



Australian Government

AusAID

Gender Guidelines: Peace-Building

Australian Agency for International Development

July 2006

Contents

1. INTRODUCTION	3
Why Gender and Peace-Building?	3
Policy Rationale for Gender and Peace-Building	3
How to Use These Guidelines	4
At a Glance: Tips and Myths	5
2. GENERAL GENDER AND PEACE-BUILDING GUIDELINES	6
Strategic Gender Analysis	7
Identification and Design	9
Implementation, Monitoring and Evaluation	11
3. SECTORAL GENDER AND PEACE-BUILDING GUIDELINES	13
Conflict Risk Assessments	14
Informal Peace-Building	15
Peace Negotiations and Agreements	16
Reconciliation Processes	17
Disarmament, Demobilization and Reintegration	18
Governance and Electoral Processes	19
Gender Justice and Legal Reform	20
Economic Reconstruction	21
Education	22
4. ADDITIONAL EXAMPLES	23
Annex 1. Glossary of Gender Terms	33
Annex 2. Gender Dimensions of Conflict Situations	34
Annex 3. Resolution 1325	36
References and Resources	38
Notes	42

1. INTRODUCTION

Issues in Gender and Peace-Building

Armed conflict is a gendered process. Women and men experience conflict and are vulnerable to its impacts in different ways, determined by the gender roles and identities of masculinity and femininity in each particular society. Men are more often combatants, and therefore suffer the majority of fatalities and injuries, but they are not always aggressors; they playing often leading roles in peace-building initiatives. Conflict situations present women with a variety of 'burdens'. They are frequently victims of multiple forms of violence, and often bear the responsibility of ensuring the survival of the family and the sustainability of the community both during and post-conflict. Women also play important and complex roles in peace-building processes, more often at the community level than in formal national-level processes (click [here](#) for more on the gender dimensions of conflict).

Despite this, women's individual and collective contributions to peace-building processes are frequently under-utilized. The inclusion of both men and women in every aspect of peace-building is of critical importance because such measures:

- Enhance the effectiveness of all elements of development work in conflict-prone contexts and in peace-building programs

Building peace means engaging women as well as men in the process of resolving conflict, rebuilding institutions and society, and achieving sustainable peace. Promoting good governance means ensuring women are voting and getting elected to office. Judicial reform means bringing legislation and procedures into line with international standards for women's rights. Preventing conflict means engaging the commitment of men in cultures where masculinity is associated with aggression. In fact, states with high levels of gender inequality are more likely to experience violent interstate conflict. Every aspect of AusAID's peace-building work – very broadly defined – requires action to promote gender equality.

- Promote actions to achieve gender equality in Australia's aid program

Conflict-prone countries, and especially those emerging from armed conflict, provide a key window of opportunity to transform conditions, institutions, policies and societal factors to advance the human rights of women, as well as to promote gender equality more broadly. AusAID has made a policy commitment to address gender issues and support the role of women in all peace-building measures.

Policy Rationale for Gender and Peace-Building

The recognition of the importance gender issues in relation to peace and security efforts is demonstrated in AusAID's Gender and Development Policy and the Peace, Conflict and Development Policy, as well as through international agreements such as the Beijing Platform for Action and Resolution 1325.

Key aspects of AusAID's policies relating to gender and peace-building include the following:

Gender and Development Policy

- Aim: to promote equal opportunities for women and men as participants and beneficiaries of development.
- Objective: to promote women's participation and leadership in decision-making at all levels
- Objective: to promote the human rights of women and assist efforts to eliminate discrimination against women.
- Objective: to incorporate a gender perspective in Australia's aid activities

Peace, Conflict and Development Policy

Explicit reference is made to women in each of the three pillars of the policy:

- Pillar 1. Conflict Prevention and Peace-building – there will be a particular focus on the “demonstrated role that women can play as peace-builders
- Pillar 2. Conflict Management and Reduction – support to women and children, and the encouragement of women as peace-brokers
- Pillar 3. Post-Conflict Recovery – in peace and reconciliation processes, programs will include peace education and support to women’s initiatives

The most influential international statement on gender, peace and security is that of United Nations Resolution 1325¹, which calls for action in four interrelated areas: participation of women in decision-making and peace processes; gender perspectives and training in peacekeeping; the protection of women; and gender mainstreaming in United Nations reporting and implementation. The 1995 Beijing Platform for Action also constituted an important benchmark highlighting the needs and rights of women in armed conflict². Click [here](#) for the full text of Resolution 1325; additional 1325 resources include [Women Watch](#) and [PeaceWomen](#).

How to Use The Guidelines

These gender guidelines for peace-building are intended to act as a reference guide to assist AusAID desk officers and post officers, as well as contractors and consultants, to understand and address issues of gender equality in peace-building work. They are to be used as a supplement to AusAID’s Guide to Gender and Development.

The guidelines are divided into two sections. The first section contains general gender and peace-building guidelines, to be utilised in the situation analysis, identification, design, implementation, monitoring and evaluation stages of all interventions taking place in a conflict-prone setting.

The second section contains sectoral gender and peace-building guidelines identifying the key issues for each of the following sectors: conflict prevention, informal peace-building, peace negotiations and agreements, reconciliation processes, disarmament, demobilization and reintegration, governance and electoral processes, judicial reform and access to justice, economic reconstruction, education and health.

A glossary of key gender and peace-building terms is available [here](#).

Additional examples and further readings and resources can be found by using the links (ctrl + click) at the end of each section, or by turning to the end of the document.

10 Tips to Promote Gender Equality in Peace-building

- ✓ **Engender the data:** collect sex-disaggregated data, use gender-sensitive indicators
- ✓ **Apply a gender analysis** to the conflict-prone situation, including the impacts of conflict and the roles and needs of men and women, boys and girls in peace-building
- ✓ **Ensure that men and women play equal roles** in the design, implementation, monitoring and evaluation of peace-building initiatives
- ✓ Identify and **support women's organizations** working for peace
- ✓ **Ensure both women and men have equal access to training** and capacity building in all sectors
- ✓ **Appoint equal numbers of men and women** in program and technical assistance teams, especially at senior levels; encourage implementing partners to do the same
- ✓ **Provide gender training for all staff and implementing partners** involved in peace-building initiatives
- ✓ **Recognise the prevalence and impact of gender-based violence**, and be sure to minimise risks and support survivors through all aspects of peace-building work
- ✓ Take advantage of conflict-related **changes in gender roles which empower women**
- ✓ **Be patient:** maintain realistic expectations for change, and avoid a trade-off between speed of action and gender equality

5 Myths about Gender Equality in Peace-building

- ✗ **We have a women's project, so we have mainstreamed gender:** Gender mainstreaming means bringing gender into all initiatives, not just a sub-component.
- ✗ **We met with a group of women, so we understand women's concerns:** Women (and men) do not form a homogenous group: it is important to engage women from different sides of the conflict, different ethnic, social and vulnerable groups
- ✗ **This is a crisis situation, we don't have time to think about gender issues:** This is a critical moment in which to promote gender equality, both to ensure effective peace-building and to support the transformation of women's status
- ✗ **Equal numbers of men and women participate in our trainings/projects, so there is equal participation:** This does not consider whose voices are heard and who has agency: identify what roles men and women play, especially decision-making roles
- ✗ **When people talk about gender, what they really mean is women:** Much work on gender focuses on women and girls, as they are most often excluded in peace-building. It is however crucial to consider men, women and gender relations

2. GENERAL GENDER & PEACE-BUILDING GUIDELINES

Gender equality must be taken into account at all stages of the analysis, design, implementation, monitoring and evaluation stages. This is important to all peace-building interventions, and all interventions which take place in a conflict-prone setting, whether or not they have a women-specific focus. It is not expected that every question in this section will be relevant to all activities.

Click [here](#) for further reading on general gender and peace-building issues.

Strategic Gender Analysis

This section addresses how to strategically analyse the gender dimensions of a particular conflict-prone situation.

Guiding Questions

- What sex-disaggregated data is already available? Has additional sex-disaggregated data been collected or accessed?

In conflict-prone countries, especially those emerging from years of armed violence, statistical data and records is often scarce, and sex-disaggregated data can be non-existent. In these cases, collect primary data, use anecdotal data, case studies and administrative data to build up an accurate picture of the situation of men and women.

- What gender roles do women and men play in peace-building processes? What are the implications of these roles for the project strategies? To what extent are these roles temporary or permanent?
- Have gender roles changed as a result of the conflict and peace process?

Changing Gender Relations

Gender relations are often challenged by armed conflict. While men are absent, injured or killed, women can experience increased empowerment through becoming:

- Breadwinners in agriculture and businesses;
- Household heads and gaining increased decision-making power within the family;
- More active in public life through peace-building and community survival activities.

Men are often disempowered by conflict, losing the status associated with economic activity, and losing control and authority over families, especially in camps.

However, the news is not all good for women's empowerment. These advances are rarely accompanied by changes in ideology or attitude, nor do they last for long once reconstruction begins. Therefore it is imperative that AusAID capitalise on this window of opportunity by:

- Analysing gender relations, including changes resulting from conflict;
- Actively supporting women's gains.

- Is there an understanding of women's and men's experiences of conflict, including differences among separate groups of women?

Women and men experience conflict in different ways, as discussed in the introduction.

- What are women's and men's gender needs in the peace-building process? To what extent do these needs relate to the country's general development needs, and to AusAID's development priorities and strategies?

- Is there an understanding of the different needs of boys and girls? It should not be assumed that children share the same needs and priorities.

For example, in conflict-prone settings, girls' particular vulnerability to sexual violence should be acknowledged, as well as the urgent priority of returning them to school. Boys' vulnerability to forced recruitment might be considered.

- Have the local and regional organizations working on gender been identified and approached?

This includes national women's machineries, NGOs and other local women's organizations, and peace organizations involving women. How can AusAID support these organizations and utilise them in programming?

- Is there a clear recognition of the prevalence of gender-based violence and violations of women's human rights? Which organizations have the capacity to address these? What initiatives are underway to tackle gender based violence and human rights violations?

Gender-based violence is one of the most prominent features of women's experiences during and after conflict, and specialised programs and training are required to address it. Necessary interventions include adequate protection, recognition in the new legal framework and truth commissions, legal advice, health and psychological support, as well as programs for perpetrators.

