

Australian Red Cross Society

Draft

Gender Capacity Assessment Matrix

GENDER CAPACITY ASSESSMENT MATRIX

PART 1: GENDER CAPACITY IN THE ORGANISATION

	1. Clear need for increased capacity	2. Basic level of capacity in place	3. Moderate level of capacity in place	4. High level of capacity in place	Action Plan (What, Who, When, \$)
ASPRIATIONS					
Organisational Mandate	<p>There is no reference to discrimination or equality between men and women in the constitution, mission statement or strategic plans</p> <p>Some policies in the society discriminate against the employment of women</p> <p>There is little or no awareness among senior decision makers about the rationale for supporting gender equality or anti-discrimination</p>	<p>There has been some discussion about gender equality but no changes to key documents</p> <p>The rationale for gender equality and anti-discrimination are understood by some Board members and senior staff or by some program staff</p> <p>There are no procedures in place to deal with discrimination, sexual harassment, or domestic violence</p>	<p>The constitution contains an anti-discrimination clause.</p> <p>The constitution and society's mission statements and strategic plans uphold the principle of equality of women and men in the organisation</p> <p>The principles of gender equality are understood and supported by many at all levels of the society and reflected in program documents</p> <p>There are some procedures in place to avoid discrimination and deal with sexual harassment but these are not used or widely known about</p>	<p>The constitution contains an anti-discrimination clause.</p> <p>The Society's position on sexual harassment and domestic violence are included in the society's Code of Ethics</p> <p>The constitution and society's mission statements and strategic plans uphold the principle of equality of women and men in the organisation</p> <p>There are clear procedures in place to deal with discrimination, harassment or violence complaints</p> <p>All levels of the society know about the society's gender objectives, its anti-discrimination procedures and Code of Ethics.</p>	

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Policy	<p>There is no specific gender policy in the society and little or no understanding of its relationship to women's rights, or the impact on the effectiveness of the society's programs.</p> <p>There is little or no awareness of the Federation's gender policy and guidelines for societies</p>	<p>A gender policy is available that has been copied/modified from a policy in another country or organisation.</p> <p>Some senior managers and program staff are aware of the gender policy but it is not widely known about or used for decision making, planning or review</p> <p>The society's performance is not assessed/reviewed against the gender policy</p>	<p>The Board and senior staff understand and support the need for policy to ensure program effectiveness and to enable women's rights to be supported</p> <p>A policy has been developed through a consultative process and distributed throughout the society</p> <p>Or</p> <p>Senior staff in the society have been tasked with developing/revising a gender policy in consultation with staff and stakeholders and this is underway.</p> <p>Some sections of the society apply existing gender policy principles in their systems and procedures</p>	<p>A gender policy has been adopted by the Board and is included in staff recruitment processes and the society's policy and procedures manual</p> <p>The policy reflects the Federation's commitment to gender and is in line with national legislation, human rights requirements and international commitments</p> <p>The policy has been developed in consultation with different levels of the organisation and with society stakeholders</p> <p>The policy is used for management and program planning and as part of periodic review of the society's performance</p> <p>The gender policy is included in staff recruitment processes and the society's policy and procedures manual</p>	
ORGANIZATIONAL SKILLS					
Strategic and periodic planning	<p>There has been no systematic assessment of the society's gender performance or gender equity within the organisation.</p> <p>There is no gender strategy for the society and no support to develop one</p>	<p>Gender issues and performance have been included in some project reviews but overall gender performance in key program areas has not been assessed</p> <p>Some staff/Board members are aware of gender equity issues in the society but a formal appraisal of staffing and systems has not been undertaken</p>	<p>Gender issues and performance has been assessed in one or more key program areas (e.g. HIV/AIDS or WES)</p> <p>There is no formal appraisal of gender equity issues (staffing and systems) but some parts of the society are advocating for this</p> <p>A gender strategy has been drafted for one or more key program areas but does not</p>	<p>Gender equity, and gender issues and strategies in the society's programs are periodically assessed</p> <p>Information from assessments is used to develop an organisational gender strategy in consultation with staff at different levels of the society.</p> <p>There are specific, measureable indicators, responsibilities and timetables</p>	

