



Training of Trainers (ToT) Module 4

# GENDER-SENSITIVE APPROACHES IN SOMALI COMMUNITIES

ToGETHER 2.0 Programme

Target Group: **Local Humanitarian Partners (LHPs)**

Developed by: 

## ACKNOWLEDGEMENT

This Training of Trainers (ToT) Manual on **Gender-Sensitive Approaches in Somali Communities** has been developed through a collaborative and consultative process involving national and local humanitarian actors committed to strengthening inclusive, protection-centered and locally led programming.

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This manual reflects the collective commitment of all stakeholders to ensure that climate adaptation knowledge is practical, context-appropriate, and directly usable by local humanitarian actors to improve preparedness, response, and resilience outcomes across Somalia.

We thank all contributors for their time, expertise, and collaboration

## ACRONYMS & ABBREVIATIONS

Acronym	Full Meaning
DKH	Diakonie Katastrophenhilfe
PMWDO	Puntland Minority Women Development Organization
ToGETHER 2.0	Towards Gender Equality, Transformation, Humanitarian Effectiveness & Resilience Programme
LHPs	Local Humanitarian Partners
GBV	Gender-Based Violence
PSEA	Prevention of Sexual Exploitation and Abuse

<b>MHPSS</b>	Mental Health and Psychosocial Support
<b>SADDD</b>	Sex, Age, and Disability Disaggregated Data
<b>PWDs</b>	Persons with Disabilities
<b>OPDs</b>	Organizations of Persons with Disabilities
<b>IDPs</b>	Internally Displaced Persons
<b>FGDs</b>	Focus Group Discussions
<b>KII</b>	Key Informant Interview
<b>MEAL</b>	Monitoring, Evaluation, Accountability and Learning
<b>CHS</b>	Core Humanitarian Standard on Quality and Accountability
<b>SPHERE</b>	Sphere Humanitarian Standards
<b>HCT</b>	Humanitarian Country Team
<b>Do No Harm (DNH)</b>	Conflict-sensitive approach that avoids exacerbating risks or tensions
<b>M&amp;E</b>	Monitoring and Evaluation
<b>PFA</b>	Psychological First Aid
<b>SGBV</b>	Sexual and Gender-Based Violence
<b>CBOs</b>	Community-Based Organizations
<b>CSOs</b>	Civil Society Organizations
<b>NFI</b>	Non-Food Items
<b>WASH</b>	Water, Sanitation and Hygiene
<b>HLP</b>	Humanitarian Leadership and Participation
<b>CPD</b>	Center for Peace and Development (local partner example)
<b>AADSOM</b>	Action for Development and Sustainable Organization Management
<b>SYPD</b>	Somali Youth Peace and Development
<b>SOLO</b>	Somali Lifeline Organization

## GLOSSARY OF TERMS

Term	Simple Practical Meaning
<b>Gender</b>	Social roles, expectations and responsibilities assigned to women, men, girls and boys by society, not biology. These roles can change over time and context.
<b>Sex</b>	Biological differences between males and females (e.g., reproductive functions) that do not change across cultures.
<b>Gender Roles</b>	Daily tasks, behaviors and responsibilities culturally expected from women and men in a community.
<b>Gender Equality</b>	Equal rights, opportunities and treatment for women, men, girls and boys.
<b>Gender Equity</b>	Fair support and resources based on different needs and barriers to achieve equality.
<b>Gender Mainstreaming</b>	Integrating gender considerations into all stages of programming, design, implementation, monitoring and evaluation.
<b>Intersectionality</b>	How overlapping identities (gender, clan, disability, age, displacement, poverty) combine to create multiple or compounded vulnerabilities.
<b>Inclusion</b>	Ensuring all groups, especially marginalized people, can access services, participate and benefit with dignity.
<b>Disability Inclusion</b>	Removing physical, communication and social barriers so persons with disabilities can fully participate in humanitarian programs.
<b>SADDD (Sex, Age, Disability Disaggregated Data)</b>	Data broken down by sex, age and disability to better understand who is reached and who is excluded.
<b>Protection</b>	Actions that prevent, reduce and respond to violence, abuse, exploitation and neglect.
<b>Do No Harm</b>	Designing programs to avoid creating conflict, exclusion or unintended risks.
<b>Conflict Sensitivity</b>	Understanding how aid interacts with local tensions and adapting programs to avoid worsening conflict.
<b>Gender-Based Violence (GBV)</b>	Harmful acts committed against someone because of their gender, including physical, sexual, emotional or economic abuse.
<b>Survivor-Centered Approach</b>	Supporting survivors with safety, confidentiality, dignity and choice, allowing them to decide what help they want.
<b>Informed Consent</b>	Voluntary agreement to share information or receive services after fully understanding risks, benefits and options.
<b>Confidentiality</b>	Protecting personal information so it is not shared without permission.

<b>Data Minimization</b>	Collecting only the minimum necessary information to reduce risks to beneficiaries.
<b>MHPSS (Mental Health and Psychosocial Support)</b>	Activities that promote emotional wellbeing, coping skills and social support during crises.
<b>Positive Masculinity</b>	Culturally valued male behaviors such as protection, responsibility, fairness and non-violence that support family and community wellbeing.
<b>Localization</b>	Shifting leadership, decision-making and resources to local organizations and communities.
<b>Community Engagement</b>	Meaningful participation of communities in planning, decision-making and monitoring programs.
<b>Entry Points (for women's participation)</b>	Culturally acceptable spaces or mechanisms that allow women to influence decisions safely and effectively.
<b>Power Mapping</b>	Identifying who controls resources, decisions and influence within clan and community systems.
<b>Gatekeepers</b>	Individuals or groups who control access to resources or services and can either enable or block inclusion.
<b>Female-Headed Household (FHH)</b>	A household where a woman is the primary decision-maker and income provider.
<b>Inclusive Livelihoods</b>	Income opportunities accessible to women, youth, persons with disabilities and minority groups.
<b>Cash-Based Assistance (CBA)</b>	Providing financial support directly to beneficiaries to meet their needs with flexibility and dignity.
<b>Digital Financial Services</b>	Mobile money or electronic payment systems that allow safe and private transfer of funds.
<b>Climate Vulnerability</b>	Increased exposure to harm from climate shocks due to limited resources, mobility or social power.
<b>Resilience</b>	Ability of individuals and communities to cope, adapt and recover from shocks and stresses.
<b>Safeguarding / PSEA</b>	Preventing sexual exploitation, abuse and misconduct by staff or partners and ensuring safe reporting systems.
<b>Accountability to Affected Populations (AAP)</b>	Ensuring communities can provide feedback, influence decisions and hold organizations responsible.

## TABLE OF CONTENTS

ACKNOWLEDGEMENT	1
ACRONYMS & ABBREVIATIONS	1
GLOSSARY OF TERMS	3
GENDER-SENSITIVE APPROACHES IN SOMALI COMMUNITIES	9
INTRODUCTION	9
MODULE PURPOSE	10

### UNIT 01 GENDER, INTERSECTIONALITY, POWER AND ISLAMIC PERSPECTIVE ON GENDER EQUITY IN THE SOMALI CONTEXT

Materials Needed	13
1. Understanding Gender and Gender roles in Somalia	13
2. Understanding Gender Equality vs Equity	15
3. Inclusion and Disability Inclusion	16
4. Intersectionality	17
5. Minority Clan Exclusion	18
6. Quranic Principles of Dignity, Justice, Protection	19
7. Engaging Religious Leaders	20
8. Countering Harmful Interpretations, power and Access Mapping	21
9. Implications for Humanitarian Programming	23

### UNIT 02 GENDER MAINSTREAMING, DISABILITY INCLUSION AND CONFLICT SENSITIVITY IN HUMANITARIAN PROGRAMMING

Unit Purpose	25
Unit Overall Learning Outcomes	25
1. Gender-Sensitive Conflict Analysis	26
2. Gender in Needs Assessments	27
3. How Conflict Reshapes Gender Roles and GBV Risks	28
4. Disability Inclusion (Physical, Sensory, Psychosocial)	29
5. Risk Mapping and Mitigation	30

### UNIT 03 ENGAGING CLAN SYSTEMS, MEN, BOYS

1. Positive Masculinity in Somali Culture	32
2. Harmful Gender Norms Affecting Men and Boys	33
3. Engaging Male Youth, Fathers, Elders and Religious Leaders	34
4. Mapping Clan Decision-Making Structures	36

5. Entry Points for Women’s Participation	36
6. Negotiation Strategies with Elders	38

#### **UNIT 04: GENDER VIOLENCE SURVIVOR CENTERED APPROACHES MENTAL HEALTH AND SAFE ETHICAL DATA PRACTICES**

Unit Learning Outcomes	40
1. GBV, Conflict Trauma, and Climate-Related Stress	41
2. Informed Consent	42
3. Confidentiality and Data Minimization	44
4. Safe Storage and Sharing Protocols	44
5. Gender-Responsive MHPSS Integration	46

#### **UNIT 05: GENDER-RESPONSIVE LIVELIHOODS FINANCIAL INCLUSION AND DISPLACEMENT IN THE SOMALI CONTEXT**

1. Gendered Impacts of Displacement and Protection Risks in IDP Camps	48
2. Female-Headed Households and Protection Risks	50
3. Inclusive Livelihoods in the Somali Context	51
4. Preventing Livelihood-Related GBV Risks	53
5. Informal Economy and Agro-Pastoral Systems	54
6. Cash, Digital Financial Services and Financial Inclusion Safety	55

#### **UNIT 06: GENDER, CLIMATE RESILIENCE AND SECTORAL SERVICE DELIVERY**

1. Climate Change and Gender Vulnerability	57
2. Gender-Responsive WASH Programming	59
3. Shelter, Privacy and Safety	60
4. Nutrition and Care Burdens	61
5. Climate Adaptation and Community Resilience	61

#### **Unit 07: ORGANIZATIONAL GENDER EQUALITY, LEADERSHIP, DO NO HARM AND SAFEGUARDING IN CONSERVATIVE CONTEXTS**

1. Recruitment and Leadership	63
2. Pay Equity and Safeguarding Culture	65
3. Power Dynamics and Clan Relations	66
4. Risks of Backlash against Women’s Participation	67
5. PSEA and Child Safeguarding	67

## **Unit 08: MONITORING EVALUATION AND LEARNING (MEL) FOR GANDER-SENSATIVE PROGRAMMING**

1. Sex- and Age-Disaggregated Data (SADD)	69
2. Outcome Indicators vs Activity Indicators	70
3. Qualitative Feedback and Adaptive Programming	71
Internal Gender Audits and Action Planning	73

## **UNIT 09 MONITORING EVALUATION AND LEARNING (MEL) FOR GANDER-SENSATIVE PROGRAMMING**

1. Analyzing Identified Gaps: Gender Treated as a Checklist, Not a Practice	75
2. Limited Disability Inclusion	76
3. Weak Safeguarding Systems	77
4. Low Documentation of Gender Outcomes	78
5. Leveraging Opportunities: Strong Women's Networks	78
6. Youth Engagement	79
7. Community Trust in Local Actors	80

## **Unit 10: ACTION PLANNING AND APPLICATION**

Unit Purpose	81
1. Translating Gender Commitments into Program Improvements	81
2. Intersectional Gender Improvement	82
3. Engaging Men and Boys for Gender Equality	83
4. Safeguarding and PSEA Action Planning	84
5. Safe GBV Data Practices	85
6. Gender Indicators and Accountability	85
Facilitator Instructions	86
Step 1: Choose One Gender Outcome Area Relevant to Somalia	86
Step 2: Develop One SMART Gender Outcome	87
Step 3: Translate into One Simple Indicator	87
Final Reflection and Commitment	88
Module Wrap-Up: The Commitment Circle	89



Training of Trainers (ToT) Module 4

# **GENDER-SENSITIVE APPROACHES IN SOMALI COMMUNITIES**

ToGETHER 2.0 Programme

Target Group: **Local Humanitarian Partners (LHPs)**

# GENDER-SENSITIVE APPROACHES IN SOMALI COMMUNITIES

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## Introduction

Gender inequality remains a key driver of vulnerability in Somalia, influencing access to humanitarian assistance, participation in decision-making, exposure to protection risks and recovery outcomes. Gender inequality is not only shaped by gender norms, but by intersecting factors including clan affiliation, age, disability, displacement status, livelihood systems, conflict exposure and access to power and resources. These overlapping factors create compound vulnerabilities, particularly for women and girls from minority clans, persons with disabilities, female-headed households in displacement, and survivors of gender-based violence.

Women, girls, men, boys, persons with disabilities, minorities, and displaced populations experience humanitarian crises differently, shaped by social norms, clan structures and power relations. Local Humanitarian Partners are therefore required to apply gender-sensitive and inclusive approaches that are both culturally informed and operationally practical.

This module goes beyond a “gender-only” approach and adopts an intersectional, conflict-sensitive, and culturally grounded framework tailored to Somali realities. It recognizes the central role of clan elders, religious leaders, men and boys and local institutions in shaping gender norms, access to services and leadership opportunities.

This training module is developed under the ToGETHER 2.0 Programme to strengthen the capacity of PMWDO and partner Local Humanitarian Partners to design and implement humanitarian interventions that promote gender sensitive, disability inclusive and safeguarding focused programming, engage men and boys as allies while working effectively within clan and religious systems promoting gender equality, inclusion and protection without causing harm.

The training module also integrates livelihoods, climate adaptation, MHSS and protection while ensuring ethical GBV data management and strengthen gender equality within their own organization

The module supports localization objectives by equipping local actors with tools to address gender and inclusion considerations within their own organizational systems and community engagement practices. The module recognizes the conservative social context and complex clan dynamics that characterize Somali communities. It emphasizes approaches that engage women, men, youth, elders, and religious leaders in ways that are respectful, conflict-sensitive, and aligned with local norms, while still advancing equitable access, participation, and leadership. Safeguarding, Prevention of Sexual Exploitation and Abuse, and Do No Harm principles are integrated throughout to ensure ethical and accountable programming.

Through practical tools, Somali-specific case studies, and participatory learning exercises, participants will strengthen their ability to conduct gender and inclusion analysis, integrate findings into programme design, manage safeguarding risks, and monitor gender-responsive outcomes. The module enables Local Humanitarian Partners to apply gender-sensitive approaches consistently and confidently across humanitarian sectors under the ToGETHER 2.0 Programme.

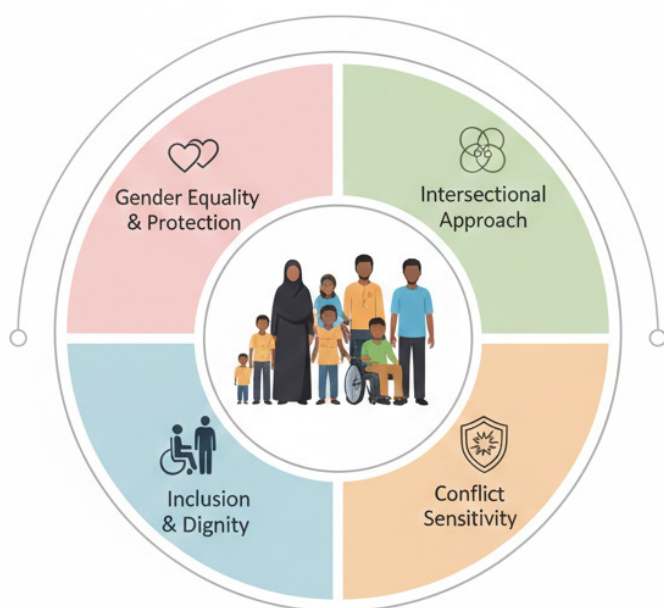
## Module Purpose

This module strengthens the capacity of Local Humanitarian Partners (LHPs) in Somalia to design, implement, monitor institutionalize gender sensitive, intersectional and conflict aware humanitarian interventions that promote equity, protection, participation and dignity for women, girls, men, boys and persons with disabilities while working effectively within Somali clan, religious and socio-economic systems.

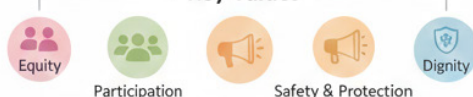
## Target Participants

### Building Capacity for Inclusive Humanitarian Action in Somalia

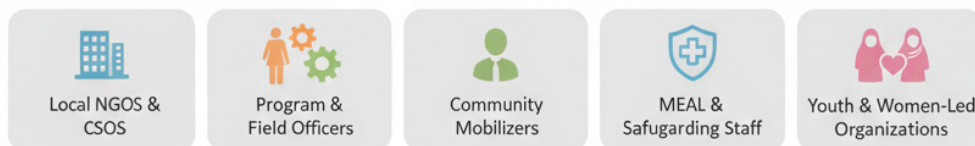
Strengthening LHPs to deliver Gender-Sensitive, Intersectional & Conflict-Aware Humanitarian Interventions



#### Key Values



#### Target Participants



## Pre-Training Facilitation Guide

### Purpose

To provide facilitators with guidance on using this manual effectively, managing participants, and creating a safe, inclusive, and participatory learning environment.

## 1. Preparation before the Training

- Know Your Content: Read the manual thoroughly, understand key concepts, exercises, case studies, and Islamic references.
- Know Your Participants: Be aware of participants' backgrounds, roles, and possible sensitivities (clan, gender, religion, disability).
- Logistics Preparation: Ensure room is accessible, materials are ready (flipcharts, markers, sticky notes, handouts), seating encourages participation.

## 2. Using the Manual

- Follow the unit structure but adapt to participant needs.
- Highlight learning objectives at the start of each session and exercise.
- Use facilitator discussion points to emphasize key messages.
- Encourage sharing of experiences to link theory to practice.

