, particularly among women's organizations?
- I. How are different roles, strategies, responsibilities and options of women, men and adolescents affected in unstable situations? How have these changed over the past?
- J. 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?

K. What data and analysis is available for each sector? Is it disaggregated by sex and age?

L. 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 the conflict?

M. Are equal numbers of women and men being hired (or trained) in recovery/reconstruction efforts [both international and national staff]? What can be done to further strengthen gender mainstreaming during planning, implementation, monitoring and evaluation?

N. Is there gender balance on the needs assessment team?

## 2. Security

### 2.1 Deployment of UNMIL

A. Does the security situation affect women, men, girls and boys differently?

B. Are women's and men's security issues known and concerns being met?

C. Are there women peacekeepers deployed? If so, at what levels?

D. Do peacekeepers receive gender training before deployment and during the mission?

### 2.2 Armed Forces Restructuring

A. What role do women play in the military, armed groups, police or any other security institutions such as intelligence services, border police, customs, immigrations, and other law enforcement services (% of forces/groups, by grade and category)?

B. Are actions supported to ensure women can be part of military, police or any other security institutions such as intelligence services, border police, customs, immigrations, and other law enforcement services?

C. What plans are in place on giving women ex-combatants the option of joining the peacetime army and other security institutions such as intelligence services, border police, customs, immigrations, and other law enforcement services?

D. What are the training needs of women in the military and armed groups?

E. Is gender training included in the training package for the new army and other security institutions?

## 3. Disarmament, Demobilization and Reintegration Programme (DDRRP)

A. 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)? Examples of non-combat functions include women working in support functions such as cooks, spies, messengers, soldiers' wives, women used as sex slaves etc.

B. Do mechanisms need to be put in place to involve women/girls in DDRR planning?

C. Are there organizations or associations representing women/girls in the military/armed groups (as combatants, in support roles, as wives etc.)?

D. Which governmental, NGO or UN organizations are currently working on DDRR issues and what have

been their key lessons learned to-date (e.g. child soldiers)? Are the lessons learned different for women, men, boys and girls?

E. Are there indications that women/girls in the military and armed groups have been subject to gender-based crimes (sexual assault, rape etc.) or domestic violence? How prevalent are such crimes? What are the resulting needs for women/girls (health, psychological, psycho-social, economic etc.)? Are there facilities for treatment, counseling and protection?

F. What media/communications initiatives exist (or are planned) to encourage communities to accept returning women/girls who have been involved in military or armed groups and to understand their needs?

G. How will demobilization impact on men and women's health livelihoods?

H. 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?

I. Is there sustainable funding to ensure the long-term success of the DDRRP? Are there special funds allocated to women, and if not, what measures are in place to ensure that their needs will receive proper attention?

J. 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?

K. Do training packages offered to women reflect local gender standards about gender-appropriate behaviour or does training attempt to expand them? Does this benefit or hinder women's economic independence?

L. Are single or widowed female ex-combatants recognised as heads of households and permitted access to housing and land? Are legal measures in place to protect their access to land and water?

M. Is there an awareness of sexualized violence against women ex-combatants, both during and after the conflict? Are there facilities for treatment, counseling and protection?

#### 4. Refugees and Internally displaced People

##### 4.1 Repatriation, Reintegration, rehabilitation and reconstruction

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 representation of women?

B. 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 'recognised' through their husbands?

C. How have women and men, girls and boys been affected differently by displacement? Have women and men been affected differently by specific events such as the destruction of infrastructure, separation of families, etc.?

D. Are there specific policies in place and resources available to provide skills training for returning displaced women?

#### 5. Good Governance and Democratic Development

##### 5.1 Building of democratic institutions and Governance Reform Commission

A. What women's groups and networks existed before the conflict? What role did/do they play? Were they actively involved in policy-making?

B. Will the emerging political system recognize and protect women's rights and interests? And will women be enabled to influence and participate in the political process? (OECD gender tipsheets)

C. Are women included in transitional government and planning processes? Are they in decision-making positions? Do constitutional committees ensure gender perspectives?

