

# Gender Mainstreaming Made Easy Volume II

## Resource Handbook for All Staff







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# **Gender Mainstreaming Made Easy Volume II**

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## **Gender Mainstreaming Made Easy Volume II. Resource Handbook for All (Programme and Operations) Staff**

United Nations Development Programme (UNDP)

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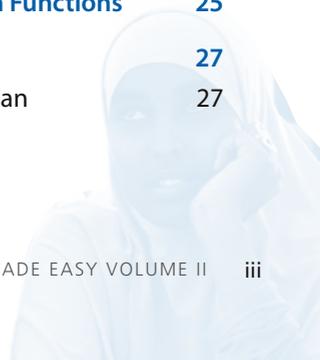
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# Foreword

It is with great pleasure that we publish the second volume of UNDP Somalia's '*Gender Mainstreaming Made Easy*' handbook.

Much has changed in the country since the first gender training for programme staff was conducted in 2012 and the complimentary handbook published in 2013. The long transitional phase ended in August 2012 with a new (provisional) Constitution, a new government and a new parliament in place. A significant milestone was reached on September 16, 2013, when a Compact for Somalia was endorsed by the Somali government under the New Deal framework. The Compact lays out the priorities for peace building and stabilization over the next three years. Gender has been mainstreamed within the Compact as a cross-cutting priority, requiring all key interventions to ensure equitable participation of women (and other marginalized groups) and to respond directly to the acute challenges contributing to sustained gender disparities across multiple sectors.

Despite these achievements there continue to be significant gender equality challenges. Women continue to be marginalized in almost all spheres of society despite their contributions to maintaining everyday life.

At the Country Office (CO) level, the attack on the UN compound in June 2013 occasioned a high turnover of staff at all levels. This transition, combined with continued efforts to build up an expanded cadre of Somali national staff, generated a need for further investment in overall programmes and operations staff capacity on institutionalizing gender equality in UNDP Somalia's work and environment. Additionally, in 2013 the CO embarked in the process of reviewing its business environment for responsiveness to gender equality by applying for the UNDP Gender Equality Seal certification. In the first round, the CO was awarded a Bronze Seal, and adopted a Gender Seal Action Plan, based on global UNDP guidelines, and aligned to the CO programmatic exercises. One of the key actions in the plan is to sustain capacity building for effective integration of gender into all CO programmes and operations.

Against this backdrop, tailor-made refresher and new gender trainings were designed and delivered to provide and equip all CO staff with fundamental principles of gender mainstreaming in the work place as well as concrete skills on integrating gender equality and gender issues into their day-to-day functions. The trainings held between May and June 2014, benefitted from tools and resources developed by the Gender Seal Team in New York for integrating gender into specific areas like HR and communications.

Like the first handbook, this second volume is aimed at enabling UNDP Somalia staff to refer back to contents and discussions undergone during the gender equality trainings. It builds upon and provides additional resources to the workshops and handbook “Gender Mainstreaming Made Easy”, developed in 2012. The tip sheets/tools presented in this handbook will inform UNDP Somalia’s everyday work, and should evolve, as organizational processes change, and as the experience in addressing gender issues in a systematic way brings in new perspectives, examples and data from staff and partners. It is therefore my recommendation and wish that experiences from the ground are constantly documented, integrated in the use of this handbook, and widely disseminated to the benefit of all.

I would like to thank all those individuals who were instrumental in the creation of the first and second volumes the Handbook. Victoria Nwogu, UNDP Gender Specialist, and her team facilitated the gender trainings and responded to staff requests to have the tools they had been introduced to at trainings presented to them in handy easy-reference formats as ongoing practical resource.

I would also like to thank all heads of units who showed exemplary leadership by encouraging their team members to participate in the training; and all staff who participated in the trainings for their useful contributions which have helped to refine and enrich the existing resources and improve their adaptability to the Somali context.

George Conway  
Country Director,  
UNDP Somalia



# Acronyms

<b>CO</b>	Country Office
<b>CPD</b>	Country Programme Document
<b>CSO</b>	Civil Society Organization
<b>DAD/MODIC</b>	Development Assistance Database
<b>FTA</b>	Fix-Term Assignment
<b>GE</b>	Gender Equality
<b>GES</b>	Gender Equality Strategy
<b>GTG</b>	Gender Theme Group
<b>HR</b>	Human Resources
<b>ITB</b>	Invitation to Bid
<b>M&amp;E</b>	Monitoring & Evaluation
<b>MoF</b>	Ministry of Finance
<b>NRA</b>	Non-Resident Agency
<b>PEP</b>	Pos-Exposure Prophylaxis
<b>PTA</b>	Parent and Teacher Association
<b>RFP</b>	Request for Proposals
<b>RFQ</b>	Request for Quotations
<b>ROAR</b>	Results-Oriented Annual Review
<b>UN RCO</b>	United Nations Resident Coordinator's Office
<b>UNCT</b>	United Nations Country Team
<b>UNDSS</b>	United Nations Department for Safety and Security

# Executive Summary of the All-staff Gender Mainstreaming Workshops – May/June 2014

The UNDP Somalia Country Office (CO) has made strides to ensure the gender mainstreaming strategy becomes a sustainable part of its work, through the adoption of one dedicated gender equality outcome and the institutionalization of gender equality in all results of its Country Programme Document (CPD, 2011-2015), as well as the continued investment in staff and stakeholder capacity. The CPD is complimented by a Gender Strategy (GES, 2012 – 2015), which provides a blueprint for achieving the proposed gender equality results.

In 2012, gender trainings for all programme staff were conducted and Gender Action Plans were jointly developed for each office. The tools and materials used in that training were thereafter compiled and published in a quick and easy reference Gender Mainstreaming handbook for all programme staff.

Additionally, in 2013 the CO embarked in the process of reviewing its business environment for gender equality and gender mainstreaming by implementing UNDP's Gender Seal recommendations. In the first round, the CO was awarded a Bronze Seal, and adopted a Gender Seal Action Plan, based on global UNDP guidelines, and aligned to the CO programmatic exercises. The aim of the CO is to achieve a Gold Seal in the next round of assessments, in July 2014.

However, since mid-2013, the office has suffered a high turnover of staff at all levels. This transition, combined with continued efforts to build up an expanded cadre of Somali national staff, generated a need for further investment in overall programmes and operations staff capacity on institutionalizing gender equality in UNDP Somalia's work and environment.

It is against this backdrop that tailor-made refresher and new gender trainings were designed and delivered to provide and equip programme/project officers and associates as well as operations staff in Nairobi and the sub-offices with basic skills on gender equality and gender issues in the work place as well as fundamental principles of gender mainstreaming and how they can be applied in their day-to-day functions. The highly participatory nature of the workshops offered staff the opportunity to evaluate the progress made since the adoption

of the 2012 Gender Action Plans, and to influence the processes leading to the review of the CO Gender Strategy and Country Programme Document, both due in 2015/2016.

The workshops were attended by all staff profiles in Garowe, Hargeisa and Nairobi. Attendance in all duty stations was proportionally higher among Operations staff than the attendance of Programmes staff, which was particularly low in Nairobi (6 men and 6 women). More men than women participated in Garowe and Hargeisa, in line with the staff breakdown by sex in those offices. A summary profile of the participants is available the table below, and a full list of participants in Annex I.

	All staff		Programmes		Operations	
	Men	Women	Men	Women	Men	Women
Garowe	26	7	9	4	7	1
Nairobi	25	31	6	6	28	31
Hargeisa	33	8	20	7	11	4
<b>Totals</b>	<b>84</b>	<b>46</b>	<b>35</b>	<b>17</b>	<b>46</b>	<b>36</b>

The evaluation of the workshops revealed that while participants of the Operations workshops felt the contents were the most relevant to their work, the participants in the Programmes workshops were the most satisfied with the activities' overall quality. The open comments frequently included gratitude to the Gender Unit and the facilitation team for organizing the workshops, and concerns related to the commitment of the CO to actually implement the recommendations arising from the groups of participants. The most negative remarks referred to the HRM contents discussed: a clear resistance to the gender parity policy was identified in a few evaluation questionnaires, in all three offices, especially with respect to the quotas to recruit women, and the lack of promotion opportunities in UNDP.

Volume I of this document reports on the workshops conducted for UNDP Somalia's staff during the months of May and June 2014 using a traditional training report format and language. It discusses the learning needs analysis, the design of the workshops strategy and materials, the definition of the training plans and methodologies for the various target groups, the effectiveness of the workshop sessions, the evaluations and feedback, and the lessons for future replication or adaptation. In total, five training programmes were designed and are described in Part I: (1) all staff sensitization session; (2) programmes staff

workshop; (3) operations staff workshop; (4) training of resource persons; and (5) sensitization session for the Office of the Resident Coordinator's Staff.