## 3. Creating a Safe and Inclusive Learning Environment

- Establish ground rules: respect, confidentiality, no judgment, voluntary participation.
- Encourage participation from all, especially women, youth, and persons with disabilities.
- Handle sensitive topics carefully, pause discussions if needed, and refer to local support services when required.

## 4. Managing Group Dynamics

- Handle conflicts calmly and encourage constructive discussion.
- Ensure dominant participants do not overshadow others.
- Support shy participants with small groups or pair work.
- Simplify language and provide translations if necessary.
- Be prepared for emotional responses; have referral pathways for support.

## 5. Facilitation Techniques

- Use participatory approaches (group discussions, role-plays, case studies, mapping exercises).
- Encourage reflective learning by connecting concepts to personal experience.
- Link theory to Somali humanitarian contexts.
- Check understanding with open-ended questions.

## 6. Handling Exercises and Discussions

- Explain the purpose / learning objective.
- Provide clear instructions.
- Facilitate participation and provide guidance.
- Debrief using discussion points.
- Emphasize the key learning outcome.

# UNIT 01

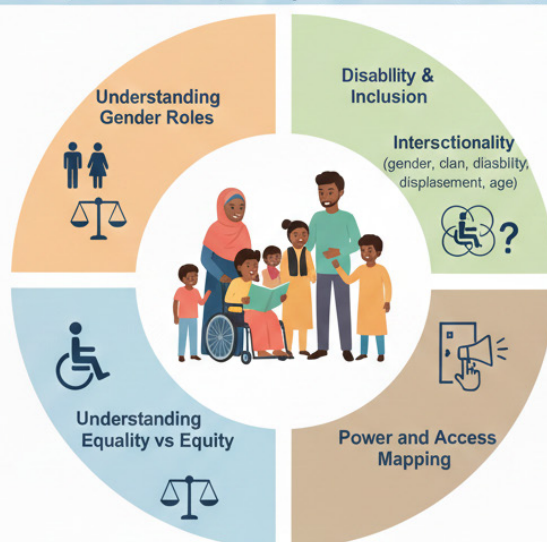


# GENDER, INTERSECTIONALITY, POWER AND ISLAMIC PERSPECTIVE ON GENDER EQUITY IN THE SOMALI CONTEXT

## Understanding Gender & Intersectionality in a Somali Islamic Context

### Unit Purpose

Strengthen understanding of gender, intersectionality & power dynamics in Somali society, with Islamic principles of dignity, protection, and gender equity



### Learning Outcomes

1. Define gender and related concepts.
2. Recognize intersectional vulnerabilities.
3. Analyze power dynamics in Somali communities.
4. Apply Islamic principles of dignity, protection, and gender equity.
5. Design inclusive, culturally appropriate interventions

### Key Concepts & Definitions



Design inclusive, culturally appropriate humanitarian interventions

## Materials Needed

- Flipcharts, markers, sticky notes
- Case study handouts
- Gender roles and intersectionality matrices
- Role-play scripts
- Quran and Hadith references handout

## 1. Understanding Gender and Gender roles in Somalia

- **Definition:**

Gender and Sex Ask participants to write their understanding of definitions of sex and gender on the sticker, and then ask one of the participants to read their definitions.

### Gender

Socially constructed roles, behaviors and expectations associated with being male, female distinct from biological sex. Gender is the social identity of being a man or woman. It is distinct from biological sex because it is defined by the expectations of the Somali community, which can change due to war, urban migration or drought.

### Sex

The biological and physical characteristics define men and women. This includes reproductive systems (women have breasts and internal reproductive organs capable of gestating children and men have external reproductive organs. Roles are biologically and physiologically determined functions distinct to females and males. They are naturally unchanging. It is the physical/biological differences between males and females, for example; giving birth, women get pregnant men can't

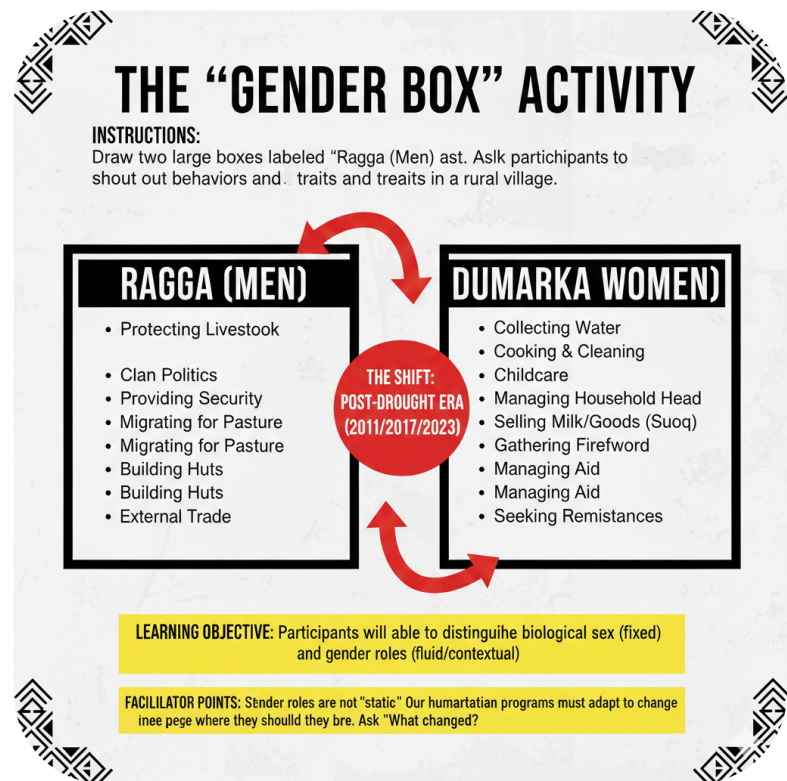
## Exercise

### 1. Gender Mapping Activity

- **Instructions:** Ask participants to map daily activities of women, men, boys and girls. Draw and take notes of the input of the participants
- **Learning Objective:** Identify and understand gender roles in Somali communities.
- **Facilitator Points:** Highlight valued/undervalued roles and impact on access and decision-making.
- **Debrief / Outcome:** Participants recognize socially constructed gender roles and their implications for programs.

## 2. The “Gender Box” Activity

- **Instructions:** Draw two large boxes labeled “Ragga” (Men) and “Dumarka” (Women). Ask participants to shout out the duties, behaviors and traits expected of each in a rural village.
- **The Shift:** Now ask, “Which of these have changed since the 2011/2017/2023 droughts?” (e.g., women becoming the primary earners while men migrate with livestock).



- **Learning Objective:** Participants will be able to distinguish between biological sex (fixed) and gender roles (fluid/contextual).
- **Facilitator Points:** Stress that gender roles are not “static.” Because they change, our humanitarian programs must also change to meet people where they actually are, not where we “think” they should be.

## Gender Roles

### Definition:

Tasks, responsibilities and behaviors assigned based on gender. Gender roles are expectations of behavior and responsibilities assigned to men and women in Somali society.

The triple role of women: Reproductive (childbearing/domestic), Productive (earning income) and Community Management (social cohesion). Men’s roles are often focused on Community Politics and Protection.

## Exercise

### Role Reversal Simulation

- **Instructions:** Act out scenarios reversing traditional roles.
- Divide participants into small mixed-gender groups (4–6 people per group).
- Assign each group a role-reversal scenario.

**Each group receives a scenario where traditional gender roles are reversed. Examples:**

- Men stay at home caring for children while women attend community leadership meetings.
- Women control household income and make financial decisions.

- Men are responsible for water collection and household chores.
- Women lead peace or conflict-resolution meetings.
- Youth girls negotiate access to education while boys are restricted.

### Role Play (10–15 minutes)

- Participants act out the scenario.
- Encourage them to demonstrate:
  - Decision-making processes
  - Access to resources and services

**Learning Objective:** Critically examine flexibility in gender roles.

**Facilitator Points:** Discuss cultural values, access, and equitable participation.

**Debrief / Outcome:** Participants understand the dynamic nature of roles and program implications.

## 2. Understanding Gender Equality vs Equity

# Equality vs. Equity in Somalia

Understanding Fair Distribution

## EQUALITY

Same resources for everyone



Equality = End state: equal rights, status.

## EQUITY

Resources according needs



Equity = Process: being fair.

In Somalia, 'Equality' is often mistranslated as 'samenss', which causes cultural friction. 'Equity' is more culturally and religiously resonant.

## Definition

Equality is provision of same resources where Equity is provision of resources according to needs for fairness or justice.

Equality is the end state equal rights, status. Equity is the process of being fair. In Somalia, “Equality” is often mistranslated as “sameness,” which causes cultural friction. “Equity” is more culturally and religiously resonant.

## Exercise

### 1. Equity vs Equality Case Study

- **Instructions:** Analyze aid distribution in IDP camp scenario.
- **Learning Objective:** Understand differences and application in humanitarian programs.
- **Facilitator Points:** Who benefits most? How to ensure fairness?
- **Debrief / Outcome:** Participants differentiate equality vs equity and design inclusive programs.

### 2. The “Reach the Shelf” Simulation.

Ask a tall person and a short person to reach a “packet of food” on a high shelf. Give them both a 1-foot box (Equality). The short person still fails. Give the short person a 3-foot ladder (Equity).

- **Learning Objective:** Participants will justify why “special measures” for women or PWDs are not “unfair” but are required for justice.
- **Facilitator Emphasis:** Emphasize that treating everyone “the same” in a crisis is actually a form of discrimination against those with the most barriers.

If the time allows, let the participant watch this video on equality, <https://www.youtube.com/watch?v=4viXOGvuu0Y>

## 3. Inclusion and Disability Inclusion

### Definition

- Inclusion ensures all groups, including persons with disabilities, have equal access to aid, participation and dignity.
- Ensuring participation of all individuals, actively removing barriers for persons with disabilities.
- Ensuring that persons with disabilities (PWDs) are not just recipients of charity but active participants with rights

## Exercise

### 1, Inclusion Audit

- **Instructions:** Identify exclusion points in a hypothetical project.
- **Learning Objective:** Identify barriers and develop inclusive solutions.
- **Facilitator Points:** Physical, social, cultural barriers; emphasize human rights approach.
- **Debrief / Outcome:** Participants understand how to ensure accessibility and inclusion.



### 2. The Barrier Walk

Ask a participant to move from the door to the “water point” (a chair) without using their eyes or while tied to a chair. ( imagination learning game)

- **Learning Objective:** Participants will identify physical, communication and attitudinal barriers in their own project sites. To build empathy and awareness of barriers faced by persons with disabilities.
- **Facilitator Emphasis:** Point out that “Disability is not the impairment, it is the stairs.” We must focus on removing the “stairs” (barriers) we accidentally build into our programs. Stress importance of accessible facilities, communication, and representation

## 4. Intersectionality

### Definition

- Overlapping social identities (gender, clan, disability, displacement, age) creating compounded vulnerabilities.
- The “Layering” of identity. A woman is not just a woman; she is a member of a clan, a mother, perhaps an IDP and perhaps living with a disability.

## Exercise

### Intersectional Vulnerability Matrix

- **Instructions:** The Vulnerability Matrix: Provide 3 profiles: 1. Majority clan man. 2. Minority clan woman. 3. Minority clan woman with a disability.
- **Group Discussion:** Rank them based on who is most likely to be “skipped” during a cash-transfer registration.
- **Learning Objective:** Identify compounded risks and target interventions. Participants will analyze how multiple identities combine to create unique risks.
- **Facilitator Points:** Which groups face multiple vulnerabilities?
- **Debrief / Outcome:** Participants can apply intersectional analysis in program design. Emphasize that “vulnerability” is not a competition; it is a tool for targeting. If we don’t see the “layers,” we don’t see the most vulnerable.

## 5. Minority Clan Exclusion

### Minority Clan Exclusion

Marginalization of less powerful groups affecting access and decision-making in Somalia

#### Minority Clans



Historically excluded, less powerful groups lacking protection & status



Numerically smaller groups lacking protection & status

#### Marginalized Groups



Vulnerable groups facing exclusion due circumstances



Vulnerable groups excluded due poverty, displacement, gender, age, or disability

## Exercise

### Inclusive Aid Role-Play

**Instructions:** Simulate aid distribution ensuring minority clans are included or Aid distribution dominated by majority clan. How to ensure fairness?

- **Learning Objective:** Identify and address clan-based exclusion and design inclusive interventions..
- **Facilitator Points:** Intersection with gender, age; strategies for equitable access.
- **Debrief / Outcome:** Participants recognize importance of including minority clans. Stress need for transparent targeting and community engagement. Remind the group that “Neutrality” in aid is impossible if you ignore clan power. You must emphasize that LHPs must be “pro-inclusion” to be “neutral.”

## 6. Quranic Principles of Dignity, Justice, Protection

### Objective:

Participants will understand that Islam promotes **gender equality, dignity, mutual respect, and protection of women**, and that gender roles are based on **responsibility and balance**, not superiority.

### Definition

Islamic teachings emphasize dignity, justice, and protection for all.

### Equality in Faith and Accountability

- Qur'an: *“Indeed, the believing men and believing women... Allah has prepared for them forgiveness and a great reward”* (Al-Ahzab 33:35)
- “O you who have believed, be persistently standing firm in justice, witnesses for Allah, even if it be against yourselves or parents and relatives” (Surah An-Nisa 4:135).
- **Message:** Men and women are **equal before Allah** in faith and reward.

### Dignity and Respect for All

- Qur'an: *“We have certainly honored the children of Adam”* (Al-Isra 17:70)
- Prophet Muhammad (ﷺ): “The most perfect of believers in faith are those best in character and kindest to their wives.” (Tirmidhi)
- **Message:** All humans, including women, deserve **honor and protection**.

### Mutual Rights and Responsibilities

- Qur'an: *“And women have rights similar to those over them, according to what is reasonable”* (Al-Baqarah 2:228)
- **Message:** Gender relations are based on **reciprocity, justice, and fairness**.

### Kindness and Protection of Women

- Hadith: *“The best of you are the best to their wives”* (Tirmidhi)
- “The believers, men and women, are protectors (Ayliya) of one another” (Surah At-Tawbah 9:71).

- **Message:** Islam teaches **kindness, care, and protection** towards women in all relationships.

## Education for Men and Women

- Hadith: “*Seeking knowledge is obligatory upon every Muslim*” (Ibn Majah)
- **Message:** Both men and women have the **right and duty to learn and grow.**

## Exercise

### 1, Islamic Principles Reflection

- Instructions: Read Qur’an 17:70, 4:58 and Hadith on treatment of women; discuss application.
- Learning Objective: Apply Islamic values in program design.
- Facilitator Points: Highlight legitimacy and community acceptance.
- Debrief / Outcome: Participants integrate Islamic guidance to promote protection and equity.

### 2. Group Work

**Instruction:** Provide a list of Humanitarian Standards (CHS/SPHERE). Have groups find the Quranic verse that supports each standard.

**Learning Objective:** Participants will use religious evidence to defend equity and protection to community members.

**Facilitator Emphasis:** Point out that “Gender Equity” is not a Western import; it is a divine mandate to treat the “Children of Adam” with Adl (Justice). Emphasize that Islam supports dignity and justice for all.

## 7. Engaging Religious Leaders

### Definition

- Religious leaders hold influence and can champion gender equity when engaged respectfully.
- Leveraging influential leaders to promote gender equity.
- Shifting Imams from “gatekeepers” to “advocates.”

## Exercise

### 1. Role-Play Meeting

- **Instructions:** Simulate advocacy for women’s participation with a religious leader.
- **Learning Objective:** Practice respectful engagement to support gender-sensitive programming. Participants will practice “Strategic Communication”
- **Facilitator Points:** Use Islamic principles; respect cultural norms.
- **Debrief / Outcome:** Participants gain strategies for effective engagement. Emphasize that religious leaders respond to logic and scripture. If you show how inclusion saves the community, they will support you. Stress importance of respectful dialogue and shared values.

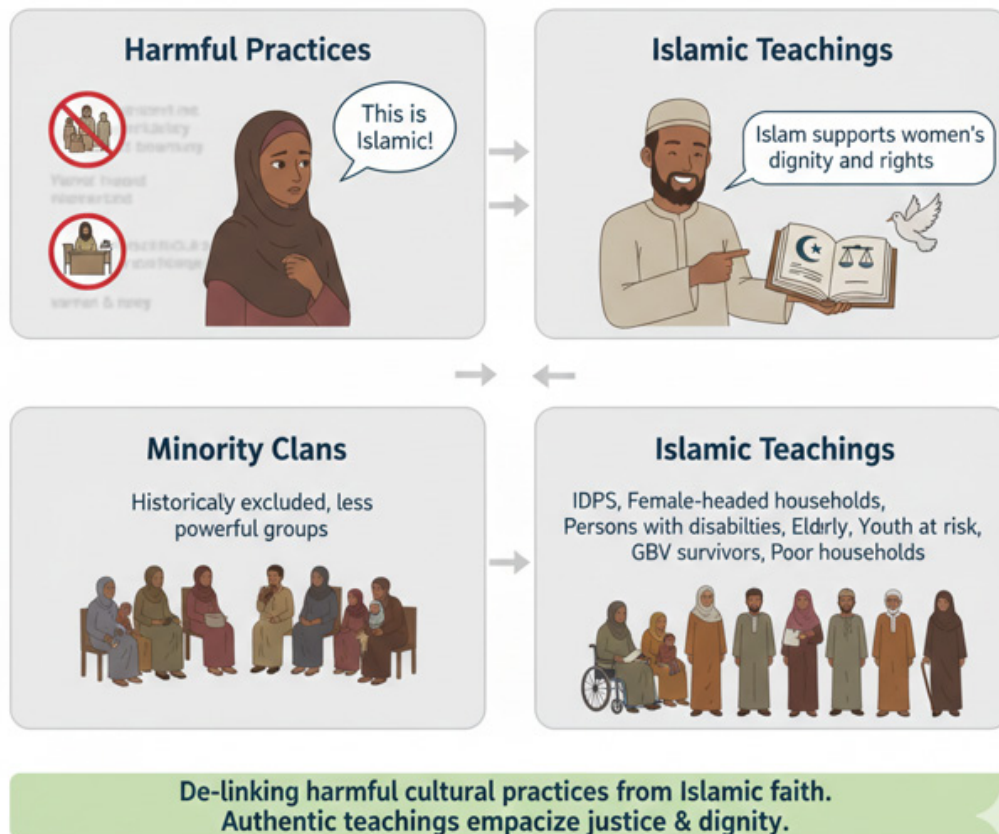
## 2. Group exercise

In Groups Ally Mapping: Identify religious leaders who could support gender equality.

