GENDER, CRISIS AND CONFLICT ANALYSIS TOOL

To be used in complementarity to the United Nations Conflict and Development Analysis Tool (CDA)

UN WOMEN

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FOREWORD

Recent social cohesion challenges and crises in Europe and Central Asia have had a negative impact on social and economic development in the region. The climate crisis, the COVID-19 pandemic, and most recently, the war in Ukraine, have exacerbated existing challenges.

Gender influences people's place in society, social power dynamics and the ability of societies to manage conflict without resorting to violence. Gender relations, roles and expectations are central to power relations and are, therefore, factors in social cohesion challenges and crisis.

Identifying the root and proximate factors, stakeholders, and dynamics of social cohesion challenges and crises is the necessary first step for UN entities to provide a relevant and nuanced development and peacebuilding response, with partners at local, country and regional levels. While most development and peace actors agree on the necessity to take into account gender equality for peacebuilding, few crisis analysis tools acknowledge the importance of gender equality in the origins and dynamics of a crisis. Crisis analysis has traditionally focused on the symptoms of gender inequalities. Yet, evidence demonstrates that gender inequalities are a root factor of social cohesion challenges and crisis, and central to crisis dynamics; and gender equality is the only road to sustaining peace. However, few tools offer practical guidance on how to conduct a step-by-step gender and crisis analysis.

This publication is meant to fill those gaps for UN Women, Resident Coordination Offices, United Nations Country teams (UNCTs), UN entities, as well as UN partners in the ECA region. It builds on the various tools developed by UN entities, notably the UN Women gender and conflict analysis tool of 2012, regional organizations and civil society organizations; and complements the UNs Conflict and Development Analysis tool (CDA). This publication was developed in coordination with Peace and Development Advisors (PDAs) as well as Human Rights Advisors (HRAs); and aims at guiding practitioners to develop peacebuilding programming that is anchored in gender equality.

INTRODUCTION

Gender is a key factor of social cohesion, peace, crisis and conflict. However, existing conflict analysis tools insufficiently acknowledge the gendered dimensions of violent conflict and crisis. As a result, UN personnel do not have appropriate tools to capture the centrality of gender norms in crisis/conflicts and the importance of women's participation in the various dimensions of social cohesion and peacebuilding. Existing tools also neglect the manner in which the rapid social and political change that takes place in crisis-affected contexts can lead to a fluidity of gender norms and roles that can be leveraged to sustain peace. Moreover, available tools insufficiently consider how gender equality initiatives and actors can contribute to sustaining peace. As a result, gender equality remains an afterthought of social cohesion and peace efforts and marginal in peacebuilding programmes.

The target audience of the present tool are peace and development practitioners. The purpose of this tool is to complement the UNs Conducting a Conflict and Development Analysis toolkit and ensure that UN personnel examine the most critical gender dimensions of a conflict/crisis, at each step of the analysis. The ultimate goal of the tool is to ensure that crisis analysis translates into gender responsive peacebuilding.

This tool is based on a non-exhaustive review of conflict analysis tools produced by the UN, regional organizations, non-governmental organizations and other major peacebuilding actors – please see the References section, page 18.

It follows the structure of the CDA, with an additional section on "peace opportunities".

This tool highlights the links of gender power dynamics to peace and violent crisis and offers a set of questions to be addressed at each step. More comprehensive sets of questions can be found in the conflict and gender analysis tools developed by Conciliation Resources, Saferworld and The Gender Handbook for Humanitarian Action.

This tool is meant to be used not only in situations of violent conflict, but any situation in a country or region that represents a critical threat to the health, safety, security, or well-being of a community or other large group, and may lead to a humanitarian crisis or a "frozen conflict".

It can serve as a guide to develop a rapid assessment, to be conducted internally by field offices within a few days, or for an in-depth review involving national partners within the timeframe of a few weeks or months. This tool can be applied to a country situation, and also to a cross-border environment or a regional context.

