

World Vision



SOMREP GENDER ANALYSIS REPORT

-DRAFT-



Somalia Resilience Programme (SomReP)

JUNE, 2021



TABLE OF CONTENTS

TABLE OF CONTENTS.....	3
ACRONYMS	4
GLOSSARY ITEMS	5
ACKNOWLEDGEMENTS.....	6
AFFIRMATION	7
EXECUTIVE SUMMARY	8
1.0 INTRODUCTION.....	13
1.1 Background and Purpose	13
1.2: Specific Objectives	13
1.3: Key Outcomes	13
1.4: The Context for Gender Analysis	13
2.0 METHODOLOGY: APPROACH, SAMPLING AND TOOLS FOR DATA COLLECTION	15
2.1 Overview	15
2.2 Approach:.....	16
2.3 Summary of Tools and Key Areas Covered by Gender	17
2.4 Sampling.....	18
2.5 Data Management and Analysis	18
2.6 Data Analysis and Comparisons	19
2.6. Ethical Considerations.....	20
2.7. Gender Analysis Study Limitations.....	20
3.0 GENDER LANDSCAPE: GENDER EQUALITY AND SOCIAL INCLUSION OPPORTUNITIES AND CONSTRAINTS.....	21
3.1 Country Context.....	21
3.1.1. Legal and Policy Framework for GESI.....	23
3.1.2.National Development Plan 9: (NDP 9).....	24
3.1.3. Somali Women’s Charter	25
3.1.3. SomRep response to NDP-9 and Somali Women’s Charter.....	25
3.1.4. Conceptual Framework for Gender Analysis	26
3.2. GENDER EQUALITY AND SOCIAL INCLUSION FINDINGS.....	31
3.2.1. Conduct a Gender Assessment using the Gender Equality and Social Inclusion DME Toolkit and the Organizational Gender Assessment tools to collect qualitative and quantitative data. .	31
3.2.2. Identify gender gaps, for men and women particularly female headed households, in terms of:.....	36
4.0 RECOMMENDATIONS.....	57
4.1 Strengthening the Enabling Environment for gender equality and social inclusion.....	57
4.2 Recommendations for NDP and Somali Women’s Charter	59
ANNEXES	60
Annex 1: Key Informant Interview Respondents	60
Annex 2: Focus Group Discussants Respondents.....	63

ACRONYMS

AAH	Action Against Hunger
ACHPR	African Commission on Human and Peoples' Rights
ADRA	Adventist Development
CARE	Cooperative American Relief Everywhere
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
COOPI	Cooperazione Internazionale
CRC	Covenant on the Rights of the Child
DME	Design, Monitoring and Evaluation
DRC	Danish Refugee Council
FGDs	Focus Group Discussion
FGM	Female Genital Mutilation
GAP	Good Agricultural Practice
GBV	Gender Based Violence
GCVCA	Gender Sensitive Climate Vulnerability Assessment
GESI	Gender Equality and Social Inclusion
IDPs	Internally Displaced People
KII	Key Informant Interviews
MoWHRD	Ministry of Women and Human Rights Development
MSMEs	Micro, Small and Medium Enterprises
NDP	National Development Plan
NGOs	Non-Governmental Organizations
PwDs	People with Disabilities
SDGs	Sustainable Development Goals
SomReP	Somalia Resilience Program
STEM	Science, Technology, Engineering, and Mathematics
UNSCR	United Nations Security Council Resolution
VSLA	Village Savings and Loaning Associations
WASH	Water Sanitation and Hygiene
WVI	World Vision International
WVS	World Vision Somalia

GLOSSARY ITEMS

Concept	Definition
Disaggregated data	Quantitative statistical information on differences and inequalities between women and men.
Gender	Gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between females and those between males. These activities, attributes, behaviour, expectations, norms, roles, opportunities and relationships are socially constructed and are learnt through socialization processes.
Gender Analysis	The methodology for collecting and processing information about gender. Gender analysis is the process of analyzing information to ensure benefits and resources are effectively and equitably targeted to both women and men, and to successfully anticipate and avoid any negative impacts which interventions may have on women or on gender relations.
Gender Architecture	The 'gender architecture' of a country consists of the governance structures put in place to tackle gender inequality and discrimination.
Gender Equality	Gender equality ensures that women, men and people of other genders have equal rights, responsibilities, opportunities, respect and equal access to resources including economic participation and decision-making. Gender equality is the end goal of gender equity.
Gender Equality indicator	An indicator that measures gender equality directly or is a proxy for gender equality or gender equity. Indicators which can act as a proxy for gender equality or gender equity include indicators which look at different ways in which gender inequity manifests, through for example: access to resources, distribution of labour/ roles, norms and values, and autonomy and decision-making.
Gender Equity	Gender equity means fairness of treatment for women and men, according to their respective needs. It recognizes that women and girls, and men and boys may have distinct needs, and seeks fairness of treatment according to a person's respective need to ensure the realization of equal rights, opportunities, and respect. Gender equity is needed if gender equality is to be achieved.
Intersectionality	Intersectionality is the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, classism, disability, clanism) combine, overlap and intersect especially in the experiences of marginalised individuals or groups. It provides a framework for understanding how multiple categories of identity (such as gender, clan, age, disability status and class) interact in ways that create complex systems of oppression and power.
Power	Power is most commonly understood as a form of authority, control or domination. Those with authority over others are considered powerful, while those who are dominated are seen as powerless.
Sex	Refers to the biological and physiological characteristics that define 'male' and 'female'.
Sex/gender-specific indicator	An indicator that pertains to only women or only men or only people of other genders. Quantitative statistical information on differences and inequalities between women and men.
Sex/gender disaggregated indicator	An indicator that measures differences between women, men or people of other genders in relation to a particular metric.
Social Inclusion	The process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their identity, to take part in society. Social inclusion includes the inclusion of vulnerable groups who are at risk of exclusion within a particular context. Such groups may include: women and girls, orphans, adolescents and young people, the elderly, people living with disabilities, ethnic minorities, religious minorities, people living with a stigmatising illness, internally displaced people, migrant populations, nomadic/ agricultural communities, members of minority clans or sub-clans, people living in informal urban settlements or geographically inaccessible districts.
Strategy and Action Plan (SAP)	A GESI SAP identifies who has responsibility for delivering the SAP and identifies the related goals, baselines, targets, and activities needed to undertake the prioritized GESI activities.
The Vision Journey	The Vision Journey is a planning tool that has helped many people (women and youth as well as men) to plan how to use their resources to achieve their vision

ACKNOWLEDGEMENTS

This Gender Analysis report has been prepared by a team of consultants from Breinscope Consultants Ltd. The team would like to take this opportunity to appreciate SomRep partners for entrusting us with this assignment.

The would like especially thank the leadership and staff of partner organizations: World Vision Somalia, OXFAM, Action Against Hunger, Adventist Development Relief Agency (ADRA), Cooperative American Relief Everywhere, Cooperazione Internazionale, Danish Refugee Council for the support accorded to the consultants during execution of this assignment.

Special appreciation to our local consultant team in Somalia Irene Bandaru, Farah Shukri Ahmed and Bashi who ensured all quality field data collection.

Last but not least, I wish to covey my sincere appreciation of the team of consultants; Hezbourne Ouma Ong'elleh and Linet Obare for working tirelessly round the clock to produce the report.

Finally, special appreciation goes to the donor for the provision of the much-needed resources for the implementation of the project.

All the acts of commissions and omissions arising from this report are our own and not of World Vision Somalia and other SomRep partners.

Nelly Badaru (Lead Consultant).

AFFIRMATION

Except as acknowledged by the references in this report to other authors and publications, the information described herein consists of our own work that assessed the extent to which SomReP and WVS technical sectors and structures are responsive to gender and social inclusion.

Primary qualitative and secondary quantitative data collected throughout the documentation process remains the property of the communities and households described in this document. Information and data was collected full consent communities interacted with.

EXECUTIVE SUMMARY

SomRep and partners commissioned a study to undertake gender analysis and develop Gender Equality and Social Inclusion strategy for Somalia. The objectives of the study were:

- i) Conduct a Gender Analysis using the Gender Equality and Social Inclusion DME Toolkit and the Organizational Gender Assessment tools.
- ii) Conduct an analysis of Somali NDP 9 and Somali Women's Charter to assess to what extent the SomReP design contributes to the Somali NDP-9 Gender Cross-Cutting themes, and Somali Women's Charter.
- iii) Revise/update a joint Gender Equality and Social Inclusion Strategy for SomReP and WVS taking into consideration gender and other dynamics across all the SomReP and WVS themes of Economic Empowerment, Agriculture (crop and Livestock production), Community Disaster Risks Management, Education, Child Protection, GBV Response, Food and Cash Assistance, Health & Nutrition and WASH.
- iv): Develop a monitoring plan of key gender indicators for each sector (Economic Empowerment, Agriculture (crop and Livestock production) and Community Disaster Risks Management under SomReP; Education, Child Protection, GBV Response, Food and Cash Assistance, Health & Nutrition and WASH

The specific objectives of gender analysis included:

- To assess how the proposed activities may potentially impact on women, men and youth's access and control to services with a focus on the SomReP and WVS themes of Economic Empowerment, Agriculture (crop and Livestock production), Community Disaster Risks Management, Education, Child Protection, GBV Response, Food and Cash Assistance, Health & Nutrition and WASH.
- To assess the values, beliefs, assumptions and prejudices that may impact the behavior of girls, women, boys and men; including interaction/relationships. This includes identifying roles and how they change over time.
- To identify the stakeholders, and analyze the power structures/ability to act. Identify how people are included and possibly excluded in the community. This includes identifying groups that may be included and excluded, and why.
- To identify barriers and potential to women's and men's and youth (boys and girls) participation and how both sexes are likely to benefit from the intended outcomes. Particular attention will be paid to decision making relating to SomReP and WVS themes and accessing SomReP and WVS services, as well as barriers to male participation.
- To assess the likeliness of intended behavioural change related to the SomReP, for men and women and youth (boys and girls) respectively.
- To assess the policies, procedures and culture within the SomReP targeted districts and its core partners that may enhance or hinder the promotion of gender equality.
- Provide clear recommendations for mainstreaming gender in the M&E plan, and ensuring that the M&E plan can adequately measure impact related to gender equality. Specifically, recommendations for the baseline in terms of relevant gender related data to collect (including qualitative) and appropriate analysis; recommendations in terms of appropriate gender related

monitoring data and interpretation; and recommendations on incorporating gender in the overall evaluation of the project.

- Provide clear recommendations for possible modifications to the work plan to be gender sensitive and gender inclusive; how to mainstream gender awareness; and to enhance gender equality.

The assessment methodology was based on the Gender Equality and Social Inclusion (GESI) DME toolkit; Organizational Gender Assessment Tools and Social Relations Approach that focused on the need for action to re-balance these power relations, reduce disparities and ensure equal rights, opportunities and respect for all individuals regardless of their social identity. The key areas of analysis focused in access, decision making, participation, wellbeing and systems using tools such as focus group discussion, key informant interviews, household questionnaire and gender analysis framework of socialization to understand the norms and values; gender division of labour/activity profile, access and control, understand the gender dynamics and the household, community and the wider environment, identify the associated risks and suggest areas of action that would inform the development of the SomRep Gender Equality and Social Inclusion Strategy.

The assessment was undertaken in 15 districts across Somalia involving men, women, girls and boys, people with disability, clan and cultural leaders, religious leaders, community leader, women/youth and PWD groups, government representatives at national, regional and local level, SomRep partners staff within their Headquarters and in the field operations in Somalia.

Key Findings:

1. Somalia is a relatively homogenous nation of one people, one language, one culture and one religion rooted in the traditional clan system that is guided by the norms and beliefs of the society which sanctions and rewards accordingly. As a patriarchal society, the men govern from household, clan, community to government structures and systems since women have no place at their home or being a foreigner in their marriage homes.
2. Somalia, a country of 15 million people of which 50% are women, hosting 2.6 million IDP is prone to shocks of drought, floods, famine, diseases for animals and humans in addition to the endemic clan, sub clan ethnic minority inequalities. The intersectionality of clan, age, gender, disability, displacement, and environment creates multiple barriers and vulnerability to gender equality. The power relations within dominant and minority clans leaves minority clans out of the political, socio-economic and governance structures and systems where they have no access to resources, protection and remain poor and vulnerable.
3. Within the clan system, women aren't recognized and remain a foreigner in her husband's family and a guest in her father's house. This puts women out of opportunities to participate in leadership, have a voice and even to access resources.
At the table of elders, children and women are not recognized and that is the place where decisions about resources, about the household, opportunities and governance of the community.
Displacement robs people of their livelihood and they become dependent on the goodwill of those who care. With a government whose capacity and resources are limited, the burden is left on women who shoulder on under difficult circumstances and they are prone to violence and abuse at the time of flight and at their new place of abode that is ill equipped with poor facilities.

While disability is not inability, the opportunities for PWDs to be able to fend for their livelihoods are inadequate, they suffer mobility; have no assistive devices to participate in program and community activities. There are no disability friendly structures and systems so they get excluded.

Somalia is a very stratified society and the divide between women and men is very clear. This divide manifests in the division of labor where women are overburdened, with user access and limited control of resources, in ownership, wellbeing of the women, decision making at the household and community level, and participation in any activity which is outside the household, the community and in political governance systems and structures. The wellbeing of women is affected and they suffer from GBV, FGM, poor maternal health, low levels of education among others.

4. The Constitution of Somalia, the ND-9 and the Somali Women’s Charter have provided a framework to promote gender equality and social inclusion. However, implementation of these frameworks is challenged by the current governance system.
5. Detailed Analysis
 - i. SomRep has policies, structures and systems that are meant to respond to GESI however, operationalization is hampered by the situation in Somalia and needs to improve on its technical capacity for gender.
 - ii. SomRep has elaborate systems of identifying needs and designing programs that respond to these needs. However, the misconception of the intention of the program by the community against the cultural and social norms of the society has led to the low

Recommendations:

1. Strengthening the Enabling Environment for gender equality and social inclusion

Improving GESI for various groups	
<p>Women</p> <ul style="list-style-type: none"> • Implement programs that promote maternal health. • Awareness creation to communities. • Promote education to vulnerable members of the society. • Implement programs that promote economic empowerment to vulnerable groups. • Formulate, enact and enforce gender policies. • Implement programs that improve on skills training. 	<p>Men</p> <ul style="list-style-type: none"> • Create more awareness. • Promote education. • Economic empowerment. • Skills training and development
<p>Girls</p> <ul style="list-style-type: none"> • Leadership Training. • Protection from harmful practices through legislations. • Promote education. • Develop programs that encourage menstrual hygiene. • Awareness creation on the value of girls in society and the importance of their education. 	<p>Boys</p> <ul style="list-style-type: none"> • Awareness creation. • Education. • TVET Skills training and development. • Leadership training. • Extra-curricular activities.

Improving GESI for various groups	
<p>Government</p> <ul style="list-style-type: none"> • Enforcement of policies that promote access to resources by marginalized. • Affirmative action. • Involving marginalized groups in decision making. • Representation of marginalized groups/PWDs in all position of government. 	<p>Project Partners</p> <ul style="list-style-type: none"> • Provision of startup grants for marginalized groups. • Advocacy channels. • Establishment of gender desks. • Work towards reducing the cost of education. • Support local organizations and groups that are working with PWDs and vulnerable communities.
<p>Cultural Leaders</p> <ul style="list-style-type: none"> • Be advocates for change in the community. • Increase awareness in the community. • Support and empower vulnerable groups in the society including women/girls. • GBV and other crimes should be condemned and harsher punishments should be given to perpetrator. • Stand up against cultural practices that undermine women and other vulnerable members of society. 	<p>Religious Leaders</p> <ul style="list-style-type: none"> • Be advocates for change in the community. • Increase awareness in the community. • Support and empower vulnerable groups in the society including women/girls. • GBV and other crimes should be spoken about and harsher punishments should be given to perpetrator. • Use the religious law when punishing criminals especially the perpetrators of GBV.
<p>Persons with disabilities</p> <ul style="list-style-type: none"> • Provision of PWD friendly services. • Skills training. • Provision of Disability equipment. • Advocacy for better services from top downwards. • Community awareness on the plight of PWDs. • Affirmative actions for PWDs in all sectors of life. • Enforcement of infrastructure and construction policy. 	

2. Recommendations for NDP and Somali Women’s Charter

The Somalia Women’s Charter emphasizes on equality, equity and non-discrimination as essential for the overall well-being of Somali women and girls while declaring zero tolerance on all forms of violence against women and girls as well as marginalization of vulnerable groups. This should form the basis for:

- a. WVS and SomRep interventions towards reduction and prevention of GBV especially FGM.
- b. Affirmative action in securing young girl’s exposure to STEM
- c. Initiatives driven towards achieving equal access, ownership and control over property, natural resources and financial services.

