



Part 2
Organisations and Gender

INTRODUCTION

In this part we focus on organisational change and gender. The key issue we address concerns the process of how to make organisations gender-friendly - organisations in which both men and women feel at ease in their work and working environment, both find equal opportunities and benefits, and in which actions are purposely taken to reach and maintain this situation. In order to address this issue insight and knowledge are required in the key concepts of organisational change and gender. Moreover, knowledge and skills are needed to analyse the gender situation in an organisation and to plan, monitor, and evaluate the process of change. One of our key tools is the so-called 'Nine Boxes Organisational Framework', described in Section 1 of this part. Besides being a tool to help understand organisations, it can be used for analysing, planning, monitoring, and evaluation purposes.

In Section 1 we pay attention to the relationship of gender to organisations and the importance of paying attention to gender in organisations. Section 2 deals with organisational gender analysis: how to assess gender within an organisation. In Section 3 we focus on the concepts and processes of organisational change in relation to gender. We make use of definitions and certain tools from the field of organisational development and organisational change. Exercises to gain insight, knowledge, and skills have been specifically developed for the training.

Section 1: Understanding Gender and Organisations

As gender is an inherent element of every household, community, and society, it is also a feature of organisations: certain roles, responsibilities, rights, and identities are ascribed to male and female staff based on values and norms about men and women. As in society, we can observe distinctions in organisations between men and women of different classes, ethnicity, caste, and age groups. Even organisations with only male or female staff display values and norms distinguishing men from women. Before we enter into more detail about gender and organisations, we have to be clear about the concept of organisation.

The concept of organisation

People are the essence of organisations. They are 'organised' in a certain manner with the apparent aim of achieving a common purpose and they undertake rational coordinated activities to that end. Their behaviour is guided and constrained by certain persistent, but changeable, rules that are specific to that particular organisation. These rules refer to roles and relationships of people and to structural elements such as position and procedures. Newcomers to the organisation are socialised to apply the rules without questioning – a process about which people usually are not aware.

Our dictionary

Organisation refers to the rational coordination of activities by a group of individuals with the aim of achieving some common purpose. Through these activities certain products are produced, and these can vary from water pumps to development programmes.

Organisational elements

All organisations have certain elements in common. We distinguish nine elements: policies and action, tasks and responsibilities, expertise, policy influence, decision-making, room

for manoeuvre/innovation, organisational culture, cooperation/learning, and attitude.² The first three are termed the **Technical Dimension** of an organisation and include the technical, financial, and social resources. A first element of this dimension is **Policies and Action**: an organisation needs a policy to guide the actions and activities of the organisation.³ This overall policy is operationalised in work plans and strategies, for which a budget is made available. To know to what extent aims are being achieved, monitoring and evaluation systems are designed. The overall policy is often described in a statement of the goals, vision, or mission of the organisation. Action plans, budgets, results, and so on are found in annual plans and reports.

Structure is required to make the planning and implementation of policies and activities possible. The second element of the technical dimension deals with structural aspects, which can be called **Tasks and Responsibilities**. People work according to specific responsibilities and tasks and follow procedures and instructions to streamline actions. They work in teams, units, departments, and the like, which may be ordered in levels of hierarchy. Organisational structure is often depicted in an organogram. The units are connected through coordination, communication channels, and information systems. How these channels are supposed to be used can be found in administrative rules.

Central to the functioning of an organisation is the available **Expertise**, a third common element of organisations. A certain number of qualified staff is required to implement activities. In most cases organisations are not homogenous: gender, class, ethnicity, and age, to name the most important, create diversity. Job descriptions guide the staff members in their work. Some organisations have a wide variety of job descriptions, others a limited number. Appraisal systems are put in place to see if and how the staff perform. Training can be considered to update skills and knowledge. More staff may be recruited if need arises. Physical infrastructure and facilities exist to do the work: rooms, training halls, canteens, transport, crèche, and so on. All these aspects have to do with the expertise available in terms of people to run the organisation.

Another set of three elements concerns the processes to make and to keep the organisation functioning. In these processes people - staff and people outside the organisation - are involved. Thus, we speak of interactive processes. They basically deal with the allocation of organisational power and benefits. The elements belong to what we call the **Socio-Political Dimension of an Organisation**. Since a variety of people influence the policy an organisation adheres to and its actions, the first element of this dimension is called **Policy Influence**. Obviously, management plays an important role, but so also do members of the Board of Directors, donors, influential people within and outside the organisation, people from the target group or clientele, among others. Their influence can be through formal or informal processes. Apart from policies, these interactive processes can concern or affect positions, instructions, recruitment, facilities, and so on; items we have already mentioned under the technical dimension.

A second process-related element is **Decision-making**, an important element of an organisation that contributes to its consistency and cohesiveness. Decisions affect the whole running of the organisation from planning and resource allocation to control and

² These nine elements and the way they are ordered (see below) are adapted from Tichy (1982)

³ A policy can be defined as a statement of a goal that comes from a particular perspective on a problem situation and incorporates guidelines for action. It documents what the organisation is trying to achieve and it proposes to achieve it. It provides an overall framework guiding the actions of an organisation (Plewes and Stuart 1990)

conflict management. All organisations show patterns of decision-making, both formal and informal. In the interactive processes, staff members of different levels and with a variety of tasks and responsibilities can be involved. In some organisations it will be a restricted group, in others it may include the whole staff. Sometimes informal processes or leaders may appear more influential in decision-making than the formal ones.

The extent to which individual staff members participate in discussions and decision-making is one way of indicating her or his **Room for Manoeuvre/Innovation**, a third element related to interactive processes or the socio-political dimension. It refers to the degree of autonomy, allowance for innovation and encouragement given to those who aim to learn and increase their capabilities within the boundaries of the work environment. Organisations make certain space available for individual staff members in order to motivate them to work for the organisation and to take part in processes. This is usually done through reward and incentive systems and career opportunities. Some organisations approve ample space for innovation or a diversity of working styles, others give staff little room for creativity. In most organisations differences in 'space' according to gender, class, ethnicity, and age exist: they can provide opportunities or, on the contrary, form barriers to enhance one's career, to do field or desk work, and so on. Often staff create their own spaces by engaging in activities other than those narrowly defined by their job descriptions in pursuit of interests they consider to be of importance to the organisation or their own self interests. This may include trying to influence the boss or colleagues on matters related to organisational policies, or even in resisting policies that are felt to be inappropriate. Staff members actively involved in processes of change often purposely try to expand the limits of their space to create more room for manoeuvre to pursuing their point. The particular room for manoeuvre in an organisation is often reflected in leadership styles.

The last set of three organisational elements concerns elements essential to its continuity and change. They form the **Cultural Dimension of an Organisation** because they relate to the patterns of thinking, feeling, and acting based on values and norms, which are to some degree shared by staff, that enable the organisation to continue functioning. The culture of the organisation shapes the different organisational elements and is therefore rightly called the 'personality'. Values and norms, for instance, are reflected in the organisation's mission and in its strategy; they determine procedures, the way information flows, the way the organisation is structured, the selection of new recruits, appraisal of staff members, the channels for exerting influence, the patterns of participation, the manner of conflict resolution, the space for creativity, and criteria for rewarding staff. Moreover, the patterns of thinking, feeling, and acting are characteristic of an organisation, to some degree distinguishing it from another.

The first element of the cultural dimension is the **Organisational Culture**. It refers to various key norms and values indicating what the organisation stands for and how it wishes to operate. They are expressed in its logo, brochure, building style, portraits or paintings, furniture, crèche, dress code, and other symbols. These symbols give an image to the organisation – to outsiders and to staff with which to identify themselves. Norms and values are reflected in the way staff greet each other and outsiders, the type of jokes and comments they make, topics of private talks, eating arrangements, and the like. Perceptions about what is important and who is important belong to the organisational culture. For instance, the commitment to work shown by staff members indicates who is considered a 'hero' of the organisation (the staff member who works from 9 to 3, from 9 to 9, etc); standards of work indicate what is considered high quality. The culture of an organisation does not necessarily have to be homogenous. Depending on the size and type

of organisation, but also on its staff diversity in terms of gender, class and ethnicity, sub-cultures may exist. There is often a dominant culture and at least one sub-culture existing in organisations.

Norms and values are, furthermore, mirrored in the way people relate to each other within and outside the organisation. They are reflected, for instance, in the value given to team work, in support to staff members, in contacts with other organisations and networks. We speak of the organisational element **Cooperation/Learning**. Cooperation relates to both vertical and horizontal relations: the way staff of different levels work and relate to each other and the (working) relationships between staff of the same level. Cooperation also links the organisation with outsiders – both individuals and organisations. Cooperation could have a learning effect through the exchanges that take place between people from within and, also, with those outside the organisation – that is why we have linked both concepts. Values given to certain leadership styles, forms of leadership, and sources of leadership play a role in shaping relations and exchange. An organisation, for example, can value the inputs of different professionals through a system of rotational chairpersonship.

Organisational norms and values are to a certain extent shared by its members, as a result of a socialisation process people go through when they start working at the organisation, but we must also pay attention to the psychological aspects of the individual. We call this the organisational element **Attitude**. It is an important element because it relates to the extent of staff's identification with the dominant culture of the organisation and therefore with his/her acceptance of the norms. Attitude refers to the way an individual staff member feels and thinks about his/her work, the working environment, the organisation and about other staff members. These perceptions are reflected in staff's behaviour. For example, the degree to which staff members feel that they have to behave in conformity with rules and procedures will affect their attitude and behaviour, either in a positive way or in a negative way. Some may feel secure in the knowledge that following the rules will not lead to unpredictable situations. Other staff members who would like to try an innovative approach feel inhibited by the existing rules. How staff feel is reflected in the degree of commitment and dedication they bring to the work; their motivation to participate or cooperate; their openness and willingness towards change, and their perceptions of other people's behaviour, working style, ideas, and so on. Dissatisfaction or identification problems are factors that can contribute to changes within the organisation.

Organisational elements framed together

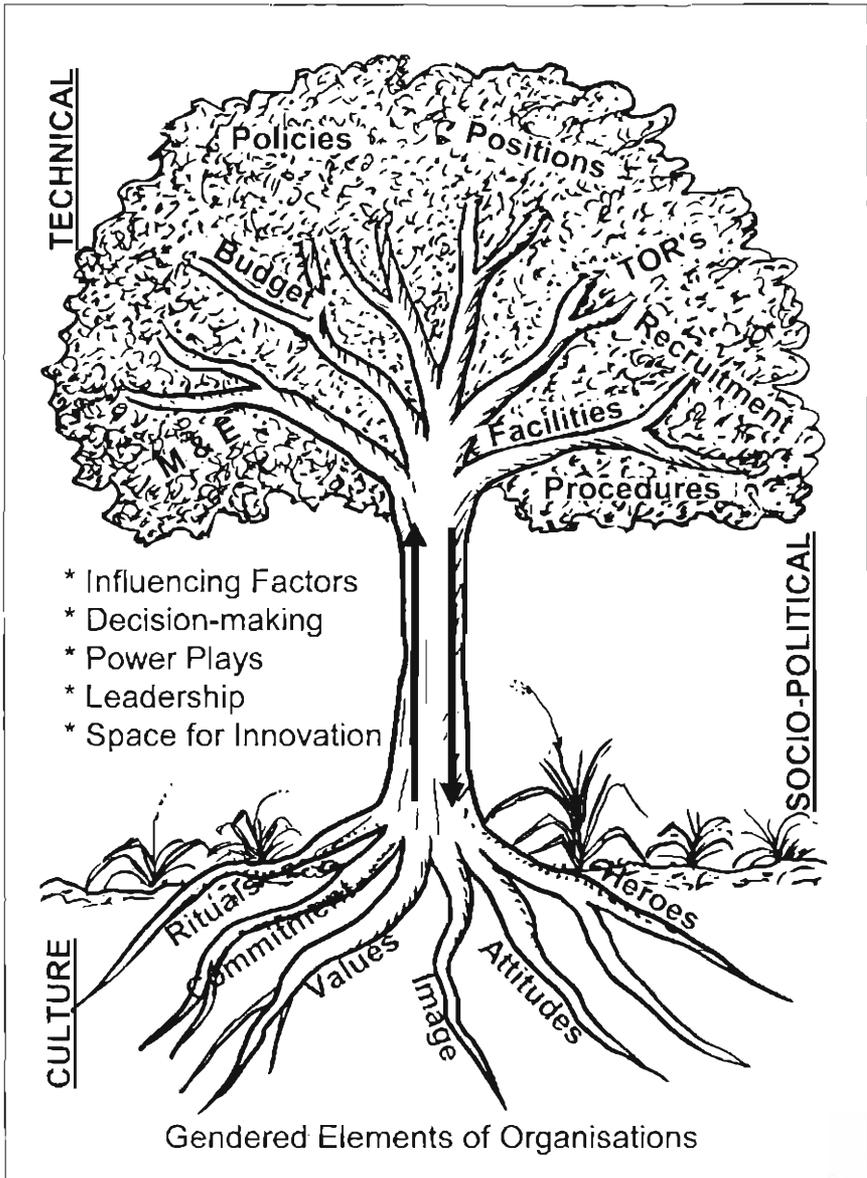
Any organisation has the whole set of described elements and it is the inter-relation between them that characterises it. The elements organisations have in common can be ordered in various ways. Here we present the so-called 'Nine Boxes Framework' which illustrates the inter-relation between the elements (see Table 1). The framework is a matrix of three columns and three rows. The three rows indicate the three different dimensions of an organisation: the **technical, socio-political, and cultural dimensions**. They form the building blocks for an organisation's functioning. The three columns refer to three basic characteristics of an organisation: **'mission/mandate', 'structure', and 'human resources'**. People work in a certain structure to achieve the mission or mandate of an organisation. This guides and also sets boundaries for the activities of that organisation. Structure has to do with the division and grouping of tasks, authorities, responsibilities, and conditions and agreements related to the manner in which information, communication, and decisions are processed. Organisational change occurs in one or more of these areas.

Table 1: Organisational Framework

ORGANISATIONAL DIMENSIONS	ORGANISATIONAL CHARACTERISTICS		
	MISSION/MANDATE	STRUCTURE	HUMAN RESOURCES
TECHNICAL DIMENSION <i>The tangible parts</i>	I. POLICIES AND ACTIONS The guiding policy and its operationalisation in action plans, strategies/ approaches, and monitoring and evaluation systems	II. TASKS AND RESPONSIBILITIES The way people are positioned and the way tasks and responsibilities are allocated and related to each other through procedures, information and coordinating systems.	III. EXPERTISE The number of staff and the requirements and conditions to allow them to work, such as job description, appraisal, facilities, training, etc
SOCIO-POLITICAL DIMENSION <i>The process or power play</i>	IV. POLICY INFLUENCE The way and extent management, people from within the organisation and people from outside the organisation influence policy and the running of the organisation.	V. DECISION-MAKING The patterns of formal and informal decision-making processes – The way diversity and conflicts are dealt with.	VI. ROOM FOR MANOEUVRE / INNOVATION The space provided to staff (through rewards, career possibilities, variety in working styles) or created by staff to define their work.
CULTURAL DIMENSION <i>The personality</i>	VII. ORGANISATIONAL CULTURE The symbols, rituals, and traditions. The norms and values underlying the running of the organisation and the behaviour of staff. The social and economic standards set.	VIII. COOPERATION/ LEARNING The way the work relations between staff and with outsiders are organised, such as working in teams, networking. The norms and values underlying these arrangements	IX. ATTITUDE The way staff feel and think about their work, the working environment and about other employees – The extent to which staff stereotype other staff – The extent to which a staff member identifies him/herself with the dominant culture of the organisation

The three elements of the technical dimension are all visible. We can see that an organisational policy, action plan, task, unit, position, recruitment policy, appraisal system, schedule, and so on exists from documents, brochures, annual reports, wall boards, name tags, and the like. Looking from the vantage point of an outsider to an organisation – and this may even apply to many within the organisation - we do not know if and how these technical elements are used or function. Is an action plan or policy implemented, is a schedule followed, is a unit functioning? It will to a great extent depend on how people within the organisation interact with each other and, perhaps, with certain outsiders. In each organisation patterns exist for people to interact - some are formal, others informal, some are purposely created, some develop gradually through actions and reactions of people. This brings us to the socio-political dimension. The interaction processes are visible only to a certain extent. We can see who participates in board meetings or team meetings, or who talks to whom in the corridors or canteens, and who visits the manager and we can read minutes of meetings. Less clear to outsiders are the informal lines of communication. Also, how personal liking, individual behaviour, and perceptions of ‘the other’ shape patterns of relations is many a time imperceptible. Often only the people immediately concerned know what the informal talk is about and the significance and effects of discussions and behaviour. Elements of the last dimension, the culture dimension, are the least visible. People working in an organisation are usually hardly aware of the organisational values, norms, and behaviour. They mostly take them for granted.