> For practical reasons, we use the term crisis as an umbrella term to designate conflict and any other social tensions and crisis situation. As the tool follows the structure of the CDA, certain questions may sound repetitive. The tool indicates when you can use elements already developed in previous sections.

For any questions or feedback, please contact km.ecaro@unwomen.org

1. CONTEXT ANALYSIS

The context analysis is a "snapshot" of the current historical, political, economic, security, socio-cultural and environmental context in a crisis-affected area at a specific point in time.

When applying a gender lens, the context analysis should give a good understanding of existing gender inequalities, norms and power dynamics; but also, efforts by the state to respond to gender inequalities and existing space for gender equality activists. In addition, the analysis should examine how the crisis affects women and men differently. At this stage of the analysis, the focus is on the big picture.

1.1 STRUCTURAL GENDER INEQUALITIES:

Look at the division of power, roles and resources between women and men in all spheres (access to education, employment, resources, legal protections, healthcare, participation in public and political life, etc.). Look at both the normative framework and existing practices (practices often differ from the law). Examine how gender inequalities intersect with other lines of social cleavage and patterns of exclusion, such as class, race, ethnicity, age, disability and geographical location.

GUIDING QUESTIONS:

- ● Forms of gender inequalities:
- ▶ What are the nature and forms of gender inequalities and how do they intersect with political, economic and social inequalities?
- ▶ What are the major gender indexes saying about gender inequalities – Gender Development Index (GDI) and Gender Inequality Index (GII)? *Caution: these indicators are broad and do not necessarily reflect the multiple and intersectional dimensions of gender equality.*
- ● Legal system:
- ▶ Do women, men, and gender minorities have equal rights (access to education, sexual and reproductive rights, land and property rights, etc.)?
- ▶ Are there laws to address gender-based discrimination and violence?
- ● Politics and governance:
- ▶ Do women, men and gender minorities enjoy equal rights in public life?
- ▶ What is the percentage of men and women in political structures, and in high-level political posts?
- ▶ Beyond mere representation, how much influence do women effectively have on decision-making in the political, social, and economic spheres?
- ▶ What are the barriers to women's meaningful participation (including possible violence)?

- ▶ What is women's representation in the police and armed forces?
- ● Socio-economic issues:
- ▶ Do women, men and gender minorities enjoy equal rights in social and economic life?
- ▶ What are the levels of female/male unemployment (notably youth unemployment)?
- ▶ What is the gender wage gap?
- ▶ What is the percentage of women-led businesses?
- ▶ What are the levels and who are the main victims of violence, including sexual and domestic violence?
- ● Intersectionality:
- ▶ What are the differences within gender groups?
- ▶ How do gender inequalities intersect with other lines of social cleavage and patterns of exclusion? *For example, women living in rural areas might face specific challenges to access sexual and reproductive health.*
- ● Data and resources:
- ▶ What are the data and resources available on gender inequalities?
- ▶ What are the major data gaps in relation to gender equality?

1.2 GENDER NORMS AND ROLES:

Identifying gender norms is very important as they can fuel crisis and drive violence. Gender norms often dictate what women and men should do – their roles and responsibilities. Gender norms may restrict women's opportunities by limiting their access to information and places of sociability and power. Certain gender norms may make men more likely to perpetrate violence but also reinforce institutions that embody those norms, such as the military and police.

You should look at the following forms of gender norms and roles (femininities and masculinities):

➤ **Notions of femininity**: accepted roles and standards of behavior for women and girls, in relation to domestic behaviors (e.g. primary caretaker of children and elders), personality traits (accommodating, emotional, etc.), or professional occupations (teacher, nurse, etc.).

➤ **Civilian and militarized notions of masculinity**: Civilian notions of masculinity are issues that are central to constructs of masculinity, such as being a breadwinner, but also violent, controlling and abusive behavior. Institutions and activities associated with crisis and peacebuilding are often associated with what is considered as maleness; are heavily male dominated; and usually lack diversity. During a crisis, notions of masculinities can take the form of participation in armed violence as well as sexual- and gender-based violence (SGBV). Military and political actors may use such ideals to build support for crisis.