## 8. Countering Harmful Interpretations, power and Access Mapping

### Countering Harmful Interpretations

Challenging misinterpretations that restrict women's rights



## Exercise

### 1, Debunk Misinterpretations

- **Instructions:** Identify misinterpretation, provide authentic Qur'an / Hadith reference.
- **Learning Objective:** Equip participants to correct harmful practices.
- **Facilitator Points:** Respect sensitivities; emphasize authentic sources.
- **Debrief / Outcome:** Participants advocate for gender equity using correct religious guidance.

### 2, Debate

"Is it religion or culture?" Present 5 common restrictions on women. Have the group trace them to their source.

- **Learning Objective:** Participants will distinguish between Islamic requirements and customary traditions.

- **Facilitator Emphasis:** Emphasize that culture is man-made and can be changed, while religion is the source of justice and must be used to correct harmful culture.

## Power and Access Mapping

### Definition

- Analyzing local decision-making, influence and resource control.
- Identifying who holds the “Invisible” keys to aid.
- Power determines who controls resources and decisions; often elders, men, and majority clans.

## Exercise

### 1. Power and Vulnerability Walk

Move participants to an area with a lot of space where they can all line up across the room or space, line them up in one row next to each other. Give each participant a character card. If the group is mixed, hand out women’s cards to men, and men’s cards to women. If possible, ask participants to attach the character card where others can see it.”

I will read out a series of statements. If that statement is true for the character on your card, you may take one step forward. If it is not true, remain where you are. If you are unsure, ask the group what they think. Explain that you will read out a series of statements. If the statement is true for the character on the card, that participant may take one step forward.

Encourage women to challenge men who step forward inappropriately (as their women characters), and challenge this yourself - this can be powerful for men in understanding the challenges faced by women, and for women in being able to experience a taste of the freedoms of men.

These statements are about access to and control over resources and decision-making:

- I control the money that I earn
- My work is paid and generally well-considered
- I can travel around the camp/settlement/community easily
- I do not fear for my safety if I move around after dark
- I have leisure time
- I am among the first to speak in meetings
- My children have my family’s name
- I am not generally afraid of being sexually assaulted or raped
- My spouse (or someone else) looks after my children
- I can wear any clothes I like without fear of sexual assault
- I am of the same sex as the police, community leaders and religious leaders
- I have had the opportunity to be educated
- I decide when to have sexual relations with my partner

- I can get access to services without being forced to engage in sexual acts
- I have priority in the use of family resources like bicycles, motorcycles or cars
- I do not have to account to my partner for where I have been or how I spend my time
- I am generally listened to by the leaders in my community
- I can determine when and how many children I have
- I can leave my spouse if he/she threatens my safety
- If a crime is committed against me, the police will listen to my case
- I can go to the police and not be worried about being threatened with arrest or violence
- I can travel anywhere I like without an escort

**Lead a debrief using the following discussion questions.**

*What do we see at the end of this exercise? Who is in front? Who is behind? What did it feel like to move forward? What did it feel like to stay behind? What differences did you notice between women and between men? What does this difference mean to you?*

This exercise is about the power and privilege that men enjoy in most societies simply by virtue of the unequal status and power afforded to them at birth. These differences are not based on skill or experience, but socialized power inequality, perpetuated by cultures and norms. Women experience this inequality throughout their lives, and it is the foundation upon which violence develops and is perpetuated. Of course, not all men are the same, and not all women are the same. Even within those groups, there are significant differences of power and privilege – associated with status, physical ability, wealth, etc. However, even with those differences you’ll notice that men are in general much further ahead than women.

**2, Community Power Mapping**

- **Instructions:** Map power structures, identify allies and gatekeepers.
- **Learning Objective:** Understand local power dynamics and plan engagement.
- **Facilitator Points:** How power affects access, participation, and program outcomes.
- **Debrief / Outcome:** Participants can navigate social structures effectively in programming.

**3, Discussion**

- **Facilitators guide:** Draw a circle. Place the “Aid Resource” in the middle. Ask: “Who stands between the resource and the minority-clan widow?” (Gatekeepers, Elders, Landlords, Militia).
- **Learning Objective:** Participants will map the “Power Gatekeepers” in their specific districts.
- **Facilitator Emphasis:** Point out that mapping power tells us who we need to negotiate with and who we need to protect.

**9. Implications for Humanitarian Programming**

Transforming these 8 concepts into a “Gender-Responsive Action Plan.” Applying gender, intersectionality, power and Islamic principles to design inclusive interventions.



## Exercise

### 1, Mini Action Planning

- **Instructions:** Draft action plan applying all concepts to a project.
- **Learning Objective:** Translate knowledge into actionable program strategies.
- **Facilitator Points:** Ensure cultural sensitivity, inclusion and gender-responsiveness.
- **Debrief / Outcome:** Participants can integrate concepts into program planning effectively.

### 2, Group work

- **Instructions:** Provide a mock Project Proposal. Groups must find 3 “Gender Blind” spots and rewrite them.
- **Learning Objective:** Participants will apply intersectional analysis to the Project Cycle (Design to MEAL).
- **Facilitator Emphasis:** End with the “So What?” Emphasize that if we don’t apply these concepts, we aren’t just “failing at gender”, we are failing to provide effective, safe, and dignified aid.

## UNIT 02



# GENDER MAINSTREAMING, DISABILITY INCLUSION AND CONFLICT SENSITIVITY IN HUMANITARIAN PROGRAMMING

## LEARNING OBJECTIVES

### Key Topics for Inclusive Humanitarian Action



• Gender Mainstreaming in Project Cycle



• Disability-Inclusive Interventions



• Cultural Sensitivity & Gender Equity



• Avoid Harmful Practices



• Risk Mapping & Mitigation

## KEY TOPICS



• Conflict Analysis



• Needs Assessment



• Gender & GBV Risks



• Disability Inclusion



• Disability Inclusion

## Unit Purpose

This unit strengthens participants' ability to design and implement humanitarian programs that are **gender-responsive, disability-inclusive, and conflict-sensitive**, while avoiding harm, exclusion, or tokenism.

## Unit Overall Learning Outcomes

By the end of this unit, participants will be able to:

1. Apply gender mainstreaming across all stages of the humanitarian project cycle.
2. Design disability-inclusive interventions that address physical, sensory, intellectual, and psychosocial barriers.
3. Conduct gender-sensitive conflict analysis to understand power, risks, and vulnerabilities.

4. Balance cultural sensitivity with gender equity and protection principles.
5. Identify and avoid harmful, extractive, or tokenistic approaches.
6. Apply risk mapping and mitigation to reduce GBV, exclusion, and conflict-related harm.

## 1: Gender-Sensitive Conflict Analysis

### Definition

Gender sensitive conflict analysis examines how **conflict affects women, men, girls, boys and persons with disabilities differently** and how power, access to resources and risks change during crises and how their specific roles can either fuel the conflict or help resolve it

We can also define it as Conflict analysis that integrates gender perspectives to understand how men, women, boys, and girls experience conflict differently.

Essentially, gender analysis asks the ‘who’ questions: who does what, has access to and control over what benefits from what (for both sexes in different age groups, classes, religions, ethnic groups, and races).

Through Gender conflict analysis individuals are able to identify how clan-based resource competition impacts different gender groups.

### Exercise

#### 1. Group work: Gender, Conflict Mapping with gender lens

**Scenario:** Following armed clashes and drought, households are displaced to a temporary settlement. Men have lost livestock and income, women are now primary caregivers and income earners and adolescent girls are withdrawn from school to support household work. Persons with disabilities face increased isolation and dependence.

#### Facilitator Instructions:

1. Divide participants into small groups.
2. Ask each group to map:
  - Gender roles **before** the conflict
  - Gender roles **after** the conflict
  - New risks created by the conflict
3. Groups present their findings.

#### Discussion Points:

- Emphasize that ignoring gender in conflict analysis can reinforce harm.
- Highlight women’s roles in peacebuilding.

#### Facilitator Notes

- Encourage participants to look beyond women and include men, boys and persons with disabilities.
- Address statements that normalize harm (e.g., early marriage as a coping strategy).
- Emphasize that changing roles can increase both vulnerability and resilience.

- To understand how conflict affects genders differently and to integrate this into programming.

### **Exercise Learning Outcome:**

Participants understand how conflict reshapes gender roles and creates differentiated risks that must be considered in program design.

### **2, Group work: The Conflict Tree.**

Facilitator's instruction: Draw a tree. The Roots are the causes of conflict (e.g., water scarcity, clan land disputes). The Trunk is the conflict itself. The Branches are the impacts.

Form groups; Ask Group A to map impacts on men (e.g., forced recruitment, death). Ask Group B to map impacts on women (e.g., displacement, increased GBV, loss of protector).

Learning Outcome and Point to Emphasize: Participants must realize that conflict is not "gender-neutral."

Facilitator Note: Emphasize that while men are often the primary casualties of direct violence, women bear the long-term burden of displacement and economic collapse.

## **2: Gender in Needs Assessments**

### **Definition**

Gender-responsive needs assessments intentionally collect and analyze data that reflects the **different needs, capacities, and priorities** of women, men, girls, boys, minority and persons with disabilities.

Collecting data that is broken down by sex, age, and disability (SADDD) to ensure the "hidden" needs of a community are identified.

## **Exercise**

### **1, Group Discussion: Improving an Assessment Tool**

#### **Scenario**

An assessment reports that "households need food and water," but women report unsafe water points, adolescent girls report lack of dignity kits, and persons with disabilities report inability to access distributions.

#### **Facilitator Instructions**

1. Share the sample needs assessment questionnaire.
2. Ask groups to:
  - Identify missing gender and disability considerations
  - Revise or add questions to address gaps
3. Groups share revised questions.

#### **Facilitator Notes**

- Emphasize the importance of sex-, age-, and disability-disaggregated data.

- Highlight that **who is consulted** matters as much as the questions.
- Reinforce safe, private and culturally appropriate data collection.
- Emphasize that if you only interview the Village Head (usually a man), you only get 50% of the story. You must conduct separate Focus Group Discussions (FGDs) for women and minority clans.

### Exercise Learning Outcome

Participants gain skills to design assessments that capture diverse needs and reduce bias. Understanding that “The Community” is not a single voice.

## 3:How Conflict Reshapes Gender Roles and GBV Risks

### Definition

Conflict often increases gender-based violence risks, including sexual violence, exploitation, domestic violence and harmful coping mechanisms, particularly during displacement and aid delivery.

Conflict alters traditional gender roles and increases risks of gender-based violence.

Recognizing that war and displacement often force women into “male” breadwinning roles while increasing their exposure to Gender-Based Violence (GBV).

## Exercise

### 1, Group Work: GBV Risk Identification

#### Scenario

Cash distributions are conducted in crowded public spaces. Women travel long distances alone to collect assistance, while persons with disabilities depend on others, increasing exposure to exploitation.

#### Facilitator Instructions

1. Assign each group a humanitarian activity (cash, WASH, shelter, food).
2. Ask them to identify:
  - Potential GBV risks
  - Who is most at risk
  - Practical mitigation measures
3. Groups present mitigation actions.

#### Facilitator Notes

- Clarify that GBV risk mitigation is not the same as GBV response.
- Stress confidentiality and survivor-centered principles.
- Avoid graphic details; keep discussions respectful and safe.

### Exercise Learning Outcome

Participants can identify GBV risks linked to programming and apply practical mitigation measures.

## 2, Group Work : The Safety Map

### Facilitator Instructions:

- Ask participants to draw a map of an IDP camp.
- Ask to identify “Red Zones” (e.g., dark paths to latrines, remote firewood collection areas) where GBV risk is high.

**Detailed Outcome:** Participants will identify specific GBV risks associated with displacement and resource scarcity.

**Learning Outcome & Point to Emphasize:** Participants will connect project design to safety l

**Facilitator Note:** Emphasize that a WASH project that places latrines in a dark, isolated area is a “failed” project because it increases the risk of rape. Conflict makes the “safe” “unsafe.”

## 3, Role Change Timeline

**Facilitator Instructions:** Guide participants to identify new risks and opportunities.

- Groups chart how men’s and women’s roles shift before, during and after conflict.

**Learning Objective:** To recognize how conflict reshapes roles and increases GBV risks.

**Discussion Points:** Emphasize need for survivor-centered approaches. Highlight opportunities for women’s leadership.

**Facilitator Note:** Ensure sensitive handling of GBV discussions; focus on protection and dignity.

## 4: Disability Inclusion (Physical, Sensory, Psychosocial)

### Definition

Disability inclusion ensures that persons with disabilities can **access, participate in, and benefit from humanitarian assistance equally**, without discrimination or stigma.

The intentional design of programs to accommodate people with different impairments, ensuring they have the same access as others.

Ensuring humanitarian programs are accessible and inclusive for persons with physical, sensory, and psychosocial disabilities.

## Exercise

### 1, Barrier Identification Walk

**Scenario:** A food distribution site has steps, no clear signage, and long waiting times. Persons with mobility, visual, hearing, and psychosocial disabilities struggle to access services and information.

### Facilitator Instructions

1. Ask participants to imagine accessing services as:
  - A wheelchair user
  - A deaf woman
  - A person with psychosocial disability

2. Groups list barriers and propose solutions.

### Facilitator Notes

- Avoid portraying persons with disabilities as passive or helpless.
- Emphasize consultation with persons with disabilities and OPDs.
- Highlight simple, low-cost accessibility solutions.

## 2, The Inclusion Audit.”

### Facilitation Instructions:

- Present a scenario of a mobile health clinic arriving in a village.
- Divide into groups Group 1: How do we reach the deaf? Group 2: How do we reach those with psychosocial trauma (MHPSS)? Group 3: How do we reach those with physical disabilities?

**Detailed Outcome:** Participants will distinguish between different types of disability and apply the “Twin-Track Approach” (Mainstreaming and Targeted Support).

### Exercise Learning Outcome:

Participants identify barriers and design practical, inclusive solutions for humanitarian services.

**Learning Outcome & Point to Emphasize:** Moving beyond “wheelchairs.”

**Facilitator Note:** Emphasize that disability includes “invisible” struggles like trauma or hearing loss. In Somalia, psychosocial disability is high due to 30 years of war; inclusion means being “trauma-informed.”

## 3, Barrier Identification Workshop

### Scenario:

A psychosocial support program excludes persons with hearing impairments due to lack of sign language interpreters.

### Facilitators guide :

- Let the participants in groups to list barriers faced by persons with different disabilities in accessing aid.
- Assign disability profiles and ask groups to propose solutions.

### Learning Objective:

- To design disability-friendly and inclusive programs.

### Discussion Points:

- Stress importance of universal design and reasonable accommodation.
- Highlight invisibility of psychosocial disabilities.

**Facilitator Note:** Encourage empathy and practical problem-solving.

## 5: Risk Mapping and Mitigation

### Definition

Risk mapping identifies **potential harms, exclusions, or conflict triggers** linked to humanitarian interventions and plans measures to prevent or reduce them.

Proactively identifying what could go wrong in a program (e.g., aid diversion, “Do No Harm” violations) and creating a plan to stop it.

Identifying risks of exclusion, harm, or conflict sensitivity in humanitarian programming and planning mitigation strategies.

## Exercise

### 1, Risk Mapping Matrix

#### Scenario

Aid is distributed through local leaders without community consultation, increasing tension, exclusion of minority groups and perceptions of favoritism.

#### Facilitator Instructions

1. Provide a simple risk matrix template.
2. Ask groups to identify:
  - Risk
  - Who is affected
  - Likelihood and impact
  - Mitigation measures
3. Groups present their matrices.

#### Exercise Learning Outcome

Participants are able to systematically identify and mitigate risks related to gender, disability, and conflict sensitivity.

#### Facilitator Notes

- Emphasize continuous monitoring and community feedback.
- Link risk mitigation to accountability mechanisms.
- Stress that unmanaged risks can undermine humanitarian neutrality.

#### “ Closing Message for Facilitator

Gender mainstreaming, disability inclusion, and conflict sensitivity are **core quality standards**, not optional add-ons. Inclusive programming saves lives, protects dignity and strengthens community resilience.

#### Facilitator Notes General for Unit 2

- Always connect exercises to Somali realities (IDP camps, clan systems, displacement).
- Ensure diverse voices are heard in group work (women, youth, minority clans, persons with disabilities).
- Emphasize practical application: participants should leave with tools they can use immediately.
- Handle GBV discussions sensitively, focusing on survivor-centered approaches.

