# UNCT-SWAP PERFORMANCE INDICATOR 1.1
## Virtual Toolkit Resource

## What?

**Tanzania United Nations Common Country Analysis:
Gender Equality Checklist (UN Women, 2024)**

## Why?

This checklist was developed to support UNCTs in ensuring gender analysis across at least 80 percent of sections in their Common Country Analysis (CCA) in line with criteria a and b for meeting minimum requirements.

It offers a step-by-step checklist for each section, to support the UNCT in fully integrating gender equality and women's empowerment in the CCA. The checklist builds on global UN Sustainable Development Group (UNSDG) guidance and the UN Women Handbook for mainstreaming gender. The checklist spells out specific issues of focus to support gender analysis in the different sections of the CCA and provides detailed guidance to complement the UNSDG global checklist for CCA development.

# Performance Indicator 1.1 Common Country Analysis

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| **Approaches Minimum Requirements** | CCA or equivalent includes:<br><br>a. Gender analysis across the **at least 50 percent** of sections, including underlying causes of gender inequality and discrimination in line with SDG priorities, including SDG 5;<br><br>**and**<br><br>b. **Some** sex-disaggregated and gender-sensitive data. |
| **Meets Minimum Requirements** | CCA or equivalent includes:<br><br>a. Gender analysis across **at least 80 percent** of sections, including underlying causes of gender inequality and discrimination in line with SDG priorities, including SDG 5;<br><br>**and**<br><br>b. **Consistent** sex-disaggregated and gender-sensitive data. |
| **Exceeds Minimum Requirements** | CCA or equivalent **meets minimum requirements and** includes:<br><br>c. Targeted gender analysis of those furthest behind. |

# TANZANIA UNITED NATIONS COMMON COUNTRY ANALYSIS: GENDER EQUALITY CHECKLIST

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# ACKNOWLEDGMENTS:

# BACKGROUND

The [United Nations Sustainable Development Cooperation Framework (UNSDCF) Guidance](#) and its [Companion Package](#) suggest that a gender analysis should be included in all sections of the Common Country Analysis (CCA), mentioning in particular the role of gender equality and women`s[1] empowerment in advancing progress towards the 2030 Agenda; the application of global norms and standards for gender equality in the country; national policy, governance structures and institutional capacity for gender equality; budgeting and integrated financing; intersectional consideration of disadvantaged groups; and the overall inter-relationship of gender with environmental and economic concerns. The guidance calls for root cause analysis of all socio-economic and political phenomena, including that of gender discrimination, which is necessary to achieve gender transformative results.[2]

The UN Country Team (UNCT) Tanzania is assessed against 15 global performance indicators in the [UNCT-SWAP Gender Equality Scorecard.](#) For the UNCT Tanzania to exceed the minimum requirements in the UNCT-SWAP[3] performance indicator 1.1 for the CCA (detailed in annex 2), the CCA is required to: include gender analysis across 80% of the CCA, including underlying causes of gender inequality and discrimination in line with SDG 5; use consistent sex-disaggregated and gender sensitive data and targeted gender analysis of those furthest behind.

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1   Throughout this checklist, any reference to women also includes girls or girl children.
2   Gender-transformative results may be either gender integrated, or gender targeted. They provide measurable change in the underlying structures, norms and behaviors that shape gender relations. They meet the strategic interests of women for greater gender equality. Non-transformative results address women's immediate gender needs to alleviate their burdens under the existing set of gender relations, but do not change these relations or contribute to greater long-term gender equality or empowerment for women and/or girls. The key means through which gender transformation takes place is by supporting women themselves to enter and change the mainstream of planning and decision-making, so that they themselves can contribute directly to the shaping of economic and social agendas. In many cases, including those involving GBV and related issues, it is critical to work with men and boys to shift discriminatory attitudes and behaviors.
3   The 2020 Quadrennial Comprehensive Policy Review (QCPR) calls upon UNCTs to implement gender responsive performance management through the full implementation of the UNCT-SWAP gender mainstreaming minimum standards.