As we did for the concept gender we can also use the tree to visualise an organisation.



Gender and organisation

The Nine Boxes Framework (p45) can help us to better understand how gender is embedded in organisations. In a mixed organisation, men and women perform tasks and responsibilities and carry out jobs (Boxes 2 and 3) based on gender roles and are valued according to certain norms (Boxes 7, 9). These norms and values influence the way and extent women and men have access to positions (Box 2), facilities, training (Box 3), rewards and career opportunities (Box 7), to decision-making processes (Box 5) and policy influencing mechanisms (Box 4). Together they make up the power structure of an organisation

showing the power relations between men and women. Organisational norms and values are to a great extent rooted in the dominant societal norms and values. Organisations are **gendered**, by which we refer to the process by which women and men learn and act out the different qualities as per socially assigned and accepted roles. In many organisations, for instance, women are secretaries, carrying out supportive tasks given to them by male employees, and men are heads of departments, according to the accepted norms of a particular society.

Our dictionary

A **gendered organisation** is an organisation in which women and men perform roles and tasks, fulfil positions, and are valued according to their socially assigned and accepted roles.

Organisations, however, have norms and values of their own, which in varying degrees differ from those dominant in society. The organisation's founders and the top management succeeding them have a great effect on its culture which to a great extent reflects their vision, beliefs, assumptions, and behaviour. Male and female staff members learn – often unconsciously – through a socialisation process to act according to the organisational norms and values: the clothes to wear, the way of greeting and approaching male and female subordinates and bosses, the language and jokes which are allowed to be made, the staff members one can interact with formally and informally, and so on. But the influence of organisational norms and values is already present before people enter the organisation: it starts with the selection of new employees. Candidates are often unconsciously judged through the subjective views of selection committee members as to how well the man or woman will fit into the organisation.

Most but not all staff will identify themselves with the dominant culture of the organisation. There can be big differences between male and female staff regarding their level of identification with the organisation depending on the extent to which they feel accepted and their organisational gender needs are being addressed. We can distinguish between practical and strategic gender needs related to the condition and position of female staff relative to male staff.

Our dictionary

Practical organisational gender needs arise from the division of jobs, tasks, responsibilities, and access to resources (facilities, training, and so on.). They relate to the **condition** of men and women in the organisation, i.e., the circumstances in which they carry out their responsibilities — such as facilities (working space, canteen, child care, transport, toilets, and so on).

Strategic organisational gender needs arise from unequal relations, opportunities and control over resources. They relate to the **position** of men and women in the organisation and, thus, to power, status, and control over decision-making and resources.

The level of awareness about gender roles and relations differs per organisation and among staff members. In some organisations all staff members are fully aware of inequalities in the way power is distributed and take measures to overcome this situation. In

others different roles and relations are accepted as logical reflections of how society is organised. In Table II a continuum about the extent of attention paid to gender in organisations is presented to help recognise the situation in one's own organisation.

Gender inequality in organisations and programmes: two sides of the same coin

The organisational norms and values concerning the roles and relationship of men and women are – consciously or not - reflected in the policies and actions of organisations and, thus, in their products and programmes. There is a direct though often invisible link between the attitudes of male and female staff members about gender roles and relations at the organisational level, on the one hand, and the impact of their programme activities on women and men at the community level on the other. Interestingly, in many organisations more attention is paid to gender needs in development programmes than to gender needs in their organisation. For instance, a programme can aim at women's empowerment, but female staff may be absent at the higher levels or hardly any facilities exist to enable them to carry out field work. It can certainly be assumed that organisations with a low degree of internal gender inequality will contribute to more sustainable and equitable development at the community level. Addressing gender inequalities not only benefits the programmes but also the organisation itself – an important reason to pay attention to gender at the community **and** organisational levels. Evidently this requires a certain awareness about gender and willingness to critically analyse one's own organisation – something that is not commonly found.

Table 2: Continuum: extent of attention paid to gender in an organisation

I	II	III	IV	V	VI
The organisation reflects the roles and values of men and women in society. Both men and women are employed but work in different positions and do different types of work.	In the organisation it is recognised that there are differences between men and women in terms of access to opportunities. It is also realised that men and women have different perceptions and interests. Problems resulting from this situation are identified.	In the organisation it is recognised that there are underlying and hidden causes of inequality between men and women, which are being identified. The observed differences are felt undesirable and unjustifiable.	In the organisation willingness exists to take action to reduce undesirable and unjustifiable differences between men and women.	In the organisation actions and measures are taken at all levels to assure a fair and just distribution of tasks, responsibilities, resources and benefits between men and women in the organisation.	In the organisation both men and women feel at ease in their work and working environment and have equal opportunities. Efforts are taken to maintain this situation.
Gendered organisation -->	Gender-aware organisation ---->	Gender sensitive organisation ---->	Gender-responsive organisation --->	Gender-equitable organisation -->	Gender-friendly organisation

FURTHER READING

On concepts concerning organisation and gender

- Goetz, A.M. (1997) 'Managing Organizational Change: The 'Gendered' Organisation of Space and Time'. In *Gender and Development*, 5: 1
- Goetz, A.M. (ed) (1997) *Getting Institutions Right for Women in Development*. London: Zed Books
- Hameschlag, K.; Reerink, A. (1996) *Best Practices for Gender Integration in Organisations and Programmes from the Inter Action Community*. Washington D.C.: Inter Action
- Hofstede, G. (1994) *Cultures and Organizations: Software of the Mind*. London: Harper Collins Publisher
- Itzin, C.; Newman, J. (eds) (1995) *Gender, Culture and Organizational Change: Putting Theory into Practice*. London: Routledge
- Kolb, D.A.; Osland, J.S.; Rubin, M. (1995) *Organizational Behavior: An Experiential Approach*. New Jersey: Prentice Hall, Inc
- Miller, C.; Razavi, S. (eds) (1998) *Missionaries and Mandarins: Feminist Engagement with Development Institutions*. London: Intermediate Technology Publications with UNRISD
- Plewes, B.; Stuart, R. (1990) *Developing an Organizational Gender Policy, CUSO: A Case Study*. MATCH International Center, Ottawa: Mutual Press
- Rao, A.; Stuart, R.; Kelleher, D. (1999) *Gender at Work: Organizational Change for Equality*. West Hartford, Connecticut: Kumarian Press
- Robbins, S.P. (1997) *Essentials of Organizational Behavior*. New Jersey: Prentice Hall, Inc
- Tichy, N.M. (1982) "Managing Change Strategically: The Technical, Political and Cultural Keys" in *Organizational Dynamics*, Autumn

EXERCISES: GENDER AND ORGANISATION

Although the sequence of the exercises follows a certain logic, the trainer can choose the exercises fitting the particular training or workshop. For instance, we used to start with exercise C to make the step from gender inequality at programme level to gender inequality at organisational level. We experienced that it is necessary to show the direct relationship between both levels for the participants to understand the importance of dealing with gender and organisation and organisational change.

A. Creating awareness about gender and organisation

Aim of the exercise: to create awareness about how gender is reflected in materials, procedures, rules, opportunities, decision-making patterns, and so on in the organisation.

Time: 30 minutes

Materials: Pen and paper, whiteboard

Method: reflection, discussion

Steps

1. Explain the concept organisation and its main elements (see Part 2 - Section 1 above).
2. Ask the participants to reflect in small groups how gender is reflected in materials, procedures, rules, opportunities, decision-making patterns, and so on in their organisation. Refer to the discussion about gender and the gender wheel: gender roles, valuation, and so on. Ask them to make notes of the discussion.
3. Discuss the outcomes of the group discussions in the plenary. Relate the items mentioned by the participants to the Nine Boxes Framework.

B. Gender in one's own organisation

Aim of the exercise: 1. to create insight into the extent of attention paid to gender in the own organisation. 2. To become aware of the different actors and factors that played a role to create this situation.

Time: 60 – 75 minutes

Method: reflection through guided questions, discussion

Materials: Pen and paper, whiteboard — handout: Table 1 (Organisational framework)

Steps

1. Explain the background of the exercise. Point out that some of the participants may know when for the first time attention was paid to gender in their organisation, others may not because it happened before they started to work at the organisation.
2. Ask them to answer individually the following questions. Let them write the answers on a piece of paper. Hand out the organisational framework (Table I) to help them to get ideas.
 - a. When was 'the first time' that attention was paid to gender in your organisation (note: we do not mean in your programmes or projects!).

- b. Who played major roles in initiating this attention to gender and expressing the need to take action?
 - c. In which 'box' of the framework did the first action on gender in your organisation take place?
 - d. Did changes take place in other organisational elements (boxes) as well? Explain. Indicate the boxes in which effects took place.
 - e. Which internal and/or external factors played a role in this whole process?
3. Ask participants to discuss the outcome in small groups. Have them assess the extent of attention paid to gender in each organisation and offer their opinions on this (i.e., did you like it or not, was it sufficient, and so on). Why do they feel so?
 4. Discuss the outcomes of the groups in the plenary. Refer to the continuum (Table 2) if relevant.

C. Understanding the relation between gender in programmes and gender in organisations

Aim of the exercise: to understand that gender at the organisational level should be addressed in order to promote equitable and sustainable development programmes.

Time: 45 – 60 minutes

Method: reflection, discussion

Materials: Pen and paper, whiteboard — optional: a case study about a development programme/project

Steps

1. Explain the background of the exercise: the importance of considering gender inequalities at programme level and organisational level (see text above). Ask each participant to reflect on the following question: 'How should you adjust the programme(s) of your organisation to better address gender needs arising from the conditions and positions of female and male community members?'
2. Form small groups to exchange ideas. Ask them to reflect on the question: 'What conditions are necessary for the implementing organisation to implement your ideas?' Let them write 3 – 5 important issues arising from their discussion on a flip chart.

Give some examples, for instance:

- if the programme adjustment concerns change of methods of needs' assessment; the organisational conditions could be — the organisation should have capable staff to do a needs' assessment and be able to meet at least some of the needs expressed by community members;
 - if the programme adjustment concerns addressing other types of key areas in the programmes the organisational conditions could be — changes in budget allocations should be feasible, cooperation with other institutions or departments is required;
 - if the programme adjustment concerns other allocations of money and time the organisational conditions could be — bosses have to favour ideas to address gender issues and to take action accordingly; and
 - if the programme adjustment concerns change of staff composition to include more women the organisational conditions could be — more women-friendly ways and procedures of recruitment should be introduced.
3. Discuss the outcomes of the group discussions in the plenary.

D. Addressing gender in organisations

Aim of the exercise: to better understand the complexity of addressing gender in an organisation

Time: 2 - 2 ½ hours

Method: discussion based on a case

Materials: Pen and paper, whiteboard — handout of exercise D (the article ‘Best Practices for Gender Integration in Organisations and Programs’)

Steps

1. Form three groups. Each group will discuss issues related to one of the three basic organisational characteristics: mission/mandate, organisational structure, and human resources. Give each group part of the article which deals with these characteristics (handout) as follows.

Group 1: mission/mandate - gender policies and programming (I - A and B), support for gender integration from senior management (V)

Group 2: organisational structure - gender focal point or committee (III), gender equity in internal management policies: representation of women in senior and field management positions (VI A)

Group 3: human resources - gender integration training (IV), gender equity in internal management policies: gender and recruitment (VI B) and family-friendly employment policies (VI C)

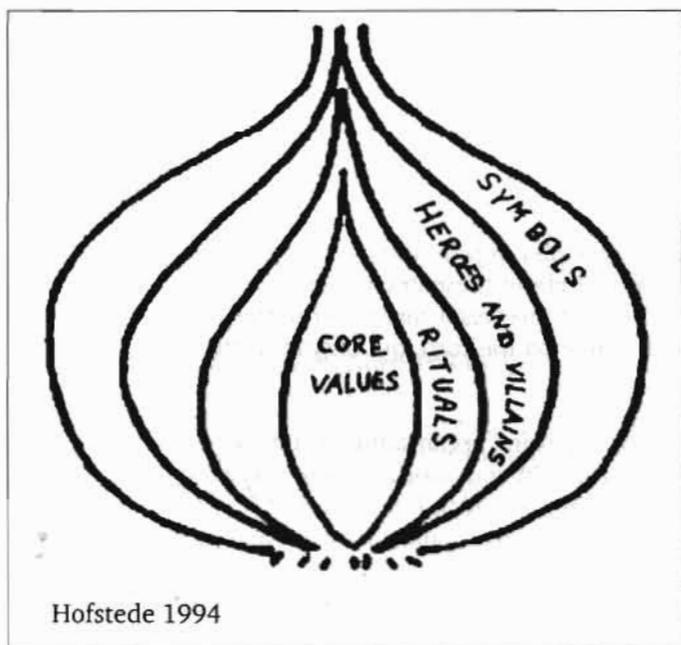
2. Ask them to discuss the following questions in the group after reading the material
 - a. Do you agree with the statements at the beginning of the paragraphs? Why or why not?
 - b. Discuss the findings/approaches - which ones would you like and which ones would you not like to be implemented in your own organisation? Why?
 - c. What kinds of changes in the organisation related to gender do you think will take place due to the introduction or implementation of the practices/approaches mentioned?
3. Discuss the major outcomes of the groups in the plenary session.

E. Understanding organisational culture and gender – symbols, heroes and rituals

Background

Organisational culture can be defined by the particular pattern of thinking, feeling, and acting shared by most members of the organisation. Culture is difficult to see, especially when one is part of the organisation. Hofstede (1994) has symbolised organisational culture as an onion with different layers: symbols, heroes, and rituals. The central part of the onion symbolises the organisation’s core values. By peeling the onion, culture becomes more visible. Examples of symbols are the size and look of building, furnishing of offices, clothes people wear, parking places (showing ‘who is

important') and common language/jargon. Examples of rituals are how staff members eat, birthday celebrations, ways of greeting, the way meetings are organised, ways of talking about private/business affairs, and so on. Heroes symbolise the behaviour that is felt desirable. Culture can be learned through stories of founders, important people, managers, and so on.



Aim of the exercise: to get a better insight into the culture of the participant's own organisation and the way cultural practices may differ between men and women.

Time: 45 minutes

Method: reflection and exchange

Materials: flipcharts, markers, whiteboard

Steps

1. Explain organisational culture and show the onion (see above given background).
2. Ask participants to write terms and abbreviations, which are specific to their organisation, on a flip chart.
3. Ask them to show to the flip chart to the others. Point at the difficulties in understanding each other and the socialisation process staff go through to 'learn the jargon'.
4. Ask each participant to reflect on heroes and rituals in their organisation and to consider the following questions individually.
 - a. Do you think that the heroes of the organisation are appealing to both men and women? Explain.
 - b. To what extent do men have access to rituals and to what extent do women?
 - c. To what extent do men take part in rituals and to what extent do women?
5. Ask them to discuss the answers in small groups and/or in the plenary session.

F. Understanding organisational culture and gender – core values

Aim of the exercise

To increase insight into the culture of the participant's own organisation and how norms, values, and behaviour regarding and between men and women can differ

Time: 45 - 60 minutes

Method: game with cards and discussion

Materials: Markers — Cards, whiteboard or wall, list of questions – see below

Steps

1. Explain the exercise: every organisation is characterised by certain norms, values, and behaviour. To find out about these in one's own organisation a few questions will be asked. Each participant receives a card to write the answer. The participant should not write his/her name on the card, but only indicate the sex with a male or female sign.

Possible questions for exploring organisational culture

- a. What gets rewarded in your work and the way you perform your work (e.g., a report and the speed at which it is written)?
 - b. Are there any difficulties in balancing work and personal/family life? If so, give an example.
 - c. What is the biggest mistake one can make? What kind of mistakes are not forgiven?
 - d. Which work problems can keep you awake at night?
 - e. How are good employees rewarded?
 - f. What kind of behaviour does not fit your organisation (think of a person who did not appear to fit because he/she did something that was not felt accepted or not done in the organisation)?
 - g. What kinds of people are not likely to advance quickly in their career in your organisation?
 - h. Is there anything that cannot be talked about? Give an example.
 - i. Is teamwork appreciated a bit, very much, or not at all?
2. Ask and discuss questions one by one. After a question is posed each participant writes an answer on a card. Collect the cards and read the cards aloud. Discuss the answers when required. Point especially at the gender dimension: do women answer differently from men? What can we learn from the responses about how gender is reflected in organisations?

