

The background of the page features several overlapping, wavy, translucent purple lines that create a sense of movement and depth. These lines are most prominent in the lower half of the page, where they form a complex, interlocking pattern. The overall color palette is a gradient of purples, from light lavender at the top to a deeper, more saturated purple at the bottom.

Gender Principles

for Dealing with the Legacy of the Past

Legacy Gender Integration Group
Belfast, September 2015

Preamble

The absence of a gendered lens and the sustained exclusion of women from dealing with the past - from Eames-Bradley to Haass-O'Sullivan and now the Stormont House Agreement (SHA) - has meant that the gendered impact of the conflict and post-conflict legacy needs of women have not been adequately addressed.

The SHA is the latest agreement outlining structures to deal with the past in Britain and Ireland. In response to gaps and shortcomings around gender in the SHA, an independent initiative made up of a diverse multidisciplinary group of individuals came together to work for the integration of gender into SHA legislation and implementation. In order to advance the work, three consultation workshops were held across the jurisdiction to obtain input and to work towards the principles reflecting as closely as possible the needs and priorities of victims and survivors. The workshops were small and closed events that were restricted to women who had been bereaved as a result of the conflict, and were facilitated by individuals with extensive experience of working directly with victims, to allow meaningful discussion of the principles and issues.

The Gender Principles for Dealing with the Legacy of the Past are the outcome of this work. These principles avoid distinctions and hierarchies between legislation for the new mechanisms to be established and the lived experience of victims and survivors who will ultimately engage these new mechanisms. The Principles, case studies and case studies analysis seek to contribute to the effectiveness, quality and scope of what the SHA could potentially deliver. This is the beginning of ongoing work that we have committed to undertake around these issues. This document will form our overarching framework.

Principles

1. Gender Integration: Fully integrate gender into the processes for dealing with the past.

A gendered lens must be applied holistically throughout the processes (ie: design, remits, reviews, analyses, decisions). If gender is not integrated from the outset of the process, it will structurally determine that gender does not receive necessary attention and priority throughout the remainder of the process. **Gender parity should be a priority in all institutions and processes dealing with the past. Decisions about the design and implementation of processes to deal with the past must be actively considered for their gendered implications.**

There are clear gender patterns to victimhood and survival. The vast majority of those killed in the conflict were men. The majority of surviving family members are women. Women are a significant presence in victims' organisations in providing and receiving services. Moreover, one's experience of conflict and one's conflict legacy needs are heavily shaped by gender. Victimhood is gendered, as are coping strategies. **Different gender patterns of harm and survival must be recognized in the design of any process to deal with the past and must be further explored and addressed in the conduct of that process.**

2. Process-orientation: Understand gender and dealing with the past as a process, not an event

The experience of victimhood and survival is enduring and the pursuit of accountability is a long-running process. New mechanisms must account for the victims' experiences of the processes that have gone before and will come after. Pre-determined deadlines for mechanisms fail to account for the importance of process. **Victims and survivors must be enabled and supported to engage with mechanisms to deal with the past in their own time.**

3. Empowerment, Participation, Ownership and Control: Prioritise victim ownership and control of process

Engagement with official institutions to deal with the past can be a deeply disempowering experience that is compounded by the lack of attention to gender. In order to ensure that processes to deal with the past do no harm, avoid retraumatisation, and contribute to the empowerment of victims and survivors, ownership and control of the process by victims and survivors must be ensured throughout. It cannot be segmented into isolated outreach events or consultations; including separate components that concentrate only on gendered harms. **Resourcing existing localized support, close to victims and survivors, for example through the victim-led organisations in the community that have existing relationships of trust with victims and survivors, ensures victim ownership and control.** Another is crafting processes that allow victims and survivors to talk about their experience in ways that reflect their gendered reality.