# ABOUT THE CCA GENDER EQUALITY CHECKLIST

A global review[4] of 44 CCAs found that CCAs generally include some level of gender analysis but typically refrain from examining root causes of gender inequality, especially for minorities and groups at risk of being left behind. In addition, women are often treated as a homogenous group. The checklist addresses these gaps as it presents a practical tool to support the UNCT in fully integrating gender equality and women's empowerment in the CCA. The checklist is aligned with the chapter structure of the Tanzania CCA 2023. It builds on global UN Sustainable Development Group (UNSDG) guidance and the UN Women Handbook for mainstreaming gender.[5] The checklist spells out specific issues of focus to support gender analysis in the different sections of the CCA and provides detailed guidance to complement the UNSDG global checklist. Effectively addressing the recommended actions in the gender equality checklist will result in a CCA that 'meet' or 'exceed' the UNCT-SWAP Gender Equality minimum requirements.[6]

## CHECKLIST REQUIREMENTS

Each chapter in the CCA is expected to incorporate the following central aspects to ensure a gender mainstreamed CCA:

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| 1. | | Gender-sensitive and sex-disaggregated data is used, if key gender data is not available then this should be specified as a challenge/gap |
| 2. | | The section identifies patterns of discrimination, inequality and addresses root causes for gender inequality |
| 3. | | The most central key concerns/topics relating to gender inequality within each sector is recognized |
| 4. | | Relevant gender equality and women's empowerment legal and normative frameworks are mentioned where they exist |

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4    UNSDG review of New Generation Common Country Analyses and UN Sustainable Development Cooperation Framework

5    Such as the Resource Book for Mainstreaming Gender in UN Common Programming at the country level (2017) and the Checklist on integrating Human Rights, Leave No One Behind, and Gender Equality and Women's Empowerment in Common Country Analysis (CCAs) (2022), developed by the UN Inter-agency network of human rights focal points.

6    In the Tanzania UNCT-SWAP annual report and comprehensive assessment in 2023 and 2024, the CCA in Tanzania achieved 'approaching minimum standards' for the performance indicator 1.1 assessing the CCA.

# CHAPTER I

## 1. Executive Summary and Introduction

Introductory and summary sections of the CCA are likely the most important sections read by senior staff and decision-makers. It is, therefore, strategically important to ensure that gender issues are included in these sections. The document's introductory section should include a brief summary of key gender-related gaps, opportunities and risks.

✓ Include data disaggregated by sex (at minimum)[7]

✓ Mention that the CCA builds on gender analysis (as well as a human rights-based approach)

✓ Ensure that references to 'women' do not only present women as a homogenous and/or as 'a vulnerable group', and recognize the multiple intersecting identities[8]

✓ Mention the most pressing root causes driving gender inequality

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7    A general reference to the share of men and women in the overall population does not provide insights into gender inequality issues in the country.

8    Women, girls, and girl children are not homogeneous groups with single aims and needs. Efforts to advance gender equality and women's empowerment should consider their intersecting identities in terms of age, (dis)ability, socio-economic status, ethnicity, migrant status, and other characteristics.

✓ Mention the role of the Tanzania UN Gender Equality and Human Rights Coordination Mechanisms in the CCA development

✓ Mention the importance of building partnerships with women's human rights groups and civil society organizations and note how these have been consulted in the CCA development and update

✓ Mention the central gender data such as the Social Institutions and Gender Index (SIGI) and the Country Gender Equality Profile[9] in the country context

✓ Mention Gender-Based Violence/Violence Against Women in the context of the SDGs

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9 UN Women-supported Country Gender Equality Profiles (CGEPs) are national analyses of the status of women and men.

# CHAPTER II

## 2.  Progress towards 2030 Agenda and SDGs in the country

### 2.1 Overall status of SDG implementation

✓ Include data disaggregated by sex (at minimum)

✓ Acknowledge any key data gaps on gender data identified in the CCA process[10]

✓ Include a brief analysis of the most central gender inequality issues identified under the SDGs and in national development plans[11]

✓ Include reference to gender equality and women's empowerment related policies and national actions plans and track their contributions to the SDGs



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10   Consult the Women Count Database for an overview of gender data gaps in Tanzania Country Fact Sheet | UN Women Data Hub. Data in relation to the various targets should be checked against the SDG Global Database and ILOSTAT where relevant.

11   Such as women's access to decision making, women's economic empowerment, women's access to justice, violence against women, women's reproductive health and rights and care responsibilities.

### 2.1.1 Partnership for the SDGs

✓ Include data disaggregated by sex (at minimum)

✓ Include the share of Non-Governmental Organizations (NGOs) promoting women's rights (gender) in the overview of registered NGOs[12]

✓ Include reference to institutional capacity for gender equality and women's empowerment across all partners (Government, civil society, media, development partner, academia).[13] This can include reference to existing national and local gender equality and women's empowerment coordination mechanisms.

## 2.2 Social Development

### 2.2.1 Overall Poverty Status

✓ Include data disaggregated by sex (at minimum)

✓ Include an analysis of poverty rates in Tanzania that address root causes and social norms)[14] driving gender inequality (such as gender division of labor, care work, access to resources, women's decision making-power)[15] especially for those furthest behind (disability, youth, ethnicity, older persons, education level).