G. Understanding organisational culture and gender – organisation's cultural elements

Aim of the exercise: To increase insight into how men and women may feel and act differently in an organisation

Time: 60 – 90 minutes

Method: reflection, discussion

Materials: Pen and paper, Whiteboard, Handout of exercise G

Steps

1. Explain the exercise and give the handout with questions to the participants.
2. Ask each participant to assess her/his organisation's actual position for each of the six organisational culture elements and to reflect on the questions related to gender.
3. Form small groups to exchange views. Ask them to draw 3 major conclusions from their discussion.
4. Discuss the outcomes of the groups in the plenary.

Variation

The exercise can take quite some time depending on the level of awareness of the participants. Instead of six, three or four elements per group can be selected for discussion.

H. Making an organisation woman/man friendly

Aim of the exercise: 1. To increase insight into practices and procedures that affect how men and women feel and act in an organisation 2. To increase the participant's awareness about her/his views on how a gender-friendly organisation would look

Time: 60 minutes

Method: discussion with case

Materials: Pen and paper, whiteboard, handout of exercise H (Making an organisation woman/man friendly)

Steps

1. Explain the exercise and stress that the handout represents only one example of a woman-friendly organisation. Give the handout to the participants.
2. Ask them to discuss the following in a small group.
 - a. With what elements do you agree? Why?
 - b. With what elements do you disagree? Why?
 - c. What more measures could be taken (i.e., elements could be added)?
 - d. Do you feel that such an organisation is automatically man-friendly? Why or why not? Should more measures be taken (i.e., elements to be added) to make the organisation also man-friendly?
3. Discuss the outcomes of the small group discussions in the plenary session.

HANDOUTS

Handout of exercise D: Best Practices for gender integration in organisations and programmes

(Hamerschlag and Reerink 1996, pp 3-21)

Summary of Survey Results on Gender Integration in Programming and Management Policies among 30 InterAction Member Agencies

Key Issues for Gender Integration

InterAction Member Agency Practices

✓	Gender Policy Statement and Consultation with NGO Partners	<ul style="list-style-type: none"> • About 30% had policies or were in the process of developing them; only 15% of the agencies reported working closely with NGO partners in development of the policy.
✓	Gender Integration in Program Planning <ul style="list-style-type: none"> • <i>Collection of Disaggregated Statistics</i> • <i>Gender Analysis</i> • <i>Consultation with Local Women NGOs</i> 	<ul style="list-style-type: none"> • 30% collected gender disaggregated statistics consistently, while 25% did so occasionally. • Only about 10% incorporated gender analysis by mandate; another 50% did so occasionally, mostly in the case of women-specific programming. • 16% consulted regularly; and 30% did so when local groups were readily available.
✓	Centralized department, gender unit or focal point to promote integration	<ul style="list-style-type: none"> • 40% reported having a staff person or unit focused on gender or women's issues.
✓	Gender Integration Training	<ul style="list-style-type: none"> • 30% offered gender training, but with few tools and methodologies offered for follow up.
✓	Evaluation of Gender Impact	<ul style="list-style-type: none"> • 40% evaluated gender impact or women's involvement in projects.
✓	Gender Equity in Recruitment, Hiring and Retention <ul style="list-style-type: none"> • <i>Representation of Women in Senior and Field Management Positions</i> • <i>Gender Awareness in Job Interviews and Selection Process</i> • <i>Barriers to Women's Advancement</i> • <i>Recruitment and Equal Opportunity Policy</i> 	<ul style="list-style-type: none"> • 34% reported that women constitute more than 50% of senior management; 30% reported that women constitute more than 50% of all field directors. • 20% reported that demonstrated gender awareness was an important criterion in personnel selection. • 30% identified barriers to women's advancement including church based traditions, hiring biases, pay equity issues and cultural impediments. All had equal opportunity policies; 23% made special efforts to recruit women.
✓	Family Friendly Work Policies <ul style="list-style-type: none"> • <i>Parental Leave Policy</i> • <i>Child and Dependent Care</i> • <i>Flexible Work Arrangements</i> 	<ul style="list-style-type: none"> • All reported having a three month leave policy, most without pay. Few offered paternity leave. • 50% had provisions for child or dependent care, including flexible spending accounts. • 92% provided opportunities for flexible work arrangements including flexitime, flexiplace, telecommuting, job sharing, and part-time work

A Checklist for Gender Integration in Programming and Management

The following checklist includes critical elements for integrating gender in organizations and programs. The list grew out of the 1995 survey of InterAction member agencies' "best practices" and is designed as a tool for planning and monitoring progress.

Gender Policies and Programming

- Gender policy statement**
 - basic assessment of the problem
 - description of values, principles and mission that will guide the organization's spillover
 - intent for applying policy throughout different sections of the organization
- Staff and NGO partner organization participation in development of gender policy**
- Demonstrated commitment from CEO and senior management to gender policy**

Gender Integration in Programming

- Program planning and project design**
 - collection of gender disaggregated data: time allocation and labor (productive, reproductive and community)
 - gender analysis or gender needs assessment
 - assess the participation of men and women in programs
 - assess impact of project interventions on men and women
 - assess different roles, responsibilities, and needs of men and women, including access to and control over resources and decision-making at household and community levels
 - consultation with local women's organizations
- Implementation**
 - stated procedures for incorporating gender concerns into projects
 - gender balance of local personnel, enhanced participation of women, gender training, established mechanisms for addressing male opposition to women's activities
- Monitoring and evaluation**
 - measuring impact and benefits for women and men; women's welfare and participation; women in leadership positions; women's control over resources and decision-making; changes in attitudes of men and women at household and community levels; enlistment of male participation, support and consent.
 - monitoring and evaluating teams should have gender balance
- Centralized department, gender unit or focal point**
 - provides gender training and programmatic support, promotes gender perspective in programs and organization
- Assigned staff responsibility within different departments, linked to the centralized gender unit or focal point**

Gender Integration Training

- Training for gender awareness, sensitization, planning and analysis**
- Follow up training with specific tools and methodologies for institutionalizing the integration of gender concerns throughout the organization**

Gender and Recruitment

- Equal opportunity policy**
- Gender awareness included in job descriptions and as job recruitment and performance criteria**
- Balanced representation of women and men in senior management positions at headquarters and in the field**
- Proactive hiring strategies to recruit women into senior management positions**
 - advertising through channels likely to reach more women
 - encouragement and provision of training for women to move from mid- to senior level positions

Family Friendly Work Policies

- Flexible working arrangements**
 - flextime and flexiplace
 - part-time and job sharing working arrangements
 - encouragement of men and women employees to take advantage of flexible work arrangements, including senior managers
- Maternal and paternal leave policies**
- Childcare and dependent care leave and support**

I. Gender Policies and Programming

Developing a policy statement on gender and development is an important step in promoting gender equity in programs and within an organization's structure.

A. Components of a Gender Policy Statement

A gender policy statement affirms an organization's commitment to gender equality in programs and organization policy and usually includes: 1) basic assessment of the problem; 2) description of values, principles and mission that will guide the organization's policy; 3) intent for applying policy throughout different sections of the organization; 4) clear goals, strategies and guidelines for implementation. It may be a separate policy document or integrated into the existing policy document.⁴

Findings: 20% (6) of the organizations surveyed indicated having a gender policy statement or a statement pertaining to women and development. Four of the organizations have developed a separate statement, while the remaining two state a commitment to gender equity in the mission statement or general guidelines. An additional five organizations are in the process of developing gender policy statements. These statements show a wide variation in terms of focus and depth. Statements range from recognizing the importance of integrating gender concerns or empowerment of women as vital for building social justice and democracy, to the goal of ensuring efficiency and effectiveness of programming. Two other organizations, which focus almost exclusively on women-specific programming, indicated having informal gender policies that are not explicitly written in their mission statement. The remaining fifteen agencies have either never discussed gender policies or have not been able to reach consensus on the formulation of any statement. However, several of these agencies indicated interest in advice and support.

Successful Approaches in Developing Gender Policy

Adventist Development and Relief Agency (ADRA) includes in its belief statement the principle that "the complete utilization of women's capabilities is a vital component of the development process, and of a successful society." In addition, "equal rights to health, education, self-realization and fulfillment of socio-economic potential" are explicitly mentioned as justification for a gender focus. As part of its operating principles, ADRA states that it "incorporates women into all levels of its operations and promotes an equitable role for women in the development process."

Childreach/PLAN International's gender statement calls on the organization to "encourage and actively support the advancement of women as decision makers, planners, participants, contributors and beneficiaries in the socio-economic, political and cultural process of development in all aspects of its programs."

Heifer Project International (HPI) states in its program guidelines adopted in 1993 that "gender issues and concerns about women should not be a separate concern or program area, but an integral part of all our work."

TechnoServe's gender policy specifies that all stages of the programming process—from program selection to implementation and evaluation—must include consideration of the role of and impact on women. It also calls for promoting greater awareness on the part of staff to consider these issues and stresses the need to attract more women into management and program positions.

⁴ Guidelines for Good Practice in Gender and Development, London: National Alliance of Women's Organizations, 1993, page 13

B. Participation of Staff and Local Partner Organizations in the Development of a Gender Policy

In order to ensure that policy is turned into practice, the development of policy statements needs to involve widespread participation of staff and partner organizations or field offices that are affected by the policy. By consulting with NGOs and partner organizations in the field, the policy will be more sensitive to the culture and experience of women and men in the Global South, enhancing both credibility and ownership of the policy by those it affects most.

Findings: All organizations which are in the process of drafting or which currently have a formal gender statement report extensive participation of senior staff from headquarters and the field in the development of their gender policy. In most organizations, gender working groups or women's commissions made up of both field and home office staff have been created to formulate guidelines and begin a strategic planning effort to address gender issues. However, only six out of eleven organizations with gender statements, or in the process of drafting one, report participation from local partner organizations in the development of a gender policy. Consultation with local partners in the process has occurred mostly on an ad-hoc basis, with regional representatives acting as contacts for local organizations.

Successful Approaches for Staff and Local Partner Participation

Childreach/PLAN International has set up an international working group to develop a strategy and plan of action for operationalizing the current policy statement.

ADRA has set up a committee made up of senior staff, field staff, board members, and private consultants to review its policies and undertake planning for gender integration.

Oxfam America has recently initiated a process to develop a formalized agency policy on gender and development. As part of this process, Oxfam America's Gender Working Group was established temporarily to facilitate the formulation of a gender policy. This group solicited recommendations and suggestions regarding gender policies through an elaborate survey involving all its partner and colleague organizations in the Global South that are concerned with gender issues.

SHARE, a small development organization that supports self-help projects in El Salvador, recently initiated a process to develop an official gender policy. The impetus for this undertaking came from women in their partner organizations in El Salvador, who expressed the need for SHARE to develop a funding and program policy around gender issues in order to foster women's leadership and encourage greater control by women over economic projects. In response, SHARE's Board of Directors created a women's advisory committee to develop the policy. The committee is made up almost entirely of women from SHARE's partner organizations in El Salvador and includes one SHARE Board member and one staff member.

II. Gender Integration in Programming

Integrating gender considerations fully into programming requires that gender roles and relations are taken into account in all stages of programming from project design and implementation to monitoring and evaluation. The ultimate goal of gender integration into programming is to ensure that programs give equal opportunities for women's and men's participation, leadership, access to benefits and control over decision-making. Specific tools such as gender analysis or needs assessment, participatory planning, and evaluation with men and women at different stages of programming are critical in order to design and implement programs which reduce gender-based discrimination.

Although it is generally accepted that there is the need for integrating gender concerns into programming, there is still an emphasis on women-specific projects among some agencies as the primary means to empower women. While women-specific projects are appropriate under certain conditions and can bring significant benefits to women, women-specific projects are often ineffective in achieving a long-term change in the balance of power between genders, since they often lead to further marginalization of women by reinforcing unequal gender based roles and responsibilities. By integrating women and gender concerns into all aspects of ongoing programs, agencies can more effectively sensitize men to the needs and interests of women and promote women's equality. However, it is important to note that support for women-only NGOs and institutions, as opposed to women-only projects, is a powerful strategy to promote women's empowerment since these agencies are often engaged in advocacy, coalition building, and leadership training.

A. Program Planning and Project Design

To assess integration of concerns for gender in program planning and project design, the survey looked at collection of gender disaggregated data, the use of a gender analysis or gender needs assessment, and consultation with local women's organizations in project planning and design phase. In general, the survey revealed that few member agencies have institutionalized integration of gender concerns into the planning phase of programming.

1. Collection of gender disaggregated data: Collecting gender disaggregated data about issues such as allocation of time, labor (productive, reproductive, family and community) and access to and control over resources is critical in order to design programs that promote equal participation and benefits for men and women.

Findings: 30% (9) of the organizations report consistent gathering and use of data disaggregated by sex, while an additional 25% (8) do so occasionally, particularly in cases where projects focus exclusively on women. Many agencies report collecting data for evaluation purposes rather than for use in program design.

2. Gender analysis and needs assessment: Gender analysis is used to assess the different roles, responsibilities, needs and interests of men and women and considers how these may be affected differently by project interventions. Gender analysis also examines the relations between men and women pertaining to access and control over resources and decision-making and their relative positions at the household and community levels. A thorough gender analysis and needs assessment can reveal constraints and limitations women and men face and enables project planners to design and implement projects that address and overcome inequities revealed in the analysis.

Findings: Only about 10% (3) of the survey sample incorporate gender analysis or needs assessment into their project planning and proposal writing phase by mandate. An addi-

tional 50% (13) of the surveyed agencies conduct gender needs assessment of projects on an occasional or informal basis. As with the collection of data disaggregated by sex, gender needs assessment is undertaken most often for womenspecific projects.

Successful Approaches to Gender Integration in Project Design

Heifer Project International (HPI) uses a gender analysis grid as a tool for implementing gender needs assessments in its programming. The gender analysis grid identifies the gender breakdown in terms of work roles/responsibilities, participation, and benefits. This system of assessment also attempts to show how a project may or may not contribute to a change in control over resources. Furthermore, in response to recent recommendations made by the organization's gender program officers, an effort will be made to monitor how women's confidence level and their status in relation to men are affected.

3. Consultation with local women NGOs in the project planning phase: Consultation with local women's organizations and involving women participants in program planning is perhaps the best way to ensure a gender perspective in program design.

Findings: 16% (5) of those surveyed report consulting with local women's NGOs in the project planning stages. An additional ten agencies report doing so when such groups are available and another 20% (7) consult with women's organizations when planning women-specific projects.

B. Implementation

The survey looked at whether organizations were tending towards gender integration in their programming or were continuing to focus on women-only projects as a means towards women's empowerment. Programs in the implementation phase are most likely to be gender sensitive when there has been adequate gender planning, when project workers have a gender perspective, and when gender issues are discussed among project participants.

Findings: 24% (7) of member agencies surveyed report that women-specific projects constitute 50% or more of their total programmatic activities. Three agencies report that women-specific projects constitute between 20-40% of their overall project portfolio. The majority of those surveyed (11) report fewer than 20% of their programmatic activities as being women-specific. Of the four agencies that report having no projects specifically for women, three indicate that participation and benefits in their general activities are distributed roughly equally between men and women. This hopeful development testifies to the efforts of these agencies to strike a balance between specific attention to women's needs and interests and gender integrated development planning in which women and men work together. Still, 33% of the organizations have no information available for this question, indicating a need for better gender disaggregated data collection and monitoring of gender impact.

Noteworthy in this respect is the response from one organization which has set up a separate women's empowerment campaign. The program officer involved in this initiative states that "women should be the focus [of development programming. Women's participation plays a crucial role in development of objectives and for social change at the community level. But one needs men as well for community development. Women are key, often they are leaders, but it does not benefit to exclude men." Nevertheless, the campaign started by this agency constitutes a completely separate effort. While women's

empowerment is explicitly mentioned as the objective, this goal is difficult to find in the rest of the organization. A gender policy statement does not exist, nor is gender mentioned in the mission statement. Furthermore, data disaggregated by sex is collected and used only for this specific campaign, and, in general, little support for gender equality is found in the organization's non-women specific programs. Thus, a large gap seems to exist between efforts to increase women's participation in this program and attempts to integrate gender concerns into general programming.