Volume II compiles the materials used during the trainings and the solutions and ideas proposed by the participants with respect to the various thematic contents, as well as the recommendations for action to be integrated in the Gender Seal Action Plan. It is intended to be used as a resource Handbook for the participants of the workshops and for the CO staff as a whole, so they can refer to the contents discussed and further invest in developing their skills using materials they identify with, which are relevant to their experience and context.

The specific lessons and recommendations drawn from the whole training process are highlighted in the specific section of Volume I, and include:

*On sustainability, Programmes:* Management will need to boldly demand for gender analysis to be conducted as early as at the situation analysis and/or feasibility study stages, with collection of baseline data relevant to the project context, sufficient budget and stronger investment in buy-in from the mainstream national institutions. This could include:

- a. Refraining from approving projects that fail to conduct coherent gender analysis, define gender responsive baselines and targets, provide evidence of policy dialogue and stakeholder engagement on the gender components, and allocate sufficient resources for gender analysis and further implementation and monitoring of the gender components, in line with the gender marker criteria.
- b. Increasing staff capacity of the gender unit, by recruiting dedicated programme officers to support the work of GROLS and PREP respectively.

*On sustainability, Operations:* For HRM, steps need to be taken to remove gender bias from all job descriptions, and to include core gender competencies therein. For procurement, clarity as for what are the entry points and how flexible is the interpretation of some of the current rules (for example, review the excessive adoption of the "least cost" selection method). The recommendations are to:

- c. Facilitate the review of all job descriptions and of the recruitment and promotion processes as a whole to remove gender bias and include core gender competences. Set a target and a timeframe for completion.
- d. Design and implement a project for gender responsive procurement in Somalia, as a pilot experience involving Programmes and Operations with a clear division of labour, and equal technical expertise and status.

*On the Challenges to Implement the Gender Seal Guidelines, Gender Parity:* A clear resistance to the gender parity policy was identified, in all three offices, especially with respect to the quotas to recruit women, and the lack of promotion opportunities in UNDP.

Recommendations arising from the workshops on the Gender Parity Policy are:

- e. That management makes bold decisions with respect to recruitment and promotion, in order to set a standard, build some trust and accountability, enable staff to understand and feel comfortable with the rules, and foster healthier work relations.
- f. Increasing in the proportion of women staff in the field offices, the involvement of more women in decision-making committees, the recruitment of female personnel for gender sensitive areas such as security and health, and a conscious effort to allow women to voice their concerns in all of the CO and field offices decision-making tables.

*On the Challenges to Implement the Gender Seal Guidelines, Language and Communications:* There was some perplexity among participants with respect to the Gender Seal Guidelines on language and communications, mostly related to the use of neutral language that, in some specific contexts, reminded staff of the oppressive colonial period. The training team also felt there was a need for a more in-depth debate on how to communicate “empowerment” beyond the Seal guidelines. It is recommended that:

- g. UNDP revises the guidelines to ensure context-sensitive recommendations on gender aware language, and to include some discussion on the essence of development work in the Institution’s communications.

In Summary, the Report and the Handbook are produced based on a few lessons of international practice on capacity enhancement for gender equality and gender mainstreaming, which have been identified in other UNDP Country Offices, and confirmed by the experience of other UNDP Somalia’s offices. These are<sup>1</sup>: (1) design and delivery of training must be relevant to the life and work experience of participants, who will thrive when conversations are well informed by thorough context analysis and held in non-judgmental spaces; (2) conflicts arising by the political nature of gender issues on the table must be acknowledged and

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<sup>1</sup> Based on e-mail exchange between UNDP gender practitioners worldwide led by Raquel Lagunas, Senior Advisor Institutional Development and the Gender Seal Team in July 2014

managed transparently, especially with respect to transformational strategies within the business environment, such as human resource policies, stereotyping and language; (3) facilitators should privilege endogenous learning over external approaches, as truly gender transformative tools and solutions are built and rebuilt by the people who will use them; and (4) ensure all participants acknowledge that programme design, delivery and M&E should be focused on priorities voiced by the social and women’s movements, and led by these stakeholders, where the UN has a facilitator role.



# Overview

This Handbook compiles the results of the gender training sessions held with UNDP Somalia Country Office's (CO) staff in May and June 2014. The Tip Sheets below represent the summary and systematization of the conversations held between participants and facilitators in tailor-made workshops specifically focusing on the needs of (1) All staff; (2) Operations Staff; (3) Programmes Staff; and (4) Staff of the Office of the UN Resident Coordinator (RCO).

While Volume I reported on the workshops and on other training sessions specifically designed to different audiences, this Volume II is aimed at offering participants themselves, and their supervisors, the opportunity to refer back to the learning process and to use some crucial recommendations emerging to better integrate gender equality in their everyday work, and in UNDP Somalia's business environment.

The following pages, hence, contain tip sheets compiled by theme, and divided into three main areas: Gender Awareness, Operations, Programmes and RCO Coordination. Besides, the last few pages inventory specific action points arising from the training process, which staff recommended the CO adopted as part of the Gender Seal Action Plan, as well as part of a renewed perspective on the Gender Action Plans developed by the sub-offices in 2012.



# Awareness

The relations in our families and communities are often shaped by the expectations these institutions put on women and men, girls and boys' roles, behaviours, plans and dreams. Even though these gender relations are so present in our lives, we normally don't reflect about them with a critical mind, and avoid put ourselves in other people's shoes. The tip sheets in this section discuss the gender roles of men and women from the perspective of each person, and invite us to uncover our own gender stereotypes.

## Tip sheet 1: Self-awareness on gender roles

Key issues:

- Men and women are socialized differently and play socially constructed roles.
- Gender roles change over time and across cultures.
- Men and women are not constrained to gender roles by biology, and should be able to freely choose what kind of life they wish to lead.
- Even though the division of labour between men and women in Somalia is rigid, with men participating more of the public life, and women undertaking more responsibilities in the private/family life, more women have accessed public spaces and productive jobs, while man have not increased their level of contribution to the unpaid care work needed for social reproduction.
- Socially constructed roles for men include the responsibility to provide for the family, to have the last word in family decisions, to engage in defence/combat activities in times of conflict, and to avoid closer interaction with women who are not close relatives.
- Socially constructed roles for women include the responsibility to care for the family and for all domestic needs, to dress modestly, to not travel without permission of a male relative, to avoid contact with men who are not close relatives, to manage the household, but to agree with one's husband final decision about the family issues.
- Socially constructed roles put pressure on both women and men to behave in certain ways and to make certain choices in life even if they would rather do differently. For example, a man may feel inadequate and 'less a man' if he

does not contribute to the family income. A woman on the other hand, may not always agree with decisions made in the home by men but say nothing about it.

### An inventory of gender differences in Somalia

When asked in workshops, men and women working in UNDP Somalia listed the following roles and prerogatives of each gender at home and at work:

As a man, at home and at work I can ... and I cannot ...

At home	At work
<p><b>As a MAN I can</b></p> <ul style="list-style-type: none"> <li>• Be the breadwinner</li> <li>• Pay the bills</li> <li>• Protect the family</li> <li>• Teach my children</li> <li>• Make decisions</li> <li>• Do repair work, fix furniture, change light bulbs</li> <li>• Take care of the children when my wife is sick</li> </ul>	<ul style="list-style-type: none"> <li>• Be the top leader, run the company</li> <li>• Develop ideas</li> <li>• Plan and implement</li> <li>• Change attitudes</li> <li>• Drive</li> <li>• Do administrative work</li> <li>• Do physically demanding work</li> <li>• Work at night</li> <li>• Work in agriculture</li> <li>• Care for livestock</li> <li>• Follow the rules and regulations</li> <li>• Talk, eat with my female co-workers</li> <li>• Make tea in the presence of any woman</li> <li>• Respect my women co-workers</li> </ul>
<p><b>As a MAN I cannot</b></p> <ul style="list-style-type: none"> <li>• Raise the children</li> <li>• Change diapers</li> <li>• Do domestic work while women are at home</li> <li>• Cook, clean, wash clothes, make the bed, go shopping for the household</li> <li>• Decorate the house</li> <li>• Entertain female guests</li> <li>• Allow my wife to be the head</li> </ul>	<ul style="list-style-type: none"> <li>• Work in beauty salons</li> <li>• Clean</li> <li>• Be a midwife</li> <li>• Cry</li> <li>• Build traditional houses</li> <li>• Care for small ruminants</li> <li>• Embrace women</li> <li>• Violate the office culture</li> <li>• Sexually harass women</li> </ul>

### Tip sheet 2: Understanding gender stereotypes

Key issues:

- Stereotyping is a brain function that enables us to make quick decisions. We all have our stereotypes, and we should make an effort to distinguish them from reality.
- We challenge stereotypes by looking at reality with an in-depth perspective: is this fact/behaviour/

As a woman, at home and at work I can ... and I cannot ...

