



Policy Development Manual for Gender and Water Alliance Members and Partners

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Foreword

Who is the Manual for?

This manual provides guidelines designed to help development organisations - government, donor or civil society - concerned with water management or service delivery to develop gender policies appropriate to their own organisational context. The Guidelines have been developed in response to demand from GWA member organisations – but will provide useful information to staff in any organisation striving to address gender issues in their work.

The Guidelines are intended to be enabling rather than prescriptive. They focus on the processes of policy development outlining key steps and issues to address. They do not provide a gender and water policy “blue print”. Considerable experience of the development and implementation of gender policies in different organisational and country contexts indicates that policies are most effective when they are developed by staff within the organisation and reflect their own organisational context, opportunities and constraints.

How to use the Manual?

The Manual is divided into 2 main sections.

Part 1: Policy Guidelines

This section contains information on the following:

- ◆ What is a gender policy?
- ◆ Why develop a gender policy?
- ◆ Lessons learned from experience
- ◆ Policy components
- ◆ Step by step guide to developing a gender policy

Refer to this section if:

- ◆ You are looking for guidance to assist the process of developing a gender policy for your own organisation
- ◆ You are interested!

Part 2: Gender Scan Guidelines

- ◆ This section contains information on the following:
- ◆ What is a gender scan?
- ◆ Step by step methodology for conducting a gender scan
- ◆ Case study example

Refer to this section if:

- You want to conduct a gender analysis of your own organisation – including an assessment of staff gender-related skills and understanding, and an examination of the experience of female and male staff in your workplace. You may want to conduct a study of this kind as:
 - part of the preparation of a gender policy. (Organisational analysis is one of the key steps involved in preparing a gender policy)
 - a way of finding out about staff attitudes towards gender issues and staff experiences in order to establish whether or not there is a need to develop a gender policy
 - an evaluation of an existing gender policy, to monitor the effectiveness of implementation, and to assist in designing either policy revisions or a new stage of implementation

Part 1: Gender and Water Policy Guidelines

1.1 Introduction

1.1.1 Gender and water

Conflicts over water – too much, too little or too polluted – harm people, food production and the environment. Research and practical experience demonstrate that effective, efficient, and equitable management of water resources is only achieved when both women and men are involved in consultation processes, and in the management and implementation of water-related services. Striking a gender balance ensures that:

- ◆ The roles and responsibilities of women and men are mobilized to best effect.
- ◆ The creativity, energy and knowledge of both sexes contribute to making water schemes and eco-systems work better.
- ◆ The benefits and costs of water accrue equitably to all groups.

The results of a gender approach:

Effective solutions – because, as the largest category of water users in the world, women have centuries of experience in managing community water resources and are a huge potential resource for the planning and implementation of water projects. The value they place on water is a vital resource in searching for the most cost effective solutions.

Efficient solutions – because, when women and men share the costs, burdens and benefits of water resources management, this results in deepened community involvement and optimum use of time, money and resources.

Equitable solutions – because gender sensitive water projects offer opportunities to address inequalities between women and men in access to resources, services and influence, as well as to promote the empowerment of women.

International conferences throughout the 1990s have consistently highlighted the importance of increasing women's participation in water-related initiatives, drawing on women's knowledge and increasing women's involvement as managers and decision makers. The key question is how these policy commitments to promoting women's increased participation can be put into practice.

In 1995, at the Fourth International Conference on Women held in Beijing, "gender mainstreaming" was established as the internationally agreed strategy for governments and development organizations to promote sensitivity to gender issues in all policies and programmes. It is the process of assessing the implications for rich and poor women and men of any planned action, including legislation, policies and programmes, and for making poor women as well as men's concerns and experiences an integral dimension of design, implementation, monitoring and evaluation.

The Four Key Steps of Gender Mainstreaming

In practical terms, gender mainstreaming involves four key steps:

Information

Context specific information about women's and men's different experiences, problems and priorities is essential to effective gender mainstreaming. Statistical information systems should routinely disaggregate women's and men's experiences; gender analysis (an examination of women's and men's roles, resources, needs and priorities in relation to water) should be part of all situation analysis, planning and evaluation processes; and gender analytical studies should be commissioned to examine particular issues and address information gaps. All of this information is necessary to identify any differences and inequalities between women's and men's experiences; to make the case for taking gender issues seriously; to design policies and plans that meet women's and men's needs; and to monitor the differential impact of policy, project and budget commitments on women and men.

Consultation, Advocacy and Decision Making

It is critical that women and marginalized groups have a strong voice to ensure their views are heard and taken into account. This means promoting the involvement of women as well as men in consultation and decision making from the community level to the highest levels of organizational management, and ensuring that women and men committed to the promotion of gender sensitivity are influencing decision making at all levels.

Action to promote gender sensitivity – beneficiary groups

Gender mainstreaming is a strategy to promote gender sensitivity and the empowerment of women. Action to promote greater equality of influence, opportunity and benefit for women and men should be based on context specific sex disaggregated data and gender analytical information (Step 1) and a clear understanding of women's and men's priorities (Step 2). Actions need to be explicitly included in policy and project documents and frameworks, backed up with staff and budgets, and monitored and reviewed through appropriate indicators of change.

Action to promote gender sensitivity – organizations

Gender mainstreaming depends on the skills, knowledge and commitment of the staff involved in management and implementation. "Evaporation" of policy commitments to gender sensitivity is widespread. Developing appropriate understanding, commitment and capacity amongst staff – as well as addressing issues of gender difference and inequality within development organizations themselves – can be a long term process of organizational change. Appropriate capacity building activities need to be explicitly included in policy and project documents and frameworks, backed up with staff and budgets, and monitored and reviewed through appropriate indicators of change.

Source: Adapted from Derbyshire, H (2002) "Gender Manual: Practical Guidelines for Development Policy Makers and Practitioners", DFID

The aim of gender mainstreaming is to ensure that gender sensitive practice becomes routine in all aspects of the organisation's work, rather than confined to the work of particular staff or to small and specific project interventions. It represents a broad shift in responsibility from gender specialists to management and operational levels. Building staff capacity to be willing and able to can be a complex and a long term task, involving both technical and political dimensions of change. Developing a policy on gender issues is a useful and common starting point.

1.2 Policy Guidelines

1.2.1 What is a gender policy?

A gender policy is a public statement of a country's or an organisation's commitment to taking gender issues seriously, and an outline of what this means in the context of the organisation's work. A gender policy relates to either – or more usually to both – of the following:

- ◆ ***the organisation's work*** – ie. women's and men's involvement in the planning, construction, operation, maintenance and management of domestic water supply, irrigation, sanitation or environmental protection.
- ◆ ***the internal organisation's staffing and culture*** – issues affecting female and male staff at work, for example recruitment, promotion and training opportunities for female and male staff; sexual discrimination and harassment; and issues such as child care, paternity or maternity leave, and safe travel arrangements.

1.2.2 Why develop a gender policy?

The development of a gender policy is a useful and common starting point for mainstreaming attention to gender issues in an organisation and its work. For organisations which have already taken some steps towards promoting gender sensitivity (through providing staff with training or guidelines, for example), development of a gender policy is an opportunity to consolidate and formalise the steps they have taken, and think strategically about the future. A gender policy provides:

- ◆ a valuable opportunity to involve staff and other key stakeholders in thinking through why gender is important to the organisations' work and what the implications are for practice.
- ◆ a public statement of the organisation's commitment to taking gender issues seriously.
- ◆ agreed gender-related action and indicators of change.
- ◆ an instrument of accountability against which to evaluate the organisations' performance.

Policy development is not a one-off process. It is important to re-visit gender policies that have been in existence for some time, evaluate performance, review lessons learned, and develop and launch revised policy commitments accordingly. Once gender issues are effectively addressed in mainstream policy documents, a separate gender policy may no longer be necessary – but most organisations are far from this point.

1.2.3 Lessons learned from experience

Governments, civil society and donor organisations have been developing gender policies since the early 1990s. Whilst initially many of these were general gender policies relating to all sectors of work, more recently sector specific gender policies, including Gender and Water policies, have been developed by some sector ministries and civil society organisations. Key lessons emerge from experiences of gender policies in all sectors, which are outlined below. It is important to be aware of these lessons in order to benefit from experience and enhance the likelihood that the policy will have a significant impact. The Step by Step Guide gives practical details of the various issues referred to.

Key lessons from experience are:

“Policy evaporation” is a key problem in all contexts

All too often, gender policies “evaporate” before implementation, and remain paper commitments only. In order to have any effect on practice, experience shows that gender policies *must include strategies or action plans* with clearly defined activities and targets, as well as the allocation of staffing and financial resources. These must be based on a realistic analysis of the

organisation/ministry - including its decision-making structures and planning routines and its history with respect to gender-related initiatives.

