

Cover page with photo

Gender and Diversity Organisational Assessment

Toolbox

Pilot version

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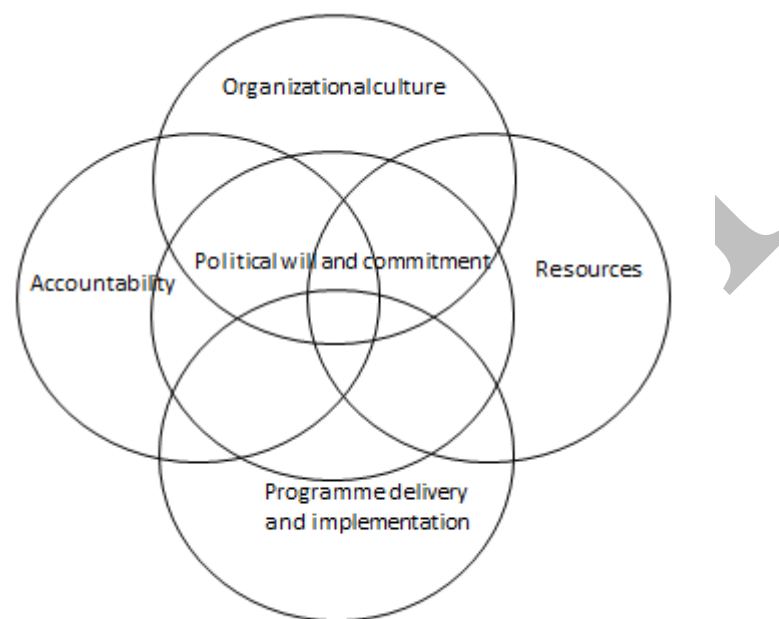
Table of Abbreviations

ADCAP	Age and Disability Capacity Building Programme (of Help Age)
BOCA	Branch Organisational Capacity Assessment
CoC	Code of Conduct
FGD	Focus Group Discussion
GD	Gender and Diversity
GBV	Gender-Based Violence
OD	Organisational Development
IASC	Inter-Agency Standing Committee
IC	International Conference (of the Movement)
IEC	Information, Education and Communication
IFRC	International Federation of Red Cross Red Crescent Societies
ILO	International Labour Organisation
LGBTI	Lesbian, Gay, Bisexual, Transgendered and Intersex
M&E	Monitoring and Evaluation
MSCs	IFRC Minimum Standard Commitments to Gender and Diversity in Emergency Programming (pilot 2015)
NGO	Non-Government Organisation
NS	National Society
NSs	National Societies
OCAC	Organisational Capacity Assessment and Certification
PMER	Planning, Monitoring, Evaluation and Reporting
PoA	Plan of Action
RCRC	Red Cross Red Crescent
SEA	Sexual Exploitation and Abuse
SOGIE	Sexual Orientation, Gender Identity and Expressions
UNCRPD	UN Convention on the Rights of Persons with Disabilities
VCA	Vulnerability and capacity assessment

Introduction: What is this toolkit about?

This toolkit provides National Societies with **practical instructions** to perform and follow up a gender and diversity organisational assessment. It can also be used by IFRC, with modifications.

The toolkit will help you measure what your National Society (NS) does on gender and diversity and how to improve in the following five areas – which constitute five interlinked and necessary areas for gender and diversity mainstreaming in the organization:



Given that each National Society and context is different, this toolkit gives **flexible guidance** and should be **adapted** to suit local context.

This is the first IFRC tool that focuses on gender and diversity in organisational development (OD), and supports each National Society **to fulfil commitments to gender and diversity sensitivity and equity**.

Included in this toolkit:

- Instructions on how to conduct an organisation-wide gender and diversity assessment,
- Guidance on who to involve,
- Guidance on how to measure your status, successes and challenges, and
- Gives you tips on preparing your action plan at the end.

Background

Gender and diversity factors need to be taken into account in the way our National Societies are constituted in terms of leadership, management, staff, volunteer and members and in the way that we design and deliver programs, services and interventions, so that we can be a socially inclusive and gender-

diversity sensitive Movement. This means reaching the most vulnerable, including them in our decision-making and ensuring that their needs inform our Strategic Planning, our Vulnerability and Capacity Assessments (VCAs) and analysis. Therefore 'gender and diversity sensitivity' helps us as humanitarian actors to actually reach the most vulnerable people, to be accountable to those people, and to ensure that sustainable community resilience for everyone is built.

Commitments to achieve socially inclusive, gender and diversity sensitive National Societies are outlined in the following documents:

- [Strategy 2020](#)
- [IFRC Strategic Framework on Gender and Diversity Issues 2013-2020](#)
- [IFRC Strategy on the Prevention, Mitigation and Response to Violence 2012-2020](#)
- [The Movement Resolution 3 of the 32nd International Conference \(IC\), Sexual and Gender-Based Violence: Joint action for prevention and response](#)
- [The IFRC Minimum Standard Commitments to Gender and Diversity in Emergency Programming \(2015 Pilot\)](#)
- [The IFRC Gender Policy \(2009\)](#)
- [The IFRC HIV/AIDs Policy](#)
- Strategic Plans of many National Societies (NSs)
- Gender and Diversity and Social Inclusion Policies of many NSs

The experience of NSs and IFRC, as well as of other humanitarian organisations, has shown the importance of understanding the different needs, vulnerabilities and capabilities of different groups in the places where we are working and applying this knowledge to our decision-making processes. Such analysis helps to ensure that our program responses are appropriate, whether humanitarian or developmental, and that they do not discriminate against people or reinforce existing inequalities; it also highlights the skills and capabilities that women and men can bring to the process of building community resilience.¹

IFRC Strategic Framework on Gender and Diversity Issues, Goal:

The IFRC and its member National Societies meet the needs and basic rights – and build on the capacities and resilience – of people of all ages, without any gender discrimination and with respect for diversity.

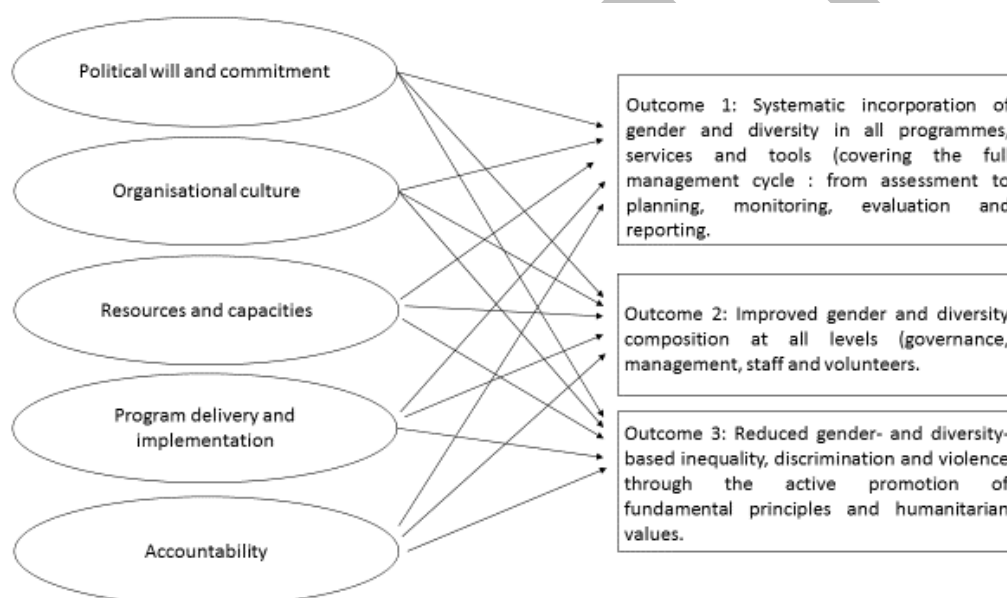
In order for NSs to meet the needs and basic rights – and build on the capacities and resilience – of people of all ages, without any gender discrimination and with respect for diversity, **NSs must strengthen structures, capacities and programmes** to ensure they mainstream gender and diversity.