At home	At work
<b>As a WOMAN I can</b>	
<ul style="list-style-type: none"> <li>• Do all household activities</li> <li>• Take care of children</li> <li>• Manage the home budget</li> <li>• Negotiate sex</li> </ul>	<ul style="list-style-type: none"> <li>• Plan</li> <li>• Organize</li> <li>• Work in teams</li> <li>• Take hard decisions in critical situations</li> <li>• Be the leader</li> </ul>
<b>As a WOMAN I cannot</b>	
<ul style="list-style-type: none"> <li>• Take independent decisions</li> <li>• Always refuse to have sex with my husband</li> <li>• Be alone with men who are not from the family</li> </ul>	<ul style="list-style-type: none"> <li>• Be a driver, a mechanic, a painter, a plumber...</li> <li>• Socialize with government officials</li> <li>• Go to meetings without the company of a male colleague</li> </ul>

opinion always true? Are there different ways of living/doing things/behaving?

- Some gender stereotypes can be harmful to men and to women, as they respond to social expectations related to their gender. For example, the idea that “men don’t cry” can suffocate men’s sensitiveness. The idea that girls are better at “soft” subjects can discourage them to explore the sciences.
- In the world of work, two “meta” stereotypes<sup>2</sup> contribute to shape the way women and men make decisions and access opportunities: 1. “Women are not

good leaders” and 2. “There are male jobs and female jobs”.

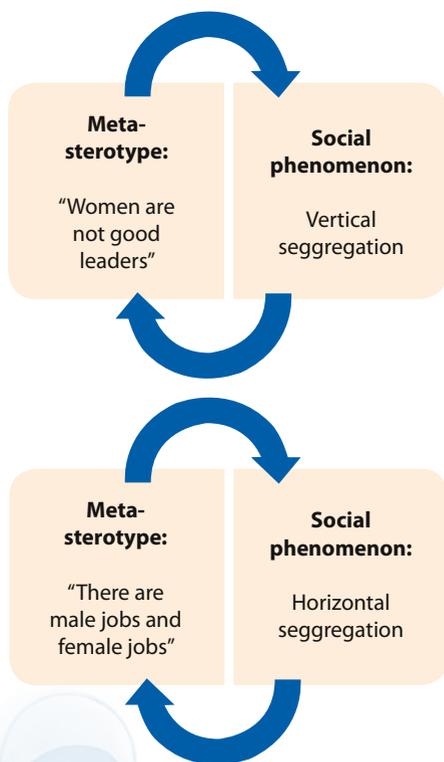
- The erroneous idea that women are not good leaders come from the fact that women are under-represented in leadership positions, both in the public and the private sectors. The lack of women at the top contributes to reinforce this stereotype, in a vicious cycle. The effect of this is called, ‘vertical segregation’.
- The idea that women and men have more talent for some types of jobs derives from reality, as women are normally concentrated in care-related, low-paid activities, and men are concentrated in technical and higher paying labour market segments. The effect of this is called, ‘horizontal segregation’.
- While men and women have proven to be able to learn and perform in any type of job, based

<sup>2</sup> See: European Commission, Report on equality between women and men 2008, COM(2008)10 final. Available at: [http://ec.europa.eu/employment\\_social/publications/2008/keaj08001\\_en.pdf](http://ec.europa.eu/employment_social/publications/2008/keaj08001_en.pdf).

on personal talent, rather than gender, this stereotype has been reinforced by what we see in the labour market, discouraging girls and boys to pursue different paths, and reinforcing expectations of gender roles in both the private and public spheres.

- The different paths boys and girls choose to pursue ultimately impact on gender segregation

How gender stereotypes are created and reinforced



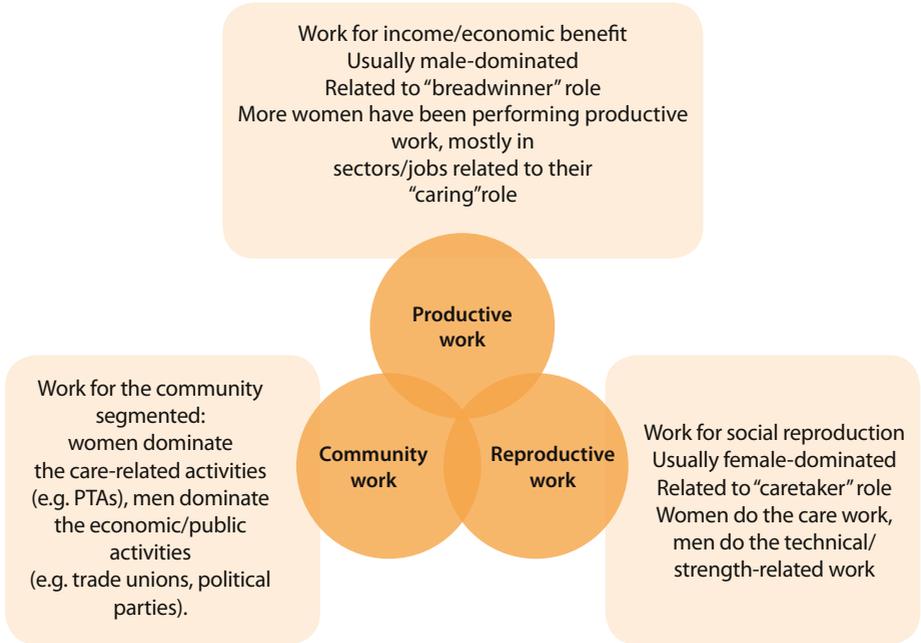
in the labour markets while the existing gender division of labour further influences vocational and educational orientation; perpetuating the vicious cycle.

### Tip sheet 3: Gender analysis schemes

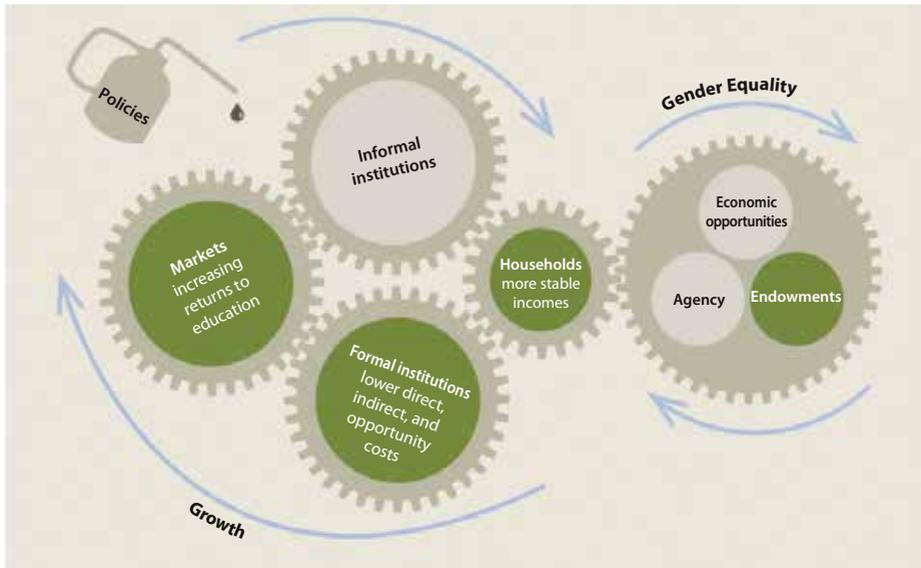
Gender analysis can be considered as the examination of a determined context with gender lens. There are quite a few gender analysis frameworks that can be used to answer the questions of how women and men perform their roles, how they relate to each other, their communities, institutions and societies as a whole.

This tip sheet presents two examples of gender analysis, in the form of a simple scheme. The first is a classic division of labour framework, which can be used for context-specific analyses, for example, understanding the human resource management practices in an organization, identifying the actors and beneficiaries of a project, or examining the gender impact of a policy. The second one is the economic systems framework, presented by the World Bank in 2012, which allows development practitioners to assess how institutions at different levels influence and contribute to the functioning of economic systems, from the individuals, through the markets.

## Gender division of labour



## Economic systems



# Resources for Mainstreaming Gender in Operations

“Gender Mainstreaming” entails that institutions identify gender differences and promote substantive equality between men and women in all spaces of public and private life, which include the business environment of organizations such as UNDP. In fact, UNDP has recently started to systematically address the gender gaps in its own internal processes, through the implementation of the Gender Seal, among other initiatives. The tip sheets in this section propose entry points for promoting gender equality in selected processes of UNDP Somalia’s Operations, namely, Human Resource Management, Procurement, Communications and Security.