The process of policy formulation is as important as the product

The value of a gender mainstreaming policy lies in its formulation, as well as in its *existence*. Policy formulation is a golden opportunity to involve as many staff as possible and, where appropriate, stakeholders external to the organisation in gender-related discussions. This process promotes widespread “ownership” of the policy, enhances understanding and commitment to gender equality issues, ensures that the policy “fits” with the organisational culture, structures and procedures, and substantially increases the chance that the policy will be implemented. In this context:

- ◆ gender policies from other similar organisations can be used for ideas and inspiration, but should never be copied or used as blueprints.
- ◆ external consultants may have a useful role to play in facilitating a consultation and policy development process, but should never be recruited to write a mainstreaming policy.

Policy content should reflect in the organisation’s own context and opportunities

The content of gender policies from different organisations should differ – there is no blueprint or ideal. In order to be effective, gender policies should reflect their organisational and cultural context – and be realistic and achievable within this. Organisations that have already taken significant steps towards gender mainstreaming, those that have a strong equality or human rights ethos, as well as those working in contexts where gender equality is widely recognised as an issue, will be in a position to produce more radical policies than organisations addressing gender issues for the first time.

Gender equality relates not only to service delivery but also the staffing and working culture. Gender equality in the workplace, and gender equality in service delivery, are inextricably linked. Agency credibility in presenting a gender equality policy relating to service delivery is assisted if the policy is reflected in or includes measures to promote gender equality in internal staffing, promotion and career development opportunities and in the organisational culture as a whole.

1.2.4 Policy components

Three distinct components are important for an effective gender policy:

- ◆ ***situation analysis*** – examining gender issues concerning beneficiary groups and concerning the organisation itself. The latter includes an examination of staff knowledge, skills, commitment and practice in relation to gender issues, and an examination of gender issues affecting staff (such as gender differences in promotion opportunities or sexual harassment at work).
- ◆ ***the policy itself*** - this should be devised on the basis of the situation analysis and comprise an explanation of why the organisation considers gender issues to be important, the organisation’s vision of gender sensitive practice, and the various ways in which this understanding will influence the organisations work..
- ◆ ***an implementation strategy or action plan*** – this sets out in detail how the policy will be implemented over a specified time period, including activities, budgets, responsibility and indicators for monitoring and evaluation.

We noted above that a policy is a usually public document. Strategies or Action Plans, on the other hand, are more usually internal documents. Some organisations include aspects of their situation analysis in public documentation, others confine public documentation to the policy itself. Policies vary enormously in length. Even quite large organisations can have gender policies as short as one or two pages – presenting a very succinct outline of the policy rationale and commitments. Longer documents go into considerably more detail on both rationale and commitments, and tend to include a substantial amount of situation analysis information.

1.3 Step by step guide to developing a gender policy

Step 1: Deciding on who takes responsibility

We noted above in “lessons learned” that external consultants should never be commissioned to *write* a gender policy. This is because effective implementation requires a strong sense of internal “ownership” of the policy commitments, and it requires that the policy fits well with the organisation’s systems, procedures and ethos. External consultants can be helpful *in facilitating* aspects of the policy development process, and/or *contributing their expertise* to policy development and content.

Staff members *within* the organisation or ministry need to take overall responsibility for policy development. These staff may have designated responsibility for gender or policy development. Alternatively or additionally they can be members of a working group made up of interested individuals or representatives of particular departments. Their role is to take overall responsibility for the policy development process, including information gathering, producing and circulating drafts, facilitating discussion and keeping the whole process moving along.

Step 2: Situation analysis

Why gather information?

Gender analytical information and sex disaggregated statistical data (see Box 1) – about “beneficiary” groups and about the organisation or ministry itself - is essential to effective gender policy development. This information is necessary:

- ◆ to identify differences and inequalities between women and men that affect water users, and that affect staff in water organisations. Advocating for greater sensitivity to gender issues on the basis of assertion and rhetoric is of limited effectiveness to make the case for taking gender issues seriously.
- ◆ to design policies and plans that meet women’s and men’s needs.
- ◆ to monitor the differential impact of policy, project and budget commitments on women and men.

Box 1

Types of information

Sex disaggregated data is quantitative statistical information on differences and inequalities between women and men.

Gender analytical information is qualitative information on gender differences and inequalities. Gender analysis is about understanding culture – the patterns and norms of what men and women, boys and girls do and experience in relation to the issue being examined and addressed.

What you need to know - beneficiary groups

What you need to know will depend on the nature of the organisation's work. A key and simple question to ask as a starting point is:

What do we need to know about beneficiary groups in order to ensure that our water services address the needs and priorities of poor women and men (girls and boys) and benefit from the involvement of poor women and men?

Water sector specialists - even those who know little about gender - will be able to brainstorm responses to this question and come up with an initial set of questions. To assist in this process, below is an outline "Gender Analytical Framework" for beneficiary groups, suggesting likely areas of enquiry which could be adapted to the working context of different organisations.

What you need to know – your own organisation/ministry

Staff commitment, understanding and skills, and effective organisational procedures, are critical to effective gender mainstreaming in service delivery. Research has also drawn attention to the ways in which development organisations reflect in their structure, procedures and organisational culture, gender inequalities found in wider society. For both of these reasons, it is important at the policy planning stage not only to analyse gender issues affecting beneficiary groups, but also to analyse the organisation itself.

The Gender Scan Guidelines (which start on page 17 of this booklet) provide detailed guidance – and a case study example – explaining how to go about analysing your own organisation.

Sources of information

- ◆ Whilst gender analytical information about beneficiary groups and organisations is vital to gender policy development, conducting research has both time and cost implications which may constitute a barrier to policy development. Where limited resources are available for gender policy development, it is important to look for ways of minimising costs and maintaining momentum.
 - It is always important to draw on existing sex disaggregated data and gender analytical information. There is a considerable amount of information available in most countries about gender issues in relation to beneficiary groups. This is likely to be sufficient to make the initial case for taking gender issues seriously. More detailed gender analytical studies of beneficiary groups – and/or steps to ensure routine sex disaggregation of information systems – could form part of policy implementation.
 - It is less likely that information will be available from existing sources about current practice in the organisation in relation to gender issues – including information on staff knowledge, attitudes and skills, and current gender-related systems and procedures. This information is particularly important for effective policy development but research need not have substantial cost or time implications. This is explained in the Gender Scan Guidelines.

Outline gender analytical framework: beneficiary groups

| Category of enquiry | Issues to consider | Gender issues |
|---|---|---|
| <p>Roles and responsibilities</p> <ul style="list-style-type: none"> - What do men and women do? - Where do they work (location/patterns of mobility) ? - When do they work (daily and seasonal patterns)? - What constraints do they face? | <ul style="list-style-type: none"> - <i>Productive roles</i> (paid work, self-employment, and subsistence production) - <i>Reproductive roles</i> (domestic work, child care and care of the sick and elderly) - <i>Community participation/self-help</i> (voluntary work for the benefit of the community as a whole) - <i>Community politics</i> (decision-making/representation on behalf of the community as a whole) | <p><i>What different roles and responsibilities do poor women and men have in relation to water:</i></p> <p><i>Productive roles</i></p> <ul style="list-style-type: none"> - paid work in water supply, maintenance and management and hygiene education <p><i>Reproductive roles</i></p> <ul style="list-style-type: none"> - domestic and farm-related water collection - domestic hygiene education, sanitation and waste disposal <p><i>Community participation</i></p> <ul style="list-style-type: none"> - voluntary work in the construction, operation, maintenance and management of water supply and sanitation facilities - voluntary work in hygiene education <p><i>Community politics</i></p> <ul style="list-style-type: none"> - community level management/decision making in relation to water supply and maintenance |
| <p>Assets</p> <ul style="list-style-type: none"> - What livelihood assets/opportunities do men and women have access to? - What constraints do they face? | <ul style="list-style-type: none"> - <i>Human assets</i> (eg. health services, education) - <i>Natural assets</i> (eg. land, labour) - <i>Social assets</i> (eg. social networks, political networks) - <i>Physical assets</i> (eg. transportation for water) - <i>Financial assets</i> (eg. capital/income, credit) | <p><i>Is there any difference between poor men's and women's access to water-related assets:</i></p> <p><i>Human assets:</i> eg. domestic water</p> <p><i>Financial assets</i> - eg. cash/credit,, water-related employment opportunities;</p> <p><i>Physical assets</i> – eg. labour saving means of transporting water, sanitation facilities</p> <p><i>Natural assets</i> – eg. irrigated land</p> |
| <p>Power and decision-making</p> <ul style="list-style-type: none"> - What decision-making do men and women participate in? - What decision-making do men and women control (ie. able to actively influence decisions) - What constraints do they face? | <ul style="list-style-type: none"> - <i>Household level</i> - <i>Community level</i> | <p><i>Is there any difference between poor women's and men's influence over decisions related to water supply, sanitation, irrigation or environmental protection:</i></p> <ul style="list-style-type: none"> - within households - at the community level |
| <p>Needs, priorities and perspectives</p> <ul style="list-style-type: none"> - What are women's and men's needs and priorities? - What perspectives do they have on appropriate and sustainable ways of addressing needs? | <ul style="list-style-type: none"> - Perspectives on design and delivery systems – choice of technology, location, cost of services, systems of operation, management and maintenance | <p><i>Do poor women and men have different needs/priorities in relation to water supply, sanitation, irrigation or environmental protection</i></p> <p><i>Do poor women and men have different perspectives on the design and delivery of water systems</i></p> <ul style="list-style-type: none"> - identification of water sources and siting of services - technical choices - private or communal facilities - sharing arrangements - financing/affordability - operation, maintenance and management system - choice of water committee members and caretakers |

Step 3: Review of situation analysis information

In order to use situation analysis information to develop policies, it is important to reflect on the information collected and consider the ways in which it might hold significant implications for practice. In relation to beneficiaries, this involves reflecting on:

- ◆ Evidence of differences and/or inequalities amongst poor women and men in beneficiary groups in:
 - *Roles and responsibilities* in relation to water for food, water for people, water for nature or sanitation?
 - *Access* to water for food, water for people or sanitation
 - *Access* to water-related employment opportunities
 - *Vulnerability* to water-related environmental hazards
 - *Influence* on the development and management of water-related services
 - *Priorities and perspectives* on water-related services and environmental protection measures.
- ◆ Ways in which the above differences and inequalities between women and men affect the *efficiency* and *effectiveness* of water related services and environmental protection measures – and the extent to which water-related services and environmental protection bring *equal opportunities and benefits* to women and men.