- Has there been an analysis of how women can contribute to peace in this situation and how peace-building initiatives can contribute to gender equality?
- Are women viewed as actors and protagonists, rather than as primarily victims?
It is easy to focus on women as victims of conflict and violence, however it is more beneficial to view women survivors, with the energy and creativity to contribute positively to the peace-building process.
- What earlier efforts have there been (by AusAID and others) to incorporate a gender-sensitive approach in peace-building activities? What lessons were learned?

Identification and Design

This section provide guidance on how to analyse and appraise project and program proposals and designs with the gender dimensions of the conflict in mind.

Guiding Questions

- Is the commitment to gender equality stated explicitly in the project documents?
This includes any Terms of Reference, Memoranda of Understanding, proposals, etc.
- Do the project aims and intended results explicitly reflect gender equality and women's involvement in peace-building?
This is important so that gender equality is not a marginalised issue, but rather is central to the aims and results.

Gender Equality in Anticipated Results in Peace-Building⁴

- **Human security is enhanced:** The initiative distinguishes between the security of women and men (and boys and girls) and ensures everyone's security is enhanced.
- **Increased capacity of local leadership to assume responsibility for peace:** Local leadership includes both women and men; local leadership has the capacity to recognise needs and potential participation of both women and men.
- **Civil society is empowered:** Women are active participants in civil society organizations; organizations represent both male and female members; women's organizations and other equality-seeking organizations actively set policy agendas.
- **Increased trust in and reliance on as well as capacity to function of political and legal systems:** Legal systems based on and promote women's rights; both women and men have trust in political and legal systems; increased participation of women in political system.
- **Society is demilitarized and war economies are converted:** both women and men benefit from economic promotion initiatives; demilitarization is ensured at all levels, including the household.

- Are women's and men's current gender *roles*, including the gendered division of labour, in peace-building taken into account in the project strategies?
- Are both women's and men's gender peace-building *needs* supported in the project aims and activities?
- Will women and men, boys and girls all benefit equally from the project?
- Have women and men equally participated in a meaningful way in the design of the project? What appropriate women can be targeted for involvement?
While women and other vulnerable groups are frequently excluded (or simply forgotten), it is equally important to avoid male resistance to women-only projects. Efforts must be made to engage men in such initiatives.
- Have local women, women's organizations and gender specialists been consulted in the project design? Do project partners have an explicit channel of access to appropriate women working for peace?
Ensure that the project draws on local women's knowledge and expertise about peace-building, and where possible supports existing initiatives.

- Have women's organizations been recruited to partner or assist in the project, where they have relevant expertise?

This includes, for example, programs related to health, income generation, social work, democracy and human rights and advocacy. In this way, women's organizations can increasingly be involved like other NGOs in larger-scale development initiatives in the long term.

- What would the consequences be of not adopting a gender-sensitive approach?
- Have adequate financial and human resources been allocated to ensure gender mainstreaming and gender equality aims can be achieved?

This is especially important in countries which are conflict-prone and where women's rights are more difficult to uphold.

- In the case of technical assistance, are equal numbers of women and men included in the teams? Are there team members who have appropriate gender training and expertise?

It is not sufficient that women are appointed on the assumption that they have gender expertise.

Implementation, Monitoring and Evaluation

This section addresses key points and issues to consider in order to ensure women and men are equally and productively involved at all levels in implementation, monitoring and evaluation.

Guiding Questions

- Do the monitoring mechanisms address gender equality?
- Are participation rates monitored by sex?
This should include rates and levels of participation. For example, number of men and women attending training workshops, number of men and women delivering training.
- Has a set of gender-sensitive indicators for project outcomes been developed and monitored?

Gender-Sensitive Peace-Building Indicators⁵	
General Peace-Building	<ul style="list-style-type: none"> • Sex-disaggregated data is systematically traced and documented • Evidence that gender analysis has been conducted • Women/men consulted in setting peace-building priorities & strategies • Peace-building initiatives address the needs of men/women • Expected results include a gender equality dimension • Sufficient financial and personnel resources are provided for gender • Implementing staff/partners/teams have had gender training • Ratio of women/men in decision-making in formal peace processes • Number of women's organizations in peace-building initiatives
Governance	<ul style="list-style-type: none"> • Women's participation in national decision-making structures, by level • Implementation of international agreements on women's rights • Establishment of women's machinery (properly resourced) • Male/female voter turnout • Attention given to mainstreaming gender in new legislation
Economics	<ul style="list-style-type: none"> • Percentage of men/women starting new businesses • Percentage of credit going to women-owned businesses • Male/female participation rates in training and vocational education • Male/female unemployment rates • Rates of prostitution (especially near peacekeeping forces)
Security	<ul style="list-style-type: none"> • Perception of safety (male/female) • Incidence of conflict-related death or injury (male/female) • Incidence of rape and other gender-based violence • Incidence of domestic abuse
Social	<ul style="list-style-type: none"> • Male/female enrolment rates in primary and secondary education • Women's belief in fair treatment from institutions • Changes in gender division of labour within the household • Changes in social attitudes to women in positions of leadership • Influence of women/men in community decision-making

- Do reporting documents use sex-specific language where appropriate?
For example 'mother' or 'father' rather than 'parent', and 'girl' or 'boy' rather than 'child'.
- Are implementing partner organizations utilizing a gender-sensitive approach?

- Are both women and men participating in the implementation process? If not, what are the obstacles that women are facing? What kind of participation?

Women's increased participation in peace-building is not always beneficial, as it often simply involves the mobilization of women's unpaid labor; requiring that women are represented is necessary but not sufficient.

- Are women and men being stereotyped in the project activities?

Instead of focusing on stereotypical attributes such as women as victims, women in the domestic sphere, support their capacity to survive and work for peace in creative and non-traditional ways.

Hazards of Gender Stereotypes in Peace-Building⁶

"Women in the society were responsible for farming, and scarcity of land was a constant source of inter-group tensions. Expecting women to be predominantly concerned about domestic issues, the peace agency organized women to address issue of sexual violence as a 'domestic manifestation of the conflict'." In this case example, not only were women's concerns assumed to be confined to the domestic sphere, but their valuable input into the peace-building process was not maximised.

- In what ways has the project impacted on gender relations (including intentional and unintentional impacts)?

For example, male out-migration, increase or decrease in female headed households, child abandonment in single-headed households, earlier or later marriage of young girls and women, spacing of pregnancy and births, sexual violence in the context of increased armed conflict, suicide rates of boys and men, rates of HIV/AIDS infection.

- Has women's status improved as a result of the project?

For example, increased numbers of women political candidates, increased numbers of girls attending school in conflict-prone districts.

- What are the unintended impacts of the program for women and for men?

Take note of and document both positive and negative unintended outcomes, for the benefit of future programming.

- Are the project activities unintentionally increasing animosities?

By favouring one group over another, or being insensitive to local contexts, donors can exacerbate tensions and conflicts between men and women, between conflicting parties, or between national NGOs and their governments.

Sometimes donors can push for women's involvement only so far, before resulting in negative consequences for the broader assistance programme. In this context, working on gender may involve choosing specific entry-points on which to focus, and using dialogue, suggestions, 'tweaking', reminding and humour, rather than a more forceful approach.

- Consider building a gender-coordination network, consisting of donors, international NGOs, local civil society organizations and government (e.g. national women's machineries). This could help avoid the pitfalls of replication, and creating competition among local organizations, as well as enhancing the sharing of strategies and information.

3. SECTORAL GENDER AND PEACE-BUILDING GUIDELINES

While the previous section comprised guiding questions to be applied to all peace-building interventions, this section provides sectoral gender and peace-building guidelines. The topics included here are all interconnected in multiple ways, but have been separated out for ease of reference. In addition, the order of topics should not be considered as a lineal progression, as many of these sectors will be operating simultaneously, and at all stages of armed conflict.

Each of the topics should be read within the context of the first section on general gender and peace-building guidelines, and in conjunction with the Gender and Development Guidelines. At the end of each section, follow the links for additional examples and further reading.

Conflict Risk Assessments

A gender-perspective is essential in research and analysis related to conflict risk assessments. Attention to gender issues provides important insight into conflict dynamics, and information and analysis must come from both women and men, as they have different perspectives and experiences. Gender-related indicators can highlight previously overlooked signs of instability. It is also important that women as well as men be involved in the collection of information, as women often have access to unique information which can potentially lead to more effective assessment and prevention systems.

This section is relevant for a range of related processes such as conflict risk assessment, conflict early warning, and other research and analysis into the sources, root causes and dynamics of armed conflict. The section on gender analysis should also be closely consulted.

Guiding Questions

- Are gender-sensitive indicators integrated into early warning and risk assessments?
These should be mainstreamed throughout all categories of indicator, not just confined to a mention in “social issues” or similar. See the gender-sensitive peace-building indicators in the previous section for some examples.
- Is the indicator data disaggregated by the respondents' sex?
Where respondents are utilised to compile indicator data (for example, through surveys), ensure that women's and men's responses are disaggregated so as to identify differing view and perspectives about conflict risk.
- Is information about conflict dynamics collected from women as well as from men?
This includes survey data, discussed above, as well as focus groups and other consultations. Ensure high-level discussions include women in senior positions.
- Is information collected from the community level as well as the national level?
Gender indicators are often evident at the grassroots, and can highlight systemic conflict issues or signs of instability. A woman in Sierra Leone noted “As the war was brewing, women were up very early in the morning, getting all of their business done as quickly as possible. The markets were only open for a few hours because people were afraid. When the market was open for longer, it was a sign that things were getting back to normal”⁷.
- Are both women and men actively involved in data collection?
This includes all forms of data collection, such as surveys, focus groups and round table meetings. Including women in data collection teams enhances access to and responses from women informants, who may be uncomfortable discussing sensitive issues with men; the reverse also applies, so it is equally necessary to involve men. This also provides an opportunity to support the active roles of women and men in conflict prevention processes.
- Are women as well as men involved in the development of opportunities and actions for AusAID's peace-building work, based on the assessment findings?
- Do the recommendations for AusAID's strategies and action take into account gender issues? What are the implications of each recommendation for women and men?
- Does the team conducting the assessment include both women and men? Do they have expertise in gender issues?

Additional Examples in Gender and Conflict Risk Assessments: click [here](#).

Further Reading on Gender and Conflict Risk Assessments: click [here](#).

Informal Peace-Building

Women have been very innovative and successful in a variety of informal peace organizing activities, through processes such as mediation, grassroots activism, CSO organizing, and Track Two Diplomacy. This work feeds into the idea of positive peace versus negative peace, with moves towards gender equality essential to the building of positive peace.