➤ **Social valorization of femininities and masculinities**: certain types of femininities and masculinities are socially valorized over others – for example, women who have children and stay home, or violent masculinities.

➤ **Harmful effects of femininities and masculinities**: on men that are expected to use violence to respond to real or perceived slights; and on women that may be prevented to engage in public life or be encouraged to join non-state armed groups.

GUIDING QUESTIONS:

● What are the commonly accepted gender norms and roles – both in relation to women/girls and men/boys?

● What are the types of gender roles that are socially valorized over others – inside the family, within communities and at national level?

● What is the importance of the security institutions and actors in public life (size, influence on decision-making, historic role, etc.)?

▸ How do the media portray women/men and amplify existing gender norms?

● What are the levels of gender- and sexual-based violence?[1]

1.3 EFFORTS BY THE STATE TO ADDRESS GENDER INEQUALITIES:

Here you will explore the effective efforts of the government to address gender inequalities, notably through a national machinery that has appropriate resources and mandates (e.g. laws addressing gender-based discrimination and violence; National Action Plan on Gender Equality adequately resourced; etc.). Such efforts are required by the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).[2]

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1 Use both data from official sources and reports from reputable sources

2 See notably article 3. Most countries have ratified CEDAW (189 States Party). CEDAW is a binding instrument. Check the latest CEDAW report on your country here

GUIDING QUESTIONS:

- National Machinery:
  - What are the efforts by the government and state institutions to address existing gender inequalities and for what results?
  - What is the national machinery to promote gender equality?
  - Does it have appropriate mandates and resources?
  - Is it delivering tangible results?
  - Are there laws that address discrimination against women and gender minorities?

- Implementation of international human rights instruments:
  - What is the level of implementation of CEDAW? (check the latest periodical report)
  - What are the recommendations of the last Universal Periodic Review of Human Rights in relation to gender equality and women's human rights, and were they accepted by the government?
  - What are the measures taken to achieve SDGs 5 and 16, as well as SDG targets related to gender equality?
  - What is the overall progress of the country in relation to the realization of SDG 5 and 16, and implementation of the Women, Peace and Security (WPS) agenda?

1.4 CIVIC SPACE FOR CIVIL SOCIETY, NOTABLY FOR ORGANIZATIONS WORKING ON GENDER EQUALITY:

Civil society usually plays a central role in raising awareness on and addressing gender inequalities.[3] In this section, it is important to consider how strong is the civic space for civil society and for organizations working on gender equality in particular. You may also want to do a short mapping to identify main civil society actors working on gender equality in your context.

GUIDING QUESTIONS:

- What is the legislative and regulatory framework for civil society?
- What are the key civil society actors working on gender equality?
  - Are there any women's organizations, or organizations of sexual and gender minorities?
  - What resources do they have to conduct their work?

  - What is the situation of women human rights defenders?
  - What are the financial resources for those civil society organizations (CSOs)?
  - To what extent are CSOs working on gender equality independently?
- What is the political support enjoyed by CSOs, notably their ability to engage with national institutions on gender issues?

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3   Civil society is the arena outside the family, the state, and the market, which is created by individual and collective actions, organizations, and institutions to advance shared interests (definition by Civicus). It includes CSOs, community-based organizations, social media communities, social movements of collective action, labor unions, and religious institutions

1.5 HOW THE CRISIS AFFECTS WOMEN/MEN DIFFERENTLY:

A crisis might: (i) place significant burdens upon women and girls and lead to grave human rights violations, including SGBV and trafficking in human beings; but also (ii) lead women to take up on new roles and responsibilities. A crisis may also: (i) conduct some men and their networks to have greater power; but also (ii) undermine the possibilities of many men to live up to expectations of the society to be economic providers and protectors.

GUIDING QUESTIONS:

- To what extent does the crisis place significant burdens upon women and girls (economic and social impact, SGBV, participation in public life, access to justice, freedom of movement etc.), or inversely empower them? *(for example, women may take to the streets to protest and become prominent political activists, or become heads of the household).*
- To what extent does the crisis undermine the possibilities of men to live up to societal expectations to be economic providers, protectors, or decision makers?