In relation to your organisation, it involves reflecting on:

- ◆ Staff gender-related attitudes, understanding and skills ie, the willingness and ability of staff to undertake their work in a gender sensitive way.
- ◆ Systems and procedures to promote attention to gender issues in policy and project planning, management, implementation and monitoring.
- ◆ Evidence of gender discrimination at work, and the existence and effectiveness of procedures to promote equal opportunities.
- ◆ Evidence of the existence of needs particular to male or female staff, which the organisation should address.

Step 4: Identifying lessons learned

There is a considerable amount of experience worldwide of mainstreaming attention to gender issues in the water sector. In considering policy options, it is important to learn from the previous experience of your own organisation as well as from the experience of others. In relation to your own organisation, it is useful to ask the questions:

- ◆ What approaches – if any - have been tried in the past to take gender and/or women's issues into account in the organisation's work.
- ◆ What was the result of these initiatives? What worked well and what didn't? Why?
- ◆ Identify key lessons learned.

The GWA website (<http://www.genderandwateralliance.org>) contains useful and recent information on lessons learned from experiences of mainstreaming gender in the water sector worldwide.

Step 5: Developing the policy vision

The Vision is a statement or series of statements setting out why the organisation considers gender to be an important issue to address, and its vision of gender sensitive practice. These statements can relate to either – or more usually to both – the water services provided by your organisation and to the staffing and culture of your organisation. It can be helpful to think of and draft the Vision in terms of statements of belief beginning with words such as “We believe..” or “We recognise”, setting out what the organisation considers gender sensitive service delivery and a gender sensitive organisation would look like. GWA leaflets and the GWA website are a useful source of information on what gender sensitivity can mean in the water sector, but it is important that vision statements are devised to suit your organisation. For this reason, it is particularly important to develop statements of vision in consultation with staff whose work will be affected by the policy. Participatory workshops are a good way of doing this. Box 2 sets out the Vision of the Gender Water Alliance itself. Statements relate both to water services and water resource management and to the structure and role of the GWA.

Box 2

Example: Gender and Water Alliance

GWA Guiding principles

The Gender and Water Alliance believes that promotion of water security for both men and women is integral to the efficiency of water resource management initiatives and services.

The Gender Water Alliance believes in the equitable distribution of responsibilities, burdens and benefits between women and men as well as their equal participation in dialogue and decision-making in the development and management of sustainable water resources.

The Gender and Water Alliance believes that by working strategically and collaboratively, it can add value to the work of organizations working in the water sector at the global, regional, national and local level in the area of gender mainstreaming.

The Gender and Water Alliance believes that by working to strengthen the capacity and role of existing organizations in gender mainstreaming it will be able to work in a manner that is cost-effective and avoid duplication.

The Gender and Water Alliance believes that by working collectively and sharing best practices through a strong networking arrangement with its partners, it can help to strengthen the objectives of gender mainstreaming.

The Gender and Water Alliance believes it can have significant impact influencing the practice of existing organizations working at the policy, planning, implementation and research level in the water sector.

The Gender and Water Alliance believes that it needs to enhance its impact by mobilising commitments from governments, agencies, professionals, the private sector, CBOs and other civil society organizations to invest in resources required for gender mainstreaming.

The Gender and Water Alliance believes that the empowerment of women is central to achieving sustainable development in integrated water resources management (IWRM). It is only through engendering IWRM that sustainable human development can be secured.

Step 6: Developing the policy commitments

Policy commitments are objective statements setting out in broad terms how the organisation will go about achieving its vision. It is useful to think of these in terms of statements of commitment beginning with “We will..”. These commitments need to relate clearly and directly to the organisation’s overall work and working practices, and are often grouped according to different areas of work. For this reason, it is again particularly important to develop statements of mission/policy commitments in consultation with the staff whose work they will affect. Box 3 sets out the gender and water policy commitments of an international NGO. These relate to different areas of the organisation’s work, as well as to aspects of staffing and organisational culture.

Box 3

Example: International NGO

Gender and water policy commitments

In our work with partner organisations:

We will support water projects which actively promote gender equality – including equal access to water resources, equal opportunities for training and employment, equal wages and labour rights, and equal participation in consultation, decision making and management.

We are committed to seeking out and supporting projects and programmes that empower women and we will not fund new work or partnerships that in any way make the gender balance worse.

We will challenge and facilitate new and existing partner organisations to analyse the gender relations within their organisations and within communities where they work to illustrate clearly how their programmes address the specific gender needs and interests of the women and men.

We are committed to supporting partner organisations in their efforts to increase their awareness, knowledge and skills in relation to gender issues through the provision of appropriate capacity building and resources.

In our working practices:

We are committed to providing appropriate training and support to all staff to ensure that they have adequate awareness, knowledge and skills with which to concretely address gender issues in their work.

We will take positive action to minimise the discrimination which women face in employment because of their roles in society.

We are committed to taking positive action to minimise the difficulties faced by staff with young children whose jobs require significant overseas travel.

Continuous improvement:

We are committed to regularly reviewing the implementation of this Gender Policy in order to ensure that we learn from the experience of staff and partner organisations in promoting and mainstreaming gender equality, and we incorporate this into efforts to improve both policy and practice.

Step 7: Formulation of strategy or action plan

Lessons from experience

Steps 6 and 7 are - strictly speaking - all that is required of a gender policy. The process of formulating this can be very valuable and capacity building in its own right, particularly if a large number of staff are involved in consultations and workshops. However, as we noted in the Lessons Learned section, too many gender policies have remained paper commitments only and have had little actual effect on the organisation's work. Experience demonstrates that the development of a detailed strategy or action plan is critical to effectiveness. Strategies should be developed with the active participation of the staff and departments who will be involved in implementation.

What is a strategy/action plan?

The Strategy or Action Plan is usually an internal document setting out in detail how the organisation will go about achieving the policy commitments, specifying activities, resource allocation and expected achievements over a defined period. For organisations used to using them, a Logical Framework format is a good way of structuring discussions and resultant plans (see completed logical framework on page 15).

SWOT analysis

A useful starting point for the development of a Strategy is to analyse the organisation's current *Strengths, Weaknesses* and future *Opportunities and Threats* to act in accordance with the Gender Policy Commitments. This should include an analysis of staff capacity (knowledge, skills and attitudes in relation to gender policy commitments); management support; current practice and availability of resources for new initiatives. The Gender Scan, presented in the accompanying guidelines, provide useful information for this process. SWOT analysis is a group rather than an individual activity. A participatory workshop is a good forum for a SWOT analysis, enabling staff to think through where the organisation is now in relation to the various policy commitments.

Time period

Specify a *time* period to be covered by the Strategy (3-5 years is common).

Resource availability

Clarify the financial and human resources that will be available for Strategy implementation:

- ◆ Is there a member/s of staff with responsibility for promoting attention to gender issues. If yes, is this a full time/part time job, or supplementary to existing full time work responsibilities?
- ◆ What expectation is there that others staff members should spend time in mainstreaming attention to gender in their work?
- ◆ What level of management support is there?
- ◆ What financial resources are available for mainstreaming gender?
- ◆ Are there possibilities of securing additional funding?

Overall objective and indicators

It is useful to specify an overall objective/purpose for the Strategy in order to provide a clear focus for more detailed planning. The overall objective is a statement of what you expect to have achieved by the end of the specified period. Usually, gender policy commitments are long term visions of change and it is unrealistic to expect that they will be achieved in 3-5 years. The Strategy objective in contrast should be realistic and achievable in the specified time period, and based on a clear understanding of the organisation and resource availability.

Indicators set out *quantitative and qualitative* aspects of the change you expect to bring about and will be used as a tool for monitoring and accountability. (It is often easier to set indicators once outputs and activities have been agreed – see below).

