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# COMMUNITY GENDER ANALYSIS WORKSHOP GUIDE

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*This guide is adapted from the Saferworld [gender analysis of conflict toolkit](#). The Saferworld guide offers greater depth and includes more detail on specific issues such as land rights and extractive industries and is worth reading in full.*

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## Structure of the guide

The guide comprises three sections. The first section explores the situation with respect to personal security. It explores the historical and current situation and future trends and identifies where, how and in what form security concerns arise for people in the community. The second section then explores gender roles, norms and behaviours while the third section brings the two preceding sections together to explore how security concerns and gender intersect. It asks how gender roles, norms and behaviours have been affected by the current security concerns and what role gender plays in either creating or preventing violence.

## Questions and exercises

The guide seeks to explore 12 key questions:

### SECTION 1: UNDERSTANDING THE CURRENT SITUATION

1. What concerns do people have about their security and how do people currently respond to these concerns?
2. Where do people feel most at risk? Who or what do they feel most at risk from?

### UNDERSTANDING GENDER NORMS AND BEHAVIOURS

3. What roles do people of different genders play in the community?
4. What are the predominant gender norms for different social groups?
5. How do people's actual behaviours compare to the gender norms?

### GENDER ANALYSIS OF CONFLICT

6. How have norms relating to masculinity and femininity been shaped and changed by the current situation?
7. How are men, women and SGMs and their gender roles affected by the way in which the environment has changed?
8. What roles are men, women and SGMs playing in the violence?
9. What roles are men, women and SGMs playing in bringing about a peaceful resolution to the violence?
10. How do gender norms and behaviours shape how violence is used, by whom against whom?
11. Do norms relating to masculinity and femininity fuel conflict and insecurity in this context?

12. Are there norms relating to masculinity and femininity which (could) help build or facilitate peace?

**NOTE:**

- *With all of the exercises in this toolkit, it is important to capture all of the discussion. Exercises are very valuable but the discussions that surround them can give more detailed, complex information and capture some of the debates and disagreements before participants decide on their final responses.*
- *Timings are approximate and you may find that it is possible to go faster over some exercises while others may require more time. The key is to use the exercises as a tool to generate discussion and to further your understanding of the dynamics.*

## PART 1: UNDERSTANDING THE SITUATION

**KEY QUESTION 1:** What concerns do people have about their security and how do people currently respond to these concerns?

Checklist of issues to cover under this question:

- What events have happened to influence the way in which they think about their own security?
- What drives changes in their security, both positively and negatively?
- How do they respond to threats to their security, what are their mitigation or coping strategies?
- What would indicate a worsening (or improving) security situation for them? How would they normally be aware of these indicators?
- How would they share information about potential threats or risks?
- What do they normally do in response to these warnings or to the threats themselves?

### Exercise 1: Timeline

Objective	To understand how the community views event over the previous period of time
Timing	45 minutes
Preparations	Flipchart and pens, pebbles or beads.
How to run the exercise	<p>Draw the axes of a graph on a piece of flipchart paper labelling the top of the vertical axis good or positive and the bottom of it bad or negative. Ask the group to identify where on the scale they think their current situation is with respect to their personal safety and security – put a marker on the vertical axis. Then ask them to think back a year and ask how the situation was then – better or worse – place a marker in this position but to the left of the vertical axis. Keep asking the same question over different periods of time until the changes over time can be seen. Also ask them to look ahead and say how they think the situation is likely to change.</p> <p>When looking ahead there could be different possible futures. Ask them to think through both positive and negative futures. Which is the most likely and why? Which might be most dangerous and why?</p> <p>Link the markers to form a graph. As you do this let the individuals define what personal safety and security means to them. In this way you will learn what elements of safety and security matter to them. There may however be some elements of safety and security that are more hidden so it may be necessary to probe a little to uncover these additional threats.</p>

	 <p>Use the resulting graph to gain an understanding of how the situation has changed. Ask what was it that made the situation better or worse at this time? Look for places where the graph changed either changing gradient (becoming steeper or more gradual) or changing direction (such as downwards to upwards). Ask what it was that caused the change at this point. During the discussion use probing questions to understand:</p> <ul style="list-style-type: none"> <li>• What types of conflict or violence are occurring in the community</li> <li>• How long these have been going on and,</li> <li>• How much these tensions are in the open or much they are hidden under the surface.</li> </ul> <p>Go on to ask how they would recognise whether the situation was getting better or worse. Are there any signs that would raise hope? Are there any that would make them nervous or fearful? Use this discussion to get an idea of what indicators could be used to assess potential changes in their personal security. Ask them how they would normally get warning of any impending risks or dangers and what they would do to reduce these risks and make themselves safer.</p>
Issues to be aware of	This could lead to disagreements between group members over the exact position of the markers. There is no correct answer and the graph is really only a way of getting at the following discussion. If people disagree then use that as an opportunity to explore the reason for those different perceptions. You can show both markers on the graph.

## KEY QUESTION 2: Where do people feel most at risk? Who or what do they feel most at risk from?

Checklist of key issues to consider:

- Are there places, groups or institutions that people see as dangerous or a threat?
- Are there places, groups or institutions that people see as a safe or trustworthy?
- Do these depend on who you are, your gender, your age or other identity marker?
- Do these vary over time, either time of day, period of the year or special event or occasion?

## EXERCISE 2: SAFE OR RISKY

Objective	To understand where people feel safe and where they feel insecure or afraid and who or what causes these fears
Timing	30 minutes

Preparations	Flipchart paper and pack of picture cards.
How to run the exercise	<p>Divide a flipchart page into three columns marking the first as “Risky”, the second as “Neither” and the last one as “Safe”. Use the pictures showing different locations or activities, turn one over at a time from the pack and ask them to place it in the column that they associate with the picture. Do not give them too much time to think but encourage them to go with their first instinct. Record which cards were placed in each column.</p> <p>Once all the cards have been placed in a column ask them to explain what made them place a card in a particular column and as you do this begin to form a view of where people feel safe and where they feel afraid. Probe to explore who or what it is about these situations that causes them to be afraid. Press further to explore what might be motivating individuals or institutions to pose these threats. What might be their underlying interests, fears or concerns?</p> <p>During the discussion explore whether their responses would vary with the time of the day or the time of year. Also explore whether there are any events or special occasions when they feel safer or more vulnerable.</p>
Issues to be aware of	If done as a group it is quite likely that a strong individual will sway the others, If so break them into smaller groups and encourage all to have a go individually.

## PART 2: Gender Norms and Behaviours

### KEY QUESTION 3: What roles do people of different genders play in the community?

Checklist of issues to cover under this key question:

- What are women’s, men’s and SGMs’ tasks and routines?
- What job opportunities are there here for women, men and SGMs?
- Are there things that a man can do that woman cannot and vice versa? Own land, do paid work, vote, decide whom to marry?
- Who makes decisions for the community, for example on allocation of resources or security issues?
- Who makes decisions for the family, for example regarding household spending, marriage, education of children?
- Does this differ by age, marital status, class, ethnicity, (dis)ability, location, religion, or other relevant markers of identity?