## Tip sheet 4: Gender and human resource management<sup>3</sup>

Key issues:

- UNDP Gender Equality Strategy (GES) 2014-2017:  
*Recruitment procedures must ensure that staff and consultants have gender core and functional*

*competencies. All new personnel and consultants should possess the basic understanding, skills, experience and commitment required to work in a gender-sensitive manner. Lack of these attributes will be regarded as reason to reject a candidate for any UNDP staff or consultancy assignment.*

- Business case for equality in the workplace:
  - Accessing the full talent pool
  - Investing in gender diversity
  - Partners’/clients’ perspective
  - Minimizing risks and costs
  - Being “the employer of choice”
- Advertising a job:
  - use clear, non-sexist, language and invites both women and men to apply
  - mention possible avenues for career progression, training and development
  - make clear whether the job needs to be performed in a standard full-time arrangement, workplace-based manner or if it allows for flexibility in work organization and working hours
  - value individual talent, gender equality and inclusiveness

<sup>3</sup> Source/Adapted from: European Commission. Break Gender Stereotypes. Give Talent a Chance. Toolkit for SME Advisors and Human Resource Managers. European Communities, 2008.



among the core competences

- inform about the institution's gender equality policy
- Shortlisting candidates:  
The corporate guidelines on FTA recruitment state that: *The short-list of candidates will include a minimum of one and preferably two or more qualified women from the pool of applications. The reasons for not short-listing women candidates for these posts must be fully documented. Where no qualified women have been identified for short-listing, the Hiring Unit should review the applications to ensure that no qualified women have been overlooked. In the event that no additional qualified women have been identified, the Hiring Unit is encouraged to re-advertise the post, and take affirmative steps to bring the post to the attention of qualified female candidates. Such actions should be fully documented.*
  - In practice, UNDP field offices

must obtain a waiver from HQ each time a short list doesn't include a female applicant.

Additionally, the following should be considered in preparing the short-list in a recruitment process:

- all those carrying out the selection should be acquainted with the job requirements and trained or at least sensitized to gender equality matters
- if the position has traditionally been occupied only by men or by women, an assessment should be made of the reasons for this situation and whether it is justified by the actual job requirements, or whether it solely reflects stereotypes
- acknowledge that skills can also be acquired outside the workplace and during career breaks
- Interviewing candidates:
  - form panels of women and men from a range of backgrounds
  - have interviewers who have received sensitivity and awareness training related to gender issues
  - questions about a candidate's private life should not be asked
- Making the hiring decision:
  - adjustments to the work organization should be considered if they would better enable highly desirable

candidates with limited mobility or specific needs to reconcile work and family

- Promotion
  - Ensure opportunities for all (including part-time employees)
  - Propose staff to new positions as a development opportunity
  - Possibility to work in different areas
- Positive Action:
  - develop skills for competing for promotion opportunities
  - develop interview techniques
  - develop confidence/ assertiveness
  - retrain workers
  - develop management skills to encourage women to apply for promotion
  - provide career counselling and guidance for working women or for those wishing to return to work
- Training and Development
  - induction programme includes information on the gender equality policies and procedures, and the responsibilities of the employees
  - time and location of training courses should not clash with family responsibilities
  - monitor access/attendance by sex



- Pay Equity:  
Job Classification should consider
  - **Skill:** experience, training, education and ability required to do the job
  - **Effort:** the physical or mental exertion needed to perform the job
  - Responsibility for human, technical and financial resources
  - Working conditions: the working environment, including physical surroundings, psychological pressure and hazards of the job
- Benefits of Work/Life balance:
  - retention/reduced costs of recruitment and training
  - increased numbers of mothers returning after maternity leave
  - reduction in sickness and absence
  - better time-keeping/shared workloads
  - improved staff morale & productivity
  - reduced stress levels
  - greater degree of loyalty and commitment

## Example: Removing gender bias from recruitment

How to remove gender barriers when advertising a job: The security officer example

Area of concern	Considerations
Background statement	<ul style="list-style-type: none"> <li>• UNDP's commitment to gender equality</li> <li>• Men and women encouraged to apply</li> <li>• UNDP is an equal opportunity employer</li> <li>• UNDP has flexible work policies/arrangements</li> <li>• Use inclusive language (e.g. he/she will...)</li> </ul>
Required skills and experience	<ul style="list-style-type: none"> <li>• Remove requirement for military training/experience</li> <li>• Request 3 to 5 years of experience rather than 6</li> <li>• Remove references to experience in driving armored vehicles</li> <li>• Remove reference to knowledge of mechanics</li> </ul>
Proposed gender competencies	<ul style="list-style-type: none"> <li>• Conceptual clarity on gender in general and gender mainstreaming in particular</li> <li>• Conflict solving to manage gender barriers and gender blank behaviours within the CO and with partners</li> <li>• Team based leadership styles: effective gender mainstreaming has been linked to trust and confidence in the workplace</li> </ul>
Advertising	<ul style="list-style-type: none"> <li>• Both in English and Somali</li> <li>• Web, local Somali papers/radio, notice boards, headhunters, alumni in schools, universities</li> </ul>
Interview panel	<ul style="list-style-type: none"> <li>• Gender balance in the panel composition</li> <li>• Profiles: 1 from Security, 1 from Gender, 1 from HR</li> </ul>
Interview questions (options)	<ul style="list-style-type: none"> <li>• Name 2 gender issues in security that need to be addressed</li> <li>• Describe a time when you had to resolve a gender-related conflict</li> <li>• List 3 key changes in gender issues in Somalia in the past X years</li> </ul>

## Tip sheet 5: Gender and procurement

Key issues:

- Business case
  - Equal opportunity principles
  - Wider range of suppliers
  - Partners'/clients' perspective
  - Value for money
- Gender criteria in procurement (notice/call)
  - Ask for the proponent's gender policies
  - Sex and level of proponent's staff
  - Sex of business owner
  - Revise evaluation criteria (rating system) to remove gender bias
  - Consider labour intensive methods of delivery (works)

- Evaluating the best offer
  - Value for money rather than least cost
  - Deliberate investment in empowering small and women-owned businesses
  - Discuss gender relevant evaluation criteria (rating) with panel members
- Ensure panel is gender balanced
- Gender issues in contractual arrangements
  - Work/life balance arrangements (e.g. flexible hours, day care vouchers for workers with children under a certain age)

Example: Removing gender barriers from UNDP's procurement practices

Areas of concern	Considerations
Gender specific criteria in pre-qualifications, RFQs, ITBs and RFPs	<ul style="list-style-type: none"> <li>• Encourage female participation at every stage of the procurement process</li> <li>• In the prequalification, suppliers should provide information on the gender composition of their workforce</li> <li>• Ask vendors to describe their current gender policy. This should not be key criteria at first, but is aimed at sensitization</li> </ul>
Composition of the selection panel	<ul style="list-style-type: none"> <li>• Panels should be gender balanced, based on the case needs and on the expertise of the members</li> </ul>
Evaluation methods	<ul style="list-style-type: none"> <li>• Extra weightage (around 10%) for those who recruit at least 20% of female employees</li> <li>• Extra weightage (5%) for firms owned by women</li> <li>• Women to be given preference as long as the technical criteria are met</li> <li>• Price should be a less relevant factor to award a contract</li> <li>• Give preference to companies willing to build capacity of women through formal or on-the-job training</li> </ul>
Contract conditions	<ul style="list-style-type: none"> <li>• No child labour</li> <li>• Separate infrastructure for women (especially toilets, eating space, prayer rooms, breastfeeding rooms)</li> <li>• Fair employment pack: flexible working hours, minimum wage, equal pay, maternity leave</li> </ul>
Other entry points	<ul style="list-style-type: none"> <li>• Organize workshops to educate vendors on UNDP's requirements with respect to gender equality</li> <li>• Build capacity/invest in the formalization of women-owned business</li> <li>• Build a special programme on gender and procurement, in a partnership between the Gender and the Procurement Units</li> <li>• Build more linkages between Programmes and Operations in UNDP's project design and implementation, especially when developing TORs and in the works/purchase specifications</li> <li>• Develop gender specific initiatives to be integrated in the POPP</li> <li>• For the supply of certain services and goods, set a 30% quota for businesses owned by women, youth, people with disabilities.</li> </ul>

- Request for evidence of (and monitor!) the application of International Labour Standards
- Facilities and infrastructure for both men and women (e.g. separate toilets and prayer rooms)

## Tip sheet 6: Gender, language and communications

Communicating development work, be it informing stakeholders of a project results, be it proposing new investment areas for donors must include a conscious effort to make sure the perspectives of women and men are integrated, and an active attempt to represent groups that have been traditionally marginalized or stereotyped in empowering situations.

Additionally, we must not overlook the specificities of the local communities, the agency of the beneficiaries in the context, and the approaches to diversity and to people's freedom and control over their lives. The focus should be on communicating an empowering message.