Specifying the details of the Strategy are a group rather than an individual activity. It is critical that the staff who will be involved in implementing the Strategy are actively involved in developing it.

Box 4 is the first part of a Strategy designed to implement the Policy Commitments set out in Box 3. It sets out the Overall Objective of a three year Strategy and Indicators of the change the organisation hopes to bring about in this period.

Box 4

Example: International NGO

Strategy (2001-2004)

Overall objective:

Significant progress made towards effective implementation of Gender Policy commitments in key aspects of work and working practices.

Indicators:

By 2004:

- At least 80% of staff have received introductory or “catch-up” gender training.
- Commitment to and experience of gender mainstreaming routinely assessed at all interviews and included in all appraisals.
- Gender analysis and action to address gender equality included in all new project assessments from the beginning of 2003.
- Significant improvement of proportion of staff demonstrating understanding of gender aspects of their work, and actively promoting greater gender sensitivity (from a baseline of 26% in 2001).
- Country specific gender strategies developed in 4 pilot country programmes.

Outputs/results

These are the various areas of activity that will be required over the course of the specified period to achieve the strategy objective. Outputs or results should be realistic and achievable, based on a clear understanding of the organisation and of the available resources.

Box 5 sets out the second part of the Strategy introduced in Box 4. The various outputs cover service delivery, staff capacity building, systems and procedures as well as action to address gender issues at work.

Box 5

Example: International NGO

Strategy (2001-2004)

Output 1: On-going training programme to equip staff with practical knowledge and skills in gender mainstreaming developed and operating effectively.

Output 2: Commitment to and experience of gender mainstreaming included in person specifications, assessed at interviews and reviewed in appraisals for all programme staff.

Output 3: Gender issues included in operational guidelines and assessment criteria for project proposals, project assessments, project reviews and Country Strategy plans.

Output 4: Appropriate means both to support and to learn from the experience of partner organisations in addressing gender issues developed in consultation with partners and operating effectively in 4 country programmes.

Output 5: Appropriate means to ensure that our public profile raises awareness of the importance of gender sensitivity, developed and operating effectively.

Output 6: Action discussed and agreed to address gender-related issues and inequalities experienced by staff.

Activities

The next step is to think through in detail the activities that will be required to achieve each of the outputs. It is useful to make this list as detailed as possible. This forms the basis for detailing the budget required, as well as for designating staff responsibility. It is critical that Activities are appropriate to available human and financial resources.

It is unlikely that it will be possible to specify full details of activities over the whole Strategy period at the initial planning stage. Later activities are quite likely to depend on the outcome of initial activities. In this case, specify initial activities and milestones to indicate when they should be achieved, and ensure that further planning is also included as an activity.

Box 6 sets out the activities, budget and staff required to achieve the above Output 1. Box 7 puts the various elements of the Strategy together, and includes activities for all of the outputs.

| Box 6 | | |
|--|---------------|---|
| Example: International NGO | | |
| Activities | | |
| | <i>Budget</i> | <i>Responsibility/time frame</i> |
| <i>Output 1: On-going training programme to equip staff with practical knowledge and skills in gender mainstreaming developed and operating effectively</i> | | |
| <i>Activities</i> | | |
| 1.1 Develop and implement regular training programme of mandatory gender training for all staff within 1 st 6 months of appointment (1 day course x 2 a year) | \$xxxx.xx | 1.1 Gender Officer plus external consultant |
| 1.2 Develop and implement 1 year programme of “catch up” gender training courses for existing staff (1 day course – 6 in year 1) | \$xxxx.xx | 1.2 Gender Officer plus external consultant |
| 1.3 Develop and implement tailored training course for Heads of Programmes (2 linked 1 day courses with 6 months gap in between) | \$xxx.xx | 1.3 Gender Officer plus external consultant |
| 1.4 Organise regular programme of lunchtime speakers on different aspects of gender and development | \$xxx.xx | 1.4 Gender Working Group |
| 1.5 Develop practical guidelines for staff | \$xxx.xx | 1.5 Gender Officer |

Example : International NGO

Logical Framework for Action Plan

| | | | | | |
|--|--|--|---|--|---|
| <p>Overall objective: Significant progress made towards effective implementation of Gender Policy commitments in key aspects of work and working practices</p> | | <p>Indicators:</p> <p>At least 80% of staff have received introductory or “catch-up” gender training by end of Year 3 (Y3)</p> <p>Commitment to and experience of gender mainstreaming routinely assessed at all interviews and included in all appraisals by end of Y3</p> <p>Gender analysis and action to address gender equality included in all new project assessments from the beginning of Y3</p> <p>Significant improvement of proportion of staff demonstrating understanding of gender aspects of their work, and actively promoting greater gender sensitivity by end of Y3 (from a baseline of 26% in Y0)</p> <p>Country specific gender strategies developed in 4 pilot country programmes by end of Y2</p> | | | |
| <p>Output 1: On-going training programme to equip staff with practical knowledge and skills in gender mainstreaming developed and operating effectively</p> | <p>Output 2: Commitment to and experience of gender mainstreaming included in person specifications, assessed at interviews and reviewed in appraisals for all programme staff</p> | <p>Output 3: Gender issues included in operational guidelines and assessment criteria for project proposals, project assessments, project reviews and Country Strategy plans</p> | <p>Output 4: Appropriate means both to support and to learn from the experience of partner organisations in addressing gender issues developed in consultation with partners and operating effectively in 4 country programmes</p> | <p>Output 5: Appropriate means to ensure that our public profile raises awareness of the importance of gender sensitivity, developed and operating effectively</p> | <p>Output 6: Action discussed and agreed to address gender-related issues and inequalities experienced by staff</p> |
| <p>Activities</p> <p>1.1 Develop and implement regular training programme of mandatory gender training for all staff within 1st 6 months of appointment (1 day course x 2 a year) by end of Y1</p> <p>1.2 Develop and implement 1 year programme of “catch up” gender training courses for existing staff (1 day course – 6 in year 1) by end of Y1</p> | <p>Activities</p> <p>2.1 Review of existing practice</p> <p>2.2 Detailed workplan to be drawn up in consultation with HR Department in 1st 6 months of Strategy implementation by end of Y1</p> | <p>Activities</p> <p>3.1 Review of existing guidelines</p> <p>3.2 Discussion workshop to develop ideas for appropriate guidelines and criteria</p> <p>3.3 Development of revised guidelines by end of Y1</p> <p>3.4 Design/implement dissemination plan to raise understanding of revised criteria</p> <p>3.5 Monitor implementation</p> | <p>Activities</p> <p>4.1 Pilot countries identified in consultation with Country Programme Managers by end of 1st 6 months</p> <p>4.2 In each country, survey of existing practice amongst partner organisations on gender issues</p> <p>4.3 Workshop for partner organisations to share experiences and lessons learned</p> <p>4.4 Participatory development of Country Gender Strategies</p> | <p>Activities</p> <p>5.1 Review of attention to gender issues in recent advocacy campaigns, fundraising and development education materials</p> <p>5.2 Workshop to discuss findings by end of Y2</p> <p>5.3 Development of criteria to mainstream attention to gender issues in all advocacy, fundraising and development education materials</p> | <p>Activities</p> <p>6.1 Conduct Gender Audit focusing on staff perceptions and experiences of gender issues at work (eg perceptions/experiences of gender discrimination and harassment; assessment of needs particular to male or female staff eg. safe transport for female staff on field visits) by end of Y2</p> <p>6.2 Workshop to discuss findings</p> <p>6.3 Development of Action Plan to respond appropriately to Audit findings and workshop discussions</p> |

| | | | | | |
|--|--|---|--|--|---|
| <p>1.3 Develop and implement tailored training course for Heads of Programmes (2 linked 1 day courses with 6 months gap in between) by end of Y1</p> <p>1.4 Organise regular programme of lunchtime speakers on different aspects of gender and development by end of Y2</p> <p>1.5 Develop practical guidelines for staff by end of Y2</p> | | | | <p>5.4 Development of one annual campaign focusing specifically on gender issues in water</p> | |
| <p>Responsibility</p> <p>1.1 Gender Officer + consultant</p> <p>1.2 Gender Officer + consultant</p> <p>1.3 Gender Officer + consultant</p> <p>1.4 Gender Working Group</p> <p>1.5 Gender Officer</p> | <p>Responsibility</p> <p>2.1 HR Dept + Gender Officer</p> <p>2.2 HR Dept + Gender Officer</p> | <p>Responsibility</p> <p>3.1 Planning Dept + Gender Officer</p> <p>3.2 Planning Dept + Gender Officer</p> <p>3.3 Planning Dept</p> <p>3.4 Planning Dept</p> <p>3.5 Planning Dept</p> | <p>Responsibility</p> <p>4.1 Gender Officer in consultation with Country Teams</p> <p>4.2 Country Teams + local consultant</p> <p>4.3 Country Teams + local consultant</p> <p>4.4 Country teams and partner organisations</p> | <p>Responsibility</p> <p>5.1 Student intern in consultation with Gender Officer, Advocacy, Fundraising and Development Education Departments</p> <p>5.2 as above</p> <p>5.3 to be agreed</p> <p>5.4 Advocacy Department</p> | <p>Responsibility</p> <p>6.1 Gender Officer + HR Dept</p> <p>6.2 Gender Officer + HR Dept</p> <p>6.3 HR Dept</p> |
| <p>Budget</p> <p>1.1</p> <p>1.2</p> <p>1.3</p> <p>1.4</p> <p>1.5</p> | <p>Budget</p> <p>2.1</p> <p>2.2</p> | <p>Budget</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p> | <p>Budget</p> <p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p> | <p>Budget</p> <p>5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p> | <p>Budget</p> <p>6.1</p> <p>6.2</p> <p>6.3</p> |

Part 2: Gender Scan Guidelines

2.1. Why a Gender Scan ?

The Gender Scan is meant to be used as a starting point for organisations implementing an internal change or strategic planning process or both, with regard to gender mainstreaming.