- d. The Somalia Women's Charter emphasizes zero tolerance on all forms of violence against women and girls. This should form the basis on all WVS and SomRep interventions in the reduction and prevention of GBV especially FGM.
- e. Affirmative action in securing young girl's exposure to STEM.
- f. Computer classes should be included in TVET programing.
- g. Initiatives driven towards achieving equal access, ownership and control over property, natural resources and financial services needs strengthening.
- h. Reduction of illiteracy rates amongst women at all costs. Illiteracy accounts for a high levels of non-participation in issues of decision making, enterprise development and unemployment. Functional Adult Literacy for women should take Centre stage.
- i. Recommendations for NDP and Somali Women's Charter

1.0 INTRODUCTION

1.1 Background and Purpose

Somalia Resilience Program (SomRep) is a project of a consortium of International Non-Governmental Organisations (INGOs) implemented by World Vision Somalia as a lead organization in partnership with: Oxfam, ADRA, DRC, AAH ACF, COOPI and CARE. The SomRep partners commissioned a Gender Equality and Social Inclusion (GESI) assessment to inform SomRep Gender Strategy Development. The Gender Analysis aimed to enhance understanding of how gender dynamics/ trajectories influence positively or negatively the ability of women, men, boys, girls and people with disabilities (PWDs) among other marginalized people and groups to access, make decision and participate in SomRep and WVS programs. This Gender analysis report is one of the outcomes of the assessment.

The specific objectives of the assignment were as follows:

1.2: Specific Objectives

Objective I: Conduct a Gender Analysis using the Gender Equality and Social Inclusion DME Toolkit and the Organizational Gender Assessment tools.

Objective II: Conduct an analysis of Somali NDP 9 and Somali Women's Charter to assess to what extent the SomRep design contributes to the Somali NDP-9 Gender Cross-Cutting themes, and Somali Women's Charter.

Objective III: Revise/update a joint Gender Equality and Social Inclusion Strategy for SomRep and WVS taking into consideration gender and other dynamics across all the SomRep and WVS themes of Economic Empowerment, Agriculture (crop and Livestock production), Community Disaster Risks Management, Education, Child Protection, GBV Response, Food and Cash Assistance, Health & Nutrition and WASH.

Objective IV: Develop a monitoring plan of key gender indicators for each sector (Economic Empowerment, Agriculture (crop and Livestock production) and Community Disaster Risks Management under SomRep; Education, Child Protection, GBV Response, Food and Cash Assistance, Health & Nutrition and WASH.

1.3: Key Outcomes

- A Gender Analysis and social inclusion Report
- Developed a joint Gender Equality and Social Inclusion Strategy for SomRep.

1.4: The Context for Gender Analysis

This Gender Equality and Social Inclusion analysis aimed at enhancing the understanding of how gender dynamics/trajectories influence positively or negatively the ability of women, men, boys, girls and people living with disability among other marginalized people groups to participate in SomRep and WVS interventions.

Specific objectives of gender analysis include:

- To assess how the proposed activities may potentially impact on women, men and youth's access and control to services with a focus on the SomRep and WVS themes of Economic Empowerment, Agriculture (crop and Livestock production), Community Disaster Risks

Management, Education, Child Protection, GBV Response, Food and Cash Assistance, Health & Nutrition and WASH.

- ❑ To assess the values, beliefs, assumptions and prejudices that may impact the behaviour of girls, women, boys and men; including interaction/relationships. This includes identifying roles and how they change over time.
- ❑ To identify the stakeholders, and analyze the power structures/ability to act. Identify how people are included and possibly excluded in the community. This includes identifying groups that may be included and excluded, and why.
- ❑ To identify barriers and potential to women's and men's and youth (boys and girls) participation and how both sexes are likely to benefit from the intended outcomes. Particular attention will be paid to decision making relating to SomReP and WVS themes and accessing SomReP and WVS services, as well as barriers to male participation.
- ❑ To assess the likeliness of intended behavioural change related to the SomReP, for men and women and youth (boys and girls) respectively.
- ❑ To assess the policies, procedures and culture within the SomReP targeted districts and its core partners that may enhance or hinder the promotion of gender equality.
- ❑ Provide clear recommendations for mainstreaming gender in the M&E plan, and ensuring that the M&E plan can adequately measure impact related to gender equality. Specifically, recommendations for the baseline in terms of relevant gender related data to collect (including qualitative) and appropriate analysis; recommendations in terms of appropriate gender related monitoring data and interpretation; and recommendations on incorporating gender in the overall evaluation of the project.
- ❑ Provide clear recommendations for possible modifications to the work plan to be gender sensitive and gender inclusive; how to mainstream gender awareness; and to enhance gender equality.

2.0 METHODOLOGY: APPROACH, SAMPLING AND TOOLS FOR DATA COLLECTION

2.1 Overview

The gender assessment used a mixed method approach to collect qualitative and quantitative data with multiple aggregations at household, community, regional, country, and institutional levels. The assessment incorporated GESI Analysis including vulnerability analysis; literature reviews and secondary data; primary data Collection, data analysis and reporting.

Since the GESI addresses unequal power relations experienced by people on the grounds of gender, wealth, ability, religion, location, social status, ethnicity, language and agency or a combination of these dimensions, a combination of frameworks and approaches were used including Gender Equality and Social Inclusion (GESI) DME toolkit; Organizational Gender Assessment Tools and social relations approach that focused on the need for action to re-balance these power relations, reduce disparities and ensure equal rights, opportunities and respect for all individuals regardless of their social identity.

In addition, the Harvard analytical framework was used to explore on gender roles and responsibilities to further understand gender division of labour, and the gendered distribution of resources thus provide a deeper awareness of the role of different gender in various aspects of the efforts led by government, WVS, SomReP and communities, their access, control in decision making about the resources.

Social Relations Approach was used to assess changes over time enhanced understanding on how community members (men, women, boys and girls) including marginalized people groups like IDPs, people living with disability, minority clans among others relate to each other, what privileges and sanctions, what bargaining power and associated benefits.

The assessment focused on GESI domains areas necessary for greater gender equality and social inclusion:

Access: The ability to access, use, control, and/or own assets, resources, opportunities, services, benefits and infrastructures.

Decision-making: The ability to make decisions free of coercion at individual, family, community, and societal levels.

Participation: The level of participation in or engagement in societal affairs and systems of power that influence and determine development, life activities and outcomes.

Systems: The availability of equal and inclusive systems that promote equity, account for the different needs of vulnerable populations and create enabling environments for their engagement.

Well-being: The sense of agency, worth, capability and status, confidence, dignity, safety, health and overall physical, emotional, psychological and spiritual well-being.

This provided an in-depth understanding of the gender issues at hand including:

- ❑ Roles and responsibilities within households productive, reproductive and community roles including engagement in programme activities (Economic Empowerment, Agriculture (crop and Livestock production) and Community Disaster Risks Management under SomReP; Education, Child Protection, GBV Response, Food and Cash Assistance, Health & Nutrition and WASH) and mobility analysis of roles and workloads).

- ❑ Access to and control over productive assets, resources and opportunities, and obstacles in seeking services (gender and social norms assessment).
- ❑ Youth access to education, vocational training and productive resources (land, livestock etc.).
- ❑ Decision-making and power relations at household, community, regional and/or national levels.
- ❑ Needs, priorities and perspectives, including practical needs and strategic interests of different groups and their ideas on appropriate and sustainable ways of addressing needs (vulnerability assessment).
- ❑ Participation, Practices and leadership in community activities and associations, leadership views on gender equality and social inclusion, preferred communication channels and barriers to women's leadership.
- ❑ Knowledge, cultural beliefs and perceptions including access to knowledge and social, religious and cultural attitudes and norms which affect women, men, boys and girls, persons with disabilities and other excluded groups differently.
- ❑ Institutions, laws and policies (Legal and Institutional support systems). Legal frameworks, laws or other barriers that prevent women and men, boys and girls, persons with disabilities and other excluded groups from having equal opportunities.

2.2 Approach:

Primary quantitative data was collected and generated through a quantitative household survey using interviewer administered household questionnaires. Primary qualitative data, on the other hand, was collected and generated through a qualitative key informant interviews and focus group discussions. Both primary quantitative and qualitative data were supplemented by secondary data which was generated through a review of key project, policy documents and other relevant literature. In addition, observations and photographs were used to document experiences.

The assessment used **Focus group discussions** (FGD), Key informant interviews, Questionnaire and participatory observations to collect data involving men and women, boys and girls (12-18 years) and PWDs in each the geographical areas determined. The data explored the gendered distribution of workloads within households, access and control, decision making at household, community and institutional levels, gender and political participation in district-level politics, gender-based violence, and seek to map the level of impact around the WVS/SomReP intervention areas and get views on how these gender issues and gaps can be addressed at household, community, local and national levels.

Literature review was informed by the information shared by the SomRep Team and snow balled to other documents as interactions with KIIs and FGDs continued.

The participants to the FGDs were recruited, mobilized, invited and facilitated to participate in the assessment based on project areas and thematic topics as well as beneficiary groups. The FGD sessions were facilitated by trained facilitators using FGD guides. The consultant closely monitored the exercise to ensure quality. Due considerations were given to sensitive topic and the groups were made as homogenous as possible to enable discussants to be comfortable in giving their views.

The **key informant** Interviews used specific guides with open-ended, semi-structured questions to interviews using mostly oral interviews via zoom, skype and telephone. And in the field, face to face with the community's key informants, programme staff and various community leaders and primary

beneficiaries. The KII focused to obtain factual information from the key people that have been triangulated with other sources of data to ensure quality.

Household Questionnaire: After preliminary data collection, information was generated to design a quantitative questionnaire administered to primary beneficiaries at household level (men, women, boys and girls and PWDs). This helped to establish the magnitude of the gender and social inclusion issues that impact on the project and build consensus on recommendations.

2.3 Summary of Tools and Key Areas Covered by Gender

<i>Method/tool</i>	<i>Key areas</i>	<i>M</i>	<i>F</i>	<i>Total</i>
<i>Literature review</i>	The secondary data included both qualitative and quantitative data sets among others: community well-being data sources from community surveys, government ministry reports, and other research reports; and Gender and Social Norms data sources sought from household surveys done by various international institutions and UN system such as Somalia Health and Demographic Surveys (SHDS), UNICEF's Multiple Indicator Cluster Surveys (MICS) and the World Bank's Living Standards Measurements Survey (LSMS) and UNHCR database on refugees and IDPs. These provided disaggregated data by gender, social and demographic characteristics (such as age, income, education level) collected from large sample sizes. A detailed review and analysis of the NPD 9 and Somalia Women's charter were conducted to get better understanding of the issues. The detailed list of literature review is attached in Annex 1 .			
<i>Focus Group Discussions (FGDs)</i>	The Focus group discussions (FGD) target men, women, boys and girls and PWDs and representative stakeholder groups: Community members, farmers, CBOs, local leaders, religious leaders, cultural/clan leaders and children, opinion leaders, CBO leaders, civic leaders, persons living with disabilities. The FGDs focused on specific gender issues and indicators according to the assessment objectives and was used in cross checking information with diverse respondents and getting a sense of issues affecting all members of a particular group and/or the entire community. Regional/District list attached in Annex II			
<i>Key informant Interviews (KIIs)</i>	Key Informant Interviews, were conducted targeting resourceful persons including SomRep partnering organizations staff both at head offices and in the fields including SomReP and WVS staff, Programme Officers, WVS, ADRA, AHH, ACF, CARE, DRC, Oxfam and donors, line government departments, Ministry heads, opinion leaders, CBO leaders, civic leaders, religious leaders, clan leaders, persons living with disabilities, youth leaders, women leaders, head teachers and members of the administration (assistant chiefs and chiefs). The Program Managers were specifically targeted on gender equality and social inclusion issues and, this helped gain in depth understanding of gender equality and social inclusion issues in the key SomRep project components. Detailed list of KII is included in Annex III	12	6	18
<i>Questionnaires</i>	In-depth Individual household interviews were conducted using questionnaires to establish the magnitude of the gender issues with regards to issues of division of labour, access, control, decision making, participation and response of SomRep program to issues of GESI. This was administered to men, women, girls and boys at the household level. The summary of the list	139	119	258

	according to regions and district is attached in Annex IV			
Observations / photographs	Participant observations will also be used in conjunction with the above tools to obtain information on the context of the interviews (body language and unspoken behavior) and community practices. The different situations observed were backed up with photographs.	8	10	18
Totals				

Table 1: Summary of Data Collection Tools

2.4 Sampling

The sampling strategy included 13 districts of the seven regions SomRep partners are currently working in. However, two regions were left out because of insecurity reasons hence Hargeisa, Burao, Eyl, Burtinle, Garowe, Baidoa, Qansadheere, Dollow, Luuq, Hudur, Wajid, Elbarde and Las Anod were included in the sampling frame. The sampling method was purposive for all the KIIs and FGDs. For the household questionnaires the sampling method entailed simple random sampling to allow respondents in the districts opportunity to participate in the data collection.

Regions	Districts		
Togdheer	Hargeisa	Burao	
Nugaal	Eyl	Burtinle	Garowe
Bay	Baidoa	Qansadhere	
Gedo	Doolow	Luuq	
Bakool	Xudur	Wajid	Elbarde
Lower Shabelle	Afgoye		
Lower Sool	Kismayo		
	Las Anod		

Table 2: Sampling Frame

2.5 Data Management and Analysis

The consultants' observation of the respondents' reaction and situation were used to complement the above methods and through triangulation allowed the consultants to incorporate his own perception and views on how the project is fostering and increasing the values, beliefs, assumptions and prejudices that impacted the behaviours of girls, women, boys and men; including interaction/relationships for programme improvement.

The assessment built upon triangulation of frameworks, data sources, methods of data collection and analysis, interviewees, location and contexts. It examined existing and available data and analysis on gender equality and social inclusion in World Vision Somalia Program, supplemented by some primary research. Accordingly, the assessment framework includes a mix of qualitative and analytical tools: document review, document analysis, and primary data collection consisting of six to eight focus group discussions (FGDs) groups, interviews with key informants, informal conversations, semi-structured and unstructured interviews with boys, girls, men, women and those affected GBV, and a brief survey on child protection needs and practice. The GESI assessment collected disaggregated data by sex, age, and other relevant and important social characteristics (disability status, economic status, religious affiliation, ethnicity, race) assessed differences and constraints of

various groups. Available project design documents were also examined using policy and institutional analyses to ascertain how the project integrates World Vision’s GESI Theory of Change.

Different Types of Triangulation used in the Assessment	
Method	Examples
Different conceptual frameworks	Comparing human rights, social exclusion analysis frameworks, Theories of change framework, Gender Analysis (Harvard Analytical Framework), Gender Equality and Social Inclusion Analysis, Social Relations Approach
Different data sources	Cross verification of various data sources such as secondary and primary data sources to achieve validity and reliability of results.
Different methods of data collection and analysis	Comparing structured caregiver/ household survey, participant observation, stories of change methodology, focused group discussions, key informant interviews, secondary data, Gender Development Index, Human Development Index to test consistency of findings.
Different interviewees	Comparing interviewee sex, age, ethnicity, socio-economic status, education level/ status (youth out of school and youth in school), religious leaders, language of interviewing. SomReP and WVS staff, partners, the donors, government stakeholders, beneficiaries and others as deemed necessary
Different times	Comparing responses or observations at different times of day, days of week.
Different locations and contexts	Comparing responses and observations when interviews are conducted in various areas of operations such as wards, locations where the respondents are engaged in their day-to-day activities or livelihood mainstay and may be able to speak more freely, - schools, water points, homesteads, market centres, and other public places, at work.

Table 3: Different Types of Triangulation used in the Assessment

3.4 Data Analysis and Comparisons

Quantitative data collected digitally using ODK was analyzed through excel worksheet to give range of outputs including frequencies, percentages as well as cross-tabulations for all indicators in the survey questionnaire. The frequencies, percentages and cross tabulations have been developed from the quantitative data as well as major categories and themes established from the qualitative data, the organized data will then be subjected to descriptive and interpretive analysis to determine the following.

Qualitative data was subjected to content analysis to establish major and common themes and issues emerging. Some of the major categories included an assessment of the effectiveness and alignment of project outputs and outcomes (planned and unplanned) and extracting lessons for project improvement. Secondly, the assessment of the value of the project’s approaches to enhancing the values, beliefs, assumptions and prejudices that may impact the behaviour of girls, women, boys and men; including interaction/relationships for programme improvement. Finally, through desk reviews, of NDP9, Somalia Women Charter, Gender Equality and Social Inclusion Strategy for SomReP and WVS taking into consideration gender and other dynamics across all the SomReP and WVS themes of Economic Empowerment, Agriculture (crop and Livestock production), Community Disaster Risks Management, Education, Child Protection, GBV Response, Food and Cash Assistance, Health & Nutrition and WASH.

Descriptive analysis sought to identify the current status. For example, how has SomReP and partner organizations have addressed the needs and constraints of women, men, boys and girls including those living with disability in the target areas? To what extent has the projects ensured equal and fair participation and representation, and distribution of resources to women and men in the project. Interpretive analysis will seek to derive meaning and establish patterns from the phenomena identified in the descriptive analysis.

2.6. Ethical Considerations

The consultants and respondents adhered to World Vision Somalia and SomRep standards for data collection including signing off of child protection policy. Adherence to Ministry of Health of Somalia protocols with regards to covid-19 included social distancing, hand washing and sanitization during data collection. Virtual meetings were held with especially Trainers of Facilitators across Somalia who were not on site, social distance was kept between the Facilitators and respondents during data collection with questionnaires, KIIs and FGDs sessions.

The assessment team also adhered to the principles of research ethics namely principles of autonomy, beneficence and justice. Therefore, all respondents gave their informed consent to participate on a voluntary basis in the gender assessment and due protection (confidentiality of participants' personal information and other collected data) was provided by the consultant's team.