More women than men tend to become active in informal peace processes, and often this involvement can expand and transform into other areas, such as formal peace processes and longer-term development and reconstruction efforts. In this sense, supporting women and men in civil society organizations lays the foundations for strong and sustainable peace-building. It is particularly important to support women's organizations, as this is one of the key entry-points for women's broader peace-building participation; support to women's organizations is therefore an issue which cross-cuts all other sectors in these guidelines.

Guiding Questions

- Have existing women's organizations and women working on peace been identified?
This includes increased support to local women's organizations at the community level, where women are often active. For example, many existing platforms can be harnessed, such as church groups, markets, micro-credit schemes and self-help groups.
- Has long-term funding and capacity support been provided for the formation of new civil society organizations, including women's organizations?
- Are training initiatives in place to enhance women's and men's informal peace-building?
Topics include: voting, joining political parties, campaigning, conflict resolution, negotiation, mediation, advocacy and lobbying, project and institutional management, fund-raising, working with the media, building networks with women's and peace groups.
- Are actions in place to help women as well as men bridge the gap between informal and formal peace processes?
In addition to training, this includes encouraging links between women's organizations and formal peace processes, and increasing the visibility of women's organizations.
- Are training and partnering opportunities provided for the most appropriate organizations?
Beware of repeatedly targeting the same women's organizations, especially with the influx of programs post-conflict. These organizations become over-stretched, and others lose the opportunity to develop. Target those which have wide participation, promote public debate about gender, and build bridges among women, and between women and men.
- Is women's and men's security being adequately understood and protected?
Women activists are particularly vulnerable to security threats in conflict situations, because they are subject to sexual attacks, and because they can be seen as stepping outside their traditional gender role. It is crucial to avoid creating a false sense of security, and to ensure participation does not lead to increased attacks, for men or women.
- Are women's organizations integrated in long-term development and recovery processes?
Contract women's organizations for work in health, governance and other programs.

Additional Examples in Gender and Informal Peace-Building: click [here](#).

Further Reading on Gender and Informal Peace-Building: click [here](#).

Peace Negotiations and Agreements

Women are frequently excluded in their efforts to transition over from informal organizing to the formal peace table, and when they do participate women often have no decision-making power in the process. There are many reasons for this: women are often excluded from senior positions in public office prior to conflict, and it is usually senior figures who are valued in formal negotiations; it is often felt that the peace table is not the place to address the “cultural norms” of gender equality; and women often feel they lack the skills and support to participate.

Why should women be included in formal peace negotiations and agreements? As victims and actors in other aspects of the conflict and peace process, an inclusive peace agreement and sustainable democracy will be elusive without women’s participation. In addition, if gender equality and women’s rights are not explicitly address from the outset in the peace agreement, it is much more difficult to introduce these issues at a later stage. Women’s contributions to peace negotiations, when they *are* involved, includes: bringing a more holistic approach to peace and security; making the process more inclusive and consultative; and integrating women’s rights and decision-making into the process.

Guiding Questions

- Have women and women’s organizations been active in ‘Track Two’ activism and lobbying for the peace process? How can AusAID support and enhance such work?

Examples include women forming cross-regional networks in the Caucus, and women in the Solomon Islands meeting with militants and officials from all sides of the conflict. See the previous section on informal peace-building for more relating to Track Two issues.

- Has there been high-level advocacy for multi-track peace processes that include civil society and women?
- Have training and networking opportunities been facilitated for potential women delegates to enable their participation?

This includes facilitating the development of a common agenda for women of critical issues to be included in the negotiations.

- Are senior women included in the negotiations? If not, what strategies can be used?
For example, call for a gender quota, lobby other participants to act as ‘champions’ of women’s rights, or seek senior female representation from international organizations.
- Are international laws such as CEDAW and Resolution 1325 being used to call for women’s inclusion in decision-making?

- Are the goals of the peace agreement shared equally between women and men?

- Does the peace agreement contain gender-specific or gender-inclusive terms?

- What kinds of roles do women and men have under the peace agreement?

For example, active agents, passive recipients, stakeholders, experts or professionals.

- Are women’s and men’s interests given equal priority through the peace agreement? What are the presumed benefits and disadvantages, and are they shared equally by all?
- Does the envisaged reconstituted society take account of gender relations? How will gender be constructed within political, legal and social reform, and institution-building?

Additional Examples in Gender and Peace Negotiations and Agreements: click [here](#).

Further Reading on Gender and Peace Negotiations and Agreements: click [here](#).

Reconciliation Processes

Reconciliation processes run parallel to other peace-building processes, combining a search for justice with the healing process. Truth and reconciliation commissions provide men and women with a public forum to speak out about their suffering and seek reconciliation. With gender-sensitive mandates and procedures, truth commissions can legitimize women's experiences, including gender-based violence. However, women face barriers to participation, and commissioners may be insensitive to women's experiences of violence.

'Traditional' justice mechanisms include healing rituals, public hearings and community sanctions. Such mechanisms can be positive because they enable communities to heal themselves without relying on outside intervention. However, they may reflect highly gendered power relations, with decision-makers usually being male, and gender-based violence often not recognised as a crime. Peace education programs fostering a 'culture of peace' can be beneficial for women, as it frees them of the responsibility peace educating and makes it a public activity in which men can also play a part.

Guiding Questions

- Does the truth commission's mandate reflect the nature of violence and human rights violations against women?

If these crimes are not explicitly mentioned in mandates, they risk being ignored. While sexual violence is often very prevalent during armed conflict, this crime is often given less credibility and "airtime" in truth commissions. For example, women's groups convinced Peru's Truth and Reconciliation Commission to declare rape a weapon of war.

- Do men and women feel ownership of the truth and reconciliation commission process? Are measures in place to actively engage women in the truth commission?

It is often necessary to make special efforts to target women, informing them about the structure, functions and procedures of the commission. Proactively seek out and facilitate testimony from women, and allow women to testify before panels of women commissioners and in closed sessions.

- Are there traditional forms of conflict resolution within and between families, and community-based conflict resolution groups led by women, which can be tapped in to?

In Bougainville, women's groups promoted peace and reconciliation by using their traditional high status in the family to maintaining dialogue between warring factions.

- Are traditional conflict resolution mechanisms consistent with international human rights standards, protecting the rights of witnesses, victims and defendants?

- What kinds of gender relations do the traditional justice mechanisms reinforce?

Gender analysis is crucial, as such processes can operate within a patriarchal framework, where traditional holders of power are almost uniformly men. Inequitable gender relations are then reinforced, and peace-building is confined to the actions and opinions of men.

- Has a peace education program been considered for implementation? Does the curriculum incorporate issues of gender equality as a path towards sustainable peace?

This includes integration into primary and secondary schooling, or a set of modules within training and capacity building for civil society, church groups, and women's groups.

- Are both women and men involved in peace education as teachers and facilitators?

Additional Examples in Gender and Reconciliation Processes: click [here](#).

Further Reading on Gender and Reconciliation Processes: click [here](#).

Disarmament

Disarmament processes – including disarmament, demobilization and reintegration (DDR) and areas such as mine action and small arms and light weapons (SALW) – face many gender issues. A gender analysis is critical to understand the roles and needs of women as well as men: for example, many DDR programs use criteria whereby combatants who are unarmed are ignored, thus excluding women from access to services and support.

Another key issue relates to the active roles of women and men in disarmament processes. Despite some positive examples, there has been slow progress in this area because few women work on DDR at leadership levels in international organizations; disarmament and demobilization are still often run by men, as they are seen as military issues; and women are rarely ready or able to insist on their inclusion in DDR at the outset of peace processes.⁸

Guiding Questions

- If AusAID is providing expertise on DDR, SALW or mine action, is there adequate gender expertise among the personnel? Has gender training been undertaken?
- Are female and male combatants tracked and identified before the start of DDR programs?
Female combatants often self-demobilise and disappear before the start of post-conflict assistance. Consider conducting a needs assessment mission for women combatants.
- Are women leaders and women's organizations involved in the design of incentives and strategies regarding the surrender of weapons?
Women most affected by guns often have the best ideas about incentives to support the removal of weapons from the community.
- What is the definition of a female combatant?
Female combatants should be considered as: "women who are part of an (ir)regular army in any capacity including cooks, porters, messengers, and including women recruited for forced sexual purposes and/or forced marriage."⁹ Otherwise, with a "one man, one gun" model, women tend to miss out on assistance.
- Are reintegration activities adapted to the different needs of men and women?
For example, does the training offered to women reflect or broaden local norms about gender-appropriate labour? Are women responsible for dependents? Do women have access to land ownership? Is psychosocial counselling available for all ex-combatants?
- Is there a gender perspective in the analysis of SALW issues? Who owns guns and controls supply, who uses guns and why, who are the victims of SALW violence?
For example, men are both the predominant users of guns, and the main victims of gun violence, while the post-conflict availability of guns puts women at risk of sexual violence.
- Is women's knowledge of trading routes, weapons caches and other locations of SALW recognised and drawn from in disarmament planning?
- Are survey data and mapping informed by local women's knowledge in mine clearance?
- Do de-mining teams include women? Are women playing roles in weapons collection?
All-women national de-mining teams now exist in countries such as Cambodia and Sri Lanka. This is also an important economic opportunity for local people.¹⁰

Additional Examples in Gender and disarmament: click [here](#).

Further Reading on Gender and disarmament: click [here](#).

Governance and Electoral Processes

Women's participation in political decision-making and democratic elections is critical to building sustainable peace and to ensuring gender equality in post-conflict contexts. Without women's participation, institutions fail to be representative of all groups in society, compromising stability and prosperity. In addition, states with a lower percentage of women in parliament are more likely to use violence to settle conflicts. At the same time, the post-conflict context can provide the potential for increasing gender equality, especially providing a better chance of women increasing their representation in parliament.

However, women face many challenges to their participation in governance and electoral processes, stemming from their differential access to resources, education and formal political parties, as well as discrimination for transgressing traditional gender roles.

Guiding Questions

- Has the new legal framework been designed and implemented to ensure and enhance women's political participation?

See also the section on judicial reform.

- Are women included as members of delegations or bodies responsible for the development of new electoral processes?
- Are there benchmarks for levels of participation by women which constitute the minimum requirements for an election to be deemed "free and fair"?
- Have packages been developed for women's leadership training and to encourage women candidates to contest the elections at all levels, including local and district levels?

