

4

Gender analysis of conflict

<p>Causes of conflict: Examines the causes and drivers of conflict, and how they interact with each other.</p>	<p>A picture of how gender norms – or gaps between norms and people’s actual behaviours – may interact with other factors to drive conflict, and how conflict influences gender behaviours and norms. Conversely, it may also reveal how gender norms and/or behaviours mitigate conflict.</p>
<p>Actor analysis: Maps out the key actors involved in fuelling the conflict or in a position to promote peace; and their incentives, abilities and opportunities.</p>	<p>An understanding of the roles that people of different genders play in conflict and peacebuilding. Also, a picture of the different impacts conflict and peacebuilding have on people of different genders.</p>
<p>Peacebuilding opportunities: identifies existing initiatives and potential future strategies for focusing on the leverage points and either countering negative aspects or strengthening positive ones in order to work towards peaceful change.</p>	<p>Ideas about which gender norms or behaviours could be challenged or enhanced to promote peace.</p>

Now that you have an understanding of gender norms and behaviours among different social groups in the context you are working in, you can examine how these interact with conflict dynamics and peacebuilding opportunities.

With all of the exercises in this section, it is important to be clear about which conflict(s) you are analysing. Even in contexts of civil war where people are likely to have a common understanding of what references to 'the conflict' mean, there will inevitably be multiple conflicts happening at different levels among different actors. Exercises can be repeated if there are several types of conflict that need to be analysed.

The key questions this section covers are:

- How have norms relating to masculinity and femininity been shaped and changed by conflict?
- How are men, women and SGMs and their roles affected by the conflict?
- What roles are men, women and SGMs playing in the conflict?
- What roles are men, women and SGMs playing in bringing about a peaceful resolution to the conflict?
- 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 also norms relating to masculinity and femininity which (could) help build peace?

Questions and exercises

REMEMBER When using any exercise it is important to capture the discussion that informs what is eventually recorded in the exercise. 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 people decide what should actually be included.

KEY QUESTION 4

How have norms relating to masculinity and femininity been shaped and changed by conflict?

This links to the 'causes of conflict' stage of your conflict analysis.

POSSIBLE TOOLS TO DRAW ON: **The Conflict Tree** – analyses the causes and effects of a given conflict

SOURCES

Fisher S et al (2000), *Working with conflict: Skills and strategies for action*, Zed Books in association with Responding to Conflict, p 29

Global Partnership for the Prevention of Armed Conflict (2015), *Conflict analysis framework: Field guidelines and procedures*, pp 54–55

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?

SUGGESTED TOOL

Exercise 5: How conflict shapes gender. This exercise helps with understanding how conflicts – either 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.

Exercise 5: How conflict shapes gender

Objective	To understand how gender norms and behaviours have been influenced by conflict.
Timing	Approximately 2 hours.
Preparations	Notes from Exercise 4: Gender norms vs behaviours .
How to run the exercise	<p>Explain, if it is not already clear, which conflict or type of conflict you are talking about in this exercise.</p> <p>If possible, put up the flipcharts from Exercise 4 where participants can see them.</p> <p>For each line in the table, ask participants to discuss:</p> <ul style="list-style-type: none"> ■ Has what society expects of a man/woman changed since the start of the conflict/since the conflict ended? If so, why? ■ Have actual behaviours relating to these expectations changed since the start of the conflict/since the conflict ended? If so, why?

**How to run
the exercise***continued*

- 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?
- Have the costs of not conforming to this expectation changed as a result of the conflict? Are they higher or lower?

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 groups to make ends meet. Is this the same for young men and old men? Married and unmarried men?

If you want a more detailed discussion, you could take the notes from Exercises 1, 2 and 3 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 4 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.

KEY QUESTION 5

How are men, women and SGMs affected by the conflict?

KEY QUESTION 6

What roles are men, women and SGMs playing in the conflict?

KEY QUESTION 7

What roles are men, women and SGMs playing in bringing about a peaceful resolution to the conflict?

These questions are being addressed together in this version of the toolkit because the suggested exercise bridges these different issues. In future editions of the toolkit they may be separated out as more exercises are added.

This links to the 'causes of conflict' and 'actor analysis' stages of your conflict analysis.

POSSIBLE TOOLS TO DRAW ON

Actor Mapping / Stakeholder Mapping – identifies the actors, issues and relationships at play and potential allies and entry points for peacebuilding

Attitudes, Behaviours, Change Triangle – looks at the motivations of conflict parties and the structures or systems in place that contribute to the conflict; identifies the key needs of each party and helps identify entry points. For peacebuilding

SOURCES

Fisher S et al (2000), *Working with conflict: Skills and strategies for action*, Zed Books in association with Responding to Conflict, pp 22–24 and 25–26

Global Partnership for the Prevention of Armed Conflict (2015), *Conflict analysis framework: Field guidelines and procedures*, pp 51–53

Peacebag – <http://peacebag.org/articles/toolkit-p4-conflictanaly.html#triangle>

Checklist of issues to cover under this key question

- How has conflict 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 fueling the conflict, 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?