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		There is no gender strategy for the society although the idea is supported by some senior staff and Board members	include gender equity strategies for the organisation and has not been approved by the Board The framework for monitoring and evaluating existing gender strategies (indicators, responsibilities and timetables) is somewhat vague	to monitor the implementation of the gender strategy. The board and senior staff have approved the strategy and review its implementation annually.	
Financial planning / budgeting	There is no allocation for gender capacity building in the society's operational budgets and this is not considered a need or priority	There is no allocation for gender capacity building in the society's operational budgets although there is some recognition that this is desirable	Some staff or board members are looking for grants to support the development of gender capacity in the society Operational funds available at the end of the financial year can be applied to gender capacity building but applications must compete with other priorities and are only occasionally funded	Annual operational budgets have an allocation for building organisational gender capacity. The society takes advantage of grant opportunities to build gender capacity Operational funds are allocated periodically to monitor the society's gender performance	
Publicity and promotion	Publicity and promotional materials rarely contain stories about women benefiting from the society's programs	Publicity and promotional materials occasionally contain stories about women in the society's key programs The society's annual report may provide information about women specific initiatives or issues impacting on women	Publications and media reports seek to inform the broader community how the programs of the Red Cross impact on women but do not tend to inform or educate the public about gender issues and approaches	Publicity and promotion materials provide information about the society's gender policies Publications and media reports seek to inform the broader community about gender issues and how the programs of the Red Cross impact on men and women The society's annual report describes the status of women in the organisation and its progress in improving gender equity.	

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Coordination	Some information about gender can be found in specific project files but it is not accessed by other program staff or other sections of the society	Information about gender can be found in specific project files and these are sometimes accessed by other sections of the society (e.g. for promotions or publicity) Individual program staff participate in external gender initiatives or forums on an ad-hoc basis The society collaborates with external agencies/individuals that have gender expertise on an ad-hoc basis	Information about gender is shared within the organisation on an ad hoc basis (staff workshops, publicity) The society collaborates with external agencies/individuals that have gender expertise on an ad-hoc basis	Data on gender equity and effectiveness can be extrapolated from the society's data base Data and lessons learned about gender are available to all parts of the society and are used by management, program, personnel and promotions staff for management, communications and decision making The society maintains linkages with external agencies that have gender expertise and is represented on external gender forums	
Gender Knowledge and Skills	Gender is generally understood to mean projects that focus on women No staff or Board members in the society have participated in gender training Staff generally feel uncomfortable or resistant when gender is raised	Some program staff have participated in gender training or workshops There is general agreement about the need to distinguish between women and men and the importance of gender sensitive responses as a means of improving program effectiveness Few program staff have an understanding of what strategies and options can be used to make projects more sensitive to gender Some gender information and web-links are available but few staff have used them	Program staff have a basic understanding of gender issues and have been exposed to gender analysis tools All program staff and some volunteers understand the need for gender sensitive responses and endeavour to reflect this in project plans, but are not confident about specific strategies and options Some gender tools, resources and information about web-links are available and are used from time-to-time	Program staff and key volunteers have undertaken gender training and competencies have been assessed. Staff and volunteers use gender analysis tools during planning Program staff incorporate a range of gender sensitive responses in the programs they are responsible for. The society has given responsibility for resourcing and monitoring gender to qualified and experienced staff Data and lessons learned about gender are part of the society's data base	