✓ Include reference to poverty status of female headed households compared to male-headed households

✓ Include gender disaggregated reference to poverty among youth

✓ Include reference to actions addressing gender inequality/ feminization of poverty, and those furthest behind in line with the Leave no one behind (LNOB) principle.

✓ Include data from the Tanzania multidimensional poverty index (MPI)[16] (gender disaggregated if available).

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12    See an example in the CCA from 2023, page 22.

13    This could include reference to capacity of the women's machinery in Tanzania and reference to national and local gender equality and women's empowerment Coordination mechanisms.

14    For example, an assessment of the economy and a gender-sensitive labor analysis may reveal that women occupy insecure, low-wage jobs and constitute a small minority of those in senior positions, with limited access to land and credit. Women and men have differential access to income in part because a large portion of women's work, especially domestic and reproductive work, is unpaid and underrepresented in the national statistics. A deeper analysis may reveal gender discrimination and structural barriers for women in the labor force which could lead to policy changes, more training programmes in value-added occupations or greater access to credit.

15    Do women and men experience poverty differently and how does this affect the enjoyment of their human rights?

16    https://ophi.org.uk/multidimensional-poverty-index/data-tables-do-files/

✓ Include reference to data from SDG Gender Specific Indicators[17]

*1.1.1*    Employed population below international poverty line, by sex and age (%)

*1.2.1*    Proportion of population living below the national poverty line, by sex (%)

*1.2.2*    Proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions

*1.3.1*    Proportion of population with severe disabilities receiving disability cash benefit, by sex (%)

*1.3.1*    Proportion of population above statutory pensionable age receiving a pension, by sex (%)

*1.3.1*    Proportion of mothers with newborns receiving maternity cash benefit (%)

*1.3.1*    Proportion of unemployed persons receiving unemployment cash benefit, by sex (%)

*1.4.2*    Proportion of people with legally recognized documentation of their rights to land out of total adult population, by sex (%)

*1.4.2*    Proportion of people with secure tenure rights to land out of total adult population, by sex (%)

*1.b.1*    Proportion of government recurrent and capital spending to sectors that disproportionately benefit women, the poor and vulnerable groups

## 2.2.2 Nutrition

✓ Include data disaggregated by sex (at minimum)

✓ Describe the difference in nutrition status for women and men, including a reference to root causes such as social norms, status and decision-making power, and other issues that can affect nutrition status of women

✓ Describe the impact of malnutrition for women's economic and reproductive health outcomes

✓ Describe the impact of malnutrition on women in reproductive age, breastfeeding and maternal mortality outcomes

✓ Include disaggregate data with reference to malnutrition for children and youth (by sex)

✓ Consult the Country Gender Equality Profile; Social Institutions and Gender Index (SIGI) Report and Women Count for relevant SDG Gender Specific Indicators

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17    SDG Gender Specific Indicators are listed at the Women Count website. Additionally, the analysis should include key data on gender equality from resources such as the Country Gender Equality Profile; Social Institutions and Gender Index (SIGI) Report, Tanzania Demographic and Health Survey and Malaria Indicator Survey.

## 2.2.3 Health

✓ Include data disaggregated by sex (at minimum)

✓ Describe the difference in health status for women and men, including a reference to underlying causes/root causes such as social norms, status and decision-making power and other issues that can affect health outcomes for women

✓ Consider the social determinants to health and health seeking behaviors among women and men

✓ Describe issues related to women's health specifically, such as reproductive health and rights, maternal mortality and access to health services

✓ Recognize that universal health care and overall funding for public health initiatives are important solution to address gender inequality and women's care responsibilities within this sector

✓ Include reference to data from SDG Gender Specific Indicators

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|---|---|
| *3.1.1* | Maternal mortality ratio (Per 100,000 live births) |
| *3.1.2* | Proportion of births attended by skilled health personnel (%) |
| *3.2.1* | Infant mortality rate (deaths per 1,000 live births) |
| *3.2.1* | Under-five mortality rate, by sex (deaths per 1,000 live births) |
| *3.4.1* | Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease (probability) |
| *3.4.2* | Suicide mortality rate, by sex (deaths per 100,000 population) |
| *3.7.1* | Proportion of women of reproductive age (aged 15-49 years) who have their need for family planning satisfied with modern methods (% of women aged 15-49 years) |
| *3.7.2* | Adolescent birth rate (per 1,000 women aged 15-19 years) |
| *3.8.1* | Universal health coverage (UHC) service coverage index |
| *3.9.3* | Mortality rate attributed to unintentional poisonings, by sex (deaths per 100,000 population) |
| *3.a.1* | Age-standardized prevalence of current tobacco use among persons aged 15 years and older, by sex (%) |