During and after conflict, women often lack experience in formal political processes due to their prior exclusion. Extra support and training can provide women with the skills to contest elections, including modules on identification of campaign manifestos, as well as skills such as public speaking.

- Are media resources available for women candidates on all sides to project their messages?
- Do voter education and registration campaigns successfully target women as well as men?
- Do electoral education programs focus on the situation of women? Are long-term education campaigns in place to consolidate women's right to participate politically?
- Can quota systems be utilised to ensure political participation of women?

For example, quotas for required numbers of women candidates in a party list, for seats in local level government, or in national parliament. These may be permanent quotas enshrined in legislation, or special temporary measure.

- Does the electoral process indirectly disadvantage women?
For example, are there literacy requirements, are polling times and locations accessible to women, do women feel safe to attend polling stations? With a history of voter intimidation, has the option of separate polling stations for men and women been considered?
- Do the election observers have gender balance in their teams? Do the observers understand and uphold the need to ensure women's political participation?

Additional Examples in Gender, Governance and Electoral Processes: click [here](#).

Further Reading on Gender, Governance and Electoral Processes: click [here](#).

Gender Justice and Legal Reform

Gender justice requires every dimension of justice to incorporate gender perspectives, and the full participation of women as well as men in shaping and taking part in the legal institutions that promote their rights, equality and inclusion. In the post-conflict period, there is an opportunity to enshrine gender equality issues in constitutional and legal reform, as well as to facilitate equal access to justice for men and women. In addition, this is a time when many advocate for the recognition of sexual violence as a crime.

Guiding Questions

- Is there a significant level of public participation in the constitution-making process?
- Are host governments being supported to ratify, respect and implement international standards on gender equality?

For example, in Afghanistan UNIFEM used CEDAW to help frame the new constitution; they worked with women delegates to the Constitutional Loya Jirga, brokering broad-based alliances and bringing in an expert on Shari'a law and women's rights. The resulting Constitution recognizes women's equality and guarantees women a minimum number of seats in the legislature.¹¹

- Are all legal reforms examined with a gender lens?

Many laws include provisions which discriminate against women, especially regarding access to land and property, and in family law. Gender-sensitive legal reforms should include equal access to land, property, education, work and politics, and should formalise women's and men's democratic representation and participation in all decision-making structures.

- Are special measures in place to include women as well as men in the drafting of the new constitution and new legislation?

If special measures are not in place, women can be excluded from the process, as in Bosnia and Herzegovina. In Cambodia, however, women from all socio-economic classes and all regions were included in a consultative process during drafting of the constitution; as a result, the Cambodian Constitution grants women and men equal rights.¹²

- Do women and men have equal access to justice and legal services?

This includes ensuring awareness and education programs reach women, considering women's interests and needs, providing equal compensation for human rights violations, and treating gender-based violence with sensitivity.

- Have programs been established to inform and train men and women on their rights?

Legal literacy programs and translating legal documents into local languages increase the incidence of human rights violations being reported and legal mechanisms enforced.

- Have all legal personnel, including judges, prosecutors, and investigators, had gender training and/or sensitization on women's and men's human rights?

- Is gender-based violence criminalised in new legislation? Are procedures in place to enforce the prosecution of perpetrators of gender-based violence?

Punishment should be proportionate to the crime, regardless of where it was committed (public or private location), who committed it (a stranger or a "loved one"), and why it was committed (war, theft, or family or community control of members).¹³

Additional Examples in Gender Justice and Legal Reform: click [here](#).

Further Reading on Gender Justice and Legal Reform: click [here](#).

Economic Reconstruction

Economic opportunities constitute an important entry-point for women as well as men in post-conflict reconstruction. While men can experience much hardship at the loss of businesses and livelihoods, women also often bare the brunt of economic crises, being disadvantaged in terms of unemployment and underemployment, gender pay differentiation, unpaid family work and care provision, and vulnerability to exploitation. Post-conflict situations also see women take on employment outside the home, often for the first time in their lives, as a result of the shortage of male labour caused by deaths in conflict.

Nonetheless, this is an area where women are routinely excluded, as mezzo and macro level business and economic development programs rarely address potential contributions from women. In addition, women are often constrained to small-scale cottage industries, with little potential for economic growth.

Guiding Questions

- Has there been a gender analysis of economic policy?
'Gender Budgets' analyse the impact of national budgets on men, women, boys and girls by identifying who is allocated what across a range of sectors.
- How can women be supported to participate more in national economic decision-making?
For example, in national budget processes.
- What barriers exist to employment for women and men in the conflict-prone or post-conflict context? How can these be addressed?
For example, men often negotiate the transactions and contracts regarding land ownership, which means that women are unable to build credit or actively participate and receive public recognition for their roles in business management and land maintenance.
- Do training programs effectively target women as well as men?
Women can become 'invisible', where for example training programs often target demobilized soldiers in skills-based industries. Less attention is given to training women in these priority areas, undermining their involvement in community rebuilding efforts.
- Are women being provided with skills training and employment programs in 'non-traditional' sectors, the urban formal sector, and 'new technologies'?
Attention is commonly focused on small-scale, low-income initiatives in gender-stereotyped activities, such as micro-credit for micro-businesses such as textiles, small-scale agriculture and food processing. It is argued that these activities contribute to the over-saturation on the market of gender-stereotyped goods, to insufficient income, and to lack of local input and ownership; that loans are so small that businesses cannot grow.
- Do women have specially facilitated access to financial markets and institutions, larger loans, technology, and lower insurance and interest rates?
- Do women have access to jobs in civil service, construction and other sectors where employment is more abundant in post-conflict settings?
Creating opportunities for women in these sectors provides an entry-point for them to contribute to and benefit from the reconstruction process.

Additional Examples in Gender and Economic Reconstruction: click [here](#).

Further Reading on Gender and Economic Reconstruction: click [here](#).

Education

A gender perspective is essential to ensure that windows of opportunity to promote more gender-equitable educational systems are pursued. This includes an analysis of the different needs and roles of not only boys and girls, but also of male and female teachers. Conflict particularly disrupts the education of girls, due to issues including the dangers in travelling to and attending schools, over-supply of male teachers, lack of sanitary facilities, early marriage and pregnancy, lack of money for girls' school fees, as well as domestic needs as families struggle for survival. Boys may also face security risks at schools, such as forced recruitment.

A conflict-prone setting also presents opportunities for boys and girls, and for gender equality in education. There is an opportunity to transform curricula and educational systems in favour of gender equality. School protects girls against abuse such as sexual violence during conflicts, and equips adolescent girls for the roles and responsibilities they are required to take on during and after conflict, through literacy and numeracy skills.

Guiding Questions

- In what ways might the national education system be part of the problem, as well as part of the solution? Has a gender-sensitive conflict analysis been conducted?

For example, education can contribute to both conflict and gender equality through excluding particular groups from access to education (ethnic or religious groups, girls), and curricula and textbooks promoting political messages or gender-based discrimination.

- How can education contribute to the process of gender-sensitive reconciliation?

For example, allowing multiple perspectives on the conflict, addressing the legacies of conflict, issues of forgiveness, human rights and civic education, and developing gender-sensitive curricula addressing the specific needs, perspectives and experiences of girls and boys, including issues of reproductive health and HIV/AIDS.

- Have efforts been made to hire and retain female as well as male teachers for both primary and secondary levels, and to train them in gender issues?

Special strategies for women teachers might include entry through classroom assistant programs, and making part-time positions available. Ensure women are placed in high-status positions – not just early years classes and “soft” subjects.

- Have girls' and boys' domestic and productive roles been analysed, as well as their cultural and security needs?

Offer reduced class hours or alternative timing of classes to fit in with extended roles in the home and in field or businesses. Cultural norms for girls and be respected through the provision of separate classrooms or home schooling, offering appropriate sports and recreation for girls, and installing separate girl's and boy's latrines. Girls' security needs include ensuring routes to and from school, as well as the classrooms and sanitary facilities, are safe, and creating mechanisms for reporting sexual abuse.

- Can support be provided to existing community- or home-based education schemes?

These can provide a basis on which to rebuild formal systems, as well as being a culturally-sensitive method of addressing girls' education needs.

- Does the educational focus extend beyond primary education?

It is also extremely important to promote access to education for adolescent girls, and to provide adult learning programs for women.

Additional Examples in Gender and Education: click [here](#).

Further Reading on Gender and Education: click [here](#).

4. ADDITIONAL EXAMPLES

In this section, further information and practical examples are provided for each of the sectoral topics in gender and peace-building.

Examples in Gender and Conflict Risk Assessments

UNIFEM's Gender-Sensitive Early Warning Project in Solomon Islands¹⁴

In 2005, UNIFEM implemented a gender-sensitive conflict early warning project to monitor conflict risk in the Solomon Islands. Working with partners from government and NGOs, as well as with conflict-affected communities, the early warning system combined gender-sensitive indicators with survey data, focus groups, structural data, a media scan and a consultative analysis process – involving both women and men at every stage.

UNIFEM found that the key elements of this process were:

- **Gender-sensitive early warning indicators;**
- **Sex-disaggregated early warning data**, where men's responses and women's to the gender-sensitive indicators are highlighted;
- **Women and men involved in data collection, analysis and development of response options**, such that they play active roles in conflict prevention and peace-building at the grassroots and national levels, and such that these processes are shaped by adequate attention to gender issues.

Combined, these three factors contributed to the following outcomes:

- **Gender-sensitive conflict prevention programming**, through the application of the lessons from early warning data and gender-sensitive response options into the program planning of conflict prevention and peace-building;
- **Supporting women's and men's roles in peace-building**, both through training and empowering project participants at the grassroots, as well as strengthening those in key organizations at the national level.

Women's Role in Conflict Prevention: Successful Strategies¹⁵

1. Information collection

- Develop monitoring indicators which are gender sensitive;
- Collect gender-sensitive information through consulting women at multiple levels, from grassroots to international, using a bottom-up approach: between each level, there is an information exchange among stakeholders, who then agree on a linkage to the next level;
- Use multiple data sources and existing structures: NGOs, community organizations;

2. Analysis and risk assessments

- Gender analysis focuses on micro-level realities on the ground, as well as integrating meso- and macro-level considerations in risk assessments and response options;
- Formulate new questions on conditions of different classes, identity groups, etc;
- Build a network of women's organizations to assist the monitoring/response process.