D. If data on participation in various committees or groups is supported, provide sex disaggregated information.

E. 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?

## 5.2 Judicial sector and reform

A. Are there efforts to build capacity of women and men to enable them to participate fully in legal/justice issues and governance?

B. Are there plans to review the relevant legal (e.g., inheritance law, family code, credit regulations), policy (e.g., water, waste disposal, or 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)

## 5.3 Police service sector and reform

A. What types of law enforcement services are available in the country? 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?

B. Do law enforcement service personnel receive training on gender awareness, sexual crimes and domestic violence and human rights?

C. Are there facilities to meet the specific needs of women police officers (e.g. separate accommodation, hygiene facilities)? Is the working environment set up in a manner that is conducive to the needs of women police officers?

D. Are there specific provisions to facilitate women police officers to be assigned close to their home areas, or if married to police to remain together in the same location?

E. Are breaches of discipline by women and men police officers dealt with in the same manner?

F. What is the general/prevalent attitude of the current police leadership and of male police officers towards women police officers?

G. What are the main crimes committed against women and girls within the home and outside of the home? What are the cultural and other barriers that discourage the reporting of crimes by women/girls?

H. 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 such police cells staffed by policewomen?

I. Are there separate police holding cells for women? Are women detainees supervised and searched by female officers and staff? Have feminine hygiene needs been addressed where women are kept in holding cells?

J. What specific facilities and services are pregnant and nursing mothers provided with in detention?

K. Are there traditional and non-traditional services (e.g. women help lines) available to women to facilitate their reporting of crimes, especially of a sexual nature?

#### 5.4 Human Rights, Protection, Truth and Reconciliation Commission

A. How do human rights violations vary between women, men, girls and boys?

B. What measures are currently being taken in-country to address human rights violations against women, men, girls and boys? Do these programmes involve the community, men and women, to respond to and support survivors? 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?

C. What is the status of signature and ratification of relevant international standards (including the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW))?

D. What laws and practices (if any) discriminate against women/girls?

E. What are the current laws and practices (including customary practices) relating to abductions, slavery or slave-like practices, forced prostitution and trafficking in humans and how do they affect women/girls and men/boys differently?

F. What are current laws and practices (including customary practices) on property and do they affect women and men differently? If so, how?

G. What are current laws and practices on domestic violence and other forms of gender-based crimes (e.g., sexual assault and rape)?

H. Does the security situation affect men and women differently? Are women targets of certain violations? Are women's and men's security issues known and concerns being met? Are there safe and accountable mechanisms for women to report and ensure redress for violations they experience?

I. How has the presence of military and other combatants placed men and women at greater risk for human rights violations including gender-based violence?

J. Are women's human rights issues considered in reconstruction and the establishment of a representative government? Are women involved in the truth and reconciliation process? What mechanisms for gender sensitive redress for victims of armed conflict are in place?

#### 6. Elections

A. Are women and men equally involved in the planning for elections (e.g. on the boards of Electoral Commissions, in UN activities in support to the electoral process, in decisions on composition of party lists, choice of election candidates)?

B. Do women and men have equal opportunity to register to vote, to cast their votes and to run for office in elections without discrimination?

C. Are a certain percentage of seats earmarked for men or women or other groups?

D. Are there capacity-building opportunities for women candidates in local and national elections?

E. Are there provisions for voter education specifically targeted at women?

## 7. Basic Services

### 7.1 Community water, sanitation and solid waste

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](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?

### 7.2 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 awareness 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?

G. Are boys and girls equally nourished? How are feeding practices changed to meet the emergency situation?

J. Are education programs available for drug abuse, and prevention of sexually transmitted infections (STI), including HIV/AIDS particularly for adolescents?

### 7.3 Education

A. Are there equal numbers of male and female 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 similar services?

D. Are women and girls able to travel to school safely?

E. How are Codes of Conduct used to ensure appropriate behavior of teachers?

G. 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?

#### 7.4 HIV/AIDS

A. Are education programs available for prevention of HIV/AIDS, particularly for adolescents? Are condoms (both male and female) available?

B. What is the HIV/AIDS infection rate among women, men, girls and boys? Is one group more affected than the others?

C. Are HIV/AIDS programmes in place? Are care and testing facilities and counseling available (including for HIV-positive victims of rape and sexual violence)?