It is recognised that the implementation of gender strategies or action plans that implicitly rest on institutional change is not easy. Organisations have been better at statement of intents than specific movement towards implementation. Some organisations have gone further than others in relation to implementation strategies. However, the challenges we face in gender mainstreaming exist in all individual organisations, albeit to a greater or lesser degree.

These challenges refer to:

- ◆ the conceptual clarity necessary to guide staff about what an organisation seeks to achieve with its gender policy.
- ◆ that action plans or strategies for gender are based on clear analysis and understanding of the organisation including its decision-making structures, incentive systems, planning routines and history with respect to gender.
- ◆ the need for clear, measurable and achievable objectives on gender to focus attention and to provide a basis for monitoring, reporting and accountability.
- ◆ outlining the role and responsibility of management for progress in implementation of gender strategies and action plans.
- ◆ strategic choices on gender targets for effective channelling of efforts and resources.
- ◆ the varying nature and level of staff competence required across the organisation.
- ◆ the organisation's credibility in presenting gender policy in reflection to its internal practice.

It is envisaged that through conducting the Gender Scan, organisations will be able to pin point the challenges they have and begin a process for organisational change required.

2.2. Objectives

The overall objective of the Gender Scan is to assess an organisation's performance and potential to successfully develop and implement a gender inclusive policy and practice to strengthen its activities, services and products.

Specifically the assessment will assist organisations to:

- ◆ Analyse:
 - Their policy with regard to gender issues and principles
 - Their application of gender policy in products and services
 - Their organisational support for application of gender policy
 - Their internal gender policy application
- ◆ Highlight areas for institutional change for improved operationalisation of gender mainstreaming.

2.3. Step by Step Methodology

2.3.1 Readiness for the Gender Scan

Organisations need to have a degree of readiness to engage in the Gender Scan.

Although there is no set of indicators to assess your organisation's readiness, you may consider the following aspects:

- ◆ **Cultural readiness:** This means that your organisation has an organisational culture in which it is acceptable to provide suggestions for improvement.
- ◆ **Leadership readiness:** This means that leaders support the gender scan and the allocation of resources to the process.
- ◆ **Resource readiness:** This means that you are prepared to commit the resources (people, time, money and technology) needed to conduct the gender scan. Self scans require more time from internal staff than externally conducted assessments and involve more people on the staff as well. This must be both understood and accepted.
- ◆ **Vision and strategy readiness:** This means the organisation has a sense of where it is going and how it should get there or has a desire to create a clearer vision on gender mainstreaming.
- ◆ **People readiness:** This means that the organisation has people on the staff who will champion the gender scan process and be willing to work together through a process that may sometimes be ambiguous and will constantly be changing.
- ◆ **Systemic readiness:** This means the organisation has or wants to have systems in place to provide the information needed to complete the data collection and support the Gender Scan.

It is impossible to be absolutely sure that your organisation is ready for a Gender Scan. The readiness diagnosis will be based on the organisation's best judgement. The purpose of the scan is not to achieve a definitive answer but to consider the elements that will contribute to a successful scan process. Conditions change, and factors may lead to a revised stop or go at various stages in the process.

2.3.2 Creating a team

The following criteria can help in selecting team members for the self scan:

- ◆ someone who is recognised by the organisation as having the appropriate mix of authority, responsibility, knowledge and skills on gender issues.
- ◆ someone who understands self scan techniques (how to design and test questionnaires, design and test scales, review documents, how to conduct an interview, how to prioritise questions, where to look for data, how to analyse data).
- ◆ someone who is knowledgeable of the programmes and services of the organisation, understands the organisation and its issues and can analyse data.
- ◆ someone who has communication and facilitation skills to conduct the scan and present results in a manner easily understood by the all parties.
- ◆ someone who can interact with all parties in a gender sensitive and effective manner.

2.3.3 Planning a Gender Scan

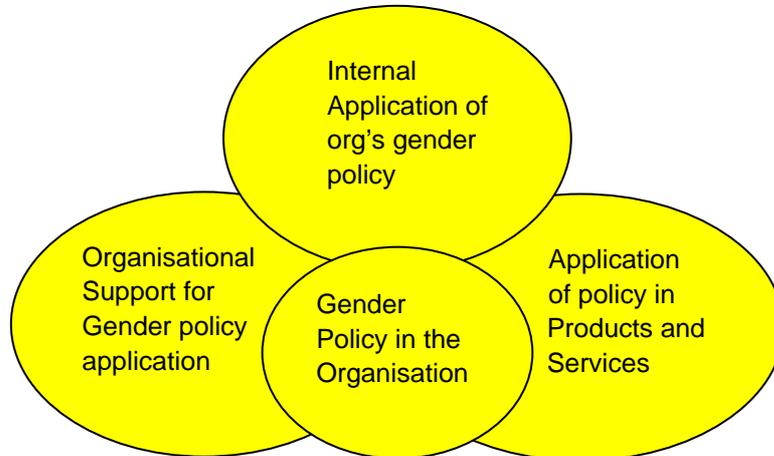
The Gender Scan requires some organising to ensure that the team focuses on the right issues and uses appropriate instruments to collect and analyse information. As you begin the process of planning a scan, it is important to address the following issues:

Identifying the unit of analysis for the Gender Scan

The scan can be conducted at many levels. It may examine the entire organisation, a department, or a work unit. In view of the goal of mainstreaming, examining the entire organisation is recommended. It will benefit the organisation in the long term as staff will be part of the process and have a sense of ownership when recommendations are made and new action plans developed.

Identifying the main performance issues to be addressed

Your organisation's performance in implementing a gender perspective is made visible through the activities it conducts to achieve its mission. Ideas about the concept of performance may vary considerably - each interest group may have a different idea of what counts. It can be difficult to obtain consensus on performance indicators and even more difficult to arrive at value judgements regarding the acceptable quality and quantity. It is important to choose gender mainstreaming performance indicators carefully to reflect your own organisational context. The Gender Scan Framework below includes examples of performance indicators for each component of the framework:



Gender Scan Framework

Gender policy in the organisation:

- existence of a policy statement on gender, when created and by whom
- nature of the policy – if it is based on gender analytical information and sex disaggregated data
- the policy is known and agreed to by staff
- the policy reflects clear institutional targets and indicators
- an implementation strategy with clear objectives, roles, responsibilities and activities
- a system in place for monitoring progress in implementation
- impact of mainstreaming policy (on sector and on women and men)

Application of gender policy in products and services:

- staff members knowledge and expertise on gender issues
- staff practice of gender analysis in projects
- training conducted on gender issues
- organisations products reflecting gender
- staff perception of management attitudes towards gender
- staff performance assessments on gender practice

Organisational support for gender policy application:

- resources made available – funding for what activities to what effect?
- designated persons for monitoring
- gender issues included in routine systems and procedures (information systems. Appraisal, planning and monitoring)
- training opportunities for staff development
- incentives for gender promotion
- board of directors and donors support to policy
- influence of external organisations on own organisation regarding gender

Application of gender policy within the own organisation:

- availability of work plans with clear objectives, targets and responsibilities
- gender balance in work force
- salary arrangements for women and men
- career opportunities for women and men
- creation of a practical working environment for women and men
- availability of procedures to address conflict situations (e.g. sexual harassment)

Development of key questions on main performance indicators

Once the assessment issues have been identified, key questions need to be developed about the performance issues to guide you in your data collection. When the team has developed a satisfactory set of questions on issues, prioritisation of the questions are required based on the following factors:

- ◆ **Resource levels:** These are the people and the time required in the self scan process. The more resources the organisation has available, the more scope and depth the scan can have. Eliminate questions you cannot afford to answer.
- ◆ **Purpose of the self scan:** questions should be prioritised according to the overall purpose of the scan. Eliminate questions you do not need to answer.

- ◆ **Staff interests:** Some questions may be more important to one set of staff members than to others (e.g. professional staff dealing with content and administrative/secretarial staff). Questions will need to reflect a balance of your staff needs.