3. Linking warning to response

- Link warning mechanisms to response mechanisms. This is a potent space for women to contribute their own knowledge, using the bottom-up strategy as above;
- Integrate gender-sensitive response options addressing concerns at all levels;
- Integrate long-term efforts for peace as constitutive components.

Examples in Gender and Informal Peace-Building

AusAID's Experience with Women's Peace-Building in Bougainville¹⁶

Bougainville illustrates the success of women's organizing at the informal level. AusAID has contributed through support to:

- The **Bougainville Community Projects Scheme**, which enables women's groups to receive funding for resource centres and income generation projects, where often the income is used to pay school fees and household items;
- A **Bougainvillean Women's Forum**, where over 160 women met to discuss issues such as weapons disposal and post-conflict law and order challenges. The women together developed a set of recommendations to further the peace process and identified post-conflict development priorities;
- The **Strengthening Communities for Peace Project**, supporting the Leitana Nehan Women's Development Agency (LNWDA) in cooperation with the International Women's Development Agency. LNWDA runs anti-violence workshops, radio programs, and counselling services, and has been influential in strengthening women's voices and building peace. At the Bougainville Women Leaders meeting, women discussed issues affecting peace in the post-conflict setting.

Conflict Management Training for Senior Women Officials¹⁷

The United Nations Division for the Advancement of Women ran courses for women in South Africa, Guinea and Rwanda, focusing on strengthening knowledge and practical skills in:

- Identifying, designing and applying mediation processes in conflict situations;
- Developing communication skills for negotiation and mediation;
- Handling emotions, issues and interests of parties;
- Developing mediation skills through participation in role-plays and simulations;
- Assessing and identifying the appropriate use of mediation in different contexts.

Examples in Gender and Peace Negotiations & Agreements

Mano River Women's Peace Network (MARWOPNET)¹⁸

MARWOPNET is a joint peace initiative by women from Liberia, Sierra Leone and Guinea, facilitated by international development organizations and United Nations agencies. It recently gained acclaim by being awarded the 2003 United Nations Prize for Human Rights.

Strategy: This women's network was supported through a program of *capacity building and advocacy*: training and team-building workshops have enabled MARWOPNET to more effectively influence the region's peace processes and advance women's empowerment.

Successes: In 2001, MARWOPNET sent a women's delegation to meet the three presidents, and on a platform focusing on human suffering caused by war, and their own leverage as women, they succeeded where all other mediators had failed in getting the presidents to agree to a regional peace summit.

Limitations: The experiences of MARWOPNET also highlight the limits to the effectiveness of women's organizing for peace, due in this case to a *lack of resources* and their *exclusion from the formal peace process*. When the presidents met in Morocco in 2002, MARWOPNET was absent – they were politically marginalized from the event, and the organizations' lack of resources meant that they were unable to travel.

UNIFEM Guidelines on Gender and Peace Processes¹⁹

- Women are more likely to make an impact on negotiations when they convene as a constituency of women with a common agenda for peace.
- Early in the peace process, the identification of strategic entry points for women's participation can significantly heighten their access to the table and impact on the accords.
- Structures and mechanisms within the office of the facilitator, mediator or mission can enhance the integration of a gender perspective in peace negotiations.
- Women and their organizations require specific forms of support to maximize their participation in peace negotiations.
- Women have specific needs, priorities and strategies that must be included in the peace agreement to guarantee their fulfillment during implementation.
- After a peace agreement has been signed, opportunities exist to maximize women's participation in implementation and monitoring efforts.

➤ **Checklist:** For more detail, see UNIFEM's comprehensive guidelines on gender and peace negotiations (UNIFEM 2005).

Examples in Gender and Reconciliation

Gender-Sensitising Sierra Leone's Truth and Reconciliation Commission²⁰

In Sierra Leone, UNIFEM helped the Truth and Reconciliation Commission fully respond to the needs and concerns of women:

- Training for commissioners and their senior staff covered international laws on gender crimes and ways to ensure that women would be fully included in the formal reconciliation process;
- The commissioners subsequently agreed to make special provisions to encourage the collection of testimonies on sexual violence, including a witness-protection programmed and trauma-counseling services;
- After national women's groups came together to identify how they could support the commission, UNIFEM assisted several groups in their efforts to help women come forward and to address the immediate medical needs of rape victims.

Reconciliation through Peace Education²¹

Peace education through the promotion non-violent forms of conflict resolution is an important peace-building and gender equality strategy, promoted at the policy level by the Beijing Platform for Action.

As a space to foster collaboration at the individual and community levels, peace education promotes 'values, attitudes and behaviour which privilege the non-violent resolution of conflict, respect for human rights, democracy, intercultural understanding, tolerance and solidarity.

Peace education concepts can be incorporated into school curricula, as with the programs of UNESCO and UNICEF, or can be offered as part of wider peace-building processes. For example, peace education has been incorporated into rehabilitation programs for child soldiers in Mozambique and Sudan, using psycho-social support services to help 'un-learn' the culture of violence experienced during conflict, and express themselves in non-violent ways.

Examples in Gender and Disarmament

Women and Disarmament in Albania²²

One of the most successful documented cases of women's role in disarmament is that of the 'Weapons for Development' program initiated by UNDP and the UN Department for Disarmament Affairs in Albania. Women went door-to-door in their communities, altering people to the danger of small arms, collecting survey information on disarmament, and collecting large amounts of weapons and ammunition.

The program included the following components:

- A workshop on women's role in weapons collection, providing training to NGOs and political representatives to develop strategies for weapons collection;
- Capacity building workshops for civil society leaders;
- A conference for 200 women called 'Women of Diber Say "No to the Guns, Yes to Life and Development"';
- Posters and radio programs raising awareness of women's roles in disarmament.

Gender-Sensitive Demobilisation and Reintegration of ex-combatants in Cambodia²³

The Cambodian government's demobilisation program aimed to demobilise 31,500 out of 140 000 soldiers in national force between 2000-2003. InterBand runs a project to support reintegration of demobilised soldiers to supplement the DDR projects run by the government. They are aiming to create social safety nets, especially for those poorest of the poor with physical and mental disability by war, in order to eliminate social instability and, at the same time, to accelerate development of rural areas.

The support provided by InterBand has several dimensions. Support is provided in starting small-scale business for job creation through joint workshops with demobilized soldiers and their families. Links are also made to help the ex-soldiers and their families reach various markets for these new businesses. As medical treatment is a big issue for ex-soldiers, they issue tokens to enable the purchase of medicine.

InterBand also emphasises gender perspectives by supporting demobilized soldiers' female family members, such as wives, daughters, sisters etc. After demobilization, there sometimes appears a gap within families when the husband, or father, lose their confidence and hope. This leaves wives and daughters to carry the emotional and economic burden of supporting the family. InterBand offers ideas and holds workshops towards reconstruction of the ex-soldiers lives, putting emphasis on small-scale business in which women can also actively participate. The women are offered opportunities to come to terms with the trauma their male family members experience, but are also taught income-generating skills, such as weaving and dressmaking. Since the impact of war affects not only individuals but also the community and whole society, the measures to respond should also approach both individuals and society.

- **Checklist:** See also the excellent UNIFEM checklist on gender and DDR (UNIFEM 2004), and the UNMAS guidelines on gender and mine action (UNMAS 2005).

Examples in Gender, Governance and Electoral Processes

Post-Conflict States Promote Women in Parliament²⁴

States emerging from conflict have the potential to provide a better chance of women increasing their representation in parliament. During 2005, post-conflict elections in Afghanistan, Burundi, Iraq and Liberia all resulted in an increase in women parliamentarians. Important factors included the intersection between domestic women's movements and the international community, growing recognition of women's role during conflict, their inclusion in the peace process, the constitutional drafting process, and electoral quotas for women.

Quota Systems²⁵

Quota systems can be controversial, however they are also one of the most successful mechanisms for obtaining a minimum percentage of women in elected positions. For example, Rwanda's post-conflict quota system contributed to the country's top worldwide ranking, with an impressive 48.8% of women MPs. In Liberia, guidelines specified a 30 percent quota of women on party lists, however there were no sanctions for non-compliance, and as a result only 12.5 percent of elected candidates were women.

Support to Women Political Candidates in Timor-Leste²⁶

In Timor-Leste, when the United Nations Transitional Administration (UNTAET) announced that quotas would not be used in the national election to help elect women, UNIFEM and the UNTAET gender advisor organized training workshops for women who considered running for office. UN Special Representative, Sergio Vieira de Mello, used incentives to get women on the ballot; he promised transportation and media access to parties who not only ran women candidates, but placed them near the top of their lists. Though only 24 of the women trained were elected, those women returned to their towns and ran voter education for women.

Gender-Sensitive Voting Procedures in Afghanistan²⁷

In Afghanistan UNDP hired female election workers to register women and to staff polling stations to address cultural prohibitions against the mixing of the sexes, and allowed fully veiled women to use a thumbprint on their voter ID cards rather than a photograph. 40% of voters in the 2004 presidential election were women.

Examples in Gender Justice and Legal Reform

Equal Access to Justice and Legal Services²⁸

Ensuring women and men have equal access to justice and legal services includes ensuring awareness and education programs reach women, considering women's interests and needs, providing equal compensation for human rights violations, and treating gender-based violence with sensitivity. For example, the International Criminal Tribunal for the former Yugoslavia tribunals addressed gender-based violence issues against men and women in conflict settings, established specialised structures and procedures, offered protection, medical and psychological support and logistics assistance to male and female survivors. They also provided specialised staff training.

Key Issues for Gender-Sensitive Laws²⁹

Family Law

- Equality of men and women in marriage
- Voluntary consent of both parties to enter into a marriage agreement
- Equal minimum age for marriage for men and women
- Equal rights of divorce and fair divorce procedures
- Protection of legal rights in customary marriages

Property and Succession Law

- Equal rights to acquire, hold, transfer, exchange and sell property
- Equal rights to inherit land
- Equal access to all property upon the death or divorce from spouse
- Equal rights to hold non-land property

Citizenship and Nationality Laws

- Right to pass through both paternal and maternal lines
- Equal rights to retain nationality if a spouse is a foreign national
- Equal rights to naturalisation of foreign spouses of women

Laws Addressing Violence Against Women

- Adequate criminal penalties and procedures for acts of violence against women
- Fair procedures for evidence and testimony that do not discriminate against women
- Adequate laws and programs for the protection and assistance of victims.