## UNIT 03



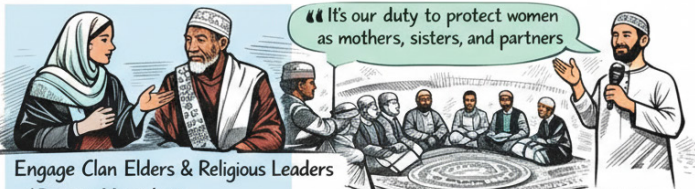
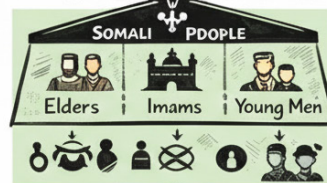
# ENGAGING CLAN SYSTEMS, MEN, BOYS

## UNIT 3: ENGAGING CLAN SYSTEMS, MEN, BOYS

### RELIGIOUS LEADERS POWER AND GENDER DYNAMICS

#### UNIT PURPOSE

This unit equips participants with practical, culturally grounded approaches to engage men, boys, clan elders and religious leaders in promoting positive masculinity, non-violence, shared responsibility, and women's meaningful participation, while navigating clan power structures respectfully and strategically.



#### Engage Clan Elders & Religious Leaders

- ✓ Positive Masculinity
- ✓ Non-Violence
- ✓ Shared Responsibility



#### Map Clan Power Structures



#### Map Clan Power Structures

#### UNIT LEARNING OUTCOMES

By the end of this unit, participants will be able to:

- Engage men and boys using culturally acceptable concepts of positive masculinity
- Identify and address harmful gender norms affecting men, boys, and women
- Work constructively with clan elders and religious leaders as allies
- Map clan power and decision-making structures
- Provide Space for Women
- Support Women's Leadership



#### Negotiate Safe Spaces

- ✓ Safe Entry Points
- ✓ Respectful Dialogue

## 1: Positive Masculinity in Somali Culture

### Definition

Positive masculinity refers to **culturally valued male roles and behaviors** that promote protection, responsibility, fairness, non-violence, care for family and service to the community, grounded in Somali culture and Islamic values.

Identifying and strengthening traditional Somali male traits that align with protection, responsibility, and justice such as true manhood being defined by wisdom and protecting the vulnerable, rather than just dominance.

Positive masculinity emphasizes respect, non-violence, shared responsibility, and protection of family and community wellbeing.

## Exercise

### 1, Group Discussion: Redefining Strength

#### Scenario

In a displacement site, some men feel their authority has been weakened due to loss of livelihoods. Tension at home increases, yet respected fathers and elders are also known for resolving disputes peacefully and caring for community welfare.

#### Facilitator Instructions

1. Ask participants to list qualities of a “strong man” in Somali society.
2. Facilitate discussion to separate:
  - Harmful interpretations of strength
  - Positive, protective and responsible behaviors
3. Ask groups to reframe strength in positive terms.

#### Facilitator Notes

- Avoid blaming men; frame discussions around dignity and responsibility.
- Link positive masculinity to **Islamic teachings and Somali values** (justice, protection of the weak).
- Encourage examples from participants’ own communities.

#### Exercise Learning Outcome

Participants recognize culturally accepted forms of masculinity that support non-violence, shared responsibility, and community wellbeing.

### 2, Discussions and presentations: The Honorable Somali Man

**Facilitator Instructions:** Ask participants to list the qualities of a “Noble Man”.

Discuss: How do these traits generosity, peace-making, justice support women’s safety and family well-being? Encourage participants to highlight values of care, fairness, and responsibility.

**Outcome:** Participants will identify cultural “anchors” that support positive male behaviors.

**Learning Outcome:** Participants will be able to promote gender equality using local definitions of “honor” and “manhood.”

**Facilitator Emphasis:** Point out that many Somali men feel “attacked” by gender training. Emphasize that we are not trying to “change” their identity, but to call them back to the noble protector roles found in Somali poetry and history.

## 2: Harmful Gender Norms Affecting Men and Boys

#### Definition

Harmful gender norms are **social expectations** that pressure men and boys to dominate, suppress emotions, engage in violence, or bear sole economic responsibility, often leading to stress, conflict and harm to families and communities.

Social pressures that force men to be aggressive, suppress trauma, or prioritize clan honor over the safety of individuals, often leading to mental health struggles or violence. Rigid norms can pressure men into violence, discourage emotional expression, and limit boys' opportunities.

## Exercise

### 1, Norms Under Pressure

#### Scenario

Young men are expected to provide for families despite lack of jobs. Failure brings shame, recruitment into armed groups, substance use, or domestic violence.

#### Facilitator Instructions

1. Ask groups to identify expectations placed on men and boys.
2. Discuss:
  - How these norms affect men's wellbeing
  - How they impact women and girls
  - Propose alternatives/solutions.
3. Groups share key reflections.

#### Exercise Learning Outcome

Participants understand how harmful gender norms affect men and boys and increase household and community tensions.

#### Facilitator Notes

- Emphasize that gender norms harm **everyone**, not only women.
- Be sensitive to personal experiences shared.
- Avoid portraying men as perpetrators only; include vulnerability.

## 3: Engaging Male Youth, Fathers, Elders and Religious Leaders

### Definition

Engagement refers to **intentional, respectful dialogue and partnership** with influential male groups to promote positive change without confrontation or cultural rejection. Using specific, tailored communication strategies for different generations of men. Engagement means involving influential men and leaders in dialogues on gender equity and community wellbeing.

## Exercise

### 1, Stakeholder Engagement Mapping

#### Scenario

A women's committee is blocked by elders who believe it challenges traditional authority. However, a respected imam supports family wellbeing initiatives.

## Facilitator Instructions

1. Groups list male stakeholders (youth, fathers, elders, imams).
2. Identify:
  - Their influence
  - Their concerns
  - Entry messages that resonate with them
3. Present engagement strategies.

## Facilitator Notes

- Stress the importance of **early engagement** with leaders.
- Encourage religiously grounded messaging.
- Highlight listening before advocacy.

## Exercise Learning Outcome

Participants develop tailored engagement strategies for different male groups and leaders.

2, Group work

### Facilitation Instructions:

Divide into 3 groups: Group A (Youth), Group B (Fathers), Group C (Elders/Imams).

Ask participants to develop one “Message” and one “Method” to talk about preventing GBV or promoting girls’ education for your group.

**Detailed Outcome:** Participants will design engagement strategies for each specific male demographic.

**Learning Outcome:** Participants will realize that a “one-size-fits-all” approach to men fails.

**Facilitator Emphasis:** For Youth, use sports and social media. For Elders, use consultation and poetry. For Imams, use Hadith.

## 2, Role play dialogue

### Scenario:

Clan elders and imams consulted to support women’s participation in aid committees.

**Facilitator Instructions:** Assign roles: elders, youth, NGO staff and debrief strategies used.

Participants simulate a meeting with elders to advocate for women’s leadership.

**Learning Objective:** To practice respectful engagement with influential men and leaders.

### Discussion Points:

- Emphasize listening, respect, and shared values.
- Highlight Qur’anic principles of justice and protection.

## 4: Mapping Clan Decision-Making Structures

### Definition

Clan decision-making structures are the **formal and informal systems** through which authority, dispute resolution and resource allocation are managed by elders and leaders.

Visualizing how the traditional law and the Elders actually function in the project area.

Clan structures determine who holds authority and how decisions are made.

### Exercise

#### 1, Clan Power Mapping

##### Scenario

Aid distribution decisions are made by a few elders, excluding minority clans and women, leading to mistrust and conflict.

##### Facilitator Instructions

1. Ask groups to draw a simple map showing:
  - Who makes decisions
  - Who influences decisions
  - Who is excluded
2. Discuss implications for programming.

##### Facilitator Notes

- Avoid naming real individuals.
- Highlight hidden influencers (religious leaders, women elders).
- Emphasize neutrality and inclusion.

##### Exercise Learning Outcome

Participants can identify power holders and influence pathways within clan systems.

#### 2, Group Work: The Clan Flowchart

##### Facilitator Instructions:

Ask participants to draw the hierarchy of their specific district. Who makes the final call on who gets the water pump?

Participants will map the “Path of a Decision “from a resource dispute to a final ruling.

Guide participants to identify key influencers and allies

**Learning Outcome:** Participants will identify the “entry points” where power is held.

**Facilitator Emphasis:** Point out that ignoring the clan structure leads to project failure. Emphasize that you must work with the structure to change it from the inside.

#### 5: Entry Points for Women’s Participation

## Definition

Entry points are culturally acceptable mechanisms that enable women to participate in decision-making without direct confrontation, such as women's committees, consultative forums, or representation through trusted intermediaries.

Culturally acceptable mechanisms, or doors, committees, consultative forums that allow women to contribute to decision-making.

## Exercise

### 1, Group discussion: Designing Safe Entry Points

#### Scenario

Women's concerns about water access are ignored until raised through a consultative forum endorsed by elders.

#### Facilitator Instructions

1. Ask groups to identify acceptable spaces for women's voices.
2. Discuss risks and safeguards.
3. Propose structures that allow meaningful participation.

#### Facilitator Notes

- Emphasize **meaningful participation**, not tokenism.
- Link women's participation to community benefits.
- Highlight safeguarding and confidentiality.

### 2, Group discussion : The Side Door

#### Facilitation Instructions:

- In many Somali communities, women influence elders "behind the scenes." How can we make this influence more formal without causing a backlash?
- Participants can design culturally appropriate mechanisms that expand women's participation safely.

**Detailed Outcome:** Participants will list three "safe spaces" for women to influence clan decisions.

**Learning Outcome:** Participants will move beyond "Tokenism" (putting one woman on a committee) to "Meaningful Participation."

**Facilitator Emphasis:** Point out that women in the market (*Suuq*) are powerful economic actors. Use their economic power as an argument for their political seat.

### 3, Group Discussion: Entry Point Brainstorm

#### Scenario:

Women's committees formed to advise elders on community needs.

**Facilitator Instructions:** Encourage practical, context-sensitive ideas.

Groups identify culturally appropriate ways to increase women's participation.

**Learning Objective:** To design culturally respectful strategies for women’s leadership.

**Discussion Points:**

- Emphasize gradual, negotiated approaches.
- Highlight examples of successful women’s committees.

## 6: Negotiation Strategies with Elders

### Definition

Negotiation is a **respectful process of dialogue** that seeks agreement and compromise while maintaining humanitarian principles and promoting inclusion. Approaches to respectfully negotiate space for women’s leadership within clan systems.

## Exercise

### 1, Role-Play Negotiation

#### Scenario

Elders oppose female community mobilizers, citing tradition, but are open to dialogue when approached respectfully.

#### Facilitator Instructions

1. Assign roles: elders, NGO staff and women representatives.
2. Simulate a negotiation meeting.
3. Debrief lessons learned.
4. Participants must use the “Three-Argument Approach”:
  - Technical: (Donors require it).
  - Practical: (Women know the household needs better).
  - Religious: (It is an Amaanah to include those who are suffering).

#### Facilitator Notes

- Emphasize respect, patience, and listening.
- Avoid confrontational language.
- Reinforce shared goals (community wellbeing).

#### Exercise Learning Outcome

Participants gain confidence and skills to negotiate space for women’s leadership within clan systems.

#### Discussion Points:

- Stress importance of patience, respect, and shared values.
- Highlight use of religious references to support justice and dignity.
- Point out that “Respect” is the currency of Somalia. Emphasize that you can be firm on your principles of inclusion while being soft and respectful in your tone.

## Unit Workout: “The Ally Roadmap”

### Instructions:

In small groups, select one project (e.g., a new irrigation canal or a nutrition center). Assign the participants to

5. Identify the Primary Ally (A sympathetic Elder or Imam).
6. Identify the Obstacle (A harmful norm or gatekeeper).
7. Draft a 3-step plan to move the project forward while ensuring women and minority clans have a say.

**Facilitator Note:** Observe if they use the religious and cultural justifications from Unit 1. If they rely only on “Donor Rules,” remind them that “Donor Rules” often expire, but “Community Ownership” lasts forever.

### Facilitator Notes (General for Unit 3)

- Always connect discussions to Somali realities (clan systems, elders, religious leaders).
- Use Qur’anic verses and Hadith to reinforce justice, dignity, and protection.
- Ensure exercises end with facilitator emphasizing the learning outcome.
- Encourage respectful dialogue and avoid confrontational approaches.
- Highlight men and boys as allies, not obstacles.

### “ Closing Message for Facilitator

Engaging men, boys, elders, and religious leaders is not about challenging culture it is about **working within it to protect dignity, promote justice, and strengthen communities.**

## UNIT 04



# GENDER VIOLENCE SURVIVOR CENTERED APPROACHES MENTAL HEALTH AND SAFE ETHICAL DATA PRACTICES

### UNIT 4: GENDER VIOLENCE, SURVIVOR CENTERED APPROACHES, MENTAL HEALTH AND SAFE ETHICAL DATA PRACTICES

#### UNIT PURPOSE

This unit strengthens participants' capacity to prevent and respond to GBV through survivor-centered, trauma-informed approaches, integrate mental health and psychosocial support (MHPSS), and apply ethical, safe data practices when handling sensitive information in insecure and conflict-affected settings.

#### Survivor-Centered GBV Response



- ✓ Safety & Dignity
- ✓ Confidentiality
- ✓ Non-Judgment Support

#### Trauma-Informed Care



- ✓ Conflict • Corcord Burn
- ✓ Climate stress • Brain

#### & Safe & Ethical Data Practices



- ✓ Informed Consent
- ✓ Confidentiality
- ✓ Secure Data Storage

#### UNIT LEARNING OUTCOMES



By the end of this unit, participants will be able to:

- Apply survivor-centered and trauma-informed principles in GBV prevention and response
- Understand links between conflict, climate stress, trauma and GBV
- Obtain informed consent ethically and safely
- Apply confidentiality and data minimization principles
- Implement safe storage and information-sharing protocols
- Implement safe storage and information protocols
- Integrate gender-responsive MHPSS into humanitarian programming



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# 1: GBV, Conflict Trauma, and Climate-Related Stress

## Definition

Gender-Based Violence (GBV) refers to harmful acts directed at individuals based on gender, often intensified by **conflict, displacement, climate shocks and loss of livelihoods**, which increase stress, trauma, and protection risks.

Gender-based violence involves the abuse of power. To understand GBV risks and vulnerabilities, it is important to understand the power dynamics in the communities we serve. To address GBV effectively, you must understand and analyze the power relations among men and women, women and women, men and men, adults and children, and among children.

Power involves the ability, skill, or capacity to make decisions and take action; physical force or strength. The exercise of power is an important aspect of relationships. The more power a person has, the more choices are available to that person. People who have less power have fewer choices and are, therefore, more vulnerable to abuse.

**Gender gender-based** violence, violence that occurs based on gender roles, expectations, limitations, etc. GBV therefore affects females in most societies; males are also victims/survivors of GBV, but most gender discrimination occurs against females because they are disempowered in most societies as compared to their male counterparts.

**Power**—GBV involves the abuse of power

**Violence/Use of force**—GBV involves some type of force, including threats and coercion. Force is not always physical force. Using the word “violence” implies physical violence, but the meaning is broader than that.

**Informed Consent** —Acts of GBV are characterized by the lack of informed consent

Gender based violence is an umbrella term for any harmful act that is perpetrated against a person’s will, and that is based on socially ascribed (gender) differences between males and females.

## Exercise

### 1, Stress and Risk Pathways

#### Scenario

Following drought and displacement, families experience overcrowding, food insecurity and loss of income. Women report increased domestic violence, men experience frustration and trauma, and adolescent girls face early marriage as a coping strategy.

#### Facilitator Instructions

1. Ask groups to map how conflict and climate stress affect:
  - Household stress
  - Gender roles
  - GBV risks
2. Groups identify points where humanitarian programs can reduce harm.

## Facilitator Notes

- Avoid graphic descriptions or survivor details.
- Emphasize that GBV is never justified, regardless of stress.
- Reinforce links between prevention, livelihoods, protection, and MHPSS.

## Exercise Learning Outcome

Participants understand how compounded crises increase GBV risk and where prevention and support interventions can be integrated.

## 2, Discussion; the Pressure Map

### Facilitation Instructions:

- Participants list three stressors (e.g., “Loss of livestock,” “Living in crowded IDP camps,” “Presence of armed groups”).
- Identify one specific GBV risk linked to each stressor (e.g., Stressor: Loss of livestock -> Risk: Early marriage of daughters for dowry/survival).

**Detailed Outcome:** Participants will map how environmental and security shifts increase specific GBV risks.

**Learning Outcome:** Participants will view GBV not just as a “social issue” but as a humanitarian protection priority linked to climate and conflict.

**Facilitator Emphasis:** Point out that when men lose their traditional role as providers due to drought, “Toxic Masculinity” can increase domestic violence. Emphasize that we must address the root cause of the stress to mitigate the violence.

## 2: Informed Consent

### Definition

Informed consent is a **voluntary, informed and ongoing agreement** by a survivor or participant to share information or receive services, given **without pressure**, with full understanding of risks, benefits, and alternatives.

Informed consent means survivors voluntarily agree to share information after being fully informed of risks, benefits, and options.

The strict process of ensuring a survivor understands how their information will be used and giving them the power to say “No.” Confidentiality means the information is never shared without permission.

## Exercise

### 1, Roleplay: Consent in Practice

#### Scenario

A GBV survivor is asked sensitive questions during an assessment without clear explanation of how the information will be used or who will access it.

#### Facilitator Instructions

1. Assign roles: staff member and survivor (no personal stories).

2. Practice explaining consent clearly and respectfully.
3. Observe and discuss what was done well or poorly.

### Facilitator Notes

- Stress that consent can be **withdrawn at any time**.
- Emphasize child safeguarding and assent procedures.
- Reinforce “no service is conditional on disclosure.”

### Exercise Learning Outcome

Participants can apply informed consent ethically and confidently in sensitive contexts.