4. Inclusivity: Be inclusive and accommodate complexity

Victimhood and survival are highly personal, complex, and gendered experiences. Hierarchies of victimhood fail to account for this complexity. They instead encourage narrow and prescribed accounts and categories of harm. Recognizing diverse, shifting, multiple and gendered forms of harm, victimhood and survival, is essential to the construction of an inclusive and gender-sensitive process to deal with the past. **Mechanisms must utilize fair procedures that respond to the diversity of victims' individual needs, including their gender-specific needs, and avoid treating all victims as the same.**

5. Addressing Structural Obstacles: Recognize and redress structural obstacles to inclusion

Multiple harm, poverty, and the absence of appropriate multi layered support are powerful material obstacles to the inclusion of victims. These obstacles are heavily gendered, given women's disproportionate experience of poverty and traditional roles. **These obstacles require direct, practical and material responses, as well as coordinated strategies, in order to be addressed.** Unmet expectations of victims from previous failed processes to deal with the past are equally powerful, though less obvious, structural obstacles to inclusion. Victims who engage in good faith must not be failed again.

6. Holistic Approach: Respond to the whole victim and survivor

Legalistic and medicalized approaches to dealing with the past can label victims as 'sick' or 'service-users', and as passive and marginal to official processes, instead of the active agents for truth, justice and recovery that they are. Complex experiences of victimhood and survival require holistic and integrated responses. A process to deal with the past must respond to the whole gendered person and to the full range of related needs. Mechanisms need to be designed to reduce the likelihood and impact of retraumatisation for those engaging in the process. Multidisciplinary teams, competent in a number of areas, are best placed to avoid placing victims in duplicate and multiple interactions with official institutions. Effective advocacy for victims is essential to ensuring effective participation. Counselling, peer support and alternative therapies are essential for ensuring that victims are adequately supported to sustain participation. Moreover, recognising and valuing the existing resources and coping strategies of victims within their communities and community-led organisations is critical to this approach. **Services, support and acknowledgement must be included as essential elements of reparations to victims.**

7. Giving Voice and Being Heard: Honour individual stories

Processes to deal with the past often privilege very particular types of testimony, that is shaped around the linear recounting of the 'objective facts' of certain isolated events – often solely focused on deaths. This type of testimony can jar, however, with fuller, richer and broader accounts of victims and survivors seeking to tell their stories and to be heard and that can provide important documentation of the facts about and impact of harms. If a gendered lens is not incorporated in how a story is gathered it will impact the rest of how a case is addressed. Official processes must be ready to hear, to honour and to document, in their diversity and complexity, the stories of victims and survivors. Done properly, such processes can counter broader dynamics that result in silencing women and victims. **Practical measures to this end include provision for protected statements that can be used in all of the processes to deal with the past, and that can be edited or added to by victims and survivors as necessary.**

8. Macro Analysis: Be attentive to the bigger picture

Individual stories of victimhood, loss, coping and survival emerge at multiple points from processes to deal with the past. In addition to honouring these individual stories, the continuities and patterns across these individual stories must also be recognized. Individual stories emerge from tapestries of gendered and other forms of structural inequality, community impact and family disruption. A process that privileges these individual stories to the exclusion of broader dynamics of inequality and conflict legacy will miss an essential dimension to ensuring a participative and gender-inclusive process to deal with the past. Investigation and information recovery processes must be harnessed also to building the 'bigger picture' of the conflict and its legacy. Agreements with multiple strands of process need to work collectively to facilitate such engagement. **Ensuring that gender is both integrated into each of the themes as well as identified as a specific theme for investigation are practical measure to this end.**

9. Equality and Diversity: Value gender expertise and lived experience

An over-reliance on legal, investigative and medical expertise in recruitment will likely work to preclude precisely the women and men who have direct and lived experience of the issues. Criteria used to determine skills, including for academic roles, must be transparent in order to ensure fairness and community confidence. Criteria that result in all- or largely-male teams of investigators and other relevant personnel cannot be accepted. Relevant expertise in recruiting, which includes gender expertise, should be recognized not just in terms of formal qualifications, but also in terms of experiential learning and leadership. Victims and survivors should be recruited for positions leading and involved with carrying out the processes. In addition, gender training should be provided to all personnel, at all levels, engaged in dealing with the past. **As a matter of priority, a specific group responsible for overseeing the integration of gender into dealing with the past should be established. Mechanisms for dealing with the past cannot be staffed and led in ways that reinforce existing gender and other inequalities.**