C. Monitoring and Evaluation

Another key element of successful gender integration is measuring the project's gender impact, including its effect on relationships between men and women. While assessing gender impact can be difficult, there are a range of questions that can be asked. Some questions relate to changes in women and men's welfare and levels of participation, while others evaluate increases in women's awareness, leadership, and control relative to men. Gender impact also examines changes in women and men's roles in the family and community. These are all critical elements in measuring women's empowerment.

Findings: Agencies use a combination of qualitative and quantitative techniques in carrying out gender impact studies. Few agencies reported looking at 'Issues of control over resources, gender relations at the community or household level, increased confidence levels or changes in decision-making power. 40% of those surveyed evaluate some aspects of gender impact or women's involvement in projects. Not surprisingly, these are mostly the same organizations as those which have a gender policy statement. In cases where data was available, estimates of women's participation in integrated projects range from 25-60%, with an average of 40%. Survey results also show the existence of significant geographical differences in the extent to which women participate in development projects. For example, Latin American projects showed significantly less integration of women than African projects.

72% of the organizations which assess gender impact are mandated to do so by their donors rather than by internal guidelines. Striking is the example of one organization in which a gender policy statement, in the words of one senior staff member, is "not acceptable to upper management." In this case, the inclusion of gender impact exists not by internal policy, but because of donor requirements, which led the interviewee to speculate that 'USAID may be more effective than it thinks because NGOs do not always do it of their own will.' However, while this organization's evaluations may include a count of women's participation in projects and the number of women on staff and board, a senior staff member reports that this data collection is not necessarily used to inform program planning or policy. Other agencies also reported the positive impact which donor requirements can have in promoting gender equity and awareness.

Successful Approaches to Gender Impact Evaluation

Heifer Project International collects statistics disaggregated by sex for all its activities and measures changes- in patterns of ownership of resources and leadership among men and women..

Freedom from Hunger uses a monitoring system to assess the project's -impact which examines self-confidence building among women participants, their acquired management skills, and changes in women's positions within the household over a three year period.

III. Gender Focal Point or Committee

The responsibility for integrating gender concerns into organizational programming and policy must be clearly assigned in order to institutionalize the process throughout an organization. There is debate about which kind of structure is most effective: a centralized department or gender unit, or diffused focal points within different departments. Most of the literature and institutional experience indicate that it is important and necessary to have both. A gender officer or gender unit, preferably under the authority of the CEO, takes on responsibility for monitoring gender practices, providing gender training and giving programmatic support for the organization as a whole. A focal point for gender concerns is often an already existing staff person located at the management level in each department who receives special training to ensure integration of gender concerns into all aspects of the department's programming. In the same way that organizations can institute women-specific programs without necessarily changing the essence of the majority of their programs, so organizations can add a gender or women's unit without institutionalizing the responsibilities for gender integration throughout the organization. Therefore, by including both a separate gender officer or unit as well as a specialized gender person in each department, organizations will be more successful in mainstreaming gender equity concerns.

Findings: Almost 40% (11) of the surveyed organizations report having a staff position or unit focusing on women or gender: six organizations have a full-time special unit that focuses specifically on issues of gender and development, and five have positions which have a gender component, specified clearly in job descriptions. The levels of decision-making power and funding for these units and positions are reported to be high, with support from senior management usually being extensive. Several organizations indicate having informal or temporary committees or staff that are considering gender issues, but without the formal responsibility to do so.

Successful Approaches to Mainstreaming Gender

ADRA has initiated a women in development task force made up of staff members, field employees, and private participants to ensure that the various departments focus sufficiently on women. The task force is formulating guidelines on gender needs assessment and gender impact evaluation,,

Save the Children maintains a Women and Child Impact Program which has contributed to increased gender integration within different aspects of the organization's programming. One objective of the program is to articulate, and clarify the organization's program principles in relation to gender integration and to train staff members in the application of these principles.

Childreach/PLAN International established a Women in Development workgroup in 1989 to develop an organizational strategy and policy guidelines for the advancement of women. Overall organizational restructuring slowed down progress on the final adoption of a plan. In 1994, a workgroup was reconvened with a meeting of staff from four regions to create a new plan called Gender Awareness for PLAN (GAP). The new GAP workgroup sees itself both as a separate unit with its own activities and as an advocate for ensuring that gender equity is built into all of PLAN's programs.

World Vision has recently added the coordination of gender and development activities to job descriptions of regional program directors in Africa, Latin America and Asia. The Gender and Development (GAD) Coordinators prepare workshops on raising awareness of gender issues and make general assessments of what should be done to promote gender integration throughout the organization. In addition, many field offices also have staff who are responsible for integrating gender into country programs.

Oxfam America has consciously chosen, not to have a gender unit because of the potential for marginalizing the issue. The organization believes that each program officer must take responsibility for ensuring that gender concerns are applied across the board to all their programs. Oxfam plans to make gender training a priority for its next annual meeting of global programs staff.

IV. Gender Integration Training

In order to implement gender sensitive programming, agencies must provide staff with the necessary gender training and tools required to operationalize gender equity in their programs. Training is most effective when it is followed up with stated procedures for implementation as well as a demonstrated commitment from management in different departments of the organization.⁵

Findings: Roughly one third (9) of the members surveyed offer some form of gender training for the home-office or for field staff. A few of these agencies indicate that training consists of informal workshops with speakers and introductory sessions to generate discussion and encourage involvement in gender issues. In other agencies, gender awareness is included as part of general training sessions. In most cases, attendance is not mandatory, and the frequency of such training and workshops ranges from once a year to once every four to six months. In many cases, the gender training that has been offered does not appear to provide staff with sufficient tools and methodologies needed for fully integrating gender into programming and evaluation, nor has training focused on strategies for institutionalizing the integration of gender concerns throughout an organization.

V. Support For Gender Integration From Senior Management

The literature as well as member agency experiences affirm that in order for principles of gender equity to be fully integrated into an organization's programs and policies, there must be support and leadership from senior management, particularly the CEO.

Findings: Support for gender integration efforts is widespread among the surveyed agencies: a large majority of surveyed organizations (26) report positively on support from their CEO, while more than one half (17) indicate support from their Board of Directors. Not surprisingly, many organizations surveyed note that their high percentages of female employees is evidence of absence of barriers to women serving in senior management and of support for gender equity from both the Board and the upper-level management.

⁵ Mandy Macdonald (ed), *Gender Planning in Development Agencies: Meeting the Challenge*, UK: Oxfam, 1994, page 156

VI. Gender Equity In Internal Management Policies

A. Representation of Women in Senior and Field Management Positions

Organizations which are working towards the promotion of gender equity in their programming are much more likely to reach their goals by increasing women's access to status, power and decision-making within their own organizations. While it is possible for men to demonstrate and incorporate gender sensitivity in their decision-making processes, it is far more likely that women will raise issues that are of particular concern to women. Particularly at the field level, women in leadership positions will be more likely to address gender issues by talking to grassroots women, working with women's organizations and promoting policy work with a gender perspective. Women in field management positions are also more likely to discuss gender issues with partner organizations and to participate in gender networks with other development professionals. Both in the field and at headquarters, an organization's gender work can be greatly strengthened by actively recruiting and hiring women with a gender perspective into senior management positions.

Findings

Women In Senior Management In Headquarters. 10% (3) of the agencies, two of which have gender policy statements, have fewer than 10% women in senior level positions. In three other agencies with gender policy statements, women represent between 10% and 30% of senior management. Half of the agencies surveyed report that women constitute between 30% and 50% of their senior management at headquarters; and 33% of the agencies surveyed (10) report having more than 50% women in senior management, 14% (4) have women in more than 70% of senior management positions.

Women Managers as Field Managers. In 70% (12) of the organizations with field staff, women constitute fewer than 50% of all field directors and/or area representatives. Of these, six organizations have fewer than 30% women in management positions.

Barriers to Advancement

Rather than identify successes, many of the organizations surveyed (30%) talked about significant structural barriers which make it difficult for women to become and remain successful managers. Not surprisingly, agencies with the highest percentage of women in senior management reported minimal barriers for women advancing to these positions. The organizations surveyed identified the following factors as limiting women's advancement into senior management positions:

- Lack of commitment from top management** to hiring women for senior positions is a barrier. A senior program officer from one large member agency reported that "gender integration will not happen until there are women in management." There is a need for an increased number of women in positions which involve decision-making over allocation of resources.
- Biases in the hiring process** were mentioned by one agency. For example, stringent qualification requirements served to exclude women: one of the organization's requirements was that candidates should have ten years of field management experience. This criterion overlooked the fact that, ten years ago, there were few women in field management positions, and consequently resulted in excluding women from the pool of candidates. It reinforced the notion among senior management officials that certain jobs were less appropriate for women.
- Lack of pay equity and equal opportunity for advancement** were identified by a few organizations as barriers. Women in similar positions to men received lower salaries and faced limited opportunities for advancement compared to their male counterparts. Another organization reported that women were not in senior management positions because of lack of a good pool of candidates," which may be a result of lack of adequate outreach to women.
- Church based traditions:** In two cases, affiliation with churches was mentioned as a source of resistance to advancing women and addressing gender equality issues. Emphasis on raising awareness within the church hierarchy is seen as an important step towards positive action.
- Different management styles** of men and women are not taken into account or valued equally. "Women are more process-oriented and operate differently from men" remarked one interviewee and are therefore not rewarded with advancement to senior management.
- Cultural issues:** Several organizations identified cultural issues as an impediment to women's opportunities in field management positions.

B. Gender and Recruitment

There are many strategies agencies can employ for recruiting, retaining and advancing women in senior management positions. These are addressed in the remaining sections concerning staff recruitment strategies and family friendly policies.

1. Equal Opportunity Policy

All agencies are required by federal law to have an equal opportunity policy. These policies, which are often supported by active affirmative action programs, help to remove barriers and discriminatory practices against racial and ethnic minorities and women. In this part of the survey, we looked at how equal opportunity policies specifically promote

women's equal opportunity within an organization. Ensuring equal opportunities in practice involves a range of management practices, including gender sensitivity in recruitment, employment conditions (family-friendly work policies), and opportunities for promotion and career development.

Findings: All agencies surveyed report having equal opportunity policies. 33% of the agencies surveyed (11) provide staff training on how to promote equal opportunity recruitment and selection. Such training, however, seems to be limited in many cases to issues of diversity without specific attention to gender concerns. The most common recruitment measure to assure a large pool of women candidates (used by 23% of those surveyed) is to list job openings in places which are likely to reach women, such as women's newsletters and women's organizations. Almost half of the remaining 23 organizations report that they do not use these channels since women already constitute a majority in their ranks. Five organizations report encouraging women within their organization to apply for senior level posts.

Many organizations have policies which specifically outline the need for proactive hiring strategies to recruit women and minorities into senior level positions. However, they did not report taking active measures to enforce their policies.

Successful Approaches for Proactive Advancement of Women

Save the Children worked with a personnel recruitment agency specializing in diversity to identify a wider pool of talented executive women for their senior management positions.

Oxfam America identifies and recruits women into senior management positions by advertising with women's groups and colleges. It also has policies of providing encouragement for training sessions and skills assessment for women within the organization to advance to senior positions.

American Friends Service Committee's Nationwide Women's Program identifies and targets women for senior management positions. Women in mid-level positions within AFSC are encouraged to apply for senior level positions.

Academy for Educational Development recruits through community programs and newsletters that are likely to reach more women.

2. Gender Awareness in Hiring and Job Performance Evaluation

In order to promote integration of gender concerns into programming and policy, hiring and job evaluation practices must take into account employees' commitment to and understanding of gender equity issues. By including gender issues in interviews, job descriptions and performance reviews, organizations will attract and retain employees who are more likely to pursue gender sensitive practices.

Findings

Job descriptions. American Friends Service Committee is the only organization which reported including sensitivity to gender issues in its Job descriptions for managers. One other agency indicates that it is planning to include gender sensitivity in job descriptions in the future. Several agencies report that while attention to gender is not explicitly written into job descriptions, employees are expected to demonstrate awareness of gender issues.

Job Interviews and Selection Process. 20% (6) agencies report that demonstrated gender awareness is an important criterion in the selection process. These same agencies include questions about gender sensitivity in the interview process. For example, World Neighbors may ask a question in the interview process such as "How can an organization like World Neighbors best address the problem of gender bias and women's participation?" World Neighbors also states that gender awareness is an explicitly written criterion in the selection process. Several other agencies, including Oxfam, indicate that gender issues are not always raised explicitly in the interview process. However, several of these agencies indicate that candidates who do not raise gender issues on their own in responses to certain questions will be evaluated negatively on that point in the job hiring process. Of all the agencies surveyed, AFSC notes giving the most weight in the interview and selection process to responses that indicate gender awareness. AFSC's job interview recruitment and selection processes for all professional and managerial level positions include the participation of a member of AFSC's women's program.

Personnel Evaluation And Promotion Processes. 25% (5) of the organizations surveyed include gender awareness as a criterion in their personnel evaluation and promotion schemes.

C. Family-Friendly Employment Policies

Family-friendly work policies enable workers---both men and women---to balance their work and family responsibilities more easily. These policies include flextime, flexiplace, parental leave policies, and part-time and job sharing working arrangements. Since women are often the primary caregivers in families, providing family-friendly work options often has a greater impact on women, enabling them to take on more senior level positions in an organization without negatively affecting their ability to care for their families. Encouraging men to take advantage of these policies and work arrangements promotes more equitable sharing of family responsibilities and enables men to overcome social stigmas regarding gender roles in the family. In order for family-friendly policies to really make a difference at the senior levels, organizational culture and senior leaders (CEOs) must clearly support employees' choice to take advantage of these policies and practices.

1. Maternity and Paternity Leave Policy

Findings: As stipulated under the Family Medical Leave Act, all the agencies surveyed have a policy under which women can take three months of job-protected leave in the case of pregnancy. Usually, a combination of paid and unpaid leave is offered, with paid leave typically including accrued sick leave and/or vacation leave. Inter Action member organizations surveyed permit an average of four months leave. A limited number of organizations, however, have only unpaid leave available. Beyond paid leave, some agencies also provide to primary caregivers a leave of absence with partial or no pay. Generally, the most flexible arrangements are offered by those organizations which either have a gender policy document or are working informally to integrate gender issues into their overall structure. Only 27% of the surveyed organizations (8) offer paid paternity leave ranging from three days to two weeks. Many others allow the secondary caregiver to take accrued personal and sick leave or other leave, but in a few cases, a paternity leave policy does not yet exist.

Successful Approaches to Parental Leave

Oxfam America permits primary caregivers (men or women) to take three months paid leave and an unpaid fourth month, during which accumulated paid leave or short-term disability insurance can be used in appropriate cases.

Unitarian Universalist Service Committee offers eight weeks of paid leave in addition to four weeks of unpaid leave, during which time sick pay and vacation pay may also be used. In addition, UUSC offers two weeks paid and six weeks unpaid paternity leave.

Helper Project International offers three months of unpaid leave and any additional accrued vacation and sick leave to the primary caregiver,

World Neighbors offers to the primary caregiver (man or woman) four weeks of paid leave in addition to 8 weeks of accrued vacation/sick leave and unpaid leave. Moreover, the secondary care giver is given two weeks of paid leave in addition to 10 weeks accrued vacation and sick leave.

2. Child and Dependent Care

Findings: More than half the organizations in the survey (60%) do not have any provisions or benefits for child or dependent care. 30% of the surveyed organizations offer flexible spending accounts, which enable employees to use automatically deducted untaxed income from their paychecks for childcare. In three of the surveyed member organizations, flexible spending accounts are supplemented by benefits such as child allowances, pay for work during irregular hours, and subsidized on-site child care. All organizations offer their employees the possibility to use sick leave, discretionary/ personal leave, or vacation leave for dependent care, while additional unpaid leave is granted by several agencies. Several of the larger agencies are looking into the possibility of providing on-site childcare.

Successful Approaches to Childcare

SHARE provides \$250 per month allowance for the first child, and \$200 for each additional child up to \$650 per month for childcare.

Oxfam America allows up to \$5,000 to be deducted (pre-taxed) from pay checks for dependent and child care and offers \$6 per hour in childcare coverage for employees working outside regular hours.