### Exercise 3: Daily Routines

Objective	To understand the different activities that women and men engage in from day to day.
Timing	1.5 hours
Preparations	Flipcharts, pens, masking tape Picture cards representing activities. The pictures at Annex A have been designed so that the pages can be photocopied and cut into squares, with a picture on each square. Provide some blank squares as well, on which participants can draw their own pictures.

How to run the exercise

Take a flipchart page and divide it into two columns, with 'women' in one column and 'men' in the other, or draw pictures if participants are illiterate. If there are more gender categories in the community, and it is appropriate, add extra columns for those. Write the numbers 1–24 vertically down each column, and explain that these represent the hours of the day.

	Women †	Men †
1		
2		
...		
23		
24		

If relevant, draw the table on two sheets of paper, using one to talk about the wet season and the other for the dry season.

Give participants the pictures, and explain that the pictures can be used to represent activities. Participants are free to assign their own meanings to the pictures, or draw new ones if none of the pictures represent activities that are relevant for them. They do not have to use all of the pictures.

Ask the participants to arrange the pictures on the page to show which activities women, men and (if appropriate) SGMs do at each hour of the day. Allow them to discuss this among themselves and agree how to arrange the pictures.

If you are doing the exercise with men and women separately, it may be useful to ask each group to outline the daily routine of people of their own gender, and then the other gender(s).

When they are finished, ask them to explain the daily routines they have come up with, making it clear what each picture means to them. Key questions to discuss can include:

- What are the differences between a man's and a woman's daily routine?
- What are the different responsibilities?
- Who is contributing what to sustaining the family?
- Whose work is more valued? Why?
- Are some men carrying out the work usually carried out by women, or the other way round? If so why? How is that/would that be perceived by others?
- How are daily routines changing over time – were responsibilities the same five years ago? Ten years ago?
- Do boys/girls have the same routine as adults or old men/women?

In order to understand how routines differ among people of the same sex, you can use probing questions to find out how they differ according to (for example) age, class or ethnicity. Alternatively, you can repeat the exercise – for example, doing it once to look at young women's routines and then again for older women.

Issues to be aware of

This exercise may be easier to do in small groups. If you have a group larger than five or six people, consider dividing them into smaller groups and then comparing what each group has come up with at the end. There may be a tendency for participants to show you what people's daily routines would look like if gender norms were followed, which may or may not reflect the reality. If you suspect this is the case, ask probing questions to work out whether this is really what happens in practice.

## Exercise 4: Access and Control of Assets

Objective	To understand who has access to, and who has control over particular assets and resources
Timing	1 hour
Preparations	<p>Flipcharts, pens, masking tape, small pieces of coloured paper or Post-it notes.</p> <p>Picture cards representing resources. The pictures at Annex A have been designed so that the pages can be photocopied and cut into squares, with a picture on each square. Provide some blank squares as well, on which participants can draw their own pictures, or facilitators can draw pictures for them if necessary.</p>
How to run the exercise	<p>Draw and cut out symbols or pictures to represent a woman, a man, and a woman and man together. If there are more gender categories in the community, draw a picture or symbol for those too.</p> <p>Lay them on the ground, on a table or stick them on flipchart paper to represent columns.</p> <p>Ask participants to place under each column drawings of those assets accessed by people of each gender. Explain that access means being able to use that asset but not necessarily having a say in what happens to it or being able to sell it. For example, a woman may be able to access land to cultivate it but it may be up to her husband to decide whether to sell it or give some of it to another wife.</p> <p style="text-align: center;"><i>Access: Being able to use that asset but not necessarily having a say in what happens to it or being able to sell it</i></p> <p>Take the pieces of coloured paper, sticky labels or Post-it notes, and mark some of them with a symbol to represent women, some to represent men, some to represent both and some to represent SGMs (if appropriate).</p> <p>Ask participants to identify who controls each asset. Explain that control means having the power to decide what happens to that asset – this can coincide with legal ownership, but does not always. Place the coloured paper, sticker or label over the assets to show who controls them.</p> <p style="text-align: center;"><i>Control: Having the power to decide what happens to an asset</i></p> <p>Ask participants to discuss how they made their decisions and what the implications might be of one group having access to an asset which is controlled by another group. Discuss whether this differs according to different aspects of identity. For example, mothers-in-law may have control over certain assets which daughters-in-law or unmarried women may only be able to access. Younger men may have access to, and control of, certain assets but control over others may rest with older brothers, fathers, uncles or elders.</p>
Issues to be aware of	<p>This exercise may be easier to do in small groups. If you have a group larger than five or six people, consider dividing them into smaller groups and then comparing what each group has come up with at the end.</p> <p>There may be differences between who is formally understood to control assets and who actually has a say in this. For example, officially women may not be able to buy, sell or own land but unofficially they may have strong influence over their husband's decision making and/or the opinions he puts forward in public. As with the previous exercise, use probing questions to distinguish whether people are describing norms or actual behaviours.</p>

## KEY QUESTION 4: What are the predominant gender norms for different social groups?

Checklist of issues to cover under this key question

- What are the most important expectations which men and boys must meet in order to be considered masculine?
- What are the most important expectations which women and girls must meet in order to be considered feminine?
- What do young/old men do to demonstrate their masculinity to elders, their own family, young/old women or their peer group?
- What do young/old women do to demonstrate their femininity to elders, their own family, young/old men, or their peer group?
- Does this differ according to age, marital status, class, ethnicity, (dis)ability, location, religion, or other relevant markers of identity?

### Exercise 5: Understanding masculinity and femininity

This exercise asks participants to think about what they and their communities see as the characteristics of a ‘real’ man or woman – that is, what are the norms relating to masculinity and femininity in their community. It stimulates discussion about what is expected of people and starts to explore what gender norms are at play

Objective	To understand what is considered masculine and feminine in the local context					
Timing	1 hour					
Preparations	Flipchart paper and pens. A list of prompts of key areas it is important to consider (see below)					
How to run the exercise	<p>Draw a table on the flipchart with two columns. Label one column ‘A real man’ and the other ‘A real woman’.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">A “Real Man”</th> <th style="text-align: center;">A “Real Woman”</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p>Pose the question to participants: “What does it mean to be a real man in your community?”</p> <p>If the concept of a ‘real man’ or ‘real woman’ does not translate in the local language, look for another way of phrasing the question, such as ‘What does society expect of men?’</p> <p>Let participants discuss this among themselves, and record key points on the flipchart in the ‘real man’ column. They may not agree with each other on the answers, in which case it is important to capture points which are contested.</p> <p>If participants are not literate you could consider asking them to draw a man and a woman and the key characteristics associated with each. If they are not comfortable drawing then the facilitator could draw these based on their suggestions.</p>		A “Real Man”	A “Real Woman”		
A “Real Man”	A “Real Woman”					