SUGGESTED TOOL

Exercise 6: 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 conflict and the impact of the conflict 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.

Exercise 6: Peace and conflict: gender roles and impacts

This exercise is based on one designed by United Nations Development Fund for Women (UNIFEM), called the 'Peace and conflict gender analysis matrix'.¹ It has been adapted in order to add SGMs, and break down the gender categories by age.

Objective	To understand the different impacts of conflict and peace on women, men and SGMs, and the different roles they play in fuelling conflict and building peace.
Timing	Approximately 1–1.5 hours.
Preparations	<p>Flipchart paper and pens.</p> <p>If participants are literate, draw out table 1 below on flipchart paper. It may be easiest to spread it across multiple sheets.</p> <p>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.</p> <p>If participants are illiterate, this exercise can be run more as a standard focus group discussion.</p>
How to run the exercise	<p>Explain, if it is not already clear, which conflict or type of conflict you are talking about in this exercise.</p> <p>Explain that the empty boxes in the first row are for answering the following questions:</p> <ul style="list-style-type: none"> ■ What roles do/did men play during the conflict? ■ What roles are men playing in peacebuilding? ■ What impact does/did the conflict have on men? ■ What impact do existing peacebuilding efforts have on men?

<p>How to run the exercise <i>continued</i></p>	<p>Explain that the empty boxes on the second row are for answering the following questions:</p> <ul style="list-style-type: none"> ■ What roles do/did women play during the conflict? ■ What roles are women playing in peacebuilding? ■ What impact does/did the conflict have on women? ■ What impact do existing peacebuilding efforts have on women? <p>Ask participants to discuss each question in turn, and either fill in the boxes yourself or ask participants to fill them in.</p> <p>If appropriate, ask the same questions about any other gender categories present in the community. Rows for 'SGMs' have been included in table 1 as an example, but remember this term is not likely to be understood in most communities, so the language you use will need to be adapted to the context.</p> <p>Afterwards, if you have already done Exercise 3: Understanding masculinity and femininity, it can be useful to have a discussion at the end about how the roles identified in this exercise relate to the norms identified in Exercise 3. For example, you could ask:</p> <ul style="list-style-type: none"> ■ 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?
<p>Issues to be aware of</p>	<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>

Table 1: Peace and conflict: gender roles and impact

	Conflict		Peace	
	Roles	Impact	Roles	Impact
Young men				
Older men				
Young women				
Older women				
Young SGMs				
Older SGMs				

In Moroto, the team ran this exercise with representatives from local CSOs. Participants filled in the table themselves, focusing specifically on conflicts relating to land issues. They then looked back at the norms relating to masculinity and femininity they had identified in Exercise 3 and identified a number of links between those and the roles that men and women were playing. For example, they noted that control over land is one important aspect of masculinity in Moroto, and felt that this may explain why it was men rather than women who were most active in negotiations between communities and mining companies over land rights.

When it came to running the exercise with community members, the team did not use the table above because participants were mostly illiterate. Instead, we posed the questions one by one to the community members for discussion, taking notes on a laptop. Given the complexity involved in making the links between gender norms and conflict-fuelling behaviour, and the limited time available, the team decided to do this at a later stage when we were analysing the data. Drawing these links may be easier with a dedicated group who are working through the whole toolkit over a longer period of time, as suggested in the Introduction, box 3. As the toolkit is developed, further efforts will be made to think creatively about how these questions can be posed in a more accessible way.

KEY QUESTION 8

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

This links to the 'causes of conflict' and 'actor analysis' stages of your conflict analysis.

POSSIBLE TOOLS TO DRAW ON

Actor Mapping / Stakeholder Mapping – identifies the actors, issues and relationships at play and potential allies and entry points for peacebuilding

Attitudes, Behaviours, Change Triangle – looks at the motivations of conflict parties and the structures or systems in place that contribute to the conflict; identifies the key needs of each party and helps identify entry points for peacebuilding

SOURCES

Fisher S et al (2000), *Working with conflict: Skills and strategies for action*, Zed Books in association with Responding to Conflict, pp 22–24 and 25–26

Global Partnership for the Prevention of Armed Conflict (2015), *Conflict analysis framework: Field guidelines and procedures*, pp 51–53

Peacebag – <http://peacebag.org/articles/toolkit-p4-conflictanaly.html#triangle>

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?