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ORGANISATIONAL SYSTEMS AND INFRASTRUCTURE					
Program and Project Planning,	<p>Most project plans assume the same approach for men and women</p> <p>Gender is referred to in program or project plans when it is a requirement of a grant application</p> <p>Gender planning tends to be perceived as projects or activities benefiting women</p> <p>Program/project appraisals do not include gender</p>	<p>The gender analysis in project plans contains some general statistics or information about the status of women in the country.</p> <p>Women and men may have been briefly consulted during project planning</p> <p>Gender tends to be reflected in project plans as targets for men and women's involvement in training or activities and these targets tend to be set arbitrarily</p> <p>Gender strategies focus on women</p> <p>Gender is appraised by checking against one or two criteria</p>	<p>Some gender analysis is conducted during project planning and women and men have been consulted.</p> <p>Project plans reflect efforts to engage women in activities and decision making</p> <p>Plans assume that women and men will benefit equally but this assumption has not been verified</p> <p>Project plans do not identify risks or constraints to women's participation or how these risks will be managed</p> <p>Project plans contain little information or strategies that reflect male KAP in relation to the issues targeted</p> <p>Gender is included in project appraisals but staff conducting the appraisal may not have specific gender expertise</p>	<p>Appropriate information about men and women is sought in baseline studies, gender analysis and KAP assessments</p> <p>Men and women are consulted and involved equally in project planning</p> <p>Project strategies respond to findings from gender analysis, baseline studies, KAP assessments and lessons learned</p> <p>Project plans are appraised by an experienced gender person</p> <p>Gender sensitive indicators have been identified for key program areas and integrated into project plans and PME systems</p> <p>Risk management plans identify how constraints to gender will be dealt with</p>	
Project and Program Monitoring and Evaluation	<p>Data about the sex of project participants is sometimes included in project reports when it is a grant requirement</p> <p>There is little or no analysis of projects or programs with respect to the impact, benefits, opportunities or constraints experienced by men and women</p>	<p>Gender is monitored by collecting and reporting data about the participation rates of men, women and volunteers in the society's activities</p> <p>Project reports tend to include a section on gender with a focus on how women benefit from the project</p> <p>A general statement about</p>	<p>Some gender indicators have been developed for specific projects</p> <p>Most project reports contain an analysis of the project with respect to gender but the quality of the analysis varies considerably.</p> <p>Some TORs for review/technical specialists outline specific</p>	<p>Gender indicators have been developed for key program areas</p> <p>All project reviews and reports covering key program areas provide information and analysis against gender indicators</p> <p>Lessons learned about gender and development in the society</p>	

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	Gender is not considered in the TORs for project reviews or evaluations	gender is sometimes included in review TORs but criteria and responsibilities are not detailed	criteria and responsibilities for assessing gender but this is not consistently applied	are periodically assessed and disseminated TORs for review/technical specialists outline specific criteria and responsibilities for assessing gender	
Representation and Recruitment	<p>The Board has a significant single sex majority</p> <p>Senior decision making positions tend to be held by men</p> <p>It is assumed that women will not be able to cope with the demands of senior positions or it is stated that suitable women can't be found</p> <p>Gender is not a consideration in staff recruitment</p> <p>Women tend to dominate significantly in administrative or lower status positions in the society</p>	<p>The Board acknowledges that it is desirable to have a balance of women and men but does not have a strategy to achieve this</p> <p>The number of women in middle management and program positions is increasing but senior positions still tend to go to men and few women apply for these jobs</p> <p>The society does not monitor or assess the position or status of men and women staff and volunteers</p> <p>Information about the gender balance of staff and volunteers is not readily available</p> <p>Women are sometimes recruited in response to specific project needs</p>	<p>The Board has endeavored to recruit a more balanced group but does not have a strategy to achieve this</p> <p>There is a reasonable gender balance among staff in middle management and program positions, but a tendency for men to remain in senior positions and women to be in the majority in lower status or administrative positions</p> <p>Advertising encourages women to apply for senior jobs but there is no support strategy to encourage this to happen</p> <p>Data about the sex of staff and volunteers is only sometimes analysed for project planning or volunteer recruitment</p>	<p>The Board has a balance of men and women members and actively seeks to maintain this balance</p> <p>The society monitors, analyses and reports on gender equity with respect to the balance of men and women staff and volunteers, their position status and the promotion of women</p> <p>Women are coached and encouraged to apply for senior positions (e.g recruitment advertising, by senior managers, affirmative action policy, mentoring)</p> <p>Recruitment of program staff and volunteers considers gender in response to the needs of men and women beneficiaries and gender relations in the culture.</p>	