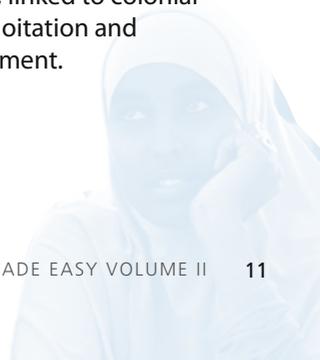
Below is a checklist that summarizes the Gender Seal Guidelines on Language and Communications, and integrates the perspective of UNDP Somalia's staff. A corresponding version of these guidelines in Somali language, with specific Somali examples, should be produced and made available.

### 1. **Ensure that women and men are represented**

- picture both women and men in corporate media products and messages;
- ensure that quotes from both men and women are included in press releases, stories and other communications;
- present female voices/images in traditionally male-dominated roles and vice versa - this contributes to deconstructing stereotypes and gender norms.

### 2. **Challenge gender stereotypes**

- avoid using stereotypical language;
- not represent certain vocations or roles as only appropriate for, or held by, by women and men;
- not imply, for example, that women and girls are timid in comparison to men and boys, or that females are passive and males are active;
- avoid using phrases that stereotype women's or men's behavior or thought processes;
- identify and eliminate context specific stereotypes that may disempower local people/ cultures. For example, the word "native" in Kenya has a negative connotation, linked to colonial times of exploitation and disempowerment.



**3. Avoid exclusionary forms**

- do not use “he”/“his” when referring to both a female and male, which excludes females;
- one can use “he” and “she” to be inclusive, or use the plural ‘they’ to avoid using any gendered pronouns;
- good practice to stick to one pronoun, or use a plural, or eliminate the use of pronouns altogether by rewording the sentence.

**4. Use equal forms of address**

- do not emphasize a woman’s marital status unless the woman in question specifically requests: generally, use Ms. instead of Miss or Mrs.

**5. Create a gender balance**

- avoid gendered generics such as “fatherland” and “mothertongue”.

**6. Promote gender equity through titles**

- avoid suffixes (e.g. –ess, -ette);
- replace professional titles with more gender neutral ones (e.g. *professional* instead of *career woman*).

**Tip sheet 7: Gender & security**

This tip sheet is a proposal for UNDP Somalia management and staff, especially national and international female personnel. The recommendations were identified during the workshops on gender equality for Operations staff held in May/June 2014 in the offices of Garowe, Nairobi and Hargeisa. They are divided in two sections: the first, aimed at UNDP Somalia’s action; the second, aimed at guiding staff behavior on their personal security.

A few ideas for communicating “empowerment” in development contexts

Do’s	Dont’s
Give voice to the beneficiary’s needs, wishes, dreams; focus on shared human values	3rd party voicing beneficiaries’ needs
Represent empowerment. Discuss how people everywhere have the power to pursue their own development	Represent powerlessness
Focus on concrete problems	Focus on general ideas
Discuss solutions beyond the financial resources needed	Make it all about the money
Show how inputs will/did lead to sustainable results	Focus on immediate “relief”
Depict positive emotions	Depict pity/feel bad messages
Offer a serious/comprehensive diagnosis of the environment/context	Refer to remote contexts where people are helpless

## Recommendations for UNDP

### Somalia's Action

1. Develop security guidelines for national staff.
2. Assess and produce/disseminate a list of safe accommodations for national staff (with UNDSS); provide recommendations for MOPs.
3. Where there is segregation of men and women in hotels, assess security of the female wings.
4. Negotiate with the defined hotels the allocation of the safer rooms in the building to UN Staff.
5. Seek to increase the number of compliant hotels.
6. Establish a proper communication/ SMS system and share it with all national staff.
7. Arrange security briefings for newly appointed staff (including national staff). During the briefs, a list of all important and emergency contacts should be provided.
8. Appoint female UNDSS staff in all offices to brief newly arrived female staff.
9. Monitor expiry dates of PEP kit items.
10. Make sure PEP kits are available not only in the DSS office, but also in the dispensaries.
11. Appoint and train at least one female staff in each sub-office to advise on the PEP Protocol.
12. Define a clear, confidential and safe channel for female staff to report sexual assault or rape.
13. Provide a tourniquet kit to all staff going on mission.
14. Include a first aid kit, a tool box and a set of PEPs in all UN vehicles.
15. Ensure transport to all staff, national and international, is done in armoured vehicles.
16. Offer national staff in Somalia and Kenya a one-time lump sum to ensure home safety compliance, and subsequent regular maintenance allowances.
17. Communicate early with national partners about the presence of UNDP female staff in planned meetings, and request the presence of other women in these.
18. Offer escorts to female staff (including national staff) travelling to the airport at night.

### Recommendations for UNDP Somalia staff's consideration and practice<sup>4</sup>

Below is a list of safety recommendations for UNDP Somalia staff, national and international. While they were specifically developed aiming at increasing security of female staff, all UNDP Somalia personnel should consider them for their own personal safety.

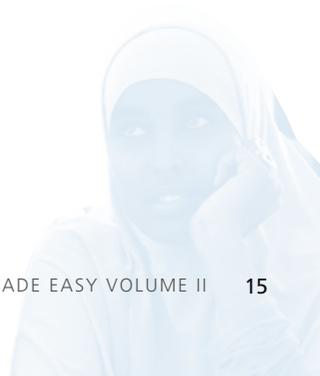
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4 UNDP Somalia fully recognizes women's freedom and control over their bodies, and vehemently repels the "blame the victim" culture of oppression and gender-based violence. Unfortunately, however, given the complexity of the context, we recommend that female staff consider these cautionary measures to avoid unwanted attention and violence.

Areas of concern	Considerations
Culture	<ul style="list-style-type: none"> <li>• Learn body language signs that may be misinterpreted in Somalia (e.g. avoid the OK symbol, thumbs up)</li> <li>• Be careful with language: Never use bad words or swearing</li> <li>• It is part of the cultural norms that men in Somalia should not touch foreign women. Shake hands with men only if they clearly signal the intention to shake your hand.</li> <li>• Avoid socializing with men only, as this is not common in the context</li> <li>• Observe the dress code for women in Somalia: cover your head and use long/baggy clothes that do not show the shape of the body</li> <li>• Seek advice from female co-workers on how to respect cultural norms</li> <li>• Keep a low profile, treat others with respect and dignity, respect the law</li> </ul>
Arrival at duty station	<ul style="list-style-type: none"> <li>• Learn the area warden contact details</li> <li>• Always bring cash, preferably small USD bills. Credit card and ATM machines are not widely available</li> <li>• Purchase a Somali SIM card and keep your mobile phone on at all times</li> </ul>
While travelling	<ul style="list-style-type: none"> <li>• The UN is a recognized target, so when travelling to high-risk areas, maintain a low profile. For example, hide your UN ID card; avoid mentioning that you work for the UN</li> <li>• Remove freight tags from your luggage as soon as checked by airport staff at your destination</li> <li>• Pack and carry essential items with you while travelling (e.g. water, small snacks, medicine, toiletries)</li> <li>• Travel with at least one colleague</li> </ul>
In hotels	<ul style="list-style-type: none"> <li>• Stay only in UNDSS-approved hotels. Learn the location of your hotel's safe haven</li> <li>• In case you wish to change hotel, do so during the day hours and never after dark</li> <li>• When ordering for room service, be sure to ask for identification before opening the door</li> <li>• While keeping a low profile, avoid socializing with other guests in your hotel</li> </ul>
At home	<ul style="list-style-type: none"> <li>• Discuss security issues with your children</li> <li>• Treat your staff with dignity and respect</li> <li>• Avoid telling people that you work for the UN</li> <li>• Inform family or friends when leaving the office</li> <li>• Inform the guards when you are about to reach home</li> <li>• Avoid sharing private information, e.g. where you live or where you are going</li> <li>• Keep a duplicate of your home keys in a safe custody</li> </ul>



Areas of concern	Considerations
Transport	<ul style="list-style-type: none"> <li>• Drive in well-lit areas and always keep windows and doors closed</li> <li>• Do not walk or drive from/to places after dark</li> <li>• Avoid shortcuts</li> <li>• When using public transport, locate the emergency exits</li> <li>• Do not travel in vehicles provided by your partners and counterparts. Always travel in UN vehicles</li> <li>• Sometimes national staff may choose to travel “incognito” to keep a low profile. In these cases, use taxis/car rental companies that are approved by the UNDSS</li> <li>• When using taxis, write down the taxi number and verify if the car has a first id kit and if the spare tires are in good condition</li> </ul>
Rape awareness	<ul style="list-style-type: none"> <li>• Do not travel with or accept invitations from unknown people or to unclear/unplanned destinations</li> <li>• When out of the office, always keep your radio and mobile phone turned on</li> <li>• In case of sexual assault or rape, or attempted sexual assault or rape, seek for medical help immediately, and report the incident</li> </ul>



# Resources for Mainstreaming Gender in Programmes

The tip sheets presented in this section are the result of extensive workshop discussions, which involved UNDP Somalia's Programme staff in three offices (Nairobi, Garowe and Hargeisa).