2.7. Gender Analysis Study Limitations

The consultants were faced with a number of limitations during the data collection. Amongst these was the insecurity within the data collection regions. Despite, having local consultants, the insecurity in Waajid in Bakool region made it very difficult to have the local consultant travel there for data collection supervision as all flights into Hudur had been suspended. In Kismayo and Afgoye, despite the efforts made, insecurity could not allow for respondents' mobilization despite that local research assistants having been trained. Further, data collection was undertaken in the midst of Ramadhan period, thus affected mobilization of respondents with FGDs numbers fluctuating across the regions and respondents having low energy levels during the FGDs sessions. On the whole, data collection attempted to provide a representative sample that was adequate for scientific analysis. These entailed conducting repeat data collection sessions long after the initial data had been obtained from the field.

3.0 GENDER LANDSCAPE: GENDER EQUALITY AND SOCIAL INCLUSION OPPORTUNITIES AND CONSTRAINTS

3.1 Country Context

Somalia is a unique homogenous country with one ethnicity, religion, language and culture strongly based on traditional/clan system enveloped in patriarchy. This oneness is deeply rooted in the traditional/cultural clan system where men are the embodiment of the social-cultural, economic and governance structures and systems of the society in Somalia. Clan based structure promotes strict male hierarchy and authority and the religious and cultural norms limits the role and status of women and girls. Gender equality and social inclusion inevitably gets compromised since the men are the epitome of leadership in Somalia.

The ‘gender architecture’ of Somalia consists of governance structures centred around the institutions of the traditional clan system, Sharia’ and the government (national, regional and local levels) systems that rely heavily on traditional system in which the dominant clans determine the level of participation in decision making, legislative outcomes, decisions on resource allocation including positions of authority which compromises the government’s authority and enforcement mechanism. Women are excluded from traditional leadership positions such as the *Nabadoons* and there is unequal representation in socio-economic, cultural and political, clan, household decision making arena. The leaders therefore represent vested male entrenched clan/culture interests first before citizens and marginalized groups such as women, young people and people with disability become secondary.

While women and young people form the bulk of the estimated population of 15 million people in Somalia and 75% of the population are below 35 years of age; women constitute 50.1%¹ compared to 49.9% men, equality between men and women is far-fetched. Moreover, Somali organized through the clan system with membership in *a’diya* group based on kinship, women do not have equal membership as men. The gender inequality is further deepened by the decades of conflicts and current insurgencies and environmental shocks such as floods, drought affects women in disproportionately compared to men. According to UNHCR, 2.6 million people² have been internally displaced by early 2021 and many women left as heads of households and experience environmental vagrancies.

The prevailing shocks includes not only drought, floods, diseases for animals and humans, high inflation and low income but also vulnerabilities that emanate from the complex societal structure of Somalia. The community encompass numerous social groups, clans, sub-clans and ethnic minority groups that are not members of any specific clans. The evolving relationships/divisions between and among them contribute to vulnerability within the ongoing conflict. Since comparatively they have less social capital and political influence, have weaker support structures and reduced clan-based protection mechanisms.

Displacement aggravate existing inequalities due to the loss of livelihoods; this introduces new dimensions of marginalization and exclusion. IDPs from minority groups, or those with weak social connections in host communities, face more obstacles in accessing assistance and protection. Minority clans and marginalized groups face heightened risks of eviction, arbitrary arrest, sexual violence, and discriminatory or denied access to humanitarian assistance and services.

Moreover, displacement affects individuals of all ages and sexes, from diverse social backgrounds, in different ways. With respect to gender considerations, women and girls face specific protection risks,

¹ <https://countrymeter.info/Somalia>

² UNHCR (Feb.2021) Fact Sheet

as they have limited social protection mechanisms and structures, which can be further eroded through repeated displacement. Strife within families over scarce resources and challenges to traditional gender roles, as women increasingly become the primary family providers, are key factors that influence intimate partner violence. Girls are exposed to a greater degree of sexual violence and abuse, early marriage, defilement and potentially, teenage pregnancy. Men and boys also face serious and specific protection risks, especially exposition to significantly high risks of coerced and/or forced recruitment by armed actors, resulting in restrictions on freedom of movement and the ability to access humanitarian assistance or pursue livelihood opportunities.

Ranked as the fourth highest in the Gender Inequality Index for Somalia is 0.776³ globally, gender equality and social inclusion (GESI) in Somalia is influenced by several factors including: unequal power relations at household, community and the society; poverty, disability status, displacement, land disputes, denial of humanitarian assistance, child marriage, social class, education status and harmful cultural practices such as Female genital mutilation, creates multiple barriers to participation, violate the rights of especially women and girls and severely discriminate and constrain women's rights to property and access to assets (land, credit).

While some of the social norms in Somalia filter opportunities for and challenges to gender equality by influencing behavior of either individual beliefs, actions or collective attitudes, others norms justify violence and restrictions on women's mobility and ability to own property. It was so normal among the women, young people and the men we interacted with that man have control over women and girls. This was the accepted behaviour. Yet, this practice reduces opportunities for women and men to share workloads, even when task kaleidoscopism could increase efficiency, productivity, and income to the family and community.

The impact of such negative social norms in addition to low levels of education affects women's perception about themselves. In Somalia only 46% percent of women from urban areas and 84% percent of nomadic women have no education (SDHD 2020) and 26% of women can read, compared to 36% of men. Women think they do not have knowledge, skills or experience to participate in decision-making. Educated women make better choices about their life for example total fertility is at 6.9 among educated and 7.2 among the unschooled women.

The triple gendered role of women (production, reproduction and community service) and the cultural or social expectations about women employment keeps women at home and have weak position of women in the labour market. Only 9% of women in Somalia are employed, 49%⁴ self-employed and others engage in non-paid labour within the family setting.

Somalia is a high-risk country for Gender-based violence (GBV) experienced by 60% of women include physical abuse, migration denial of education, forced marriage, child labour and trafficking, child marriage, rape and sexual harassment forms of domestic violence among others. The most prevalent form of GBV are the ills of female genital mutilation (FGM) experienced by 98% of women and girls in Somalia. This subjugation negatively impacts on the social and reproductive capacity of women and girls.

Maternal health is another area of concern, high maternal mortality, lack of access to health services due to long distance and also because most health staff are male and mothers prefer to be handled by

³ https://www.undp.org/content/dam/rbas/doc/Women's%20Empowerment/Gender_Somalia.pdf

⁴ SDHS (2020)

fellow women at home (79% deliveries) than go to health facilities 29% of deliveries take place (SDHS 2020).

The challenges offer opportunities for women, girls and persons with disability empowerment in the areas of leadership, economic empowerment, improvement of health and challenging the patriarchy and negative social norms and addressing barriers to access, control, decision making and participation in all spheres of life for the women, girls and people with disability.

3.1.1. Legal and Policy Framework for GESI

Global framework:

In the global village, Somalia is a member United Nations (UN), African Union (AU), the League of Arab States (Arab League) there obligations to uphold human rights and promote gender equality which members' states are expected to adhered to.

The United Nations Security Council Resolution 1325 on Women, Peace and Security (UNSCR) and the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) provide principle framework for promoting gender equality. Adopted by the UN in 1979 as an international standard for the protection and promotion of women's right, CEDAW is pivotal in promoting gender equality and social inclusion. Among other provisions, ratification of this Convention will ensure the Somali government is committed to eliminate discrimination against women in marriage and family life, ensure women enjoy equality with men in all aspects of life, modify socio-cultural patterns that lead to discrimination of women and ensure the full development and advancement of women. However, Federal Government of Somalia has not adopted a National Action Plan on UN Security Council Resolution 1325 and has not ratified CEDAW.

Globally nations have made commitment to gender equality and equity through Sustainable Development Goals (SDG 5). Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. Its goal is to promote gender equality; empower women and girls; eliminate all forms of harmful practices such as child, early and forced marriage, female genital mutilation; and ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in the political, economic and public life.

Other international conventions that have been considered by Somalia to enhance gender equality and social inclusion include: the International Covenant on the Rights of Persons with Disabilities; International Covenant on Civil and Political Rights; the International Covenant on Economic, Social and Cultural Rights; the International Covenant on the Rights of the Child though Somalia has submitted a reservation on CRC.

Regional Framework

While Somalia has signed and ratified the African (Banjul) Charter on Human and Peoples' Rights, in 1985 and its human rights policies and practices are monitored by the African Commission on Human and Peoples' Rights (ACHPR), the Federal Government of Somali has not ratified the Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa (the Maputo Protocol) in 2006. Somalia has not accepted the jurisdiction of the African Court on Human and Peoples' Rights. Although Somalia is a Member of the Arab League, it has not ratified the Arab Charter on Human Rights and is therefore not subject to monitoring by the Arab Human Rights Committee.

National Framework

In Somalia, although the Islamic *Sharia* provisions offer women more rights than *Xeer*, the *Sharia* is only administered by men, hence the application favours men more than women.

The 2012 Somalia Constitution provides for the principles of equality before the law for men and women, non-discrimination against any person on the grounds, including but not limited to, clan, ethnic or social origin, sex, equality for both men and women; specifically Article 3: states that “Women must be included, in an effective way, in all national institutions, in particular all elected and appointed positions across the three branches of government and in national independent commissions”; Article 22 emphasizes the right to Political Participation by every citizen to take part in public affairs; including the right to form and/or take part in the activities of political parties (including the right to vote and stand for positions in elections for adults) and measures designed to achieve full equality for individuals or groups who have suffered discrimination or disadvantage for example a quota system was proposed and being implemented.

Other frameworks for promoting GESI include: the National Youth Policy; the Somalia Recovery and Resilience Framework (2018); and the Somali Women’s Convention on the Role and Participation of Women in Peace and Security (2019), Somaliland Juvenile Justice Law (2007), Puntland FGM Policy (2015) (unofficial translation), Somaliland Rape and Sexual Offences Bill (2015) (unofficial translation), Puntland Juvenile Justice Law (2016) and Puntland Rape Act (2016) (unofficial translation) among others.

There is currently no law that criminalizes FGM in Somalia. The Zero tolerance on FGM and Sexual Offenders Bill is yet to be passed by the government although some regions such as Puntland have signed an Islamic ruling (fatwa) against the practice of FGM.

The Federal Government of Somalia (FGS) as well as the states have shown commitment to advance gender equality and women’s empowerment. At different levels and with varying degrees there is recognition for the need to address gender inequalities and empowering women. The Ministry of Women and Human Rights Development (MoWHRD) mandate is to strengthen women’s participation in political and public decision-making processes; in particular, advance the role of Somali Women as peace-builders, economic actors and figures central to the promotion of community stability and social cohesion. It advocates for targeted interventions to improve women’s rights, protection and participation and as such incorporated a separate section as integral part of the New Partnership Agreement for Somalia.

3.1.2. National Development Plan 9: (NDP 9)

The National Development Plan pillars of Inclusive and Accountable Politics and Reconciliation; Economic development and Social and Human Development adopted gender mainstreaming as a cross-cutting theme and provides for:

- ❑ Strengthening of gender and other kinds of social equity where interventions and program objectives should focus on reaching the most disadvantaged and vulnerable social groups. Particular attention to be paid to women and girls’ equity and empowerment;
- ❑ Building the resilience of households, communities and government where Risk identification and management form a core aspect of all interventions. Poverty definition is therefore not limited to a monetary aspect but broadened to include other dimensions that impact on households, communities and government and;

- ❑ Prioritize durable solutions to long term displacement – Somalia’s IDPs are the most deeply impacted by drivers of poverty; no part of their lives is untouched. Progress towards poverty reduction will require the targeting of this most vulnerable group.

3.1.3. Somali Women’s Charter

Women’s economic empowerment, full inclusion and participation, access to socio-economic rights and governance are cornerstone for equality and sustainable peace and development. The Women’s Charter provides for:

- ❑ Equality, Equity and non-discrimination as essential to nurture the resourcefulness and resilience of Somali women and girls who are a bedrock of the society. This calls for a holistic and comprehensive laws that effectively sanction and secure gender equality and women’s rights that make discriminatory acts punishable.
- ❑ Zero tolerance for all forms of gender-based violence (GBV) against girls and women in Somalia.
- ❑ Justice for all, reconciliation and peace where women are at the center of transitional justice
- ❑ Increase compulsory attainment of secondary education, access to tertiary education and skills training courses for women/girls and people with disability in addition to affirmative action in securing young girls’ exposure to science, technology, engineering, and mathematics (STEM)
- ❑ Equal access, ownership and control over resource including property, natural resources, technology, financial services, and government tenders; that all foreign investment and development assistance is assessed through a gender lens;
- ❑ Promoting inclusive innovation where men, women, boys and girls, people with disability, young and old, educated and literate jointly develop new solutions for society and seize opportunities provided by embracing technology and development.

3.1.3. SomRep response to NDP-9 and Somali Women’s Charter

Overall, SomRep Strategy and operationalization of the program by all partners across the country demonstrate alignment to both NDP 9 and Women’s since the program promotes gender equality, social inclusion and women’s empowerment through Resilience Programming as shown below:

- ❑ ***Equality, Equity and non-discrimination:*** At the inception of the program, SomReP facilitates communities to undertake a Gender Sensitive Climate Vulnerability Assessment (GCVCA) which encourages communities to dialogue on sensitive topics regarding the relationship between gender and climate change and access to economic opportunities and civic engagement. Engaging with communities to assess and analyze their own vulnerabilities is important for building understanding of the project but also promoting communities to confront barriers which prevent certain groups from accessing services and opportunities especially young people, women, girls and people with disability.
- ❑ ***Inclusion and promoting participation of all vulnerable groups:*** SomRep identifies the most vulnerable through a transparent, participatory and inclusive process using set selection criteria such as: households with pregnant and lactating women, female-headed households, households supporting orphans or elderly, households whose livelihoods assets have been completely depleted, households headed by persons with disability, poor households supporting PWDs, poor households from minority and traditionally marginalized groups.
- ❑ SomReP provides grants, special training and mobilizes participation of vulnerable community group members in community interventions, most of whom are women.
- ❑ ***Building the resilience of households:*** SomReP is significantly covering most of community needs and priorities in all aspect of human and livestock in broad and tangible

manner. Socially and economically where the program provided families with multiple livelihood options so that they could withstand shocks such as drought through improved and diversified livelihood and asset preservation strategies, improved disaster risk management and other coping mechanisms to drought, improved ecosystem health as well as improved community-level governance.

- ❑ **Gendered approach** - the Men - The needs of men most significantly are farm inputs, concrete irrigation canal infrastructures that will last long, expansion of agricultural lands, capacity building trainings in GAP (Good Agricultural Practice), Disaster risk reduction, conflict sensitivity. Rangeland rehabilitation activities that will enhance pasture for their livestock feeding and job creation to sustain their household needs.
- ❑ **Empowerment and inclusion of Women:** SomRep supports women through economic development activities and VSLA initiative by creating employment, getting vocational skill training that help them earn income and uplift their standard of life. In addition, women access to medical services such as maternity services, post-natal care and other health related diseases in remote health facilities reduce walking distances to town seeking medical attention.
- ❑ Clean water for human consumption in remote areas where the communities depend on river water that was not treated and harmful to human health and risks that evolve around when collecting water, some of the risks are distance and is not safe the way to river, risk of crocodiles that are plenty in the river.
- ❑ While SomReP Strategy highlights the inequality in decision making, ownership of assets and representation though filtering system (Representation of women by men) the underlying drivers of the practice is based on the cultural and social norms.
- ❑ **Gender in governance:** SomRep works with government at national, regional and local levels, community organisations, cultural/traditional clan system institutions and religious leaders and other local CSOs partners to promote gender equality through capacity building. The aim is to strengthen institutionalization of gender equality and social inclusion in the fabric of governance systems within the government, traditional/clan system and with religious leaders that uphold the sharia.

3.1.4. Conceptual Framework for Gender Analysis

Gender Equality and Social Inclusion (GESI) is a concept that addresses unequal power relations experienced by people on the grounds of gender, wealth, ability, religion, location, social status, ethnicity, language and agency or a combination of these dimensions. It focuses on the need for action to re-balance these power relations, reduce disparities and ensure equal rights, opportunities and respect for all individuals regardless of their social identity. It critically examines access, control, decision making, participation, wellbeing and the system within the operating environment.

