

## Checklist for gender equality requirements in procurement

This checklist is provided by the Swedish Association of Local Authorities and Regions and the National Agency for Public Procurement. The checklist is a complement to the guide for gender-equal procurement (*Using Public Procurement to Advance Gender Equality*). [link]

Date:

Case number:

The form applies to the following procurement object:

Person responsible:

Form completed by:

## Deciding on gender equality requirements in procurement

According to the Swedish Public Procurement Act, a contracting organisation should take social considerations into account if justified by the nature of the procurement object (Chapter 4, Section 3 of the Public Procurement Act, and Chapter 4, Section 3 of the Act on Public Procurement in the Utilities Sectors). According to the definition of the National Public Procurement Strategy, gender equality requirements should be set, amongst other things.

[The National Public Procurement Strategy \(in Swedish\)](#)

1. Additionally, the contracting organisation may have its own policy documents that require a gender equality perspective in the procurement process.

Requirements for social considerations, social sustainability, or specific gender equality requirements in procurement policy or strategy.

Yes or No (mark the correct alternative)

2. The organisation endorses the European Charter for Equality of Women and Men in Local Life (the CEMR Charter).

Yes or No (mark the correct alternative)

[The European Charter for Equality of Women and Men in Local Life](#)

3. There are other policy documents requiring a gender equality perspective relevant for the procurement process.

Yes or No (mark the correct alternative)

If yes, which ones?

## Prepare, plan, analyse

### Gender equality competence in the working group

4. The organisation has a gender equality strategist, a sustainability strategist or another individual with gender equality competence who can provide support during the analysis phase.

Yes or No (mark the correct alternative)

If yes, name:

5. Are there people in the area of activity who have gender equality competence, such as a development manager?

Yes or No (mark the correct alternative)

If yes, name:

6. It is clear who within the working group is specifically responsible for the gender equality perspective.

Yes or No (mark the correct alternative)

If yes, name of the one responsible for the gender equality perspective:

### **Analysis of gender equality requirements**

7. The procurement object involves women and men, girls and boys.

Yes or No (mark the correct alternative)

If yes, identify the intended users/patients etc. according to gender, but also with respect to other factors, such as age, socioeconomic status, country of birth, disability, gender identity or expression etc.:

If no, this checklist should not be used. Explain why the procurement object does not involve women and men, girls and boys:

8. Analyses have previously been carried out, or there are known challenges to gender equality within the contractual area/purchasing category that can be used to support the analysis.

[SALAR's fact sheet on challenges to gender equality in different areas \(in Swedish\)](#)

Yes or No (mark the correct alternative)

If yes, briefly describe what is shown by previously analyses, or the known challenges to gender equality that the procurement may help to solve:

9. There may be consequences from the procurement that affect various groups of women and men, girls and boys with regards to treatment, service, distribution of resources or empowerment.

For example, is there a difference in the way that women and men in residential care feel that they are listened to by the staff, or whether they can have a say in their housing? Does the choice of activities reflect the interests of both women and men? Examples: gender-disaggregated surveys of care users, security surveys and other forms of feedback from residents that show results divided according to women and men.

Yes or No (mark the correct alternative)

If yes, describe what the differences might be for women and men, boys and girls:

Treatment:

Service:

Distribution of resources:

Empowerment:

10. What different groups of women, men, girls and boys usually make use of the product, service or building/facility that will be procured?

What different groups of women, men, girls and boys usually do not make use of/benefit from the procurement object? Is the procurement object used to the same extent or on equal terms? (Who uses, for example, a new skate park compared with an activity park? An ice-hockey rink compared with a gymnasium?).

Used mainly by (state group):

Used rarely by (state group):

11. If the analysis shows that the procurement object is not used to the same extent by women and men, or girls and boys, what is the reason?

How should the object be designed so as to be of benefit to everyone? What should make it possible for the intended groups of women and men, girls and boys to have access to, understand and use the procurement object?