10. Local and Global Learning: Craft bottom-up local responses that draw on international good practice

It is crucial to have localised bottom-up approaches that are informed by international experiences. This requires the inclusion of local NGOs, the voices and experiences of victims and survivors in the design and implementation of the processes. The silences and exclusions of women and gender that have characterized approaches to dealing with the past in several places over many years need to be learned from and not replicated. Nevertheless, the development of relevant international standards, in particular state obligations under the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and guidance for states in the CEDAW General Recommendation Number 30 and the Women, Peace and Security Resolutions of the United Nations Security Council, the Basic Principles and Guidelines on the Right to a Remedy and Reparation, and the Nairobi Declaration on Women's and Girls' Right to a Remedy and Reparation, has fostered improved practice in recent years. Improved international practice has focused on the inclusion of women and men in all processes to deal with the past, the recognition of gendered harms experienced by women and men, and the acknowledgment of gender as a structural factor of conflict and dealing with the past. **Locally appropriate processes to deal with the past must draw on this international learning, together with the substantial local resources and knowledge within the community and existing victims organisations.**

Case Studies and Analysis

What follows is an illustration of the nature of some of the issues faced by women affected by conflict and dealing with the past. The SHA is designed to deal primarily with the investigation of conflict-related deaths, however women have been impacted in other ways and supportive structures need to be put in place to address these harms also. The two women presented in the following case studies are fictional. They are composite figures that represent the multi-layered experiences of trauma, the importance and relevance of family connections, and the gender-specificity of certain harms, such as maternal harms. Further examples to demonstrate the gendered impact of conflict are possible and these case studies provide only a sample of the range of harms experienced.

In reading the case studies, harms should be understood as something which are not defined in someone's life as 'direct' or 'indirect', or in silos of experience, but rather a range of connected experiences which are integrated into the lived long-term traumatic experience and in the coping mechanisms which are required. The women who are presented are active agents in decisions about what they can control and cope with in their lives, families and homes. At the same time, these case studies demonstrate the gendered impact external processes have on the ability of women to effectively participate in mechanisms that are meant to address their experiences of bereavement and other trauma.

Case Study - Lynn

Lynn was 16 when her father was killed. She had lived with her mother, father and older brother outside a small town close to the border. Her father was a Royal Ulster Constabulary (RUC) officer working in a nearby rural station. Lynn's father was shot one evening whilst out on duty in a nearby republican area. Lynn remembers the day of her father's death clearly. It had been so unexpected. The family had all been brought up to be very conscious of their security, to check under the car and around the house to make sure there was no risk.

Lynn's father had been due to finish work at 3.00 in the afternoon. Lynn had heard when going home from school that there had been a security incident. Her mother was at home when she arrived, and they listened to the radio to hear more about it. When her father didn't arrive home, Lynn's mother tried phoning the station to see if he was helping with the incident. She was told that someone would phone her back. As time went on Lynn and her mother began to worry that her father might have been involved in the attack. Her mother tried phoning again and was again told someone would phone her back. It was well after teatime when Lynn's brother arrived home. Her father had still not returned and no one knew what to do for the best. Lynn's mum phoned a family friend, another RUC officer who lived close by. He wasn't on duty but said he would go into the station and find out what was happening. He came to the house an hour later and told Lynn and her family that her father was dead. About 10.00 that evening two more RUC officers came to the house to 'break the news'. Lynn's mother was so angry, she told them to leave and never darken her door again. Half the town knew he was dead before his family did.

The police on the TV said they were mounting an extensive investigation to catch the killers and would search high and low to bring someone to justice. Lynn and her mother let her brother deal with the police. It seemed easier to just let the men get on with it. Her mother was very different after her father's death. Her mother and father had never really got on well. It was always very tense in the house. They had rowed a lot, screaming and yelling at each other, until her father would raise his hand and her mother would be quiet. She would see the bruises on her mother. She doubted anyone outside the family knew, there weren't any other houses nearby.

The local GP had prescribed her mother tablets after the incident and she carried on taking them for years to come. It seemed to Lynn that her mother couldn't do without them. She rarely left the house and the only contact her mother had with people was when they called to see her. Her brother was rarely in the house, mainly out drinking with friends. Lynn worried about him. He seemed to get in some terrible states. They all attended the inquest and heard that her father had been warned that he was a target of an attack. This surprised Lynn, as her father hadn't told the family, which he normally would, if there was an increased risk to their security. Lynn's mother said they were liars; he had never been warned. No one was ever caught or convicted of the murder. Her mother got an RUC widows pension. It was just enough for them to get by.