Examples in Gender and Economic Reconstruction

Constraints of Gender-Stereotyped Income Generation³⁰

In the Kosovo Women's Initiative, Albanian women wondered why they were directed into sewing classes, rather than into formal education – very few graduates from sewing classes went on to find related work.

In Afghanistan, "Anytime you need to do something for women," a head of an international organization explained, "it was all about handicrafts and tailoring... In a way it reinforced the social construction of women's roles... as if there is no other thing that women can do". The market in Kabul is saturated with women tailors who are unable to find employment.

Gender Analysis of the Feeder Roads Program, Mozambique³¹

Gender analysis of the Feeder Roads Program (FRP), a labor-intensive public works program in Mozambique, was useful in identifying constraints on female participation and proposing measures to address them. The FRP, which had as its main objective the rehabilitation and maintenance of tertiary roads, also aimed to generate temporary employment during rehabilitation and, to a lesser extent, to create a number of permanent road maintenance jobs. It aimed to employ 25 percent women, but when women still made up only 14 percent of employees, a midterm evaluation called for additional measures, such as gender sensitization and staff training, targeted strategies, coordination with existing women's organizations, clear recruitment guidelines, provision of health care, and access to food and childcare facilities. Actions were taken to implement the findings, but no evaluation was available to assess impact.

- **Checklist:** see the ILO's (1998) gender guidelines for employment and skills training in conflict-affected countries.

Examples in Gender and Education

Community Education fills the Schooling Gap during Conflict³²

In El Salvador, as the official education system abandoned the most strife-torn rural areas, local and spontaneous education structures emerged. The “Popular Schools”, set up in regions where the fighting was fiercest, were run largely by communities and local educators, many of whom had completed only two grades of education themselves. The main aim of these schools, often supported by foreign NGOs and churches, was to teach children to read and write. These community-based education reforms provide an opportunity for women as well as men to gain greater voice and develop organizational capabilities in their communities, often extending beyond educational issues.

- **Checklist:** See the Inter-Agency Network for Education in Emergencies (2006) guidelines on gender equality and education in emergencies.

Annex 1. Glossary of Gender Terms³³

Gender

The array of socially constructed roles and relationships, personality traits, attitudes, behaviors, values, relative power and influence that society ascribes to the two sexes on a differential basis. Whereas biological sex is determined by genetic and anatomical characteristics, gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures. Gender is relational and refers not simply to women or men but to the relationship between them.

Gender Analysis

The process of considering the impact that a development program may have on women/girls and men/boys, and on the economic and social relationships between them. Gender analysis is a specific form of social analysis which requires the collection of sex-disaggregated data. Incorporating a gender perspective into aid activities involves applying a gender analysis throughout the project cycle.

Gender-Based Violence (GBV)

Violence targeting women or men, girls or boys on the basis of their gender or sexual orientation. It includes, but is not limited to, sexual violence, which is often used as an instrument of terror and torture in armed conflict situations.

Gender Budget Initiatives (GBI)

Breaking down the government's budget in order to see how it responds to the differentiated needs of and impacts on women, men, girls and boys. As such, GBIs can make significant contributions in terms of equity, equality, the realization of women's rights, efficiency, effectiveness, accountability, and transparency.

Gender Equality

Refers to equal opportunities and outcomes for women and men. This involves the removal of discrimination and structural inequalities in access to resources, opportunities and services, and the promotion of equal rights. Equality does not mean that women should be the same as men. Promoting equality (the goal of Australia's GAD policy) recognizes that men and women have different roles and needs, and takes these into account in development planning and programming.

Gender Justice

The protection and promotion of civil, political, economic and social rights on the basis of gender equality. It necessitates taking a gender perspective on rights themselves, as well as the assessment of access and obstacles to the enjoyment of these rights for women, men, girls and boys and adopting gender-sensitive strategies for protecting and promoting them.

Gender Mainstreaming

The process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres.

Militarized Gender Roles

Gender roles become militarized in a process where military values, ideologies and patterns of behavior achieve a dominating influence on the political, social, economic and external affairs of the state, and as a consequence the structural, ideological and behavioral patterns of both the society and the government are 'militarized.'

Sex-disaggregated data

Refers to the differentiation by sex of statistical and other data. This is a basic requirement of good practice in development programming, without which it is difficult or impossible to determine the gender impacts of development and peace-building activities.

Annex 2. Gender Dimensions of Conflict Situations³⁴

Elements of Conflict Situations	Possible Gender Dimensions
Pre-Conflict Situations	
Increased mobilisation of soldiers	Increased commercial sex trade (including child prostitution) around military bases and army camps.
Nationalist propaganda used to increase support for military action	Gender stereotypes and specific definitions of masculinity and femininity are often promoted. There may be increased pressure on men to 'defend the nation.'
Mobilisation of pro-peace activists and organisations	Women have been active in peace movements – both generally and in women-specific organisations. Women have often drawn moral authority from their role as mothers. It has also been possible for women to protest from their position as mothers when other forms have not been permitted by authorities.
Increasing human rights violations	Women's rights are not always recognized as human rights. Gender-based violence may increase.
Increased mobilisation of soldiers	Increased commercial sex trade (including child prostitution) around military bases and army camps.
During Conflict Situations	
Psychological trauma, physical violence, casualties and death	Men tend to be the primary soldiers/combatants. Yet, in various conflicts, women have made up significant numbers of combatants. Women and girls are often victims of sexual violence (including rape, sexual mutilation, sexual humiliation, forced prostitution, forced pregnancy) during times of conflict.
Social networks disrupted and destroyed - changes in family structures and composition	Gender relations can be subject to stress and change. The traditional division of labour within a family may be under pressure. Survival strategies often necessitate changes in the gender division of labour. Women may become responsible for an increased number of dependants.
Mobilisation of people for conflict. Everyday life and work disrupted.	The gender division of labour in workplaces can change. With men's mobilisation for combat, women have often taken over traditionally male occupations and responsibilities. Women have challenged traditional gender stereotypes and roles by becoming combatants and taking on other non-traditional roles.
Material shortages (shortages of food, health care, water, fuel, etc)	Women's role as provider of the family's needs may mean increased work as basic goods are more difficult to locate. Girls may also face an increased workload. Non-combatant men may also experience stress related to their domestic gender roles if they are expected, but unable, to provide for their families.
Creation of refugees and displaced people	People's ability to respond to an emergency situation is influenced by whether they are male or female. Women and men refugees often have different needs and priorities.
Dialogue and peace negotiations	Women are often excluded from the formal discussions given their lack of participation and access in pre-conflict decision-making organisations and institutions.
During Reconstruction and Rehabilitation	
Political negotiations and planning to implement peace accords	Men's and women's participation in these processes tends to vary, with women often playing only minor roles in formal negotiations or policy making.

During Reconstruction and Rehabilitation (cont'd)	
Media used to communicate messages	Women's unequal access to media may mean their interests, needs and perspectives are not represented and discussed.
Use of outside investigators, peacekeepers, etc.	Officials are not generally trained in gender equality issues (women's rights as human rights, how to recognize and deal with gender-specific violence). Women and girls have been harassed and sexually assaulted by peacekeepers.
Holding of elections	Women face specific obstacles in voting, in standing for election and having gender equality issues discussed as election issues.
Internal investments in employment creation, health care, etc	Reconstruction programmes may not recognize or give priority to supporting women's and girls' health needs, domestic responsibilities or needs for skills training and credit
Demobilisation of combatants	Combatants often assumed to be male. Men are prioritised, women don't benefit from land allocations, credit schemes, etc.
Measures to increase the capacity of and confidence in civil society	Women's participation in community organisations and NGOs is generally uneven. These organizations often lack the capacity and interest in granting priority to equality issues.

Annex 3. Resolution 1325

The Security Council,

Recalling its resolutions 1261 (1999) of 25 August 1999, 1265 (1999) of 17 September 1999, 1296 (2000) of 19 April 2000, 1314 (2000) of 11 August 2000, as well as relevant statements of its President and recalling also the statement of its President, to the press on the United Nations Day for Women's Rights and International Peace of 8 March 2000 (SC/6816),

Recalling also the commitments of the Beijing Declaration and Platform for Action (A/52/231) as well as those contained in the outcome document of the twenty-third Special Session of the United Nations General Assembly entitled "Women 2000: Gender Equality, Development and Peace for the twenty-first century" (A/S-23/10/Rev.1), in particular those concerning women and armed conflict,

Bearing in mind the purposes and principles of the Charter of the United Nations and the primary responsibility of the Security Council under the Charter for the maintenance of international peace and security,

Expressing concern that civilians, particularly women and children, account for the vast majority of those adversely affected by armed conflict, including as refugees and internally displaced persons, and increasingly are targeted by combatants and armed elements, and recognizing the consequent impact this has on durable peace and reconciliation,

Reaffirming the important role of women in the prevention and resolution of conflicts and in peace-building, and stressing the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security, and the need to increase their role in decision-making with regard to conflict prevention and resolution,

Reaffirming also the need to implement fully international humanitarian and human rights law that protects the rights of women and girls during and after conflicts,

Emphasizing the need for all parties to ensure that mine clearance and mine awareness programmers take into account the special needs of women and girls,

Recognizing the urgent need to mainstream a gender perspective into peacekeeping operations, and noting the Windhoek Declaration and Namibia Plan of Action (S/2000/693),

Recognizing also the importance of the recommendation contained in the statement of its President to the press of 8 March 2000 for specialized training for all peacekeeping personnel on the protection, special needs and human rights of women and children in conflict situations,

Recognizing that an understanding of the impact of armed conflict on women and girls, effective institutional arrangements to guarantee their protection and full participation in the peace process can significantly contribute to the maintenance and promotion of international peace and security,

Noting the need to consolidate data on the impact of armed conflict on women and girls,

1. **Urges** Member States to ensure increased representation of women at all decision-making levels in national, regional and international institutions and mechanisms for the prevention, management, and resolution of conflict;
2. **Encourages** the Secretary-General to implement his strategic plan of action (A/49/587) calling for an increase in the participation of women at decision-making levels in conflict resolution and peace processes;
3. **Urges** the Secretary-General to appoint more women as special representatives and envoys to pursue good offices on his behalf, and calls on Member States to provide candidates to the Secretary-General, for inclusion in a regularly updated centralized roster;
4. **Further** urges the Secretary-General to seek to expand the role and contribution of women in United Nations field-based operations, and especially among military observers, civilian police, human rights and humanitarian personnel;
5. **Expresses** its willingness to incorporate a gender perspective into peacekeeping operations and urges the Secretary-General to ensure that, where appropriate, field operations include a gender component;

