Sida has a multidimensional approach to poverty. This document presents questions that help understand the four dimensions of poverty and the four context areas, captured in Dimensions of Poverty. The questions are mainly intended to analyse multidimensional poverty or to update an existing analysis, but can also be used when assessing the relevance of a contribution, as a basis for field visits, for policy dialogue, or to guide an evaluation. The questions are neither compulsory, nor comprehensive, and they need to be adapted to the specific context.

When you make an analysis of multidimensional poverty, use these guiding questions together with the Guide on How to Conduct an MDPA and the MDPA Analytical Guide. The Menu of Indicators can be helpful in answering the questions in this document. However, the indicators should be complemented with other relevant sources of information, not least country specific sources including studies and reports that present the perceptions of women and men, boys and girls living in poverty. In addition, applicable Thematic Poverty Briefs could also be useful for more in-depth support within a certain thematic area or perspective.

Box 1: Points of departure
The central point of departure for the MDPA is identifying and analysing the different interests, needs and preconditions of people living in poverty. Therefore, “who” in this document refers to all women, men, girls and boys, as well as non-binary persons living in poverty. Their situation is likely to differ depending on sex, age, gender and transgender identity or expression, sexual orientation, disability, ethnicity, and religion or other belief. Discrimination may be based on these grounds and others such as language, political and other opinion, and birth or other status. There may also be differences based on location (rural/urban or geographical location etc), socioeconomic status and other factors. The situation could also differ between members of the same household or unit of analysis. The different needs and preconditions for different groups need to be taken into account for each of the question below.¹

¹ Further guidance for a Human Rights Based Approach is available on https://www.sida.se/English/partners/methods-materials/human-rights-based-approach-at-sida/ and for further guidance on gender analysis, we refer to Sida’s Gender toolbox https://www.sida.se/English/partners/methods-materials/gender-tool-box/ and the thematic poverty brief Gender Equality and Dimensions of Poverty.
Both risks and trends can have an impact on people living in poverty and their possibilities to find pathways out of poverty depending on their vulnerability to future uncertainties. Analysing the dynamic nature of development and incorporating risk into the analysis becomes thus a natural part of conducting an MDPA. The risk analysis is part both of the different dimensions of poverty at individual level and of the context analysis, with implications for people living in poverty.

Risks and shocks related to different dimensions of poverty at the individual or household level: What are the most common risks affecting households living in or near poverty? What effects do these risks and shocks have on poverty? What coping mechanisms are households and people using to mitigate these risks?

Risks and trends at the community or national level as a part of the context analysis: How is the development landscape expected to change in the years to come? How fragile is the development and what risks might impact the outcome?

Linking risks identified in the context analysis back to the dimensions of poverty: What are the links from trends and possible shocks in the development context to people living in poverty? What dimensions of poverty are likely to be affected? Who is vulnerable to these changes?

Box 2: Risks in MDPA

1. The four dimensions of poverty

The guiding questions help understand poverty in the four dimensions [resources, opportunities & choice, human security and power & voice], and thereby to identify who is poor and how by asking the following questions: who lacks resources, who lacks opportunities, who is insecure, and who lacks power. One dimension could also explain why poverty is manifested and thereby explain a deprivation in another dimension.
1.1 Resources

Living in poverty in terms of resources means not possessing or having access to, or power over, resources that can be used to sustain a decent living standard, meet basic needs and improve one’s life. The resources that you need and possess are likely to differ depending on gender, age, where you live etc. Resources can be both material and non-material: a decent income or physical and human capital, such as being educated, literate or having professional skills, being healthy, having access to information, information and communication technologies (ICTs) such as a mobile phone or the internet, agricultural tools or a cart to transport goods. This dimension contains several human rights, mainly social and economic rights, such as the right to an adequate standard of living (which includes housing and food) and the right to security in the event of unemployment, sickness etc., and freedom from discrimination.