After ten years, the police said they were going to carry out a review of her father's case. Lynn's mother wanted nothing to do with it. The past was the past she said. Lynn tried to talk to her about it. She knew her father had given her mother a terrible life, but still felt the family should try and get justice for him. Her brother dealt with the police anyway. Again, nothing came of it. Many years later, Lynn and her mother got a letter from the Historical Enquiries Team (HET). Lynn didn't know what to do. Her brother had died a few years ago; drink had got the better of him. He had always dealt with this stuff. Her mother didn't want to meet them. Her mother never wanted to meet anybody, particularly not strangers. Lynn agreed to meet the HET officers. They called out to her house and asked her a lot of questions about what she could remember from the night and what the family knew about the incident. Lynn explained that she didn't know much, but showed them the newspaper clippings and death certificate her mother kept in an old biscuit tin. Lynn told them she just wanted to know what had happened; had her father been warned of the attack; and to try and get justice. The officers told her they would do all they could and then come back and see her.

A few weeks later Lynn saw on the news that the HET was suspended; something to do with a bad audit and not treating families well. She phoned the officers who said they couldn't give her anything, but would be out to visit as soon as they were given permission. After months, Lynn saw on the TV that the HET is closing down. She tries phoning, but can't get through on the number she had. She thinks she left it too late to call them, but with getting ready for Christmas and sorting out the kids and her dad's anniversary, she didn't feel up to it. A week later a HET report arrived in the post. Lynn doesn't read it but sets it to one side. She'll look at it when she's off over the break. It's the last weekend of the New Year when Lynn sits down and starts to read the report. She can't believe it. There is information the family were never told, about the car the killers were driving and how three people were arrested, then let go. There are mistakes in it as well. They don't mention the friend who broke the news to the family and they say the family didn't attend the inquest. It also says that two other men were identified as being involved in the attack. Some of the Police had wanted to arrest and interview them, but someone higher up stopped them. In the ten-year review, the same happened again. Two men identified for arrest, but no records as to why this didn't happen. Lynn thinks this is wrong, and doesn't think it was a proper investigation if they haven't questioned people.

She has heard about families taking complaints to the Police Ombudsman, but doesn't know anybody who had. It seems to be all Nationalists and Republicans who take them, not RUC families. What would her mother think of this? Reopening old wounds? Betraying the RUC her father worked for? It doesn't really matter, because she has no idea how to make a complaint anyway. But still, it doesn't seem right. They had said there would be an extensive investigation, and Lynn had believed them. She thought they would search high and low. After all, he was one of their officers.

Analysis of Lynn's Case Study

Lynn experienced the killing of her father and its aftermath as a traumatic and bewildering process not as a single event. As well as the pain of his death there were other surrounding factors that deeply affected Lynn such as the delay in breaking the news of his death to her family despite others knowing, the concealment of information about the circumstances surrounding his death, the lack of ongoing information about the investigation, the lack of accountability for the murder of her father and the denial of opportunities to contribute to the process and have her and her family's experience recognised (Principle 2). Lynn was excluded from the investigation process and kept in the dark about its progress and therefore had very little control over something that affected her deeply. Gender roles in the family and police assumptions about gender roles meant that Lynn was not involved in updates about the RUC investigation. Lynn experienced over many years a continual process of misinformation and being let down by the institution in which her father had worked (Principle 3). Lynn's experience is complex and multifaceted. Her belief in the need for a proper investigation into the killing of her father is complicated by her awareness of his violence towards her mother, which was a family secret. Lynn needs an acknowledgment of the pain caused by the neglect of the family by the RUC and HET which left them very isolated and this pain was compounded by Lynn and her family's feelings of allegiance to the RUC (Principles 4 and 7).