American Friends Service Committee offers on-site subsidized childcare

3. Flexible Working Arrangements

Findings: With the exception of two, all the organizations surveyed provide employees with opportunities for flexible working arrangements. At least on paper, flexible work hours are commonplace, usually depending only on the nature of the job and permission from supervisors. Still, estimates of those who take advantage of these arrangements vary from virtually everybody at one agency to almost no one at another. The most common form of flexible work arrangements is flextime, allowing employees to choose

the times of their daily work schedules. In addition, some offer flexibility in the length of the work week. Telecommuting (working at home), job-sharing, and part-time work are reported by a small minority of the surveyed members. It appears that the larger organizations are able to offer the most flexibility to their employees. In five organizations, employees take advantage of the option of telecommuting or working at home. Three organizations indicate opportunities for job sharing and an additional five indicate part-time work opportunities.

a. Employee Encouragement. 60% (18) of the agencies reportedly encourage employees to use flexible working arrangements. They are made aware of these policies through employee handbooks or departmental meetings. However, a few (10%) agencies do not actively promote the options mentioned above, although they do not deny any requests. In six cases (20%), there is no encouragement at all.

b. Flexibility for Senior Managers. In the case of senior management positions, part-time work or job-sharing are available in 27% (8) of the agencies surveyed. However, in nine additional agencies (30%) the question of flexible working arrangements for senior staff members has never arisen. On the other hand, twelve agencies (40%) report that these options are not viable at the senior level in their organizational structure. It is interesting to note that of these twelve organizations, ten have substantially fewer than 50% women in senior management and only two have greater than 50% women in senior management.

Successful Approaches to Flexible Work Arrangements

American Friends Service Committee offers the option of a 4 day work week within the standard 35 hour work schedule. Employees can take advantage of this option with prior approval from the supervisor. Options also include other flexible scheduling.

CARE USA reports a wide range of flexible work arrangements including telecommuting, flexible work weeks (e.g., 4 day work weeks) and job sharing.

Winrock International is the process of expanding and formalizing its flexible work policies to include part-time work with benefits, and opportunities to work at home.

Partners of the Americas offers a number of flexible work arrangements including flextime, telecommuting, and part-time work.

Action International offers part-time work opportunities. Five female staff take advantage of this.

Handout of exercise G: organisational audit

(Kolb et al. 1995 pp 346-347)

The following organisational culture elements can be used to assess an organisation. They are 'gender-neutral' in wording, but what about reality?

1. Conformity: the degree to which staff members feel that there are many rules, procedures, policies, and practices to which they have to conform rather than being able to do their work as they see fit.

Conformity is not characteristic of this organisation

1	2	3	4	5	6	7	8	9	10
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Conformity is very characteristic of this organisation

- Do you think that all levels of staff make the same assessment? And what about male and female staff at the different levels? Why or why not?
- Do you think that the rules, etc apply to male and female staff in the same way?
- What will happen if a male staff member and a female staff member do not follow the rules?
- What could be the underlying values and beliefs of this element? Do they favour men and women equally?

2. Responsibility. The degree to which staff members feel that they can make decisions and solve problems without checking with superiors each step of the way.

No responsibility is given in the organisation

1	2	3	4	5	6	7	8	9	10
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There is a great emphasis on personal responsibility in the organisation

- Do you think that all levels of staff will make the same assessment? And what about male and female staff at the different levels? Why or why not?
- Do you think that this responsibility is given to male and female staff equally?
- What will happen to a male staff member and a female staff member in case of deviation?
- What could be the underlying values and beliefs of this element? Do they favour men and women equally?

3. Standards. The emphasis the organisation places on quality performance and outstanding production and the degree to which staff members feel that they are challenged to adhere to these standards.

Standards are very low or non-existent in the organisation

1	2	3	4	5	6	7	8	9	10
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High challenging standards are set in the organisation

- Do you think that all levels of staff will make the same assessment? And what about male and female staff at the different levels? Why or why not?
- Do you think that the standards apply to male and female staff in the same way?
- What will happen if a male staff member and a female staff member do not fulfil the standards?
- What could be the underlying values and beliefs of this element? Do they favour men and women equally?

4. Rewards. The degree to which members feel that they are being recognised and rewarded for good work rather than being ignored, criticised, or punished when something goes wrong.

Staff members are ignored, punished, or criticised.



Members are recognised and rewarded positively.

- Do you think that all levels of staff will make the same assessment? And what about male and female staff at the different levels? Why or why not?
- Do you think that the rewards or criticism apply to male and female staff in the same way?
- Do you think that the assessment of 'good work' or 'wrong work' depends on the sex of the staff member?
- What could be the underlying values and beliefs of this element? Do they favour men and women equally?

5. Warmth and support. The feeling that friendliness is a valued norm in the organisation, that members trust one another and offer support to one another. The feeling that good relationships prevail in the work environment.

There is no warmth and support in the organisation.

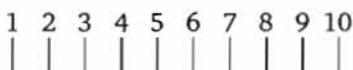


Warmth and support are very characteristic of the organisation.

- Do you think that all levels of staff will make the same assessment? And what about male and female staff at the different levels? Why or why not?
- Do you think that 'friendliness, trust, good relationships' includes both men and women, men only, women only, certain levels of staff only, certain class, caste or ethnic groups?
- What could be the underlying values and beliefs of this element? Do they favour men and women equally?

6. Leadership. The willingness of staff members to accept leadership and direction from qualified others. As needs for leadership arise, members feel free to take leadership roles and are rewarded for successful leadership. Leadership is based on expertise. The organisation is not dominated by, or dependent on, one or two individuals.

Leadership is not rewarded; staff members are dominated or dependent and resist leadership attempts.



Staff members accept and reward leadership based on expertise.

- Do you think that all levels of staff will make the same assessment? And what about male and female staff at the different levels? Why or why not?
- Do you think that staff members will accept leadership of any staff member irrespective sex?
- Do you think that male staff members can take leadership roles as easily as female staff members?
- What could be the underlying values and beliefs of this element? Do they favour men and women equally?

Handout of exercise H: What makes an organisation woman-friendly?
(Macdonald et al.1997 pp 91)

The woman-friendliness of an organisation is highly contextual and culturally specific. However, the following elements could be considered as a general guide.

- Materials displayed in the building, e.g., pictures, posters, and other graphic material, announcements of meetings and activities, are not disrespectful of women.
- Appropriate facilities, such as lavatories, child care, transport are provided.
- There are procedures to deal with sexual harassment.
- Men and women do not make nasty jokes or comments about the other sex.
- Diversity of styles between men and women is viewed as a strength of the organisation.
- Provision of working arrangements which enable the combination of work with reproductive/caring responsibilities outside the workplace, such as part-time employment, flexible working hours and leave arrangements, etc.

Section 2: How to Find Out about Gender in an Organisation? – Organisational Gender Analysis

Gender is inherent to each organisation: gender roles and relationships are characteristic of each organisation. We have seen that some roles and relationship are easy to observe, while the processes and underlying beliefs and values which determine them are mostly hidden. A gender analysis reveals the structures, processes, and cultures of an organisation from a gender perspective. It provides insights into why the situation is the way it is and why it has developed that way. The analysis helps us to identify gender gaps. Furthermore, it gives indications about change and possibilities for change within the organisation in terms of gender.

Our dictionary

An **organisational gender analysis** is a systematic effort to understand the roles and relations of men and women in an organisation. It indicates the capacity and willingness to address gender issues internally and related to its programmes and other products. The analysis concerns the organisation itself and the context in which it is operating.

A tool for analysis

The organisational 'Nine-Boxes' framework is a useful instrument to conduct an organisational gender analysis. One by one the boxes or elements are considered from a gender perspective in order to describe and understand the situation in terms of gender. Assessing the situation concerning gender roles, relations, and opportunities should be done in the light of the general organisational picture. The absence of a gender policy in an organisation without well-developed or well-used policies has less significance from one in which policies are key references for actions. Interestingly, gender analysis often gives us more insight in the situation and functioning of an organisation in general. For instance, asking about gender in personnel matters may reveal that policies and procedures are not well-developed or are outdated; asking about cooperation may demonstrate that certain staff members assist each other informally although formal mechanisms to promote cooperation

have never been developed. This type of information is of importance, for it opens possibilities for gender-related change in realistic ways.

In Box 2 a checklist of key items is presented to guide an organisational gender analysis. Below we briefly comment on the assessment of the different organisational dimensions and elements.

As we remarked above elements of the technical dimension are the most visible. Policy papers, work plans, budgets, annual reports, monitoring and evaluation systems, organograms, task descriptions, administrative rules, information systems, recruitment procedures, job descriptions, workplace conditions, lists of staff participating in training, appraisal systems, a map of the office, and so on reflect how the organisation has arranged its technical, financial, and human resources. Thus, document analysis can be used to assess to what extent gender is embedded in policies and actions, tasks and responsibilities, and expertise. Documents, however, only partly answer this question: it does not tell if and how papers, reports, systems, procedures, and facilities are used. They tell us about the availability but not about its utilisation. Policy papers can be hidden in drawers, gender policies can be token documents, a gender unit may function marginally, advertisements of vacancies may include the phrase 'women are encouraged to apply' when actually few women are ever hired, etc. Therefore, there is a need to explore further what happens in reality through interviews, questionnaires, or observation. Critical questions are 'why is it there/done?', 'what is done with it?', 'how is it used?' and 'who have been and who are involved?'. Asking for examples to illustrate points can be very revealing. Answers to the question 'how long ago has it been introduced and what happened next?' will help to get a more historical insight. And just ask for a copy – it will be interesting to learn where information is kept, by whom, etc.

Processes taking place in the field of policy influence, in decision-making, and related to providing/creating room to innovate or manoeuvre are not easily visible. Information regarding this socio-political dimension requires more subtle methods. Interview questions suggested above about why, what, who, where, when, how long, and how much are relevant in this respect. Observations in meetings, 'who talks to whom' in the corridor or at lunch, 'who meets whom' after work, etc. provides valuable information. Written material can also give some insight into how male and female staff participate and what opportunities are available to them — such as minutes of meetings or paragraphs in annual reports. These materials can be instrumental in obtaining the opinions of staff on what happened and why things happen as they do. Personal examples offer a key to understanding organisational processes of decision-making and conflict resolution, and the roles staff members play. These personal illustrations are of special relevance in order to understand the organisational room for manoeuvre/innovation. It should be stressed that views of staff members on processes and power plays probably differ widely depending on their position, responsibilities, information they have access to, age, ethnicity, and, of course, their sex. It is this variety of views that is most interesting in an organisational analysis from a gender perspective since it provides the basis for discussion on gender-related organisational change.

Even more complicated is the analysis of the cultural dimension, which concerns the hidden elements of an organisation: the values, standards, beliefs, assumptions about roles, relationships and opportunities of men and women. Individual interviews and observations of symbols, rituals, and processes are useful methods. Questions about opinions on critical events, a promotion, conflict resolution, cooperation, learning, sym-

bols, the way somebody feels him/herself valued and so on could indirectly give information about individual standards and values. Furthermore, organisational audits such as the questionnaire used in exercise G can be used, as well as other exercises in the previous sections depending on the organisational context. It should be noted that it will take time to really understand one's own organisational culture from a gender perspective.

A careful and well-planned exercise

It is evident from the above, that conducting an organisational analysis is not an easy task. Firstly, staff members are often not aware of processes and cultural elements which shape the organisation. The exercise requires probing and cross-checking responses. Secondly, perceptions about roles and relations of male and female staff members and gender in general usually vary among staff members. Therefore, a diverse group of male and female staff with different positions, tasks, responsibilities, and background (class/caste, ethnicity, age) should be involved to get a representative picture. Thirdly, gender is very often a sensitive issue that staff members do not like to talk about. Organisational issues are often just as sensitive, as staff are reluctant to talk frankly about problems within their organisations publicly. Therefore, one has to carefully consider what method to apply to make staff feel at ease. Time, place, and setting are important. Our suggestions include personal interviews during lunch or a group discussion, questionnaires, and observation. The analysis can be done by one staff member or a small group of colleagues or even an outsider. Much depends on the organisational culture, the context in which the analysis takes place, the reason to do the analysis and the support of management towards the analysis.

Box 2: Checklist of key items for an organisational gender analysis

Policies and Actions

- Is gender integrated in policies of the organisation? In which ones?
- Does a gender policy exist with regard to its 'products' (programmes, projects, training, etc) – an 'external' policy - and/or to the organisation – an 'internal' policy?
- If so, to whom does the policy refer (men/women; professionals/support/field staff, etc?) What issues does it address: conditions and/or positions?
- Is the policy on gender operationalised and not just a piece of paper in a drawer?
- Are activities to address gender issues at organisational and/or at programme level part of the action plans of the organisation? Are they implemented?
- Is there sufficient budget available and used to implement these activities?
- Are indicators used to measure the outcome and impacts of the activities related to gender?
- Are data of M&E systems differentiated according to gender? What is done with the M&E information on gender?

Tasks and Responsibilities

- How many men and women are employed at what levels (in each department, division, unit, etc) and in what positions?
- Are there any differences between tasks and responsibilities assigned to men and women? If so, where and in what way?
- Do special procedures and rules exist for men and women? What are the implications?
- Do male and female staff both have access to the same information?
- At what levels, units, and in what positions are gender issues dealt with?
- In which tasks and responsibilities is concern for gender within the organisation and within the programmes included? Do staff work according to these tasks and responsibilities?
- Does everyone in the organisation know about the tasks and responsibilities of staff concerned with gender issues?
- Are information flows about gender issues within the organisation and its programmes existing and operating?
- Are activities related to gender in various sectors or departments well-coordinated?
- Are procedures and rules supportive to addressing gender issues?

Expertise

- Are male and female staff adequately trained to address gender issues?
- Are sufficient male and female staff available who can deal with gender issues?
- Do job descriptions include reference to gender?
- Are the sexes equally represented at all levels and/or are measures taken to balance it or to overcome constraints?
- Are new staff members carefully selected in terms of gender sensitivity and capacity?
- Does there exist an adequate infrastructure to enable both male and female staff to carry out work (safe working environment, transport arrangements, location of office, toilets, etc?) Is there a complaint officer sensitive to or especially concerned with gender issues?

- Are new staff members sufficiently introduced to the way the organisation deals with gender issues?
- Is gender a topic which is discussed during performance appraisal interviews?
- Are staff members regularly trained to keep expertise up to standard in the field of gender?
- Are all training facilities accessible to both men and women? Are these opportunities used by both of them?

Policy Influence

- Are bodies or people who have a say in the running of the organisation (such as the board of directors, management, informal opinion leaders) aware of and supportive to address gender issues?
- Does the management consult others within and outside the organisation with regard to gender (e.g. staff, researchers, gender specialists, women's networks)?
- Are the opinions/requirements of external stakeholders taken seriously by the management (e.g. men and women of the target group, pressure groups, donors, business community, etc).

Decision Making

- Which men and women of what positions belong to decision-making bodies? What roles do the men and women play in the decision-making?
- Which male and female staff are involved in which decision-making processes?
- Are the situation and interests of men and women taken into account in decision-making - at what level and of what nature (e.g. working conditions, programmes, etc)?
- Are decisions related to gender issues - timely - taken into action?
- Are conflicts related to gender in the work and in the organisation dealt with adequately without a male or female bias?
- Are control mechanisms existing in the organisation (financial, reporting, quality control, etc) equally applied towards women or men?

Room for Manoeuvre/Innovation

- Does the right space exist for both men and women to work to their satisfaction? Is there any difference in the degree men and women have to ask permission to undertake certain actions or to deviate from their job description?
- Are interesting career opportunities offered irrespective of sex or field of expertise?
- Are good performances of both men and women staff recognised and rewarded, more particularly in the field of gender?
- Does the right space exist to work towards gender equity? Is there room for discussion and actions?
- Does working in the field of gender have status?
- Are staff who take initiatives for gender equity rewarded or praised?

Organisational Culture

- Does the consideration of gender roles and relations and addressing gender issues fit the image of the organisation?
- What is the reputation of the organisation according to outsiders - is it considered to be gender sensitive or gender-friendly?
- Are both 'feminine' and 'masculine' values reflected in the symbols of the organisation?

- Is there an openness and appreciation to deal with gender issues?
- Is high quality work considered to include attention to gender equity?
- Does the staff share values and norms with regard to gender equity within the organisation and in its programmes? For instance: is it a shared value that both men and women can perform work according to the same standard? Is it a shared value that both men and women have equal opportunities within the organisation? Is it a shared value that male and female staff should be able to pay attention to social and family obligations (illness, etc), besides commitment to good performance in the working place?
- Does the organisation demonstrate gender-friendly behaviour in terms of language used, jokes, comments, procedures on sexual harassment, styles of meetings, etc.