**Guiding questions:**

- How do people living in poverty themselves describe their livelihood situation, where they derive their income from, what resources that are important to them?
- Who is at risk of losing their livelihood or income?
- Who does not have enough source of livelihood or income (e.g. income etc.) to bring themselves (and their dependents) out of poverty? Is it caused by low productivity, lack of employment or due to gender norms (self or wage employment, formal/informal) or other sources of income (e.g. remittances, government transfers, rents)?
- Who does not have sufficient skills to be productively employed?
- Who lacks other material resources – dwellings, livestock/poultry, etc.?
- Who lacks other material resources to access information (e.g. ICTs such as computers, mobile phones and Internet, radio and television)?
- Who lacks resources to access key natural resources and/or ecosystem services (water tenure, energy etc.)?
- Who is dependent on natural resources for their living?
- Who is impacted by corruption for access to, or power over their resources?
- Who is not physically and mentally able to work and/or attend school?
- Who is not in good health (including sexual and reproductive health)?
- For whom is the nutritional status poor (in particular girls and boys under 5)? Who is under-nourished/malnourished?
- Who is at risk of becoming ill? Who is exposed to different health hazards (environmental/pollution related diseases; Sexually Transmitted Infections, including HIV; dependency on drugs/alcohol/tobacco etc.)?
- Who is working unpaid, e.g. care/household work – at home and in the community? Division of time spent between productive employment and unpaid work? Who cannot spend time on leisure/play?
- What type of resources do people living in poverty consider to lack when asked?
- What coping strategies are people and households applying in response of shocks? E.g. loosing or selling assets in order to cope in response of shocks, taking children out of school?
- Who is not sufficiently skilled to be productively employed?
- Who lacks other material resources – dwellings, livestock/poultry, etc.?
1.2 Opportunities and Choice

Being poor in terms of opportunities and choice refers to lacking possibilities to develop and/or use existing resources to move out of poverty. Opportunities and choice will differ depending on gender, age, where you live etc. Opportunities might differ for different situations, for instance female or child managed households. Access to productive employment, education, health clinics, infrastructure, energy, markets and information affects the choices available and opportunities to escape from poverty. This dimension contains several human rights, mainly social and economic rights, such as the right to health and education, and freedom from discrimination. Also the right to get access to information.

Guiding questions:

- Who is at risk of losing their employment?
- Who is unemployed and underemployed?
- Who is working poor?
- Who is unable to understand and assess information and disinformation (literacy, including digital)?
- Who does not have access to the regular labour market?
- For whom is productive and decent employment not available and why?
- Who does not have access to markets in such a way that it improves their livelihoods?
- Who is allowed to own and/or inherit land or property such as real estate?
- How do people living in poverty describe their opportunities to move out of poverty? What choices do they see?
- Who has not access to and can afford health care and/or health insurance? Access to sexual and reproductive health; mental health services?
- Who has not access to social protection services, including child care (which services are available, affordable and for whom)?
- Who is excluded from household census and populations statistics?
- Who has not permission for legal stay?
- Who has not the choice to migrate?
- Who has not access to mobility or migration, or is restrained from mobility?
- For which groups in society is quality education (primary, secondary, tertiary, vocational training) not accessible and affordable?
- Who does not have access to necessary infrastructure (sanitation systems, roads, electricity, ICTs etc.)?
- Who does not have access to necessary ecosystem services (water, food, raw materials and medicinal resources etc.)?
- Who has not access to financial services (such as loans, insurances and savings products) through formal, semi-formal or informal institutions?
- Who does not have access to information (online and offline), where information is available?
- Who is unable to understand and assess information and disinformation (literacy, including digital)?
- What type of resources do people living in poverty consider to lack when asked?
- What coping strategies are people and households applying in response of shocks? E.g. loosing or selling assets in order to cope in response of shocks, taking children out of school?
1.3 Power and Voice

Being poor in power and voice relates to not being able to articulate one’s concerns, rights and needs in an informed way, and to participate in decision-making affecting these concerns, rights and needs inside the household, in local communities and at sub-national and national level. These abilities will differ depending on gender, age, gender identity, ethnicity, disability etc. Power is a relational concept that allows us to better understand political and socio-cultural hierarchies and relations of gender and for example religion, ethnicity, caste and sexual orientation. Gender and other forms of discrimination and violations of human rights are important aspects when analysing this dimension. Reinforcing forms of discrimination based on political and socio-cultural relations may increase an individual’s poverty in this sense. The dimension concerns human rights with a particular focus on political and civil rights, such as the right to vote and the right to freedom of expression, association and assembly.

Guiding Questions:

Who does not have voice and space to participate – directly or through representation - in decision-making processes at national, sub-national and community level?

Who is subject to discrimination (gender and other forms of discrimination) and exclusion?

Who exercises power within the household? Power over their own body, power in the household, possibility to divorce/leave the household/family/community? Who makes decisions and about what?

Who is not able to participate in public life, including work outside the home/household?

How do people living in poverty themselves describe their power and voice in society, and at home?

Where do people living in poverty feel excluded, where do they feel included?