Lynn has experienced continual obstacles in her search for truth and acknowledgment. Gender expectations meant that she was not initially involved in dealing with the official investigation. Lynn had to make a conscious effort to get involved with the HET investigation but was very ill equipped to interact with this process. In addition, Lynn's gendered role as a caretaker meant that she was coping with family demands and responsibilities. The HET did not facilitate her effective engagement by taking proactive measures to take into account her caretaker role and recognise the impact of her exclusion from previous processes. Aspects of this include: transportation, time, impact, cost (time, money, and energy), burden; being responsible for helping multiple people; and handling others' feelings as well as her own regarding the multiple betrayals, secrets, and losses. These were each exacerbated by the gender expectations held by the institutions with which she was dealing. For example, one such expectation was that as a female, she would be a carer but not the one handling the public interface with state forces; so when she had to cross that expectation she was confronted by a lack of experience, dismissiveness by others, and a lack of support in the processes and professionals running them. Another structural obstacle for Lynn was her family and community's culture of trusting the police to investigate properly and a belief that to challenge inadequate investigation was inappropriate (Principles 1 and 5).

Lynn's story is personal, but also part of a bigger picture. None of the investigations enabled her to see that her experience was similar to others and part of a pattern. A completely individualised approach also denies Lynn a way of understanding her experience in a wider context and framing her father's death and her family's treatment as similar to others and this impacts her analysis of the conflict and its legacy. She is not given a framework for seeking out support and connection with others with similar experiences. This further isolates and disempowers her (Principle 8). Lynn needs to be able to talk about her whole experience; what it was like for her father to be in the RUC, the circumstances of his death, the immediate aftermath and lack of information, the ongoing impact of her father's death on her and her family including her role as a caretaker and also the impact of an inadequate, piecemeal, and incomplete investigation and HET review of the case.

If a gendered lens is not incorporated into how Lynn's story is gathered in a new process of dealing with the past this will impact the rest of how her case is addressed. Lynn must be actively supported by trusted advocates to engage with a new process. The recognition of her whole gendered experience would be facilitated by staff with gender expertise and those with lived experience of bereavement and loss in the conflict (Principles 6, 9 and 10).

Case Study - Agnes

Agnes was 31 when Paddy was killed. Her four children were eight months, two, three and five. Paddy had been in prison for a political conviction before they met. When he got out, he got a job in a local builder's yard and had not re-joined any organisation. Agnes found out Paddy was dead while she was feeding her baby. The door was kicked in and the RUC sergeant told her the house was getting raided and Paddy was lying in the street. Agnes can still feel that moment, sick and frozen and everything changing. The British army had killed Paddy. Saying he was carrying a gun. Actually he was carrying two pieces of six by four wood. But the first story was the one that got out in the media and was remembered.

There was no investigation apart from some people from human rights groups who took statements from her, and the lads in the builder's yard at the time. She didn't go to the inquest. She was told there was no point. Her father in law went but they rarely spoke so she can't remember anything from that. But she kept everything. All of the paper clippings and all of the reports she did get. She didn't know what to do with them but they are there. Her kids were so small and when Paddy died, the wages went too. They were never well off but the difference from wages to income support was dramatic. She didn't receive any compensation for Paddy's death because he had political convictions. There was a small life insurance policy. She got a new bathroom put in – in the raid that day the RUC had smashed the basin and the bath panel. Years later, Agnes found herself being investigated for fraud because she hadn't realised at the time that she needed to declare the life insurance to the DHSS. She felt she had been made a criminal. Agnes struggled to cope. She had times where she was very down and only the kids kept her going. Her one daughter suffered with terrible nightmares so she kept her in the bed with her. She didn't know what else she could do. Her daughter didn't finish education. She feels guilty about that.

Five years after Paddy was killed Agnes was in a relationship with a nice man who was kind to her and the kids. She came home one day to find him in the house abusing her son. The man was in the IRA. She told the local IRA. There was an investigation and the IRA expelled him from the country. Agnes feels guilty about her son and about anyone the man may have encountered afterwards. But she could not have gone to the RUC. She was afraid they would have recruited him as an informer. And she didn't trust them. She tries to block it all out because it is too much. Her son lives in England now and they don't have much contact.