## 2.2.4 HIV/AIDS

✓ Include data disaggregated by sex (at minimum)

✓ Describe some of the root causes and how this is leading to gender inequality in the prevalence, treatment and stigma of HIV/AIDS

✓ Describe the difference in prevalence of HIV and HIV/AIDS treatment by sex and age

- *SDG Indicator: 3.3.1* Number of new HIV infections per 1,000 uninfected population, by sex and age (per 1,000 uninfected population)

✓ Include reference to particular gender related effects of HIV/AIDS, such as pregnancies/child transmission and access to HIV/AIDS testing

## 2.2.5 Quality Education

✓ Include data disaggregated by sex (at minimum)

✓ Describe the difference in education level for girls and boys, including a reference to underlying causes/root causes[18] such as social norms and other issues that can affect education outcomes for girls and boys.

✓ Make use of analysis referencing gender parity in enrollment rates, proportion in the field of Science, Technology, Engineering and Mathematics (STEM) and gendered causes to describe this difference

✓ Include reference to data from SDG Gender Specific Indicators

*4.1.1* Proportion of children and young people achieving a minimum proficiency level in reading and mathematics (%)

*4.2.1* Proportion of children aged 36–59 months who are developmentally on track in at least three of the following domains: literacy-numeracy, physical development, social-emotional development, and learning (% of children aged 36-59 months)

*4.2.2* Participation rate in organized learning (one year before the official primary entry age), by sex (%)

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18   The underlying causes could be sons' preferences over daughters to support them to acquire education to the highest level, gender stereotypes in selection of girls and boys pursuing studies to adequately provide a strong basis of affirmative actions to stop perpetuating gender inequalities.

*4.3.1* Participation rate in formal and non-formal education and training, by sex (%)

*4.4.1* Proportion of youth and adults with information and communications technology (ICT) skills, by sex and type of skill (%)

*4.6.1* Proportion of population achieving at least a fixed level of proficiency in functional skills, by sex, age and type of skill (%)

*4.7.1* Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

*4.a.1* Schools with access to access to single-sex basic sanitation, by education level (%)

*4.c.1* Proportion of teachers who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex and education level (%)

*4.c.1* Proportion of teachers who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex and education level (%)

## 2.2.6 Water Sanitation and Hygiene (WASH)

✓ Include data disaggregated by sex (at minimum)

✓ Describe the difference in access and needs to water, sanitation and hygiene level for women and men, including a reference to underlying root causes such as social norms, status and decision-making power, and other issues (such as health needs/menstruation and safety issues) that can affect these outcomes for women

✓ Identify how domestic and care responsibilities make women bear the responsibility in meeting the household's energy and water needs and time use by women and children spent on water collection and treatment

✓ Describe how men and women have different outcomes in the management of water resources, access to clean and safe water and sanitation

### 2.2.7. Protection

✓ Include data disaggregated by sex (at minimum)

✓ Describe how root causes, such as social norms, gender roles, decision-making power, affect protection issues

✓ Describe key protection concerns for women such as physical and sexual gender-based violence and intimate partner violence

✓ Identify health concerns for women such as female genital mutilation/cutting; adolescent pregnancies; child marriage as a central protection issues

✓ Describe key challenges in efforts to prevent and respond to violence against women

✓ Identify gender responsive national action plans and national and international commitments to prevent gender related protection issues in Tanzania

## 2.3 Economic transformation analysis

✓ Include data disaggregated by sex (at minimum)

✓ Identify risks and opportunities for women and men that arise with economic transformation and how women's care work contribute to GDP growth

✓ Describe how structural investments in areas such as infrastructure, electricity supply, transport and WASH, impact the most vulnerable groups, by gender

✓ Include reference to access to safe and decent employment, distribution in the formal and informal sector, by gender (and other factors such as disability, urban/rural and age)

✓ Identify gender equality issues related to unpaid care work; gender pay gap; access to formal financial services; asset distribution and land ownership

✓ Include an analysis of the marginalization of women in the agricultural sector

✓ Include reference to data from SDG Gender Specific Indicators SDG 8 on Decent Work to Economic Growth:

*8.3.1* Proportion of informal employment in non-agriculture employment, by sex (ILO harmonized estimates) (%)

*8.5.1* Average hourly earnings of employees (local currency)