¹ <http://www.ifrc.org/PageFiles/71047/Explanatory%20note%20-%20IFRC%20Strategic%20Framework%20on%20Gender%20and%20Diversity%20Issues-English.pdf>

Based on our existing commitments in the [IFRC Strategic Framework on Gender and Diversity Issues 2013-2020](#), IFRC and NSs should strive to achieve the following three outcomes:

1. Systematic incorporation of gender and diversity in all programmes, services and tools (covering the full management cycle from assessment to planning, monitoring, evaluation and reporting).
2. Improved gender and diversity composition at all levels (governance, management, staff and volunteers).
3. Reduced gender- and diversity-based inequality, discrimination and violence through the active promotion of fundamental principles and humanitarian values.²

This tool goes systematically through the five thematic areas (political will and leadership, organisational culture, resources and capacities, program delivery and implementation, and accountability) as they are necessary to achieve the three outcomes.



Purpose

The purpose of this tool is to provide NSs with a standard method of conducting an organisational assessment on gender and diversity. The assessment can be done as a standalone process, or as complementary to Organisational Capacity Assessment and Certification (OCAC) or Branch Organisational Capacity Assessment (BOCA). The tool can both be used for a whole National Society, or at selected branches/offices. The findings of the assessment will form the basis of recommendations on how to strengthen gender and diversity in all areas of the organisation. IFRC can also use the tool with some modifications, such as leaving out points relating to volunteer structures and direct community engagement.

²

<http://www.ifrc.org/Global/Documents/Secretariat/201412/IFRC%20Strategic%20Framework%20on%20Gender%20and%20Diversity%20Issues-English.pdf>

Central to National Societies are the core humanitarian services that they deliver. Ultimately, the aim is for National Societies to mainstream gender and diversity in all areas of the organisation to enable gender and diversity mainstreaming of all activities, projects and programmes implemented. This is necessary to support, include and engage vulnerable groups in communities, and to provide impartial and non-discriminate services, supports and activities.



What the tool is not

This gender and diversity organisational assessment tool looks at the gender and diversity aspects of the organisation. However, **it cannot substitute the OCAC and BOCA tools**. Several challenges in the organisation will most likely be identified during the assessment process, but this tool will not provide guidance on how to strengthen overall leadership, technical capacity, HR routines, volunteer engagement, fundraising, project cycle systems and accountability. E.g., for gender and diversity to be well implemented in recruitment processes, the organisation is dependent on already having well-functioning HR policies, routines, guidelines and staff in place.

Intended users

This tool is for any National Society that wishes to measure the success of its integration of gender and diversity concerns, with the intended outcome of strengthening and improving that work. The tool can be used by managers, staff or consultants tasked with the responsibility of carrying out the assessment. The assessment can also be carried out by peer facilitators from other NSs, who are trained in its use. IFRC Secretariat Components (Country Office, Multi-Country Cluster Support Team, Regional Office or Entire Secretariat) can also use the tool.

Structure

This tool is a step-by-step guide to initiate, conduct, complete, analyse and make recommendations on the current gender and diversity sensitivity of your NS, and to lead a process to strengthen and deepen such work. The assessment should be conducted by using the assessment matrix. It is understood that **the matrix and the approaches outlined in this toolkit will need to be adapted to each National Societies specific context.**

Throughout the tool examples from the fictional country Alphaland, with Alphaland Red Cross, will demonstrate how to use the matrix and implement the assessment.

I. Preparations and approval for assessment

Planning the assessment

Leadership commitment and approval is crucial to properly conduct the organisational assessment. **Leadership should agree that the assessment will generate recommendations for change and you should seek the feedback of leadership on how to best achieve changes.** There should be a willingness amongst the governance and leadership to follow up with change processes to strengthen gender and diversity mainstreaming at all levels of the organisation. To obtain leadership commitment and approval, it is suggested that you prepare a concept note to be submitted to the Secretary General and the Board if possible.

Concept note proposed structure

- **Background:** a justification for why the assessment is needed (in addition to rationale from NS and RCRC documents, it can also be useful to make an overview of gender and diversity issues in the country/community, where information from UN agencies, NGOs, statistics bureau etc. can be used)
- **Aim/Goal:** the intended goal and purpose of the assessment
- **Scope:** outline how many offices/branches should be included to get a representative mass of information, which communities and which staff will participate in FGDs
- **Data collection methods:** methods to be used to collect information gathering such as using surveys, interviews, focus group discussions, document review, using volunteer teams for data collection in the communities, having staff or consultants or peer facilitators from other NSs as a team of assessors, etc.
- **Key informants:** list all of the key informants who should be engaged including Board members, leadership, mid-level managers, directors, staff, volunteers, members and community members
- **Resources:** both number of persons full or part time, and money needed to conduct the assessment
- **Timelines:** Give a realistic timeframe to complete all the steps (change is hard to achieve if you push it too hard, you want leadership to have time to implement and consider findings and action plans)

- **Follow up actions** required upon completion: such as schedule for presentation of findings to the Board, Senior Management and funds needed to implement action plans (estimate)

A background information note with a gender and diversity analysis for the country/community is highly useful to make before starting on the internal organisational assessment. The note can be used to help the NS understand the context and the need in the country/community, and the need for the organisational assessment. The analysis should be evidence based with information and analysis on:

- Composition of population: Sex, age, ethnicities, religious groups, nationalities, LGBTI persons, people with disabilities, etc.
- Social indicators: Education, health, socio-economic, language, etc.
- Social norms and their implications on gender relations: Family codes, cultural practices such as female genital mutilation, early marriage, stigmatisation of lower castes, accusations of witchcraft, etc.
- Roles and responsibilities of men and women in the home and in communities
- Etc.

Sex is the term used to describe the biological characteristics that define humans as either female or male. These sets of biological characteristics are not always mutually exclusive, as there are some individuals who possess both female and male characteristics.

Gender refers to the social differences between females and males throughout the life cycle that are learned and, though deeply rooted in every culture, are changeable over time and have wide variations both within and between cultures. 'Gender' determines the roles, power and resources for females and males in any culture.³

Example 1: Alphaland profile

- Population: 10.35 million
- Three main ethnic groups:
 - o Alphas 80%
 - o Longonians 15%
 - o Cruyitters 5%
- Life expectancy at birth: 46.3 years for female, 44.2 years for male
- 75% of the population is below 25 years
- Infant mortality rate: 114 per 1,000 live births
- Adult literacy rate: Male 74.9%, female 54%
- Official language is English. Indigenous languages are barely used today, except by some older members of the more remote communities.
- Typically patriarchal society with strict segregation between sexes and clear gender roles of division of work between women and men.

³ Explanatory note to the IFRC Strategic Framework of Gender and Diversity Issues

- 80% of all Alpha women and girls have undergone female genital mutilation, 40-45% among Longonians and Cruyitters.
- Poverty and difficult living situations among the displaced population lead to high levels of domestic violence, survival sex and higher rates of child marriages.
- No census is conducted. Government policies and programs do not address the special needs of female headed households, the older people marginalized populations and persons with disabilities are non-existent, even in the capital city. For example, the most vulnerable populations of women, children, older people, marginalized groups and persons with disabilities are rarely even captured in government records or past aid registration exercises, which makes it particularly difficult for them to access assistance.
- Unofficial data suggests that there are 10% of persons with visual impairments in the capital due to an aggressive eye infection ten years ago
- Alphaland Red Cross Society:
 - o Membership and volunteers tend to be primarily Alphas
 - o 65% of the leadership and staff are men, 80% of the volunteers are men
 - o 49% of the volunteers are youth

The National Society has decided to have a special focus of recruiting more female staff and volunteers from longonians and cruysters to ensure that they reach communities and community members who often are discriminated against due to stigma and poverty.

The term “vulnerable groups” should never be used in specific contexts. Target groups should be clearly defined with a solid analysis that explains the reasons why they are vulnerable, and what the vulnerability results in. This assessment can be used to analyse who the most vulnerable groups/individuals are, and who the NS should focus on reaching, supporting and engaging.

The assessment team

Depending on the length of time and human resources you have dedicated to this assessment, you may wish to appoint just one person to conduct the assessment (which will take a longer time and involve collaboration with teams of volunteers) or you might wish to assign an assessment team. The assessment team will be responsible of determining the final methods, survey questions and to conduct the work and share the findings with each other, and to shape the plan of action.

The most effective way of conducting an organisational assessment is to have a **small team of dedicated full time assessors**. Ideally, the assessors should come from the National Society and have previous relevant knowledge and/or experience.

