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Gender sensitive Stakeholder Analysis

Identifying the actors relevant to the programme, taking into account their perspectives and social role

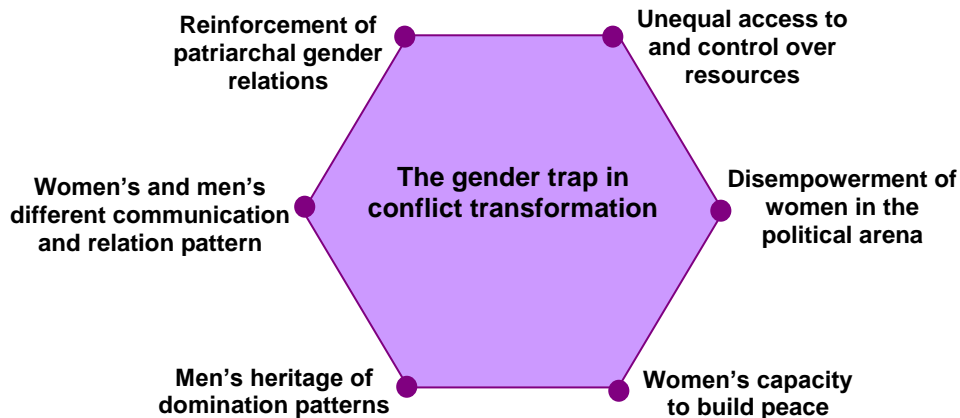**Integrating a gender perspective into the stakeholder analysis**

1. Focus: Basic concept - six assumptions

It's common sense that every cooperation programme should be carried out in a gender-sensitive way. We thus have to ensure that the specific needs and interests of women and men are also incorporated in the analysis of the programme stakeholders. A gender-sensitive stakeholder analysis in conflict situations takes into account the following issues:

- **Reinforcement of patriarchal gender relations**
  As a matter of fact, the common pattern of international cooperation is dominated by patriarchal gender relations, even when the declarations and gender mainstreaming efforts advise a different way of thinking and implementing programmes. Up to now only few women occupy executive positions in national and international institutions that are engaged in conflict transformation. Patriarchal gender relations are often reinforced and institutionalised in conflict situations, thereby resulting in deterioration in the status, the rights and the access to resources of women and female children. The most common and strong expression of patriarchal gender relations is the ignorance or denial of women as victims of violence and exclusion.

- **Unequal access to and control over resources**
  Access to and control over resources[1] largely depends on the existing distribution of power and ownership and is defined according to various exclusion criteria. One of these exclusion criteria is gender: rights of access to resources, voice, informed participation and ownership often discriminate against women.

- **Disempowerment of women in the political arena**
  The denial of access to and control over resources form a barrier that hinders especially women from participating in the social, political and commercial life of their community. This exclusion prevents women from participating in the political arena.

- **Women's capacity to build peace**
  Women tend to be excluded from informal and formal peace negotiations. Yet there is a long history of women's participation in efforts to minimise hostility and begin reconstruction. Participation of women in the peace process can contribute significantly to the maintenance and promotion of peace and security. Without an explicit gender equality focus, cooperation programmes may fail to gain from women's contributions – both formal and informal – in the reconstruction of their societies.

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[1] The term *resources* refers, first, to material aspects such as access to basic services and economic opportunities. Second, the term also includes freedom, respect and recognition, voice, participation and rights.

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- **Men's heritage of domination patterns**
  Due to education and over arching value systems, men may be bound to attitudes and behavioural patterns that lead to domination and violence against women and men. In specific circumstances these domination patterns are reinforced by the gender dynamics and expectations of women.

- **Women's and men's different communication and relation patterns**
  Research evidence indicates that women and men communicate and shape social relationship in different ways in a given cultural context. Cooperation programmes tend to ignore such differences because of time pressure and by standardizing their procedures and aligning them to "international principles of cooperation" that exclude gender sensitive ways of perception and doing things. Therefore, the different ways of perceiving, communication and acting are not validated as a potential of conflict transformation processes.

Reinforcement of patriarchal gender relations — Unequal access to and control over resources — Women's and men's different communication and relation pattern — **The gender trap in conflict transformation** — Disempowerment of women in the political arena — Men's heritage of domination patterns — Women's capacity to build peace

2. Procedure

By using the following checklist, we may incorporate the gender issue into a stakeholder analysis as a basic requirement of a sound cooperation programme.

Tool	Gender Check
A) Stakeholder Mapping	Are we aware of behavioural patterns, interests and influencing power that imply gender issues? Do we make visible specific gender issue by differentiating between men and women? Do we make out specific gender actors that are hindered from participating in the social, commercial and political life of their communities and in public debate? How would the stakeholder map look if we draw the actors in regard to their gender-sensitivity?

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B) Stakeholder Profiles	Are we aware of different incentives for men's and women's behavioural pattern? (see: the above mentioned six assumptions) Do we identify actors with specific gender attitudes, expectations and potentials for conflict transformation? To what extent the stakeholders are able to address gender issues in a comprehensive way that take into account conflict transformation and peace building that incorporate men and women? Do we take into account the cultural heritage of gender profiles? Do we profile the potential of gender differentiated relations and alliances as dividers and connectors? What is our own gender profile?
C) Stakeholder Positioning	How do we find out about the stakeholder's position considering gender issues? Do we know why specific stakeholders push the issue and what their assumptions are? (Compare their assumptions with the six assumptions above.) What is their influencing power in gender issues? Do we make out stakeholders that are particularly opposed to / open to gender issues? Do we build up our own capacity to shift and transform gender relations?
D) Stakeholder Screening	What are our criterias to screen and select our partners? Do we have a clear picture about the experience in gender issues and relation power of the stakeholders involved in the programme? Have we identified potential partners that could support the programmes specific gender activities? Are we aware of the potentials of gender difference and are we well prepared do put forward the issue and foster dialogue? Do we think about with what resources, approaches and tools we could support constructive gender dialogue? Are we prepared to adapt ourselves and our procedures to gender issues and gender dialogue?

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