*8.5.2* Unemployment rate, by sex and age (%)

*8.5.2*  Unemployment rate, by sex and disability (%)

*8.6.1*  Proportion of youth not in education, employment or training, by sex and age (%)

*8.7.1*  Proportion of children engaged in economic activity and household chores, by sex and age (%)

*8.8.1*  Fatal occupational injuries among employees, by sex and migrant status (per 100,000 employees)

*8.8.1*   Non-fatal occupational injuries among employees, by sex and migrant status (per 100,000 employees)

*8.8.2*  Level of national compliance with labor rights (freedom of association and collective bargaining) based on International Labour Organization (ILO) textual sources and national legislation, by sex and migrant status

*8.9.2*  Proportion of jobs in sustainable tourism industries out of total tourism jobs

*8.10.2* Proportion of adults (15 years and older) with an account at a financial institution or mobile-money-service provider, by sex (% of adults aged 15 years and older)

## 2.4  Environment and climate change analysis and progress on global commitments

### 2.4.1 Environment and natural resources (biodiversity, forests and land)

✓  Include data disaggregated by sex (at minimum)

✓  Describe how gender roles, such as access to decision-making, conservation and land ownership, impact management and risks of biodiversity loss and management

✓  Identify policies or initiatives to address gender differences in management of natural resources

✓  Consult the Tanzania Gender and Climate Change Strategy for further resources[19]

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19    Tanzania Gender and Climate Change Strategy can be consulted for further resources   https://portals.iucn.org/union/sites/union/files/doc/tanzania_ccgap_original.pdf

## 2.4.2: Climate Change

✓ Include data disaggregated by sex (at minimum)

✓ Describe how gender roles (such as decision-making; access to health care; access to finance; care burden) impact women and men vulnerabilities created by climate change such as flooding and drought

✓ Describe how climate change response measures take into account the differentiated impact on women and men

✓ Identify policies/action plans aimed at climate mitigation and adaptation that integrates a human rights and gender perspective to strengthen climate justice

## 2.4.3 Pollution and waste management

✓ Include data disaggregated by sex (at minimum)

✓ Describe how water quality, waste management and pollution impact differently on the lives of men and women

# CHAPTER III

## 3. Governance and political analysis

✓ Include data disaggregated by sex (at minimum)

### 3.1.1 Political Environment

✓ Include data disaggregated by sex (at minimum) (and noted where it is missing)

✓ Describe how root causes, such as social norms, gender roles, decision-making power explain the difference in men and women's political participation

✓ Present the share of women in political parties, executive government positions, national parliament and local government for both Tanzania Mainland and Zanzibar

✓ Identify existing policies/national action plans/initiatives/programmes addressing inclusive women's political participation

### 3.1.2 Public Administration and Accountability

✓ Include data disaggregated by sex (at minimum) (and noted where it is missing)

✓ Describe how root causes, such as social norms, gender roles, decision-making power explain the difference in men and women`s leadership and decision-making

✓ Describe the status for women's political participation, women's leadership and decision-making in Tanzania

✓ Identify policies/action plans to address women's leadership and decision-making mentioned

### 3.1.3 Human Rights and the Rule of Law

✓ Include data disaggregated by sex (at minimum) (and noted where it is missing)

✓ Describe how root causes, such as social norms, gender roles, can explain unequal access and enjoyment of human rights for men and women

✓ Identify the status/vulnerabilities of women human rights defenders

✓ Make reference to reporting on the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa, Maputo Protocol. Include analysis of the situation of disadvantaged groups, even those not visible in official statistics, and status of their human rights[20]

### 3.1.4 Civic Space and the right to freedom of expression as an enabler for sustainable development

✓ Include data disaggregated by sex (at minimum)

✓ Identify women's access and active participation in the civic space

### 3.1.5 Constitutional Reforms and their implications on human rights and the Rule of Law.

✓ Include data disaggregated by sex (at minimum)
✓ Describe implications of constitutional reform on women's human rights/gender equality

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20   The global UN LNOB, Human Rights and Gender Equality CCA Checklist page 28 notes that "Groups often neglected in CCAs are person discriminated on racial grounds, ethic, religious and other minorities, LGBTIQ+ people, urban poor, stateless persons or those at risk of statelessness and indigenous people."