6. **Requests** the Secretary-General to provide to Member States training guidelines and materials on the protection, rights and the particular needs of women, as well as on the importance of involving women in all peacekeeping and peace-building measures, invites Member States to incorporate these elements as well as HIV/AIDS awareness training into their national training programmes for military and civilian police personnel in preparation for deployment and further requests the Secretary-General to ensure that civilian personnel of peacekeeping operations receive similar training;
7. **Urges** Member States to increase their voluntary financial, technical and logistical support for gender-sensitive training efforts, including those undertaken by relevant funds and programmes, inter alia, UNIFEM and UNICEF, and by the UNHCR and other relevant bodies;
8. **Calls** on all actors involved, when negotiating and implementing peace agreements, to adopt a gender perspective, including, inter alia: (a) The special needs of women and girls during repatriation and resettlement and for rehabilitation, reintegration and post-conflict reconstruction; (b) Measures that support local women's peace initiatives and indigenous processes for conflict resolution, and that involve women in all of the implementation mechanisms of the peace agreements; (c) Measures that ensure the protection of and respect for human rights of women and girls, particularly as they relate to the constitution, the electoral system, the police and the judiciary;
9. **Calls** upon all parties to armed conflict to respect fully international law applicable to the rights and protection of women and girls as civilians, in particular the obligations applicable under the Geneva Conventions of 1949 and the Additional Protocols of 1977, the Refugee Convention of 1951 and the Protocol of 1967, the Convention Security Council - 5 - Press Release SC/6942 4213th Meeting (PM) 31 October 2000 on the Elimination of All Forms of Discrimination against Women of 1979 and the Optional Protocol of 1999 and the United Nations CRC of 1989 and the two Optional Protocols of 25 May 2000, and to bear in mind the provisions of the Rome Statute of the ICC;
10. **Calls** on all parties to armed conflict to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, and all other forms of violence in situations of armed conflict;
11. **Emphasizes** the responsibility of all States to put an end to impunity and to prosecute those responsible for genocide, crimes against humanity, war crimes including those relating to sexual violence against women and girls, and in this regard, stresses the need to exclude these crimes, where feasible from amnesty provisions;
12. **Calls** upon all parties to armed conflict to respect the civilian and humanitarian character of refugee camps and settlements, and to take into account the particular needs of women and girls, including in their design, and recalls its resolution 1208 (1998);
13. **Encourages** all those involved in the planning for disarmament, demobilization and reintegration to consider the different needs of female and male ex-combatants and to take into account the needs of their dependants;
14. **Reaffirms** its readiness, whenever measures are adopted under Article 41 of the Charter of the United Nations, to give consideration to their potential impact on the civilian population, bearing in mind the special needs of women and girls, in order to consider appropriate humanitarian exemptions;
15. **Expresses** its willingness to ensure that Security Council missions take into account gender considerations and the rights of women, including through consultation with local and international women's groups;
16. **Invites** the Secretary-General to carry out a study on the impact of armed conflict on women and girls, the role of women in peace-building and the gender dimensions of peace processes and conflict resolution, and invites him to submit a report to the Security Council on the results of this study and to make this available to all Member States of the United Nations;
17. **Requests** the Secretary-General, where appropriate, to include in his reporting to the Security Council, progress on gender mainstreaming throughout peacekeeping missions and all other aspects relating to women and girls;
18. **Decides** to remain actively seized of the matter."

Reading and Resources on Gender and Peace-Building

Internet Sites on Gender and Peace-Building

Women War Peace: <http://www.womenwarpeace.org/>

UNIFEM's web portal on women, peace and security, including country profiles and issue briefs.

Peace Women: <http://www.peacewomen.org/wpsindex.html>

Project of the Women's International League for Peace and Freedom, focusing on the implementation of United Nations Security Council Resolution 1325 on women, peace and security.

International Alert: http://www.international-alert.org/our_work/themes/gender.php

Research and resources on gender and conflict within the context of International Alert's peace-building work.

Women's League for Peace and Freedom (WLPF) Australia: <http://www.1325australia.org.au/html/nuhome1.html>

An action site for those working to implement United Nations Security Council Resolution 1325 within the Australian context.

Policies and Agreements

AusAID (1997) [*Gender and Development: Australia's Aid Commitment*](#). Canberra: AusAID.

AusAID (2002) [*Peace, Conflict and Development Policy*](#). Canberra: AusAID.

United Nations (1995) [*Beijing Declaration and Platform for Action, Report of the Fourth World Conference on Women*](#), UN Document A/CONF 177/20, New York: United Nations.

United Nations (2000) [*Resolution 1325*](#), S/RES/1325, 31 October 2000.

Program design and monitoring

AusAID (1998) [*Guide to Gender and Development*](#). Canberra: AusAID.

CIDA (2001) [*Gender Equality and Peace-building: An Operational Framework*](#). Hull, Quebec: CIDA.

Reimann, C. (2001) [*Towards Gender Mainstreaming in Crisis Prevention and Conflict Management: Guidelines for the German Technical Co-Operation*](#). Eschborn: GTZ.

General Gender and Peace-Building

Bouta, T. and G. Frerks (2002) [*Women's Roles in Conflict Prevention, Conflict Resolution and Post-Conflict Reconstruction: Literature Review and Institutional Analysis*](#). The Hague: Netherlands Institute of International Relations.

Bouta, T., G. Frerks and I. Bannon (2005) [*Gender, Conflict and Development*](#). Washington DC: World Bank.

International Alert and Women Waging Peace (2004) [*Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action*](#). London and Washington, DC: International Alert and Women Waging Peace.

Moser, A. (2005) 'Supporting Women's Active Role in Peace-Building: Issues, Lessons Learned and Recommendations for AusAID.' IWDA paper commissioned by AusAID.

Moser, C. and F. Clark (2001) *Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence*. London: Zed Books.

Rehn, E. and E. Johnson Sirleaf (2002) [Women, War, Peace: The Independent Experts' Assessment](#). New York: UNIFEM.

United Nations (2002) [Women, Peace and Security](#). New York: United Nations.

Gender and Conflict Risk Assessments

International Alert and Women Waging Peace (2004) [Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action. Chapter 2, Conflict Prevention, Resolution and Reconstruction](#). London and Washington, DC: International Alert and Women Waging Peace.

Moser, A. (2005) '[Engendering Conflict Early Warning: Lessons from UNIFEM's Solomon Islands Gendered Conflict Early Warning Project](#).' UNIFEM Pacific.

Schmeidl, S. (with E. Piza-Lopez) (2002) [Gender and Conflict Early Warning: A Framework for Action](#). London: International Alert.

Gender and Informal Peace-Building

El Bushra, J. (2005) [Women Building Peace: Sharing Know-How. Assessing Impact: Planning for Miracles](#). London: International Alert.

International Alert and Women Waging Peace (2004) *Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action*. London and Washington, DC: International Alert and Women Waging Peace.

Rehn, E. and E. Johnson Sirleaf (2002) [Women, War, Peace: The Independent Experts' Assessment. Chapter 6: Women Organizing for Peace](#). New York: UNIFEM.

Gender and Peace Negotiations and Agreements

Anderlini, S.N. (2003) '[The Untapped Resource: Women in Peace Negotiations](#).' *Conflict Trends 3: Issue on Women, Peace and Security*, pp 18-22.

International Alert and Women Waging Peace (2004) [Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action. Chapter 2, Conflict Prevention, Resolution and Reconstruction](#). London and Washington, DC: International Alert and Women Waging Peace.

Chinkin, C. (2003) '[Peace Agreements as a Means for Promoting Gender Equality and Ensuring Participation of Women](#).' UN DAW Expert Group Meeting on 'Peace Agreements as a Means for Promoting Gender Equality and Ensuring Participation of Women', EGM/PEACE/2003/BP.1 31 Oct 2003.

UNIFEM (2005) [Securing the Peace: Guiding the International Community Towards Women's Effective Participation Throughout Peace Processes](#). New York: UNIFEM.

Gender and Reconciliation

International Alert and Women Waging Peace (2004) [*Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action. Chapter 4, Justice, Governance and Civil Society*](#). London and Washington, DC: International Alert and Women Waging Peace.

Rehn, E. and E. Johnson Sirleaf (2002) [*Women, War, Peace: The Independent Experts' Assessment. Chapter 7: Justice*](#). New York: UNIFEM.

Gender and Disarmament

Bouta, T., G. Frerks and I. Bannon (2005) [*Gender, Conflict and Development. Chapter 2, Gender and Warfare: Female Combatants and Soldiers' Wives*](#). Washington DC: World Bank.

Farr, V. (2003) [*'The Importance of a Gender Perspective to Successful Disarmament, Demobilization, and Reintegration Process'*](#), *Disarmament Forum* 4: 25-35.

IANSA (2001) 'Gender Perspectives on Small Arms.' London: IANSA.

International Alert and Women Waging Peace (2004) [*Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action. Chapter 3, Security*](#). London and Washington, DC: International Alert and Women Waging Peace.

UNIFEM (2004) [*Getting it Right, Doing it Right: Gender and Disarmament, Demobilization and Reintegration*](#). New York: UNIFEM.

UNMAS (2005) [*Gender Guidelines for Mine Action Programs*](#). New York: UNMAS.

Gender, Governance and Electoral Processes

Inter-Parliamentary Union (2006) [*Women in Parliament in 2005: The Year in Perspective*](#). Geneva: Inter-Parliamentary Union.

Maley, M. (2004) [*'Enhancing Women's Participation in Electoral Processes in Post-Conflict Countries.'*](#) United Nations Office of the Special Advisor on gender Issues and Advancement of Women (OSAGI) Expert Group Meeting, January 2004, Glen Cove.

Office of the Special Advisor on Gender Issues and Advancement of Women (OSAGI) (2005) [*Women and Elections: Guide to Promoting the Participation of Women in Elections*](#). New York: OSAGI.

Gender Justice and Legal Reform

Bouta, T., G. Frerks and I. Bannon (2005) [*Gender, Conflict and Development. Chapter 6: Gender-Sensitizing the Post-Conflict Legal Framework*](#). Washington DC: World Bank.