	<p>If the conversation dries up, it may be useful to develop prompts about different areas of life which participants may highlight, such as:</p> <ul style="list-style-type: none"> <li>• Economic provision</li> <li>• Roles in the family/household</li> <li>• Roles in the community</li> <li>• Decision making</li> <li>• Security provision</li> <li>• Personality traits</li> </ul> <p>These can be tailored to the context, based on your existing knowledge or the findings of your literature review.</p> <p>Use probing questions to understand how these norms differ according to different aspects of identity, such as age or ethnicity. Which of these identities are the most important will be different in different societies, and so which questions to ask about should be decided based on the literature review.</p> <p>Asking about any local proverbs or sayings about men can help to shed light on masculine norms. It can also be useful to ask what is shameful behaviour for a man – what type of behaviour would mark him out as not being manly?</p> <p>Once the discussion about what a ‘real man’ is concluded, run through the same process asking what is a ‘real woman’.</p> <p>While it is best to do this exercise with separate groups for women and men, it is recommended to ask both groups about what it means to be a real man and what it means to be a real woman, as this can also yield important insights.</p>
Issues to be aware of	<p>This exercise presents gender as binary: that is, there are only two gender identities. As noted in box 2 in the Introduction, some people identify themselves, or are identified by their communities, as belonging to neither category or to a new category entirely. However, even in societies where these identities, sometimes called ‘non-binary’, have gained some social recognition, there is usually no separate set of powerful norms defining how non-binary people should behave, akin to norms relating to masculinity and femininity. Rather, non-binary people are often under pressure to conform to either masculine or feminine norms, and are marginalised on the basis that they are perceived to be failing to do so.</p>

## KEY QUESTION 5: How do people’s actual behaviours compare to the gender norms?

Checklist of issues to cover under this key question:

- What are the differences between gender norms and the actual behaviours of women, men and SGMs?
- What is the cause of these differences?
- What happens to women, men and SGMs who don’t conform to gender norms?
- Which aspects of non-conformity are most unacceptable?
- Does this differ according to age, marital status, class, ethnicity, (dis)ability, location, religion, or other relevant markers of identity?

## Exercise 6: Gender norms vs behaviours.

This exercise compares the gender norms identified by participants in Exercise 3 with how men and women really act and behave, outlined in Exercises 1 and 2. The norms that determine what people believe it means to be a ‘real man’ or ‘real woman’ place very high expectations on people and the way they should live their lives. However, in reality, people’s lived experiences are often very different. At times, this gap between gender norms and reality, and the frustrations and tensions that often arise as a result, can drive conflict and violence. It offers the opportunity to discuss the differences between the two and how people are perceived by society if they do not live up to expectations.

Objective	To understand the differences between norms relating to masculinities and femininities and people’s lived experiences, and the consequences for people who do not or cannot conform to gender norms.											
Timing	1 hour											
Preparations	Flip chart paper, pens, notes from Exercise 5, and Exercises 3 and 4 if you have done them.											
How to run the exercise	<p>Draw up a table on the flipchart with three columns. In the left-hand column, list out in bullet points (or draw pictures of) the key aspects of masculinity which were identified in Exercise 5: Understanding masculinity and femininity.</p> <table border="1" data-bbox="379 949 1385 1093"> <thead> <tr> <th>Gender Norms</th> <th>Reality</th> <th>Costs of not conforming</th> </tr> </thead> <tbody> <tr> <td>...</td> <td></td> <td></td> </tr> <tr> <td>...</td> <td></td> <td></td> </tr> </tbody> </table> <p>Taking each point in turn, ask participants:</p> <ul style="list-style-type: none"> <li>• Are men able to live up to this expectation in their everyday lives?</li> <li>• What happens to men who are not able to meet these expectations?</li> </ul> <p>Fill in their answers in the next two columns.</p> <p>Use probing questions to find out how experiences differ among men of different identities – for example, ‘Is this the same for young and old men? Is it the same for married, unmarried, divorced or widowed men?’</p> <p>Repeat the exercise using the list of aspects of femininity identified in Exercise 5, asking the same questions about women.</p> <p>If you have identified that it is safe to do so, you could also have a discussion about how any sexual or gender minorities in the community deviate from masculine and/or feminine norms, and what the costs of doing so are for them.</p>			Gender Norms	Reality	Costs of not conforming	...			...		
Gender Norms	Reality	Costs of not conforming										
...												
...												
Issues to be aware of	<p>Be sensitive to the fact that for individuals who do not meet societal expectations this may be a painful experience, and they may have experienced violence and abuse as a result of non-conformity. It may be helpful to ask about men and women in their community in general rather than asking people for their personal experiences or stories about other individuals, and to remind people that they do not have to share anything they do not want to. It is also helpful to emphasise that gender norms are often impossible to achieve in today’s circumstances and that no one is able to meet them entirely.</p> <p>In case people do disclose traumatic experiences, it is important to be prepared to support them appropriately.</p>											

## Part 2: Gender Analysis of Conflict

The key questions this section covers are:

- How have norms relating to masculinity and femininity been shaped and changed by the current situation?
- How are men, women and SGMs and their gender roles affected by the way in which the environment has changed?
- What roles are men, women and SGMs playing in the violence?
- What roles are men, women and SGMs playing in bringing about a peaceful resolution to the violence?
- How do gender norms and behaviours shape how violence is used, by whom against whom?
- Do norms relating to masculinity and femininity fuel conflict and insecurity in this context?
- Are there norms relating to masculinity and femininity which (could) help build or facilitate peace?

### KEY QUESTION 6: How have norms relating to masculinity and femininity been shaped and changed by the current situation?

Checklist of issues to cover under this key question

- How have men's, women's and SGMs' behaviour been shaped and changed by conflict?
- If behaviours changed during conflict did they remain this way after the conflict ended, or did they go back to 'normal'?
- Have gender norms been shaped and changed by conflict?
- Have authority roles/figures changed?
- Have relationships between and among women, men and SGMs changed as a result of conflict?
- What impact have any changes had?
- Have the changes caused further conflict/violence?
- Does this differ according to age, marital status, class, ethnicity, (dis)ability, location, religion, or other relevant markers of identity?

### Exercise 7: How conflict shapes gender.

This exercise helps with understanding how conflicts – in whatever form and whether past or on-going – may have shaped notions of masculinity and femininity. During armed conflicts, different aspects of masculinity and femininity are often emphasised – for example, the notion of manhood as connected to being a warrior, or the idea of women as mothers of the nation or ethnic group. The exercise also examines how gendered behaviours have changed as a result of conflict. In some cases, women, men and SGMs may change their behaviour to conform more closely to gender norms, perhaps through fear of violence they may be subjected to if they don't. In other cases, conflict may lead people to transgress gender norms – for example, women taking up roles that would normally be reserved for men. Conflict may also make it more difficult to fulfil certain masculine and feminine norms, creating a gap between expectations and reality that can also fuel grievances.