### 3.1.6 Criminal Justice Reforms

- ✓ Include data disaggregated by sex (at minimum)
- ✓ Describe the implications of justice reform on women's human rights/gender equality
- ✓ Mention existing policies/national action plans/ initiatives/programmes that address gender equality/ gender mainstreaming in the judiciary

### 3.2. Prevention and humanitarian-development- peace linkages

- ✓ Include data disaggregated by sex (at minimum)
- ✓ Describe how root causes, such as social norms and gender roles impact humanitarian needs for refugee women and men?
- ✓ Identify existing policies/national action plans/initiatives/ programmes mainstreaming gender equality in humanitarian, peace and security processes

# CHAPTER IV

## 4. Financing landscape analysis

✓ Include data disaggregated by sex (at minimum)

✓ Assess how gender-responsive sustainable financing, investment and growth contribute to economic transformation

✓ Include in the financial landscape analysis, a review of the impact of tax collection on gender equality (in areas such as: care and informal economies, people-centered, socially necessary infrastructure and social services where women and girls predominate and/or have the greatest need)

✓ Identify in the financial landscape analysis, financing of gender equality measures, gender-responsive budgeting and how financing in general may affect gender relations[21]

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21   For example by including conditionalities in financial treaties and agreements that erode labor rights for women, depress their remuneration, remove health and safety protections or otherwise negatively affect the working conditions of women

# CHAPTER V

## Conclusion

✓ Provide recommendations with targeted suggestion to advance gender equality

✓ Mainstream gender equality in the overall recommendations

# ADDITIONAL RECOMMENDATIONS[22]

## 1. Include a dedicated chapter on gender equality

Gender mainstreaming involves both fully integrated and targeted actions for achieving gender equality results, referred to as the 'twin-track' approach. The twin-track approach for gender mainstreaming is the UN system's official strategy for achieving transformative change and is also the strategy adopted in the SDGs. For the purposes of achieving gender equality results under Cooperation Framework Outcomes and the CCA, it is recommended that the CCA includes a dedicated chapter on gender equality to strengthen the `targeted' gender analysis and approach.

The dedicated section on gender equality is strongly recommended in global guidance and reviews of the CCA[23] as means to unify references to gender equality in the CCA into an overarching causal analysis of the most central barriers for gender equality. As the CCA is updated on an annual basis, this chapter offers an opportunity to highlight recent developments related to gender equality and social norms. A dedicated section also provides the opportunity to add any necessary gender issues not addressed elsewhere in the document and identify the most strategic areas in which harmful norms, attitudes and practices can be transformed.[24] The UNCT Youth Scorecard also recommends a dedicated chapter on the situation of youth in the CCA. This can be considered to strengthen the gender analysis of the most vulnerable, and an opportunity to address unique concerns faced by adolescent girls and boys.

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22    Human Rights (HR), LNOB & Gender Equality and Women's Empowerment (GEWE): Our Common Agenda encourages us to help countries establish a new social contract anchored in human rights including the rights of future generations. The inter-agency review of the integration of HR, GEWE and LNOB in new generation CCAs and CFs showed that many UNCTs are not yet meeting the expectations of the guidance and maximizing the value of human rights in these processes. UNCTs should ensure the human rights recommendations from the UPR, treaty bodies and special procedures and other mechanisms such as ILO supervisory bodies are properly integrated and used as a key source in the CCA and in the programmatic actions under the CF. It also highlighted that intersectionality, structural inequalities and systemic exclusion of indigenous peoples, LGBTIQ+ people, people living with HIV/AIDS, and racial and ethnic minorities have been underrepresented in CCAs, which in turn resulted in further marginalization in the CFs.

23    Annexes 4 and 5 of the CF Guidance call for a dedicated chapter on social exclusion, and many UNCTs choose to include a specific section on gender exclusion with a sufficiently high-level heading to appear in the Table of Contents.

24    Recommendations from the forthcoming UNSDG Resource Book on Gender Mainstreaming in Cooperation Frameworks (2024)

## 2. Reinforce meaningful participation with civil society in the development of the CCA

When diverse civil society actors are meaningfully engaged in both CCA and UNSDCF processes, integration of human rights, LNOB, and gender considerations are strengthened.[25] In the development of the CCA, it is recommended to improve consistent stakeholder participation, including with CSOs representing the most disadvantaged groups and invest in inclusive feedback channels, to assess human rights developments and to receive feedback on UN programmatic activities. This will also contribute to exceeding several UNCT-SWAP Gender Equality Scorecard performance indicators.

## 3. Include the UN Gender Equality and Human Rights Coordination Mechanism in the review of the CCA

The UNSDG Gender Theme Groups Standards and Procedures and the Gender Theme Groups Good Practices notes that one of the main functions of a  Gender Coordination Mechanism is to make substantive input in the CCA.[26] In this light, the GE&HRCM in Tanzania should review the CCA before finalization to ensure that the CCA incorporates substantive gender analysis, and supports in the coordination and provision of gender data.