The following areas are identified as important attributes for the assessment teams:

- Diversity in the assessment team including: male and female; gender and diversity focal points; Planning, Monitoring, Evaluation and Reporting (PMER) representatives; HQ staff; representatives from the branches who have experience working directly with communities.

- Must have a basic knowledge of gender and diversity evident either from their role within the National Society, having taken part in a practical gender and diversity training or completion of the online course 'Gender equality in programme planning: Different Needs, Equal Opportunities' on the IFRC learning platform.
- Experience in data collection and analysis.

Experience in facilitating or training, both within the National Society and with communities, is important if you are conducting group work and FGDs, including experience in the following areas:

- Gender and diversity
- Organisational development/National Society development
- Working with volunteers and communities
- Project management
- Human Resources

Is it better to have an external facilitator?

You might also want to consider receiving support from a staff member from another National Society. Having an "outsider" as part of the team might make it easier to conduct interviews with the leaders in the organisation.

A key decision that an organisation needs to make when undertaking an organisational assessment is whether to self-assess its performance, to commission an external assessment, or to use a combination of both internal and external approaches.

Some considerations for internal self-assessment are:

- Positive: it encourages the organisation's ownership of the assessment, and thereby increases the latter's acceptance of feedback and commitment to the evaluation's recommendations.
- Negative: drawbacks of the self-assessment approach are that external stakeholders may question the independence or validity of the findings and may fear that hard issues will not be tackled, due to potential sensitivities within the organisation.⁴

Some considerations for external facilitators are:

- Positive: Can see the organisation from an outside view, suggest new approaches and draw from learning from other organisations.
- Negative: Findings and recommendations might not be accepted, since the facilitator might be perceived as unfamiliar with the organisation.

The budget

Although a Gender and Diversity Organisational Assessment may at first seem like a no-cost endeavour, there are small costs that can be foreseen, for example:

- Costs if an external evaluator is used

⁴ http://betterevaluation.org/theme/organizational_performance

- Travel costs
- Costs of tea and coffee at inception meetings
- Costs of volunteer insurance and per diems if you choose to train volunteers to collect data from communities
- Telecommunication costs
- Costs of room and lunch if you choose to hold FGDs with either communities or staff at branches (you should make sure that time and place are accessible to men and women based on their daily schedules such as work and childcare needs)
- Costs of any changes that may occur should be projected, for instance if it is determined that some space in the branches needs to be set aside for breastfeeding in the longer term, or if it is determined that there may be costs to make desks or offices accessible to wheelchairs or ones that are disability friendly.

The exact costs will depend on how thorough you want to make the assessment process. The budget will vary based on how many branches, communities and informants will be included, how much time you have available, etc. Often, a fixed allocated amount available will also decide the scope of the assessment.

The timeline and internal communications tips

Depending on resources and time available for the assessor(s), **conducting the organisational assessment may take between 2 months and a year**. It is also necessary to factor in time to get the necessary approval from the governance structure and top level management. In addition, it might take time to agree with branch offices and mid-level management when will be the most suitable time to do visits and interviews.

The scope of the assessment will decide how much time the assessment will take. If it is decided to only focus on one or a few offices, it will take less time to gather the information than if the whole organisation across the country is involved.

The method used to gather data will also affect the time needed. If the assessor(s) want to gather all the data it will take more time to travel to the various offices than if a team of data collectors is trained to gather the information which they feed back to the assessor(s). If you want to use a team of data collectors to save time, the challenge is to ensure that they know the methods well, and know how to deal with sensitive topics and confidentiality.

Throughout the self-assessment process, communicating internally on a regular basis will bring an added value for the short and long-term success of the assessment, including:

- More effective management of the assessment process and engagement of the team and wider staff and volunteers who are aware of the process
- Increase staff moral and motivation
- Create a sense of ownership
- Better alignment to project/programme/departments priorities and vision

- Improved reputation and image of the assessment
- Two-way flow of information. This prevents the assessment being perceived as a top-down process but rather one that will only be successful with two-way feedback
- Informed decision-making

Some top tips to consider for effective internal communication and engagement among staff include:

- Holding internal meetings
- A suggestion box for anonymous recommendations or feedback
- Ensure any feedback provided is responded to in a timely way
- Email to all staff with updates. This will make everyone feel they are part of a process and that information is transparent and not for a few within the organisation
- Post meeting updates around common meeting areas e.g. in the elevator or in the kitchen notice
- Hold regular meetings to update relevant stakeholders
- Ask staff outside the assessment team for input throughout the process
- Identify someone in the assessment team that could be responsible for ensuring communication channels are being used effectively at each stage of the process.

Sample timeline (NB: This timeline will be produced as an infographic in the final document.)

TIME	ACTIVITY	INTERNAL COMMUNICATION TIPS
Month 1	Developing Concept note and seeking relevant approvals from leadership	<p>Share the concept note with each head of department before submitting to the leadership.</p> <p>Identify and come to agreement on how you will communicate within the NS to ensure coherence and a common understanding is fostered.</p> <p>Consult with technical leads for their input.</p> <p>Host a meeting once the note is approved by leadership to update everyone involved on the process. Or send an email round to all staff informing them that the National Society will start the organisational self-assessment, outlining the key objectives and the process going forward.</p>
Month 2	Adaptation of matrix and decision on final methods/focus group discussions and seeking	Consult with technical leads for their input on the indicators that should be included in the matrix and the key questions for focus group discussions

	participation of relevant offices/branches and communities	
Month 3	Training volunteers (if required) to collect data	Communicate clearly with the volunteers and staff on which volunteers are being trained, and why. Explain clearly the objective of the training as part of the larger process for change within the organisation. If there are opportunities for future trainings, communicate it clearly amongst the staff and volunteers. Good communication will encourage a sense of solidarity and support amongst National Society staff and volunteers. It will also create a sense of ownership about the process
Month 4	Analysing and compiling information	Ensure a trusted and diverse group of assessors are engaged in the process. This will increase effective communication and credibility of information. Findings and conclusions can also be discussed with a committee of varied representatives from the NS ⁵ before finalisation. This will encourage discussion within the NS and to ensure a sense of ownership.
Month 5	Developing recommendations and discussing these with the relevant stakeholders (for example discussing with HR how they could implement their recommendations)	Send an update via email to inform the wider National Society staff with an update on the process and anticipate the final workshop. In addition to discussion with each stakeholder or department, inform everyone that input or feedback via email/suggestion box or face-to-face meetings is welcome. A suggestion box is a good way to facilitate internal communication if some members of staff would like to remain anonymous but provide feedback before the final workshop
Month 6	Presentation of final findings and recommendations/action plan to all participants in process, to NS leadership and to other partners (if necessary)	There are two potential options: Brief your leadership before you set up a final workshop. Ensure they are aware of the key findings to have their input on what the recommendations should be. Ensure the findings are described with some key top level

⁵ This can be done as the discussions organised under the OCAC and BOCA approaches.

		<p>messages.</p> <p>Or, conduct a workshop with all those involved in the assessment process (including senior management and leadership).</p> <p>For both options ensure everyone involved understand the process, how you came to the findings and what the recommendations will mean for the National Society</p>
Month 7 - 12 (and ongoing)	Implementation of recommendations/action plan	<p>Ensure both the final recommendations and the final plan of action is endorsed by the leadership and communicated to everyone in the National Society. It is key that everyone is aware of the final outcomes, and expected goals and the timeline to achieve next steps.</p> <p>As the action plan is implemented, ensure people are aware of the ongoing process and successes/challenges. This will make everyone feel a part of collective achievements.</p> <p>If there is a specific outcome from activities in the plan of action i.e., a policy or training for staff on gender and diversity, ensure this is documented. It will also be valuable to communicate this to external audiences via social media or news articles, in collaboration with the communications department.</p>

The key informants

It is suggested that you plan to engage a wide variety of National Society staff, branch representatives and volunteers from all across your National Society. You should ensure that you are seeking the views of males and females and anyone who identifies with another gender or no gender; you should ensure that you seek the views of people from different parts of the country, of different beliefs and ensure that you do not only ask those in positions of power (for example do not only engage directors, leaders, etc., but instead seek views of admin staff and entry-level staff). Where possible, actively seek the views of persons with disabilities who engage with the NS. You should also seek inputs from groups often excluded and neglected in the communities.