Do people living in poverty see themselves as part of decision making bodies at communal level?

Who does not have access to justice and legal services, formal and informal?

Who does not have access to mechanisms and institutions where public officials can be held accountable for their performance and use of public resources, including service delivery (including formal institutions with oversight mandate including control of power, e.g. anti-corruption authority, parliament and sub-national councils, but also informal and social institutions)?

Who is subject to discrimination (gender and other forms of discrimination) and exclusion?

Who does not have access to media and information (online and offline)?

Who affected by intentional internet and mobile service shutdowns and in what ways do the shutdowns impact their possibility to express their voice?

Who does not have access to grievance mechanisms that offer a means of access to remedy for people who have suffered human rights violations, at country level? (Such as National Human Rights Institutions and ombudsmen, and at regional and international level (UN and regional Human Rights Systems.)

Who has not power to influence at the workplace e.g. in terms of conditions, safety, labour rights and addressing sexual harassment?

Who does not have access to open civic space (online and offline), including civil society where it is possible to organise, participate and communicate without hindrance, to claim human rights and influence decision-making?
1.4 Human Security

Being poor in terms of human security means being exposed to violence and insecurity that also constrain different individuals’ and groups’ possibilities to exercise their human rights and to find paths out of poverty. Generally, people already living in poverty or deprivation in other dimensions are worst affected by conflict and insecurity. Besides the obvious harm and trauma that insecurity and violence cause, it also has other severe effects that deprive the lives of women, men, girls and boys. Being poor in terms of security often contributes to increased poverty in other dimensions of poverty. This dimension captures human rights such as the right to security and freedom from torture or cruel, inhuman or degrading treatment or punishment.

Guiding Questions:

- Who is affected by armed conflict or the risk thereof? If applicable, are internally displaced persons particularly exposed to violence or tension thereof?
- Who feels the violence?
- Who is affected by violence against children? What forms of violence (physical and humiliating forms of punishment, sexual abuse and exploitation (online and offline))?
- Who is targeted or threatened with deadly violence?
- Who is physically, psychologically or emotionally hurt in the long-term through experience of violence?
- Who lives under credible threat of violence?
- Who is not considered to be safe in the community when women, men, boys and girls living in poverty are asked?
- Who is subject to various forms of harmful practices (child marriage, FGM, etc)?
- Who is affected by gender-based violence online and offline (physical, psychological and sexual violence), including intimate partner violence?
- Who is affected by violence, or the risk thereof?
- Who is affected by abduction and trafficking?
- Who is physically, psychologically or emotionally hurt in the long-term through experience of violence?
- To what extent is violence, or risk of being subject to it, limiting the choices and possibilities of people living in poverty to exercise their human rights, including livelihood opportunities?
- How do people living in poverty themselves describe how violence and conflict impacts on their lives?
- Who is not considered to be safe in the community when women, men, boys and girls living in poverty are asked?
- Who has access to adequate information about the conflict situation?
- Who has not access to preventive measures, reporting mechanism and response services of various forms of violence and the right to claim accountability and access to justice?
- Who is affected by intentional internet and mobile services shutdowns and in what ways do the shutdowns impact their security?
- Who is not considered to be safe in the community when women, men, boys and girls living in poverty are asked?
- Who does not have access to preventive measures, reporting mechanism and response services of various forms of violence and the right to claim accountability and access to justice?
- Who is facing risks of insecurity caused by a growing competition over natural resources?
2. The development context

To understand and explain the causes of poverty, the opportunities to move out of poverty, and the main risks that could aggravate poverty, it is important to understand the context in which women and men, girls and boys live. Sida analyses the development context along four areas: (i) The political and institutional context; (ii) The social and economic context; (iii) The environmental context; and (iv) The peaceful and conflict context.

2.1 Political and Institutional Context

The political and institutional context refers to formal and informal political institutions, norms, relations of power, the rule of law, and human rights. The roots of poverty can often be traced to unequal power relations and lack of voice for different parts of the population.