Cooperation/Learning

- Do male and female staff support each other in the work and in solving problems?
- Is attention paid to team building involving men and women and is it valued?
- Is work related to gender performed in teams and/or are people responsible to addressing gender issues supported by others?
- Is there a willingness to learn and cope with institutional changes, especially in the field of gender?
- Are new ideas in the field of gender communicated and integrated in the different disciplines/divisions, etc?
- Is there a willingness to cooperate with institutions/individuals outside the organisation on gender issues?

Attitude

- Do individual staff members demonstrate commitment towards gender equity in the organisation and in its programmes?
- Do individual staff members accept responsibility to address gender issues in the organisation and in its programmes?
- Are individual staff members motivated, show readiness, adapt easily to changes related to gender?
- Do individual staff members show a positive attitude towards colleagues expressing concern about gaps in the position and conditions of women relative to men (without stereotyping)?
- Do staff demonstrate gender sensitive behaviour outside of the office towards women in general?

EXERCISES: ORGANISATIONAL GENDER ANALYSIS

I. Organisational gender analysis – a quick personal scan

Note: this exercise often needs intensive support by the facilitator(s).

Aim of the exercise: to get a better insight in the gender roles and relations in the participant's own organisation and the processes and cultural elements which give shape to them.

Time: 2 hours

Method: individual exercise, discussion

Materials: pen, paper, whiteboard, hand out Nine-Boxes framework (Table 1). Hand-out checklist of key items for an organisational gender analysis (Box 2).

Steps:

1. Explain organisational gender analysis and factors influencing the effort (see Section 2 this part of the manual).
2. Ask each participant to make an analysis or 'quick scan' based on his/her personal view as follows:
 - a. Find out what the organisation's situation is in terms of gender by looking at each box of the Nine Boxes framework.
 - b. Find out why the situation is like that considering each box.
3. Form small groups of 2 or 3 people and ask them:
 - a. to discuss the two questions as answered by each participant,
 - b. to make three main observations about similarities between the organisations, and
 - c. to make three main observations about differences between the organisation.Let them write the answers on a flipchart.
4. Discuss the group outcomes in the plenary. Discuss also the difficulties encountered in the scanning effort.

J. Selecting people for involvement in an organisational gender analysis

Aim of the exercise: 1) To enable better reflection on the method of organisational gender analysis. 2) To prepare for a gender analysis in the participant's own organisation.

Time: 30 minutes

Method: Venn diagram, discussion

Materials: flipcharts, markers, wall

Steps:

1. Explain the aims of the exercise. Ask if participants know the method of Venn diagramming, if not explain. Show how to make a diagram related to the exercise. The circle in the centre represents the participant. The people who mostly influence her or him are represented by circles of different size: smaller for those who have less

influence, larger for those with bigger influence. These circles are placed at a certain distance from the central circle (her/himself) indicating the closeness of the relationship with these persons. Lines can be drawn connecting these circles to the central circle showing the direction of influence (one or two-way).

2. Ask the participants:

- a. to list people who influence their work and working environment within their organisation,
- b. to draw a Venn diagram on a flip chart,
- c. to select from the diagram drawn those persons to be included in the gender analysis and to explain the reasons why they select them, and
- d. to indicate the method for collection of information for each (group of) people selected.

3. Let them put the charts on the wall and discuss the drawings of a few participants and the methods chosen by them.

K. Organisational gender analysis within the own organisation

Aim of the exercise: 1. To describe the situation in terms of gender within the own organisation. 2. To identify gender issues in the different dimensions (technical, socio-political and cultural) in the organisation and the reasons behind these issues.

Evidently the exercise itself should be done in the own organisation to get a representative picture of the organisation's situation. In the training, attention can be paid to the preparation. Discuss with the participants the methodology and planning of the exercise. Pay attention to the people and factors likely to support and constrain them during the research and how they can deal with these favouring and hindering actors and factors.

An important issue to consider is to what extent and how they want to involve colleagues and/or outsiders in the analysis. Pay ample attention to the way they want to introduce the research and the importance to get support from management. Role plays can be useful instruments to exercise and to stimulate discussion.

If it is possible to meet the participants after they have done the analysis to discuss the outcomes as well as the process of information collection. Interesting questions for debriefing are the following.

- a. What method helped you to get the best results - what do you mean by 'best'? Why do you feel so?
- b. If you conducted the research with colleagues: how did you motivate them, what was their attitude, did any attitudinal changes take place during their involvement or after the research?
- c. Did you notice any effects on staff who you interviewed (or whatever method you applied)? In what way? How did you motivate them to cooperate? How did they react on your research? Did you have to specially consider certain people (like superiors) during the preparation and implementation of the research? What was the effect of your research?
- d. Let participants discuss important learning experiences in small groups. Ask the group members to select one of their learning experiences concerning the way they conducted the research to show in a role play. For example: something that they realised to be a wrong approach or an excellent approach towards convincing their superior or staff to cooperate in the interview; some wrong questions used; the right choice of interviewees; etc.

Section 3: Organisational Change and Gender

Organisations are not static entities although people may not be aware of their internal dynamics. Change is a natural state of an organisation in order to remain relevant and effective. Internal factors can be the driving forces of change such as a different working approach of a new employee or an increase in the numbers of staff. Organisations can also be stirred by external factors such as a significant technology, a change in government policy, competition, and so on. For organisations do not stand on their own: they have relations with the external environment.

Changes can be gradual and radical, superficial and fundamental, temporary and permanent, occasional and continual. Referring to the Nine Boxes framework, changes can take place in all boxes or organisational elements. A certain change usually has a chain reaction: starting with one element other elements will be affected as well. For instance, the introduction of a gender policy stating that both men and women's needs should be addressed (element: policies and action) can affect decision-making concerning development programmes: only programmes where needs' assessment takes place will be discussed (element: decision-making). Next, it may appear that more male staff are required to discuss with male farmers about their specific needs in relation to women (element: expertise). In one way or another all these changes affect gender roles and/or gender relations in regard to the organisation and its products.

Besides natural change, change can be planned as well, i.e., certain activities are being undertaken to bring changes within the organisation which are assumed to improve its operation. Change can relate to the technical dimension, for example, recruiting more female staff from a minority group (element: expertise). It can be in the socio-political dimension, for instance, to create more career opportunities for men in a women-dominated organisation (element: room for manoeuvre/innovation). And change at the cultural dimension can be aimed for, for example, promoting the importance of the teamwork of female and male staff (element: cooperation/learning).

Planned change often requires specific attention to motivate staff members, especially when its realisation requires a change in beliefs, values, or attitudes. Changing people's tendency to stereotype people of the other gender is far from easy. The same applies to stereotypes of ethnic, racial, religious, or age groups. Such fundamental change in the cultural dimension, however, is prerequisite to any significant and lasting change with regard to gender and diversity. Recruiting a larger number of women in a male-dominated organisation does not automatically change the way male staff value the work or leadership styles of women nor does it stop men from making jokes about their female colleagues. More needs to be done to realise changes in valuation and the way it is expressed. In other words, changes in gender roles, valuation, access and control over resources, decision-making, and so on require well-planned action.

This well-planned action towards organisational change consists of several steps (see Box 3). Most steps are common to planning and implementation processes. In processes of gender-related change the first steps, however, should not be overlooked. The first step is to scan carefully the organisation to find out whether change is feasible and worthwhile, because the process of change could do more damage than good. Second, paving the ground by creating willingness and the support of superiors and colleagues will ensure a smoother journey towards change.

Box 3: Steps in planned organisational change (addressing gender issues)⁶

1. Scouting

Scouting is a simple/discrete diagnosis of the situation in the organisation to:

- determine whether change is feasible and worthwhile and
- identify the appropriate entry points = the people who have the required power and interest in the change. It is important to find out what drives and motivates them.

2. Establishing willingness to the change process and getting permission to take a leading/facilitating role in this process

Note: it is important to consider if your job description includes actions to change certain situations. How much 'authority' do you have? to what extent do and/or will people (colleagues) accept you in the role of 'change agent'?

3. Diagnosis

Diagnosis concerns the following aspects.

- Find out what the situation regarding gender in the organisation is and why it is like that.
- Define the problem; it includes finding out where the problem comes from (external and/or internal sources) and why it is seen as a problem, by whom it is seen as a problem and by whom not.
- Identify pressures for and against change.

Based on this diagnosis the next sub-steps are important.

- Set goals (long term!).
- Identify resources (financial, human).

A useful instrument for making a diagnosis is the SWOT analysis.

4. Planning

Planning means who is to do what, when, where, and how. The following aspects are important to include in the planning stage.

- Establish immediate, concrete objectives for change.
- Define indicators to monitor and evaluate the process and output of change.
- Develop alternative strategies. One should realise that an organisation is diverse by nature - people have different positions, different tasks and responsibilities, different interests (and resistances). Consequently, various strategies may be appropriate for reaching the objectives of change.

Moreover

- look for potentials, do not focus on barriers,
- build in flexibility,
- think about possible consequences of certain strategies for the various groups or individuals, and
- listen to the 'silent voices' - (other) opinions on gender that are not easily heard.

⁶ Based on Kolb and Frohman in Kolb et al. (1995)

5. Action

Or: implementation of change interventions.

It is important to:

- recognise resistance (being a natural reaction!), and
- monitor and adjust.

6. Evaluation

Or: assessment of the progress made after fixed periods.

Important questions are: should the process continue? what is the prize, for whom, if we (do not) continue? how to continue?

7. Institutionalisation

Or maintenance of the change.

Intermezzo: resistance to change

Gender is a sensitive issue and any change in gender roles and relations generally creates more resistance than most other issues in organisations. Extra efforts are needed to motivate people for change, at least not to hinder it, and therefore recognising resistance and dealing with resistance are important (see also Part 3 - Section 3). In Box 4 some common forms of resistance within organisations are explained, based on experiences with gender-related change: denial; inversion; dilution; selection; subversion; compartmentalisation; shelving; investigation; lip service; and tokenism

Following the 'labelling' of the type of resistance the question 'why do people resist' needs to be answered to properly deal with resistance. Individual resistance may come from a variety of sources, a number of them are collected in Box 5.

Box 4: Forms of Resistance to Balancing Gender Relations (Sher 1996)

Denial	<u>Complete rejection of the existence of gender differences or discrimination against women.</u> The claim is that 'here women have equality of opportunity, individuals gain positions and promotion purely on merit; the problem is merely to encourage women to take advantage of the opportunities given to them.'
Inversion	' <u>Putting the blame on the victim.</u> ' Elaborating on the claim that equality of opportunity exists, it may be further claimed that it is women's own fault if they are not participating sufficiently or not coming forward to take advantage of the opportunities already open to them.
Dilution or Selective Denial	<u>Admitting that there are problems related to gender but they are of a practical nature.</u> Women may have differential access to facilities or careers, but structural problems related to men's control of resources or positions do not exist. 'There is no discrimination against women.'
Selection or Perpetuating Dilution	<u>Selection of certain priorities: selectively excluding priorities which explicitly address gender issues</u> or limiting organisational priorities to certain accepted roles of women or men not trying to balance gender relations.
Subversion or Sabotage	<u>Pursuing gender issues in a manner calculated to keep the situation as it is.</u> Using standardised bureaucratic procedures is very effective, e.g. inefficient forwarding simple administrative decisions to a high level management committee. Or simply 'losing a file'.
Compartmentalisation or Institutionalised Subversion	<u>Giving the responsibility for women's or gender issues to a separate Women's or Gender Officer, Unit,</u> which often means sidelining and regulating issues as 'separate issues'
Shelving	<u>Delaying decisions or actions:</u> 'the time is not ripe yet, but the goals are desirable'.
Investigation—a more sophisticated form of shelving	<u>Suspending all actions pending the results of a deeper study or research into the matter,</u> often a last resort strategy.
Lip service	Verbal enthusiasm <u>not matched by any action (a form of shelving).</u> Often the jargon or concepts of gender are used as surface rhetoric but action does not follow.
Tokenism – a form of lip service	<u>Having a token woman (or man) in all discussions to address gender issues and to acknowledge 'the woman's (man's) point of view.'</u> She or he can give valuable advise but after token respect is given follow-up or serious attention is lacking.

Box 5: Examples of Sources of Individual Resistance⁷

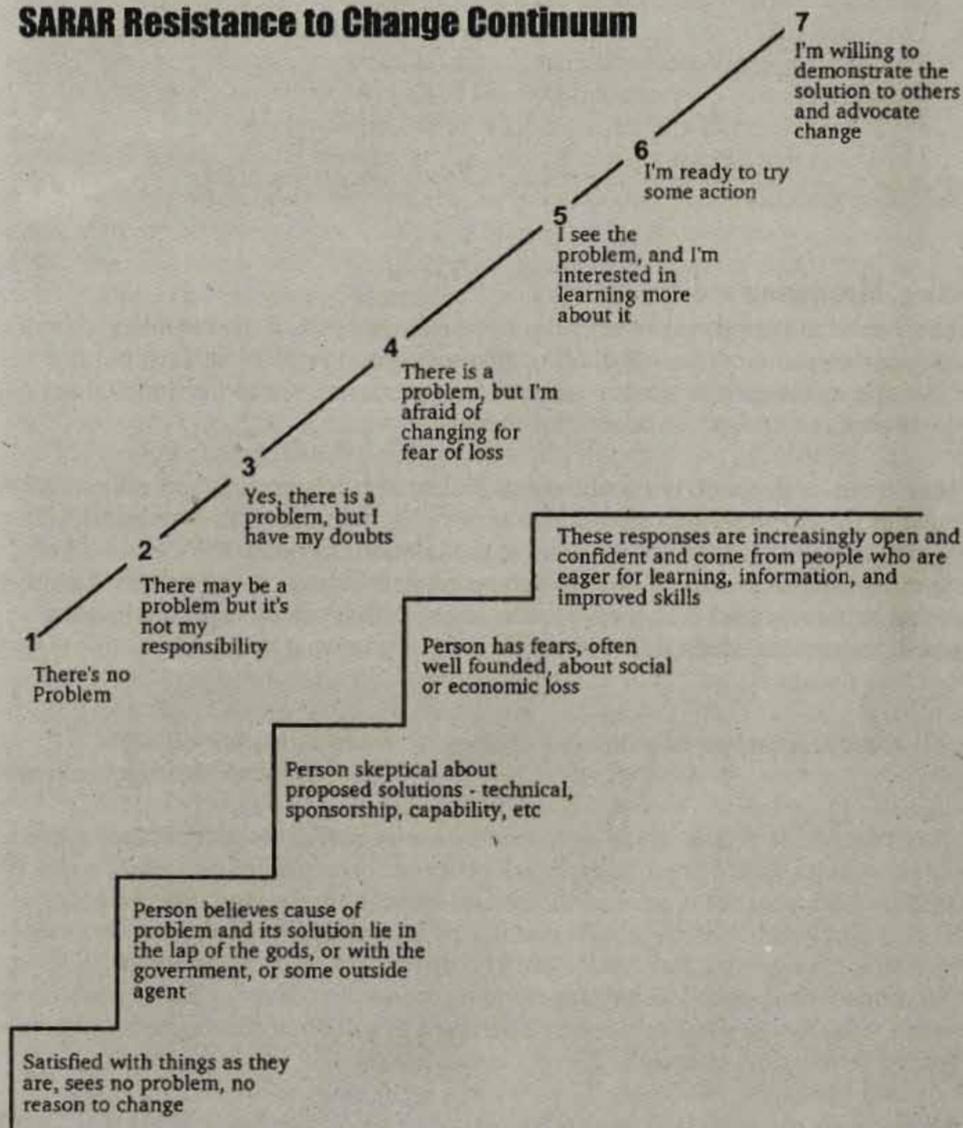
- Feeling out of control
- A high degree of uncertainty from not knowing where the change will lead
- Lack of time to mentally adjust to changes
- Stress caused by too many changes that force attention to issues that were formerly routine
- The feeling that one is compelled to defend the status quo because doing otherwise would involve a loss of face
- Concerns about future competence when the basic rules seem to be changing
- Personal plans may be affected by the change
- Greater work and energy demands necessitated by the change
- Past resentments
- The real threat posed by a change through which some people will be winners and other will be losers
- Threat to expertise
- Threat to established power relations
- Threat to existing/established resource allocation

⁷ Based on Kolb et al. (1995)

Box 6: SARAR Resistance to Change Continuum (Srinivasan, 1990, pp 62)

Another useful tool is the SARAR Resistance to Change Continuum (SARAR stands for a participatory training process), which helps change agents identify stages of individual resistance or, put positively, motivation.