In case of further questions, users of this checklist can reach out to the GE&HRCM, chaired by the UN Resident Coordinator and with UN Women serving as the Secretariat. The GE&HRCM can provide further assistance regarding gender data and the application of the checklist criteria.

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25  A UNSDG review of 44 CCAs and 40 CFs found a correlation between how well diverse civil society actors are engaged in the CCA and CF processes, and the overall level of integration of human rights, LNOB, and gender.  Yet, few CCAs indicate how civil society actors were able to provide input.

26  UNSDG Gender Theme Groups Standards and Procedures page 13 "Prepare GTG analysis on the underlying causes of gender inequality and discrimination, and gender analysis of those who are furthest behind, for incorporation in the CCA. Quality assure the CCA, and other relevant joint analyses, to ensure consistent use of sex-disaggregated and gender-sensitive data. Contribute to the financial landscape analysis through gender-specific data and analysis, identifying key sources of existing financing and analyzing potential for new sources of financing to gender equality and women's empowerment, as well as barriers to mobilizing additional financing."

# ANNEX 1: KEY TERMS [27]

**Gender equality:** This refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.

**Women's empowerment:** The process of gaining access and developing women's capacities with a view to participating actively in shaping one's own life and that of one's community in economic, social and political terms.

**Gender mainstreaming:** Mainstreaming a gender perspective is the "process of assessing the implications for women and men of any planned action, including legislation, policies, or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic, and societal spheres so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality."[28] Gender mainstreaming should both "integrate" attention to gender equality in routine processes and procedures and employ "targeted interventions" to address specific constraints and challenges faced by women or men and girls or boys. This is referred to as the 'twin-track' approach.

**Gender equality indicators:** Gender equality indicators are measures of performance in relation to the achievement of gender equality results. To develop indicators, sex- and age-disaggregated data and other quantitative and qualitative information must be collected and analyzed. Indicators can be used to assess:

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27 These definitions are aligned with the UNCT GEM Guidance Note (2024) developed by the UNSDG. The UN Women Handbook on Gender Mainstreaming for Gender Equality Results (2022) provides an extensive introduction to relevant key terms, principles and approaches underlying gender mainstreaming.

28 Source: ECOSOC Agreed Conclusions 1997/2.

✓ Concrete changes and gender equality results in the development context in terms of more equal gender relations, removal of specific gender-based challenges and constraints, and the creation of an enabling environment for gender equality and women's rights and empowerment; and/or

✓ Changes and results in terms of whether both women and men can participate in, influence and benefit from development interventions on an equal basis.

## What is gender-sensitive data?

- **Sex-disaggregated data** uses separate measures for men and women on a specific indicator. For example, it would show the percentages of both the male and female adult population with secure tenure rights to land. In CDRFI, it may be relevant to consider which risk management options women prefer versus men, e.g. approaching the community or depleting savings, versus not spending for education or selling assets.

- **Gender-blind data,** by contrast, does not make explicit the differences between women and men, showing, for example, the percentage of all adults with secure tenure rights to land. In CDRFI, insurance companies' reports to supervisors on microinsurance policies sold are generally gender blind; some supervisors require separate reporting but may not enforce it within the industry.

- **Gender-specific data** is specific to women or men, or a gender equality-related issue. An example of this could be an indicator showing the percentage of women experiencing physical abuse by a partner. In CDRFI, access to insurance policies by women who are a household head is a relevant dataset.

## ANNEX 2:

## UNCT-SWAP Gender Equality Scorecard[29] Performance Indicator for the CCA

## 1. PLANNING

| INDICATOR 1.1 | COMMON COUNTRY ANALYSIS INTEGRATES GENDER ANALYSIS | | |
|---|---|---|
| **Approaches Minimum Requirements** | **Meets Minimum Requirements** | **Exceeds Minimum Requirements** |
| CCA includes: <br> a) Gender analysis across **at least 50 percent** of sections including underlying causes of gender inequality and discrimination in line with SDG priorities including SDG 5; <br><br> b) **Some** sex-disaggregated and gender sensitive data. | CCA includes: <br> a) Gender analysis across **at least 80 percent** of sections including underlying causes of gender inequality and discrimination in line with SDG priorities including SDG 5; <br><br> b) **Consistent** sex-disaggregated and gender sensitive data. | **Meets minimum requirements and** <br> CCA includes: <br> c) Targeted gender analysis of those furthest behind. |