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Human Resource Management	<p>There is no reference to gender in staff or volunteer job descriptions</p> <p>Gender is seen to be the responsibility of women staff</p> <p>There is no provision for the needs of women staff or volunteers in the field (e.g. housing, personal security)</p> <p>There is no provision for maternity leave</p>	<p>Gender responsibilities may have been allocated to specific program staff but there is no reference to gender in other staff or volunteer job descriptions</p> <p>There is no formal provision for the needs of women staff and volunteers in the field but sometimes there are informal arrangements</p> <p>There is no provision for maternity leave</p>	<p>Broad responsibilities for gender are defined in program/field staff job descriptions but not considered in the job descriptions of staff in other areas of the society.</p> <p>Gender capacity is not part of staff appraisals but may be assessed as part of ad hoc training initiatives</p> <p>The society makes some provision for family responsibilities and the needs of women staff and volunteers in the field but this is not formalized in personnel policies</p> <p>There is no provision for maternity leave</p>	<p>Gender responsibilities and competencies are defined for key program/project managers, senior staff and key volunteer positions.</p> <p>Gender capacity is assessed as part of staff performance appraisals and linked to HRD plans</p> <p>Personnel policies recognise and make reasonable provision for family responsibilities, and the needs of women staff and volunteers in the field</p> <p>Staff remuneration packages make reasonable provision for maternity leave</p>	
Human Resource Development	<p>There is an assumption that all staff and volunteers can access training opportunities equally but this has never been checked</p> <p>The needs of women participants with respect to the timing, location and duration of training opportunities has not been assessed</p> <p>There is no provision for gender capacity building for staff or volunteers</p>	<p>Data on participation rates of men and women is collected but not used when HRD plans and budgets are decided</p> <p>Some of the constraints that women face in participating in HRD opportunities are acknowledged but it is seen to be the responsibility of the individual to resolve these</p> <p>The society supports the involvement of program staff and volunteers in gender capacity building when this is initiated or requested by them</p>	<p>Women staff and volunteers are encouraged to participate in HRD opportunities and data on participation rates of men and women is collected and used for HRD planning and budgeting</p> <p>There is informal recognition of some constraints to the participation of women staff and volunteers in HRD opportunities and these are accommodated by the society when they don't have budget implications</p> <p>Developing gender capacity of staff and volunteers is considered to be desirable but it is primarily program/project staff that are targeted and involved in gender training</p>	<p>Men and women have equal access to staff training and development opportunities and this is monitored</p> <p>Constraints to women staff and volunteer participation in training have been assessed and accommodated</p> <p>Developing gender capacity of staff and volunteers is an integral part of HRD and HRM strategies</p> <p>There is appropriate and easily accessible data, information and tools that support development of staff and volunteer gender capacity</p>	

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			There is some data, information and tools that support development of staff and volunteer gender capacity	The organisation recruits experienced gender expertise to develop staff and volunteer gender capacity for training, planning, monitoring and review activities	

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PART 2: GENDER CAPACITY IN PROGRAMMING