International Alert and Women Waging Peace (2004) [*Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action. Chapter 4, Justice, Governance and Civil Society*](#). London and Washington, DC: International Alert and Women Waging Peace.

UNIFEM (2004) [*Peace Needs Women and Women Need Justice: Report of the Conference on Gender Justice in Post-Conflict Situations*](#). New York: International Legal Assistance Consortium (ILAC) and UNIFEM.

Gender and Economic Reconstruction

Bouta, T. and G. Frerks (2002) [*Women's Roles in Conflict Prevention, Conflict Resolution and Post-Conflict Reconstruction: Literature Review and Institutional Analysis*](#). The Hague: NIIR.

Bouta, T., G. Frerks and I. Bannon (2005) [*Gender, Conflict and Development*](#). Chapter 7, *Gender and Work: Creating Equal Labour Market Opportunities*. Washington DC: World Bank.

Date-Bah (1998) [*Gender Guidelines for Employment and Skills Training in Conflict-Affected Countries*](#). Geneva: ILO.

Rehn, E. and E. Johnson Sirleaf (2002) [*Women, War, Peace: The Independent Experts' Assessment. Chapter 10, Reconstruction*](#). New York: UNIFEM.

United Nations (2002) [*Women, Peace and Security*](#). New York: United Nations.

Gender and Education

Bouta, T., G. Frerks and I. Bannon (2005) [*Gender, Conflict and Development*](#). Chapter 8, *Gender and Rehabilitating Social Services: A Focus on Education*. Washington DC: World Bank.

Inter-Agency Network for Education in Emergencies (2006) [*Ensuring a Gender Perspective in Education in Emergencies*](#). New York: INEE.

Machel, G. (1996) [*UN Study on the Impact of Armed Conflict on Children*](#). New York: United Nations.

Nicolai, S. (2003) [*Education in Emergencies: A Tool Kit for Starting and Managing Education in Emergencies*](#). London: Save the Children.

Save the Children (2005) [*State of the World's Children 2005: The Power and Promise of Girls' Education*](#). Westport, Connecticut: Save the Children.

Smith, A. and T. Vaux (2003) [*Education, Conflict and International Development*](#). London: DFID.

Notes

- ¹ United Nations (2000) '[Resolution 1325](#).' S/RES/1325. 31 October 2000.
- ² United Nations (1995) '[Beijing Declaration and Platform for Action, Report of the Fourth World Conference on Women](#).' Report of the Fourth World Conference on Women, UN Document A/CONF 177/20. New York: United Nations.
- ³ Myths adapted and expanded from CIDA (2003) '[Gender Equality and Humanitarian Assistance: A Guide to the Issues](#).' Gatineau, Quebec: CIDA.
- ⁴ CIDA (2001) '[Gender Equality and Peace-building: An Operational Framework](#).' Hull, Quebec: CIDA.
- ⁵ CIDA (2001) '[Gender Equality and Peace-building: An Operational Framework](#).' Hull, Quebec: CIDA; Reimann, C. (2001) '[Towards Gender Mainstreaming in Crisis Prevention and Conflict Management: Guidelines for the German Technical Co-Operation](#).' Eschborn: GTZ; Moser, A. (2005) '[Engendering Conflict Early Warning: Lessons from UNIFEM's Solomon Islands Gendered Conflict Early Warning Project](#).' UNIFEM Pacific.
- ⁶ Anderson, M. and L. Olsen (2003) '[Confronting War: Critical Lessons for Peace Practitioners](#).' Cambridge, MA: The Collaborative for Development Action, Inc.
- ⁷ Rehn, E. and E. Johnson Sirleaf (2002) '[Women, War, Peace: The Independent Experts' Assessment](#).' New York: UNIFEM.
- ⁸ Farr, V. (2003) '[The Importance of a Gender Perspective to Successful Disarmament, Demobilization, and Reintegration Process](#).' *Disarmament Forum* 4: 25-35.
- ⁹ Bouta, T., G. Frerks and I. Bannon (2005) '[Gender, Conflict and Development](#).' Chapter 2, *Gender and Warfare: Female Combatants and Soldiers' Wives*. Washington DC: World Bank.
- ¹⁰ Marcaillou, A. (2004) '[Gender Perspectives on Disarmament, Demobilization and Reintegration](#).' UNIFEM Meeting, 9 March 2004, New York; UNMAS (2005) '[Gender Guidelines for Mine Action Programs](#).' New York: UNMAS.
- ¹¹ UNIFEM (2005) '[Achieving Gender Equality in Democratic Governance](#).' UNIFEM At A Glance. New York: UNIFEM.
- ¹² United Nations (2002) '[Women, Peace and Security](#).' New York: United Nations.
- ¹³ Bouta, T., G. Frerks and I. Bannon (2005) '[Gender, Conflict and Development](#).' Chapter 6: *Gender-Sensitizing the Post-Conflict Legal Framework*. Washington DC: World Bank.
- ¹⁴ Moser, A. (2005) '[Engendering Conflict Early Warning: Lessons from UNIFEM's Solomon Islands Gendered Conflict Early Warning Project](#).' UNIFEM Pacific.
- ¹⁵ Schmeidl, S. (with E. Piza-Lopez) (2002) '[Gender and Conflict Early Warning: A Framework for Action](#).' London: International Alert; Schmeidl, S. and F. Ismail (2001) '[Implementing the United Nations Security Council Resolution on Women, Peace and Security: Integrating Gender into Early Warning Systems](#).' Report on the First Expert Consultative Meeting of International Alert and Swiss Peace Foundation, 7 May 2001, Nairobi, Kenya.
- ¹⁶ Patterson, K. (2001) '[Australia Promotes Gender Equality and Peace-Building](#).' Statement by Senator Kay Patterson, Parliamentary Secretary to the Minister for Foreign Affairs. *Focus* March 2001; Howard, E. and M. Adams (2003) '[Bougainville: Women Speak Out for Peace](#).' *IWDA News* June 2003; Gallus, C. (2002) '[Women as Peacemakers](#).' Speech by the Parliamentary Secretary to the Minister for Foreign Affairs the Hon. Chris Gallus, MP, UNIFEM AGM, Melbourne 13 September 2003.
- ¹⁷ DAW (2003) '[Training Course on Conflict Management for Women: "Enhancing Women's Capacity to Negotiate and Mediate" – Aide-Mémoire](#).' New York: DAW.
- ¹⁸ Femmes Africa Solidarité (2003) '[MARWOPNET Awarded 2003 United Nations Prize in the Field of Human Rights](#).' Press release, Geneva, 3 December 2003; Fleshman, M. (2003) '[African Women Struggle for a Seat at the Peace Table](#).' *Africa Recovery* 16(4).

-
- ¹⁹ UNIFEM (2005) [Securing the Peace: Guiding the International Community Towards Women's Effective Participation Throughout Peace Processes](#). New York: UNIFEM.
- ²⁰ UNIFEM (2005) [Justice](#). Issue Brief accessed via: www.womenwarpeace.org
- ²¹ Pankhurst, D. (2004) 'The "Sex War" and Other Wars: Towards a Feminist Approach to Peace-building.' In Afshar and Eade (eds) *Development, Women and War: Feminist Perspectives*. Oxford: Oxfam; Pickup, F. (with S. Williams and C. Sweetman) (2001) *Ending Violence Against Women: A Challenge for Development and Humanitarian Work*. Oxford: Oxfam; UNESCO (1996) [Guidelines for a Plan of Action for UNESCO Interregional Project for Culture of Peace and Non-Violence in Educational Institutions](#). Sintra, Portugal, 22 May 1996.
- ²² UNIFEM (2004) [DDR](#), Issue Brief accessed via: www.womenwarpeace.org; Beluli, J.K. (2001) 'Women Can Change Realities: The Experience of Albania.' In [In the Line of Fire: A Gender Perspective on Small Arms Proliferation, Peace-Building and Conflict Resolution](#). Report of the WILPF International Women's Day Seminar, Geneva, 2001.
- ²³ International Alert (2003) [Protection of Civilians: Gender Considerations for Disarmament, Conflict Transformation and the Establishment of Human Security](#). International Alert: London.
- ²⁴ Johnsson, A. (2006) [Equal Participation of Women and Men in Decision-Making Processes, with Particular Emphasis on Political Participation and Leadership](#). Commission on the Status of Women, 50th Session, New York, 27 February – 10 March 2006.
- ²⁵ Johnsson, A. (2006) [Equal Participation of Women and Men in Decision-Making Processes, with Particular Emphasis on Political Participation and Leadership](#). Commission on the Status of Women, 50th Session, New York, 27 February – 10 March 2006.
- ²⁶ UNIFEM (2005) [Elections](#). Issue Brief accessed via: www.womenwarpeace.org.
- ²⁷ UNDP (2006) [Taking Gender Equality Seriously: Making Progress, Meeting New Challenges](#). New York: UNDP.
- ²⁸ Bouta, T. and G. Frerks (2002) [Women's Roles in Conflict Prevention, Conflict Resolution and Post-Conflict Reconstruction: Literature Review and Institutional Analysis](#). The Hague: NIIR.
- ²⁹ International Alert and Women Waging Peace (2004) *Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action. Chapter 4, Justice, Governance and Civil Society*. London and Washington, DC: International Alert and Women Waging Peace.
- ³⁰ Kalungu-Banda, Agnes. 2004. 'Post-conflict programmes for women: lessons from the Kosovo Women's Initiative.' *Gender and Development* 12(3): 31-40; Abirafeh, L. (2005) [Lessons from Gender-Focused International Aid in Post-Conflict Afghanistan... Learned?](#) Bonn: Friedrich-Ebert-Stiftung.
- ³¹ Bouta, T., G. Frerks and I. Bannon (2005) [Gender, Conflict and Development, Chapter 7, Gender and Work: Creating Equal Labour Market Opportunities](#). Washington DC: World Bank.
- ³² Bouta, T., G. Frerks and I. Bannon (2005) [Gender, Conflict and Development, Chapter 8, Gender and Rehabilitating Social Services: A Focus on Education](#). Washington DC: World Bank.
- ³³ Sources for the Glossary: AusAID (1998) [Guide to Gender and Development](#). Canberra: AusAID; INSTRAW gender and SSR Glossary, <http://www.un-instraw.org/en/index.php?option=content&task=blogcategory&id=153&Itemid=213>;
- ³⁴ CIDA (2001) [Gender Equality and Peace-building: An Operational Framework](#). Hull, Quebec: CIDA.