Guiding questions:

- To what extent are general elections free and fair? Is the integrity and quality of the electoral process at national and sub-national levels guaranteed for people living in poverty?
- Are there political parties? Do they mobilise around issues, along ideological lines or something else? Do they foster collective action? Is there coalition building? Do they represent people living in poverty, or defend their interests?
- To what extent is there separation of powers between the executive, legislative and judicial branches of government? What checks and balances are not in place? What implications does it have for people living in poverty?
- Are there national parliament and councils at sub-national level? How do they function in relation to people living in poverty?
- Are the functions, mandates and responsibilities of executive government at national level and authorities at sub-national level clearly stipulated?
- To what extent are public institutions and administration inclusive, accountable, transparent and effective? Do public institutions at national and sub-national level have the capacity and resources to deliver adequate public services to people living in poverty? Are public institutions able to function autonomously in relation to political economic interests and are they protected from elite capture? Are public servants employed based on qualifications and merits?
• What political institutions are ‘in the driving seat’ of the development and poverty reduction agenda and what major reforms have they committed to undertake? What is their capacity to fulfil their agenda? What are their challenges?
• Are there risks for violence linked to political, religious or ethnic dividers in society? What roles does state actors like the military, police and security agencies play and how does that affect people living in poverty?
• How does an accelerated decline of democracy or a risk of democratic decline affecting people living in poverty (if applicable)?
• How does the formal justice system function for people living in poverty? Is the rule of law a principle of governance and is it upheld throughout the justice system?
• Is there an informal justice system and how does it function for people living in poverty? Are there parallel structures of formal and informal, including customary, law in (certain parts of) the country?
• Is the national legal framework consistent with international human rights norms and standards? Do public institutions have the capacity to implement the laws?
• In what way are violated human rights (if any) affecting people living in poverty – offline and online? What are the risks for a declining human rights situation for people living in poverty?
• What legal status and level of rights do migrants, refugees and displaced persons have? How are stateless or undocumented persons treated?
• Does the country have any gender or other forms of non-discrimination law, including personal status law? What legal grounds of discrimination are covered by the law prohibiting discrimination? Is the legislation implemented and effective in practice? Is there informal discrimination and why – on what grounds? What implications does it have on people living in poverty?
• What are the key legal policy gaps in the country in relation to people living in poverty?
• Are there independent complaints mechanisms that address human rights violations, such as National Human Rights Institutions, ombudsmen and to what extent are they well-functioning?
• Are there other functioning mechanisms for rights holders to hold duty bearers to account, at national, sub-national and/or local level? If so, which ones? How do they fail?
• Are there adequate and effective mechanisms to control corruption, including anti-corruption authority, commitments to transparency standards and checks and balances (through media and civil society etc.)?

2 For instance, what human rights treaties has the state signed or ratified? Useful information about the human rights situation in the country is available from the UN human rights monitoring mechanisms, e.g. conclusions and recommendations from the treaty bodies that monitor implementation of international human rights treaties and the Universal Periodic Review. Useful information is also available from the regional human rights system.
Social and economic context includes the size and growth rate of the economy, the key macroeconomic variables, fiscal policy, market development, labour market, structure of the economy and exports – use and dependence on natural resources – education system, health system, and demographic developments – age distribution and divides, ethnic differences, gender gaps and dynamics. Economic incentive structures (taxes, fees, subsidies, payment for ecosystem services), allocation of financial flows, and accounting methods and reporting – all play a key role for determining whether or not the economy is socially inclusive and environmentally sustainable. The size of the economy, the growth rate, the structure of the economy as well as resource distribution and use directly affect women, men, girls and boys living in poverty in terms of livelihood opportunities, access to and quality of social services, and infrastructure.

**Guiding questions:**

- What are the levels and trends of growth in the country and how are they related to the performance on poverty? Is the economy growing sufficiently fast to contribute to increased income per capita, i.e. over and above the estimated growth of the population? In relation to gender equality?

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**2.2 Social and Economic Context**

*Social and economic context* includes the size and growth rate of the economy, the key macroeconomic variables, fiscal policy, market development, labour market, structure of the economy and exports – use and dependence on natural resources – education system, health system, and demographic developments – age distribution and divides, ethnic differences, gender gaps and dynamics. Economic incentive structures (taxes, fees, subsidies, payment for ecosystem services), allocation of financial flows, and accounting methods and reporting – all play a key role for determining whether or not the economy is socially inclusive and environmentally sustainable. The size of the economy, the growth rate, the structure of the economy as well as resource distribution and use directly affect women, men, girls and boys living in poverty in terms of livelihood opportunities, access to and quality of social services, and infrastructure.

**Guiding questions:**

- What are the levels and trends of growth in the country and how are they related to the performance on poverty? Is the economy growing sufficiently fast to contribute to increased income per capita, i.e. over and above the estimated growth of the population? In relation to gender equality?
• Is growth low overall, or is it the case that growth is not inclusive enough? What is the role of average welfare gains vis-à-vis distributional changes in reducing poverty? For example, is high growth combined with highly regressive fiscal policy and highly unequal provision of public goods and services; is there narrow-based growth in a resource rich low-income country?