SUGGESTED TOOL

Exercise 7: 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.

Exercise 7: How conflicts are resolved

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	Approximately 1.5–2 hours.
Preparations	Flipcharts, pens.
How to run the exercise	<p>Divide the flipchart paper into four columns and add the headings as in table 2 below.</p> <p>Ask participants what kinds of conflicts are occurring in their community. These could be conflicts at any level: within or between families, within or between communities, at the regional or national level. List these in the left-hand column.</p> <p>For each conflict that has been identified, ask participants how this type of conflict is usually solved, and note this down in the second column. Be sure to note whether it is usually solved peacefully or using violence.</p> <p>Ask whether people think their community would see it as acceptable (even preferable sometimes?) to use violence in this type of conflict, and explain in what circumstances that might be the case. Note this down in the third column.</p> <p>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 conflict, or anyone towards whom it is forbidden or shameful to be violent?</p> <p>Use probing questions to find out whether this differs according to age, class, ethnicity and other identity markers.</p>

<p>How to run the exercise <i>continued</i></p>	<p>Repeat these steps for each type of conflict listed, and add more if they come up during the discussion.</p> <p>Once the table is complete, take each row in turn and ask how the gender norms described during Exercise 3 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"> ■ 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?
<p>Issues to be aware of</p>	<p>People may be reluctant to talk about their own personal views on how conflicts 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>

Table 2: How conflicts are resolved

Conflict	Solution (non-violent/violent)	Is violence acceptable?	Actors (including their gender)

KEY QUESTION 9

Do norms relating to masculinity and femininity fuel conflict and insecurity in this context?

KEY QUESTION 10

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

This links to the 'causes of conflict' and 'peacebuilding opportunities' stage of your conflict analysis.

POSSIBLE TOOLS TO DRAW ON

The Conflict Tree – analyses the causes and effects of a given conflict

Actor Mapping / Stakeholder Mapping – identifies the actors, issues and relationships at play and potential allies and entry points for peacebuilding

Force-field Analysis – identifies negative forces contributing to conflict and positive forces for peace; can be used to develop strategies to mitigate negative forces and build on positive ones

Dividers and Connectors – identifies factors that bring people together and factors that push them apart

SOURCES

Fisher S et al (2000), *Working with conflict: Skills and strategies for action*, Zed Books in association with Responding to Conflict, pp 22–24, 29–30

Global Partnership for the Prevention of Armed Conflict (2015), *Conflict analysis framework: Field guidelines and procedures*, pp 51–53, 54–55 and 56–59

Peacebag – <http://peacebag.org/articles/toolkit-p4-conflictnaly.html#tree>

Checklist of issues to cover under this key question

- Are there norms relating to masculinity or femininity which drive conflict in this context?
- Does the gap between gender norms and what men, women and SGMs actually do drive conflict 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 conflict?
- Are there structures and institutions at the local, national and/or international level which reinforce or challenge norms that contribute to peace?

SUGGESTED TOOLS

Exercise 8: Gender norms – drivers of conflict or peace? As has been emphasised throughout this toolkit, norms that define what it means to be a ‘real man’ or a ‘real woman’ can drive conflict, whether or not those norms are reflected in people’s actual behaviour. This tool 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 conflict and insecurity.

Exercise 9: 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 conflict, 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.

Exercise 8: Gender norms – drivers of conflict or peace?

Objective	To understand how norms, and differences between norms and behaviours, can either drive conflict or contribute to peace.
Timing	Approximately 2 hours.
Preparations	Flip chart paper, pens, notes from Exercise 4: Gender norms vs behaviours and Exercise 6: Peace and conflict: gender roles and impacts .
How to run the exercise	<p>It may be useful to put the notes from Exercises 4 and 6 up on the wall, if possible, so they are easy to refer to.</p> <p>Draw up a table on the flipchart with three columns, as in table 3 below. 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 4: 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"> ■ Does what society requires of men/women drive conflict in your community? ■ Does the gap between what society requires and what men/women/SGMs actually do drive conflict in your community? ■ Does what society requires of men/women contribute to peace in your community? ■ Does the gap between what society requires and what men/women/SGMs actually do contribute to peace in your community? <p>If people find it difficult to make the links between gender norms, conflict and peacebuilding, it may help to offer some examples from other contexts, such as those in the Introduction, pages 4–5, and talk these through.²</p>

<p>How to run the exercise <i>continued</i></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>
<p>Issues to be aware of</p>	<p>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.</p>

During the testing of the toolkit in Moroto, there was not time to run this exercise in this format. With civil society activists, we took the findings from **Exercise 3: Understanding masculinity and femininity** and **Exercise 6: Peace and conflict: gender roles and impacts** and put both up on the wall. The research team asked participants to look at the information they had given in these exercises and discuss how the roles that men and women were playing in conflict and peacebuilding might relate to the norms they had described. This discussion was then recorded in note form.