Suggested interviewees:

- Board members
- Senior leadership
- Mid-level managers NHQ
- Branch managers
- NHQ and branch staff – including admin and drivers
- Volunteers
- Community members in areas where your branches exist
- PNS staff if available
- Partners (NGOs, civil society actors, government/ministries...)

Remember: unless you seek views of an equal numbers of males and females you are already conducting this assessment in a way that is not sensitive to diverse needs!

II. How to conduct the assessment

Structure of the assessment

The main tool in this toolkit is a matrix which you can use to measure the successes and needs of your National Society.

Themes in the matrix

The thematic structure of the overall assessment is based on the matrix themes. There are five main themes with 11 sub-themes as follows:

I. Political will and leadership

- a) Leadership demonstrates commitment to gender and diversity
- b) Representation
- c) Partnerships

II. Organisational culture

- a) Fair, equitable and safe environment for all genders and diverse groups
- b) Contribution to reducing gender and diversity- based inequality discrimination and violence

III. Resources and capacities

- a) People management
- b) Knowledge, skills, attitudes
- c) Finance and budget

IV. Program delivery and implementation (Compliance with Minimum Standard Commitments)

- a) Project cycle

V. Accountability

- a) Internal
- b) External

Under each sub-theme there are between three and five elements, in total 25, with a point system based on indicators of varying levels of complexity/advancement.

Theme	Sub-theme	Element	Indicator			Total score	Comments
Theme 1: Political will and leadership							
<i>Leadership demonstrates commitment to gender and diversity equality</i>							
Points	2	1	1	1	1		
1. Policy, Strategy, frameworks	<i>A policy and/or strategy on gender and diversity is established and endorsed with a clear review window in the coming 5 years</i>	<i>A plan of action/ framework is developed based on the policy/strategy with specific and measurable results, is approved and progress is measured</i>	<i>Staff are aware of how gender and diversity policy/strategy and how it relates to their work</i>	<i>The integration of gender and diversity during revision of all National Society policies/ Strategies takes place</i>	<i>The policy/strategy/plan of action is monitored, reviewed and updated on a regular basis</i>		
						(Maximum score: 6)	

The point system

For each element, there are several indicators. The more indicators the organisation fulfils, the more points it receives in the matrix. The first indicator on the left side the matrix is marked with grey, showing what normally is the most basic level needed in an organisation. If you have this in place, you receive 2 points. Going towards the right side of the matrix, the indicators become more and more advanced and more points are given based on whether you also have those in place. It is however possible to jump over one indicator if the organisation has reached a level further right. In the far right column, you should add together the points and give a 'score' for that line in the matrix.

All the indicators in the matrix can be used as a check-list for the National Society on what steps to take in order to strengthen its gender and diversity mainstreaming.

Depending on the elements, there are different number of indicators. For some elements there are five indicators to be rated (which gives a maximum of six points), while for others there might be three indicators (which gives a maximum of four points). The first and most basic indicators always gives two points.

In the comment field the assessors can write relevant information and cite specific evidence (see example 1 below). Such comments might also detail other good steps taken by the National Society but not mentioned in the matrix tool itself, or explanations as to why certain steps have been taken or not. The comments can often feed into the recommendations or provide input to creative solutions or steps to take.

Example 2
Theme 3: Resources and capacities
Sub-theme: People management

Points	2	1	1	1	1	Total	Comments
Safe, accessible, enabling facilities	Culturally appropriate gender sensitive sanitary facilities (toilets, shower facilities, etc.) (Female/ male/ or unisex with locks and lights)	Disability friendly facilities (parking lot and ramp for wheelchairs, braille language, pictographic, lifts...)	Prayer rooms available to all	Nursery/ breastfeeding rooms	Child care facilities available for staff (and volunteers) where affordable and accessible facilities aren't provided in the community		
Alphaland Red Cross Society	Yes. Our NS has disability accessible male/female and unisex toilets with locks and lights. Score: 2	No. Score: 0	No. We only have prayer rooms available to men. Score: 0	Yes. Score: 1	No. Score: 0	3	Female staff expressed that they don't feel safe exiting the building after office hours alone, and this needs to be addressed too

Indicators might sometimes be partially achieved, as policies and routines might differ between branches and departments within the organisation, and resources and implementation might differ between programmes. Discrepancies and good examples can be noted in the comments section and followed up in the recommendations, but points should be rewarded only when the organisation **mostly** adheres to the elements in a systematic way (see example 2 below).

Example 3

Theme 3: Program delivery and implementation

Sub-theme: Project cycle

Points	2	1	1	Total	Comments
Gender and diversity are mainstreamed in the project cycle	<i>Project/ program planning and design is based on G&D sensitive analysis</i>	<i>Projects/ programs has G&D sensitive indicators</i>	<i>Planning, monitoring, implementation and evaluation includes engagement of various groups, in particular vulnerable groups</i>		
Alphaland Red Cross Society	<p><i>Most of the project documents reviewed generically state that "G&D is mainstreamed in the projects", but no further information is provided on how this is done. A few documents provide a solid analysis with a project design which clearly caters to the findings.</i></p> <p><i>Score: 0</i></p>	<p><i>Approximately 85% of the project documents include a number of G&D sensitive indicators (sex, age and disability disaggregated; at least 30% of the community committee members are women; two districts have special transport options for elderly to participate)</i></p> <p><i>Score: 1</i></p>	<p><i>Most PMER processes include community leaders and an equal number of women and men. No youth or discriminated group were consulted.</i></p> <p><i>Score: 0</i></p>	1	<i>The branch in XXX district has a CBHFA project, which has set the standard for many other projects, in how to ensure</i>

Translating and contextualising the matrix

Gender

The concept "gender" is often misunderstood as only meaning women and girls. Others perceive 'gender' to mean gender equality, which is sometimes perceived as a foreign or political concept. To avoid misunderstandings, it is possible to not use "gender" in the assessment when you have discussions - and instead use "diversity" only. Gender is one of many diversity factors, so by using "diversity", one can still ask questions and find out about gender issues – such as by asking what roles men and women take, and by directly asking 'is it the same for men, what do the men say?' and 'is it the same for women, what do the women say?'

Some NSs may want to focus only on gender issues, as this already might be seen as a big step which requires extensive change in how the organisation works. **We recommend that the assessment looks at both gender and diversity, since discrimination often is based on overlaps between gender and different types of diversity.** For example: there may not be any safety issues for women in general, but you might find women with a disability or from a certain ethnic

background experience problems due to both gender and diversity factors. This toolkit is one of the first toolkits for organisational assessment to look deeply into gender AND diversity.

Diversity

In all communities there are degrees of diversity. Diversity factors include gender, age, disability, HIV status, sexual orientation, socio-economic status, religion, nationality and ethnic origin (including minority and migrant groups), just to mention a few. In the contexts which your National Society operates, there might also be other factors which are more local and specific to your region, country or district. **To make the assessment as useful as possible, the assessors should have an idea of which diversity factors are the most relevant for the National Society.** The governance structure and leadership might also have certain types of diversity factors they want to focus on. **It is possible to limit the scope of diversity factors to only a few to avoid generating too many questions and information.** On the other side, the assessors should also be open to critically consider including diversity factors which might have been initially neglected, depending on inputs from informants and sources.

Based on the identification of key diversity factors prioritised, **the matrix should be adapted to reflect the choices made** (the most relevant points to be adapted in the matrix are marked with *). The priorities should guide which informants and sources to seek, the composition of the data collectors (sex and age balance, languages spoken, etc.) and be reflected in the questions asked to informants.

Example 4– Alphaland is not a country where the population pray during work hours. Further, Alphaland Red Cross Society wants to accommodate for the volunteers and community members with visual impairment who participate in a community health project. For the assessment it is therefore agreed to adjust the matrix as follows:

Theme 3: Resources and capacities

Sub-theme: People management

Points	2	1	1	1	1	Total
Safe, accessible, enabling facilities	Culturally appropriate gender sensitive sanitary facilities (Female/ male/ unisex) with locks and lights	Disability friendly facilities (parking lot and ramp for wheelchairs, braille language, pictographic, lifts...)	Prayer rooms available Added: The facilities are clearly marked with big letters,	Nursery/ breastfeeding rooms	Child care facilities available for staff (and volunteers) where affordable and accessible facilities aren't	

			braille language and bright colour coding. Or: The computer systems have installed text-to-speech software		provided in the community	
Alphaland Red Cross Society	Yes Score: 2	No Score: 0	Yes Score: 1	Yes Score: 1	No Score: 0	4

Other factors might also need to be contextualised to the needs of the National Society, such as different volunteer structures and systems for engaging with communities.⁶ It is however important to note that international standards on gender and diversity should under no circumstances be reduced, only contextualised.