The workshops were designed with a focus on endogenous, participatory learning techniques, aimed at stimulating participants to deepen ownership over the tools used, and understand the immediately actionable nature of contents imparted. This was done through a selection of tools rigorously owned by UNDP, and processes fully aligned with the UNDP programme cycle. Finally, the basis of the two-day workshop materials was a case study on a draft flagship programme under development at the time of the workshops, i.e. the Institutional Capacity Development Flagship Programme, which benefitted directly from the gender entry points identified by participants.

Overall, the key issues proposed and discussed in the Programmes workshops were:

- Planning is the most relevant stage for practitioners to integrate a bold and effective gender perspective in programmes and projects.

- Gender analysis must be conducted along with a thorough feasibility study and/or situation analysis.
- Baselines, indicators and targets must be gender responsive, disaggregated by sex and defined as early as the programme/project design stage.
- The gender components of the programme/project should be discussed with the national stakeholders, and responsibilities for gender mainstreaming negotiated.
- There needs to be gender expertise within the implementation team.
- There needs to be involvement of gender aware partners/CSO organisations in the project management (e.g. in the Steering Committee) and in the monitoring process.

## Tip sheet 7: Understanding the gender marker

The Gender Marker defines basic gender standards for UNDP's projects, provides a comparative framework, and enables the organization to monitor its overall progress towards a sustainable institutionalization of gender equality

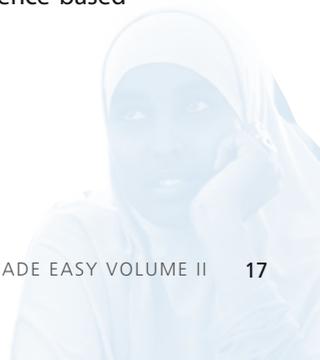
in its programmes and projects. The most recent version of UNDP's gender marker guidelines enables all staff – not only gender specialists and senior managers – to appraise the dimensions assessed by the tool, and address, in a more independent manner, the marker's key components during programme design, implementation and completion.

Key issues on the gender marker:

- Effective to
  - Assess performance
  - Assess UNDP's production trends
- Limitations
  - Accuracy of scores
  - Exactness of disbursement figures
  - Does not provide measure for effectiveness
- The gender marker codes are:
  - GEN 3: principal objective is GE<sup>5</sup>
  - GEN 2: promotes GE significantly
  - GEN 1: limited contribution to GE
  - GEN 0: no contribution to GE
- When to code?
  - Planning stage  
[Recoded as part of the results oriented annual review (ROAR)]
- Interim: actual expenditures
- Final: when the project is operationally closed
- Atlas will have a separate section to record the initial, interim (one or more), and final codes
- Who is responsible?
  - The project/programme manager and her or his team
  - The assignment of the code is a collaborative decision that reflects the efforts done by the Project team to integrate gender issues in a substantive manner
  - It is preferred that a gender specialist and everyone involved in implementation participate in the coding process
  - Involving national partners proved effective
  - Senior management/focal point oversight
- Assigning the codes
  - Code what you see (i.e. what is documented and can be referred back to)
  - Focus on GE, rather than target groups. Go beyond numbers and assess the substance and the transformational intentions: a project is not necessarily gender responsive because it targets women)
  - Provide evidence-based justification.

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5 GE = Gender Equality



## Understanding the gender marker criteria at each stage

### Planning

Gender marker criterion	Action	Responsible	Resource
1. Does the project/ programme address a clearly defined gender issue or issues, including consideration of the different situations and needs faced by women and men?	<ul style="list-style-type: none"> <li>Conduct/ commission gender analysis as part of the project preparation</li> </ul>	<ul style="list-style-type: none"> <li>Project/ programme coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Checklist for situation analysis/ feasibility studies</li> </ul>
2. Does the project/ programme use and/or collect sex disaggregated data and gender statistics?	<ul style="list-style-type: none"> <li>Ensure enough information and sex disaggregated data is available to set clear gender responsive baselines</li> </ul>	<ul style="list-style-type: none"> <li>Project/ programme coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Gender Briefs, Projects' situation analysis or feasibility study</li> </ul>
3. Are the indicators, targets, outputs and outcomes gender responsive?	<ul style="list-style-type: none"> <li>Define at least one gender responsive output/indicator/ target per project component</li> </ul>	<ul style="list-style-type: none"> <li>Project/ programme coordinator and team</li> </ul>	<ul style="list-style-type: none"> <li>Gender Briefs, Projects' situation analysis or feasibility study</li> </ul>
4. Have adequate resources been allocated for the proposed gender activities? (vis-à-vis % of total budget)	<p>Secure, within the project budget, allocations for:</p> <ul style="list-style-type: none"> <li>gender analysis and data collection; gender specific components of the project;</li> <li>gender responsive monitoring</li> <li>gender impact evaluation/ assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Project Steering Committee</li> <li>Project/ programme coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Project budget</li> <li>Negotiation with national stakeholders</li> <li>Gender team</li> </ul>
5. Have women's/gender focused organizations or women's/gender units within larger institutions been consulted/included amongst stakeholders/ implementing partners?	<ul style="list-style-type: none"> <li>Involve stakeholders with gender expertise.</li> <li>Engage a balanced number of women/ men in project consultations</li> </ul>	<ul style="list-style-type: none"> <li>Project team/ Monitoring team</li> </ul>	<ul style="list-style-type: none"> <li>Women's groups and gender aware organizations in the country</li> </ul>

Gender marker criterion	Action	Responsible	Resource
6. Do key staff members have knowledge/expertise around gender issues?	<ul style="list-style-type: none"> <li>Involve gender experts in project design.</li> <li>Recruit project staff with gender expertise.</li> </ul>	<ul style="list-style-type: none"> <li>Project Steering Committee</li> <li>Project Coordinator/HR/National stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Gender Seal Recruitment Guidelines.</li> <li>Gender team</li> </ul>
7. Gender marker code and budget allocations in ATLAS?	<ul style="list-style-type: none"> <li>Insert the project gender marker and budget allocation in ATLAS.</li> <li>Complete gender marker justification form as a project annex</li> </ul>	<ul style="list-style-type: none"> <li>Project Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>ATLAS forms.</li> <li>Gender Marker justification form</li> </ul>

### Implementation/upon completion

Gender marker criterion	Action	Responsible	Tool/resource
1. Have adequate resources been expended for gender focused activities or for gender mainstreaming? (vis-a-vis % of total budget)	<ul style="list-style-type: none"> <li>Ensure resources continue to be spent on gender issues.</li> <li>Mobilize additional resources and define partnerships for a full implementation of the gender components, and gender analysis throughout implementation</li> </ul>	<ul style="list-style-type: none"> <li>Project/programme coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Budget/ATLAS</li> <li>Gender team.</li> <li>Development partners</li> </ul>
2. Has the project demonstrated concrete results towards the achievement of gender equality?	<ul style="list-style-type: none"> <li>Engage a balanced number of women/men in project consultations</li> <li>Ensure gender expertise is present in both the monitoring and the evaluation teams</li> </ul>	<ul style="list-style-type: none"> <li>Project/programme coordinator</li> </ul>	<ul style="list-style-type: none"> <li>M&amp;E Plan</li> <li>Gender team.</li> <li>Women's groups and gender aware organizations in the country</li> </ul>
3. Gender marker and expenditures up-to-date?	<ul style="list-style-type: none"> <li>Monitor expenditures on gender components</li> </ul>		<ul style="list-style-type: none"> <li>Budget/ATLAS</li> </ul>

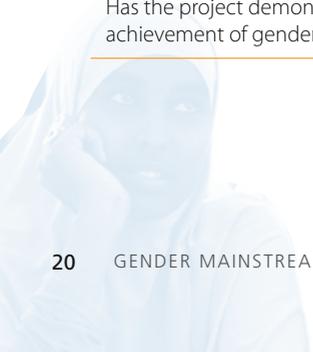
**Sample Gender Marker Justification Form:**

It is recommended that all UNDP programmes and projects state the gender marker code in their cover page, and provide a justification for the selected code in appendix. Below is a sample standardized form that can be used to describe the gender marker code for a specific project or programme:

**Tip sheet 8: Including gender analysis in feasibility studies/situation analyses**

Considering that gender analysis must inform the programme/project design fully, this checklist guides the project teams in defining the key gender analysis elements to be addressed at the project preparation stage. It can be used to develop Terms of Reference for feasibility studies, situation analyses, or

Gender marker criterion	Analysis [yes/no/partially]	Evidence
Does the project/programme address a clearly defined gender issue or issues, including consideration of the different situations and needs faced by women and men?		
Does the project/programme use and/or collect sex disaggregated data and gender statistics?		
Are the indicators, targets, outputs and outcomes gender responsive?		
Have adequate resources been allocated for the proposed gender activities? (vis-a-vis % of total budget)		
Have women's/gender focused organizations or women's/gender units within larger institutions been consulted/ included amongst stakeholders/implementing partners?		
Do key staff members have knowledge/expertise around gender issues?		
Have adequate resources been expended for gender focused activities or for gender mainstreaming? (vis-a-vis % of total budget)		
Has the project demonstrated concrete results towards the achievement of gender equality?		



simply as a guide for the project team preparing a project in-house.