Table 3 below gives a few examples of what might have come out of this exercise in Moroto, using data gathered from running the same two exercises with community members.

As the table overleaf demonstrates, gender norms, and the gaps between norms and behaviours, did appear to be driving some conflicts in Moroto and preventing others – particularly those within and between families. However, with other types of conflict, including those relating to land and extractive industries, gender norms were not found to be underlying causes, although some were exacerbated by the emasculation of (particularly young) men, and conducting a gender analysis also helped to identify the different gendered roles and impacts of these conflicts.³

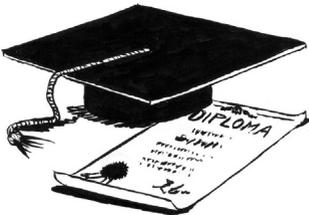
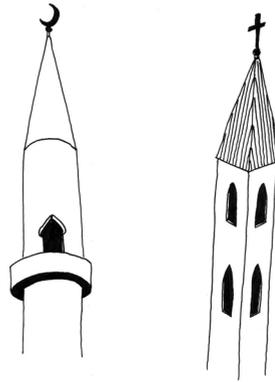
**Table 3: Gender norms – drivers of conflict or peace?
Examples from Moroto**

Norm and behaviour	Driver of conflict?	Driver of peace?
<p>Norm: A real man owns cattle – the more the better – and a young man spends his time herding them.</p> <p>Behaviour: Numbers of cattle in Karamoja have been vastly depleted in recent years, meaning many men own very few or none at all.</p>	<p>The fact that this norm has been slow to change despite the scarcity of cattle has meant that some men are reluctant to take up ‘women’s work’ such as agriculture. These men tend to sleep under a tree all day instead of working, which creates conflict between them and their wives, who are usually working hard.</p>	<p>The fact that there are not enough cattle (in addition to widespread disarmament) means there is much less cattle raiding than before. The fact that some community members believe men who are doing ‘women’s work’ can be respected suggests this norm is contested. If the norm is shifting, this would bode well for peace, although many believe that these men are not respectable, and so it is not clear that this is the case.</p>
<p>Norm: A real woman is fully married – that is, her husband has paid the full bride price for her.</p> <p>Behaviour: Men often cannot afford to pay the full bride price, meaning the couple is not fully married.</p>	<p>Men taking other men’s wives away from them by paying the bride price that their husband could not pay creates conflict between families.</p>	<p>For women, not being fully married can help them avoid violence, as it means they can leave an abusive husband. However, this means losing access to their husband’s land, and their families may not accept them back.</p>

Exercise 9: Gendered institutions and structures

Objective	To analyse how different institutions and structures within the society either reinforce or challenge gender norms which drive conflict.
Timing	Approximately 2 hours.
Preparations	<p>Flipcharts, pens, Post-it notes, pictures on pages 22–23 (you may want more than one copy of each).</p> <p>Additional copies of the pictures are available for download at www.saferworld.org.uk/resources/view-resource/1076-gender-analysis-of-conflict</p>
How to run the exercise	<p>For this exercise, choose one norm – relating to masculinity or femininity – which your analysis suggests is particularly important in driving conflict (you will be able to repeat the exercise later with a different norm if you want to).</p> <p>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 in the middle of the page.</p> <p>Ask participants to think about what institutions or structures in the society reinforce that norm. These could be groups or organisations, laws or processes; for example:</p> <ul style="list-style-type: none"> ■ Education systems (could be the way behaviour in class is rewarded, or the curriculum itself) ■ Laws, e.g. on child custody, use of violence, discrimination ■ Development, humanitarian or peacebuilding programmes ■ Statements or propaganda from political leaders ■ Military or security institutions, or non-state armed groups ■ CSOs

<p>How to run the exercise <i>continued</i></p>	<p>The pictures on pages 22–23 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.</p> <p>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 on pages 22–23.</p> <p>Then, ask participants to think about which institutions and structures in the society challenge that norm. 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.</p> <p>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.</p> <p>Finding the links between different factors in this way should help to identify which institutions and structures are most influential in reinforcing the norm in question.</p>
<p>Issues to be aware of</p>	<p>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. These are discussed further in section 5.</p>



NOTES

- 1 See Moser A (2005), 'Peace and conflict gender analysis: Community-level data from the Solomon Islands', p 3.
- 2 See also similar examples from Conciliation Resources (2015), 'Gender and conflict analysis toolkit for peacebuilders', pp 46–49.
- 3 For more detail, see *op cit* Saferworld and Uganda Land Alliance (2016).