The HET came to investigate Paddy's killing. Agnes didn't have much faith. She didn't engage with them. But Paddy's family did. The HET did a review and gave it to Paddy's father. Agnes didn't get to see the report. She was very angry that she and Paddy's own children were not involved. But she feels because she didn't engage she doesn't have the right to say anything. When the HET crumbled, Agnes felt a sense of vindication, but also thought would anything ever get to the truth? When she saw people standing at courts she felt guilty she hadn't done more. She wants the official record changed from an understandable mistake to the deliberate targeting of Paddy. She wants the years of poverty and vulnerability acknowledged somewhere too. She was not a criminal for taking the funeral costs and the three hundred pounds left over for the life insurance. She wants that acknowledged. She wants to understand all of these processes. And she wants her kids to be able to get involved too. But they find it hard to cope. She wants to be able to tell them about Paddy, without them getting upset that she is upset. She wants them to know their father and to benefit from getting the truth about their father.

And she wants to feel in control again.

Analysis of Agnes' Case Study

Agnes' experience cannot be understood without a gender lens. She has endured multiple related harms from state and non-state actors and these harms are connected to her gender and her role as a carer. Each loss and injury is connected to the next and cannot be separated. If an investigation focuses only on the killing of her husband, Paddy, and does not look at the surrounding and subsequent issues which include media misrepresentation, harassment and property damage by state forces, lack of RUC police investigation, impoverishment, criminalisation, failure of state support, abuse of her son by an IRA member, and failure by the HET investigation, these severe harms will not be acknowledged and accounted for. If Agnes' whole story of harm is not collected, this will impact on how her case is understood and addressed (Principles 1 and 2).

Agnes has been completely failed by previous and existing systems with responsibility to investigate and account for the death of her husband and the abuse of her son. All of her experience with the state has left her with a deep distrust of state institutions. Her husband was killed by the British Army and, at the same time, her home was raided and damaged by the RUC. When Agnes' whole experience of justice processes has been so alienating, any new process of dealing with the past would need to recognise this barrier and the effect of past failures and demonstrate proactively that it would be trustworthy, as well as provide ways to enable Agnes to take part (Principles 3 and 5).

Many aspects of Agnes' experience of harm and loss are shared by others, but her particular experience is unique to her. Her story of victimhood and survival is complex and multi-layered. She has suffered multiple harms from different sources. Agnes and her children have been repeatedly failed by state services that should have provided support to deal with the loss of their husband/father and the abuse of Agnes son. These failures have had traumatic and lasting consequences for the whole family. The complete story of the harms done to Agnes and her children will not be recognised in any official process that is gender blind (Principles 4, 6 and 7).

Agnes experience is also part of a bigger narrative of the conflict and her story needs to be part of a wider investigation about the dynamics of the conflict in order to ensure a comprehensive process of dealing with the past and building the future. Agnes story raises many questions about policies and patterns such as: killings by state forces, media reporting of killings, lack of investigation of state killings, state compensation policies, social security policies, child abuse by IRA members, IRA investigations of abuse, use of informers by the RUC. Without this scrutiny and investigation of patterns and policies there is a greater risk of recurrence of these abuses in future generations. Applying a gender lens brings Agnes' experience to bear in a wider process of acknowledgement, redress and building the future (Principle 8).

If Agnes receives acknowledgement and redress she can begin to feel in control of her life in a way she has not experienced since Paddy's death. This is a control that is taken for granted by people who have not been harmed in such a sustained and systematic way. Agnes must be enabled to engage with a new process for dealing with the past by being fully supported through the process. This means a structural role for groups that could provide a pathway to engagement for Agnes that has been blocked until now. Other mechanisms that could help Agnes would be personnel who have gender expertise and lived experience of the issues that Agnes has faced. International learning can be drawn on to inform a process that makes visible Agnes' gendered experience (Principles 9, 10).

Useful Documents

Basic Principles and Guidelines on the Right to a Remedy and Reparation for Victims of Gross Violations of International Human Rights Law and Serious Violations of International Humanitarian Law, United Nations General Assembly, 21 March 2006, available at <http://bit.ly/1zWTUzU>

Committee on the Administration of Justice, *Mapping the Rollback? Human Rights Provisions of the Belfast/Good Friday Agreement 15 years On*, November 2013, available at https://www.fidh.org/IMG/pdf/NAIROBI_DECLARATIONeng.pdf

Convention on the Elimination of All Forms of Discrimination Against Women, General recommendation No. 30 on women in conflict prevention, conflict and post-conflict situations', 18 October 2013, available at <http://bit.ly/1iQAvt5>