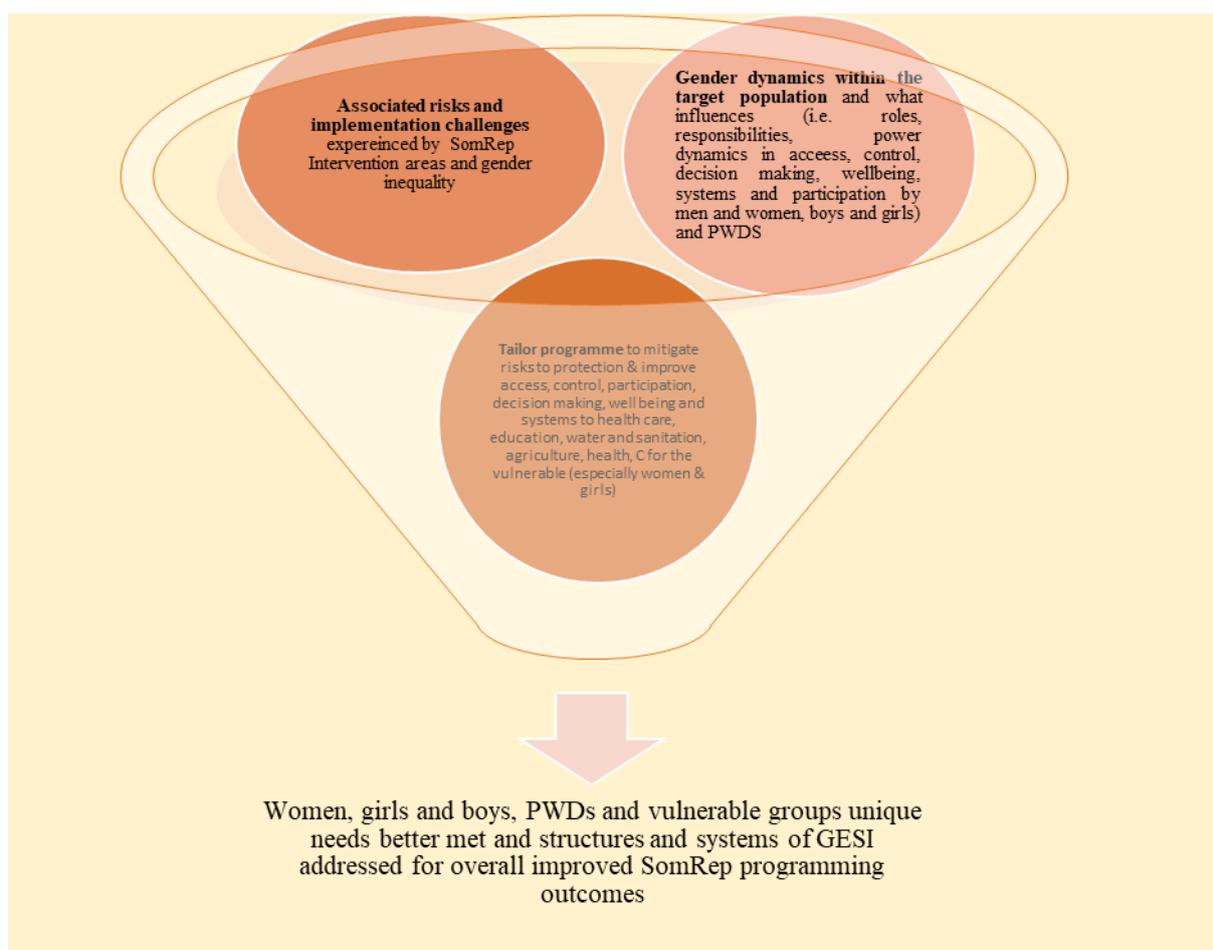
This analytical framework looks at three key areas. The first area examines gender dynamics which starts with the inculcation of societal norms and values (socialization); and gender division of labour where society ascribes roles and responsibilities to women and men, boys and girls that varies from culture to culture and over time. The social norms, values and roles define community expectations of what women, men, boys and girls in the society can and cannot do. It further defines who has, access and the type of access, ownership, and control

over resources at household or community level; who manages or makes decisions for production, reproduction at household and community levels. Understanding the experience of women, men, boys and girls and PWDs the interplay between all these factors above helps to identify the attributes of the gender dynamics that promotes or undermines gender equality especially those that marginalize women and girls.

The second area is to understand the associated risks that come with issues of gender inequality and gender dynamics identified above that affect project outcomes and pose risks if the gender dynamics issues are not taken into consideration in the project designs, implementation, monitoring and evaluation.

The third area is tailored programming informed by the analysis of gender dynamics and the associated risks that then supports design and management of projects that endeavors to address foreseen or anticipated risks to ensure gender equality where vulnerable groups women, men, young people, girls and boys, PWDs access service. The framework presumes that when project interventions are designed taking into account ways to mitigate risks to livelihood, economic well-being, improve access to health/nutrition, education, water and sanitation, cash assistance and more especially, when the unique needs of women, girls, men, boys and PWDs considered on one hand and address the fundamental structure for gender inequality within the individuals, groups and society as a result of socialization and negative societal, values, norms and cultures and the systems that perpetuate gender inequality and recommend measures to promote gender equality and social inclusion the overall programming outcome will be improved.

Figure 1: Conceptual Framework



Gender Analysis Tools are a set of instruments used to distinguish the different gender needs and concerns. This gender analysis is premised on theories of gender division of labour, power relations and the unique practical and strategic needs of women, men, boys and girls and PWDS.

To conduct the gender analysis, social relations framework and the Harvard gender analysis tools were used. Gender equality and empowerment framework and Gender inclusion frameworks were also employed. Women and Girls' unique economic, health and education needs enhanced and overall improved outcomes tailor projects that mitigate risks to economic well-being & improve access to health care and education for the vulnerable (especially women & girls). Associated risks and implementation challenges posed to economic wellbeing, health, education and specific economic needs interventions, together with gender dynamics within target population and the factors that either promote or undermine gender equality within its existing and future projects (i.e. roles, power relations, and different needs of men and women, boys and girls)

The Harvard Framework examined the household relations as well as the community/societal norms and practices that determine the roles and responsibilities, ownership, level of access to, control over and utilization of resources and services at household and community levels. This tool was used to examine the gender dynamics on decisions to join VSLAs, ownership

of household assets that are acquired; who has access and who controls /makes decisions on how to utilize the resources on the proceeds of the VSLA and other family efforts. While the VSLA has helped over the period to provide for some of the needs at household level, the Practical and strategic needs tools were used to ascertain the current needs to inform the current and future project interventions. Gender equality and empowerment framework was used to establish the well-being of the IDPS and host communities within SomRep and identify welfare gaps that exist which need to be addressed by the project. Access to services and rights was analyzed and gaps identified. It sought to understand the conscientization of women, men, boys and girls and PWD about gender equality and social inclusion and women empowerment with a view to establish their level of awareness and seek areas for intervention. The limited information women receive, the low education and exposure limits their level of awareness about the inequalities which they may not be aware of. The participation and involvement of women, men, girls and boys and PWDs by SomRep were identified and suggestions sought to improve their involvement at every level of project design and management. The women, men, boys and girls PWDs have different span of control and influencing of issues of policy and programming, resource allocation and service delivery. This tool was used to establish how each of the gender influenced the different levels of project planning and implementation. Gender Inclusion Analysis tool helped to establish at what levels women, men, boys and girls were included in the SomRep activities and what level, design, mobilisation, implementation and management. How they were included? When and where were inclusion happened during the project cycle.

While macro-level analysis was guided by international and national policies, meso level analysis determined the type and methodology for service delivery with a focus on SomRep and partners' engagements and; the micro level analysis was at service recipients' level, the men, women, boys and girls and PWDs who benefit from the services.

i) At the macro level the analysis involved an examination of the relevant literature and overarching policy framework and instruments at international and national levels. While SDGs, international covenants and declaration and agreements were considered for international commitments and focus on gender equality; at national level, the NDP 9 and the Somali Women's Charter and the relevant laws of Somalia were considered.

ii) While at meso level, the SomRep Strategy, various policy documents from World Vision Somalia and partner organization document and reports of the draft SomRep Gender strategy were reviewed, key informant interviews and consultations were also conducted with some of the key partners including WVS, ACF, AAH, CARE and COOPI. This provided deeper understanding on the project, gender equality issues experienced by other organisations and suggestions on how to improve the current and future projects to address gender inequality.

iii) At the micro level, the analysis adopted focus group discussions (FGDs) with members of the IDPs/host community alone, women groups alone both IDPs and host community separately, men alone, boys alone, girls alone, PWDs alone as well as host community. The Harvard Framework was used to analyze household relations as well as the community norms and practices, roles and responsibilities assigned to women, men, boys and girls (Activity

profile) and; the ownership, type of access to, control over and decision for utilization of resources and services. This tool was used to examine the gender dynamics at household and community levels among the IDPs and the host communities. It helped to generate gender issues at that level which directly impacts on SomRep and suggestions for addressing the issues. The focus group discussions enabled a deeper awareness of how gender relations at household and community levels influence economic well-being and access to health and education services, especially for women and girls.

3.2. GENDER EQUALITY AND SOCIAL INCLUSION FINDINGS

3.2.1. Conduct a Gender Assessment using the Gender Equality and Social Inclusion DME Toolkit and the Organizational Gender Assessment tools to collect qualitative and quantitative data.

While the DME toolkit and organizational gender assessment tools were used to collect qualitative data, questionnaire was developed to augment the secondary data and below were the key household characteristics of the respondents.

Of the respondents, 46% were women, 54% men; 27.9% IDPs and 72.1% Host Community and 52% of the respondents were between age ranges of 33-46 years. As concerns marital status, 5.5% of the respondents were (widowed, divorced or separated), 81% were either married and or living together. Of the household heads 21% were women and 79% men.

The main occupation for livelihood was trading at 36.8%, casual work at 26.7% and farming at 10.9%. Others included salaried employment, farming and those who were unemployed.

PWDs account for 16% of the respondents of those 23.8% were female and 76.2% were male. Physical disability 86%, Vision impairment 10% and hearing impairment is 4 %.

The level of education attainment of the respondents 50% never attended school (46% male and 54% female); Primary level attainment 38% (57% male and 43% female); secondary school attainment 11% (79% male and 21% female) and tertiary level is 1% (100% male).

Figure 2: Level of Vulnerability and Inclusivity

THOSE NOT VULNERABLE	THE VULNERABLE	THE INCLUDED	EXCLUDED
<ul style="list-style-type: none"> Host communities not affected by floods, drought, cyclones, conflict, insecurity Adults in prime Those not trafficked Non-HIV affected people 	<ul style="list-style-type: none"> Internally displaced persons affected by floods, drought, cyclones, conflict, insecurity Children, adolescent boys, youth, older people Boys recruited into armed conflict HIV Affected People 	<ul style="list-style-type: none"> The well-off / higher class Men especially in high status groups Dominant groups as defined in Somali society by: <ul style="list-style-type: none"> • Clan system – Samaale clan families consisting of Darod, Hawiye, Dir, and Isaaq. The Saab clan • Caste system • Religion: Muslims • Assets: Host communities with land Nomadic pastoralists Citizens Adults in prime People living in urban areas 	<ul style="list-style-type: none"> • Children with Disabilities • Women with Disabilities (gender and disability intersections) • Elderly people with disabilities (age, gender, disability) • People with multiple disabilities (fragile health, disability) • HIV/AIDS and Disability (health, gender, disability, age) • Adolescent girls forced into FGM/C, Early Marriages and termination of schooling. • Female headed households • Women in minority clans (such as the Gabooye, Midgaan, Looma, Ooyaan, the Bantus, and Benadiri) • Non-citizens • Rural folks

Gender Issues:

- *The large number of men being heads of households speaks to the fact that male dominance continues in the household and hence the men will determine issues of access, participation and decision making.*
- *The women are the most disadvantaged with education since the higher the education attainment the less women. Lack of or limited education attainment affects the voice in decision making, participation access and control of resources within the family and community.*
- *PWDs participation, access and control will depend on provision of assistive devices to enhance their engagement in the project.*

3.2.1.1. SomReP and WVS programmes and structures responsiveness to GESI.

SomRep partners (WVS, ADRA, CARE, COOPI, AAH, AHA, Oxfam and DRC) have their gender strategies/Age Gender Diversity (AGD) policies and frameworks at individual organizational levels. Recruitment policies of relevant staff are gender responsive however, recruiting women to work in Somalia has been a common challenge shared by most of the partners. The partners second staff to work on the SomRep program, while most of the staff are gender aware, there has not been any designated specialized gender advisor/officer to provide leadership for GESI within SomRep.

At program level, SomReP adopted a two-prong approach to promote GESI. With national, regional and local government, SomRep engaged government leadership, Line Ministries and departments by providing advice and building capacity of Technical Officers who contribute to development of policy guidelines that promote GESI.

SomRep established Community structures and systems such as: village development committees, producer groups, and Micro, Small and Medium Enterprises (MSMEs) committee, and informal community structures - water management committees, child protection committees, village elders' committees, Early Warning Committees, VSLA Committees (8 women out of 12), Religious Group Committees. Women are to form the 30% representation in these committees by policy. The challenge has been the limited participation of women representatives selected on these committees due to workload, timing for committee activities, limited capacity to participate and low esteem among others.

Promotion GESI:

- *SomRep and partners need to promote Somalia as a safe destination for women to work in;*
- *SomRep needs to provide specialized gender leadership within its ranks to champion and backstop GESI promotion in the programmes and;*
- *SomRep needs to build capacity of women representatives and conscientise the women to enhance their self-esteem.*

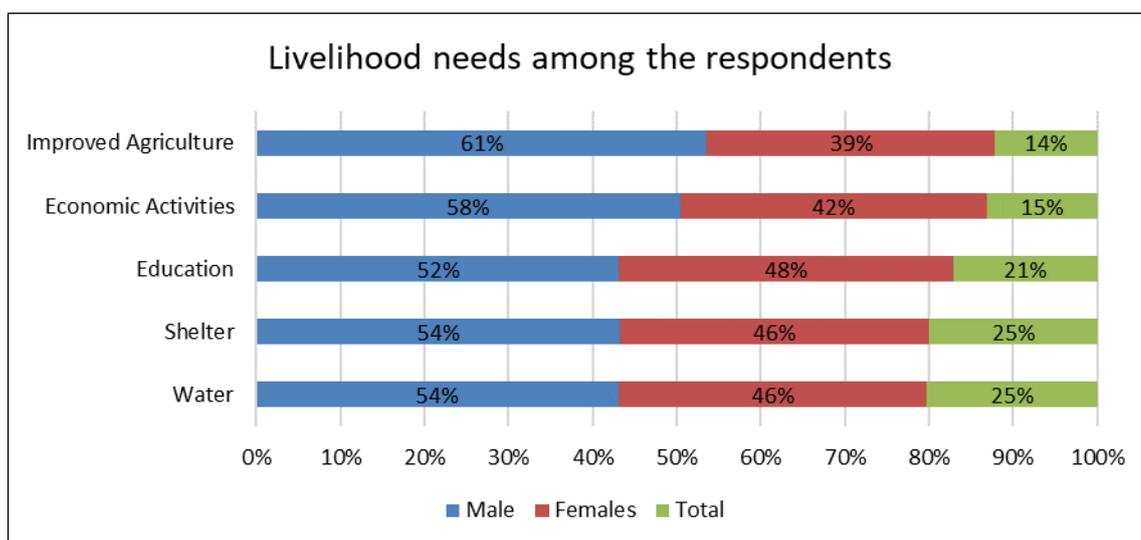
- *SomRep engage men, sensitize them and identify male champions who will promote GESI and support women participation in the program activities and leadership.*

3.2.2. Identify gender gaps, for men and women particularly female headed households, in terms of:

3.2.2.1. Livelihood needs, constraints, opportunities and aspirations.

SomRep identified needs using participatory approaches and designed programs to meet the needs of the vulnerable groups as shown on the graph Fig 1.

Of the program delivered by SomRep, respondents reported as follows: Food and Cash Assistance 69% (61.2% M & 38.8% Female); Water and Sanitation services 63% (53.2% M & 46.8% F); Health and Nutrition 62.7% respondents (51.4% M & 48.6% F) Community Disaster Risk management 30.4% (50.7% M & 49.3% F) and others in agriculture livestock and crop farming, economic empowerment and education child protection as shown below.



Gender Issues:

- *While SomRep provides opportunity to train young mothers and those that have dropped out of school prematurely in Technical and Vocational Education and Training (TVET), the enrollment of young women is still low because of their engagement in reproductive roles; sometime they never get permission from household head to allow them participate in the training.*
- *The communities have received well programmes that are not seen as a threat to the existing power relations, societal norms and values. These include: food and cash assistance, water and sanitation, health and nutrition, community disaster risk management and agriculture both crop and livestock.*
- *However, through focus group discussions with World Vision field staff and in Garowe and Focus group discussion with women in Burtinle, there is a misconception*

about some of the programs being avenues to change cultural norms, power dynamics and the status quo. The trainings in TVET empowers women with skills that are not ordinarily for women; economic empowerment gives women access to finances and therefore are able to make decisions; GBV is seen as a direct assault to the cultural values and norms of the Somali people; training children about their rights is seen as a way of making children to be rebellious against their norms hence community uptake of these program in low as seen above.

- *Women and girls have no access to information due to the fact that they stay home most of the time, they do not attend meetings and culturally, women are not expected not to mix with others, other than family members. Hence the women and girls miss out on program information for their betterment.*
- *PWDs did not have equal access to the programs like others due to their unique situation of mobility, lack of assistive devices to enable them participate in programme activities.*

Promoting GESI

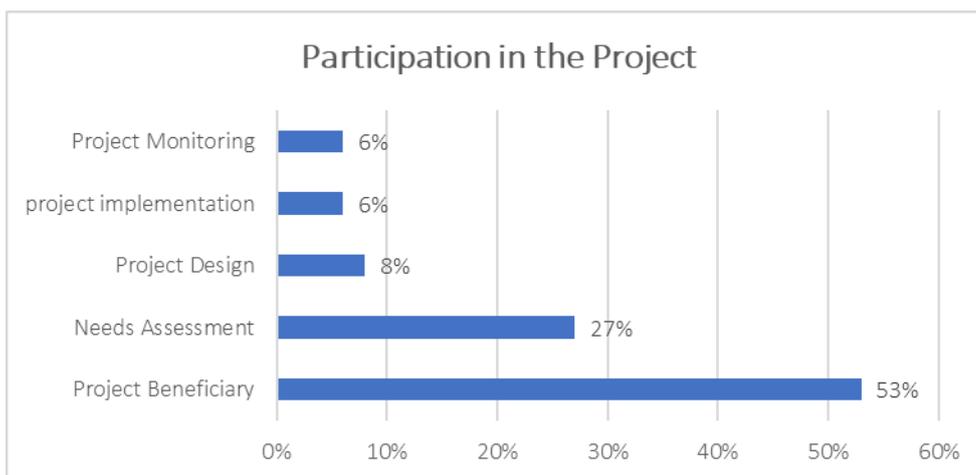
- *SomRep needs to repackage training modules and timing to be more flexible and for shorter periods to allow PWDs and young women to participate and enable decision makers at households to be supportive.*
- *SomRep needs to conduct community awareness drives to explain the importance of the program in building community resilience and supportive gender responsive cultural systems.*
- *SomRep needs to engage women to access information. Organize women to form groups apart from the VSLA. These groups when nurtured will provide avenue for information sharing. According to SHDS 2020, 64% of Somali women aged 15-49 own mobile phones; SomRep could develop a platform for women to share digital information.*
- *Equip PWDs with relevant assistive devices to enable them participate in program activities.*

3.2.1.3. Extent to which the projects ensured equal and fair participation and representation, and distribution of resources to women and men in the project.