Objective	To understand how gender norms and behaviours have been influenced by concerns over safety and security.
Timing	2 hours
Preparations	
How to run the exercise	<p>Refer back to Exercises 1 and 2 and remind participants of the security and safety concerns that they identified. If possible, put up the flipcharts from Exercise 6 where participants can see them. For each line in the table, ask participants to discuss:</p> <ul style="list-style-type: none"> <li>• Has what society expects of a man/woman changed as a result of the safety and security concerns raised? If so, why?</li> <li>• Have actual behaviours relating to these expectations changed since the start of the conflict/since the conflict ended? If so, why?</li> <li>• If there is a gap between expectations and reality, has this gap got bigger or smaller since the start of the conflict/since the conflict ended? How so?</li> <li>• Have the costs of not conforming to this expectation changed as a result of the conflict? Are they higher or lower?</li> </ul> <p>Use probing questions to understand how these answers might differ according to different aspects of identity. For example: You have said that men are expected to provide for their families, and yet are often unable to do so since employment opportunities have reduced as a result of conflict. You explain that men who cannot provide economically are not respected in the community and may be pressured to join armed or political groups to make ends meet. Is this the same for young men and old men? Married and unmarried men?</p> <p>If you want a more detailed discussion, you could take the notes from Exercises 3, 4 and 5 individually in turn and discuss how the behaviours and norms described during those exercises have changed as a result of conflict. We have suggested using Exercise 6 here to save time, because it includes notes on both norms and behaviour and allows for a discussion of how the gap between the two may have been influenced by conflict.</p>

KEY QUESTION 7: How are men, women and SGMs affected by the situation with respect to safety and security?

KEY QUESTION 8: What roles are men, women and SGMs playing in the situation with respect to safety and security?

KEY QUESTION 9: What roles are men, women and SGMs playing in bringing about a peaceful resolution to the safety and security concerns?

Checklist of issues to cover under these key questions

- How has the safety and security situation impacted on the lives of different groups of men, women and SGMs? (For example, livelihoods, domestic arrangements, violence.)
- What roles have men, women and SGMs played in fuelling the dangers, and why?
- What roles are men, women and SGMs playing in peacebuilding at different levels, and why? Have they been able to have a meaningful input?
- How have existing peacebuilding efforts affected men, women, and SGMs?

- How do these roles and impacts vary according to age, marital status, class, ethnicity, (dis)ability, location, religion, or other relevant markers of identity?

### Exercise 8: Peace and conflict: gender roles and impacts.

People often assume that men and boys are the perpetrators of violence, and that women and girls are the victims. As a result, they may focus on the role men play in driving insecurity and the impact of insecurity on women. However, this is often not true and it is very important to pay attention to whether this is actually the case. This exercise can help to capture the reality, which is likely to be more complex.

Objective	To understand the different impacts of insecurity and peace on women, men and SGMs, and the different roles they play in fuelling insecurity and building peace.																																
Timing	1 hour																																
Preparations	Flipchart paper and pens. If participants are literate, draw out table 1 below on flipchart paper. It may be easiest to spread it across multiple sheets. In this illustration, we have divided the genders up according to age – separating out younger and older people. However, there may be another aspect of identity which is more important in determining people’s roles and experiences in the context you are working in. You should decide which aspect(s) to focus on based on your literature review or discussions with people familiar with the context. If participants are illiterate, this exercise can be run more as a standard focus group discussion.																																
How to run the exercise	<p>Explain, if it is not already clear, which safety and security concerns or type of conflict you are talking about in this exercise.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Insecurity</th> <th colspan="2">Peace</th> </tr> <tr> <th>Roles</th> <th>Impact</th> <th>Roles</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Young men</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Older men</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Young women</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Older women</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explain that the empty boxes in the first two rows are for answering the following questions:</p> <ul style="list-style-type: none"> <li>• What roles do/did men play during the conflict?</li> <li>• What roles are men playing in peacebuilding?</li> <li>• What impact does/did the conflict have on men?</li> <li>• What impact do existing peacebuilding efforts have on men?</li> </ul> <p>Explain that the empty boxes on the second two rows are for answering the following questions:</p> <ul style="list-style-type: none"> <li>• What roles do/did women play during the conflict?</li> <li>• What roles are women playing in peacebuilding?</li> <li>• What impact does/did the conflict have on women?</li> <li>• What impact do existing peacebuilding efforts have on women?</li> </ul> <p>Ask participants to discuss each question in turn, and either fill in the boxes yourself or ask participants to fill them in. If appropriate, ask the same questions about any other gender categories present in the community.</p> <p>Afterwards, if you have already done Exercise 5: Understanding masculinity and femininity, it can be useful to have a discussion at the end about how the roles</p>					Insecurity		Peace		Roles	Impact	Roles	Impact	Young men					Older men					Young women					Older women				
	Insecurity		Peace																														
	Roles	Impact	Roles	Impact																													
Young men																																	
Older men																																	
Young women																																	
Older women																																	

	<p>identified in this exercise relate to the norms identified in Exercise 5. For example, you could ask:</p> <ul style="list-style-type: none"> <li>• We talked earlier about the things that society expects of a woman. Are those expectations leading women to play some of these roles in peacebuilding that you have just described? Or are women going against society's expectations when they participate in peacebuilding?</li> </ul>
Issues to be aware of	<p>People may have a tendency to offer stereotypes rather than thinking about what is actually happening – for example, portraying men only as perpetrators and women only as victims. If this happens, use probing questions to understand whether this really holds true.</p>

## KEY QUESTION 10: How do gender norms and behaviours shape whether violence is used, by whom and against whom?

Checklist of issues to cover under this key question

- If there is a problem/dispute in the community or you have a problem, how is it solved?
- Who is involved in resolving it? Does this differ depending on who is involved in the dispute?
- Does everyone (young/old, male/female) have the same opportunity to be heard?
- What is violence understood to mean?
- Which types of problems do people think are acceptable for a man to solve with violence? (It might even be a case of men being encouraged to solve problems with violence.) What type of violence is used? Is this different for different groups of men?
- Which types of problems do people think are acceptable for a woman to solve with violence? What type of violence is used? Is this different for different groups of women?
- Are there people who are seen as accepted targets for violence, and does this depend on their gender?
- Are there any people against whom it is taboo to use violence? How might their gender affect this?
- Does this differ according to age, marital status, class, ethnicity, (dis)ability, location, religion, or other relevant markers of identity?

### Exercise 9: How conflicts are resolved.

This exercise is designed to get participants talking about the kind of problems/disputes that arise, how they are solved and who is involved in solving them. It can help to understand what kinds of violence are seen as legitimate and how gender shapes those perceptions.

Objective	To understand what kinds of conflicts are happening in the community, in what circumstances (if any) people find it acceptable to use violence, and who is involved in resolving conflicts violently or peacefully.
Timing	1 hour
Preparations	Flipcharts, pens.
How to run the exercise	Divide the flipchart paper into four columns and add the headings as shown below.

	Insecurity	Solution? (non-violent / violent)	Is violence acceptable?	Actors (including their gender)
	<p>Remind participants of the issues that they identified in Exercises 1 and 2. Ask if, in the light of their reflections on gender, they would like to make any changes to this list of issues. The issues raised could be at any level: within or between families, within or between communities, at the regional or national level. List these in the left-hand column. For each security issue that has been identified, ask participants how this type of issue is usually solved, and note this down in the second column. Be sure to note whether it is usually solved peacefully or using violence. Ask whether people think their community would see it as acceptable (even preferable sometimes?) to use violence in this type of security issue, and explain in what circumstances that might be the case. Note this down in the third column. Ask who is usually involved in this type of conflict. If participants have said they think their community would see violence as an acceptable solution, ask who is allowed to commit violence against whom specifically, with reference to the gender of both perpetrator and victim. Is there anyone who must not commit violence in this type of security concern, or anyone towards whom it is forbidden or shameful to be violent? Use probing questions to find out whether this differs according to age, class, ethnicity and other identity markers.</p> <p>Repeat these steps for each security issue listed, and add more if they come up during the discussion. Once the table is complete, take each row in turn and ask how the gender norms described during Exercise 5 might shape people’s perceptions about who is allowed to use violence against whom and in what circumstances. For example:</p> <ul style="list-style-type: none"> <li>You have said that it is acceptable for a man to use violence against a man from outside the community if it is in defence of his family or his community. How does this relate to the expectations about masculinity you have described?</li> </ul>			
Issues to be aware of	<p>People may be reluctant to talk about their own personal views on how security concerns should be solved, especially where violence is concerned. Therefore, we have suggested framing questions in terms of what is seen as acceptable by the wider community, rather than what individuals find acceptable.</p>			

KEY QUESTION 11: Do norms relating to masculinity and femininity fuel insecurity in this context?