SARAR Resistance to Change Continuum



People may resist individually, but we can also encounter group resistance. It is difficult to say which one is more complicated to deal with. Resistance by a larger number of staff members can be a serious threat when the people belonging to the group are powerful or influential, and thus may get more and more followers. A kind of typology for the sake of easier identification is presented in Box 7.

Box 7: Group resistance/motivation within an organisation related to address gender issues⁸

1. The group that does not recognise gender issues as a priority and who will argue its case ('tough guys').
2. The group that, for whatever reasons, acknowledges gender issues, but in such a fashion as to raise more questions than it resolves.
3. The group that is self-critically concerned to take gender issues on board, but who, for different reasons, is unable to do so satisfactorily.
4. The group that is clear and enlightened in its analysis but which represents a sector that does not embody a priority for the organisation.
5. The group that likes to take initiative, also to address gender issues ('innovators').

Planning, Monitoring and Evaluation

The other steps in the process of organisational change concern the common steps of planning and implementation—including monitoring and evaluation. Last, but not least, specific attention is needed to make change permanent or to institutionalise change to avoid temporary or occasional changes.

The Nine Boxes framework is a useful tool for planning, monitoring, and evaluation. A diagnosis of the organisation's situation in terms of gender using the framework will reveal elements to be addressed. Looking at the relations between the elements helps to find opportunities and limitations to gender-related change. Based on this diagnosis, a plan can be made to set priorities, counter setbacks that can be expected in other 'elements', determine which staff will be involved and in what way, and so on.

Box 8: An illustration of planned change towards gender equity

Source: Verona Goverman

The diagnosis of a regional agricultural training centre revealed a rather blank picture in terms of gender. In the organisation itself no attention is paid to gender. The elements of the technical dimension scored almost 'zero' in terms of gender: no policy nor action plans, no gender differentiated monitoring and evaluation, no tasks nor responsibilities related to gender, few female staff, no attempts to recruit gender-sensitive women or men, no special facilities for women, and so on. About 17 people, two of whom are women, work in the centre, all involved in training extension staff and male and female farmers, though with different responsibilities.

Gender is not on the agenda in any decision-making process as far as it concerns the position and conditions of men and women in the organisation (element: decision-making). Gender gets attention in terms of the participation of women farmers in training, but gender is not part of the curricula. Neither male nor female staff members feel they are given preference in work or appraisal of work. Female staff are

⁸ Based on Macdonald et al. (1997) and Eade in Wallace and March (1991).

supposed to assure the participation of women in training.

Some staff members discuss gender matters out of interest and because they feel that training is lacking to properly address the situation of women farmers. This interest is to a great extent influenced by several policies at the national level, emphasising the participation of women in development in agricultural training. The regional agricultural training centre has close ties with the central office and with the women's division of the Ministry of Agriculture. This division, promoting attention to women farmers, provides, for instance, certificates to training centres, where women's participation is being increased. To the regional centres it certainly is an incentive (element: policy influence). In other words, these external factors can be considered as opportunities for change.

A major external constraint is the prevailing recruitment policy that dictates that recruitment is determined at the central level of the government. This policy prevents the centre from recruiting more women or from setting gender-sensitive selection criteria. The situation within the organisation as depicted shows a number of constraints towards change related to gender. There are also some positive factors towards change, for instance, the interest in gender amongst a small group of male and female staff, the small size of the centre, and an open atmosphere for discussion and team work. One of the most important potentials for change is one staff member who opted to take part in training on gender and organisational change not only to increase his understanding, but also to apply it to change in his organisation. The management gave him permission to attend the training – an example of providing 'room for manoeuvre'.

Based on the gender diagnosis of the organisation, he drafted a personal action plan to make gender part and parcel of the work in the centre – his long-term aim. This aim is not linked to one box only but covers all boxes. His strategy was to first change the existing attitude towards gender among colleagues (element: 'attitude'), assuming that another attitude would positively affect the decisions taken in the centre (element: 'decision-making'). Critical decisions would concern the action plans of the centre (element: 'policies and actions'), especially those related to curriculum development. He felt that the government policies on women and development would provide him with the justification to increase attention to women.

He planned a number of activities based on the strategy. He chose a mixture of informal and formal meetings to influence the attitude of his colleagues within the centre and related departments. He took the opportunity to approach staff of other departments during a workshop that had been planned already. Moreover, in a formal meeting with senior staff he tried to get permission and increase commitment to establishing a small gender unit within his centre. With his colleagues he held informal discussions during lunch hours and free time to slowly build a group of 'like-minded' supporters for gender.

Part of planning is the development of indicators for monitoring. The extent to which the aim of the change process is being realised should be followed as closely as possible. Here the framework is also useful: for each element relevant indicators can be developed. In Table 3 examples of indicators are given.

Proper planning of actions and implementation, however, cannot be considered a technical matter only. They go together with processes in which several persons are involved. Resistance has to be overcome, continuous motivation is necessary to gradually realise change. This requires, apart from 'technical' knowledge and skills in planning, monitoring, evaluation, and so on, social insights and skills - issues which we address in the next part of this manual. We end this part with some lessons learned from experiences with gender-related change in Box 9.

Box 9: Lessons learned about gender and organisational change⁹

- Organisational changes (only) occur through individual changes in key members.
- No change will occur unless there is motivation to change.
- Change is a time-consuming process and is hard work for the 'change agent'.
- On methods: initiate change through informal discussions to get feedback and to promote participation. Use interviews and group discussions, study - also study culture ('where does resistance come from').
- Think through the change: what it will mean for all parties involved; many forms of change will hurt people and create resistance.
- Look for points of common interest among the different parties concerned.
- Take inter-relationships between all elements of the organisational framework into account.
- Look for potentials for change during the process (newly emerging 'strengths').
- Making change is as important as deciding where to change.
- Network with allies within and between organisations.
- Start small and slow - learning comes from doing.
- Build out and up from grass roots' success (use pilots as examples to create enthusiasm).
- Work first towards building up a critical mass = the smallest number of people and/or groups who must be committed to a change for it to occur.
- Make use of already existing energy, for instance a situation fit to change, people willing to change, existing resources.
- Involve other people in the process: it will commit them if involved in brainstorming, analysis, looking for solutions.
- Be flexible and tailor the approach to different groups of people in the organisation.

⁹ Based on experiences described in Itzin and Newman (1995); Hussey (1997); Macdonald et al. (1997).

Table 3: Possible indicators for monitoring gender-related organisational change

The boxes refer to the Nine-Boxes framework

Technical dimension

<p>Indicators Box 1: Policies and actions</p>	<p>Indicators Box 2: Tasks and responsibilities</p>	<p>Indicators Box 3: Human resources</p>
<ul style="list-style-type: none"> ▪ draft policy on gender (external regarding programmes and internal) exists ▪ draft policy on gender is approved ▪ steps are taken to integrate gender in organisation's overall policy/sector policies ▪ gender is incorporated in the overall policy/sector policies ▪ extent to which decisions and actions taken at the management and implementation level reflect the policy on gender ▪ extent to which action plans and strategies are applied to address conditions and positions of men and women at structural and cultural level ▪ extent of differentiation of monitoring according to gender ▪ extent to which evaluation includes effect and impact on men/women ▪ extent to which M&E are used to adjust policies, actions and strategies from a gender perspective 	<ul style="list-style-type: none"> ▪ number/percentages of men and women at different levels of the organisation ▪ number/percentages of men and women in different positions ▪ number of levels and positions at which gender issues are addressed ▪ extent to which gender is integrated in tasks and responsibilities of staff and put into practice ▪ extent of consideration of gender in procedures and rules ▪ extent of exchange of and discussion about information on gender in the organisation ▪ level and location of coordination as regards gender 	<ul style="list-style-type: none"> ▪ number/percentage of men and women staff in different positions and with different jobs qualified to address gender issues ▪ extent to which recruitment procedures are based on principles to balance staff composition in terms of gender ▪ extent to which recruitment/appraisal criteria include gender sensitivity and capability ▪ extent to which facilities and physical infrastructure are women and men friendly ▪ extent to which relevant job descriptions address gender issues ▪ extent of accessibility to and utilisation of training by male and female staff

Sociopolitical dimension

<p>Indicators Box 4: Policy influence</p>	<p>Indicators Box 5: decision-making</p>	<p>Indicators Box 6: room for manoeuvre/innovation</p>
<ul style="list-style-type: none"> ▪ extent of commitment from different actors at decision-making level (board, management, etc.) towards addressing gender issues ▪ extent of taking action to achieve gender friendliness at decision-making level ▪ extent of openness from the side of management towards views concerning gender from within and outside the organisation ▪ extent of influence of external individuals, groups and organisations on policy development regarding gender 	<ul style="list-style-type: none"> ▪ number/percentage of women and men staff articulating/consulted in discussion on main issues in the organisation ▪ number/percentage of women and men staff taking part in decision-making on main issues ▪ extent to which gender committees, units, working groups, etc are operational and take part in decision-making process ▪ extent to which programmes-related and internal gender issues are taken into consideration in decision-making and taken into action ▪ extent to which control mechanisms (financial, reporting, quality, performance) are equally applied towards men and women ▪ extent to which conflicts within the organisation are solved from a male or female bias 	<ul style="list-style-type: none"> ▪ extent of equal treatment of men and women as regards rewards and incentives ▪ extent of equal opportunities for men and women staff to develop their career ▪ extent of difference between male and female staff to "give shape to their work" (in an innovative way) ▪ extent to which dealing with gender issues is valued and rewarded as any other subject ▪ extent to which ideas, proposals, suggestions are taken seriously irrespective of whether they are brought forward by men and women staff

Indicators Box 7: organisational culture	Indicators Box 8: cooperation/learning	Indicators Box 9: attitude
<ul style="list-style-type: none"> ▪ extent to which the image of the organisation is women and men friendly ▪ extent to which the organisation demonstrates gender-friendly behaviour in terms of language used, jokes, comments, images and materials displayed, styles of meetings, procedures on sexual harassment, and so on ▪ extent to which diversity of styles between men and women are considered a source of strength for effective running of the organisation ▪ extent to which paying attention to gender is considered a standard of work ▪ extent of shared values among staff about equal opportunities for men and women within the organisation 	<ul style="list-style-type: none"> ▪ extent to which both male and female staff participate equally in team work ▪ extent to which male and female staff support each other irrespective of the subject they deal with ▪ extent of willingness to learn and cope with institutional changes especially in the field of gender ▪ extent of communication and integration of new ideas in the field of gender in different disciplines, divisions, and so on ▪ extent of willingness to link with other organisations dealing with gender and extent of effectiveness of the linkages. 	<ul style="list-style-type: none"> ▪ individuals are against any discussion about gender or raise a number of questions ▪ individual staff member feels that gender issues should be dealt with – but not by him/her personally ▪ individual staff member is interested to learn more about gender issues ▪ individual staff member is motivated to address gender issues – and makes efforts ▪ individual staff member takes an active role in bringing and keeping gender issues on the agenda at programmes and at the organisational level ▪ extent to which individual staff member shows gender-friendly behaviour (stereotyping, jokes, and so on)

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EXERCISES: ORGANISATIONAL CHANGE AND GENDER

L. Organisational change and gender – awareness raising 1

Aim of the exercise: 1) To better understand organisational change. 2) To become aware of the effect of change on gender

Time: 45 minutes

Method: reflection, discussion

Materials: pen, paper, whiteboard, handout -organisational framework (Table I in this manual)

Steps

1. Discuss organisational change and gender.
2. Ask each participant:
 - a. to describe one major change which has occurred in her/his organisation and one minor change (they can use the Nine Boxes framework to get ideas);
 - b. to describe the effects of each type of change (again let them use the framework to fully consider the effects); and
 - c. to describe what has caused the changes – people or events, external or internal.
3. Form small groups and let group members discuss the changes described. Do they assess them as positive or negative? Why? Let them choose one major and one minor change to present to the plenary. They should describe: the nature of the change, the effects, the cause(s), their assessment. The two selected changes do not have to come from the same organisation.
4. Discuss the outcomes in the plenary. Point to changes related to gender.

M. Organisational change and gender – awareness raising 2

Aim of the exercise: to better understand organisational change and gender-related change

Time: 45 minutes

Method: reflection, discussion

Materials: pen paper, whiteboard

Steps:

1. Ask each participant:
 - a. to think about a major change that has taken place in her/his organisation; and
 - b. to look from a gender perspective to the change: have roles, opportunities, conditions and positions of men and women been affected differently? have relations between them been affected? in what way and why?
2. Form small groups and ask them to exchange views.
3. Discuss the major outcomes and observations in the plenary.

N. Changing is not easy – raising awareness

Based on Pretty et al. (1995) pp 154

Aim of the exercise: to show how complicated it is to change habits and to follow new rules

Time: about 10 minutes

Materials: None

Steps

1. Ask the participants to stand up and form a circle.
2. Tell the participants: 'We are going to do something very easy, i.e., count to fifty. There are a few rules. Instead of 7 or a multiple of 7 clap your hands. If someone says seven or a multiple of seven, then we start again.'
3. When someone accidentally says seven or a multiple than start the counting at another part of the circle.
4. After some minutes, discuss why the exercise was so difficult and what the relevance of this experience is in initiating change processes.

O. Understanding organisational change, culture and gender

Aim of the exercise: to show what can be the positive and negative effects of efforts of an organisation to address gender issues in a particular context.

Time: 2 hours

Method: case study, discussion

Materials: hand out paper, pen, whiteboard, handout of exercise O (article of Goetz), hand out organisational framework (Table 1)

Steps

1. Explain that we are going to look at the experiences of an organisation operating in a specific social and cultural setting. The organisation has taken various measures to address gender issues as related to space, time, health, and sexuality. Three groups will be formed in which each of these issues will be critically considered. Give the article as a handout.
2. Ask the participants of each group to read the paragraphs relevant to their group and to discuss the following.
 - a. In what ways the organisation tried to make the organisation gender-friendly and how it worked out in practice. Try to connect the measures with the different elements in the Nine Boxes framework.
 - b. To what extent do they recognise the situation described in that of their own organisations. To what extent could the measures taken be used in their own organisation and context? Let them write the main observations and arguments on a flipchart.
3. Discuss in the plenary the outcomes of the groups connecting the issues of space, time, health, and sexuality.

P. Making a SWOT analysis of the own organisation

Note: this exercise usually needs guiding from the facilitator(s).

Aim of the exercise: to better understand the situation of the participant's organisation to enable the identification of options for gender-related change.

Time: 2 1/2 hours

Method: individual exercise, discussion

Materials: paper, pen, whiteboard, handout of exercise P (SWOT analysis), hand out organisational framework (Table 1).

Steps

1. Explain the exercise to the participants. A SWOT analysis is an instrument for diagnosing an organisation in order to discover the pressures for and against change. SWOT analysis is preferably carried out by a group which discusses the strengths, weaknesses, and external influencing factors from different perspectives. These perspectives are coloured by the views of individuals about how they see gender roles and relations and their visions about 'ideal' roles and relations. In this exercise only one perspective is highlighted: that of the participant. Note that it is important that the participant is more or less clear about her/his vision of a gender-friendly organisation because this is the 'ideal' she/he should use to measure strengths and weaknesses.
2. Ask participants individually to make a SWOT analysis using the Nine Boxes framework as follows.
 - a. Describe to what extent gender differences are recognised and addressed in each 'element' or framework box. Use can be made of the outcome of exercise I (Part 2). Explain why the situation is as it is. It helps to find indications for openings, bottlenecks, or future perspectives for gender-related change, providing keys to answer the next questions.
 - b. Assess each element in terms of main strengths and weaknesses. Assess from a historical perspective: the absence of a gender policy may be perceived as a weakness, but if discussions about policy formulation are taking place at senior level, the future may look promising and less 'weak'.
 - c. Analyse the strong and weak points observed from the point of view of change: which weak points can be changed and which strong points can be made use of to make the organisation gender-friendly.
 - d. List the external factors that influence directly or indirectly the situation regarding gender in the organisation. For instance, existing networks, legislation, government policy on gender, pressure groups, religious beliefs, image of women in society, changes in government, number of female-headed households), participation rate of women in education, communication techniques, women's training centres, and so on.
 - e. Consider which factors favour addressing gender issues in the organisation, i.e., opportunities, and those obstructing change, i.e., threats.
3. Discuss in the plenary major problems faced in doing the exercise and, at random, outcomes from individual participants.