The points proposed below should be adapted to the sector/project context included in the Terms of Reference for feasibility studies, and monitored rigorously. The team preparing any project must account for gender expertise. In case a strong gender focus is deemed appropriate, separate gender analysis should be commissioned, and conducted in a timely manner (i.e prior to project negotiations with national partners).

### **1. Conduct gender analysis:**

- a. Discuss substantive differences in the way women and men perform the typical activities in the sector/project context.
- b. Support the situational analysis and the beneficiary analysis with sex-disaggregated data.
- c. Address other human characteristics relevant to the gender division of labour (e.g. migrant status, ethnicity, age, physical and mental ability, etc.).
- d. Analyze the most important assets/resources in the context of the project. E.g. tools, income, business ownership, credit, skills, time, basic services, networks, motivation, health, ability, assertiveness and self-esteem, political voice...

- e. Discuss the differences (and barriers) in the way women and men access and control these.
- f. Identify the differences in security, empowerment and agency for women and men of different ages and backgrounds, to fully enjoy the opportunities available for them in context of the project.
- g. Consider how markets, formal and informal institutions, culture, religion and household dynamics influence gender relations, endowments and opportunities for women and men.

### **2. Stakeholder analysis and engagement**

- a. Assess the capacity of the project partners (institutions involved in designing, managing, implementing and monitoring the project) to continuously integrate gender analysis in the project cycle.
- b. In case the capacity is weak, recommend additional partners and/or capacity building interventions.
- d. Identify institutions with gender expertise that be partners in implementing the project and monitoring its progress.
- e. Ensure gender balance in consultations during preparation and throughout implementation.

### 3. M & E

- a. Assess the quality of the data available from a gender perspective, i.e. identify the data that are disaggregated by sex and the corresponding analysis from a gender perspective, and other previous gender analysis conducted in the context of the sector/project context.
- b. Propose sex-disaggregated baselines.
- c. Recommend gender-responsive outcomes, outputs, indicators and targets to compose the project's Results Matrix.
- d. Ensure the study proposes monitoring mechanisms that enable the project implementation team to fully monitor progress on gender equality.

#### **Example: Gender Analysis when planning a programme/project**

The most appropriate moment to ensure gender analysis is conducted is the project/programme planning



stage. When commissioning Feasibility Studies or Situation Analyses to external consultants, or planning the project in-house, it is crucial that gender analysis elements are included as part of the TOR, that gender expertise is present in the team conducting the study/analysis, and that enough resources are available for robust data collection and analysis, disaggregated by sex.

See, for example, these suggestions compiled for a Gender Responsive Terms of Reference for a Feasibility Study aimed at exploring the development of a Public Administration Capacity Building Programme:

#### **Tip sheet 9: Gender dialogue for project/programme design**

While discussing the project with partners, stakeholders and beneficiaries, the project team will include gender equality themes in the agenda. The project team will also meet specifically with gender-relevant stakeholders and beneficiaries. The results of the gender analysis conducted at preparation stage will be systematically brought to the discussion table.

The team will:

1. Collect sex-disaggregated data and qualitative analytical information on gender issues in the context of the project, from the key project

Areas of concern	Tor - scope section
Gender analysis	<ul style="list-style-type: none"> <li>• Provide data on the substantive differences in the gender division of labour in the public sector.</li> <li>• Define and collect data on potential beneficiaries disaggregated by sex, including, but not limited to, the proportion of women and men in the various line Ministries, the technical skills of women and men currently employed by the public sector, and the proportion of women and men in decision-making positions (technical and political).</li> <li>• Report on relevant sex disaggregated data, especially on recruitment, retention and promotion trends.</li> <li>• Highlight micro segregation patterns by sex, including the concentration of women and men in different functions, jobs and sectors of the public service.</li> <li>• Discuss public servants’ access and control over key resources available in the context, including, but not limited to, skills development, on the job training, career progression, work/life services available to employees.</li> <li>• Analyze training and skills development trends for women and men in relation to the trends required to access employment opportunities in the public sector.</li> <li>• Inventory current higher education programmes that serve the needs of the public sector, and the access to these programmes by men and women.</li> <li>• Assess available gender policies, work/life balance initiatives and sexual harassment prevention measures within the public service, identify the need to review existing policies and propose additional when absent.</li> <li>• Evaluate the effectiveness of policies on increasing women’s representation in the public sector, and recommend mitigation measures.</li> </ul>
Stakeholder analysis and engagement	<ul style="list-style-type: none"> <li>• Recommend how the project can ensure gender balance during consultations throughout the project cycle.</li> <li>• Identify and recommend modalities for the participation of “gender champions” within the line Ministries as key project stakeholders.</li> <li>• Discuss how the national machinery can play a coordination and leadership role.</li> <li>• Identify a champion gender institution to compose the Programme Steering Committee.</li> <li>• Identify a champion gender institution to compose the Programme Monitoring Team.</li> </ul>
M & E	<ul style="list-style-type: none"> <li>• Recommend gender responsive outputs, indicators and targets based on the gender analysis of the public sector.</li> <li>• Set sex disaggregated baselines, indicators and targets for all people-related components of the programme.</li> <li>• Cost the financial resources needed to implement the gender specific activities of the project.</li> <li>• Cost the financial resources needed to conducting gender analysis during monitoring and evaluation.</li> <li>• Define and recommend gender responsive baselines for the Programme.</li> </ul>

partners, the statistical bureaus and line ministries involved in the project.

2. Identify [a] gender champion[s]: at least one key partner institution that can keep the gender issues relevant throughout the project cycle should be involved in the design, e.g. Gender Machinery, Gender Desk in Relevant Ministry, CSO... this institution will be part of the project Steering Committee or equivalent, and will have a clear role in the project monitoring plan.
3. Discuss and agree on gender priorities to be addressed by the project with country stakeholders. It is possible that not all gender

issues can be addressed by the project, so prioritization is crucial.

4. Seek buy-in for the identified GE priorities from coordinating agency and MoF.
5. Identify challenges and opportunities for gender-responsive engagement of stakeholders and beneficiaries.
6. Discuss potential gender-responsive outcomes/outputs and the corresponding indicators, and confirm availability of data disaggregated by sex accordingly.
7. Seek consensus on the indicative budget allocations for promoting gender equality within the project components, and possible sustainability measures thereafter.

Example: Issues to discuss with national stakeholders in view of building the capacity of the public sector

Contents	Approach to dialogue
<ul style="list-style-type: none"> <li>• Discuss the capacity development strategic entry points.</li> <li>• Bring data disaggregated by sex to inform the conversation.</li> <li>• Propose to set up a data collection team to continue monitoring and strengthening gender responsive monitoring.</li> <li>• Negotiate the Budget allocations and agree to formalize the commitment with an MOU.</li> <li>• Propose support and technical assistance on gender analysis.</li> <li>• Discuss how to institutionalize training on gender equality and gender mainstreaming.</li> <li>• Discuss how to involve gender advocates and how to broaden the participation of gender aware stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Seek entry points on gender in the country’s Strategic Plan.</li> <li>• Start discussing strengths of the collaboration on GE.</li> <li>• Avoid imposing your project objectives, but present a comprehensive package of what a fully mainstreaming intervention could look like.</li> <li>• Describe the project but leave room for changes.</li> <li>• Ask what can be UNDP’s contribution and support to make sure GE is well integrated in the project: “how can we help?”</li> <li>• Ensure the message of what UNDP can support and what is expected from the national partners in terms of implementing the gender issues.</li> </ul>

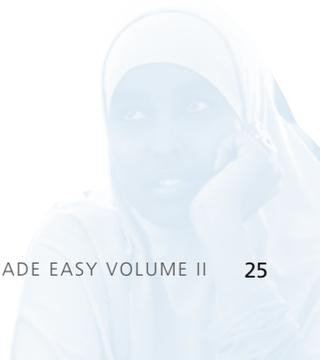
# Resources for Mainstreaming Gender into RCO Coordination Functions

The planning exercise below was conducted based on three of the 10 core coordination functions of the RCO in Somalia, namely: (1) Strategic analysis and planning; (2) Oversight of the UN country programming cycle; (3) Representation of and support of UN Secretariat and UN agencies/NRAs; (4) Support to national coordination systems and processes;

(5) Development and management of shared operational support services; (6) Crisis management preparedness and response; (7) External communication and advocacy; (8) Human Rights and Development; (9) Joint Resource mobilization and fund management; and (10) General UNCT oversight and coordination.