KEY QUESTION 12: Are there also norms relating to masculinity and femininity which (could) help facilitate peace?

Checklist of issues to cover under these key questions:

- Are there norms relating to masculinity or femininity which drive insecurity in this context?
- Does the gap between gender norms and what men, women and SGMs actually do drive insecurity in this context?
- Are there any gender norms and behaviours which contribute to peace in this context, or which could do?
- Does the gap between what society requires and what men/women/ SGMs actually do contribute to peace in this context?

- Are there structures or institutions at the local, national and/or international level which reinforce or challenge norms that drive insecurity?
- Are there structures and institutions at the local, national and/or international level which reinforce or challenge norms that contribute to peace?

### Exercise 10: Gender norms – drivers of insecurity or peace?

As has been emphasised throughout this guide, norms that define what it means to be a ‘real man’ or a ‘real woman’ can drive insecurity, whether or not those norms are reflected in people’s actual behaviour. This exercise draws together discussions from earlier exercises and moves forward to ask how the fulfilment of norms or the gap between norms and actual behaviours contribute to or prevent insecurity.

Objective	To understand how norms, and differences between norms and behaviours, can either drive insecurity or contribute to peace.										
Timing	1 1/2 hours										
Preparations	Flip chart paper, pens, notes from Exercise 2, Exercise 6 and Exercise 8: Peace and conflict: gender roles and impacts.										
How to run the exercise	<p>It may be useful to put the notes from Exercises 2, 6 and 8 up on the wall, if possible, so they are easy to refer to. Draw up a table on the flipchart with three columns, as in the table below.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Norms and Behaviours</th> <th style="width: 33%;">Driver of Insecurity?</th> <th style="width: 33%;">Driver of Peace and Security</th> </tr> </thead> <tbody> <tr> <td>Norm: ...</td> <td></td> <td></td> </tr> <tr> <td>Behaviour: ...</td> <td></td> <td></td> </tr> </tbody> </table> <p>In the left-hand column, list out in short bullet points the key aspects of masculinity and femininity and actual behaviours, both listed during Exercise 6: Gender norms vs behaviours. If participants are illiterate, see if they can make appropriate drawings instead, or the facilitator could do this with their input.</p> <p>Taking each norm in turn, ask participants:</p> <ul style="list-style-type: none"> <li>• Does what society requires of men/women drive insecurity in your community?</li> <li>• Does the gap between what society requires and what men/women/SGMs actually do drive insecurity in your community?</li> <li>• Does what society requires of men/women contribute to peace in your community?</li> <li>• Does the gap between what society requires and what men/women/SGMs actually do contribute to peace in your community?</li> </ul> <p>If people find it difficult to make the links between gender norms, insecurity and peacebuilding, it may help to offer some examples from other contexts, such as those in the Introduction, pages 4–5 (of the saferworld guide), and talk these through.</p> <p>However, giving examples can lead participants to simply look for similar dynamics in their own context, which may mean either imposing similarities where there are none, or not thinking beyond those particular examples. The facilitator needs to take a critical approach, questioning whether these dynamics really are similar in the context at hand, and pushing to think of different ways in which they may play out.</p>		Norms and Behaviours	Driver of Insecurity?	Driver of Peace and Security	Norm: ...			Behaviour: ...		
Norms and Behaviours	Driver of Insecurity?	Driver of Peace and Security									
Norm: ...											
Behaviour: ...											
Issues to be aware of	It is not necessarily the case that gender norms – or the gaps between norms and behaviours – play an important role in driving the conflict that you are analysing. It is										

	important to conduct an analysis on whether they do, while being open to the fact that they may not, and not to force the issue.
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## Exercise 11: Gendered institutions and structures.

As noted in the introduction, masculinities and femininities are not simply a matter of attitudes and beliefs – they are shaped by people’s material circumstances. Structures and institutions within societies can either reinforce or challenge the prevailing gender norms. If you have identified a particular norm relating to masculinity or femininity which is important in driving insecurity, this exercise can help you to work out what you would need to do to start changing that norm, by addressing the structures that reinforce it or supporting those that challenge it.

Objective	To analyse how different institutions and structures within the society either reinforce or challenge gender norms and other identified issues which drive insecurity.
Timing	1 1/2 hours
Preparations	Flipcharts, pens, Post-it notes, pictures on pages 22–23 (you may want more than one copy of each).
How to run the exercise	<p>For this exercise, choose one norm or other security issue which your analysis suggests is particularly important in driving insecurity (you will be able to repeat the exercise later with a different norm if you want to). Lay a piece of paper on the ground, on a table or use a flipchart. Draw a vertical line down the middle of your page and write, draw or use one of the pictures symbolising that norm or issue in the middle of the page. Ask participants to think about what institutions or structures in the society reinforce that norm or issue. These could be groups or organisations, laws or processes; for example:</p> <ul style="list-style-type: none"> <li>• Education systems (could be the way behaviour in class is rewarded, or the curriculum itself)</li> <li>• Laws, e.g. on child custody, use of violence, discrimination</li> <li>• Development, humanitarian or peacebuilding programmes</li> <li>• Statements or propaganda from political leaders</li> <li>• Military or security institutions, or non-state armed groups</li> <li>• Civil Society Organisations</li> </ul> <p>The pictures provide some suggestions, but participants should also come up with their own. Keep in mind that these could be structures or institutions which operate at the local, regional, national or international level. As you come up with these ideas, write them or draw them on Post-it notes or pieces of paper, and place them or stick them on the left-hand side of the page. You can also use the pictures provided. Then, ask participants to think about which institutions and structures in the society challenge that norm or issue. This time, place them on the right-hand side of the page. It is possible for some to appear on both sides of the page. When you have placed them on the page, ask participants to think about how these different institutions and structures influence each other. Ask them to draw arrows on the page representing how they influence each other. You could use big arrows for a strong influence and smaller arrows for a weaker influence. Finding the links between different factors in this way should help to identify which institutions and structures are most influential in reinforcing the norm or issue in question.</p>
Issues to be aware of	When it comes to identifying gender norms which might contribute to peacebuilding, and thinking about reinforcing these as part of strategies for peace, is important to consider the long-term implications of this.