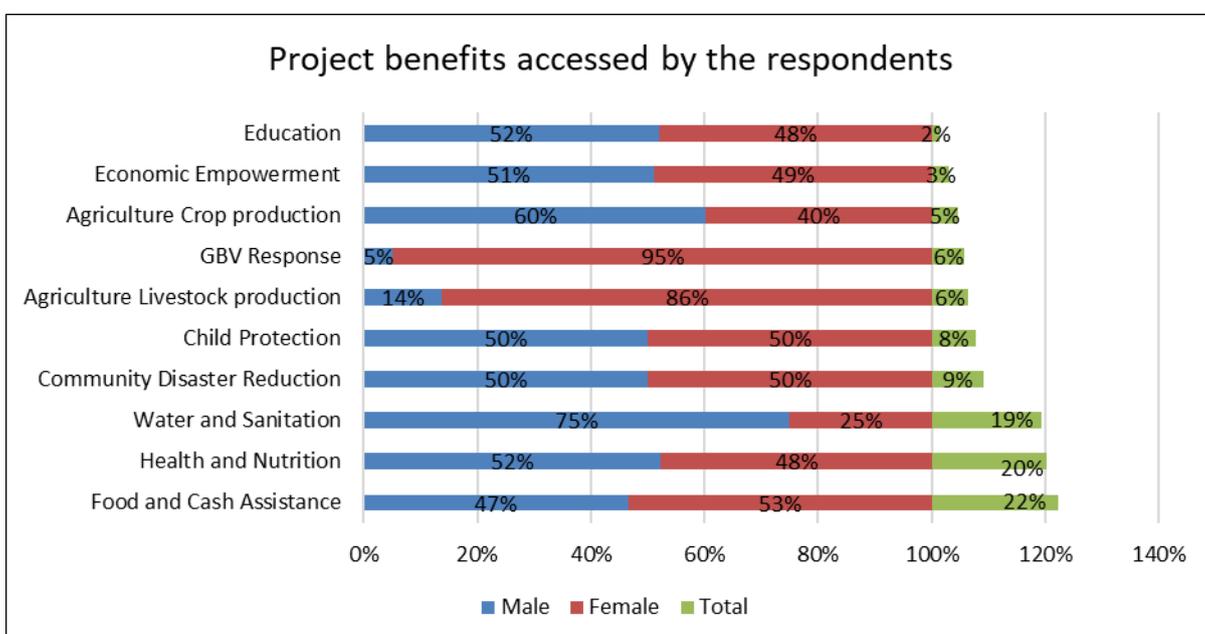
SomRep has an elaborate mechanism that ensures partners actively participate in community engagement at the project implementation stages. During the inception of any project the community leaders are consulted, this meeting involves men, women and any other persons who will be directly involved in the programme. SomRep also set up a percentage threshold of the number of women to participate in the committees and as project beneficiaries.

Participation in the different stages of the project cycles is shown below. While 53% of the respondents reported being beneficiaries, 27% participated in needs assessment, 8% in project design, 6% implementation and 6% in monitoring.

The low participated was associated with limitations by cultural norms 30.9% men and 69.1% women; distance 51.7% men and 48,3% women; policy of NGOs 26.8% men and 73.2% women.



The project benefits were shared as below by gender. The respondent 57.8% male and 42.2% female reported having benefited but men benefited more in the project compared to women as shown below.



Gender Issues:

- While the SomRep structures and government have provided for 30% women representation in any program and intervention, this is against a backdrop of women constituting 50.1% of the population, the workload; and social norms that restrict women's voice in public through the persistent and consistent filtering system that does not give women a chance to participate.
- The social norms and the environment have made women feel unworthy to participate. More importantly many women are not even aware of limiting factors to their opportunities available to participate and benefit from projects.
- The time and timing of programmes limits women and girls' ability to participate in project activities.

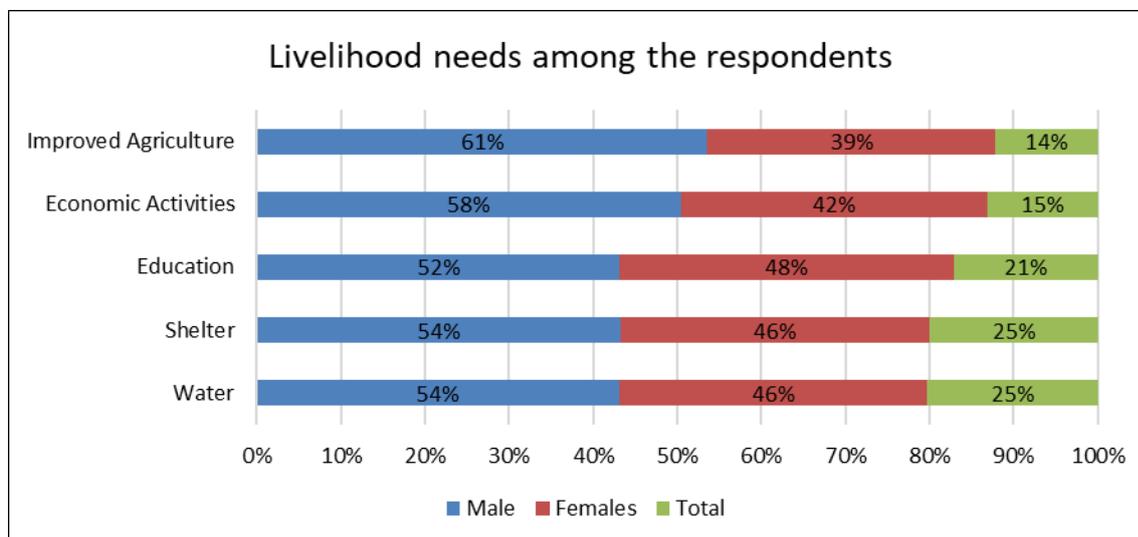
Promoting GESI

- SomRep needs to review their targeting strategy so that women are targeted where there is cash and financial empowerment
- The participation of women and girls reflects how women are still kept in their reproductive roles. Hence SomRep needs to empower to meet their strategic needs which will move them towards achieving their productive role.
- SomRep needs to change the mindset of the leadership at various levels targeting the gate keepers to allow women and girls participation.
- SomRep needs to conscientise women to realize their value and speak to the inequalities which they experience.

3.2.2. Identify gender gaps, for men and women particularly female headed households, in terms of:

3.2.2.1. Livelihood needs, constraints, opportunities and aspirations.

The livelihood needs and aspirations of the respondents are shown below. The respondent's main livelihood needs are Water and sanitation 25%, shelter 25%, education 21%, economic empowerment activities 15% and improved agriculture 14%. While SomRep has focused on food and cash, health, nutrition, there is need to Prioritize shelter and education, economic empowerment and agriculture as key livelihood intervention areas.



The livelihood constraints and opportunities are discussed under each of the need areas below. However, for the aspirations of the community, Financial empowerment was 82% (54.7% M and 45.3% F); equal opportunity for men and women 60.1% (50.3% M and 49.7%F); Resilience against disaster 51.2% (52.3% M and 47.7%F) and food security 44.2% (54.9%M and 45.1%F).

Analysis by gender shows that for men their future priorities will be: food security, financial empowerment, and resilience against disaster but for women their future priorities are equal opportunity with men, education for boys and girls and resilience against disaster.

Gender Issues:

- *The common denominator is the concern by both men and women about the capacity to withstand disaster, resilience against disaster is paramount. While women are concerned about equality and equal opportunity with men and securing the future of their children, men are more concerned about financial empowerment and food security. This reflects the roles men and women are playing within the household.*

Promoting GESI

- *The long-term future projects of SomRep need to intensify interventions that build community capacity to be resilient against disasters while proving equal opportunity for men and women to engage in financial empowerment, food security and improving prospects their children's education. This will help the communities to move away from humanitarian dependency to sustainable development.*

Economic Empowerment

The men are the primary heads of the households in terms of responsibility. Men are the sole bread winners in the household. These roles and responsibilities don't change for PWDs. Women are generally care givers and mainly responsible for the household.

Programs meant to encourage economic empowerment like trainings in income generating activities, book keeping, VSLA, can be accessed by men and women. 65.2% men and 34.8% women have access to economic empowerment. Women miss out on these programs as they are engaged in household related activities. Women's lack of education affects their ability to participate in training and associated benefits. Decision making in all matters pertaining to household finance are a preserve for the men who are household heads. By design PWDs are free to access and participate in economic empowerment but they are limited by lack of sign language for those with hearing impairment, lack of brails for the blind and limited means of transport for the physically handicapped.

Gender Issues

- *Women don't make key decisions on financial management since they have limited experience on matters finance and therefore SomRep needs to design a financial literacy program for women to enhance their effective participation in economic empowerment.*
- *Strategies to empower women like Functional Adult Literacy are still lacking.*
- *Women are still financially dependent on men. Programs like VSLAs, IGAs and business empowerment trainings have not trickled down to the rural households thus keeping most women marginalized.*

Promoting GESI

- *The VSLA methodology needs to be improved to integrate functional adult literacy, reproductive health and rights so that women can have better financial understanding and keep business records.*
- *SomRep needs to work with PWD networks to support them to get assistive devices such as brails, mobility gargets and train in sign language within the community to enhance effective participation of the PWDs.*
- *PWDs have been stigmatized and society has looked at them as needy, helpless, poor and dirty and not worthy to mix with society and hence they end up being traumatized. Economic empowerment is one way to get them out of this doldrums. SomRep needs to design a special package for PWDs to address trauma, self-esteem and economic empowerment.*

Agriculture (crop and Livestock production)

Somali's economy runs largely on agriculture and this accounts for 65% of the country's GDP.

Men have the primary responsibility over agriculture. They are the beneficiaries of farm inputs, concrete irrigation canal infrastructures that will last long, expansion of agricultural lands, and capacity building trainings in GAP (Good Agricultural Practice).

Exception cases where women engage in farming are instances of widows and female headed households. Women participate in the sale of camel milk but they don't make any decision on the money collected from these sales. IDPs don't engage in agriculture given the limited land that they occupy.

Of the respondents those who engaged in Livestock Production were 57.1% men 42.9% women.

Culturally people are encouraged to engage in activities that empower them financially like agriculture.

Gender Issues

- *The traditional roles of women still inhibit them from actively participating in agriculture.*
- *The socialization process from a tender age pushes girls more to the household and the boys are more engaged in farm work and livestock.*

Promoting GESI

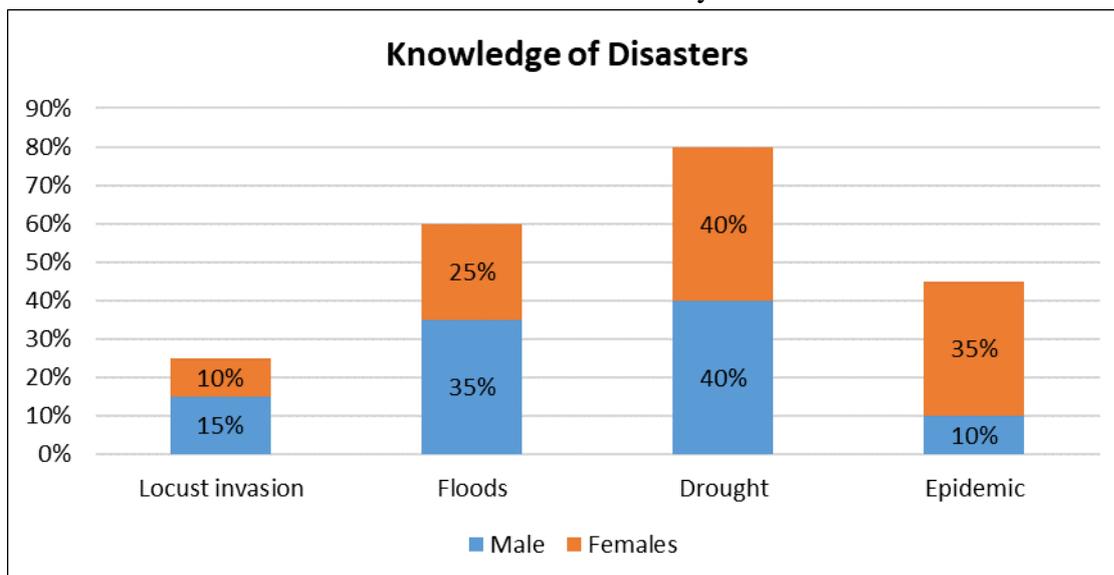
- *Encourage women to participate in small holder farming around their households. This will boost children's nutrition and deal with food security for the family.*
- *Agriculture at household especially horticulture level will also increase women's household income and place them on a path of economic empowerment.*

Community Disaster Risks Management

Disaster management cycle includes prevention, preparedness, response, recovery and reconstruction; as well as the shaping of public policies and plans that either modify the causes of disasters or mitigate their effects on people, property, and infrastructure (Humanitarian Innovation Guide, Accessed Online). The four disaster management phases generally do not occur in isolation; neither do they always follow a certain order. They often overlap, occur concurrently, and vary in length depending on the type of disaster and severity. The four phases are as follows;

- i) **Prevention/Mitigation:** Actions taken prior to a disaster to minimize the effects of a disaster, should it occur. This includes vulnerability analysis and public education.
- ii) **Preparedness:** Planning how to respond, including development of preparedness plans, emergency exercises and training, Early Warning Systems (EWS), etc.
- iii) **Response:** Interventions taken to minimize the address the immediate impacts of a disaster. This includes humanitarian assistance or emergency responses, etc.
- iv) **Recovery and Reconstruction:** Measures taken to return the community to normal life after a disaster. They vary depending on nature and severity of the disaster, and include provision of safe water, medical care, temporary shelter, etc. They also include reconstruction and “building back better”. This period is also referred to return back to normal life.

In most of SomRep operational districts, programmes being implemented have targeted IDPs and host communities. The types of disasters identified by the communities were floods, droughts, environmental and epidemics. The household questionnaire analyzed disasters affected the communities in multifaceted ways, everyone is affected during disasters, and drought was identified as the highest (40%) by household respondents followed by floods. This was confirmed by most FGDs held by host communities who complained about lack of water and pasture for their livestock with devastating loss of livelihoods. Host communities living in Gedo, Las Anod, Burao, Garowe, Dollow, Wajid, Baidoa, Eyl and Elbarde have been affected by droughts and floods in the last three years. In Gedo, FGDs discussants identified locust invasion which affected them in last year.



The issues of concern to the communities as result of disasters were identified as;

- i) Loss of shelter during to flooding
- ii) Lack of pasture for livestock
- iii) Lack of water for both livestock and human beings during droughts
- iv) Loss of livelihoods
- v) Through FGDs, IDPs and host communities that SomRep partners have supported them during disasters however, help generally comes late after the effects of disasters have destroyed communities' livelihoods. The state governments does not have capacity in terms of financial and human resources to coordinate support during the emergencies.

Gender Issues

- *Disasters have multifaceted effects to all the community members; men, women, girls, boys and children are affected in one way or another.*
- *The most affected are women who are care keepers for children and sick members of the communities. Men also struggle with search for livelihoods during drought and floods as range lands are either flooded or dry thus creating other effects of conflicts due to struggle for grazing and search for water for livestock.*
- *The children are affected by loss of livelihood in terms of dietary provisions leading to inadequate foods and epidemics mainly by waterborne diseases during flooding.*

Promoting GESI

- *Undertake a comprehensive community level vulnerability and risk assessment for the identified most vulnerable groups and sectors and prepare individual and multi hazard community level risk and vulnerability profiles and maps.*
- *Undertake comprehensive mapping and documentation of local resources identified within the district that can be used for disaster risk management by the community and engage with communities and SomRep partners to support sustainably and creatively use of these resources.*
- *Prioritize investment on CDRM in the short, medium and long term by allocating financial resources from local government revenue and by soliciting support from SomRep partners and other humanitarian organizations working within the districts.*
- *Create awareness among the community members on CDRM, support development of district and community level CDRM plans, integrate disaster management in the state government work plans and activities and allocate resources to support implementation of CDRM plans.*
- *Build the capacity for efficient CDRM within the district and among the local community by promoting strong collaboration between all the institutions working in disaster related issues in the district.*

- Undertake a comprehensive community level vulnerability and risk assessment for the identified most vulnerable groups and sectors and prepare individual and multi hazard community level risk and vulnerability profiles and maps
- Create awareness within the community on disaster prevention, response and recovery and encourage them to take action to rehabilitate degraded rangelands and protect and conserve the environment.
- Strengthen the village EWEA committees, support their smooth operation and ensure effective linkages with district EWS and other disaster risk management activities and processes.
- Encourage community members to build their resilience and that of the community by undertaking resilience building actions such as diversifying livelihood and income options, rehabilitating degraded land, protecting and conserving the environment, by contributing to support affected groups, etc.