• What are the expected climate impacts on economic development? How does it affect different groups and income segments, regions and economic sectors (e.g. labour productivity, agricultural production, consumption prices, direct and indirect costs of damages of investments etc.)? What is the distribution of growth, by sector, spatial patterns, ethnicity, etc.? What are the nature of and opportunities for the middle class, or is growth and employment mainly driven by the elite?

• Are there any risks for future sustainable and inclusive economic development? Depletion of natural resources, climate related natural disasters/risks unsustainable debt burden, lack of competitiveness etc.

• What is the role of labour vs. non-labour income in explaining poverty reduction and changes in inequality?

• What is the structure of the labour market (sectoral, gender, age, regular and irregular migrant labour, any segregation etc.) and in which segment of the labour market are people living in poverty working?

• What is the prevalence of forced labour, modern slavery? Exploitation of certain groups, such as seasonal migrant workers? Prevalence of child labour?

• What are the opportunities and challenges for productive employment? Who are likely to experience upward or downward mobility? What are the determinants of mobility?

• What kind of government supported social security programmes exist? What is the role of social networks and informal safety nets? Are functional child protection systems and social protection systems (including for child care) in place?

• Is the economy in balance without excessive rates of inflation, trade deficits, and/or other imbalances that may trigger acute economic crises?

• What is the fiscal situation? Is the government able to finance its budget, including social spending and infrastructure investment? Is gender budgeting practiced? What does the expenditure pattern look like? Reasonable levels when compared to other countries and in relation to the identified binding constraints? What is the level of debt and the associated expenditure for interest payments?

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3 In a country where growth is generally low across most sectors and regions, a greater focus on the constraints to aggregate growth would be justified. Conversely, in a country where growth is respectable but poorly shared, a greater focus on distribution and factors influencing outcomes for specific groups, sectors, regions etc., in addition to the constraints to more broad-based growth, would be merited.
• How is the education system organised and resourced and does it reflect current and future skills needs? Is the education system sufficiently resourced to be able to provide quality and inclusive education to meet the needs of the population? Does the education system provide pupils with digital skills, including digital literacy and resilience to withstand disinformation (online and offline)? Are foreign born persons educational qualifications recognised or transferred?
• How is the health provision organised and resourced and adequately distributed within the health care to meet the needs of the population? Private and/or public? Is it sufficiently resourced to provide quality and inclusive health care, including SRHR service, that meet the needs of the population?
• How does internal and international migration affect demographic trends and development planning?
• How does remittances influence development dynamics in the country? Does it have a positive or negative impact on equality, conflict dynamics, etc?
• How is digitalisation affecting the economy, the human rights situation and those living in poverty? What opportunities and what challenges does digitalisation cause? For example new and lost job opportunities – and for whom? Is digitalisation enabling the exercise of human rights or circumventing human rights?
• How is the aspects related to economic incentive structures [taxes, fees, subsidies, payment for ecosystem services], allocation of financial flows, and accounting methods and reporting, being addressed in regards to climate change and the need for a paradigm shift? How does the cost of adaptation to climate change affect the economy?
• How is the economy taking into account the need for adapting to a changing climate?
2.3 **Environmental Context**

*Environmental context* includes, firstly, the need to understand the environmental situation, trends of natural and environmental resource use and loss of biodiversity, climate change impacts and the consequences of this in the country or region. Furthermore, what are the causes and drivers of environmental degradation and over extraction of resources Secondly, it includes understanding the use of, and dependency on, natural resources and ecosystem services for livelihoods and economic growth, focusing on the women, men, girls and boys living in poverty from individual/household level to the wider macroeconomic level. Thirdly, it includes identifying risks and vulnerability, as people living in poverty, tend to be more vulnerable to environmental risks and degradation, such as droughts, floods, water scarcity, land degradation, overgrazing, health problems due to agro-chemical exposure, etc.