- To what extent does the crisis empower some men/women and male/female dominated institutions (security institutions, executive branch, political opposition, social movements, etc.)?
  - ‣ What are the social groups that might be particularly affected by the crisis and intersectional forms of discrimination (for example, internally displaced people (IDPs), children with disability)?
  - ‣ How are those social groups affected by the crisis (for example, migration, displacement, SGBV, new forms of economic activity, forced trafficking, etc.)?
- How does the crisis affect women human rights defenders?

Individuals who have the courage to break prevailing gender norms, such as women human rights defenders, may risk losing fundamental rights and endanger their own safety in a crisis.

Conduct your contextual analysis with local stakeholders: Do not make assumptions about gender relations. Gender inequalities in crisis-affected contexts tend to be characterized by both causal and contextual complexity. Local stakeholders are best placed to identify the most critical gender problems in their context, as well as to identify existing opportunities for change.

Where to find reliable information:

- ➤ Rapid gender analysis produced by humanitarian actors.
- ➤ Human rights treaty bodies and special procedures reports; as well as reports issued during the Universal Periodic Review of Human Rights.
- ➤ Reports issued by national institutions (Ombudsperson Office, Gender Equality Commission, etc.).
- ➤ Reports by monitoring missions of intergovernmental organizations UN, Organization for Security and Co-operation (OSCE), etc.
- ➤ National and international civil society reports; authoritative media reports; academic papers; etc.
- ➤ Surveys and focus groups discussions at the local/community level led by reputable organizations.

2. STAKEHOLDER ANALYSIS

A stakeholder analysis seeks to identify and analyze the key actors (individuals, groups and institutions): how do they influence or are influenced by the crisis, and how they interrelate and reinforce opportunities for peace or instigate conflict. The stakeholder analysis focuses on their interests and motivations.

A solid stakeholder analysis will lead to better programming. By identifying the wide range of stakeholders, from male community members right up to the level of the policy makers and institutions that reinforce patriarchal gender norms, you will be able to design programmes that can address the barriers to gender equality and engage with formal and informal actors and institutions in ways that interrogate discriminatory narratives and promote women's human rights.

In this section, it is important to look at (i) the role of men/women and institutions in the crisis; (ii) gender balance among key actors/institutions; (iii); the role of international actors in relation to gender equality; and (iv) the plurality of women's identities, interests and organizations and its relationship to wider ideological positions (there is no one unified women's movement).

GUIDING QUESTIONS:

1. **The role of men/women and institutions in the crisis:**

- What are the roles played by men/women (as individuals, and as part of groups/institutions)? *Look at women's roles as crisis actors with agency and choice, not merely as victims. For example, women may engage in political movements, demonstrate in the streets, lead peacebuilding efforts at local level, or join armed groups*

- What are the key civil society actors working on gender equality?

  ‣ What is are their roles/activities?

- What role do institutions that tend to perpetuate existing gender norms play, notably armed groups and security institutions, but also the media, opinion leaders and the executive?

- What are the main informal and customary institutions? Do they dominate formal institutions?

  ‣ What role do they play in the crisis?

    Informal and customary institutions tend to play an important role in crisis-affected contexts. They often have significant control over issues that have a detrimental impact on women's well-being, such as community norms, personal status laws, or access to local resources and services. They also play an important role in perpetuating discriminatory gender norms, and women tend to have little access to or influence over them

- How do informal networks and interests shape access to and influence formal institutions and officials?

  ‣ What are the implications of this for men and women?

    Take into account the relationship between informal and formal institutions:

    ‣ *The manner in which informal networks and interests shape access to and influence formal political spaces, and the implications of this for different categories of men and women.*

    ‣ *Any disconnect between formal and informal rules. Even when women are able to influence formal decision-making processes or advance formal gender equality reforms, this may not be matched by a real shift in power relations if the informal rules do not shift as well. For example, the mere presence of women in a peace delegation may not translate into access to decision-making regarding the peace process.*

2. **Gender balance among key actors/institutions in the crisis at local and national levels:**

- What is the gender balance among key actors/institutions in the crisis, among both state (executive, army, policy, etc.) and non-state actors?