Education

According to the SHDS Report 2020 46 percent of women from urban areas have no education, as compared to 84 percent of nomadic women. The overall access to education is low and that implies that women are yet to enjoy the benefits of education.

During the interactions with Children in Eyl they emphasized the importance of education.

Direct quote from Abdi-Qudi Abdurrahman Ahmed, 10 years' old

In Somali - “*Caruur wax la barin waa bilaa mustaqbal*”

In English “Without education, children have no future”

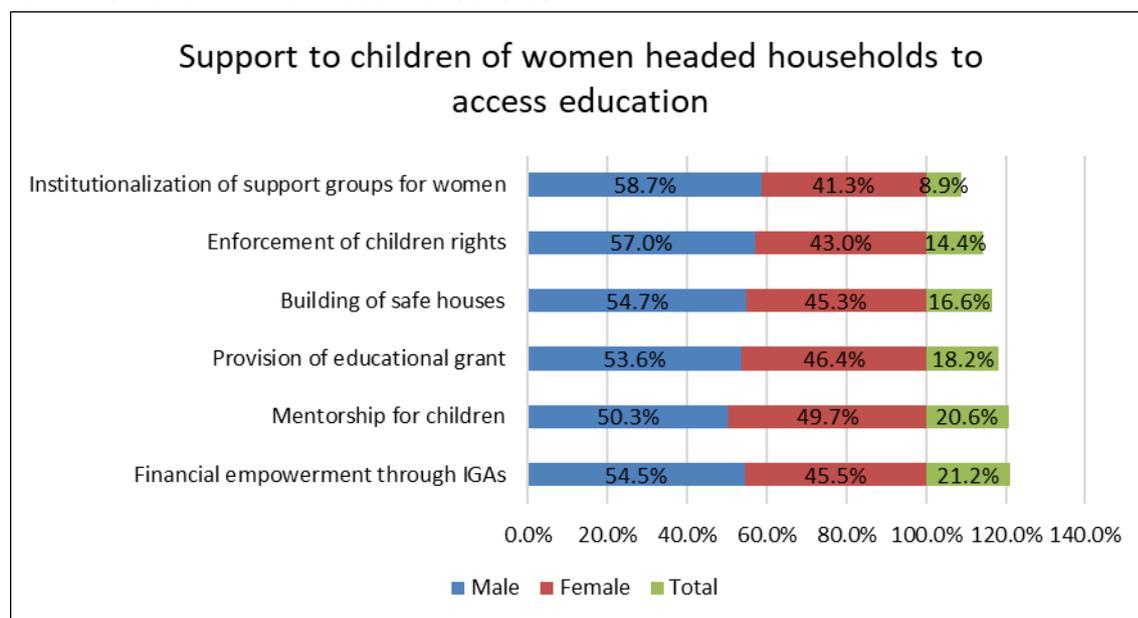
SomRep also takes monitoring of attendance of girls and boys in school as a parameter to ensure that absenteeism is checked and whatever issues are raised that are causing absenteeism are addressed so that cases of drop out among children especially girls are minimized. This ensures girls are active participants in the education process.

Education Access for Female Headed Households.

Female headed household encounter unique challenges in their quest to access education for their children. 51.9 % of all respondents said children of female headed households do not have access to education while 48.1% said they had access to education. Some of the prevalent reasons why they don't access to education are: Poverty among female headed households 97%; High cost of education 76; Children involved income generating activities contributing to family income 86% and lack of a patriarchal figure at 52%.

How children of Female Headed Households can access education.

Below are some of the strategies that can be employed in order to increase access to education of Female Headed Households.



Gender Issues.

- *The decision on who has access to the education lies with the household head. Priority will often be given to boys to remain in school while girls will be continue doing housework and getting ready for marriage.*
- *The prevailing levels of household poverty that do not place education as a priority.*
- *The Cost of education is still very high. 10 dollars for Primary education and between 20-30 dollars for secondary education.*
- *The rate of girls dropping out of school is still high. Initiatives in education are still lacking.*

Promoting GESI

- *Financial empowerment so that women are able to sustain their children in school. This should be a long term solution so that education is given priority.*
- *Mentorship for children should be an ongoing process to ensure children stay focused in school.*
- *Provision of education grants.*
- *Bursaries and scholarships need to be given in order to encourage parents keep their daughters in school. These programs should also target female headed households as majority face more challenges in keeping children in school.*

Child Protection

SomRep has put in place several measures to ensure children live in a protected environment; they aren't exposed to sexual harassment, aren't used in armed conflict and are not exposed to child labor.

Children who drop out of school often engage in income generating activities for the boys and the girls are often married off.

School attendance is monitored so that issues to do with drop out are checked.

Programs that encourage child protection are accessed by both women and men. However, the number of men participating in the Child Protection program is still very low. This is because the docket of child protection is still viewed as a preserve for women.

Gender Issues

- *Girls are victims of early marriage. The root cause of this is poverty as they are often seen as a source of bride wealth.*
- *The socialization process in society puts girls at a more disadvantaged stage when it comes to education. They are burdened with house work and in most cases are the care takers of the sick and the vulnerable within the home.*

Promoting GESI

- *Financial empowerment so that early marriages as a result of poverty are discouraged.*
- *Support formation of girls' support groups that will empower girls and give them a platform where they can openly deal with issues concerning the girl child.*

Gender Based Violence (GBV) Response

Gender based violence is entrenched in the fabric of the society and men, women, boys and girls participate in different ways. GBV is an invisible killer of the dreams of women and young girls! The GBV forms include: While FGM is a tool for women subjugation; it's complicated by the fact that some mothers' belief FGM is a requirement by Islam therefore must be implemented. Mothers have proved to be the gatekeepers for FGM, girls are circumcised as early as 0 -9 age (76%) and by 49 years 99% of Somali women would be FGM compliant according to the SHDS, 2020.

For forced and or early marriage, 36%⁵ of women aged 20-24 reported to have been married before their 18 birthday. Both men and women promote this since arranged marriage is common practice among the people of Somalia.

Rape and defilement are promoted by the social norms that allow for rape men, young boys are the key promoters of this act against women and girls.

Sexual/physical/emotional and violent acts of abuse against women are perpetrated by their husbands (56% women reported according to SHDS) and or close family members. and girls women SHDS,2020) reported are mostly meted by their husbands.

Gender Issues:

- *The mothers, the men and the young boys are responsible for the GBV.*

⁵ SHDS (2020)

- *The gender insensitive cultural norms, laws and practices inadvertently promote GBV. The cultural norms still favor the perpetrators of GBV as reflected by mockery simple punishments like a slap on the wrist and warnings by the cultural leaders.*
- *The misinterpretation of the teaching of the Islamic faith about FGM and the belief, that some victims of GBV are often viewed as people receiving their punishment from God for acts of insubordination demonizes women and girls who suffer GBV.*
- *Women and girls have less power compared to men. Decisions and resources are in the hands of men who sometimes utilize this opportunity under the pretext of social norms that condone men's use of violence as a form of discipline and control reinforces gender inequality and perpetuate gender-based violence such intimate partner violence.*

Promoting GESI:

- *SomRep needs to design a program for mothers and their daughters about the ills of GBV and more especially FGM and change their mind set and misunderstanding about GBV. Empowering women and girls to speak out and stand for their rights.*
- *SomRep needs to work with religious leaders to address the misunderstanding about the Islamic faith on GBV*
- *SomRep needs to partner with cultural leaders, men and boys on programs that address their ego; change the mindset and narrative on GBV.*
- *Identify and promote champions at national, regional and community level to promote **GBV free Somalia**. Such program could use multimedia, engage elders, clan leaders, religious leaders, women leaders, youth groups community leaders, children in schools and architects of FGM/GBV with same message.*
- *A special program that recognizes cultural leaders and enhance their understanding to address the deep-seated acts of violence against women and girls' rights.*
- *Targeted awareness raising on the negative impact of GBV*
- *Work with the cultural leaders and justice institutions to design appropriate punishments for perpetrators.*
- *Promote financial empowerment of communities where child marriages are rampant, since seen as a source of wealth for the families.*

Food and Cash Assistance

This humanitarian program is accessed all women men and boys and girls and PWD. It's given a blanket program that is offered to families at times of disaster such as famine, drought and floods. Food aid is also given to the vulnerable like female headed households, child headed households and PWDs.

While access is for all, decision on use especially cash is in the hands of men except where there are female headed households. IDPs are the primary beneficiaries of this program

Gender Issues:

- *While all get access, women who do not have telephones experience challenges since they use phones of their husbands or male figures in their lives. They often end up not getting the cash transfers.*
- *While it's clear that disability is not in ability, PWDs face unique challenges that require support.*

Promoting GESI

- *Women need to be empowered to own assets including phones to liberate them from dependence syndrome.*
- *PWDs in host communities could be considered to benefit from Food and cash assistance of this program since they often have livelihood challenges.*

Health & Nutrition

The SomRep Health and Nutrition Program focuses on support to Health centers, nutrition sites and one T.B treatment center. These services can be accessed by everyone. Women being the primary care givers within the household are the major beneficiaries of the Health and Nutrition Program. The nutrition program focuses on children under five years and here they are given supplementary feeding and immune boosters. General medical treatment and Primary Health Care also constitute this program.

Gender Issues

- *According to The SHDS2020 an overwhelming 79 percent of births were delivered at home, this implies the risk of women giving birth without the aid of a trained medical person is still high. The lives of the mothers and children are still greatly endangered.*
- *There are no health centers within the IDP camps. This means women, children and PWDs have to move long distances to access medical services. This explains the low numbers of children being taken to the centers for regular assessment and immunizations given that only 11 percent of children aged 11-23 months have been fully vaccinated against common vaccine-preventable childhood diseases.*
- *There is still a lot of stigma attached to getting treatment for HIV/AIDS and STIs. Suffering from these kinds of diseases is looked at as a punishment from Allah and one has to pay for their misdoings.*

Promoting GESI

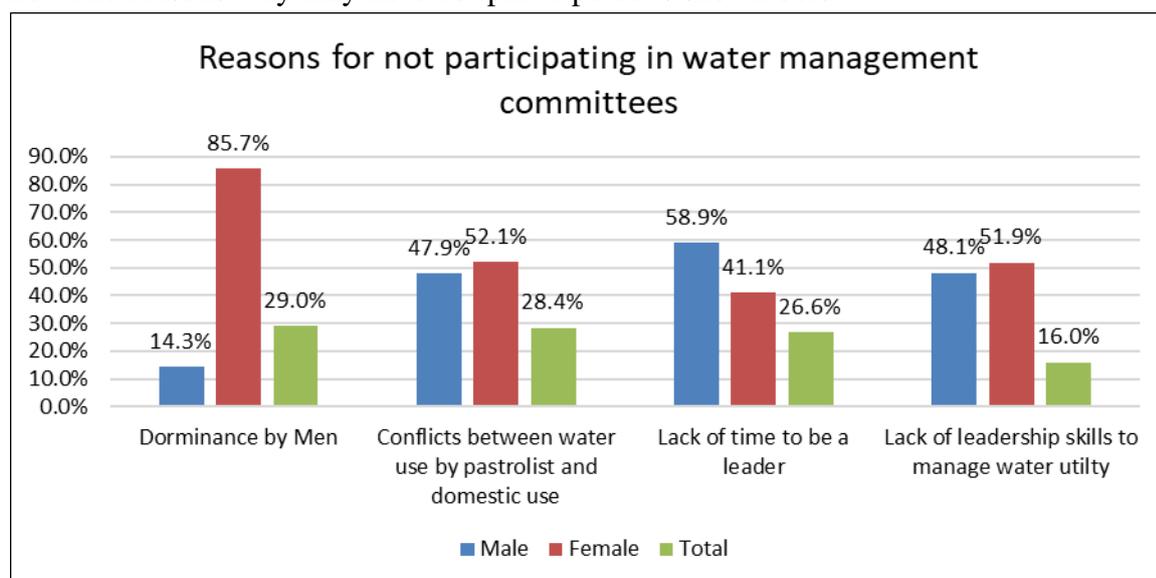
- *More women nurses should be trained as this gives will give more women confidence of relating with fellow women than with men at the health centers.*
- *Provisions of mama kits to encourage women attend ante natal visits and give birth from the health centers.*
- *Empower Village Health Teams to deal with all issues that pertain to women, children and PWDs with urgency.*
- *Awareness drives that include focus on family planning and child spacing should be given priority.*

Water and Sanitation (WASH)

In Somalia, the national coverage for water is 42% and sanitation 57%⁶. WASH is one of the areas SomRep has been supporting and continues to be a top priority for the community. While 63% of the respondents reported participation in WASH (53.2%M and 46.8%F), it's the responsibility of women and girls to ensure the household has safe and clean water and effective sanitation. The water sources include women are responsible for ensuring their households have water and sanitation except. The water can be accessed by both men and women, boys and girls from wells, water kiosks and direct from homesteads. Average time spent is about 30 minutes hence women will have time to engage in other productive activities.

The IDPS have challenge communal sanitation facilities, most times the stansers are not enough for the population of IDPs and this poses health risks. The heads of households and community leaders who are all men, make decisions about water source placement and sanitation locations.

The respondents' participation in water management committees was so low, at 27.1% of the respondent had leadership position in the water management committee, 72.1% did not. The reasons why they have not participated is shown below:



Gender Issues

- *The dominance by men keeps women away from participating in leadership positions couples with lack of leadership skills and time to participate.*
- *While separate washrooms for girls and boys in schools promote menstrual hygiene among school going girls; at home especially IDP girls suffer since Sanitation facilities are few and far from the homes in the IDP camps. Girls walking to sanitation facility at night exposes them to GBV.*

⁶ SHDS (2020)

- *In the IDP camps, PWDs find it very hard to access the sanitation facilities that are not disability friendly.*
- *Religion promotes cleanliness and hygiene with sanitation facilities even when everything is communal hence can easily be embraced in the community.*

Promoting GESI

- *SomRep needs to take a deliberate effort to reduce the numbers of men on such committees so that women can have a critical mass to be able to influence. The 30% is good initiative but not enough to create the change.*
- *There is need to build toilets near the homes to ensure security and protection of girls and women especially within the IDP camps*
- *There is need to construct sanitation facilities that are disability friendly for PWDs.*
- *There is need to promote shared responsibility over the cleanliness of the community toilets including men, women, boys and girls.*

3.2.2.2. Develop Seasonal Calendar from a Gender Lens to Inform Project Typology

The seasonal calendar from a gender lens to inform appropriate project typology targeting and timings for each of the key project components: Economic Empowerment, Agriculture (crop and Livestock production) and Community Disaster Risks Management under SomReP: Education, Child Protection, GBV Response, Food and Cash Assistance, Health & Nutrition and WASH.

- The roles of women don't change from Jan-Dec; they are engaged in household duties. Women can engage in trainings and program activities if they are near their homes
- During the rainy seasons April – June and October – December the men do livestock grazing around the home. This is would also be a suitable time for activities that encourage water storage and digging of water catchment areas.
- The months of the dry season the men are more out in the field looking for suitable pastures for their animals.

	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEP	OCT	NOV	DEC
FOOD AND CASH ASSISTANCE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WASH	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HEALTH AND NUTRITION	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
EDUCATION	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
GBV	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMUNITY DISASTER RISK MGT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
AGRICULTURE / LIVESTOCK				✓	✓	✓				✓	✓	✓

AGRICULTURE / CROPS				✓	✓	✓				✓	✓	✓
ECONOMIC EMPOWERMENT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

3.2.2.3. Access and control of land, household finances and other factors of production.

The men and women can own land or property and Islam emphasizes that a father must leave an inheritance for all children both men and women. Financially empowered women can also purchase land and assets like livestock. This however happens rarely since most women are financially dependent on men.

The respondents reported ownership of land varies by gender 83% men and 17% women; access to house hold finances and factors of production men 80% and women 20% had access.

The significant reasons for not accessing land disproportionately affect women these include: biased inheritance (6.1% M and 93.9% women), cultural barriers to women (10.2%M and 89.8%F) and landlessness (31.9%M and 68.1% F) as shown below. For women, biased inheritance, land conflict and cultural barriers were the inhibiting factors to access land.

The reason for not accessing household finances were: not being a household head (16% M & 84% F), lack of household finances (28.3% M and 71.7%F) reliance on cash transfers (25% M and 75%F). However, for women, the most important reason includes: lack of security to credit 90.3%, not being a household head and reliance on cash transfer.

Table:

Reasons for not accessing land	Men	Women	Total	Reasons for not accessing HH Finance	Men	Women	Total
Cultural barriers to women			23.6%	I am not the Household Head	12	63	75
	10.2%	89.8%			16.0%	84.0%	
We do not have land			28.9%	We rely on Cash transfers	12	36	48
	31.9%	68.1%			25.0%	75.0%	
The land is owned by the community			17.2%	Lack of Household finances	17	43	60
	23.3%	76.7%			28.3%	71.7%	
Because of prevalent land conflicts			16.8%	Lack of security to credit	3	28	31
	7.1%	92.9%			9.7%	90.3%	
Biased inheritance			50.2%	Lack of disposable assets	0	22	22
	6.1%	93.9%			0.0%	100.0%	

The reasons for not accessing factors of production include poverty (27.4% M 72.6 F), Low productivity of agricultural land (25% M and 75% women and high prevalence of conflict (20.8% M and 79.2% F). However, for women the top three reason include Illiteracy 94.1%, Climatic/environments factors (floods/drought) 91.2% and prevalence of conflict and displacement 79.2% as shown below.