Choosing methods to collect information

Data can be collected from two sources: documents and people:

- ◆ Documentary sources can be internal (financial statements, annual reports, human resources policy, programme/project documents, strategic plans, promotion brochures, evaluation report etc.) or external (country policies, legislation, media, donor's reports etc.) It is important to make sure you review documents that are appropriate to your strategic questions.
- ◆ Data can also be obtained from people, either individually or in groups, and either directly (through interviews) or indirectly (through questionnaires). Ideally you want to meet as many people as possible who can provide you with relevant information but time constraints, political sensitivity, people's availability, and geographical location can limit access.

Data can be collected in a variety of ways, such as surveys, interviews, document review and focus groups. These are set out below

Overview of data collection methods

Questionnaire survey (example in Appendix 1):

- This involves a printed or electronic list of questions
- This is distributed to a predetermined selection of individuals
- Individuals complete and return the questionnaire

Face to face interview:

- This involves personal interaction
- Interviewer asks questions, following a guide or protocol
- Interviewer records answers

Group Technique (facilitated workshop, focus group)

- This involves groups discussion of predetermined issues or topic
- Facilitator or moderator leads the group

Document review:

- This involves identification of written or electronic documents containing information on issues to be explored
- Team reviews documents and identifies relevant information
- Keep track of information retrieved from documents

2.3.4 Conducting the self scan

Planning for data collection

Collecting data will be easier if the process is carefully designed. For example, your Gender Scan might include a questionnaire survey, and this will need to be designed, distributed, coded and analysed. These tasks should have a definable output, a time frame, and a responsible person. In planning for data collection, assign team members in ways that will take advantage of their strengths. Some will have experience in interviews: others are familiar with questionnaires and surveys.

| Example of plan | | | | | | |
|-----------------|-------------------------------------|----------------------|-----------|-----------------------------------|---------------|---------------|
| Phase | Activity | Output | Milestone | Team member 1 | Team member 2 | Team member 3 |
| 1 | Plan self scan | Assessment Framework | August 1 | X | | |
| | Develop data collection instruments | Questionnaire | August 15 | | X | |
| | | Interview protocol | | | | |
| | | Document review | | | | |
| 2 | Collect data | Questionnaire | Sept. 15 | | | X |
| | | Interviews | Sept. 20 | | X | |
| | | Document review | Sept. 30 | X | | |
| 3 | Analyse data | Questionnaire | Oct.15 | X | X | X |
| | | Interviews | Oct. 15 | X | X | X |
| | | Document reviews | Oct.15 | X | X | X |
| 4 | Reporting | Draft | Nov. 15 | | X | |
| | | Briefing | Nov. 16 | With all staff or management team | | |
| | | Final | Dec. 1 | X | | |

Collecting the data

The data collection process should offer an opportunity to begin afresh – to do away with impressions, some of which may be incorrect. One of the strengths in the process is that people are surprised by what they find when they study their organisation seriously. Everyone in the organisation will have more confidence in the process if it is clear that conclusions are shaped by the data they provided.

The team must take several measures to ensure that the gender scan data are valid:

- ◆ data collection instruments need to be well developed and agreed on so that every respondent can be asked to express views in a standardised way.
- ◆ people leading interviews or group discussions should not take things for granted; instead they should explore or even challenge each response to ensure that they have not unintentionally filtered it themselves.

Data must be captured in ways that other members of the team can learn from. Summarise interviews, analyse the information provided by focus groups, tabulate the contents of the documents...etc. so that other members can read and understand the material.

Questionnaire analysis deals with large numbers or a variety of numbers. It is useful to develop a database to store data, using either a database or spreadsheet software depending of staff competence. Where differences between different groups of staff are going to be analysed and commented upon, it is important to use appropriate statistical tools to test for the significance of such differences.

Analysing the data

To understand the importance of the data collected, you should be clear about the sources of data. Ideally you will be collecting data from more than one group of people (e.g. different levels/types of staff members and different gender) as well as reviewing documents or interviewing. By having these different sources of data you not only collect opinions but can compare them to facts or procedures from the organisation's financial data, project reports etc. By doing this, you can triangulate your data to reduce inconsistencies and confirm results from more than one source.

Going back to the key questions developed, you can establish a framework to sort the data around the original performance issues. Key points to keep in mind when sorting the data are:

- ◆ **Patterns:** Look for information that supports other information; look for trends or look for information that contradicts other information (see appendix 2).
- ◆ **Coding:** If you code your data you can review it later with original source verification. Makes codes useful: for example, you might code professional staff as P1, P2, etc, Administrative staff as A1, A2...etc. Do not forget to also code your data by gender.
- ◆ **Weigh your data:** Weigh your data to take into account how many interviews gave you the same answer, whether the information is confirmed across different groups and whether is denied or confirmed by external sources.
- ◆ **Score your data:** Scoring your data (with a minimum to maximum score – especially used in multiple choice type questionnaire) is another way to analyse the information in terms of the where the organisation may stand on a particular issue or all issues on a scale of being ideal to very poor (see appendix 1).

As data can be interpreted in many ways, it is important to take into account potential differences in interpretation early in the process. The main decision-making methods generally used to interpret data are:

- ◆ **Comparison:** This involves comparison of present with past organisational data, or practices in past and present. Comparison can also be of practices found to work in other organisations.
- ◆ **Criteria reference:** This involves a comparison of organisational data with pre-established procedures or criteria (objectively verifiable indicators).
- ◆ **Expert opinion:** This involves the judgement of experts who have a good insight into the organisation, are good practitioners in gender mainstreaming, or have pertinent sectoral experience.

The analysis and reporting should clearly reflect the Gender Scan Framework, based on the performance indicators you have chosen. Analysis can be grouped under the Gender Scan Framework headings. For reporting it is most useful to write up brief statements of the major findings, with supporting data in the explanatory text such as figures and tables (see Appendix 2).

2.3.5 Follow up

One of the objectives of the Gender Scan is to identify organisational changes required for improved gender mainstreaming. It is therefore very important that the Gender Scan analysis brings out recommendations for action and follow-up. This will enable the organisation to plan and implement an *explicit* process of mainstreaming in its own operations and external programmes and projects in a comprehensive and consistent manner.

2.3.6 Communicating the results

Reporting

Begin with an overall explanation of the organisation's view on gender (mission, activities, products etc.). The analysis should then point to aspects where the organisation has done well and points to where improvement is required. Finally a set of recommendations should be given to enable the organisation to plan and implement changes required.

Dissemination

After the self scan process, the team can undertake some of the following dissemination activities:

- ◆ A briefing session for all staff including the management on the results of the assessment.
- ◆ Distributing a draft report to the management on the results.
- ◆ Writing a final report.

Information can be conveyed in ways that are traditional or creative, or both.

Appendix 1: Questionnaire

One method of conducting the Gender Scan is to conduct a questionnaire survey. This is an example of a questionnaire based on the suggested Gender Scan performance indicators. The questions have multiple answers which form scales ranging from high to low. The answers should not be presented in the same order (reflecting high-low or low-high scales) to reduce bias of staff when answering.

As the Gender Scan should be tailored to each organisation's needs and demands, this questionnaire cannot be taken as suitable for immediate use!

Gender policy in the organisation

| | example of scores |
|--|--------------------------|
| 1. Our organisation: | |
| i) has a formal gender policy | 3 |
| ii) has no formal gender policy | 1 |
| iii) a formal gender policy is under development | 2 |
| iv) I don't know | 0 |
| 2. In our organisation, the gender policy refers to : | |
| i) external products and services | 2 |
| ii) the internal organisational aspects | 1 |
| iii) both of the above | 3 |
| iv) I don't know | 0 |
| 3. In our organisation, the action plans within the gender policy is : | |
| i) monitored for internal organisational aspects | 2 |
| ii) monitored for external services and products | 1 |
| iii) monitored for both | 3 |
| v) I don't know | 0 |
| 4. In your opinion, gender issues in our organisation: | |
| i) are discussed insufficiently | 2 |
| ii) are discussed sufficiently | 3 |
| iii) are discussed too much | 1 |
| iv) I don't know | 0 |

Application of gender policy in products and services

| | |
|---|---|
| 5. Do you explicitly build in gender analysis in your content related activities? | |
| i) yes, always | 3 |
| ii) yes, sometimes | 2 |
| iii) never | 0 |
| 6. All our organisation's information materials, such as pamphlets, brochures, newsletters, annual reports and publications have illustrations which: | |
| i) have been carefully chosen to reflect gender | 3 |
| ii) do not take gender into account | 1 |
| iii) sometimes take gender into account | 2 |
| iv) I don't know | 0 |

Organisational support for application of gender policy

7. In our organisation, resources (financial, time or other) for practising gender:
 - i) are made available by the management
 - ii) are not made available by the management
 - iii) I don't know

8. In our organisation, in order to monitor whether gender is consistently mainstreamed in all projects/programmes:
 - i) there are designated people who conduct the monitoring activities
 - ii) there are no designated people who conduct the monitoring activities. It is the responsibility of each individual, but there is some encouragement from management.
 - iii) there are no designated people who conduct the monitoring activities. It is the individual's responsibility with no encouragement from management
 - iv) nobody monitors activities
 - v) I don't know