3. Role of regional and international organizations and actors in relation to gender equality:

- What is the position and engagement of international actors in relation to gender equality, women's human rights and women's groups/actors (public declarations and budget allocated)?
- Are those actors promoting gender equality through concrete measures? or reinforcing existing gender inequalities?

4. Plurality of women's identities, interests and organizations, and its relationship to wider ideological positions:

- What are the women's organizations (whether they are independent or governmental NGOs)?

‣ What are the women's or women-led community groups?
- To what extent do women involve in public life, at local or national levels, advocate for women's human rights and gender equality?
- How do women's organizations and actors relate to wider political/ideological positions at stake in the crisis?
- Who are the women and women's organization associated with crisis/peace (in some contexts, women leaders come from certain ethnic and/or social groups while other women and women's groups may be marginalized)?

3. FACTOR ASSESSMENT

The crisis factor assessment identifies deeply rooted issues that underline the dynamics of crisis and peace, the factors that exacerbate crisis, and those that mitigate crisis and build peace. Usually, one differentiates between root/structural factors and intermediate/proximate factors.

Gender is a critical factor of peace and crisis. Gender relations, roles and expectations are central to power relations and thus central to inclusion and exclusion (in social, economic and political life), and violent crisis.

In this section focusing on the linkages between gender and factors of crisis, it is important to identify the gender dimensions of the root/structural and intermediate/proximate factors and how gender inequalities and norms can be central to violent crisis.

3.1. STRUCTURAL/ROOT FACTORS:

Root/structural factors are the long-term factors underlying violent crisis and normally constitute a mixture of long-standing grievances. For example: limited or inequitable access to land and resources, illegitimate or ineffective government, or lack of equal economic and social opportunities.

Gender equality is an important structural factor of violent conflict/peace. Gender inequalities and gender-based violence are associated with increased vulnerability to civil and interstate wars and the use of more severe forms of violence in crisis. Gender norms that promote narrow, intolerant and violent identities for boys and men are an important underlying cause of violence. Militarized notions of masculinities may influence a crisis, whereby the use of force becomes a normalized mode for dispute resolution. On the other hand, states that have higher levels of gender equality (political, social and economic) are less likely to resort to the use of force in relation to engagement with other states.

> Identifying the gender dimensions of crisis factors is critical as programming frequently focuses on the symptoms rather than the underlying causes of gender inequality (symptoms are often more visible).

GUIDING QUESTIONS:

- Gender inequalities:
  - How do the gender inequalities identified previously intersect with other root factors of the crisis?
  - To what extent are root factors of the crisis influenced by gender inequalities?

Certain manifestations of gender inequalities can be a major indicator of violent crisis /peace. An increase in domestic violence or a reduction in girls' school attendance are often viewed as early warnings of social and political insecurity. Increased risks to assaults outside the home, including by state actors, have also been found to be indicators of emerging conflict.

- Gender norms and roles:
  - To what extent do gender norms: (i) promote narrow, intolerant and violent identities for boys and men; and/or (ii) prevent women from being recognized as peacebuilders and/or being included in crisis management and formal peace negotiations?
  - Are gender norms and roles such as violent masculinities and femininities enabling acts of violence, including SGBV?

- Have certain notions of masculinity and femininity been instrumentalized by parties to the crisis to support the fighting, including in recruitment and training?
- What is the role of the security institutions and actors in the crisis?

Military and security institutions are based on a range of unequal power relations, including gender. They usually function within institutionalized cultures of discrimination, misogyny and gender bias that perpetuate gender inequality, while rewarding traditionally "masculine" traits.[4] *Patriarchal structures are considered to uphold and reinforce gender norms.*

- Does the crisis lead women to take up new roles as heads of households (socio-economic) or by participating meaningfully in the public life?