Reasons for not accessing factors of production	Men	women	Total
Poverty	20 27.4%	53 72.6%	73
Low productivity of agricultural land	16 25.0%	48 75.0%	64
High prevalence of conflicts and Dispacement	11 20.8%	42 79.2%	53
Climatic/Environmental factors	3 8.8%	31 91.2%	34
Illiteracy	1 5.9%	16 94.1%	17
Other reasons	0 0.0%	8 100.0%	8

Improving access to land	Improving access to Finances	Improving access to factors of production
<ul style="list-style-type: none"> ✓ Improvement of household income ✓ Sensitization of community to value land as a factor of production to improve on livelihood ✓ Land registration and individual leadership ✓ Land adjudications ✓ Regularization of land tenure system ✓ Capitalize on Islamic religious teaching that allow inheritance of land to all the children 	<ul style="list-style-type: none"> ✓ Access to credit through VSLAs ✓ Through Education ✓ Engaging in income generating activities - SMEs ✓ Artisan training to the youth and PWDs - TVETs ✓ Promotion of Value chains 	<ul style="list-style-type: none"> ✓ Training on climate smart agriculture ✓ Promoting on peaceful co-existence through do no harm ✓ Strengthening of governance structures ✓ Strengthening of governance structures ✓ Utilize existing networks amongst the SomRep stakeholders to continuously lobby and review existing policies so that they are in tandem with the needs of the community

The respondents reported 88% of men have control over land compared to 12% of women. The reason for not having control over land include: traditional believes that women cannot own land; patriarchy where men have authority to control land and slow enactment and enforcement of laws on gender equality and insecurity.

The respondents reported 86% men and 14% women have control over household finances and factors of production. The reasons advanced for not having control of over finances and factors of production is premised on the traditional role of the household head being a man to control household resources; women do not have income and therefore cannot control what they do not own and; religious beliefs.

<i>Improving control of land</i>	<i>Improving control over Finances</i>	<i>Improving control over factors of production</i>
<i>Enactment and enforcement of policies on gender and social inclusion</i> <i>Promotion of peaceful coexistence of communities</i> <i>Strengthen rule of law</i> <i>Enforcement of land reforms</i> <i>Advocate for inclusivity in livelihoods empowerment strategies</i>	Empower women, youth, PWDs to engage in IGAs Promotion of VSLAs Capacity building on business skills development	Awareness creation for both men and women Economic empowerment for all members of the community Capacity building on enterprise development

Gender Issues

The patriarchal tradition gives authority of access and control over land, finances and factors of production within the household and community. While Islam allows for inheritance by both boys and girls, once the girl is married, she ceases to be in charge of resources in her father's house and yet her husband's people consider her as a foreigner who has no right to own and control resources though she may have user access.

The fact that majority of women depend on their husbands/male relatives except for female headed households for their sustenance, gives them no opportunity to control resources which they do not own.

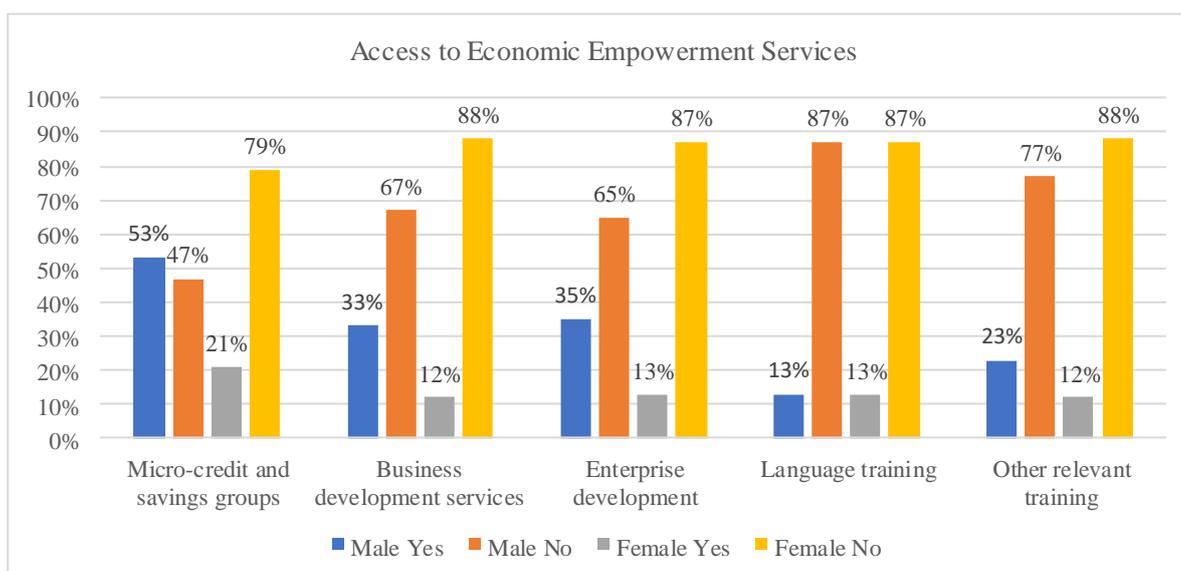
Promoting GESI

- *SomRep needs to continue awareness that can change the mind set about the cultural norms that deprive women and girls from access and control of resources land, finances and factors of production.*
- *SomREp needs to upgrade the economic empowerment programme to include property/asset building to enable women and girls and PWDs to own property.*

3.2.2.4. Access to micro-credits and savings groups, access to business development services, enterprise development, language and other relevant training and level of indebtedness.

Everyone men, women and PWDs have access micro credit as long as you have a guarantor and security. WVS has a deliberate initiative to ensure at least 30% of all training beneficiaries are women. However, overall the uptake for microcredit and savings was low, women affected more than men as shown on the graph below

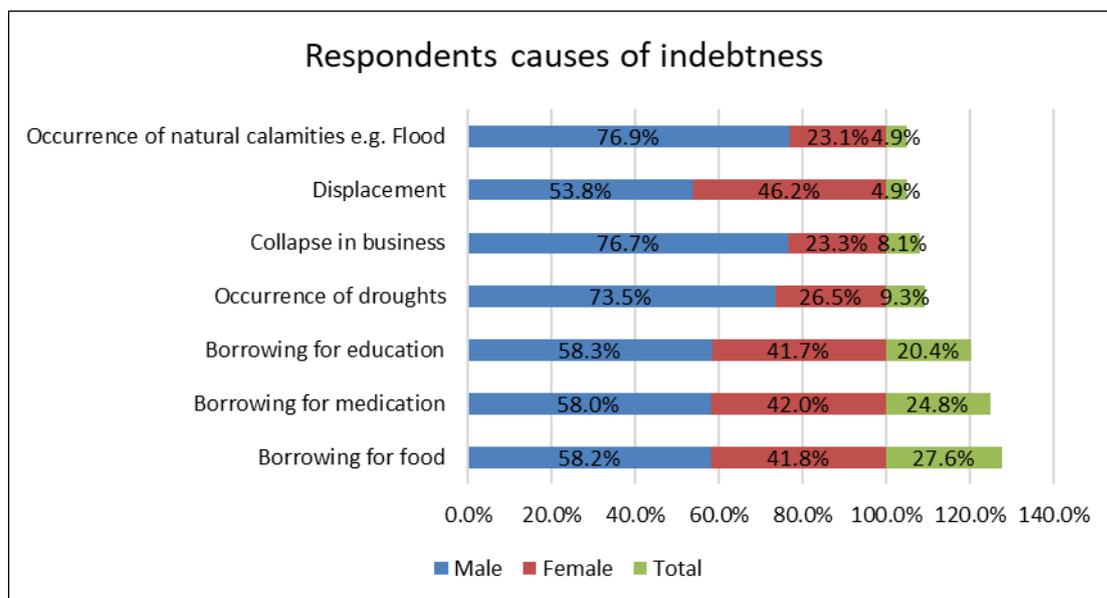
Figure:



The reason advanced for not accessing micro-credit and saving services were as follows:

- Lack of awareness about the services: VSLA, Business development and enterprise development service
- Microcredit services do not exist in their area
- They have not joined any group of micro-credit and savings
- Time constraints – Lack of enough time to take part in such activities
- For language training, there are no organisations providing such training in the area however, there is also language barrier in accessing training.

The low participation means that people lack opportunities to accredit. They end up borrowing and being indebted. The main causes of indebtedness include: borrowing for food 85.3%; borrowing for medication 76.6% and 63% borrow for education among others as shown in the graph below.



Gender Issues

- The constraints of lack of awareness about the services, not knowing if it exists in their community, lack of time to participate affects women most as reflected the highest % of access was 21% for the rest of services women scored less than 13%.
- This analysis shows how women do not have timely access to information about humanitarian and development services around them. Avenues to pass information to women needs to be explored.

Promoting GESI

- *SomRep needs to develop new ways for women to access information through new multimedia (print and electronic); religious leaders at prayer times among others.*
- *The three key areas why people borrow for (food, medication and education), are areas of SomRep project intervention. It will be good to examine the strategy for delivery to ascertain if project benefits are not trickling down. SomRep needs to strengthen its program that builds sustainable capacity of the communities to provide for their food and meet their education and medical needs. On the other hand a review of the education and health and nutrition programme would help to identify the critical areas of investment that are a catalyst for communities to take over.*
- *SomRep operates in wide areas of Somalia, it could be time to review the geographical spread and focus on deepening impact in most vulnerable locations only meanwhile strengthening the national regional and local government engagement to get the relevant policies and laws that will support its program.*

3.2.2.5. Access to Management and Leadership Positions

Access to management and leadership positions in village development committees and producer groups, and Micro, Small and Medium Enterprises (MSMEs) including other community led informal structures like water management committees, protection committees. It will also identify

gender gaps with regards to the percentage of women in management positions in village development committees, producer groups, and Micro, Small and Medium Enterprises (MSMEs).

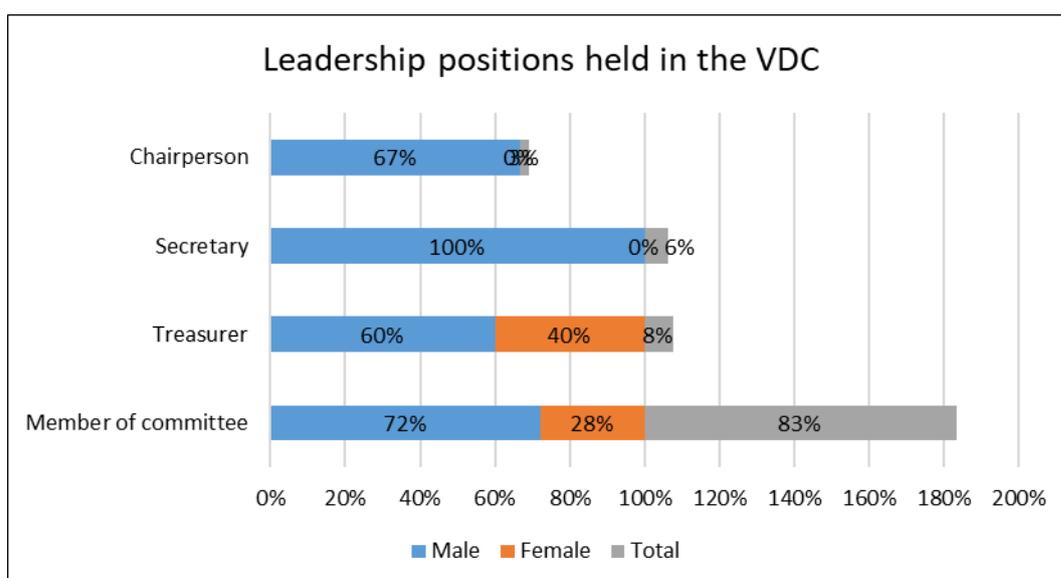
Both men and women and PWDs had access to participate in the different leadership position as illustrated below by gender and overall ranking.

Access areas	Overall ranking		Raking by Gender	
	Yes %	No %	Men	Women
Village Development Committee	43.7%	52.3%	Yes (38.8) / No (61.2%)	Yes (23.5%) / No (76.5%)
Producer Groups	14.3%	85.7%	Yes (18%)/No (82%)	Yes (10.1%)/ No. (89.9%)
Micro, Small and Medium Enterprises (MSMEs)	31%	69%	Yes (39.6%)/No (60.4%)	Yes (21%)/ No. (71%)
Community leadership (Clan elders/Cultural and Religious Leaders)	52.7%	47.3%	Yes 74.8%/ No 25.2%	Yes (26.9%) /No (73.1%)

While women are members of these committees, they never take full control and management of the group/committees because culturally women are expected to be silent. The women can be committee members, but the position of Chairperson, Secretary and treasurer are largely a domain of men.

Cultural leaders make key decision in the village development committees and these are mostly men.

Fig: Respondents Access to Village Development Committee.



The factors that inhibit access to leadership positions at VDC, Producer Groups, MSME and Community level (Clan elder/Cultural and religious leaders).

Village Development Committee (VDC) leadership	Producer Groups leadership	MSME leadership	Community leadership (Clan Elders, Cultural and Religious leaders)
<p>I was not selected by community members**</p> <p>The leaders of village development committees are reserved for dominant clans or host communities***</p> <p>Cultural beliefs that bar women from sharing platforms with men*</p> <p><i>I did not offer myself for election to VDCs</i></p>	<p><i>I didnt fall in the criteria used by NGOs in selecting the group members**</i></p> <p><i>Lack of skills and capacity to lead my group*</i></p> <p><i>Lack of organized producer groups in my area*</i></p>	<p>Illiteracy</p> <p>Lack of business skills*</p> <p>Poor business environment**</p> <p>Lack of Microfinance institutions in our area***</p>	<p>Lack of support from the Community</p> <p>Lack of decision making skills*</p> <p>Lack of coordination between the community and development partners**</p> <p>Constraints due to disability (distance, infrastructure, lack of sign language)</p> <p>Cultural barriers and Institutional barriers***⁷</p> <p>Illiteracy</p> <p>Negative response from the community;</p> <p>Time management</p> <p>Lack of financial resources to effectively manage the roles,</p> <p>Management of high community expectation against resources;</p> <p>Lack of capacity to effectively discharge the responsibilities</p>

Strategies for addressing access to leadership positions

- Training in leadership skills
- Mentoring leaders
- Building capacity in participatory decision making – consensus decision making
- Improving coordination with development partners and government
- Participatory planning for program and project activities
- Improvement of education
- Going for exposure tours/ exchange visits where community have positive impacts
- Social investments e.g TVETs
- Functional Adult education programmes for leaders
- Raising community awareness and sensitization on negative effects of cultural and religious beliefs
- Strengthening linkages between communities, NGOs and state government

Gender Issues:

⁷ *Priority ranking of tope three issues from

- *Although women access leadership positions, their numbers are not significant and capacity is limited to development agendas in the CVDs, Producer groups, MSME and Community structure levels.*
- *The strong cultural and religious norms that bar women's participation and all the challenges listed above that affects effective access to leadership affects women more than men.*

Promoting GESI

- *SomRep needs to review its strategy for enhancing women positions in leadership. Identify role models, transformational agents and champions for women to emulate and enhance their capacity to effectively participate with men to make Somalia a better place for all.*

4.0 RECOMMENDATIONS

4.1 Strengthening the Enabling Environment for gender equality and social inclusion

Improving GESI for women

- Implement programs that promote maternal health.
- Awareness creation to communities.
- Promote education to vulnerable members of the society.
- Implement programs that promote economic empowerment to vulnerable groups.
- Formulate, enact and enforce gender policies.
- Implement programs that improve on skills training.

Improving GESI for Men

- Create more awareness.
- Promote education.
- Economic empowerment.
- Skills training and development.

Improving GESI for Girls

- Leadership Training.
- Protection from harmful practices through legislations.
- Promote education.
- Develop programs that encourage menstrual hygiene.
- Awareness creation on the value of girls in society and the importance of education for them.

Improving GESI for boys

- Awareness creation.
- Education.
- TVET Skills training.
- Leadership training and development.
- Extra-curricular activities.

Improving GESI for PWDs

- Provision of PWD friendly services.
- Skills training.
- Provision of Disability equipment.
- Advocacy for better services from top downwards.

- Community awareness on the plight of PWDs.
- Affirmative actions for PWDs in all sectors of life.
- Enforcement of infrastructure and construction policy.

Project Partners improving GESI

- Provision of startup grants for marginalized groups.
- Advocacy channels.
- Establishment of gender desks.
- Work towards reducing the cost of education.
- Support local organizations and groups that are working with PWDs and vulnerable communities.

Governments promoting GESI

- Enforcement of policies that promote access to resources by marginalized.
- Affirmative action.
- Involving marginalized groups in decision making.
- Representation of marginalized groups/PWDs in all position of government.

Cultural leaders promoting GESI

- Be advocates for change in the community.
- Increase awareness in the community.
- Support and empower vulnerable groups in the society including women/girls.
- GBV and other crimes should be condemned and harsher punishments should be given to perpetrator.
- Stand up against cultural practices that undermine women and other vulnerable members of society.