Q. Making an action plan for organisational change in terms of gender

Note: this exercise usually needs guidance from the facilitator(s).

Aim of the exercise: to make a draft action plan to change the organisation into a gender-friendly organisation.

Time: 2 hours

Materials: paper, pen, whiteboard, handout organisational framework (Table 1), hand out indicators (Table 3), hand out of exercise Q (the planning table)

Steps

1. Explain the exercise: making a draft action plan to realise the first steps towards a gender-friendly organisation based on the participant's personal perspective about how her/his organisation would look like if it were gender-friendly. Note that this draft action plan requires further discussion in the organisation for adjustments and, next, implementation.
2. Ask each participant to make a step by step plan to change her/his own organisation to a more gender-friendly organisation. Use should be made of the SWOT analysis of the own department/organisation (exercise P).
 - a) Describe the aim of the action plan: what do you want to achieve in 6 - 12 months from now (short-term aim) and in the long term? Be clear about the unit you want to change: your organisation as a whole or a department or any other unit.
 - b) Describe your work plan: the concrete activities to be undertaken for that period of 6 - 12 months, and specify when and where and for whom (target group) these will take place. The Nine Boxes framework can help you to prioritise activities. The table attached to this exercise can be used for planning purposes.
 - c) Give indicators to enable you to see to what extent you are on track (the Nine Boxes framework or handout on indicators can also help you to develop indicators).
 - d) Describe:
 - who you are going to involve during preparation of the activities, in implementation as well as monitoring and evaluation of the activities, and
 - how you are going to convince these various people to support you and/or to cooperate with you - this concerns the process!

Thus, your action plan will consist of the following sub-chapters.

- a. Objective and justification of your plan and your objective
 - b. Activities and indicators, target group and time schedule, including monitoring
 - c. Process of involvement of other people
3. Form small groups to exchange the plans. Let the group members choose one plan to present to the plenary.
 4. Ask the participants selected to present the plan and let others give comments in a constructive way.
 5. Afterwards give all participants 15 minutes to adjust their plans from the comments and ideas given.

Variation

The presentation could be made to a panel of outsiders who comment on the plans

presented from their experiences with gender and organisational change.

HANDOUTS

Handout of Exercise O: organisational change, culture and gender

(Goetz 1997, pp 17-27)

This article examines the experiences of women and men staff in the world's largest national NGO, the Bangladesh Rural Advancement Committee (BRAC), to investigate the impact of the organisation of space and time on women's capacity to become effective development workers.

The way development organisations structure everyday work through space (approaches to field work, organisation of office and living space) and through time (structure of the working day and of the relationship between career and life cycles) reflects the physical and social capabilities of those who dominate organisations. Where an organisation is dominated by men, the institutional time management of working hours and life cycle career paths can reflect men's relative liberation from child care and domestic responsibilities. This allows them more time for work or institutional interactions outside the home. They have cultural rights to mobility and autonomy outside the home, and this may be reflected in the organisation's expectations about the amount of travel that employees should undertake.

These practical, everyday aspects of the way organisations structure their work are a feature of the organisation's culture; they will be reflected in performance criteria, rewarding people who flourish within the physical and social (or spatial and temporal) boundaries of the organisation. When organisations take on new participants, such as women staff and women clients, and new objectives, such as promoting women's interests in development, the organisation of space and time can affect the capacity of women staff to compete with men and to become effective development workers. The way these patterns reflect and reproduce the organisation's culture and objectives can affect the capacity of all staff-men and women - to promote gender and development concerns; to work effectively for women's interests.

BRAC maintains a strong commitment to gender equity in its anti-poverty programmes, including an impressive rural credit programme, the Rural Development Programme (RDP), offering credit and income-generating skills and inputs to, at the time of this study, well over 700,000 members, 70% of them women (by 1995 women were 85% of borrowers). Part of BRAC's commitment to gender and development goals is reflected in its efforts to employ women, although there is such a high drop-out rate among women staff that they represent only between 15 and 25% of the total staff.

Women staff are in an important and sensitive position in relation to the way BRAC is regarded by village people. In a conservative environment, such as that of rural Bangladesh, the presence of women in non-traditional roles will be particularly noticed and comments will be made about it. This puts rural development organisations that pursue progressive and counter-cultural social goals in a difficult position. In order to accomplish their work, they must respect the social order and cultivate local support. But, at the same time, their very presence in rural development work is a symbol of the 'progressive' or 'modern' character of the organisation. BRAC consciously projects this progressive image, insisting that women ride bicycles and motorcycles, wear the

'shalwar kamise' rather than the sari, and live and work together with male colleagues in offices in rural areas, away from their immediate family. These requirements press heavily upon the personal proprieties of young women in a culture that places a high value on sheltering unmarried women. High degrees of mobility for young women, accommodation away from the family with non-kin men, all place their personal integrity in doubt. They are under pressure to demonstrate the organisation's progressive image, yet at the same time preserve their 'honour', particularly if they intend eventually to marry. They are social pioneers as development agents, yet this can be at an extremely high personal cost. These contradictions account, in part, for the high drop-out rate of women staff.

BRAC has introduced policies that aim to enhance the retention of women staff and their effectiveness as development workers on three levels:

- Increase their presence in the organisation and their participation in decision-making (recruiting women in greater numbers, adopting 'fast-track' promotion policies for women, providing special training in management skills).
- Facilitate their physical adjustment to the demands of the workplace and their role within it (for example, making arrangements for accommodation, addressing issues of mobility, and organising essential health care and maternity leave).

The following discussion highlights these problems, which are in no way unique to BRAC. BRAC should be applauded for its openness in exposing its operations to external researchers and for its alacrity in responding to the sensitive issues of gender-based inequalities among its staff and in their work.

The 'Gendered' Organisation of Space

The way most rural development organisations approach the issue of physical space reflects not only men's physical capacities, but male social freedoms. Men are able to travel long distances alone, they are able to live with strangers in office accommodation without their physical integrity and security coming under threat, or their personal honour being damaged.

Living Arrangements

BRAC has a well-developed infrastructure of rural offices that also serve as living quarters for staff. These are busy centres from which credit is dispensed and training courses are offered and where supplies are stored and paper work is conducted. All regular staff, field workers (Programme Organisers – POs—and their office managers (Area Managers – AMs) are housed in these Area Offices, with POs sharing rooms. Only the AM has the right to have a family resident in the Area Office. The majority of POs are single however; and those who are married are generally living away from their marital families. There is a guest room for family visitors. Thus, few staff, male or female, have domestic or family responsibilities to distract them from work obligations. All staff eat together, and their meals are provided by a cook, which frees staff from concerns with shopping and food preparation.

When women live with men to whom they are not related, their personal integrity is questioned and their physical security is at risk. Women and men POs live on separate sides of courtyard spaces at the back of the offices. BRAC has responded to some of the gender-related problems by establishing a set of 'community living' behavioural

norms which reiterate BRAC's egalitarianism and also respond to some of the challenges of larger numbers of women staff. One of these norms stipulates that women and men must never enter each other's rooms, and others stress the importance of respectful behaviour between women and men.

Travel and mobility

Rural development work requires high degrees of mobility under difficult conditions. Staff must travel considerable distances each day to reach the village groups they supervise. In the heat of the dry season travel becomes very strenuous and exhausting. POs are supplied with a bicycle and must cycle for six months to a year, after which they ride motorcycles. Both women and men POs in BRAC travel between 11 and 17 kilometres every day. All AMs travel by motorcycle.

Bangladeshi women face problems when travelling in rural areas. In recognition of this, BRAC tries to ensure that the village groups which women staff supervise are close to the office and clustered together to minimise the distances that women staff travel. This can sometimes cause resentment among men, who have to travel further. Women travelling alone in rural areas is itself a new phenomenon; travelling by bicycle or motorcycle is very unconventional for women. BRAC provides gender-segregated training for staff on riding bicycles and motorcycles. It also makes sure that women gain support from the fact that other women in an operational area are also using bicycles and motorcycles.

Many of the women staff said that they faced considerable hostility from villagers because of their freedom of movement, and they also feared for their safety. It is widely held within BRAC that the main reasons for the high, early drop-out rate of women staff has to do with their reluctance to ride bicycles. Some women staff said that villagers, especially young men, often tried to make them fall off their bicycles by distracting them, throwing sticks into the spokes of their wheels, or chasing them.

There are some important advantages for women in riding these vehicles. First, it has a strong public impact and can help in changing attitudes to women's mobility. Some women in village groups expressed their admiration for BRAC women field workers because of their courage. Second, some women said they felt that travelling by motorcycle is a status symbol and can enhance the status of women field workers. And third, many women expressed a feeling of pride and accomplishment in their freedom of movement and their skill.

Time and gender

Organisational systems for managing time affect staff in the office and the field in terms of the pattern of the working day, and also of a lifetime's career.

Managing time day-to-day

Rural development work requires activities that cannot be confined within the normal nine-to-five office day. Village women's groups may be most accessible for development workers very early in the morning, before the working day begins; while men's groups may only be available for discussion at night, after dark. Crises in villages do not respect weekends or office hours and can require responses from staff at unconventional times.

Having staff living in the office also means that the office, in effect, is never closed. For many staff, the working day does not end until 10pm.

The intensity of work in the field, and the spreading of working hours beyond normal office hours, means that women with families will lack time for domestic responsibilities and will have to bear the costs of child care and domestic help. Some of these difficulties become apparent when examining the living arrangements for married staff. Only 25% of married women POs and AMs lived with their spouses and children, compared to 50% of married men.

It is difficult for women staff living at the Area Office to find time to spend with their husbands. The guest room only allows couples to stay together for very short visits. At the same time, the working culture is such that there is little spare time for visits and also staff members within the compound can be disapproving.

Life-cycle career time-management

The typical career path followed by the majority of staff in any organisation will reflect what, over time, has been the most effective way for employees to manage the relationship between their lives and their work. This means striking a balance between significant events in their lives - such as acquiring qualifications, gaining job experience, getting married, having children - and performing well in the organisation in order to move up promotional ladders. In BRAC, the typical life-cycle career path relates to the way men organise their lives and their work.

A staff member will typically join at the level of a PO at the age of 27, after having completed a Master's degree. A minimum of two years' field work is expected before promotion to AM. At this point, the staff member acquires more personal space in BRAC living quarters: big enough to have a family. This is also one of the periods of the most intense activity in the field, involving considerable long-distance travel to regional offices and the head office, very long hours, and substantial responsibility. Ten years of this, and there may be a chance of promotion to the position of Regional Manager, or to head office.

For women, this life-cycle career path poses considerable difficulties. At 27, many women may already be married, and since BRAC prefers to hire single people, this may discourage them from applying for jobs. On promotion to the AM level, women will be given space at the Area Office to accommodate a family, but they will have difficulties persuading their husbands to come and live in the Area Office, as husbands are often unwilling to abandon jobs and move to follow their wives. Among married staff who had been transferred, more married women with children than men with children had to move without bringing their spouse or children with them.

If women have children, it becomes very difficult for them to manage the intense demands of work that they face as field managers. Another problem is that the kind of work they do may dissuade prospective partners from marrying them at all.

Women are thus placed in an ambivalent situation. While working for BRAC may give some a much-wanted opportunity to avoid early marriage, it may make it more difficult to marry, and, in a culture in which marriage is almost universal, this may encourage

women to leave. This is a great loss to BRAC, postponing the development of a cadre of experienced women staff who are able to make a sustained mark upon the organisation and its work.

Child care

Child care and domestic labour tend to remain the responsibility of women even though they work full-time, and this undermines their ability to compete with men at work and develop their own capacities. Our research showed that not one woman was able to rely on a spouse for child care, and the majority relied on a relative for this service. While most respondents felt reasonably secure about leaving their children with relatives, those who relied on servants felt uneasy about the quality of care their children were receiving. Long working days and residence at the Area Office mean that there is little flexibility for parents to respond to family emergencies.

Over half of married BRAC women faced objections from their husbands because their work caused them to neglect their domestic obligations.

All staff, of course, have the right to take leave to fulfil family responsibilities, and BRAC has introduced a special provision in recognition of women's greater family obligations – they are allowed an additional six days leave a year. Also, AMs are encouraged to allow new women recruits leave within their first month in order to cope with homesickness and to reassure their families. The intensity of work in a rapidly expanding organisation, however, means that staff do not always take up their entitlement to leave. The nature of the working culture is such that people who do not take leave are highly regarded for their commitment and dedication. Women who take their leave may therefore be derided for lacking commitment, or resented by men who do not take as much leave. Indeed, supervisors often indicate on staff appraisal forms that staff have not taken leave: this is seen as a sign of commitment.

Health and sexuality

The organisation of space and time has an impact on the health of staff and on how they manage their sexuality. Organisational culture affects the ways the physical capabilities of men and women are valued or, alternatively, derided.

Health

The rigours of working in rural areas require stamina and can result in health problems for both men and women. Our research showed that as many men as women are exhausted by fieldwork. The majority of field staff of both sexes who reported problems said that their main problem was fatigue and physical strain.

Gender issues in health

Women experience particular health problems caused by the absence of certain basic facilities in the rural environment. For example, there are few eating facilities in the field appropriate for women, who often do not feel comfortable eating in public restaurants. Women often skip meals, which contributes to gastric problems and feelings of exhaustion.

There are no sanitation facilities in the field for women, and modesty prohibits them from using bushes in the way men can. Women staff said they would avoid drinking

water during the day because of this. Insufficient water in a hot and exhausting work environment can result in dehydration and can exacerbate urinary tract infections and difficulties managing menstruation. BRAC proposed to make sure that proper latrines were built in every village where women worked. Unfortunately, the resentment that men express about the special measures sometimes needed to accommodate women's bodily needs suggests that these needs are treated as constraints on the organisation, rather than simply a necessary feature of working with women.

Reproductive health issues

Women also experience problems related to their reproductive health. BRAC gives three months' maternity leave to women staff, and this is generous by local standards. About half of the women in the sample who had children had trouble adjusting once they returned to work, in particular because there are no breast-feeding facilities in field or head offices, and it was difficult for them to arrange for satisfactory milk substitutes.

Menstruation raises a set of problems in a work environment with inadequate facilities in both the field and office. Where work requires physical activity such as bicycling, menstruation can be a problem because of the discomfort and pain that some women experience. BRAC has an innovative policy of allowing an optional two days of 'desk leave' for women staff every month. The desk-leave policy represents an important form of organisational adjustment to accommodate women's physical needs. Unfortunately, taking desk leave sends out a signal that one is menstruating, and women feel ashamed of making other colleagues aware of this fact. As a result, many women do not take advantage of this facility. Some said that they only felt comfortable asking for leave if their boss was a woman.

Sexuality

BRAC's policy on personal relationships demonstrates problems in managing sexuality within an organisation. BRAC, quite rightly, is deeply concerned about discouraging sexual harassment, which is probably the most severe constraint on women's capacity to work effectively and to develop credible leadership capacities. However, women in BRAC felt that the organisation's concerns over sexual propriety were expressed through constraints on their behaviour, rather than on that of their male colleagues. This illustrates gender bias in patterns of managing sexuality within the organisation.

Handout of exercise P: A SWOT analysis

A SWOT analysis is a framework for analysis of internal and external factors, which influence the functioning of the organisation. SWOT stands for the following.

S - Strengths - the factors of an organisation that are functioning well. In our case it refers to the different 'elements' (boxes in the Nine Boxes framework) of an organisation in which gender issues are recognised and well-addressed.

W - Weaknesses - the factors of an organisation that are not functioning (properly). In our case it refers to the different 'elements' (boxes in the Nine Boxes framework) of an organisation in which gender (issues) is not, or hardly, recognised and addressed.

O - Opportunities - external factors promoting proper functioning of the organisation, now or in the future. In our case it refers to the external factors that (may) promote or help the organisation become more gender-friendly towards its staff and its products.

T - Threats - external factors preventing or hindering proper functioning of the organisation. In our case it refers to external factors that (may) prevent or hinder the organisation from becoming more gender-friendly.

Handout of exercise Q: Table for planning purposes

Activity	By whom: you and/or ... (resource person, ally, etc.)	"Target group"	When	Where	How = method	EXPECTED OUTPUT	INDICATOR TO MONITOR/EVALUATE