**Guiding Questions:**

- What are the main environmental resources in the country? Are they used in a sustainable way? Any geographical differences?
- What are the climate change projections when it comes to rainfall, droughts, extreme weather events etc.? What are the climate risks in areas where the people living in poverty live and how does climate risks affect women, men boys and girls?
- What are the major land uses (agriculture, forestry, mining etc.)? Who owns and uses the land (men, women, etc)? What are the deforestation rates? Level of degraded land? Level of water stress? Wetland and coastal degradation trends?
- What are the trends for biodiversity and ecosystem services?
- What are the major land uses (agriculture, forestry, mining etc.) and their share of country/regional GDP? What are the projections for natural resources based growth?
- Can the current legal frameworks, regulations, and institutions ensure a sustainable management of natural resources regulatory system? Which problems exist?
- If available, what are the costs from environmental externalities [% of GDP] from degradation and depletion of the environment and of natural resources? How do they compare to other countries and how are they connected to the economic structure of the country (high dependence on heavy industry or natural resource extraction)?
- What are the main environmental challenges and risks given the environmental situation in the country?
- Has the country/region been affected by major natural disasters or climatic events leading to internal or external migration?
- Is internal migration practiced as a mitigation to environmental degradation?
- What is the level of capacity, preparedness and effective coping strategies i.e. adaptation capacity for shocks due to environmental degradation and climate change of the country at large, including for different regions and populations groups? Any gender gaps?
2.4 Peaceful/Conflict Context

The peace and conflict context refers to factors such as social cohesion, trust, conflict resolution mechanisms, justice, and arms control on the one hand and violence, tensions, grievances (real and perceived) and conflicting interests on the other. An ongoing – or a possible outbreak of – armed conflict will have consequences for people’s possibilities to escape poverty. People already living in poverty are generally more vulnerable to conflict and violence. It is important to consider how local, national, regional and global patterns of violence, conflict and fragility influence the different dimensions of poverty for different groups. Conflicts and insecurity can for example reduce access to education, health and markets as well as participation in societal decision-making and access to information online and offline. It is important to keep in mind that development in itself can be a conflict-ridden process.

Guiding questions:

- What are the social dimensions of sustainability related to environmental risks? Examples: resource access and use rights, inclusion and agency, inequitable impacts of pollution (e.g., environmental, justice), corruption/lack of transparency and accountability in environmental management as well as conflicts related to natural resource use.
- What are the key health risks and other risks related to climate and environmental developments for people living in poverty? How do the risks cause a threat to economic activity for people living in poverty for SMEs? For gender issues/gender relation?
- How do environmental degradation and climate change affect communities’ health and wellbeing (e.g. illegal pesticides, burning of electronic waste and batteries to recover precious metals, the use of mercury in artisanal mining etc.)?
victims of conflict and violence? Do women, men boys and girls have access to those services and mechanisms?

- What underlying drivers of conflict and obstacles for a peaceful development (governance, discrimination, lack of opportunities, gender inequalities and gender norms, intercommunal tensions, competition over natural resources, primary commodities, macro-economic vulnerabilities etc.) are or may result in tensions and conflict in the country?
- What are the drivers and key factors for a positive peaceful development?
- What are the general norms and attitudes in society towards violence and gender based violence and violence against children? Have gender roles and norms changes as a result of tension and conflict? If so, what is the affect women, men, boys and girls?
- What is the situation regarding women, peace and security in the country (prevention and negotiation)? Does the country have an action plan for Resolution 1325 on Women, Peace and Security, Security Council Resolution 1325? Is it being implemented and how are women involved?
- What is the situation regarding children and armed conflict in the country? Does the country have an action plan for the UN Security Council Resolution 1261 on children and armed conflict which condemns the targeting of children condemned the targeting of children in armed conflict including the recruitment and use of child soldiers.
- How have the levels of organized crime, corruption and violence developed recently?
- What is the prevalence of forced labour and/or modern slavery?
- How has the internal displacement situation or refugee influx/outflow (if applicable) developed over the past year? How is it expected to evolve over time? What are the preconditions for return, reintegration and durable solutions?
- Are there indications that group-based inequalities result in dividends, creating current or emerging patterns of violence and fragility? Do regional imbalances, existing or constructed ethnic, economic and social divisions, increasingly cause violence?
- Is violence or the effects of climate change and other types of environmental degradation likely to force people to migrate within or outside of the country?
- What are the links between environmental/climate context and conflicts? Natural resources (minerals/oil, illegal wildlife trade/poaching, forest products etc.), as source of income for conflict groups? Is climate change aggravating tensions and vulnerability?
- Is internet and mobile services being shut down, perhaps with the argument to prevent social instability? Is disinformation being spread, by whom, for which purposes and how is it affecting conflict?
- Are human rights, such as the rights to information, assembly and protest, being curtailed, perhaps with the argument to maintain stability? What are the consequences for peace and conflict?