## 2. The Consent Checklist.

Facilitation Instructions: List the elements of consent:

- Purpose of data,
- Who will see it,
- The right to withdraw,
- No loss of services if they refuse.

**Detailed Outcome:** Participants will demonstrate how to obtain “Informed Consent” in a way that a survivor truly understands.

**Learning Outcome:** Participants will realize that data is as dangerous as a weapon if it falls into the wrong hands.

**Facilitator Emphasis:** In a clan-based system, a breach of confidentiality can lead to “Honor-based” violence or clan retaliation. Emphasize: If you cannot keep it 100% confidential, do not collect the data.

### Survivor-Centered & Trauma-Informed Care

#### Definition

An approach that prioritizes the rights, needs, and wishes of the survivor. It ensures that the survivor is treated with dignity and is the primary decision-maker in their recovery.

## Exercise

### 1, Role play: “The First Disclosure.”

#### Scenario

A woman comes to a WASH officer and mentions she was harassed at the water point.

#### Facilitation Instructions:

Participant A (Staff) must practice active listening without judging, questioning the survivor’s story, or making promises they can’t keep.

**Detailed Outcome:** Participants will apply the four core principles of the survivor-centered approach:

**Safety, Confidentiality, Respect, and Non-discrimination.**

**Learning Outcome:** Participants will learn to provide “Psychological First Aid” without being trained counselors.

**Facilitator Emphasis:** Emphasize that the goal is not to investigate the crime (we are not police), but to support the person. Do not ask “Why?” or “How?” ask “What do you need right now to feel safe?”

### 3: Confidentiality and Data Minimization

#### Definition

Confidentiality means protecting survivor information from unauthorized access, while data minimization means collecting only the minimum information necessary to provide services or report safely.

Confidentiality means the information is never shared without permission.

#### Exercise

##### 1, What Do We Really Need?

#### Scenario

Staff collect detailed GBV case notes that are shared widely within the organization, increasing risk of exposure and harm.

#### Facilitator Instructions

1. Present a sample data collection form.
2. Ask groups to:
  - Identify unnecessary or risky data fields
  - Decide what should not be collected
3. Share revised approaches.

#### Facilitator Notes

- Emphasize “less data = less risk.”
- Reinforce survivor ownership of information.
- Clarify difference between program data and case management data.

#### Exercise Learning Outcome

Participants apply data minimization to reduce risk and protect survivor safety.

### 4: Safe Storage and Sharing Protocols

#### Definition

Safe storage and sharing protocols are **procedures that protect sensitive GBV information** through controlled access, secure storage, and ethical information sharing based on need-to-know principles.

#### Scenario

GBV case files are stored on shared computers and discussed openly during coordination meetings.

## 4: Safe Storage and Sharing Protocols

### Definition

Safe storage and sharing protocols are **procedures that protect sensitive GBV information** through controlled access, secure storage and ethical information sharing based on need-to-know principles.

Safe storage means securing survivor data physically and digitally; sharing protocols ensure information is only shared with consent and for survivor benefit

The technical and physical safeguards used to protect sensitive information (e.g., password-protected files, locked cabinets, anonymous coding).

## Exercise

### 1, Data Safety Audit

#### Scenario

GBV case files are stored on shared computers and discussed openly during coordination meetings.

#### Facilitator Instructions

1. Ask groups to assess a fictional organization's data practices.
2. Identify risks related to:
  - Physical storage
  - Digital storage
  - Information sharing
3. Propose corrective measures.

#### Facilitator Notes

- Stress encryption, password protection, and locked storage.
- Emphasize information-sharing protocols and referral pathways.
- Highlight risks in insecure and mobile settings.

#### Exercise Learning Outcome

Participants can identify unsafe data practices and apply safer storage and sharing measures.

### 2, Group Work: "The Data Audit"

#### Facilitation Instructions:

Look at your current office. Where is the "Beneficiary List"? Is it on a desk? Is the computer password shared?

**Direction:** Create a "Safe Protocol" (e.g., using codes like "Case 001" instead of names like "Fartun Ahmed").

**Detailed Outcome:** Participants will identify "Weak Links" in their current organizational data storage.

**Learning Outcome:** Participants will apply “Data Minimization”—only collecting what is absolutely necessary.

**Facilitator Emphasis:** Point out that in Somalia, “Gatekeepers” or local authorities may demand to see lists. Emphasize that LHPs must have a pre-agreed policy on how to refuse these requests to protect survivors.

## 5: Gender-Responsive MHPSS Integration

### Definition

Gender-responsive MHPSS addresses **psychological distress and trauma** while recognizing **gender-specific experiences, coping strategies, and barriers to care**, especially for GBV survivors.

Mental Health and Psychosocial Support (MHPSS) that recognizes that men and women experience and process trauma differently.

### Exercise

#### 1, Group Work: Integrating MHPSS Across Programs

##### Scenario

A woman receiving food assistance shows signs of distress but is not referred for psychosocial support due to lack of integration between sectors.

##### Facilitator Instructions

1. Ask groups to choose a sector (WASH, Cash, Health, Education).
2. Identify simple MHPSS integration actions.
3. Share practical entry points.

##### Facilitator Notes

- Emphasize Psychological First Aid (PFA).
- Avoid positioning staff as counselors unless trained.
- Stress referral pathways and self-care for staff.

##### Exercise Learning Outcome

Participants can integrate gender-responsive MHPSS into humanitarian activities safely and ethically.

#### 2, Discussion: “Healing Spaces.”

##### Facilitation Instructions:

Discuss where do women feel safe talking? e.g., at the well, during tea, at a sewing circle. Where do men feel safe? e.g., after prayer, at the mens/khat session, during a *meeting*.

**Detailed Outcome:** Participants will design MHPSS entry points that are culturally and gender-appropriate.

**Learning Outcome:** Participants will identify “Natural” MHPSS spaces in Somali culture.

**Facilitator Emphasis:** Emphasize that MHPSS is not just “therapy” in an office. It is about restoring social networks. For women, it may be a “Safe Space”; for men, it may be a “Livelihood Project” that restores their sense of dignity.

### 3, Group discussion: Program Design Simulation

#### Scenario:

Women survivors of GBV in IDP camps benefit from group counseling and livelihood support. Facilitator Instructions: Guide participants to consider cultural appropriateness and survivor needs. Groups design an MHPSS activity that integrates gender sensitivity (e.g., safe spaces for women, inclusion of men as allies).

#### Learning Objective:

- To integrate gender-responsive MHPSS into GBV prevention and response.

#### Discussion Points:

- Emphasize trauma-informed care.
- Highlight importance of safe spaces and community support.

#### Facilitator Note:

Encourage practical, culturally sensitive solutions.

#### Final Unit Workout: “The Referral Simulation”

**Instructions:** A survivor of GBV from a minority clan approaches your team.

#### The Task:

1. How do you ensure Informed Consent?
2. Which MHPSS resource in your district would you refer them to?
3. How do you record this case in your database without using their Name or Clan?
4. What is the Safety Risk to the staff member if the perpetrator is from a dominant clan?

**Facilitator Note:** This exercise brings together data ethics, survivor care, and conflict sensitivity. If the group forgets to consider the “Clan” risk to the staff member, remind them of Unit 2 (Conflict Sensitivity).

#### “ Closing Message for Facilitator

Survivor-centered care, ethical data practices, and mental health support are **non-negotiable standards**. Protecting dignity, safety, and trust is as important as delivering assistance.

## UNIT 05



# GENDER-RESPONSIVE LIVELIHOODS FINANCIAL INCLUSION AND DISPLACEMENT IN THE SOMALI CONTEXT

## UNIT 5: GENDER-RESPONSIVE LIVELIHOODS, FINANCIAL INCLUSION, AND DISPLACEMENT IN THE SOMALI CONTEXT

### UNIT PURPOSE

This unit equips participants with practical skills to design and implement gender-responsive livelihoods and cash-based interventions that enhance women's economic agency, address displacement-related vulnerabilities, and minimize protection risks and social

### Displacement & Livelihood Access



- Changed Roles
- Income Loss
- New Barriers
- New Barriers

### Gender-Inclusive Livelihoods



- ✓ Skills Training
- Business Support
- ✓ Business Support
- Market Access

### Financial Inclusion



- Safe Cash Transfers
- Savings Groups

### UNIT LEARNING OUTCOMES



By the end of this unit, participants will be able to:

- Analyze how displacement and poverty reshape gender roles and livelihood access
- Identify protection risks affecting female-headed households and other vulnerable groups
- Design inclusive, context-appropriate livelihood interventions
- Prevent and mitigate livelihood-related GBV risks
- Understand the role of the informal economy and agro-pastoral systems
- Apply safe cash and digital financial inclusion approaches



- Risk Mapping



### UNIT LEARNING OUTCOMES

By the end of this unit, participants will be able to:

## 1: Gendered Impacts of Displacement and Protection Risks in IDP Camps

### Definition

Displacement disrupts traditional livelihoods and social structures, often increasing women's unpaid care burden, reducing income opportunities and heightening protection risks, including exploitation, GBV and exclusion from aid.

Displacement strips people of their traditional clan protection and assets. For women and girls, this often leads to "Negative Coping Mechanisms" (e.g., survival sex, child labor, or skipping meals).

Displacement reshapes gender roles and exposes women, men, boys and girls to new vulnerabilities, including livelihood loss and protection risks.

## Exercise

### 1, Group work: Displacement Impact Mapping

#### Scenario

In an IDP camp, men struggle to find work, while women engage in small informal activities such as tea selling or casual labor. Overcrowding, insecurity and lack of lighting expose women and girls to harassment when pursuing livelihoods.

#### Facilitator Instructions

1. Ask groups to map livelihood activities before displacement and after displacement.
2. Identify:
  - Who lost livelihoods
  - Who gained new roles
  - Associated protection risks
3. Groups present key findings.

#### Facilitator Notes

- Emphasize that displacement can create **new opportunities and new risks**.
- Include youth, older persons, and persons with disabilities.
- Avoid blaming coping strategies; focus on risk mitigation.

#### Exercise Learning Outcome

Participants understand how displacement reshapes gender roles and livelihood-related protection risks.

### 2, Work discussion: “The Asset Loss Map

#### Facilitation Instructions:

List assets owned before displacement (Land, Livestock, Social Standing). Now, list what is left in the IDP camp.

Instruct participants to identify who lost more *physical* assets (usually men) and who lost more *protection/safety* (usually women).

**Detailed Outcome:** Participants will identify how the loss of “Home” changes the safety and economic power of men and women.

**Learning Outcome:** Participants will understand that displacement creates a “Power Vacuum” that increases vulnerability to exploitation.

**Facilitator Emphasis:** Emphasize that in IDP camps, women often become the primary “gatherers” (water/firewood), which puts them at constant risk. Livelihood programs must reduce these “dangerous trips.”

### 3. Risk Mapping in IDP Camps

#### Scenario:

Women in IDP camps take on new income-generating roles but face harassment when accessing markets.

#### Facilitators guide

Groups identify livelihood opportunities and related risks for displaced men and women. Provide camp scenario; guide participants to map risks by gender.

#### Learning Objective:

- To understand how displacement reshapes gender roles and creates protection risks.

#### Discussion Points:

- Emphasize that women's increased economic roles can trigger backlash.
- Highlight need for protection-sensitive programming.

## 2: Female-Headed Households and Protection Risks

### Definition

Female-headed households are households where women are the primary decision-makers and income earners, often facing heightened economic pressure, social stigma and protection risks, especially in displacement settings.

Households where a woman is the sole decision-maker and provider, often due to the death, abandonment, or migration of a husband.

Female-headed households often face economic vulnerability and increased exposure to GBV.

### Exercise

#### 1, Group discussion: Risk and Resilience Analysis

#### Scenario

A widowed woman in an IDP camp supports her children through casual labor but faces harassment, debt exploitation, and pressure to engage in unsafe work.

#### Facilitator Instructions

1. Ask groups to identify:
  - Risks faced by female-headed households
  - Existing coping strategies
  - Support mechanisms that reduce harm
2. Share practical program responses.

#### Facilitator Notes

- Balance vulnerability with resilience and agency.
- Avoid portraying women as helpless.
- Highlight community-based protection mechanisms.

## Exercise Learning Outcome

Participants can identify protection risks and appropriate livelihood support for female-headed households.

## 2, Group discussion: The Gatekeeper Tax

### Facilitation Instructions:

Discuss how FHHs from minority clans are forced to pay “taxes” or share their aid with camp managers to stay safe.

**Detailed Outcome:** Participants will analyze the “Triple Burden” of FHHs: Childcare, Domestic Work, and Breadwinning.

**Learning Outcome:** Participants will recognize FHHs as a high-priority group for direct, secure assistance.

**Facilitator Emphasis:** Emphasize that FHHs are not just “vulnerable” they are resilient. Our goal is to support their resilience without increasing their workload to the point of collapse.

## 3, Case study Analysis

### Scenario:

A widow leading her household struggles to access aid and faces exploitation.

### Facilitator Instructions:

Present case; guide participants to balance livelihood support with protection. Groups analyze challenges faced by female-headed households and propose solutions.

### Learning Objective:

- To identify risks and design targeted support for female-headed households.

### Discussion Points:

- Stress importance of social protection and community support.
- Highlight need for safe access to resources.

## 3: Inclusive Livelihoods in the Somali Context

### Definition

Inclusive livelihoods are **context appropriate economic activities** that are accessible to women, men, youth, persons with disabilities and minority groups, aligned with local markets, skills and cultural norms.

Moving beyond “traditional” women’s projects like tailoring to high-value, sustainable livelihoods in the informal economy and agro-pastoral sectors.

Inclusive livelihoods ensure women, youth, minority clans and persons with disabilities benefit from economic opportunities.

## Exercise

### 1, Group work : Livelihood Suitability Assessment

#### Scenario

A skills program promotes trades that require high capital or mobility, excluding women, persons with disabilities, and minority clans.

#### Facilitator Instructions

1. Groups list common livelihood options in their context.
2. Assess each option for:
  - Accessibility
  - Market demand
  - Gender and protection risks
3. Recommend inclusive alternatives.

#### Facilitator Notes

- Stress market analysis and feasibility.
- Encourage flexible training schedules.
- Include home-based and group-based options.

#### Exercise Learning Outcome

Participants can design inclusive livelihood interventions suited to Somali contexts.

### 2, Group work: “Market Mapping.”

#### Scenario /question

How can we train women and PWDs to enter these *profitable* sectors rather than saturated markets like sewing?

#### Facilitation Instructions:

Instruct participants to identify three growing sectors in your region (e.g., Solar energy maintenance, vegetable value-addition, small-scale trade).

**Detailed Outcome:** Participants will design livelihood activities that match the current Somali market.

**Learning Outcome:** Participants will shift toward “Market-Driven” inclusion.

**Facilitator Emphasis:** Point out that PWDs have high potential in digital services and small-scale trade. Inclusion means looking at a person’s *ability*, not their *disability*.

### 3, Group work Livelihood Design Workshop

#### Scenario:

A women’s cooperative in an IDP camp produces handicrafts but lacks market access.

Groups design inclusive livelihood projects considering gender, clan, and disability.

**Facilitator Instructions:** Encourage practical, culturally sensitive solutions.

**Learning Objective:**

- To design livelihood programs that enhance women’s agency and inclusion.

**Discussion Points:**

- Emphasize market access and sustainability.
- Highlight role of cooperatives and community-based models.

## 4: Preventing Livelihood-Related GBV Risks

### Definition

Livelihood-related GBV risks arise when income activities expose individuals especially women and girls to **violence, exploitation, backlash, or control of earnings** by others.

Recognizing that giving a woman money or assets can sometimes cause “Social Backlash” (domestic violence) if the husband feels his power is threatened.

Livelihood programs can unintentionally increase GBV risks if not designed carefully.

## Exercise

### 1. Group work: GBV Risk Mitigation Planning

#### Scenario

After receiving cash grants, some women experience increased household tension and partner violence related to control of funds.

#### Facilitator Instructions

1. Assign a livelihood or cash activity to each group.
2. Identify potential GBV risks at:
  - Registration
  - Distribution
  - Use of income
3. Propose mitigation measures.

#### Facilitator Notes

- Emphasize engaging men and families early.
- Link to GBV referral pathways.
- Avoid assuming income alone leads to empowerment.

#### Exercise Learning Outcome

Participants can identify and mitigate GBV risks linked to livelihoods and cash assistance.

### 2. Group work The Backlash Brainstorm:

#### Scenario

A woman receives a \$500 business grant. Her husband demands the money for his own use.

### **Facilitation Instructions:**

Develop a mitigation strategy (e.g., Household-level dialogue, involving the husband in the training as a “supportive partner,” or staggered payments).

**Detailed Outcome:** Participants will integrate “Safety-First” protocols into economic programs.

**Learning Outcome:** Participants will apply “Do No Harm” to economic empowerment.

**Facilitator Emphasis:** Emphasize that we must engage men as allies in women’s economic success. If the husband sees the family’s life improving, he is less likely to obstruct. Stress survivor-centered approaches. Highlight importance of safe reporting mechanisms.

## **5: Informal Economy and Agro-Pastoral Systems**

### **Definition**

The informal economy includes **small-scale, unregulated income activities**, while agro-pastoral systems combine farming and livestock both central to Somali livelihoods and highly affected by climate shocks.

Somali livelihoods rely heavily on informal trade and agro-pastoral systems, where women play key roles.

The two main pillars of Somali survival. In the informal economy, women are the backbone (small shops/markets). In agro-pastoralism, roles are strictly divided by livestock type (women usually manage small ruminants/milk).

### **Exercise**

#### **1. Group work: Livelihood System Mapping**

##### **Scenario**

Displaced agro-pastoral households lose access to land and livestock, forcing reliance on petty trade and casual labor.