9. With regard to training on gender for staff in our organisation:
 - i) opportunities are regularly available for all staff
 - ii) opportunities are rarely available for all staff
 - iii) opportunities are regularly available but for some staff only
 - iv) opportunities are never available
 - v) I don't know

10. In our organisation, the board of directors are:
 - i) supportive towards our gender policy
 - ii) neutral towards our gender policy
 - iii) unsupportive towards our gender policy

Internal application of gender policy

11. Of the total work force, women employed by our organisation constitute:
 - i) 0 - 10%
 - ii) 10 - 40%
 - iii) 40 - 60%
 - iv) 60 - 100%
 - vi) I don't know

12. In terms of salary scales:
 - i) women and men receive the same salaries for the same jobs
 - ii) women receive lower salaries than men in the same jobs
 - iii) men receive lower salaries than women in the same jobs
 - iv) I don't know

13. Do you feel that career opportunities (i.e. advancement possibilities) in our organisation:
 - i) are equal for men and women
 - ii) are more favourable for men than for women
 - iii) are more favourable for women than for men

14. Our organisation:
 - i) has formal procedures for addressing sexual harassment
 - ii) has informal procedures for addressing sexual harassment
 - iii) I don't know

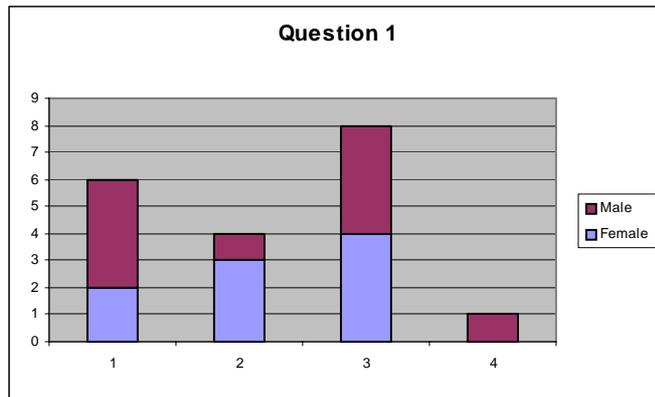
Appendix 2: Figures and tables

Herewith are examples of figures and tables that can be presented based on the questionnaire. The example here shows the use of a questionnaire on all staff of an organisation representing different levels:

- administrative staff (secretaries, accountants, book-keepers)
- social and technical (all professional staff)

| <i>Respondents</i> | <i>Admin</i> | <i>Social</i> | <i>Technical</i> | <i>Total</i> |
|--------------------|--------------|---------------|------------------|--------------|
| Female | 2 | 7 | 1 | 10 |
| Male | 1 | 2 | 7 | 10 |
| Total | 3 | 9 | 8 | 20 |

Answers aggregated by sex:



Answers aggregated by level of staff:

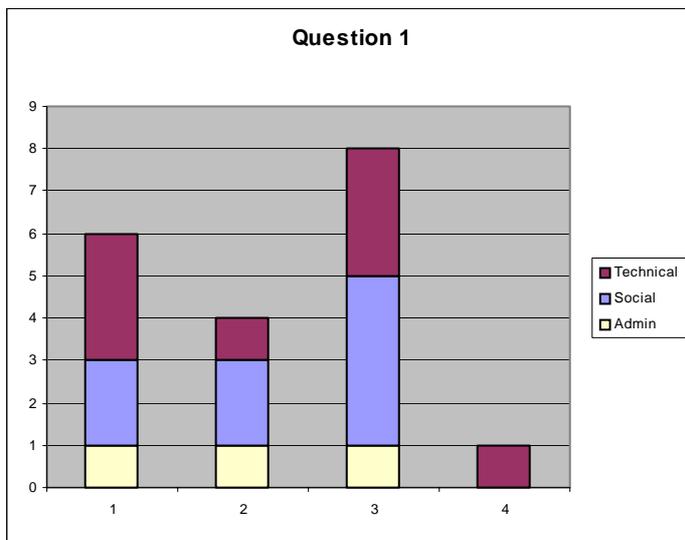


Table 1: scores of staff members on questions in relation to maximum score per question and score given to organisation based on where the organisation actually is with regard to questions

Please note that this is a dummy example of scoring using the scales which must be determined ahead of time when the questionnaire is designed

| Question # and content | Org's score | Maximum | Number of Respondents | | | | | | | | | | | | | | |
|-------------------------------------|-------------|---------|-----------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| 1. Gender policy and status | 2 | 3 | 0 | 2 | 2 | 3 | 2 | 0 | 2 | 3 | 2 | 3 | 2 | 0 | 3 | | |
| 2. Scope of gender policy | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | | 2 | 3 | 3 | |
| 3. Monitoring of application | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | | 0 | | |
| 4. Approach to gender | 2 | 3 | 1 | 2 | | 2 | 3 | 3 | 3 | 3 | | 2 | | 3 | 3 | | |
| 6. Gender analysis | 3 | 3 | 1 | | | 1 | 1 | 2 | 2 | 1 | 0 | 1 | 1 | 2 | 3 | 2 | |
| 7. Gender in illustrations | 2 | 3 | 3 | | | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | |
| 8. Funding made available | 1 | 3 | | | | 0 | 2 | 2 | 2 | 2 | 1 | 0 | 2 | | 2 | 2 | |
| 9. designated people for monitoring | 3 | 3 | | | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 10. Training opportunities | 3 | 3 | 3 | | | 3 | | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 11. Board of directors | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | |
| 12. % women on staff | 0 | 3 | 0 | 0 | | 0 | 2 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 12. Equal payment | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | 3 | 3 | | 3 | 3 | |
| 13. Career opportunities | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | 3 | | 3 | 3 | 0 | |
| 14. Procedures for harassment | 3 | 3 | 3 | 0 | 3 | | 3 | 3 | 3 | 3 | 3 | | 3 | 3 | 0 | 3 | |
| Total | 30 | 41 | 24 | 17 | 19 | 25 | 30 | 32 | 34 | 29 | 20 | 24 | 23 | 23 | 31 | 25 | |
| Sex | | | F | F | M | F | F | F | F | F | F | F | M | M | F | M | |
| Role | | | A | A | A | S | S | S | S | S | S | S | S | S | T | T | |

NB. Empty boxes represent unanswered questions

Table 2: Scores of staff in relation to organisation’s actual position

The scales used in the questionnaire are herewith translated into correct, underrated and overrated. Depending on the scale given to each question, the correct answer pertains to where is organisation really is with regard to the question asked. Underrated and overrated scores reflect the answers which are either below the actual level of where an organisation is or above the level (ideal situation).

C=correct, UR=underrated OR=overrated Empty cells= Don’t Know/No Answer

| Question # and content | Number of respondents | | | | | | | | | | | | | | |
|-------------------------------------|-----------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| 1. Gender policy and status | UR | C | C | OR | C | UR | C | OR | C | OR | C | UR | OR | | |
| 2. Scope of gender policy | UR | UR | UR | UR | C | C | C | C | C | UR | | UR | C | C | |
| 3. Monitoring of application | OR | OR | C | C | C | C | C | C | | C | C | | C | | |
| 4. Approach to gender | UR | C | | C | OR | OR | OR | OR | | C | | OR | OR | | |
| 6. Gender analysis | UR | | | UR | C | UR | |
| 7. Gender in illustrations | OR | | | C | C | OR | OR | C | C | C | C | C | C | OR | |
| 8. Funding made available | | | | UR | OR | OR | OR | OR | C | UR | OR | | OR | OR | |
| 9. designated people for monitoring | | | C | C | C | C | C | C | C | C | C | C | C | C | |
| 10. Training opportunities | C | | | C | | C | C | 0 | C | C | C | C | C | C | |
| 11. Board of directors | C | C | C | C | C | C | C | C | UR | UR | C | UR | C | C | |
| 12. % women on staff | C | C | | C | OR | OR | OR | C | OR | C | OR | C | C | C | |
| 12. Equal payment | C | C | C | C | C | C | C | C | | C | C | | C | C | |
| 13. Career opportunities | C | C | C | C | C | C | C | C | | C | | C | C | UR | |
| 14. Procedures for harassment | C | UR | C | | C | C | C | C | C | | C | C | UR | C | |
| Sex | F | F | M | F | F | F | F | F | F | F | F | M | M | F | M |
| Role | A | A | A | S | S | S | S | S | S | S | S | S | S | T | T |