### Means of Verification:

### CCA documentsResources

[UNSDCF Guidance (2019)](#)
[UNSDG Consolidated Annexes to the Cooperation Framework Guidance (2022)](#)
[UNSDCF Companion Package (2020)](#)
[UN Women Handbook on Gender Mainstreaming for Gender Equality Results (2022)](#)
[UNSDG Operationalizing Leave No One Behind (2022)](#)

### HOW TO MEET REQUIREMENTS

"The CCA must place specific attention on the most vulnerable populations and the factors affecting their capacity to claim their rights and benefit from the country's development gains. It includes a rights-based analysis of root causes and drivers, and a multidimensional analysis of interconnected risks driving people's vulnerability. This must include in-depth gender analysis on the structural causes of gender inequality and discrimination, using sex-disaggregated, gender-sensitive data, and assessing women's empowerment." (UNSDG Cooperation Framework

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29    United Nations Sustainable Development Group (2023). Performance Indicators for Gender Equality and the Empowerment of Women for United Nations Country Team Framework and Technical Guidance 2023. Available from: https://unsdg.un.org/sites/default/files/2024-02/2023%20UNCT-SWAP%20Gender%20Equality%20Scorecard%20Technical%20Guidande%20FINAL%20unedited%20version%2020%20Nov%202023%20hyperlinks%20working.pdf

Companion Package 2020:16- 17). To meet requirements for this indicator UNCTs need to do the following:

✓ Include gender analysis for 80 percent or more of the sections covered in the CCA commensurate with the overall depth of analysis of the document. CCAs may have varying numbers of sections. Calculate the percentage that include gender analysis based on the total number of sections in your CCA.

✓ The CCA or equivalent should consistently use sex disaggregated and gender sensitive data. "Consistent" means that all available population-based data should be disaggregated by sex wherever possible, especially population-based data in relation to the main development challenges highlighted by the CCA. Scoring this indicator requires rigorous review of the CCA. If gender sensitive and/or sex disaggregated data is not available, this should be noted in the CCA along with any initiatives to facilitate use of GEWE-related data in the future. The onus is on the UNCT to either include sex disaggregated and gender-sensitive data or explain why this has not been included. Refer to the UNCT-SWAP Good Practices Toolkit for country level good practice examples (see Annex 1).

## WHAT DOES AN ADEQUATE GENDER ANALYSIS LOOK LIKE?

Gender analysis in the CCA should follow the guiding principles outlined in the 'Consolidated Annexes for the Cooperation Framework Guidance' (UNSDG 2019:9) including root cause analysis of development challenges, data disaggregation, integrated (causal) analysis, forward-looking analysis and consideration of institutional capacity gaps. Refer to Chapter 3 'Gender Analysis – an essential starting point for gender mainstreaming' of the Handbook on Gender Mainstreaming for Gender Equality Results (2022) for further elaboration. Comprehensive gender analysis in the CCA provides the foundation for improved planning, programming and results. Gender analysis is central to reviewing accurately the national situation, identifying systemic causes of gender inequalities, and ensuring interventions address the principle of leaving no one behind. Gender analysis is the process of assessing the implications for women and men and girls and boys of any planned action by highlighting inequalities to reveal how gender equality can be promoted. Adequate gender analysis reveals gender differences in rights, roles and responsibilities in a particular context and promotes alternative courses of action, for example, examination of:

✓ Country and local level gender inequalities in access to control over resources such as income, time, technologies, land, livestock, financial services, health, education, employment, information and communication.

✓ Power and Decision Making such as women's and men's opportunities to influence decision making as well as the capacities of institutions and the mechanisms in place to promote gender equality as well as assessing gender-specific capacities to make decisions freely and exercise power.

✓ Legal rights  and status including assessing how the country meets international human rights requirements/ frameworks such as CEDAW as well as assessing how women and men are treated by customary and formal legal codes and judicial systems.

✓ Women's priorities, restraints and motivations including a review of the different needs and interests of women and men; depictions of barriers faced by women in seeking to meet their practical and strategic gender interests; and an identification of opportunities for greater gender equality and women's empowerment for women.

✓ Customary and traditional beliefs and norms by examining the role these have in shaping and reinforcing gendered realities.

✓ Strategies to mobilize women's agency and address gender inequalities as a key catalyst for SDG achievement including SDG5.

✓ A common issue in many countries is lack of sex-disaggregated data at the national level. When reviewing the CCA, remember that the onus is on the UNCT to include sex-disaggregated data consistently and wherever available, and to note data gaps where these exist. The impact of programming on data gaps should be noted. In other words, where data is not present, the implications of this should be discussed.