##### **Facilitator Instructions**

1. Ask groups to map:
  - Informal income activities
  - Agro-pastoral livelihoods
  - Climate and conflict risks
2. Identify recovery and diversification options.

##### **Facilitator Notes**

- Highlight women’s role in informal trade.
- Stress climate-smart and adaptive practices.
- Avoid one-size-fits-all livelihood solutions.

## Exercise Learning Outcome

Participants understand the role of informal and agro-pastoral livelihoods and how to support them sustainably.

### 2. Group works: Livelihood Mapping

#### Scenario

Women manage small livestock and sell milk in informal markets.

#### Facilitator Instructions:

Guide participants to identify women's contributions and barriers.

Groups map informal economy activities by gender.

**Learning Objective:** To recognize women's roles in informal and agro-pastoral economies.

#### Discussion Points:

- Emphasize supporting women's existing roles.
- Highlight climate adaptation strategies.

### 3. Group work: The Value Chain Gap."

#### Facilitation Instructions:

Map the process of "Milk from Farm to City." Who milks? Who transports? Who sells? Identify where women are losing money (e.g., lack of cold storage) and design an intervention to fix it.

**Detailed Outcome:** Participants will identify gender-specific entry points in the livestock value chain.

**Learning Outcome:** Participants will understand that improving a woman's tools is more effective than just giving her cash.

## 6: Cash, Digital Financial Services and Financial Inclusion Safety

### Definition

Cash and digital financial services enable financial inclusion but can expose users especially women to **fraud, coercion, surveillance and exclusion** if not designed safely.

Using Mobile Money (EVC+, Sahal, etc.) to deliver aid, which increases privacy but also creates "Digital Gaps" for those who are illiterate or don't own phones.

Cash and digital financial services can empower women but also pose risks if not designed safely.

## Exercise

### Group discussion: Financial Safety Check

#### Scenario

Women receive mobile cash transfers but lack phone privacy, PIN control, or financial literacy, increasing risk of exploitation.

## Facilitator Instructions

1. Ask groups to assess a digital cash program for:
  - Access
  - Control
  - Privacy
  - Risk
2. Recommend safety measures.

## Facilitator Notes

- Emphasize informed choice and consent.
- Include financial literacy and user training.
- Stress coordination with protection teams.

## Exercise Learning Outcome

Participants can design safe, gender-responsive cash and financial inclusion interventions.

## Discussion Points:

- Stress importance of informed consent and confidentiality.
- Highlight need for community sensitization to reduce backlash.
- Point out that mobile money is a Protection Tool. It allows a woman to receive aid without standing in a dangerous public line where she can be identified by predators or clan gatekeepers.

## Final Unit Workout: “The Resilient Business Plan”

**Instructions:** In groups, design a livelihood project for an IDP camp. **Requirements:**

3. **Targeting:** 70% FHH, 10% PWD.
4. **Delivery:** Use Mobile Money.
5. **Risk Plan:** How will you prevent the “Gatekeeper” from taking 20% of the cash?
6. **Sustainability:** How does this project help the family if they move back to their village?

**Facilitator Note:** Observe if the participants use the **Equity** (Concept 3) and **Intersectionality** (Concept 5) principles from Unit 1. If they suggest a “one-size-fits-all” cash amount, challenge them to think about the extra costs of living with a disability.

## Closing Message for Facilitator

Economic empowerment must **increase safety, dignity, and choice**, not exposure to harm. Gender-responsive livelihoods require protection, dialogue, and context-driven design.



# GENDER, CLIMATE RESILIENCE AND SECTORAL SERVICE DELIVERY

## UNIT 6: GENDER, CLIMATE RESILIENCE AND SECTORAL SERVICE DELIVERY

### UNIT PURPOSE

This unit strengthens participants' capacity to analyze gendered impacts climate change, to design WASH, shelter and nutrition services that promote dignity, safety and climate resilience in different contexts.



### Climate Risks & Gender



- Water Scarcity
- Displacement
- GBV Risks
- Poverty

### Gender-Responsive WASH



- ✓ Water Access
- Safe Latrines
- ✓ Dignity Kits

### Nutrition and NRM



- Secure Shelters
- Firewood Alternatives
- Privacy Measures
- Privacy Measures

### Safer Shelter Solutions



- Secure Shelters
- Firewood Alternatives
- Privacy Measures
- Uifood Comption

### Nutrition and NRM



- ✓ Support Nutrition
- ✓ Water/Energy/Safety
- ✓ Natural Resource Management

### Inclusive Climate Adaptation



- ✓ Reduce Labor Burdens
- ✓ Promote Resilience
- ✓ Community Planning

### UNIT LEARNING OUTCOMES



- Analyze how climate change affects women, men, girls, and boys differently
- Design gender-responsive WASH, shelter, and nutrition services
- Address protection risks linked to service delivery
- Promote climate adaptation and community resilience through inclusive



## 1: Climate Change and Gender Vulnerability

### Definition

Climate change increases droughts, floods and resource scarcity, which disproportionately affect women and girls due to care responsibilities, limited access to resources and social norms, while also increasing risks for men, youth and persons with disabilities.

Climate change in Somalia drought/flood cycles is not “gender-blind.” It increases the distance women travel for water, forces men to migrate leaving families unprotected and reduces the food intake of women who often eat last and least.

Climate change disproportionately affects women, girls and marginalized groups due to existing inequalities in access to resources, decision-making, and mobility.

## Exercise

### 1, Group work: Gendered Climate Impact Analysis (Climate Vulnerability Mapping)

#### Scenario

During prolonged drought, women and girls walk longer distances for water, men migrate for work, children drop out of school, and persons with disabilities struggle to access basic services.

(Facilitator can provide climate scenarios; guide participants to disaggregate impacts by gender.)

#### Facilitator Instructions

1. Ask groups to list climate impacts/ Groups identify how climate shocks (drought, floods, heat).
2. Analyze impacts on:
  - Women and girls
  - Men and boys
  - Older persons and persons with disabilities
3. Share findings.

#### Facilitator Notes

- Emphasize intersectionality (gender, age, disability, displacement).
- Avoid framing women only as victims; highlight coping strategies.
- Link vulnerability to access, not weakness.

#### Exercise Learning Outcome

Participants understand how climate shocks create differentiated gender vulnerabilities that must inform programming.

### 2, Group work: “The Domino Effect.”

#### Facilitators guide

Participants are to map the “Cascading Risks” of a climate shock on different gender groups.

Instruct the participants to start with “Drought.” Ask: “What happens next?” e.g., Livestock die -> Men migrate -> Women stay in village/IDP camp -> Increased chores -> Girls pulled from school).

**Detailed Outcome:** Participants will map the “Cascading Risks” of a climate shock on different gender groups.

**Learning Outcome & Point to Emphasize:** Participants will realize that climate resilience requires addressing the time and safety of women.

**Facilitator Note:** Emphasize that women are often the first responders to climate change but have the least access to “Early Warning” information.

## 2: Gender-Responsive WASH Programming

### Definition

Gender-responsive WASH programming ensures **safe, accessible and dignified water, sanitation, and hygiene services** that consider gender roles, privacy needs, safety, and menstrual hygiene management.

Providing Water, Sanitation and Hygiene services that consider the safety, privacy and biological needs Menstrual Hygiene Management - MHM of women and girls.

Water, Sanitation, and Hygiene (WASH) services designed to reduce women's burdens, ensure safety and promote dignity.

### Exercise

#### 1, Group work: WASH Safety and Dignity Review/ The Safety Walkthrough.”

##### Scenario

Water points are far from shelters, latrines lack locks and lighting and menstrual hygiene materials are insufficient during flood displacement. Or Provide a map of a water point.

##### Facilitator Instructions

1. Ask groups to assess a WASH facility from:
  - Safety
  - Accessibility
  - Dignity
2. Identify improvements that reduce risks and workload.

Or Ask:

1. Is it lit at night?
2. Are the locks internal?
3. Is there a place to wash MHM cloths privately?
4. Is the pump handle reachable for a child or a person in a wheelchair?

##### Facilitator Notes

- Highlight women's role in WASH decision-making.
- Include adolescent girls and persons with disabilities.
- Emphasize consultation with users.

##### Exercise Learning Outcome

Participants can design WASH services that reduce protection risks and care burdens.

## 3: Shelter, Privacy and Safety

### Definition

Gender-responsive shelter ensures **privacy, safety, cultural appropriateness, and protection**, particularly for women, girls, and persons with disabilities in climate-induced displacement.

In IDP camps, shelter is the first line of defense. Lack of partitions and locks leads to a loss of Privacy/Dignity and increases GBV risks.

Shelter design must ensure privacy, safety, and dignity, especially for women, girls, and vulnerable groups.

### Exercise

#### 1, Group work: Shelter Risk Assessment

##### Scenario

Emergency shelters lack partitions and doors, exposing women and girls to harassment and limiting privacy for breastfeeding and personal care.

##### Facilitator Instructions

1. Groups review a shelter layout.
2. Identify risks related to:
  - Privacy
  - Safety
  - Accessibility
3. Propose improvements.

##### Facilitator Notes

- Emphasize low-cost design improvements.
- Include women in shelter design decisions.
- Avoid reinforcing segregation without safety justification.

##### Exercise Learning Outcome

Participants can identify shelter-related protection risks and propose gender-responsive solutions.

#### 2, In Groups: Shelter Design Simulation

##### Scenario:

Overcrowded shelters in IDP camps increase risks of harassment and lack of privacy for women.

**Facilitator Instructions:** Provide camp scenario; guide participants to propose culturally appropriate designs. Groups design shelter layouts that prioritize privacy and safety.

Learning Objective: To integrate gender-sensitive considerations into shelter programming.

### Discussion Points:

- • Emphasize privacy, lighting, and safe locations.
- • Highlight role of women in shelter planning.

## 4: Nutrition and Care Burdens

### Definition

Nutrition outcomes are closely linked to **women's unpaid care work**, food preparation, breastfeeding, and caregiving, all of which are intensified during climate shocks. Climate change causes food insecurity. Women often face the “Double Burden” of being responsible for the family's nutrition while having the least access to high-protein food. Climate shocks affect food security, increasing women's care burdens in nutrition and household management.

### Exercise

#### 1, Group discussions: Care Burden Mapping

##### Scenario

During drought, women reduce their own food intake to feed children, while time spent collecting water limits breastfeeding and child care, increasing health risks.

##### Facilitator Instructions

1. Ask groups to map daily care tasks performed by women.
2. How food insecurity impacts men and women differently.
3. Identify how climate shocks increase these burdens.
4. Discuss service adaptations to reduce workload.

##### Facilitator Notes

- Emphasize men's role in shared care.
- Link nutrition programming to WASH and livelihoods.
- Avoid blaming caregivers for malnutrition.
- Stress importance of including women in nutrition program design.
- Highlight need for equitable food distribution

##### Exercise Learning Outcome

Participants understand the link between care burdens and nutrition outcomes and can adapt services accordingly. To recognize gendered impacts of nutrition crises and design supportive interventions.

## 5: Climate Adaptation and Community Resilience

### Definition

Climate adaptation and resilience involve **community-led strategies** to anticipate, cope with, and recover from climate shocks, ensuring **women's participation and leadership**.

Moving from “emergency response” to “long-term adaptation” where women are leaders in resource management e.g., Water User Committees. Community resilience involves adapting livelihoods and services to withstand climate shocks, with gender-sensitive approaches.

## Exercise

### 1, Group discussion: Inclusive Resilience Planning

#### Scenario

Women's traditional knowledge on water conservation is overlooked in resilience planning dominated by male leaders.

#### Facilitator Instructions

1. Groups design a simple climate adaptation activity.
2. Ensure:
  - Women's participation and leadership
  - Protection considerations
  - Sustainability
3. In the plan must have 50% women presentation. What specific roles will the women have? (e.g., Treasurer, Maintenance lead, Conflict Mediator).
4. Present plans.

#### Facilitator Notes

- Highlight indigenous and local knowledge.
- Emphasize long-term resilience, not only response.
- Avoid elite capture.

#### Exercise Learning Outcome

Participants can design inclusive, gender-responsive climate adaptation and resilience initiatives. Women are not just “victims” of climate change; they are the most effective managers of local resources.

### Final Unit Workout: “The Sectoral Audit”

Instructions: Divide into three groups: WASH, Shelter, and Nutrition. The Task:

1. Identify one Climate Risk in your sector (e.g., Flooding of latrines).
2. Identify how this risk specifically hurts Women or PWDs (e.g., Loss of MHM privacy/ accessibility).
3. Propose a Resilience Solution (e.g., Raised, accessible latrines with solar lighting).
4. Explain how this solution promotes Dignity .

Facilitator Note: This exercise ensures that the LHPs see gender not as an “extra” task, but as a way to make their technical sectoral work more effective and sustainable.

#### “ Closing Message for Facilitator

Climate-responsive services must protect dignity, reduce risk, and strengthen resilience. Gender-responsive sectoral delivery is essential for effective humanitarian and climate action.

# UNIT 07



# ORGANIZATIONAL GENDER EQUALITY, LEADERSHIP, DO NO HARM AND SAFEGUARDING IN CONSERVATIVE CONTEXTS

## UNIT 7: ORGANIZATIONAL GENDER EQUALITY, LEADERSHIP, DO NO HARM, AND SAFEGUARDING IN CONSERVATIVE CONTEXTS

### UNIT PURPOSE

This unit strengthens participants' ability institutionalize gender equality within organizations, apply Do No Harm principles and prevent safeguarding, PSEA and backlash risks while operating in conservative, clan-influenced environments.



### Do No Harm Approach



- Do No Harm Approach
- GBV Risks

### Safeguarding & Protection



- Safeguarding & Protection

### Gender-Equitable Staffing



- ✓ Secure Shelters
- ✓ Firewood Alternatives

### Preventing Backlash



- Elving ICarefers
- Privacy Measures

### UNIT LEARNING OUTCOMES



- ✓ Apply Do No Harm principles to gender programming and internal practices
- ✓ Identify and mitigate safeguarding, PSEA and child protection risks
- ✓ Strengthen gender-equitable recruitment, leadership and pay practices
- ✓ Navigate power dynamics and clan relations ethically



### UNIT LEARNING OUTCOMES



- ✓ Apply Do No Harm principles principle and mitigate risks
- Strengthen the power dynamics
- clan relations on clan relations pay practices



- ✓ Apply Do No Harm principles principle this gender internal practices recruitment of gender-equitable
- Navigate respond organization against learned inay practices

## 1: Recruitment and Leadership

### Definition

Gender-responsive recruitment and leadership ensure **fair access, representation and progression** for women and men at all organizational levels, while respecting context and maintaining safety.

The intentional process of ensuring women and marginalized groups are represented not just as field staff, but in senior management and decision-making roles.

Recruitment and leadership practices must promote gender equality by ensuring women and marginalized groups have fair opportunities to join and lead organizations.

## Exercise

### 1, Group discussion: Recruitment Pathway Review

#### Scenario

An organization hires women as community mobilizers but excludes them from decision-making roles due to perceived community resistance and security concerns.

#### Facilitator Instructions

1. Ask groups to map the organization's recruitment and promotion process.
2. Identify:
  - Barriers for women
  - Informal decision points
  - Risk areas
  - develop strategies to overcome them
3. Propose practical improvements.

#### Facilitator Notes

- Emphasize gradual, context-aware change.
- Avoid framing inclusion as favoritism.
- Highlight mentorship and role modeling.

#### Exercise Learning Outcome

Participants can identify and address structural barriers to women's leadership within organizations.

### 2, Recruitment Policy Review

#### Scenario

An NGO's leadership team is dominated by men from majority clans, limiting women's voices in decision-making.

**Facilitator Instructions:** Provide policy excerpts; guide participants to propose improvements (e.g., quotas, mentorship). Groups review a sample recruitment policy and identify gaps in gender equality.

**Learning Objective:** To design recruitment and leadership practices that promote gender equality.

#### Discussion Points:

- Emphasize importance of transparent recruitment.
- Highlight mentorship and leadership pathways for women.

#### Facilitator Note:

Encourage participants to reflect on their own organizational practices.

### 3, The Recruitment Filter.” Review a mock Job Description.

#### Facilitator Instructions:

Identify “Gender-Blind” requirements e.g., “Must be able to travel alone for weeks” or “10 years’ experience” in a field women were historically excluded from.

Direction: Rewrite the ad to be inclusive e.g., “Family-friendly travel policies,” “Equivalency of experience”.

**Learning Outcome:** Participants will understand that a diverse team is more effective at reaching the whole community.

**Detailed Outcome:** Participants will identify barriers to female recruitment in Somalia and develop strategies to overcome them.

**Facilitator Note:** Emphasize that having female leaders is a security and access strategy. Women leaders provide insights into 50% of the population that male leaders may miss.

## 2: Pay Equity and Safeguarding Culture

### Definition

Pay equity ensures **equal pay for work of equal value**, while a safeguarding culture promotes **zero tolerance for abuse, exploitation and discrimination** through shared values and accountability.

Pay Equity means equal pay for equal work regardless of gender or clan. Safeguarding Culture is an environment where every staff member feels safe to report misconduct without fear of retaliation.

## Exercise

### 1, Group discussion: Organizational Culture Reflection

#### Scenario

Female staff receive lower pay than male colleagues for similar roles and reporting misconduct is discouraged to “protect the organization’s image.”

#### Facilitator Instructions

1. Ask participants to reflect on:
  - How pay decisions are made
  - How safeguarding concerns are handled
2. Identify gaps and risks.
3. Suggest culture-shifting actions.

#### Facilitator Notes

- Reinforce leadership accountability.
- Emphasize confidentiality and non-retaliation.
- Clarify that safeguarding is everyone’s responsibility.