D. Is family life/sexual education provided in schools for boys and girls?

#### 8. Restoration of Productive Capacity

##### 8.1 Livelihoods, employment, and community-driven development

B. What are the basic needs (food, health, shelter, water and sanitation) of displaced and host populations – how are these different for women/girls and men/boys?

C. What are the different coping mechanisms currently used by women, men, girls and boys? What resources/support are they using to survive? Are these overstretched or unsustainable in the long-run? Why?

D. Will the social sector address women's particular needs and concerns in an appropriate and adequate manner? Will women's capacities and skills be recognised and incorporated into the provision of social services? Will social reconstruction generate socio-economic relationships that are advantageous to women?" (OECD gender tipsheets)

##### 8.2 Agriculture and community

A. Have agricultural practices changed since the conflict? Do women and men have equal access to land and training opportunities?

B. What percentage of agriculture work did women do? What type of work is undertaken by rural women (e.g. cooking, cleaning, collection of water, firewood, marketing, child-care etc)?

C. What are the indicators of food security and development? Is information gathered for indicators sex disaggregated?

D. 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 and community levels? Who receives food aid on behalf of the family and are women or men more likely to priorities family sustenance over individual survival? Are ration cards issued to women in order to strengthen their control over food? Is this practice culturally accepted in the community?

E. How do gender, age and other disparities between and within groups relate to individuals' vulnerability to food security?

F. How much and what kind of food do women, men and children have access to? How much do they need

and for how long? How do they obtain food and when and why do gaps between need and consumption occur?

G. How could intervention(s) best be implemented? By whom? What procedures, complementary non-food inputs, expertise, training and other activities needed?

H. How can the required food best be obtained and delivered?

I. What seasonal factors, security and other practical constraints need to be considered, and what contingencies might have to be faced?

## 9. Infrastructure

### 9.1 Power

### 9.2 Roads, Ports, Airport

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?

### 9.3 Telecommunication

A. Do women have access to media programmes, in terms of production, dissemination and access to information?

### 9.4 Housing and shelter

A. Do women have the right to own land and property?

B. Are there traditional practices, gender bias or legislation that prohibit land and property ownership by women?

C. What measures are in place to ensure that returning displaced women, female heads of households and widows have access to housing and shelter? Are there measures to ensure their safety?

## 10. Economic policy, development strategy

### 10.1 Public Sector: budget, financial management

A. What is the impact of the aid economy on women (relief and humanitarian aid)?

B. Do men and women have equal access to resources? Do women have access to credit, right to bank, land ownership? If not, what are the obstacles?

C. To what extent are women involved in the informal economy, small and medium-size enterprises and care work? Are women participating in the formal sector, service industries?

D. Mobilisation of taxation forces and fiscal responsibilities of women

E. Are there measures in place to ensure an analysis of public expenditure or method of raising public money, from a gender perspective, identifying the implications and impacts for women and girls compared to men and boys? What impact does this fiscal measure have on gender equality? Does it reduce gender



inequality; increase it; or leave it unchanged?

F. Does this fiscal measure improve, worsen or leave unchanged the position of the most disadvantaged women?

## 10.2 Procurement Audit

10.3 Private sector development, investment climate, policy for investment in natural resources (forestry and mining)

C. How has the economic situation affected women and men? Have women and men experienced changes in the type of work, earning power, access to loans and credit or land?

D. How can the erosion of past gains regarding women's access to land, property and wealth be avoided?

E. How do women save? How can women's savings be supported?

F. Are skills building opportunities available to men and women? 10.4 Banking, finance, monopolies  
commission

The questions contained in this checklist have been adapted from the Iraq Checklist June 2003, the Liberia Checklist on Gender Perspectives - a Work in Progress - August 2003 and the DPKO Gender checklist for Côte d'Ivoire Assessment Mission November 2003. It was taken from UN resources, including those produced by UNESCO, UNFPA, UNICEF, UNDP, WFP, OHCHR, OSAGI and UNIFEM. Specific resources outside the UN system have been cited.

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