⁶ See the NSD Framework, IFRC, 2013, pp. 10-11.
<http://www.ifrc.org/Global/Documents/Secretariat/201505/1269801-NSD%20framework%202013-EN-LR.pdf>

IFRC and National Society Gender and Diversity Organisational Assessment Matrix

The relevant elements/indicators which need to be adapted to the defined diversity context are marked with *

Theme I: Political will and leadership						Total score	Comments
Leadership demonstrates commitment to gender and diversity equality							
Points	2	1	1	1	1		
1. Policy, Strategy, frameworks	<i>A policy and/or strategy on gender and diversity is established and endorsed with a clear review window in the coming 5 years</i>	<i>A plan of action/ framework is developed based on the policy/strategy with specific and measurable results is approved</i>	<i>Staff are aware of how gender and diversity policy/strategy and how it relates to their work</i>	<i>The integration of gender and diversity during revision of all National Society policies/ Strategies takes place</i>	<i>The policy/strategy/ plan of action is monitored, reviewed and updated on a regular basis</i>		
2. The Board of Governance ensures follow-up of NS commitments to gender and diversity	<i>The Board has a plan for ensuring equal representation and voice of men and women, as well as *diverse groups, in middle and senior management</i>	<i>The Board receives regular progress reports on gender and diversity issues, including management, staff and volunteer composition and gender and diversity balance data</i>	<i>The Board receives gender and diversity awareness session as part of orientation</i>	<i>The Board has a gender balance and is composed of diverse groups from the society, including youth and *underrepresented groups in the community</i>	<i>There is a designated Board member who is responsible for monitoring the National Society plan and championing gender and diversity issues within it</i>		

Representation							
Points	2	1	1	1	1		
3. Improved gender and diversity composition at all levels of the National Society (governance, management, staff and volunteers)⁷ (See also sub-theme 9 under People Management)	<i>The National Society's statutes and/or internal regulations specify that a balanced and fair gender and *diversity balance/representation at all levels is a goal</i>	<i>Leadership has put in place and enforces proactive strategies to recruit or promote underrepresented genders and *diverse groups including in Senior Management positions</i>	<i>There has been an increase in underrepresented genders and *diverse groups in staff, members and volunteers</i>	<i>There has been an increase in underrepresented genders and *diverse groups in the Board</i>	<i>Proactive strategies are in place to ensure improved composition of volunteers, according to genders and *diverse groups</i>		
4. Equal representation in internal and external events/forums	<i>Events are organised with gender balanced and diversified panels and speakers</i>	<i>National Society sends gender and diversity balanced delegations/representatives to external events, forums and conferences</i>	<i>Events are organised with gender balanced and diversified participants and invited guests</i>	<i>Events are organised to be gender and diversity sensitive e.g. taking into account time for prayer, disability accessible venues.</i>			

⁷ Several initiatives can be taken to proactively and over a long term recruit underrepresented groups with the necessary expertise and competency. This can include diversifying channels of recruitments, establish mentorship programs and support training opportunities to existing staff members and volunteers, etc.

Partnership							
Points	2	1	1	1			
5. Partnerships on gender and diversity within the RCRC Movement	<i>Gender and diversity are identified as an integral part in partnership agreements with IFRC, ICRC and other National Societies</i>	<i>The National Society has an agreement on how to clearly mainstream gender and diversity in programmes/ projects supported by other National Societies</i>	<i>The National Society collaborates with ICRC, IFRC or other NSs on how to strengthen its overall capacity on gender and diversity</i>	<i>The National Society participates in regional / global RCRC networks on gender and diversity</i>			
6. Partnerships with organisations promote gender and diversity	<i>National Society participates in gender and diversity related networks in the country (participates in network/cluster meetings, contributes to joint events, etc.) (participates in network/cluster meetings, contributes to joint events, etc.)</i>	<i>Ensure new collaborations with stakeholders are formed on the basis of agreements on IFRC and the National Society's commitments to gender and diversity</i>	<i>Review existing collaborations with stakeholders follow up on the IFRC and the National Society's commitments to gender and diversity</i>	<i>The National Society actively advocates in forums to promote its commitments to gender and diversity</i>			
Maximum total score for theme: 33							

Theme II: Organisational culture					Total score	Comments
<i>The National Society provides a fair, equitable and safe environment for all genders and diverse groups</i>						
Points	2	1	1	1		
7. National Society encourages gender and diversity sensitive behaviour of all staff, members and volunteers	<i>Leadership and senior management paying equal attention to all genders and diverse groups, discourage expressions of discriminatory /insulting jokes and comments made etc.</i>	<i>National Society encourages gender and diversity-sensitive behaviour from all staff, members and volunteers, e.g. in terms of language used, jokes and comments made</i>	<i>Ensure representation of all genders and diverse groups in decision-making meetings in the National Society</i>	<i>National Society puts in place procedures (e.g. policies, plans and panels) to ensure disciplinary measures are in place to hold staff, members and volunteers accountable for any sexual harassment and abuse they may commit</i>		
<i>National Society contributes to reduce gender and diversity- based inequality discrimination and violence</i>						
Points	2	1	1	1		
8. Staff, volunteers and members are encouraged to support a culture of open	<i>Sensitisation of staff, members and volunteers to gender and diversity sensitive</i>	<i>Mainstream and integrate information related to gender and diversity sensitive policies, organisational</i>	<i>Opportunities are created within programmes, for learning and dialogue to promote gender</i>	<i>Opportunities are created within the National Society to promote the equal sharing of power and</i>		

<p><i>dialogue on gender, diversity and power</i></p>	<p><i>policies, organisational structures and expectations</i></p>	<p><i>structures and expectations into wider National Society trainings and workshops</i></p>	<p><i>equality and respect for diversity and to prevent gender and diversity-based discrimination. This includes engagement with community, indigenous or religious leaders and external organisations to build support for actions to transform gender relations and promote equality.</i></p>	<p><i>participation in decision making process for women, men and those from other diverse backgrounds.</i></p>			
<p><i>Maximum total score for theme: 10</i></p>							

Theme III: Resources and capacities						Total score	Comments
People management							
Points	2	1	1	1	1		
9. Staff composition is gender and diversity balanced and is representative of the community	<i>Policies are in place for equitable recruitment, equal benefits for equal work and equitable opportunities</i>	<i>Job advertisements are written in a neutral language which does not show preference for a gender, age, background etc., and the text states that the NS strives to be a non-discriminatory organisation (Exceptions are made for positions where the nature of the work requires a certain gender, age, language skill, etc.)</i>	<i>HR staff, managers and interview panels are trained in how to recruit and interview candidates in an unbiased way (all candidates should get the same tests and be asked the same questions. The focus should be on their ability to fulfil the work in the job description, not their family situation, etc.)</i>	<i>Applications to job advertisements, written tests etc. are anonymised of name, age and gender</i>	<i>Affirmative action initiatives are used to increase the number of staff from underrepresented gender/*group (where 2 candidates are equally qualified for a job, the candidate from the underrepresented gender/group is preferred, internal mentorship arrangements help to advance the career of underrepresented gender/group to positions of higher responsibilities,</i>		

					etc.)		
10. Volunteer composition has a fair gender and diversity balance and is representative of the community	<i>Policies are in place for equitable recruitment and equitable opportunities</i>	<i>The NS is perceived as welcoming and accepting of persons of all genders and backgrounds who want to be volunteers</i>	<i>Affirmative action initiatives are used to increase the number of volunteers from underrepresented gender/*group (e.g. methods/campaigns are used to recruit more male/minority group volunteers)</i> <i>The NS makes a proactive effort in recruiting volunteers to ensure a gender balance and that diverse groups from the community are represented</i>	<i>*Trainings, including first aid trainings, are adapted to persons with disabilities / translated to various languages spoken in the community, etc.</i>	<i>The NS successfully recruits new volunteers ensuring a gender balance and the inclusion of diverse groups from the community</i>		