## Exercise Learning Outcome

Participants understand how pay equity and safeguarding culture reinforce organizational integrity.

## 3: Power Dynamics and Clan Relations

### Definition

Power dynamics shaped by clan systems influence **access to jobs, promotions, resources and protection**, requiring careful navigation to maintain neutrality and inclusion. Recognizing how clan hierarchies within an office can mirror or disrupt gender equality.

Power dynamics within organizations are influenced by clan relations, which can affect inclusion and fairness.

## Exercise

### 1, Group discussion: Power and influence mapping

#### Scenario

Senior positions are informally allocated through clan networks, limiting opportunities for women and minority clans.

#### Facilitator Instructions

1. Groups map:
  - Formal authority
  - Informal clan influence
  - Who is excluded
2. Discuss implications for fairness and safety.

#### Facilitator Notes

- Avoid naming real individuals or clans.
- Stress transparency and merit-based processes.
- Link power mapping to Do No Harm.

## Exercise Learning Outcome

Participants can recognize and manage power and clan dynamics ethically within organizations.

### 2, Discuss: The Meeting Map

#### Facilitation Instructions:

**Discuss,** Draw a typical staff meeting. Who speaks most? Is it based on Job Title or Clan Seniority? Participants to identify risks and propose inclusive strategies.

**Detailed Outcome:** Participants will map how “Internal Clan Power” affects female staff’s ability to speak up in meetings.

**Learning Outcome:** Identifying “Hidden Power” that undermines organizational gender goals.

**Facilitator Note:** Emphasize that the “Senior” clan member in the office must be the first to champion the “Junior” clan member’s right to lead, or equality will never be reached.

## 4: Risks of Backlash against Women’s Participation

### Definition

Backlash refers to **negative reactions** social, emotional, or violent triggered by women’s increased visibility, leadership, or economic participation.

The negative social or physical reaction from the community or family when women take on leadership or humanitarian roles.

Women’s increased participation can trigger backlash in conservative contexts, including harassment or exclusion.

## Exercise

### 1, Group work: Backlash Risk Assessment/ Risk Mitigation Plans”

#### Scenario

Female staff face community criticism and family pressure after being promoted to leadership roles.

#### Facilitator Instructions

1. Ask groups to identify:
  - Potential backlash risks
  - Who may be affected
  - Preventive actions
2. Share mitigation strategies.

#### Facilitator Notes

- Emphasize early engagement with families and leaders.
- Highlight safety planning for female staff.
- Avoid retreating from inclusion due to fear.

#### Exercise Learning Outcome

Participants can anticipate and mitigate backlash risks linked to women’s participation.

## 5: PSEA and Child Safeguarding

### Definition

Protection from Sexual Exploitation and Abuse (PSEA) and child safeguarding are systems and practices that prevent **abuse of power, exploitation and harm** by staff or partners.

**PSEA** (Protection from Sexual Exploitation and Abuse). It is the absolute prohibition of staff exchanging aid for sexual favors.

## Exercise

### 1, Group discussion; Safeguarding Pathway Review

#### Scenario

Community members fear reporting misconduct due to power imbalance and lack of confidential channels.

#### Facilitator Instructions

3. Review existing reporting and response mechanisms.
4. Identify gaps in accessibility and trust.
5. Propose improvements.

#### Facilitator Notes

- Reinforce survivor-centered approaches.
- Stress confidentiality and informed consent.
- Emphasize staff training and code of conduct enforcement.

#### Exercise Learning Outcome

**Participants can strengthen PSEA and child safeguarding systems within conservative contexts.**

### 2, The Zero Tolerance Wall.”

#### Facilitation Instructions:

Participants write down behaviors that are “Never Acceptable” (e.g., dating a beneficiary, asking for a “gift” to put someone on a list).

**Direction:** Discuss how to explain PSEA to a community using the concept of Trust.

**Detailed Outcome:** Participants will identify the “Six Core Principles” of PSEA.

**Learning Outcome:** Participants will be able to explain that aid is a **Right**, not a favor.

**Facilitator Note:** Emphasize that PSEA is a “Fireable Offense.” In a conservative context, PSEA violations can destroy an organization’s reputation and cause clan conflict.

#### Final Module Workout: “The Organizational Gender Audit”

**Instructions:** This is the capstone exercise. Groups act as “Consultants” for a local NGO. **The Task:**

1. **Review the HR Policy:** It has no maternity leave. What do you change?
2. **Review the Budget:** 90% of the training budget goes to the (mostly male) management. How do you reallocate?
3. **Review the Field Report:** A staff member was accused of harassment, but he is from a powerful local clan. How does the NGO handle this safely and ethically?

**Facilitator Note:** This exercise tests if participants can apply the high-level concepts of **Dignity** and **Justice** from Unit 1 to the “messy” reality of running an organization in Somalia.

#### “ Closing Message for Facilitator

Gender equality, safeguarding, and Do No Harm are **organizational responsibilities**, not individual choices. Ethical leadership builds trust, protects people, and strengthens humanitarian impact.



# MONITORING EVALUATION AND LEARNING (MEL) FOR GANDER-SENSATIVE PROGRAMMING

## UNIT 8: MONITORING, EVALUATION, AND LEARNING (MEL) FOR GENDER-SENSITIVE PROGRAMMING

### UNIT PURPOSE

This unit strengthens participants' ability to monitor, evaluate and learn from gender-sensitive-programming by using inclusive data, distinguishing between activities and outcomes, integrating qualitative feedback, and applying findings for adaptive programming, accountability, and sustainable change.



#### Gender-Inclusive Indicators



- SADD Collection
- Outcome Metrics
- Do- No Harm

#### Safe Data Collection



- Community Consultations
- Appropriate Tools
- Ethical Practices

#### Qualitative Feedback



- Conduct FGDs
- Interview Women/Men
- Capture Stories

#### Gender Audits & Plans



- Audit Social Norms
- Analyze Participation
- Action Plans

### UNIT LEARNING OUTCOMES



- ✓ Track gender and inclusion outcomes using appropriate indicators
- ✓ Collect and analyze sex- and age-disaggregated data (SADD/safely)
- ✓ Distinguish between activity indicators
- ✓ Use qualitative feedback to veriences
- ✓ Conduct internal gender audits and
- ✓ Apply MEL findings for lerguan



## 1: Sex- and Age-Disaggregated Data (SADD)

### Definition

Sex- and age-disaggregated data (SADD) refers to the collection and analysis of data separated by **sex and age groups** to understand who is accessing, benefiting from, or being excluded from programs and outcomes.

The process of collecting and analyzing data separately for women, men, girls, and boys, further broken down by age, disability, and clan.

### Exercise

#### 1, Group work: Who Is Visible in Our Data?

##### Scenario

A project reports that 80% of households were reached, but does not know whether women, adolescent girls, older persons, or persons with disabilities benefited equally.

Or An NGO reports “200 beneficiaries” of a livelihood program but fails to show how many were women, men, boys, or girls. This hides gender gaps.

### Facilitator Instructions

1. Provide a sample project dataset or report.
2. Ask groups to identify:
  - What is disaggregated
  - What is missing
  - Who is invisible
3. Groups suggest improvements.

### Facilitator Notes

- Emphasize that SADD is a **minimum standard**, not optional.
- Encourage intersectional thinking (age, disability, displacement).
- Reinforce ethical data collection and confidentiality.

### Exercise Learning Outcome

Participants can assess and improve data collection to ensure gender and age inclusivity.

## 2, Group work out: “The Data Sieve.”

### Scenario

Present a report that says: “1,000 people received food baskets.”

### Facilitator Instructions:

Ask the participants to “sieve” this number. Who were they? (e.g., How many were widows? How many were minority-clan elders? How many were girls with disabilities?).

Direct participants to use the “SADDD+C” template (Sex, Age, Disability, Displacement, and Clan).

**Detailed Outcome:** Participants will move beyond reporting “total beneficiaries” to reporting specific impacts on different demographic groups.

**Learning Outcome:** Participants will understand that “neutral” data is often “blind” data that hides exclusion.

**Facilitator Emphasis:** Emphasize that if your data isn’t disaggregated, you cannot see if you are accidentally favoring one clan or gender over another.

## 2: Outcome Indicators vs Activity Indicators

### Definition

- Activity indicators measure what the project does (e.g., number of trainings held). (e.g., “Number of women trained”). Outcome
- Outcome indicators measure changes in behavior, access, safety, or decision-making resulting from the project. (e.g., “Percentage of women who feel more confident participating in clan decision-making”).

## Exercise: Indicator Sorting

### 1, Group discussion: indicator sorting

#### Scenario

A project reports many gender trainings conducted but cannot demonstrate changes in women's participation, safety, or decision-making power.

#### Facilitator Instructions

1. Provide a list of mixed indicators.
2. Ask groups to classify them as:
  - Activity indicators
  - Outcome indicators
3. Revise weak indicators into stronger outcome indicators.

#### Facilitator Notes

- Emphasize realistic, context-appropriate outcomes.
- Avoid overloading indicators.
- Link indicators to learning, not just reporting.

#### Exercise Learning Outcome

Participants can design gender-responsive outcome indicators that measure meaningful change.

### 2, "The 'So What?' Test."

#### Facilitation Instructions:

Give a list of activity indicators.

Task: For each one, ask "So what happened next?" to turn it into an outcome.

Example: "10 latrines built" (Activity) -> "90% of women report feeling safe using latrines at night" (Outcome).

Detailed Outcome: Participants will draft SMART (Specific, Measurable, Achievable, Relevant, Time-bound) gender-sensitive indicators.

Learning Outcome: Shifting organizational focus from "output" (counting things) to "impact" (changing lives).

Facilitator Emphasis: Point out that donors and communities care about change. Emphasize that a gender-sensitive indicator must track the reduction of a barrier identified in Unit 1.

## 3: Qualitative Feedback and Adaptive Programming

#### Definition

Qualitative feedback captures **experiences, perceptions and changes** through methods such as focus group discussions, key informant interviews, stories of change, and community feedback mechanisms. Using stories, Focus Group Discussions (FGDs), and Complaints and Feedback Mechanisms (CFM) to change project activities in "real-time" based on community needs.

## Exercise

### 1, group work: listening beyond numbers

#### Scenario

Quantitative data shows high attendance at distributions, but women report feeling unsafe and unheard during feedback sessions.

#### Facilitator Instructions

4. Ask groups to identify qualitative methods suitable for:
  - Women
  - Men
  - Adolescents
  - Persons with disabilities
5. Discuss how feedback can inform program adaptation.

#### Facilitator Notes

- Stress safe, confidential, and culturally appropriate spaces.
- Emphasize closing the feedback loop (“you said, we did”).
- Avoid extractive data collection.

#### Exercise Learning Outcome

Participants can use qualitative feedback to understand gendered experiences and improve programming.

### 2, “The Mid-Course Correction.”

#### Facilitation Instructions:

Discussion: Present a scenario: Monitoring shows that women are not using the new mobile money system because their husbands own the phones.

**Work Out:** How do you adapt? (e.g., Do you switch to cash-in-hand? Do you provide SIM cards to women? Do you start a household dialogue?).

**Detailed Outcome:** Participants will design an “Adaptive Loop” where feedback leads to project changes.

**Learning Outcome:** Understanding that MEL is a tool for **improvement**, not just a tool for **reporting**.

**Facilitator Emphasis:** Emphasize that “Learning” means being honest about what isn’t working. In Somalia, things change fast; a project that doesn’t adapt will fail.

## Internal Gender Audits and Action Planning

*(This session links all three key topics together)*

### Definition

An internal gender audit is a systematic review of policies, practices, data and culture to assess how well an organization promotes gender equality and inclusion.

A systematic assessment of how well an organization is integrating gender equality into its own staff, culture, and projects.

## Exercise

### 1, Group work: Gender Audit to Action

#### Scenario

An organization collects gender data but does not use it to inform decisions or improve staff practices.

#### Facilitator Instructions

1. Ask groups to reflect on:
  - Data collection practices
  - Indicator quality
  - Use of feedback
2. Identify 3 priority gaps.
3. Develop a simple action plan.

#### Facilitator Notes

- Emphasize leadership buy-in.
- Encourage realistic, phased actions.
- Link MEL to accountability and safeguarding

#### Exercise Learning Outcome

Participants can translate MEL findings into concrete actions that improve gender equality and program quality.

### 2, “The Traffic Light Audit

#### Facilitation Instructions:

Provide a scorecard with 5 categories (Policy, Staffing, Budget, MEL, Culture).

**Task:** Participants mark their NGO as **Green** (doing well), **Yellow** (needs work), or **Red** (urgent gap).

**Action Plan:** For every “Red,” write one step to be taken in the next 3 months.

**Detailed Outcome:** Participants will perform a “Mini-Audit” of their own LHP.

**Learning Outcome:** Identifying concrete steps for institutional change.

**Facilitator Emphasis:** This is about **Accountability**. Emphasize that an organization cannot promote dignity for beneficiaries if it does not have dignity for its own female and minority-clan staff.

### **Final Module Assessment: The “Dignity Scorecard”**

Instructions: This is the final exercise for the entire training. The Task: Groups must present a “Dignity Scorecard” for a project of their choice. It must include:

- One SADDD+C data table.
- One Gender-Sensitive Outcome Indicator.
- A Safe Feedback Mechanism that protects survivors (from Unit 4).
- An Equity-based Budget (showing funds allocated for PWD access or childcare for women’s training).

“  
**Closing Message  
for Facilitator**

Gender-sensitive MEL is not about collecting more data it is about **asking better questions, listening carefully and acting responsibly** to ensure dignity, inclusion, and impact.

## UNIT 09



# MONITORING EVALUATION AND LEARNING (MEL) FOR GENDER-SENSITIVE PROGRAMMING

## UNIT 9: DESK REVIEW FINDINGS – LHP GENDER GAPS AND OPPORTUNITIES

### UNIT PURPOSE

This unit enables participants to critically reflect on desk review findings, understand systemic gaps in gender, disability, safeguarding, and MEL practices, and identify practical opportunities to strengthen gender-responsive, inclusive, and accountable programming under the LHP framework.



### KEY GAPS

#### GENDER

- Major Barriers
- Exclusion Risks

#### DISABILITY

- Access Challenges
- Support Needs

#### SAFEGUARDING

- PSEA Risks
- Ethical Concerns

#### MEL

- MEL Deficiencies
- Data Gaps

### UNIT LEARNING OUTCOMES

By the end of this unit, participants will be able to:

- ✓ Identify key gender and inclusion gaps highlighted by review
- ✓ Understand how these gaps impact quality and safety
- ✓ Recognize existing program quality – evaluate final outcome
- ✓ Translate into program iterations



## 1: Analyzing Identified Gaps: Gender Treated as a Checklist, Not a Practice

### Definition

This gap refers to situations where gender requirements are **fulfilled superficially** e.g., ticking donor boxes without meaningful integration into **design, implementation, monitoring or decision-making**. Desk reviews often show that gender is treated as a “compliance checkbox” for donor reports rather than a meaningful part of project design.

### Exercise

#### 1, Group discussion: From Checklist to Practice/ The Checklist Challenge.

#### Scenario

Project proposals include gender sections, but activities are implemented without adjusting timing, locations, staffing, or decision-making processes to reflect women’s and girls’ realities

or Display a typical donor checklist (e.g., “*Did you consult women? [Yes/No]*”).

### Facilitator Instructions

1. Ask groups to list common “gender checklist” actions.
2. Discuss what meaningful practice would look like instead. (Ask participants to replace the “Yes/No” with a Process Description. Example: Instead of “Yes,” write: “Held separate FGDs for minority-clan widows at 4:00 PM to avoid cooking hours, resulting in a change to the kit contents.”)
3. Identify one concrete change at project level.

### Facilitator Notes

- Avoid blaming individuals; focus on systems.
- Emphasize that meaningful gender integration improves effectiveness.
- Encourage honest reflection.
- Point out that a “Checklist” only satisfies the donor, but “Practice” satisfies the community’s right to Justice.

### Exercise Learning Outcome

Participants can distinguish between superficial compliance and meaningful gender practice.

## 2: Limited Disability Inclusion

### Definition

Limited disability inclusion occurs when programs fail to **systematically identify, consult and accommodate persons with disabilities**, resulting in exclusion from services and decision-making.

Disability inclusion is often neglected because it is seen as “too expensive” or “too technical.”

## Exercise

### 1, Group discussion: Inclusion Gap Analysis

#### Scenario

Persons with disabilities are listed as beneficiaries but are not consulted and services remain physically and informationally inaccessible.

#### Facilitator Instructions

1. Ask groups to identify:
  - Where persons with disabilities are excluded
  - Why inclusion is weak
2. Propose low-cost inclusion actions.

#### Facilitator Notes

- Emphasize disability inclusion as a rights issue.
- Avoid charity-based language.

- Encourage engagement with OPDs.

### Exercise Learning Outcome

Participants can identify barriers to disability inclusion and propose practical improvements.

### 2, Group Work: “The Opportunity Scan.”

#### Facilitation Instructions:

**Task:** Brainstorm three things that cost **\$0** but improve inclusion e.g., Priority queuing for PWDs, asking children with disabilities about their needs, or moving meetings to ground-floor rooms.

Look at the identified gap. Why is it happening? Lack of training? High costs? Social stigma?).

**Learning Outcome:** Participants will identify “Low-Cost, High-Impact” inclusion strategies.

**Facilitator Emphasis:** Emphasize that inclusion is a mindset, not just a budget line.

## 3: Weak Safeguarding Systems

### Definition

Weak safeguarding systems lack clear policies, reporting mechanisms, staff awareness and accountability, increasing risk of abuse, exploitation, and harm.