Table 3 : Scores of staff by sex in relation to organisation's actual position

| Number of Responses | | | | | | | | | | | | Total | % |
|----------------------------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|------------|
| Women | Correct | 6 | 6 | 9 | 9 | 8 | 9 | 9 | 7 | 8 | 10 | 81 | 58 |
| | OVERRATED | 2 | 1 | 1 | 3 | 4 | 4 | 3 | 1 | 1 | 3 | 23 | 16 |
| | Underrated | 4 | 2 | 3 | 1 | 2 | 1 | 2 | 2 | 4 | 1 | 22 | 16 |
| | DK/NA | 2 | 5 | 1 | 1 | 0 | 0 | 0 | 4 | 1 | 0 | 14 | 10 |
| | Total | 14 | 140 |
| Men | Correct | 7 | 8 | 6 | 7 | 9 | 7 | 10 | 8 | 9 | 9 | 80 | 57 |
| | OVERRATED | 0 | 2 | 1 | 2 | 2 | 3 | 0 | 3 | 1 | 3 | 17 | 12 |
| | Underrated | 1 | 1 | 4 | 2 | 1 | 1 | 4 | 3 | 2 | 1 | 20 | 14 |
| | DK/NA | 6 | 3 | 3 | 3 | 2 | 3 | 0 | 0 | 2 | 1 | 23 | 16 |
| | Total | 14 | 140 |

Possible results from analysis of data given in the dummy figures and tables:

- the organisation's overall score on where it lies in terms of the ideal situation is 73%. This may be interpreted by stating that the organisation has achieved quite a bit with regards to gender mainstreaming policy and practice.
- The staff's knowledge on gender requires some improvement (showing 58% of women and 57% of men with correct answers). This could stem from the fact that communication on procedures, policy and guidelines are not clear to all staff. One may question if policies and procedures are shared with all staff or only kept within certain levels of the organisation. This type of information can be triangulated with information from interviews or documentary review.
- Sex or professional background makes no difference in knowledge of staff on gender.
- Significant issues which the organisation should change pertain to monitoring mechanisms for gender mainstreaming practice and the % of women in the overall work force (both issues had an organisation score of 0).

Case Study Example

Process of Testing the GENSCAN Tool

By PCWS-ITNF

Introduction

The Philippine Center for Water and Sanitation-International Training Network Foundation (PCWS-ITNF) is registered as a non-government organization at the Securities and Exchange Commission of the Philippines. Though it has existed since 1990, it has become a foundation only on November 11, 1998.

PCWS-ITNF's Vision is :“A clean, peaceful and healthy world where people have a better quality of life with equitable access to safe water supply and adequate sanitation and taking responsibility for that.” Its Mission Statement is: “To serve as a leading catalyst of resource centers advocating and promoting sustainable water and sanitation programs through gender- and poverty-sensitive capability building approaches.”

PCWS-ITNF has 10 core staff who are all multi-skilled and therefore perform varying functions. They are currently backed up by five field staff assigned in the Mindanao region. The number of field staff could increase from 15 to 30 in a given year, depending on the number and urgency of projects. The work of PCWS-ITNF is demand driven. It promptly responds to requests from government and non-government organizations as well as communities. PCWS-ITNF's major program areas include knowledge sharing and advocacy work; project development and resource generation; and, capability building and knowledge generation. PCWS-ITNF practices participatory management. Decision-making is a shared process involving the core staff. PCWS-ITNF is results oriented and aims for effective service delivery. Flexibility, teamwork and cooperation can describe the culture of the organization.

Testing the Gen-Scan

PCWS-ITNF tested the genscan tool in the course of its strategic planning workshop in late 2001. The staff wanted to test whether the tool is useful for identifying the challenges ahead and providing directions on what actions to take. The core staff of PCWS-ITNF participated in the testing of the genscan tool. They were aware that the objective of the genscan tool is to assess an organization's performance and potential to successfully develop and implement a gender inclusive policy and practice to strengthen its activities, services and products.

PCWS-ITNF went through the methodology or step-by-step process of doing the genscan.

1. *Readiness for the gender scan*

The organizational culture of PCWS-ITNF is collegial. Being a small organization, PCWS-ITNF has the luxury of flexibility and practicality. Areas for improvement can thus be acted upon without much complication.

The leaders of PCWS-ITNF supported the testing of the genscan. Resources were allotted for this purpose. In fact, staff normally assigned to do field work asked to stay at the headquarters for a week just to be able to participate in the testing of the genscan.

The mission statement of PCWS-ITNF is: *“To serve as a leading catalyst of resource centers advocating and promoting sustainable water and sanitation programs **through gender- and poverty-sensitive capability building approaches.**”* This serves as a guide in formulating the strategies and work plans. It also influences the philosophical mindset of the staff.

2. *Creating a team*

The PCWS-ITNF team which undertook the genscan represented the board, the executive officers, the project implementers, and the administrative staff.

3. *Planning on how to go about doing the gender scan*

a. Identifying the unit of analysis

The entire organization was made the unit of analysis for the genscan.

b. Identifying the main performance issues to be addressed

PCWS-ITNF’s performance in implementing a gender perspective was looked into. In testing the genscan tool, the following areas were examined: gender policy in the organization, application of gender policy in products and services, organizational support for gender policy application, and application of gender policy within the organization.

- Gender policy in the organization

The Internal Policy Document (IPD) discusses PCWS-ITNF’s policies, guidelines and procedures. The IPD states that its objective is to provide fair and equitable system of personnel management in the PCWS-ITNF. In terms of personnel recruitment and staffing, the IPD states: *“Opportunities for employment are open to both men and women who are selected on the basis of their fitness to perform the duties and responsibilities inherent in the position sought.”*

It should be noted that throughout the entire 12 pages of the IPD, the language reflects PCWS-ITNF’s gender sensitivity and commitment to gender equality. Reference to a staff is never in the masculine or feminine context alone, except for those referring to maternity benefits. All throughout the document, one will read the pronouns as his/her or himself/herself.

- Application of gender policy in products and services

The genscan tool was used to look at the products and services of PCWS-ITNF. Again it was noted that the text or language and even the visual presentation of messages show that PCWS-ITNF is a gender sensitive organization. It consciously projects gender equality in its products and services.

- Organizational support for gender policy application

The board and executive officers are conscious of gender equality and sensitivity. Therefore, it is supportive of the application of the gender policy.

- Application of gender policy within the organization

The IPD is adhered to by all the staff. There was an suggestion that each time there is a planning session, the IPD has to be reviewed as well. And for the staff to signify their adherence to the IPD, everyone will have to affix his/her signature at the first or last part of the IPD.

- c. Development of key questions on main performance indicators.
The performance of the organization was assessed in terms of available resources, including skills inventory and the determination of staff retooling, where and when necessary.
- d. Choosing methods to collect information and develop instruments
Information were collected from several documents, among them were the internal policy document, project proposals, minutes of meetings, field reports and annual reports. Reflection sessions, meetings and focused group discussions were also resorted to.

4. *Conducting the gender scan*

PCWS-ITNF did the genscan in stages, over several months, instead of just working at it in one sitting. The organization found out that the genscan tool is useful in reflecting about what the organization went through and in looking at ways to move forward.

The questionnaire attached to the genscan tool as an appendix was used by PCWS-ITNF as well. The staff who participated in answering the questionnaire observed that the instrument was useful in assessing organizational performance and potential to successfully develop and implement a gender inclusive policy and practice to strengthen its activities, services and products.

Results of the testing of the gender scan tool indicate that:

- ◆ The goals and objectives of PCWS-ITNF apply the gender policy of the organization. Item 2 of the goals and objectives clearly state so: to promote gender-sensitive learning centers on integrated water resources management.
- ◆ A policy statement on gender exists at the PCWS-ITNF. It refers to external products and services as well as the internal organizational aspects. Although there is a general understanding on the gender policy of PCWS-ITNF, it still needs to be written up and communicated more thoroughly to the staff.
- ◆ Gender issues in the organization are discussed sufficiently.
- ◆ Gender analysis is explicitly built in content related activities. Information materials and publications are carefully prepared to reflect gender equity.
- ◆ Resources for practicing gender equality are made available by the management. In cases where women have very little opportunities for training, PCWS-ITNF deliberately invite women to attend and give them discounted training fees or totally subsidize their participation.
- ◆ PCWS-ITNF has an implementation strategy with clear objectives, roles, responsibilities and activities but these are not thoroughly adhered to by all the staff. A system for monitoring progress in implementation still needs to be internalized by the staff. There are no designated people who conduct the monitoring activities. It is the responsibility of each individual, but there is some encouragement from the management.
- ◆ With regards to training on gender, opportunities are rarely available for all staff. This is more for our partners and target beneficiaries. In house gender sensitivity trainings are still appreciated. Staff development not just on gender is recognized as a need. Specific topics for the regular staff development sessions are planned to be put in place. A committee will be formed to handle learning needs assessment, prioritize topics, get resource persons, and perform other related activities.
- ◆ The board of directors are supportive towards the gender policy of the PCWS-ITNF.
- ◆ Of the total work force, women employed by the PCWS-ITNF constitute about 70%.
- ◆ In terms of salary scales, women and men receive the same salaries for the same jobs. Career opportunities are equal for men and women.

- PCWS-ITNF has informal procedures for addressing sexual harassment although it follows what the laws and customs dictate.
- PCWS-ITNF works to influence planners to systematically include a gender perspective in the development of all national and regional policies and programs.
- It advocates for increased training in technical, scientific and financial management for women, as well as the institutionalization of the gender perspective in organizations, together with capacity building at all levels.