Nairobi Declaration on Women's and Girls' Right to a Remedy and Reparation, March 2007, available at https://www.fidh.org/IMG/pdf/NAIROBI_DECLARATIONeng.pdf

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Relatives for Justice, *Dealing with the Past in Ireland: Where are the Women? Women's experiences of conflict and need for implementation of United Nations Security Council Resolution 1325*, February 2015, available at <http://bit.ly/1CYmzZD>

United Nations Security Council Resolutions on Women, Peace and Security: 1325 (2000); 1820 (2008); 1888 (2009); 1889 (2009); 1960 (2010); 2106 (2013); 2122 (2013), all available at <http://www.un.org/en/sc/documents/resolutions/>

WAVE Trauma Centre. *Stories from Silence*, available at: <http://storiesfromsilence.com/>

Women and Peacebuilding Project, *Developing and Applying Women, Peace and Security Practice in Northern Ireland/Ireland: Strategic Guide and Toolkit*, June 2014, available at: http://www.wrda.net/Documents/Toolkit_Booklet.pdf

Biographies of Legacy Gender Integration Group

Yasmine Ahmed is the Director of Rights Watch (UK) and prior to this worked as a public international lawyer for the UK and Australian Governments and the UN. She is a Chevening Scholar, has an LLM in Public International Law and has taught public international law. She is qualified as a solicitor of England and Wales and a barrister and solicitor in Australia.

Sara Duddy LLM is a caseworker with the Pat Finucane Centre, a human rights NGO that provides support and advocacy to families bereaved during the conflict. Sara is a qualified solicitor with experience in human rights and social justice.

Claire Hackett is the manager of the Falls Community Council's oral history archive *Dúchas* which records personal experiences of the conflict in working class communities across Belfast. She has been involved in policy development around dealing with the past through her membership of the boards of Healing Through Remembering and Relatives For Justice.

Patricia Lundy is Professor of Sociology at Ulster University and a core member of the Institute for Research in Social Sciences. She has researched and published widely on processes and mechanisms for dealing with the legacy of conflict. She is an Executive Committee member of the Committee on the Administration of Justice (CAJ).

Mary McCallan is responsible for WAVE Trauma Centres Advocacy & Casework Service. Mary supports families practically and emotionally to seek information about their bereavement or injury. Mary qualified as a Solicitor in England & Wales, working in private practice before moving to the voluntary sector. She has undertaken an LLM in Human Rights & Transitional Justice and is as a Legal Member of the Appeals Tribunals.

Gemma McKeown is solicitor at the Committee on the Administration of Justice (CAJ), an independent human rights organisation with cross community membership in Northern Ireland and beyond. A key area of CAJ's legal and casework involves dealing with legacy issues, including working to ensure that the state discharges its duty to investigate unresolved deaths resulting from the conflict in Northern Ireland.

Andrée Murphy LLM is Deputy Director of Irish NGO Relatives for Justice, which supports persons and families bereaved and injured by conflict. Andrée has been centrally involved in the development of Relatives for Justice mainstreaming of gender in all of its support and research programmes, resulting in the publication of "Dealing with the Past in Ireland: Where Are the Women" published and launched in February 2015.

Catherine O'Rourke is Senior Lecturer and Gender Research Coordinator at the Transitional Justice Institute, Ulster University. She is author of *Gender Politics in Transitional Justice* (Routledge, 2013) and has an ongoing role in gender and conflict research and policy-making for the UN, the British and Irish governments, and NGOs.

Emma Patterson-Bennett is the Equality Officer for the Committee on the Administration of Justice (CAJ) and the co-ordinator of the Equality Coalition which is a membership organisation co-convened by the CAJ and UNISON. Emma has worked with the women's sector to bring a focus on UNSCR 1325 and women's role in post-conflict NI and has been secretariat to the All Party Working Group on 1325 at the Northern Ireland Assembly.

Leah Wing is Senior Lecturer in the Legal Studies Program, Department of Political Science, University of Massachusetts-Amherst and a member of Healing Through Remembering. Leah has been a consultant to the UN and over 100 governmental, NGO, and educational institutions on the integration of equality into conflict resolution and reconciliation processes.

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