Safeguarding systems are often “weak” because staff fear clan retaliation or lack clear reporting channels. Documentation of gender outcomes is low because we track outputs rather than changes.

### Exercise: Safeguarding Reality Check

#### 1, Group work, Safeguarding Reality Check

#### Scenario

Staff and community members are unsure how to report misconduct, and fear retaliation or inaction.

#### Facilitator Instructions

1. Ask groups to list elements of a strong safeguarding system.
2. Compare with current practice.
3. Identify priority gaps.

#### Facilitator Notes

- Reinforce zero tolerance.
- Emphasize leadership responsibility.
- Avoid focusing only on documentation.

### Exercise Learning Outcome

Participants can assess safeguarding weaknesses and identify priority actions.

### 2, Strengthening Safeguarding and Documentation, Beyond the numbers

#### Facilitation Instructions:

**Work Out:** Instead of reporting “50 women attended,” write a 3-sentence narrative about one woman who used the project to gain economic agency.

Discuss how to build an “Internal Reporting Culture” where staff feel safe reporting misconduct.

**Learning Outcome:** Participants will draft a “Story of Change” template to document gender outcomes.

**Facilitator Emphasis:** Point out that if we don’t document our gender successes, we cannot prove to the community or donors that our approach is working.

## 4: Low Documentation of Gender Outcomes

### Definition

This gap refers to limited tracking and reporting of actual gender-related changes, such as participation, safety, decision-making, or access not just activities completed.

## Exercise

### 1, Group discussion, Making Gender Outcomes Visible

#### Scenario

Reports list numbers trained but do not show whether women’s participation or safety improved.

#### Facilitator Instructions

1. Ask groups to review sample indicators.
2. Identify missing gender outcomes.
3. Propose stronger outcome indicators.
4. Costs towards gender indicator measurement included in designs

#### Facilitator Notes

- Link documentation to learning, not punishment.
- Emphasize qualitative evidence.
- Keep indicators realistic.

#### Exercise Learning Outcome

Participants can improve documentation of gender outcomes for accountability and learning.

## 5: Leveraging Opportunities: Strong Women’s Networks

### Definition

Women’s networks are **formal and informal groups** that provide mutual support, information sharing, and collective action within communities.

Somalia has a vibrant history of women’s informal networks and a massive, tech-savvy youth population.

## Exercise

### Group work, Leveraging Women's Networks

#### Scenario

Women's groups already mobilize around water, nutrition, and protection issues but are underutilized in formal programming.

#### Facilitator Instructions

1. Ask groups to map existing women's networks.
2. Identify safe roles they can play in programming.
3. Discuss safeguards against overburdening.

#### Facilitator Notes

- Avoid tokenism.
- Emphasize meaningful participation.
- Ensure safeguarding measures.

#### Exercise Learning Outcome

Participants can strategically engage women's networks to strengthen program outcomes.

## 6: Youth Engagement

#### Definition

Youth engagement refers to **meaningful involvement of young women and men** in decision-making, implementation and feedback processes.

Somalia has a massive, tech-savvy youth population and organized young population

## Exercise

### 1, Group discussion: Youth as Change Agents

#### Scenario

Youth are active in community initiatives but are rarely consulted beyond mobilization roles.

#### Facilitator Instructions

1. Identify existing youth engagement spaces and youth groups.
2. Discuss barriers to meaningful youth participation.
3. Propose inclusive engagement strategies.

#### Facilitator Notes

- Emphasize intergenerational dialogue.
- Avoid placing youth at risk.
- Recognize diversity among youth.

## Exercise Learning Outcome

Participants can design safe, meaningful youth engagement approaches.

## 7: Community Trust in Local Actors

### Definition

Community trust in local actors refers to credibility, cultural understanding and long-term presence, which enable effective, accepted and accountable programming.

## Exercise

### 1, Group work, Trust as an Asset

#### Scenario

Communities prefer engaging with local organizations but expect transparency, fairness, and respect.

#### Facilitator Instructions

1. Ask groups to identify factors that build or erode trust.
2. Discuss how trust can strengthen gender programming.
3. Propose actions to protect trust.

#### Facilitator Notes

- Emphasize accountability and feedback.
- Link trust to safeguarding and Do No Harm.
- Avoid complacency.

## Exercise Learning Outcome

Participants understand how to leverage community trust to address gender gaps responsibly. Emphasize that the LHP's greatest asset is Community Trust. Use this trust to open difficult conversations about gender and disability that international NGOs cannot have.

### “ Closing Message for Facilitator

Desk reviews are not endpoints they are **starting points for change**. Addressing gaps and leveraging opportunities requires **honest reflection, leadership commitment, and sustained action**.

# ACTION PLANNING AND APPLICATION

## Unit Purpose

This final unit supports participants to translate learning into practical, realistic actions at programmatic and organizational levels. It emphasizes accountability, feasibility, and conflict-sensitive implementation, ensuring gender equality, inclusion, safeguarding, and Do No Harm principles are embedded in daily practice.

## Unit Learning Outcomes

By the end of this unit, participants will be able to:

- Develop clear, gender-sensitive program improvements
- Identify practical safeguarding and PSEA actions
- Define measurable gender indicators
- Integrate intersectionality, men and boys' engagement, and safe GBV data practices
- Commit to organizational gender reforms appropriate to conservative and conflict-affected contexts

## Cross-Cutting Themes Embedded Throughout the Unit

This unit reinforces:

- Humanitarian principles
- Gender equality and inclusion
- Disability inclusion
- Safeguarding and PSEA
- Conflict sensitivity
- Do No Harm

Facilitators should consistently refer back to these principles during discussions and exercises.

## 1: Translating Gender Commitments into Program Improvements

### Definition

A gender-sensitive program improvement is a **specific, realistic adjustment** to design, implementation, or monitoring that enhances **equity, safety, access, and participation** for women, girls, men, boys, and persons with disabilities.

## Exercise

### 1, a, pairing/ individual reflection; One Gender-Sensitive Program Improvement

#### Scenario

A livelihoods program reaches women numerically but does not address childcare burdens, mobility restrictions, or backlash risks.

#### Facilitator Instructions

1. Ask participants to identify one program they are currently implementing or planning.
2. Each participant defines one concrete gender-sensitive improvement.
3. Participants share in pairs and refine their ideas.

#### Facilitator Notes

- Encourage small, achievable changes.
- Ensure improvements address power, not just access.
- Remind participants to consider safety and cultural context.

#### Exercise Learning Outcome

Participants can identify and articulate one realistic gender-sensitive improvement in their own programming.

#### B, Gender-Sensitive Indicator:

- Task: Write one SMART outcome indicator to track the improvement above.
- Example: “% of minority-clan women who report they can access aid without paying ‘gatekeeper fees’ or experiencing harassment.”

#### Discussion Points:

- Emphasize that small changes can have big impacts.
- Highlight inclusion of marginalized groups.

#### Facilitator Note:

Encourage participants to ground improvements in Somali realities (clan, displacement, livelihoods).

## 2: Intersectional Gender Improvement

#### Definition

Intersectional gender improvement recognizes that **gender intersects with disability, age, displacement, clan, and poverty**, requiring tailored responses rather than one-size-fits-all solutions.

#### Scenario

Women with disabilities in IDP sites are excluded from consultations due to mobility barriers and stigma.

## Exercise: Intersectionality Check

### 1. Group discussion; Intersectionality Check

#### Facilitator Instructions

1. Ask groups to identify which groups of women/girls are most excluded.
2. Identify one action that addresses multiple vulnerabilities.
3. Share examples in plenary.

#### Facilitator Notes

- Avoid treating women as a homogeneous group.
- Emphasize dignity and participation.
- Link to disability inclusion and Do No Harm.

#### Exercise Learning Outcome

Participants can design one intersectional gender improvement responding to layered vulnerabilities.

**B, Intersectional Gender Improvement:** Task: Select one current project. Identify a group currently being missed (e.g., elderly women from minority clans) and propose a specific design change.

- Example: “Adjusting our food distribution to a door-to-door delivery model for female-headed households with mobility issues.”

**C, Intersectional Matrix Application:** Groups identify one improvement that reduces barriers for marginalized groups.

**Learning Objective:** To apply intersectionality in program design.

**Discussion Points:** Stress that gender cannot be separated from other identities.

**Facilitator Note:** Encourage participants to use Somali examples (minority clans, disabled women in IDP camps).

## 3: Engaging Men and Boys for Gender Equality

### Definition

Men and boys’ engagement involve **constructive participation** of male youth, fathers, and leaders in promoting **non-violence, shared responsibility and positive masculinity**. A strategy to involve men and boys as allies in promoting gender equality.

## Exercise

### 1, Small group work ;One Men/Boys Engagement Action

#### Scenario

Women’s participation increases but results in community backlash due to lack of male engagement.

## Facilitator Instructions

1. Ask groups to identify a safe entry point to engage men or boys.
2. Define one practical engagement action. (*Example*: “Holding a ‘Father-Daughter’ dialogue session at the local school to discuss the Islamic and economic benefits of delaying marriage until 18.”)
3. Assess risks and mitigation measures.

## Facilitator Notes

- Engagement should support not replace women’s leadership.
- Avoid reinforcing harmful norms.
- Ensure alignment with cultural and religious values.

## Exercise Learning Outcome

Participants can identify one safe and constructive men/boys engagement action.

## 4: Safeguarding and PSEA Action Planning

### Definition

A safeguarding action is a **clear step** that strengthens prevention, reporting, response, or accountability for sexual exploitation, abuse and harassment.

A concrete step to protect beneficiaries and staff from exploitation, abuse, or harm.

PSEA is the term used by the humanitarian community to refer to the prevention of sexual activity by aid workers with the people they are serving. It is based on the idea that aid is a Right, not a favor.

### Why PSEA Matters in Somalia

- **The Power Gap:** Humanitarian workers control life-saving resources (water, cash, food). This creates a massive power imbalance.
- **Clan Sensitivity:** A PSEA violation can trigger “Honor-based” violence or even spark conflict between clans, destroying the organization’s reputation and safety.
- **Trust:** If the community does not trust the staff, they will not participate in programs.

## Exercise

### 1,a, Individual work → group sharing One Safeguarding Action

#### Scenario

Staff are aware of safeguarding policies but unsure how to act in real situations.

#### Facilitator Instructions

1. Ask participants to identify one safeguarding weakness.
2. Define one concrete action to address it.
3. Share examples and discuss feasibility.

#### Facilitator Notes

- Emphasize leadership responsibility.

- Actions can be procedural or behavioral.
- Reinforce survivor-centered principles.

### Exercise Learning Outcome

Participants can commit to one practical safeguarding or PSEA action.

### B, Safeguarding Action Plan

Groups design one safeguarding measure (e.g., confidential reporting mechanism).

**Learning Objective:** To strengthen organizational safeguarding culture.

### Discussion Points:

- Stress zero tolerance for exploitation.
- Highlight importance of trust and accountability.

**Facilitator Note:** Handle discussions sensitively; focus on survivor dignity.

## 5: Safe GBV Data Practices

### Definition

Safe GBV data practices ensure informed consent, confidentiality, minimal data collection and secure storage, reducing risks to survivors and staff.

### Exercise

#### 1, Group discussion; One Safe GBV Data Practice

##### 1 Scenario

GBV information is shared informally among staff without consent or clear protocols.

##### Facilitator Instructions

1. Ask groups to identify risky data practices.
2. Define one safer alternative. Example: “Immediately deleting all PII (Personally Identifiable Information) from field tablets after syncing to the encrypted central server.”
3. Discuss how to institutionalize the practice.

##### Facilitator Notes

- Emphasize “do not collect unless necessary.”
- Link to ethical principles and survivor safety.
- Avoid technical jargon.

##### Exercise Learning Outcome

- Participants can identify and commit to one safe GBV data practice.
- Encourage practical, field-adapted solutions

## 6: Gender Indicators and Accountability

### Definition

In Somalia’s humanitarian response, gender indicators measure change in:

1. Equitable Access to Assistance
2. Meaningful Participation & Leadership
3. Safety & Protection from GBV/SEA
4. Decision-Making & Control Over Resources
5. Gender Norms & Power Relations

They measure change in power, safety, voice, and agency — not just activities delivered.

This aligns with:

- UN Women results areas (access, voice, agency, freedom from violence)
- IASC GAM standards (gender-responsive to gender-transformative programming)

## Exercise: Developing One Gender Indicator

### Scenario

In IDP sites in Bosaso, Galkayo, and Mogadishu, programs report:

- “1,000 women received cash”
- “500 women attended GBV awareness sessions”
- “Camp committees include 30% women”

However, programs cannot demonstrate:

- Whether minority-clan women accessed aid safely
- Whether women influenced camp decisions
- Whether cash assistance increased women’s control over resources
- Whether safety risks reduced

## Facilitator Instructions

### Step 1: Choose One Gender Outcome Area Relevant to Somalia

Participants select one of the five domains:

Domain	Somalia-Specific Framing Question
Access	Are minority-clan women accessing aid without gatekeeper control or discrimination?
Participation	Do women in IDP sites meaningfully influence camp governance decisions?
Safety	Has risk of harassment, GBV, or exploitation reduced when accessing services?
Decision-Making	Do women control how cash or livelihood income is used?
Norms	Are harmful attitudes toward women’s leadership shifting?

## Step 2: Develop One SMART Gender Outcome

### Example (Access Domain – Minority Clan Women):

“Within 6 months, minority-clan women in targeted IDP sites report improved equitable and safe access to humanitarian assistance without paying informal fees.”

**Example (Decision-Making – Cash Programming):** “Within 4 months, women receiving cash assistance report increased control over household spending decisions.”

**Example (Participation – CCCM):** “Within 6 months, women members of camp committees report meaningful influence in site-level decisions.”

## Step 3: Translate into One Simple Indicator

### Access (Gatekeeping Context)

% of minority-clan women who report accessing aid without paying ‘gatekeeper fees’ or facing discrimination.

### Safety (GBV/SEA Risk)

% of women who report feeling safe accessing WASH facilities during both day and night.

### Decision-Making (Cash Programming)

% of women cash recipients who report having primary or joint control over use of the cash transfer.

### Participation (CCCM Governance)

% of female committee members who report that their views influence final camp decisions.

### Norms (Community Attitudes)

% of men who agree that women should participate in community leadership and humanitarian committees.

### Group Sharing & Refinement

Participants present:

1. Selected gender domain
2. SMART outcome
3. Indicator

### Facilitator checks:

- Does it measure change (not attendance)?
- Does it reflect Somali power dynamics (clan, gatekeeping, patriarchy)?
- Is it ethically safe to collect?
- Does it strengthen Accountability to Affected Populations (AAP)?
- Does it align with GAM level 3–4 (responsive or transformative)?

## Facilitator Notes

Be sensitive to **clan dynamics and minority exclusion**.

- Ensure safe data collection when asking about gatekeepers or GBV.
- Use female enumerators when collecting sensitive data.
- Avoid indicators that could expose women to retaliation.
- Include perception-based indicators (qualitative change).
- Link indicators to program adaptation — not donor compliance only.
- Emphasize accountability to women and girls in IDP sites, not just reporting upwards.

Avoid output indicators such as:

- of women trained
- of dignity kits distributed
- of meetings held

Focus instead on:

- Change in safety
- Change in access
- Change in agency
- Change in influence
- Change in norms

## Exercise Learning Outcome

By the end of this exercise, participants will be able to:

- Apply UN Women and IASC GAM framework to Somalia programming
- Develop one SMART gender outcome relevant to IDP/minority contexts
- Create one measurable, ethical gender indicator
- Distinguish between output vs outcome indicators
- Strengthen gender accountability in humanitarian response

## Final Reflection and Commitment

### Closing Exercise: Personal /organizational Action Commitment

Participants document:

- One intersectional gender improvement
- One men/boys engagement action
- One organizational gender reform
- One safeguarding or safe GBV data practice
- One gender indicator to track

## Facilitation Guide: The “Marketplace of Ideas”

### Instructions:

1. Individual Drafting (45 mins): Participants work on their action plans using a provided template.
2. Peer Review (45 mins): Participants pair up with someone from a different NGO. They swap plans and provide “Critical Friend” feedback—pointing out risks or missing intersectional layers.
3. The Marketplace (1 hour): Participants post their “One Organizational Reform” on the wall. Everyone walks around with sticky notes to add suggestions or “I can help with this contacts.

Facilitator Note: Emphasize that these plans will be shared with their Executive Directors. The goal is Accountability.

### 4. Learning Outcome: From Knowledge to Ownership

Outcome: Participants move from being “students” to being “change agents.”

Point to Emphasize: Remind the group of the Unit 1 Quranic principle of Justice. Emphasize that these action plans are not just for the NGO; they are a fulfillment of their religious and humanitarian duty to the Somali people.

## Module Wrap-Up: The Commitment Circle

To close the training, have all participants stand in a circle. Each person shares one word that describes their commitment to the Somali people moving forward e.g., “Equity,” “Inclusion,” “Safety,” “Dignity”).

### Facilitator Closing Note

This unit is not about perfection it is about commitment, accountability and continuous learning. Even small actions, when sustained, lead to meaningful change.



## About This ToT Module

This Training of Trainers module on Gender-Sensitive Approaches in Somali Communities is developed under the ToGETHER 2.0 Programme to strengthen inclusive and protection-centered programming among Local Humanitarian Partners.

It provides practical tools for gender analysis, power and vulnerability mapping, safeguarding integration and accountability mechanisms within humanitarian interventions. Designed for PMWDO technical teams, LHP programme staff and trainers, the module supports effective cascade delivery at district and community levels.

Grounded in Somali social realities and aligned with localization and protection principles, it enables partners to design and implement safer, more equitable and accountable programmes.

Developed by:



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