



Gender Analysis of Conflict

Gender: the socially constructed set of roles, responsibilities, entitlements, and behaviors associated with ‘masculinity’ and ‘femininity’ as contextually defined. These social definitions, and negative consequences for not adhering to them vary among cultures, change over time, and often intersect with other factors including age, class, disability, sexual orientation, ethnicity, race, religion, and gender identity or expression.

Gender Norms and Behaviors • What roles are men, women, boys, and girls playing in the conflict or peacebuilding? • How have gender norms been changed by conflict? Are expectations for men, women, boys, and girls changing because of conflict or the risk of conflict? • Who is deciding these changes (e.g. Taliban, or Afghan women)? Are there disagreements? • What gender norms are applied to recruit men, women, boys, and girls to participate in violence and/or facilitate conflict resolution and peace and recovery?	Power Relations <i>Structural and Institutional</i> • How does freedom of movement differ for men, women, boys, and girls? • How does the independent media, government, or other actors such as non-stated armed groups, portray norms and attitudes about men, women, boys, and girls? • Who are the main entities (e.g. institutions) and processes (e.g. ceasefire negotiations) that are shaping conflict or its resolution, and what are women’s direct or indirect influence in or over these? • What role are other countries and the international community playing, and how are they engaging with, or their activities impacting, men, women, boys, and girls differently? <i>Gender-based Violence (GBV)</i> • What forms of violence are occurring, by whom and against whom? • How do gender norms and behaviors, including concepts of masculinity, shape these forms of violence? • Is GBV used to recruit, punish, or displace populations, or for some other operational purpose, whether formally or informally?	
Differential Impact of Conflict • How is conflict affecting men, women, boys, and girls differently? Are there different understandings of what “peace” and “security” means in this context? • Have livelihoods and access to education, employment, and income shifted as a result of conflict? How is this different between men, women, boys, and girls? • How does access to justice and accountability for violence and/or conflict differ for men, women, boys, and girls?	Implications for Peacebuilding <i>Challenges</i> • How do men, women, boys, and girls interpret the drivers of conflict, instability, and violence? How are these interpretations similar or different? • Are local, national, or other actors benefiting from the maintenance of the status quo, including conflict and gender inequality? <i>Opportunities</i> • Have shifting gender norms created any opportunities to advance women's meaningful participation in formal and informal leadership positions? • What are reasons that men are or could be supportive of or resistant to women’s empowerment?	



Global Women's Issues

U.S. DEPARTMENT of STATE

Gender Analysis Template

Gender analysis is a tool for exploring the gaps in status, resources, and opportunities that women, men, boys, and girls have as a result of their gender, and how this interacts with proposed work. This simple process can be conducted by anyone – whether they work in policy, programs, or public diplomacy, to ensure activities reach all members of a community equitably.

Domain of Analysis	Relevant research to YOUR mission	Create Next Steps:
Laws, Policies, Regulations, and Institutional Practices Are men and women treated equitably in legislation, policies, and institutions? Are there any laws or policies that address inequities or discrimination? How could these impact DS' mission?		
Cultural Norms and Beliefs What does society expect of men and women, boys and girls? How will this shape the way our work impacts men, women, boys, and girls? Do gender norms or expectations facilitate or impede how DS engages with men, women, boys, and girls?		
Gender Roles, Responsibilities, & Time Use <i>(includes paid and unpaid work, i.e. elder and childcare)</i> Who does what? How do men's, women's, boys', and girls' roles, inside and outside the home, change the way they're affected by the challenges at hand? How might this impact DS' mission?		
Access to and Control over Assets and Resources <i>(includes income, employment, and land)</i> Do men and women, boys and girls have equal control over and capacity to use resources and assets? Examples include access and control over income, education, social services, technology, and information. How could this interact with DS' mission?		
Patterns of Power and Decision-making <i>(includes structural barriers & leadership norms)</i> Who influences or exercises control over decision-making? Why? Consider decisions over material, human, intellectual, or financial resources. Are there any risks associated with disrupting these decision-making pattern, even if someone requests it? If so, how will you mitigate or respond to those risks?		
Cross-Cutting Questions		
Have we consulted with women, girls, & communities? What do local women's groups and gender experts (if available) think? Have you or others engaged them?		
How could gender based violence impact our mission?		
What other factors should be considered? <i>(Age, religion, race, ethnicity, tribe, wealth, education, marital status, class, etc.)</i> Are there risks that arise from wanting to engage this wider swath of people?		