Religious leaders promoting GESI

- Be advocates for change in the community.
- Increase awareness in the community.
- Support and empower vulnerable groups in the society including women/girls.
- GBV and other crimes should be spoken about and harsher punishments should be given to perpetrator.
- Use the religious law when punishing criminals especially the perpetrators of GBV.

Promotion of GESI to address institutional barriers.

- Teachers and those working in education need to be trained at identifying children with disabilities or who are at risk of becoming disabled. They should also know how to refer these children to appropriate services.

- Teachers should be trained by Special Educational Needs experts to ensure they can effectively teach all their students with disabilities. This should be an ongoing training. Special needs education teacher skills development and ongoing capacity enhancement.
- Constructors should ensure all aspects of the buildings are accessible. Disability friendly buildings should be approved.
- Ensure access to disability-friendly resources, such as braille documents.
- Offer human rights awareness sessions aimed at teachers, parent and all members of the community.

4.2 Recommendations for NDP and Somali Women's Charter

The Somalia Women's Charter emphasizes zero tolerance on all forms of violence against women and girls. This should form the basis for all WVS and SomRep interventions in the reduction and prevention of GBV especially FGM.

- Affirmative action in securing young girl's exposure to STEM
- Initiatives driven towards achieving equal access, ownership and control over property, natural resources and financial services.
- The Somalia Women's Charter emphasizes zero tolerance on all forms of violence against women and girls. This should form the basis on all WVS and SomRep interventions in the reduction and prevention of GBV especially FGM.
- Affirmative action in securing young girl's exposure to STEM.
- Computer classes should be included in TVET programing.
- Initiatives driven towards achieving equal access, ownership and control over property, natural resources and financial services needs strengthening.
- Reduction of illiteracy rates amongst women at all costs. Illiteracy accounts for a high levels of non-participation in issues of decision making, enterprise development and unemployment. Functional Adult Literacy for women should take Centre stage.

ANNEXES

Annex 1: Key Informant Interview Respondents

ANNEX1: KEY INFORMANT INTERVIEWS				
	Name of the Key Informant	Position	Gender	Organization
	Abdikadir Farah – Email: Abdikadir_Farah@wvi.org	Protection Project Manager	M	World Vision
	Hamdi Said Email: Hamdi_said@wvi.org	Gender Project Officer	F	World Vision
	Najib Ahmed Ali	+252907791981	M	ACF
	Dr. Arero Halkano Email. hodfsl@so-actionagainsthunger.org	Head of Department Food Security & Livelihoods	M	ACF
	Muhsin Abdi Program.nairobi@coopi.org	Regional Program Coordinator	M	COOPI
	Kevin Paul Mackey Email. Kevin_Mackey@wvi.org Skype. Kevin.mackey2		M	World Vision
	Deka Warsame	Regional Representative- Uganda, Kenya and Somalia	M	COOPI
	Tobias Oloo tobias_oloo@wvi.org		M	World Vision
	Suleiman Ahmed Email. Suleiman.ahmed@drc.ngo	Deputy Country Director (DCD)	M	DRC-Somalia
	Simon Nyabwengi Email. simon_nyabwengi@wvi.org		M	World Vision
	Beryl Otieno Email. Beryll_Auma@wvi.org		F	World Vision
	Abdirahman H. Osman – Email: Abdirahman_Osman@wvi.org	Protection Project Manager	M	World Vision
	Abshir Kerrow	0613007500/0611300333	M	COOPI
	Hassan Bulle	0615000824	M	COOPI
	Hamdun Mohamed Nur Hamdun.MohamedNur@care.org		M	CARE
	Daniel Kanyerere Email: daniel_kanyerere@wvi.org	Regional Coordinator, SomReP	M	SomRep World Vision
	Kamal Farah Email. Kamal.farah@care.org +25261-4260227	SomRep Afgoye Manager/ Water Technical Advisor	M	CARE
	Muktar Hassan Muktar.hassen@oxfam.org	EFSVL Advisor	M	Oxfam
	Abdirashid Yousuf Email. Abdirashid.Yousuf@oxfam.org		M	Oxfam

	Iman Abdullahi Iman.abdullahi@care.org	Please liase with Kavita.Shukla@care.org	F	
	Nimco Eid Awaleh Email: Nimco_Awale@wvi.org	Project Manager - Protection	F	World Vision
	Mohamoud Ahmed Hussein Email: maxamuud_xuseen@wvi.org	Gender and Protection Project Officer	M	World Vision
	Abdikadir Farah Email: Abdikadir_Farah@wvi.org	Protection Project Manager	M	World Vision
	Hamdi Said Email: Hamdi_said@wvi.org	Gender Project Officer	F	World Vision
	Edwin Magati, Email. magati@adrasom.org	Program Manager Food Security, Livelihoods & WASH	M	ADRA
	Abdiaziz Iftin	0615764385	M	COOPI
	Ahmed Mohamed	0616611858	M	COOPI
	Said Muhumed Dolow Said.dolow@dc.ngo	Resilience and Livelihoods Team Leader	M	DRC
	Eliab Mulili Te: +252 612522289 Email: Eliab.Mulili@drc.ngo	Protection Manager-	M	DRC/DDG
	Halima Omar Adan Email: Halima_adan@wvi.org	Protection Project Officer	F	World Vision
	Abdirizak Ali	+252615918208	M	ACF
	Halima Omar Adan Email: halima_adan@wvi.org	Protection Project Officer	F	World Vision
	Ayan Alrahman	Nurse/ Midwife	F	World Vision Qalax IDP Health Facility
	Abdalle Mohamed Nur	+252617286888	M	ACF
	Farah Kayse	Protection Officer- +252634409204	F	WAABO
	Raaxo Alrahman	+2524312376	F	Baahi-Koob (Burao)
	Nabiha Omar	+252634487256	F	Somaliland Youth Development & Voluntary Organization (SOYDVO)
	Jama Mohamud Ahmed	Chairman Village Development Committee	M	Yagoori Community
	Abdi Adan		M	Puntland Disability Organization Network

	Osman Jama		M	Puntland Youth Peer Network
	Ali Jama Hassan dandirecteur@yahoo.co.uk; info@dansomaliland.org	Managing Director +252 63 442 95 67	M	Disability Action Network, Hargeissa, Somaliland
	Hassan Omar Hassan		M	Somaliland Disability Organization Network

Annex 2: Focus Group Discussants Respondents
FGDs in Gedo Region

Target: men/boys, women/girls and PWDs

No.	Name	contact
1	Farhia Ugas Abdi	0621047919
2	Idil Adan Ibrahim	0621047923
3	Kafi Ugas Abdi	0621047949
4	Said Abdi Farah	0621047935
5	Noor Farah Ibrahim	0621047946
6	Adab Garane Bahar	0612768620
7	Noor Ugas Abdi	0614358973
8	Farhan Noor Mohamed	0619360791
9	Abdiwali Ugas Abdi	0614357531
10	Deqow Ibrahim Hussein	0614502756
11	Hassan Adan Ibrahim	06210470122
12	Maryan Diriye Mohamed	0617784233

Target: men/boys, women/girls and PWDs

No.	Name	contact
1	Qadar Ibrahim Dol	0618895262
2	Abdi Ibrahim Durow	0618654172
3	Abdullahi Farah Dhimbil	0617437931
4	Mohamedabdullahi Abdille	0613551855
5	Abdirashid Ali Yussuf	0612504421
6	Mohamed Abdi Dol	0618750242
7	Ali Ahmed	0611431000

Target: men/boys, women/girls and PWDs

No.	Name	contact
1	Shaneyo Abdi Lohow	0616156699
2	Safiya Hassan Sahal	0612362454
3	Sahra Shalle Hussein	0613009422
4	Ahada Ali Dhicis	0618210360
5	Hamdi Abdi Farah	0617134337
6	Seynab Mohamed Adan	0616475914
7	Harako Adan Barre	0616044069
8	Seynab Fidle Cirobe	0617540998

	NAMES OF THE GIRLS PARTICIPATED FGD	CONTACTS
1	Fatuma Ibrahim Ali	0612401696
2	Najma Mukhtar Mohamud	0618634098
3	Rahma Ali Abdullahi	0614237675
4	Faduma Mukhtar Mohamed	0615158291
5	Maliya Ali Hassan	0619829316
6	Hawo Adan Mohmed	0618899244
7	Habibo Mohamed Mumin	0612603813
8	Shukhri Abdullahi Hussein	0612250549
	NAMES OF CULTURAL LEADERS PARTICIPATED FGD	CONTACTS
1	Issack Ali Abdullahi	0615545496
2	Mayow Abdirahman Mohamed	0617288347
3	Mohamed Hassan Abdullahi	0615827211
4	Ali Siyad Mohamed Ahmed	0616721771
5	Abshira Issack Mohamed	0615424220
6	Mohamed Abdinoor Ali	0612402163
7	Hulbaale Mohamed Ali	0616014563
8	Muhdin Hassan Issack	0615027844
	NAMES OF OLDER WOMEN PARTICAPATED FGD	CONTACTS
1	Faduma Ali Ahmed	0615966130
2	Faduma Gudow Maalin	0618262501
3	Barey Noor Osman	0615035139
4	Amina noor Mintan	0615207650
5	Marin Aden kheir	0613009969
6	Halima Issack Nor	0615442593
7	Haman Mohamed Nor	0615943004
8	Habibo Abdirahman Abdi	0618678638

FGDs in HARGEISA

Qalah (IDP) Group of Men

Names

1. Mohamed Saed Mouse
2. Abdifatah Mohamed Isak
3. Sakarie Abdi Aadam
4. Saed Abdi Ainanshe
5. Ahmed Ali Abdilahi
6. Ali Derie Bahnaan
- 7.A Rahman Hassan Ali
8. Mohamed Hassan Hussien

9. Osman Warsame Hussien
10. Abdilahi Adam Jama

Group of Girls

1. Marwa Muraabi Ahmed
2. Marwa Saed Mouse
3. Sukhra Mohamed Isxaaq
4. Muna Ahmed Haybe
5. Mabruuka Fuaad Baaruut
6. Muwaahib Mohamed Jibriir
7. Khadra Mouse Ahmed
8. Rahma Muhumed Gaahnuug
9. Shukri Abdi Ali
10. Mumtaas Abdirahman Mohamed

Group of Women

1. Faadumo Cawke Farah
2. Shamis Abdi Abaase
3. Aisha Nour Jama
4. Haliimo Fadal Iiman
5. Aisha Hayaan Osman
6. Siciido Dharar Wacays
7. Haliimo Ahmed Nouh
8. Ibaado Dahir Warsame
9. Saado Abdilahi Muhumed
10. Maryan Farah Ibrahim

FGDS IN LUUQ

FGD with boys in Luuq, Jazira IDP

S/N	Name of the respondent	Contact
1	Abdinasir abdn abukar	N/A
2	Sadam Abshir Issack	615955280
3	Abas Adan Abukar	N/A
4	Adow Gashow Ibrahim	N/A
5	Said Awil Adan	N/A
6	Mohamed Ali Macalin	N/A
7	Ali Issack Abdi	N/A

Men FGD at Madina IDP in Luuq district of Gedo region

S/N	Name of the respondent	Contact
1	Adan Ali Osman	615316045
2	Awil Mahad Osman	615735666
3	Wali Hassan Jilacow	N/A

4	Hussein Ali dhool	615769968
5	Salad Abdullahi Adan	618722885
6	Sheikh Maohamed Yussuf	N/A
7	Abdiwali Sabriye Rashid	615297103

Women FGD at Jazira IDP in Luuq district of Gedo region

S/N	Name of the respondent	Contact
1	Muslimo Kilow Li	8638352
2	Fadumo Hassan Abdiraxman	
3	Dahabo Issack Moalin	0615082872
4	Sacida Hirow Kerow	0614527239
5	Kafiyo Ali Nunow	0617427739
6	Halima Bale Ali	
7	Farhiyo Abdi Qadi	
8	Halima Derow Ali	0618902475
9	Madina Issack Derow	0616046315

FOCUS GROUP DISCUSSIONS FOR WAAJID

FGD For MEN

Name of FGD/KII Moderator(s)		Mohamed Yahya Mohamed		Date:	8/05/2021
District:	Wajid	Village:	Konfur Galbeed	Type:	1. Focus Group Discussion
FGD/Participants					
No	Name	Gender (Female)	Title (Beneficiary, local leader, committee member, women group member, etc)	Mobile No.	
1.	Ibrahim Mad Shegow Ismaaciil	Male	Beneficiary	0617595463	
2.	Yussuf Abdulahi Hussein	Male	Beneficiary	0619467548	
3.	Mohamed Haji Guled Maxamud	Male	Beneficiary	0618453217	
4.	Hassan Moalin Yakub	Male	Village leader	0618765432	
5.	Abdirhman Abdullahi Hassan	Male	Beneficiary	0614242287	
6.	Yakub Hussein	Male	Beneficiary	0613636982	
7.	Feisal Ibrahim Issa	Male	Beneficiary	0615937198	
8	Madey Yuusuf Madker	Male	Beneficiary	0619876545	
9	Abdullahi Abdi Ibrahim	Male	Beneficiary	0619498776	

10	Adan Daud Mohamed	Male	Beneficiary	0616008880
11	Yussuf Malag Hassan	Male	Beneficiary	0615863909

FOCUS GROUP DISCUSSION- WOMEN

Name of FGD/KII Moderator(s)		Mohamed Yahya Mohamed		Date:	8/05/2021
District:	Wajid	Village:	Galbeed	Type:	1. Focus Group Discussion
FGD/Participants					
No	Name	Gender (Female)	Title (Beneficiary, local leader, committee member, women group member, etc)	Mobile No.	
1.	Xabiibo Axmed Ismaaciil	Female	Beneficiary	0612585435	
2.	Shukri Macalin Xuseen Jiis	Female	Beneficiary	0615467402	
3.	Kalsuumo Sheekh Maxamed	Female	Beneficiary	0615646948	
4.	Habibo Moalin Hassan Jiis	Female	Beneficiary	0615831947	
5.	Quresha Abdirhman Abdullahi Hassan	Female	Committee Member	0616242252	
6.	Nicimo Xasan Ali	Female	Beneficiary	0616636982	
7.	Owliyo Isaag Aadan Guud	Female	Beneficiary	0619137120	
8.	Fiyoorey Regaade Hassan Farax	Female	Beneficiary	0615704574	
9.	Ayan Abdullahi Abdi Ibrahim	Female	Beneficiary	0619407066	
10.	Nuuriyo Aadan Manuur Maxamed	Female	Beneficiary	0616008880	
11.	Daahiro Xasan Abdi Xuseen	Female	Beneficiary	0615863909	
12.	Salma Maxamed Aadan Kuusow	Female	Beneficiary	0615585371	

FGDS IN BURAO

GROUP TWO: IDP: ADEN SALEBAN: (DISABLE GROUP).

1. Hassan Suleiman Mohamed: 4316483.
2. Anab Hussein Yousuf 4124563.
3. Mohamed Ahmed.
4. Abdi Muse Aye 0633261069.
5. Abdinajib Yusuf Mohamed.
6. Jama Abdi 0636568534.
7. Saleban Osman Ahmed.
8. Salebn Osman Ahmed.

FGD- HAJI HUSSEIN IDP

1. Sainab Mohamoud Eise.
2. Hinda Sugul Muse.
3. Roble Abdilahi Malaw.
4. Salah Osman Liban.
5. Deeq Mohamed Abokor.
6. Abdikarem Ismail Mohamed.
7. Abdirahmn Muse Mohamed.
8. Anab Mohamoud Abokor

FOCUSED GROUP DISCUSSANTS IN ELBARDE

- | | |
|---------------------------|------------|
| 1. Jawaahir Sahal Sigaale | 0619447458 |
| 2. Olliyo Maad Yadoow | 068774174 |
| 3. Yahye Adan Maxaamed | 0616908682 |
| 4. Dhiire Adan Aliyow | 0612981956 |
| 5. Abdulaziz Ali Mohamed | 0605077461 |
| 6. Carfor Kaalim Ducale | 0616987911 |
| 7. Sakiin Ahmed | 0616660707 |

- | | | |
|-------------------------------|---|------------|
| 1. Idiriis Mohamed Hussein | M | 0613494744 |
| 2. Cumar Abdi Jaamac | M | 0615391744 |
| 3. Mohamaad Ahmed Cumar | M | 0615346320 |
| 4. Hassan Nuur Sheikh Mohamed | M | 0615346666 |
| 5. Abdi Mohamed Ahmed | M | 0615346321 |
| 6. Hire Mohamed Ibrahim | M | 0615077036 |
| 7. Abdirisaak Ahmed | M | 0615748078 |
| 8. Ohamed Cubdi Yore | M | 0615346467 |
| 9. Ibrahim Muhamed | M | 0615018311 |
| 10. Abdi Cumor Haashi | M | 0615346504 |
| 11. Hassim Mohamed Mohamoud | | |

FGD-Women

- | | |
|--------------------------|------------|
| 1. Muumiro Mosalin Cali | 0615606400 |
| 2. Safuyo Ahmed Ali | 0618817168 |
| 3. Sudow Ismail Mohad | 0616034760 |
| 4. Bisharo Samhiid Cabdi | 0618196302 |

- | | |
|--------------------------|------------|
| 5. Dahabo Hudow Ahmed | 0616840185 |
| 6. Saynab Ismael Nuur | 0618595218 |
| 7. Farfiyo Shukri Abdi | 0615618576 |
| 8. Ruguyo Xussan Diriiye | 0615618565 |
| 9. Xalim Ahmed Dhabad | 0612826912 |