11. Safe, accessible, enabling facilities	<i>Facilities have accessible culturally appropriate gender sensitive sanitary facilities (toilets, showers, etc.) (Female/ male/ sex segregated/ unisex) with locks and lights</i>	<i>*NS has disability friendly facilities (parking lot and ramp for wheelchairs, braille language, pictographs, lifts...)</i>	<i>*Prayer rooms are available to all</i>	<i>*NS office(s) has nursery/ breastfeeding rooms available for mothers with babies</i>	<i>Child care facilities are available for staff (and volunteers) where affordable and accessible facilities aren't provided in the community</i>		
Knowledge, skills, attitudes							
Points	2	1	1	1	1		
12. Tools, manuals, materials	<i>IFRC G&D materials are translated and contextualised to NS, country and community</i>	<i>IFRC G&D materials are disseminated</i>	<i>IFRC G&D materials are used</i>	<i>Case studies and new materials related to G&D, and based on IFRC, ICRC and local government standards are developed by the NS</i>			
13. Technical knowledge and attitudes	<i>High number of staff, volunteers, management</i>	<i>High number of staff, volunteers, management and senior leaders</i>	<i>Increasing number of staff, volunteers, management</i>	<i>Increasing number of staff, volunteers, management</i>			

	<i>and senior leaders trained in Minimum Standard Commitments⁸</i> <i>(or: Total # trained (#m/#f))</i>	<i>trained in particular diversity issues (disability inclusion, SOGI, child protection, etc.)</i> <i>(or: Total # trained (#m/#f))</i>	<i>and senior leaders trained in Youth as Agents for Behaviour Change (YABC) approach⁹</i>	<i>and senior leaders trained in IFRC's cross-cultural behaviour and communications training</i>			
14. G&D resource person(s)	<i>The NS has a part time G&D Focal Point for the whole organisation (not only responsible for one project/programme)</i>	<i>The NS has a G&D committee/steering group</i>	<i>The NS has a full time G&D Officer/Advisor for the whole organisation (not only for one project/programme)</i>	<i>The NS has a G&D Unit/department</i>	<i>G&D focal persons are been designated at branch and department levels</i>		
Finance and budget							
Points	2	1	1	1	1		
15. Specific allocations for	<i>Budget is</i>	<i>Funds dedicated to gender and diversity</i>	<i>Staff are aware that gender and</i>	<i>Funds are given for marking</i>	<i>Recommendations from previous</i>		

⁸ <http://www.ifrc.org/Global/Photos/Secretariat/201505/Gender%20Diversity%20Minimum%20Standard%20Commitments%20in%20Emergency%20Programming.pdf>

⁹ <https://fednet.ifrc.org/en/resources/principles-and-values---global/yabc/yabc-today1/>

gender and diversity activities	<i>allocated to G&D mainstreaming from core NS budget and reported on as part of annual spend</i>	<i>mainstreaming are spent</i>	<i>diversity commitments receive some core funding from NS budget</i>	<i>particular workplace events that promote G&D inclusion, such as International Women's Day, the 16 days of activism against GBV, days for recognising the rights of people with disability and other such events</i>	<i>G&D budget spends or audits are implemented</i>		
Maximum total score for theme: 40							

Theme IV: Program delivery and implementation (in accordance with the IFRC Minimum Standard Commitments to Gender and Diversity ¹⁰)						Total score	Comments
Project cycle (planning, implementation, monitoring, evaluation, lessons learnt, reporting)							
Points	2	1	1	1	1		
16. Planning and designing	<i>Project/ program planning and</i>	<i>Project/ program has G&D sensitive indicators</i>	<i>Planning, monitoring, implementation</i>				

¹⁰

www.ifrc.org/Global/Photos/Secretariat/201505/Gender%20Diversity%20Minimum%20Standard%20Commitments%20in%20Emergency%20Programming.pdf

	<i>design is based on G&D sensitive analysis</i>		<i>and evaluation includes engagement of various groups, in particular vulnerable groups</i>				
17. Sex, age, disability, *diversity disaggregated data (i.e. girls, boys, women, men, elderly, *other relevant diversity factors)	<i>Sex and age disaggregated data is collected</i>	<i>Disability disaggregated data is collected</i>	<i>Other diversity* disaggregated data is collected</i>	<i>Collected data is analysed to understand the G&D impact of projects/programmes on targeted communities, and to ensure that any barriers to reaching *vulnerable community members are reduced</i>	<i>Data analysis is used to adapt activities to ensure that the intended *targeted groups and *vulnerable are reached, included and engaged</i>		
18. Projects/programs follow international standards	<i>Projects/ programs are in line with the IFRC's Minimum Standard Commitments to Gender and Diversity in</i>	<i>Projects/ programs include Inter-Agency Standing Committee (IASC) gender guidelines as per the specific sector requirements (health, WASH, shelter...)</i>	<i>Projects/ programs include IASC GBV guidelines as per the specific sector requirements (health, WASH, shelter...)</i>				

	<i>Emergency Programming , as per the specific sector requirements (health, WASH, shelter...)</i>						
19. Targeted actions are taken to meet the needs of specific groups where they face barriers leading to reduced accessibility, inclusion or engagement	<i>Targeted actions are taken for discriminated gender(s) (e.g. change meeting time to make sure that girls can participate right after school hours, add costs for male family members to accompany girls/women)</i>	<i>Targeted actions are taken for people with disability (e.g. adapt facilities to ensure access, disseminate information through targeted channels in a way which is understood, provide extra means of transport, add costs for a family member/ carer to accompany)</i>	<i>* Targeted actions are taken for vulnerable children</i>	<i>* Targeted actions are taken for groups based on other diversity factors dependent on the NS context and the needs within the communities the NS serves.</i>			
20. Collaborations and networks	<i>Lessons learnt and good practices are shared internally in the NS</i>	<i>Lessons learnt are shared with targeted communities and beneficiaries</i>	<i>Collaborations are established with non-RCRC organisations/* for specific groups (women's</i>	<i>Participation in inter-agency GBV clusters/ working groups during emergencies</i>	<i>Participation in national/ regional networks on gender and diversity</i>		

	<i>(between programmes, projects and branches)</i>		<i>orgs, disabled persons'...), including for project implementation</i>				
Maximum total score for theme: 25							

Theme V: Accountability						Total score	Comments
Internal accountability for gender and diversity mainstreaming							
Points	2	1	1	1	1		
21. Leadership seeks to understand and analyse gender and diversity issues in the workplace through staff feedback mechanisms	<i>A mechanism with multiple channels of reporting is in place for staff to safely file allegations of harassment, discrimination and violence in the workplace</i>	<i>All staff complaints and feedback is confidentially managed by a trusted staff member</i>	<i>The senior management/leadership receive notices of feedback given by staff (anonymised) and communicate actions taken to address such feedback</i>	<i>Staff are aware of and trust the feedback mechanisms and aware of the consequential steps that will be</i>			
22. Policies and mechanisms are in place for liability	<i>A policy and functioning reporting mechanism for anti-sexual</i>	<i>Staff feedback is used to improve implementation of this mechanism and NS designates someone in</i>	<i>The Policy and mechanism is publically communicated (including on</i>	<i>The policy and mechanism is revised every 2 years (or other interval decided)</i>	<i>Partner organisations are aware of and subscribe to the Policy</i>		

and accountability to staff	<i>harassment is in place</i>	<i>senior management accountable for improvements</i>	<i>job descriptions and in recruitment)</i>		<i>(in contracting arrangements and practice)</i>		
23. Policies and mechanisms are in place for liability and accountability of staff to communities	<i>A Code of Conduct outlining staff behaviour exists and functioning reporting mechanism exists</i>	<i>A functioning feedback mechanism is in place to receive and address community feedback on: Sexual exploitation and abuse committed by staff or volunteers, Unequal treatment or perceptions thereof, and Breaches of Staff Code of Conduct</i>	<i>There is a clear and confidential system for investigating and disciplining staff members and volunteers who are subject of complaints from community</i>	<i>There is a functioning referral mechanism for victims/survivors who make complaints and the NS will ensure that victims/survivors get adequate support</i>	<i>There is annual training for managers, staff members and active volunteers on Protection from Sexual Exploitation and Abuse including communicating about it with communities</i>		
External accountability for gender and diversity							
Points	2	1	1	1	1		
24. The NS publicly reports on gender and diversity	<i>An online and hard-copy (available upon request) document is available to the public (donors, governments,</i>	<i>Media coverage of the document is promoted</i>	<i>Communication resources and plans exist to share this information to RCRC partners, current and future donors,</i>	<i>The NS presents all external documents and reports with Gender, Age, Disability and Diversity disaggregated</i>	<i>The NS ensures that public documents are gender and diversity sensitive, including in</i>		