New roles for women who took up new socio-economic functions and the meaningful participation of women in public life can be a component of peace engines.[5] *Such new roles may be precarious though and lead to backlashes against women's human rights.*

Gender norms can be promoted by both women and men. They may contribute to hate speech, as well as to divisive and nationalistic narratives.

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4   There is an important body of literature on the subject of gender, masculinities and militarism in a global context. See references in: Jenny Birchall, "Gender as a causal factor in conflict", (2019). Institutions promoting prevention of violent extremism and counterterrorism are of equal concern. On that topic see reports by the Special Rapporteur on the promotion and protection of human rights and fundamental freedoms while countering terrorism (notably A/HRC/46/36, January 2021).

5   Evidence suggests that when women participate meaningfully in peace negotiations, the resulting agreements tend to last longer. See notably Pathways for Peace, Inclusive Approaches to Preventing Conflict, World Bank/United Nations (2018)

3.2 PROXIMATE FACTORS:

Intermediate/proximate factors are visible and recent manifestations of the crisis. They exacerbate emerging or persistent violence over the medium to long-term; such as an uncontrolled security sector; human rights violations; the destabilizing role of neighboring countries; or light weapons proliferation.

GUIDING QUESTIONS:

- What gender-based injustices are prevalent, such as the systematic use of rape or SGBV? (Note that while women and girls are the most affected by SGBV, men and boys may also be victims of SGBV)? *Check the latest data to see if the incidence of SGBV is increasing. Gender-based injustices may be considered an intermediate factor of a crisis as they may increase pre-existing tensions and violence.*

- Are proximate factors of the crisis linked to local understandings of what it means to be a man? For example, patronage and corruption, and participation in organized crime are often linked to particular notions of masculinity (e.g. either being a 'big man' or needing to join a 'big man' socio-economic or political network for survival).

4. CONFLICT AND CRISIS DYNAMICS

This section analyses the interaction between the different crisis factors as well as between crisis factors and stakeholders. For example, a root factor (gender inequalities) may be linked to a proximate cause (increase of SGBV cases). In this section, you need to highlight how gender relations and inequalities are impacted by and/or impact a crisis.

GUIDING QUESTIONS:

1. **How does the crisis affect differently women and men?**

[in this section you can place the information you collected under the chapter 1.5]

2. **How does the crisis impact/is impacted by gender norms?**
- To what extent does the crisis reinforce/challenge gender norms?
- What are the positive and/or negative impacts?

- How do the notions of masculinity and femininity develop in interaction with other power factors – such as age, class, religion, ethnicity and race – and influence the crisis dynamics?

Gender norms may be driving violence. While attention paid to gender and violence is often focused on sexual violence, gendered factors such as militarized notions of masculinity may play a role in driving armed conflicts. A crisis may impact positively or negatively gender norms:

Positive impact	Negative impact
Crisis situations can disrupt traditional gender roles and provide new opportunities to advance gender equality. *For example*, women may take leadership role in social and political movements and be recognized as political leaders	Crises can generate rigid gender stereotypes. In many contexts, shifts in gender relations and roles (women taking up new responsibilities) have led to calls, at the end of a crisis, for reducing the gains that women have made. *For example*: women who became social and political leaders during a crisis, in their communities or on the national stage, may face threats when engaging in public life at the end of a crisis.
Political moments of peacebuilding, such as peace negotiations and constitutional reforms can also provide opportunities for advancing women's rights. *For example*, granting women the same inheritance rights as men	The social, economic and political shifts that occur in times of crises often narrow the opportunities for men to live up to societal expectations placed on them. *For example*: men may lose their jobs and engage in violent behaviors (violence against intimate partner, domestic violence, etc.) or engage in self-harm (substance abuse, risk-taking behavior and suicide).

3. **What are the elements reinforcing gender inequalities during a crisis?**
- What are the social processes and/or institutions related to the crisis that reinforce gender inequalities?

- How are relations of power (re)producing gender inequalities?

For example, peace talks often exclude women, but also more generally those who do not hold power, including civil society organizations.