## Strategic analysis and planning

Areas of concern	Considerations
Challenges	<ul style="list-style-type: none"> <li>• Data</li> <li>• Capacity</li> <li>• Willingness of Agencies to share information</li> <li>• Time constraints</li> <li>• Agencies' and individual commitments are prioritized</li> </ul>
Entry points	<ul style="list-style-type: none"> <li>• Monitoring and Reporting</li> <li>• RCO Senior Gender Advisor</li> <li>• GTG/Theme groups</li> <li>• Capacity development</li> <li>• DAD</li> <li>• ISF</li> </ul>
Action	<ul style="list-style-type: none"> <li>• Ensure gender responsive COMPACT reporting: Liaise, network and influence the designing of the Compact Report</li> </ul>

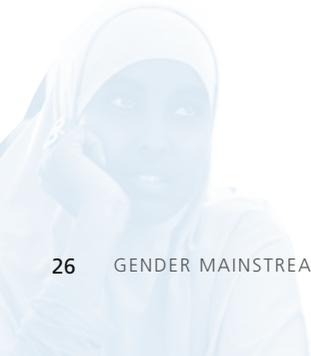


## Support to national coordination systems and processes

Areas of concern	Considerations
Challenges	<ul style="list-style-type: none"><li>• Data</li><li>• Level of interest on/attention to gender issues</li><li>• Political will</li><li>• Resistance</li><li>• Capacity to institutionalize gender concerns</li></ul>
Entry points	<ul style="list-style-type: none"><li>• Capacity development programmes</li><li>• Sector working groups</li><li>• Legal training</li><li>• Support of the President</li><li>• High profile women networks</li></ul>
Action	<ul style="list-style-type: none"><li>• Influence the capacity development programmes to include gender components</li><li>• Institute a quarterly agenda on gender</li></ul>

## External communications and advocacy

Areas of concern	Considerations
Challenges	<ul style="list-style-type: none"><li>• Data</li><li>• Lack of access to stories</li><li>• Political will to discuss gender issues</li><li>• Ownership</li></ul>
Entry points	<ul style="list-style-type: none"><li>• Media training available</li><li>• Conferences</li><li>• Proactive social media</li><li>• Religious leaders/MOJ/religious affairs</li><li>• It is possible to create and monitor demand for gender responsive communications</li></ul>
Action	<ul style="list-style-type: none"><li>• Request gender related information to disseminate publicly</li><li>• Involve the RCO and Agencies' gender specialists in document review</li><li>• Create a gender page in the website</li><li>• Ask the RC to include gender points in his speeches and communications</li></ul>



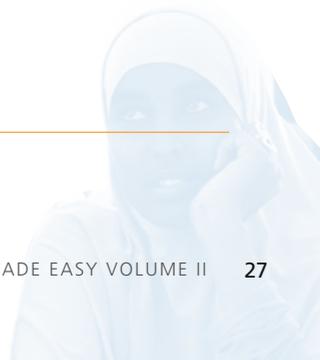
# Appendix I - Further Planning

## Recommendations to integrate the gender seal action plan

The recommendations below complement the existing Gender Seal Action Plan, and do not repeat what

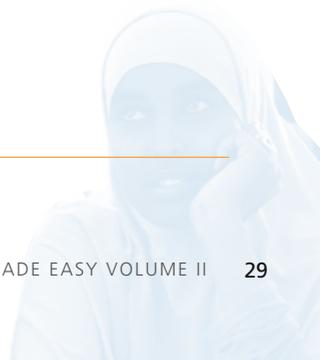
is already foreseen in the original document. They were compiled based on the workshops of Garowe, Nairobi and Hargeisa.

Benchmarks	Action	Responsible parties
1.2.	Link to benchmark 2.4 Include this requirement when advertising these positions	HR
1.5.	Designate one Gender Focal Point from Operations at the level of Sub-Offices Include gender as a point in the agendas of the Programmes and Operations monthly meetings	Country Director Heads of Sub-Offices (SOs)
1.6.	GFT action plan to be shared with staff	Gender Specialist
1.7.	Highlight gender related activities in reporting	PPU, Gender, Programmes, DCD-P
1.8.	More active/effective commitment, which should encompass: (1) allocation of funding each fiscal year; and (2) dissemination of decisions to staff through Memos Revise all LOAs and the AWP to ensure solidity of gender components	Senior management Finance specialist Gender, Programmes
2.1.	Give access to LMS to all new staff within 7 days of starting duty Set a timeline for all staff to complete the Journey on LMS Online course to be included in the induction package. Inform new staff of what is necessary to pass the course	HR Specialist



Benchmarks	Action	Responsible parties
2.2.	Include this benchmark in the SOP	HR Supervisor
2.3.	Recruit one more gender specialist(s) dedicated to support gender mainstreaming processes in the Programmes Designate one gender focal point in each unit/ programme/project Train and coach the gender focal points	Country Director Heads of SOs  Gender Specialist
2.4.	Impart substantive gender training to Programme Managers Set gender as one of the key results in Programme Managers' performance assessments (link to benchmark 1.2) Test technical knowledge on GE during the recruitment of programme managers	DCD, Heads of SOs, Gender Specialist  HR
2.5.	Create an overall learning plan and budget for the CO, with the participation of the Gender Focal Team (GFT), who will list the gender capacity building activities and ensure sufficient budget is allocated Monitor learning expenditures Establish a training and development department	GFT  Management
3.1.	Include the work/life balance policies in the business process guidelines and corresponding training Schedule sessions for staff to discuss their options for work/life balance with their supervisors and the Management Sensitize supervisors on the benefits of work/life arrangements Designate a focal point for continuous support and advice on the policy Conduct a survey to determine the proportion of staff benefitting from the policy	HR/Management    HR, ICT
3.2.	Develop posters and notices on sexual harassment to be pinned on walls	Gender Specialist/HR
3.4.	Once gender parity is fully integrated into the GE Action Plan, disseminate the document among staff	

Benchmarks	Action	Responsible parties
3.6.	<p>Revise all generic TORs/job descriptions to remove gender barriers and include gender competencies</p> <p>Integrate gender related questions in the interviews</p> <p>Train potential panel members on the UNDP Recruitment Framework, The Global and CO Gender Strategies, and the corresponding Action Plans</p> <p>Recruit women interns for the various Programmes, combined with a waiver of liability insurance</p>	<p>HR</p> <p>HR Team, CRP Members, Gender Team</p> <p>Programme managers, HR</p>
3.7.	<p>Include female staff in all committees of the UNDP system</p> <p>Promote more women to decision-making levels.</p> <p>Set a quota for women in senior positions (1 of 3 senior positions should be female), also on Sub-Offices</p> <p>Nominate 50% of women for the elections of the staff association</p>	<p>Management</p> <p>Management</p>
4.1.	<p>Develop and disseminate promotional materials</p> <p>External independent expert carries out a gender audit of UNDP, in partnership with UN Women</p>	<p>Gender Specialist and M&amp;E Specialist</p>
4.3.	<p>Put in place a mechanism to monitor the implementation of the Communications Plan</p>	<p>SOs: Gender Focal Point in PPU</p> <p>CO: to be defined.</p>
4.4.	<p>Develop a version of the Guidelines on Gender Sensitive Language in Somali</p> <p>Share the Somali-specific Guidelines with stakeholders and partners</p> <p>Set up a process of continued sensitization on gender sensitive guidelines</p> <p>Take corrective actions for the use of gender biased language, and manage conflict arising from this</p> <p>Use the intranet for a broader dissemination of the gender sensitive communication guidelines</p> <p>Promote gender peer review of communication materials</p>	<p>TBD</p> <p>Gender Specialist, Communications Specialist, HR Specialist, Management</p>



Benchmarks	Action	Responsible parties
4.5.	<p>Review AWP for gender responsive and sex disaggregated data.</p> <p>Develop a monitoring tool (checklist) at the level of the AWP to ensure an equal opportunity perspective is programmed. Set the baseline and realistic targets by Programme</p> <p>Establish a quota of 50% women in all trainings promoted or supported by UNDP</p>	<p>M&amp;E Nairobi Gender Unit</p> <p>Team leader Project Officers</p>
5.3.	Ensure PRODOCs are gender responsive before approval	PAC
5.7.	Develop a project for increasing the opportunities for women-run businesses to become suppliers of UNDP and its stakeholders through procurement	Gender Team, Procurement
7.2.	<p>Support women Ministers in Puntland and South-Central to actively participate in the Constitution and election processes</p> <p>Strengthen dialogue leading to the election of more women at District Councils level</p>	<p>Constitution project</p> <p>JPLG</p>