	<i>everyone) that communicates progress on gender and diversity priorities, progress, data, core spending and programme budget spending</i>		<i>communities and government stakeholders</i>	<i>data or sex disaggregated data at a minimum</i>	<i>photos and symbols (done in a way that promotes dignity, privacy, safety)</i>		
25. Communication with communities about RCRC staff and volunteer behaviour and Code of Conduct	<i>Information, Education and Communication (IEC) materials (that are accessible in local languages) are disseminated in all communities served, about the NS staff and volunteer codes of behaviour (including Code of Conduct (CoC), child protection and prevention of</i>	<i>Volunteers (including spontaneous volunteers in emergencies) are briefed about Code of Conduct, child protection and preventing SEA, and are able to share reporting lines about how to report violations with communities and amongst themselves</i>	<i>Staff have capacity to report any feedback from community members to the relevant NS authority</i>	<i>Staff and volunteers know how to refer generalised issues of child protection, GBV and violence to a relevant local expert agency</i>	<i>The NS shares IEC materials and dissemination plans with other community-based and humanitarian agencies in the same communities to coordinate messages given to communities</i>		

SEA)						
Maximum total score for theme: 29						
Maximum total score: 136						

DRAFT

Translation and meaning

In order to carry out the assessment the assessors will most likely need to translate the tool to the languages spoken in the areas where the assessment takes place. Word-for-word translation should not be done, since similar words in different languages can have slightly different connotations that distort the message. It is more important that the meaning of the words and concepts used in this tool is understood. Gender and diversity are also sensitive issues that may require tact. The assessors/data collectors should therefore be familiar with contexts and how to conduct interviews without using words which can seem inappropriate to the person they speak to. This must however be balanced with asking clear questions which cannot be misunderstood.

III. Gathering the information

Methodology

There are 3 primary modes for gathering the information that you need to complete the G&D Organisational Assessment. Pre-made standard templates for using the three methods should be developed by the assessor(s) beforehand, which clearly shows the link between the data gathered and the themes in the matrix. The templates should also be based on the diversity factors the NS wants to focus on (see chapter II, on Diversity, p. 20).

1. **Document review:** A review of evidence such as policies, practices, reports, evaluations and VCAs to check whether you have policies in place as listed in the matrix, to check if data is disaggregated by sex, age and other diversity factors to seek out whether there is genuine gender and diversity analysis (rather than just passing reference to 'pregnant and lactating women as a vulnerable group, and people with disability as a vulnerable group' – noting that such statements do not constitute a genuine gender and diversity analysis)
2. **Individual interviews:** with managers, staff, volunteers and (if you choose to verify information against best practice and perceptions of domestic or international organisations) other organisations/agencies. Individual interviews will allow you to gather qualitative information on the specific perspectives, attitudes and views from your selected respondents.
3. **Focus group discussions (FGDs):** with a combination of staff, volunteers, and community members (where applicable) at different organisational levels and locations (HQ, branches, regional offices, etc.) in order to gather the information to fill out the matrix. Like individual interviews, it provides qualitative information.

You may also choose to develop an email or paper survey (by using Survey Monkey and other free online tools) in order to gather information about the knowledge, attitudes, perceptions, behaviour and priorities of managers staff, volunteers, community members or external agencies.

Helpful source:

- How to make surveys: www.surveymonkey.com/mp/how-to-create-surveys/

The number and types of informants, methods used for data collection, changes to plans and gaps need to be included in the methodology part of the assessment report.

1. Document review

The matrix included in this toolkit is to measure the evidence-based real-time situation of your National Society. Therefore, where the matrix asks whether you have a policy or practice in place, the assessment team will need to find evidence and documentation to prove or disprove whether the National Society gains a point for that particular aspect of the matrix. Given that the matrix covers a wide ranges of areas, you should plan to consult the following documents.

- The NS Constitution
- The NS Strategic Plan
- Policies for example: Staff Code of Conduct, Child Protection Policy, Disability Policy, Social Inclusion Policy, HIV/AIDS policy, Non-Discrimination In The Workplace Policies, HR policies that relate to pay scales, family flexible hours, or to parental leave entitlements
- Strategies including Department or Unit Strategies
- Plans of action
- Partnership agreements
- VCAs
- Programme/project documents
- Speeches
- HR guidelines (including rules and regulations on salary, parental or family related leave, interview questions, etc.)
- Job descriptions
- Vacancy announcements
- Training materials
- Organograms
- Media and communication materials
- Minutes of meetings with participant lists
- Budgets and financial reports
- Annual reports
- Articles and statements in newspapers or in public hearings that related to the perception or position of your NS in the community

You can map some of these documents directly into your answers in the matrix box, noting that for many boxes within the matrix the NS both has to have a policy or practice in place *and it has to be known by staff*. Therefore gathering documents is only a first step as you will also need to directly ask staff and

volunteers questions about whether they know of an existing priority/policy/practice and whether they are putting it in place.

Tips: When choosing informants and later disaggregating answers based on diversity factors, it might be useful to start the survey, interview or FGD with control questions. There might be limitations to what a NS legally and ethically can ask in terms of background of the informants (ethnicity, sexual orientation, religion, etc.), but you might use proxy questions, such as "How many languages do you speak", "Which area do you live in", "Which school do you go to", etc., which for internal purposes can give an indication of diversity, based on local knowledge.

2. Individual interviews

The second method used is individual interviews with staff, volunteers and (if you choose to verify information against best practice and perceptions of domestic or international organisations) other agencies.

The aim of individual interview questions is to seek qualitative information that will assist you to fill out the matrix. Individual interviews can help you to understand political will, prioritisation of these issues within the NS and to validate people's knowledge, behaviour or perceptions.

Interviews should be 'semi-structured' which means that you will determine a set of questions, and you may need to ask additional probing questions. Some sample questions are below.

All staff and volunteers that you interview should be asked these questions:

- Are you aware of whether we have a Gender or Diversity Policy?
- Have you ever received training or capacity building on gender and diversity such as gathering sex and age disaggregated data, or performing gender and diversity analysis? When did it take place?
- Do we have a Gender and Diversity focal point? Who is that person? What help can they offer you?
- Do you feel that the office, amenities and staff working conditions are safe and culturally appropriate for you? What about other people – women, men, persons with disabilities, staff or volunteers who are HIV+, people from different linguistic and cultural backgrounds?
- Do you believe that there are equal opportunities for men and women to speak out in meetings? What examples or evidence do you have for your answer?
- Do you see equal representation of men and women from the NS speaking in panels, debates and events at the National Society or community level? Please provide details and examples.
- How many men are on the Board? How many women? Youth? Minority groups?
- Have you been instructed on what to do if a community member reports that a National Society staff or volunteer sexually abused or exploited them? How would you respond to an incident like this? Do you feel confident that your National Society will respond and investigate all

disclosures of sexual exploitation and abuse and deal with these reports in a timely manner? Do you feel your National Society will respect confidentiality, and ensure the protection and safety both of the staff member or volunteer who experienced the incident and those who reported the incident?

- In the programmes and services that you deliver to communities, how do you consider the different needs of men, women, boys and girls? Do you gather data about distinct needs? Do you provide standalone programmes for different groups of people? Do you translate materials for linguistic diverse communities and use interpreters? Please give as many examples as possible.
- Do you follow any guidance materials in the delivery of programmes and services to ensure that the initiative is sensitive to the different needs of different people? If so, what checklists and documents or approaches do you use?
- Do you feel safe to talk about gender, disability, gender-based violence and discrimination issues in your workplace and with your managers?
- What are the NS parental leave arrangements? Do you know whether there is a room for lactating women to express milk or breastfeed?