Free text response:

12. The procurement can contribute to one of the organisation's gender equality objectives on the general level, or to the national gender equality policy objectives (Remember that the requirements must be linked to the procurement object).

Yes or No (mark the correct alternative)

If yes, state which of the organisational or national gender equality objectives:

[The national gender equality policy objectives \(in English\)](#)

### **Suggestion: make plans for the follow-up already**

Formulate specific and clearly measurable objectives or key figures for the follow-up. Draw up how the follow-up will be done – e.g., by means of self-assessment, gender-disaggregated statistics, follow-up meetings etc. – and who will be responsible for the various activities.

If follow-up is to be done by means of gender-disaggregated statistics, ensure that the supplier has the capacity to collect and present gender-disaggregated data, and that this does not entail additional costs for the contracting organisation.

Think, too, about how you will follow up requirements that apply to different groups of women, men, girls and boys with regards to, e.g., age, ethnicity, impairment, sexual orientation, gender identity etc.

## Dialogue with the market regarding gender equality requirements

13. Suppliers have access to gender equality competence.

Yes or No (mark the correct alternative)

If yes, how does this impact the ability to design requirements or stipulations in the procurement process?

If no, how can requirements or stipulations encourage suppliers to strengthen their gender equality competence?

14. The suppliers assess that they meet the requirements regarding active measures as shown in the Discrimination Act.

Yes or No (mark the correct alternative)

15. Suppliers that have fewer than 25 or 10 employees state that they can document their gender equality efforts and their salary survey, respectively

(According to the Swedish Discrimination Act, all employers must conduct salary surveys and promote equal rights and opportunities at work for women and men. But it is only employers who have at least 10 employees who need to document their salary survey, and it is only those with at least 25 employees who need to document their efforts regarding equal rights and opportunities).

Yes or No (mark the correct alternative)

16. The suppliers state that they can meet the requirements for the product, service or construction contract according to the gender equality analysis that you have conducted as shown above.

Yes or No (mark the correct alternative)

17. There are relevant examples of solutions on the market today.

Yes or No (mark the correct alternative)

If yes, describe existing solutions:

18. Do the suppliers state that they are able to follow up the contract according to gender (i.e., that they have access to or can collect gender-disaggregated statistics)?

Yes or No (mark the correct alternative)

If no, do you need to adjust the plans for follow-up?

## 2. Procurement

When you have completed the analysis phase and identified relevant gender equality challenges in the procurement object, it is time to determine which requirements or award criteria can be used to meet these challenges.

Write here all the requirements and criteria that are used to strengthen the gender-equality perspective in the procurement object in question.

[The National Agency for Public Procurement's guide for setting requirements \(in Swedish\)](#)

## **Eligibility criteria**

### **List of requirements (mandatory requirements)**

### **Award criteria (basis of evaluation)**

### **Special contract terms**

## **3. Follow-up**

Follow-up of the gender equality requirements is done as part of the general follow-up of the contract. This can be done, for example, at follow-up meetings, by measuring the quality of the result, through questionnaire surveys, by means of self-assessment by the supplier, during site visits etc.

19. At follow-up meetings with suppliers, gender equality is included in the questions that you consider.

(The outcome for women, men, girls and boys, or for different groups of women, men, girls and boys).

Yes or No (mark the correct alternative)

20. When measuring quality using, for example, indicators or key figures, gender-disaggregated data is available to base the results on.

Yes or No (mark the correct alternative)

21. When questionnaire surveys are sent to the supplier, purchaser or a third party (such as female and male patients, care users, etc.), the responses are presented according to gender.

Yes or No (mark the correct alternative)

22. Self-assessment by the supplier if the product or service is based on gender-disaggregated statistics.

Yes or No (mark the correct alternative)

23. Self-assessment by the supplier if work on active measures is based on gender-disaggregated statistics.

Yes or No (mark the correct alternative)

24 Site visits at the location of the supplier are done in order to check whether the eligibility criteria regarding, for example, special gender equality competence are possible to implement.

Yes or No (mark the correct alternative)