## CONCLUSION

By the end of this analysis you should have formed a clear idea of what the main safety and security issues and concerns are for the community and how these vary with gender or age group. You should understand where people feel most at risk and where they feel most secure as well as who or what is making them feel safe or at risk. You should understand what signs people look out for as indicators of potential insecurity, how they currently warn each other of impending risk and how they respond to reduce or prevent these risks. By focusing on gender norms and behaviours you may have identified additional risks and issues and also possible additional warning and response mechanisms. Taken together this should suggest ways in which we, as part of the project, can help them to better identify and respond to warning signs of potential insecurity.

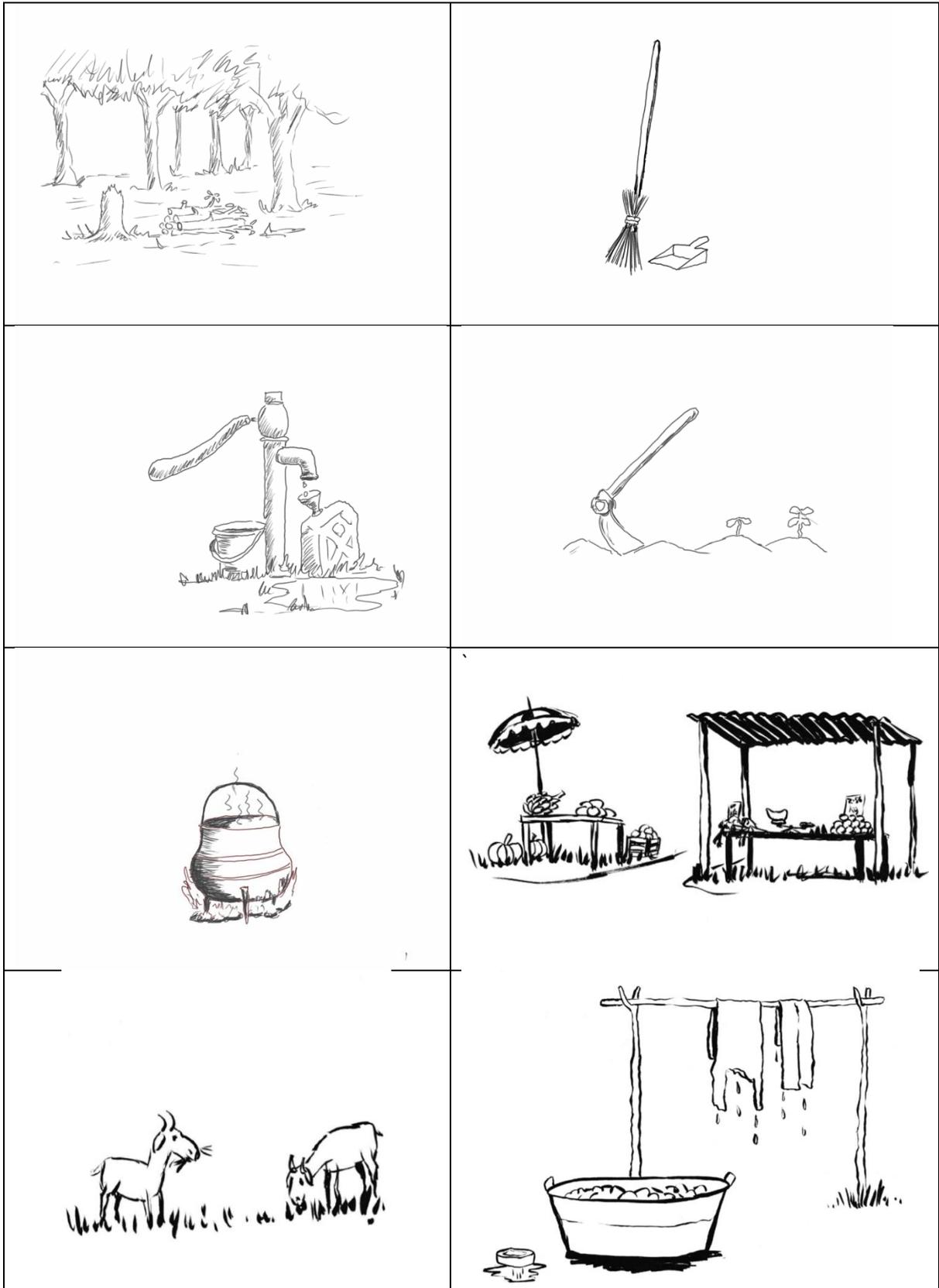
# ANNEX A: Pictures

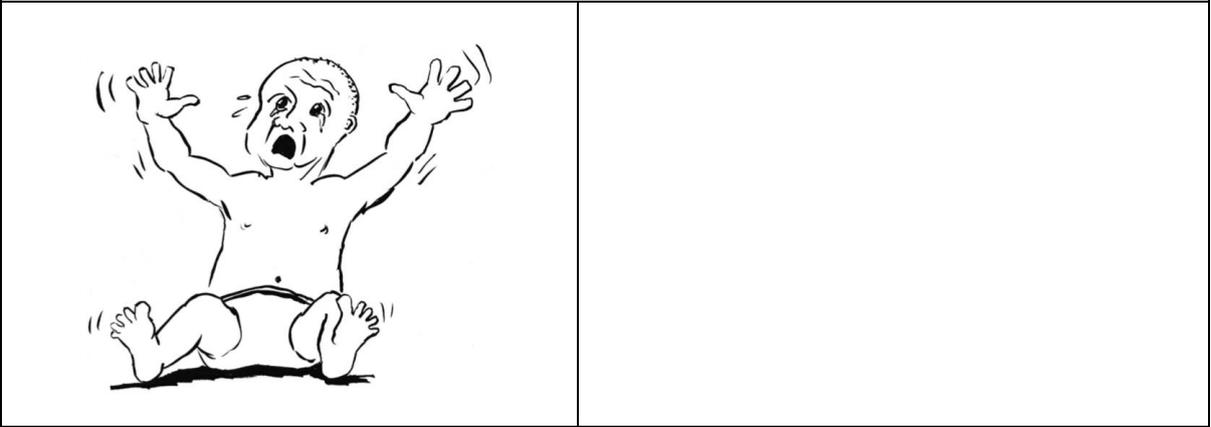
SAFE OR RISKY



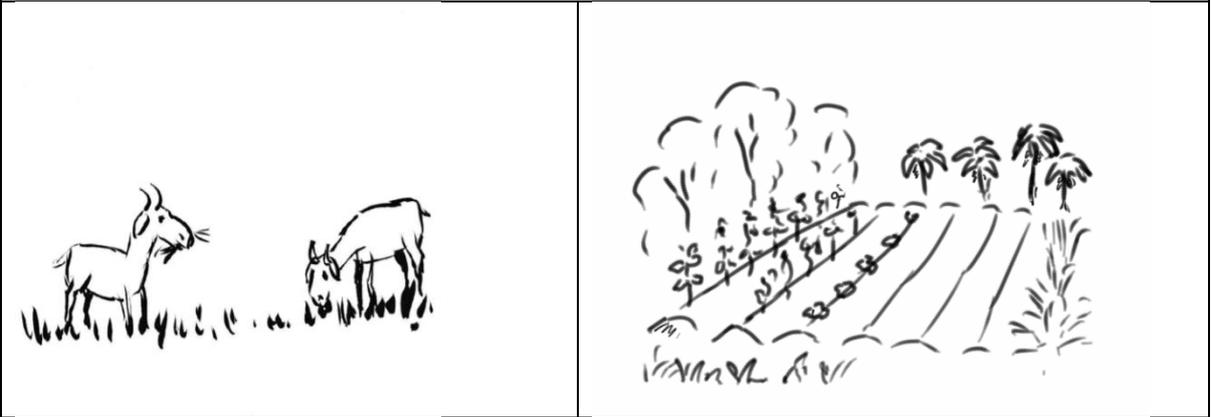


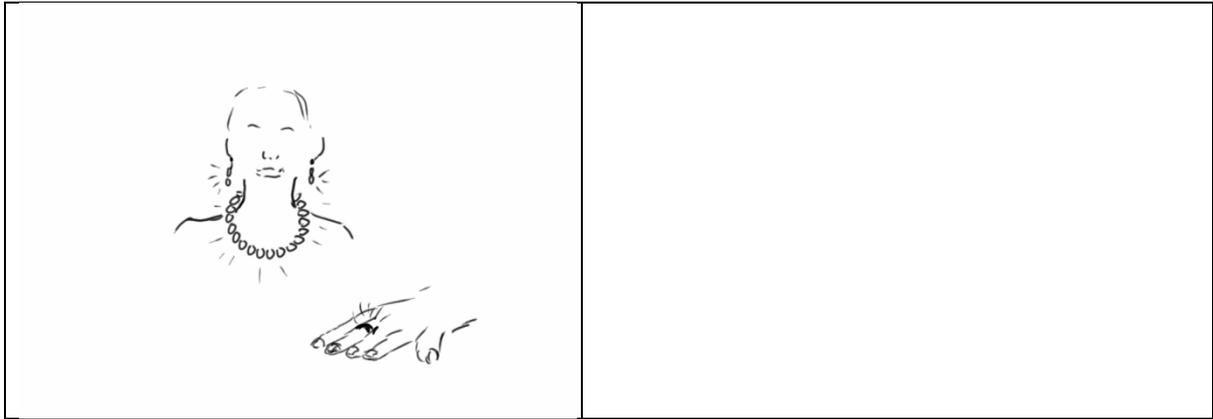