Masculinities and crisis dynamics: *The expectations often placed on men and boys – to be decision-makers, in control, ready to use violence, economic providers, heterosexually active and virile – have a direct bearing on crisis. The social, economic and political shifts that occur during crisis often greatly narrow the opportunities for men and boys to live up to the societal expectations placed on them, that are frequently internalized, and some of these options can contribute to increase crisis dynamics.*

Masculinities and femininities often remain invisible and unquestioned in crisis dynamics because they are often seen as the norm. For example, research and policy discussions on the role of gender in peacebuilding has tended to focus on the benefits of including women, but has often remained silent on the roles that men and masculinities play in promoting or hindering peace and gender equality.

5. PEACE OPPORTUNITIES

As gender relations are a factor in perpetuating discrimination, violence and crisis, they can also be transformed into a strategy for building peaceful social relations.

Social movements, actors and institutions that promote gender equality can be powerful peace engines. As a matter of fact, women often play an active peace-building role at local level. Women's contributions to peace often go unnoticed and are undervalued because they take place outside the official sphere. Times of crisis and peace processes can be an opportunity to address structural gender inequalities.

Peace engines can take many different forms such as institutions, groups, individuals, specific processes, or symbols or social constructions. They may also be called "peace drivers" or "peace levers".

GUIDING QUESTIONS:

1. **Gender equality actors, movements and institutions as a peace lever**
- What are the practices within communities/groups, including initiatives by local women actors, that can be used for peacebuilding?
- What are the social groups often marginalized, including women, that play a critical role in sustaining peace?[6]

2. **Opportunities to address structural gender inequalities and promote positive gender norms**
- To what extent does the crisis offer opportunities to address structural gender inequalities? What are those opportunities?

- What are the opportunities, but also obstacles, for the meaningful participation of women and gender minorities in the response to the crisis?
- What shifts or changes in gender roles have produced more equal outcomes, and how can these be supported and leveraged?
- What are the change processes that women/women's groups seek to influence, if any?
- What are the key institutions and stakeholders that can support gender equality?
- What are the tools to promote social justice, peace, gender equality, and human rights; as well as to address social norms and hate speech?

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6   Without a gender lens, the analysis can lead to a skewed understanding of the situation under study, and lead to overlooking critical elements in society that are withstanding or resisting conflict.

Do not miss the following:

➤ Identify relevant infrastructure for peace – e.g. early warning system, alternative dispute resolution mechanisms, women's and civil society networks – in which women play a role.

➤ Engage with men in addressing crisis factors and gender inequalities, as it is often men that oppose those changes, although everybody benefits from gender equality (not a zero-sum game).

➤ Identify political and social change that can provide opportunities to address gender inequalities.

➤ Identify opportunities to institutionalize the social and political gains in relation to gender equality made during the crisis (after a crisis there is an understandable desire to return to normal life, but this can mean a reversion to previous unequal gender relations).

➤ Understand the multiple change processes that women may seek to influence at different levels. But also identify obstacles to the participation of women in peace and security decision-making.

CONCLUSION

You have now concluded your gender and crisis analysis. You may want to share, present and discuss the analysis with UNCT colleagues and national partners to sensitize them to the gender dimension of the crisis and develop gender responsive strategies and programmes.

A gender and crisis analysis should be the cornerstone of peacebuilding efforts and ensure programmes and projects understand and address the multiple gender dimensions of a crisis.

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UN WOMEN IS THE UN ORGANIZATION DEDICATED TO GENDER EQUALITY AND THE EMPOWERMENT OF WOMEN. A GLOBAL CHAMPION FOR WOMEN AND GIRLS, UN WOMEN WAS ESTABLISHED TO ACCELERATE PROGRESS ON MEETING THEIR NEEDS WORLDWIDE.

UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life, focusing on four strategic priorities: Women lead, participate in and benefit equally from governance systems; Women have income security, decent work and economic autonomy; All women and girls live a life free from all forms of violence; Women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action. UN Women also coordinates and promotes the UN system's work in advancing gender equality.