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ORGANISATIONAL PROGRAM CAPACITY					
Participation and Consultation	<p>There is belief in the society that men and women can all participate equally in the society's activities</p> <p>Constraints to women's participation in the society's programs has not been considered in project plans, reports or reviews</p> <p>There has been no assessment of the influence of the sex of staff, volunteers or trainers on project/ activity effectiveness</p>	<p>Project activities set targets for 50% participation of men and women but there is no analysis as to whether this is appropriate or achievable</p> <p>Some but not all projects make some provision for women to participate through communications, activities, schedules and staff inputs. However the effectiveness of these strategies has not been assessed</p> <p>Separate meetings/training are held if women or girls are not comfortable in mixed groups but the sex of facilitators or trainers is not always considered</p> <p>When separate meetings are held for women there is no strategy to link women into mainstream community decision making forums</p>	<p>There has been some assessment of constraints to women's participation in project activities but limited involvement by men and women in discussions about how these constraints could be dealt with</p> <p>Project strategies make some provision for women to participate through communications, activities, schedules and staff inputs.</p> <p>The effectiveness of participation strategies is often assumed without verifying this through consultations/assessments undertaken with men and women</p> <p>Separate meetings/training facilitated by women, are held if women or girls are not comfortable in mixed groups</p> <p>Project activities aim for gender balance on community management committees but don't discriminate about when this is appropriate.</p> <p>There is some provision within projects to link women into mainstream decision making forums</p>	<p>Constraints to women's participation in training, meetings and community committees are assessed as part of a participatory project planning and review process</p> <p>Women and men/girls and boys are consulted about ways in which these constraints can be dealt with in the short and the longer term</p> <p>Project strategies include appropriate communications, activities, schedules and staff inputs that maximise opportunities for women to participate in and benefit from project activities and these are assessed in consultation with women and men.</p> <p>Training/meetings/ events are held at times and places that maximise women's/girls opportunity to participate</p> <p>Separate meetings/training facilitated by women, are held if women or girls are not comfortable in mixed groups.</p> <p>Women's contributions and comfort levels in mixed groups are monitored.</p> <p>Project activities reflect an appropriate gender balance on project management committees</p>	

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Information Education and Communication	<p>The literacy capacity of men and women in target groups has not been assessed</p> <p>Media strategies assume that men/boys and women/girls have the same access to radio, TV and print news</p> <p>Communication and education strategies have not assessed the ways that men and women, girls and boys hear about information and are influenced by it</p>	<p>There is some recognition that there are differences between men and women with respect to literacy, interests and access to information and the media but IEC materials and strategies do not tend to accommodate these differences</p>	<p>Some IEC materials are being developed that take into account women's and girls literacy capacity and the different interests of men and women but this is not true for all materials</p> <p>Some media activities have been developed specifically for women and these are designed in line with what is known about women's interests and time demands</p>	<p>IEC materials take into account women's and girls literacy capacity and the different interests of men and women</p> <p>Media strategies take into account whether men and women/girls and boys have different access to radio, TV and print news</p> <p>Communication and education strategies are regularly assessed regarding the different ways men and women/girls and boys hear about information and are influenced by it</p>	
Training and Learning Opportunities	<p>Training and field visits are open to both men and women but men tend to attend</p> <p>There has been no analysis of the different needs, interests and availability of men and women targeted for training</p> <p>Materials and training content have not been assessed for their suitability for men and women</p>	<p>Targets are set for men and women's participation in training but there is no evidence of whether these are realistic or achievable</p> <p>Women are encouraged to participate in training and this is increasing the numbers attending</p> <p>There is a perception that women are not available to participate in field visits so men tend to take advantage of these opportunities</p>	<p>Targets for women and men's participation in training tend to take into account their likely availability, their interests and cultural influences</p> <p>Training takes into account some of the constraints to women's availability to participate</p> <p>Some training materials take into account women's interests and literacy and numeracy skills but these considerations are not taken into account in all program areas</p> <p>Separate trainings, conducted by women are held if women or girls are not comfortable in mixed groups</p>	<p>Training curricula, materials and targets respond to gender analysis findings, pilot studies and the results of consultations with men and women</p> <p>The duration and logistics of field visits and training take into account women's childcare, domestic, production or income responsibilities</p> <p>Women are provided with any training or mentoring support needed to enable them to function on project management committees or to participate in learning opportunities</p> <p>Training materials take into account women's interests and literacy and numeracy skills</p>	

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				<p>Separate trainings, conducted by women are held if women or girls are not comfortable in mixed groups</p> <p>Translation needs are assessed and translators are provided if required for women who do not speak the national language</p>	

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