ROLES AND TASKS



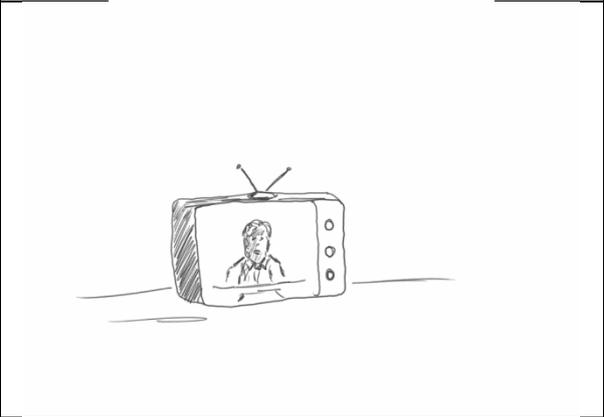
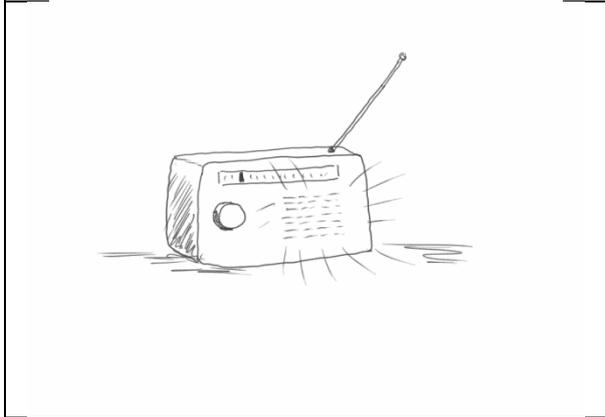
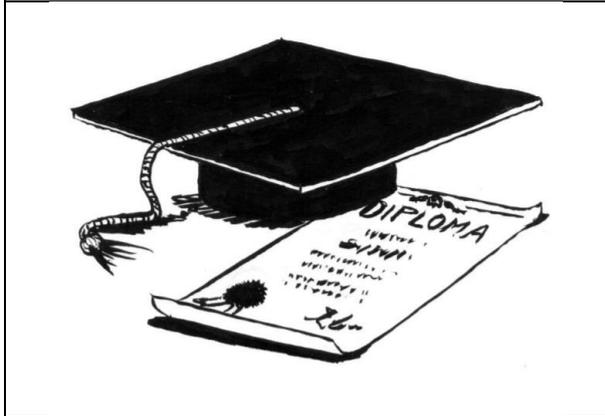
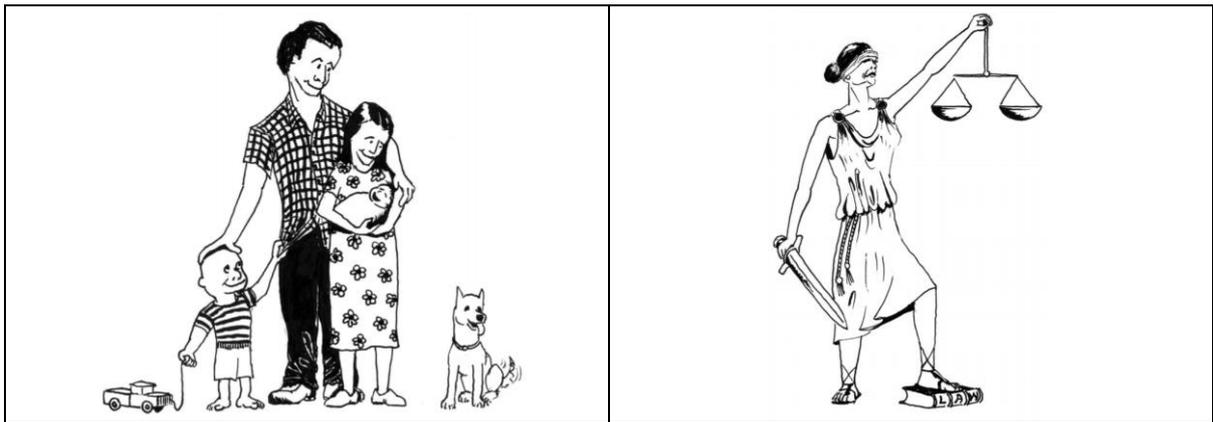


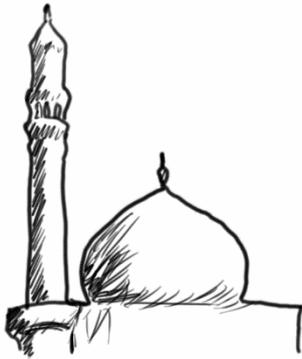
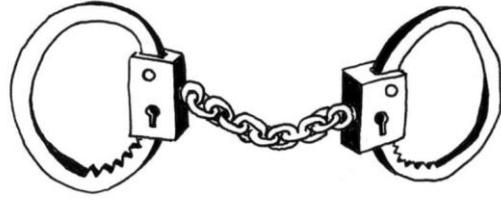
RESOURCES





INSTITUTIONS AND STRUCTURES





## ANNEX B: Reporting format

Team leaders should structure their reports as shown below:

### Visit Details

Name of Commune:

Date Visited:

Number of Days:

Team Leader's Name:

Team Members Names: (Include gender)

Groups Consulted: (state the type of group (e.g. women's group) and state the number of people who attended in each of the age ranges: older adults, adults, youth, children)

Group	Adults	Older Adults	Youth	Children
	M: F:	M: F:	M: F:	M: F:
	M: F:	M: F:	M: F:	M: F:
	M: F:	M: F:	M: F:	M: F:
	M: F:	M: F:	M: F:	M: F:

Stakeholders Interviewed: (state the names, appointments and gender of those interviewed)

Name	Appointment	Gender

KEY QUESTION 1: What concerns do people have about their security and how do people currently respond to these concerns?

Include a photograph of the timeline.

Write a short paragraph that states:

- Their main concerns with respect to their safety and security.
- The warning signs or indicators that they identified.
- The ways in which they currently share information and warnings about threats.
- The ways in which they currently respond to avoid, mitigate or prevent threats.

KEY QUESTION 2: Where do people feel most at risk? Who or what do they feel most at risk from?

Show the results of the “Safe or Risky” exercise. Add up the number of times that each card was placed in each box and add any comments about why that was seen as safe or risky from your discussion with the groups as well as any insights as to how this might change with time of day, season or age, gender and identity.

Picture	Women			Men			Comments
	Safe	Neutral	Risky	Safe	Neutral	Risky	
Woods / Firewood							
Garden / Fields							
Water Point							
Church							
School							
Roads							
Clinics							
Mosque							
Buses / Transport							
Political Rallies							
Demonstrations							
Family / Home							
Pasture							

KEY QUESTION 3: What roles do people of different genders play in the community?

Include a photo of the flipchart table showing roles and summarise this in the table below along with any insights from the discussion:

GENDER ROLES

Time	Women	Men	Comments
0000 – 0100			
0100 – 0200			
0200 – 0300			
0300 – 0400			
0400 – 0500			
0500 – 0600			
0600 – 0700			
0700 – 0800			
0800 – 0900			
0900 – 1000			
1000 – 1100			
1100 – 1200			
1200 – 1300			
1300 – 1400			
1400 – 1500			
1500 – 1600			
1600 – 1700			
1700 – 1800			

1800 – 1900			
1900 – 2000			
2000 – 2100			
2100 – 2200			
2200 – 2300			
2300 – 2400			

Include a short paragraph that summarises the answers to the checklist questions:

- What are women’s, men’s and SGMs’ tasks and routines?
- What job opportunities are there here for women, men and SGMs?
- Are there things that a man can do that woman cannot and vice versa? Own land, do paid work, vote, decide whom to marry?
- Who makes decisions for the community, for example on allocation of resources or security issues?
- Who makes decisions for the family, for example regarding household spending, marriage, education of children?
- Does this differ by age, marital status, class, ethnicity, (dis)ability, location, religion, or other relevant markers of identity?

#### ACCESS AND CONTROL OF ASSETS

Include a photograph of the completed worksheet. Complete the table below to summarise the discussion. Include in the comments column any details about how this might vary with age, position in the household or status in the community. Also include any variations with formal and informal positions:

Name of Asset	Who has Access	Who has Control	Comments

#### KEY QUESTION 4: What are the predominant gender norms for different social groups?

Include a photograph of the completed worksheet and summarise the findings in the table below. Include in the comments column and additional information including how this might vary with age, ethnicity or social status and position within the community:

A “Real Man”	A “Real Woman”	Comments

Include a short paragraph to summarise what expectations a man must meet to be considered masculine and a woman feminine, include details on how men and women demonstrate their masculinity or femininity to their family, their peers and to the wider community.

#### KEY QUESTION 5: How do people’s actual behaviours compare to the gender norms?

Include a photo of the completed worksheet and summarise it in the table below.

Gender Norms	Reality	Costs of not conforming
...		
...		

In a short paragraph below add any further details such as how this might change with age, marital status or other factor.

Summarise the discussion ensuring that you answer the following questions:

- What are the differences between gender norms and the actual behaviours of women, men and SGMs?
- What is the cause of these differences?
- What happens to women, men and SGMs who don't conform to gender norms?
- Which aspects of non-conformity are most unacceptable?
- Does this differ according to age, marital status, class, ethnicity, (dis)ability, location, religion, or other relevant markers of identity?

**KEY QUESTION 6:** How have norms relating to masculinity and femininity been shaped and changed by the current situation?

Drawing on Exercise 7 summarise the discussion in a few short paragraphs. Ensure that you explain how what society expects of a man/woman may have changed as a result of the safety and security concerns raised and why this has happened. Also state whether actual behaviours relating to these expectations have changed and if so, why. State whether the gap between expectations and reality has got bigger or smaller since the start of the insecurity and if so how. In the same way state whether the costs of not conforming to this expectation have changed and if so how. Ensure that you include any differences according to different identity factors such as age, gender, social or economic status or marital status. In doing this you should answer the following questions:

- How have men's, women's and SGMs' behaviour been shaped and changed by the security situation?
- If behaviours changed during periods of insecurity did they remain this way afterwards, or did they go back to 'normal'?
- Have gender norms been shaped and changed by periods of insecurity?
- Have authority roles/figures changed?
- Have relationships between and among women, men and SGMs changed as a result of periods of insecurity?
- What impact have any changes had?
- Have the changes caused further conflict/violence?
- Does this differ according to age, marital status, class, ethnicity, (dis)ability, location, religion, or other relevant markers of identity?

KEY QUESTIONS 7, 8 AND 9: How men and women are affected by the insecurity and the roles that they play in both in the insecurity and in bringing about a peaceful resolution.

Include a photograph of the completed worksheet from Exercise 8 and summarise it in the table below:

	Insecurity		Peace	
	Roles	Impact	Roles	Impact
Young men				
Older men				
Young women				
Older women				

In a short paragraph summarise how periods of insecurity has impacted on the lives of different men and women, the roles that they have had in both fuelling the insecurity and in building peace. Also consider the effect of peacebuilding efforts on different groups of men and women. Highlight any variations with respect to age, marital status, gender, social status or other key identity label.

KEY QUESTION 10: How do gender norms and behaviours shape whether violence is used, by whom and against whom?

Include a photograph of the completed worksheet from Exercise 9 and summarise the findings in the table below:

Type of Issue/Insecurity	Solution? (non-violent / violent)	Acceptability of Violence?	Actors (including gender)

Include a short paragraph providing any additional information ensuring that the answers to the checklist below the question are included.

KEY QUESTIONS 11 AND 12: Norms and Violence / Peace

Include a photograph of the completed worksheets from Exercise 10 and 11 and summarise the findings in the tables below:

Norms and Behaviours	Driver of Insecurity?	Driver of Peace and Security?
Norm: ... Behaviour: ...		

Norms and Behaviours	Institution supporting the norm or behaviour	Institution challenging the norm or behaviour
Norm: ... Behaviour: ...		

Include a short paragraph providing any additional information ensuring that the answers to the checklist below the questions are included.