You may consider asking additional questions of different staff and volunteers such as:

Senior management	<ul style="list-style-type: none"> • What are the Board and Senior Management Team priorities when it comes to gender and diversity? • What are the main challenges you face in implementing more gender and diversity sensitive action?
Branch leaders and staff	<ul style="list-style-type: none"> • Have you ever received information from HQ about gender and diversity? • Have you ever sent information and / or requests for assistance on gender, disability, GBV, non-discrimination, community engagement, social inclusion or other related issues to HQ or the IFRC or local NGOs? What response did you receive? • Have you ever involved local NGOs or community-based organisations in your trainings or attended trainings offered by others about the topic of G&D? • How many female and male volunteers do you have? Do you regularly gather and record this data? • Do you consider your volunteer base to reflect the diversity in the community? If not, which groups of people are underrepresented as volunteers (e.g. youth, elderly, ethnic groups, gender, sexual orientation)? • What issues do female staff face in the field? What issues do male staff face in the field? • What are some examples of gender and diversity sensitive actions in your local services?
Volunteers	<ul style="list-style-type: none"> • Do you consider all opportunities to be open to you? • What do you understand to be the NS' priorities in the

	<p>realms of gender sensitive action, preventing and responding to GBV, diversity analysis, disability inclusion, non-discrimination and social inclusion?</p> <ul style="list-style-type: none"> • Do you think that the National Society and volunteers respond to the distinct needs of men, women, persons with disabilities? Can you give some examples? • Do you know of vulnerable groups who the NS does not, and should, support better? • Are you aware of staff and volunteer codes of conducts, and how to report misconduct?
External partners	<ul style="list-style-type: none"> • How do you coordinate or collaborate on programmes or projects? What do you know of the NS' work on gender and diversity? • Do the representatives from the NS raise gender and diversity concerns and issues in meetings? • Are there opportunities or gaps you believe the NS could work on to improve its gender and diversity approach?

Further, depending on the department managers and staff work in, specific questions can be asked for the various parts in the matrix:

- HR department should be asked more thoroughly about people management under *Resources and capacities*.
- Programme/Operations department should be asked more thoroughly about *Programme delivery and implementation*.
- Etc.

Tips: You might want to check how much managers, staff and volunteers know about a certain topic (e.g. "Do you know what gender means?"). If you ask if they know what it means, they will most likely answer that they do, even if they might not actually know, or what they believe they know is incorrect. It is therefore useful to instead ask them to explain something in their own words, and then mark their answer as correct or incorrect (e.g. "How would you explain the concept gender?" or "How is diversity relevant to your work?").

3. Focus group discussions

The final method to be used to gather the primary data for the assessment is focus group discussions (FGDs). Such discussions can be held with staff/volunteers based on the above questions, which can be adapted into group discussion questions.

It is also important to conduct FGDs with community members. This is a key way to ensure that the needs of the community are heard and to measure whether any actions taken by the NS are understood and felt in service delivery to communities themselves.

- It is recommended that you conduct sex segregated FGDs (where possible, including a group debrief where a nominated person from each group presents back to the whole community group involved in FGDs).
- Age segregated FGDs can be useful to capture the inputs from persons from various stages of the life cycle (children aged 5-12, adolescents 13-18, youth up to 30 years old, the elderly, etc.),
- To ensure inputs from a varied representation, separate discussions can be conducted with persons with disabilities (and their organisations) or other groups you think might face discrimination or marginalisation.
- You may need to organise sessions during times of the day, in locations accessible to everyone, and take other types of measures to ensure participation of adults, adolescents, workers, elderly, persons with disabilities, etc.

You should aim to conduct your FGD in a participatory way. This means that the information is clear and easy to understand (including for persons with disabilities and persons who are linguistically diverse – the latter may necessitate engagement of interpreters). FGDs should be designed so that participants do not need to be literate or numerate, so that you can include all members of the community.

Sample FGD approach and questions for community

Start by explaining to the participants why the FGD is taking place and ensure that they understand what follow up and feedback they can expect afterwards (optimally you will deliver to FGD a summary of what was discussed and actions in a friendly format such as a poster, leaflet or pictograph).

Discuss and agree on confidentiality in the FGD. No one should disclose any personal details that they do not want to share in the group and if anyone shares personal views, these will not be discussed outside of the walls of the room in a way that identifies or incriminates anyone in the group.

Consider developing your activities around the questions and indicators in the matrix, for example:

- What are the biggest needs for women in your community? And for men? Girls, boys, adolescents? Are there differences?
- Are there some groups who have special challenges in the community? What are their needs? (define and discuss which target vulnerable groups)?
- Do you know of the NS and their services?
- Do those services meet the needs discussed (for men/women and for distinct groups)? Please give examples from your own experience, a recent experience that has occurred in the last two years?
- Are there volunteers from this NS in your community? What work do they do?
- Can you describe the volunteers? (their sex, age, diversity)
- Are you involved in services delivered by the NS? Do you use those services? Volunteer in those services?

- Do you have a role in decision-making and are you consulted about the services?
- Are you aware of the obligations of staff and volunteers of NS? What are some of their codes of how they should behave in the community? (you may wish to ask probing questions here about discrimination, referencing, sexual abuse, etc. if these issues arise).
- Do you know who to contact if you have questions or concerns about the NS programme?

It is recommended that you develop activities based around these questions – such as discussion groups, mappings, calendars, story circles to ensure active participation of all members. This can give you some visually interesting information from communities for your reports and follow up.

Tips for FGD facilitators:

- Some people tend to dominate discussions, and it is proven that men may feel more free to speak up than women. Remember to take steps as facilitator to engage the less talkative with prompts such as 'Can we hear from someone who has not spoken yet?' or 'Would any of the youth/women/men [whichever group is less talkative] like to answer this one to start us off?'
- Given that groups are diverse, you will receive a diversity of opinions and it is important to ensure that you capture disagreements or differing opinions within the group. Acknowledge verbally that there are differences in opinion and all are valid, and take notes on these areas of difference and ensure they are analysed.

Ethical considerations

Confidentiality: You should create safe spaces for managers, staff, volunteers and community members to share their views about sensitive topics such as gender or diversity matters. This includes taking time at the beginning to reinforce that discussions are anonymous. You should discuss that the findings can be reported, but that particular attitudes, perceptions of questions will not be attributed to any one individual. In FGDs, make sure to emphasise that participants should not disclose sensitive information to others outside the room. You may even consider signing up a confidentiality statement (on a flip chart paper and where everyone signs their name to it) to reinforce the message. Similarly, when you send emails or store data and survey results you should make sure that it is clear to the survey participants whether their answers will be made anonymous or not. If the information is sensitive but not anonymous then it should not be stored on shared drives or on non-secure online cloud storage such as DropBox).

Sensitive topics and questions: Often when we talk about gender and diversity or GBV, emotions and feelings can arise that may make people feel shy to speak up, or we may even trigger negative memories of personal histories of GBV or child abuse. We should therefore take all steps to ensure that people in group

discussions know that they can step out of the room, that they can ask questions relating to their own personal stories outside of the group discussions (to you the facilitator, or to the nominated psycho-social support person in the NS). For people who feel shy or misinformed we wish to create an environment where they can ask questions (“no question is silly”) and clarify concepts, and hence you should put some time aside to allow for questions and you should ensure that no one person in the room dominates the conversation. If you are in a mixed sex group and there are questions pertaining to men's views, make sure you hear from men in the group, and if there are questions about women's views, ensure you hear directly from women in the group. The same is true for people with disabilities, for transgendered people, for people from culturally or linguistically diverse backgrounds.

Using interpreters: If you are working with interpreters, ensure that you brief them and talk to them prior to the event to ensure that they have the same understanding on words such as 'gender' and 'diversity' and 'gender-based violence' and ensure they are able to break down these words and concepts into simple, locally acceptable language.

Referral to GBV service providers: Where discussions do result in someone disclosing that they are currently experiencing, have previously experienced or are perpetrators of gender-based violence you should be able to: thank them for trusting you, let them know this is a common issue and refer them to a professional agency or local service for help should they wish to have a further conversation with someone. You will need to have the name and phone number of a local agency handy before you begin your FGDs and you should call them first to establish their preferred referral pathway. If you are doing a community-based FGD then you should have in place an agreement with HR to investigate in a confidential, fair and rapid way any reported sexual exploitation and abuse perpetrated by a National Society staff member or volunteer against a community member. It is important that you are prepared to deal with these issues, just as you would be when you conduct any community-based work.

For further information see *"A Manual for Gender Audit Facilitators – the ILO participatory Gender Audit methodology"*, p. 48 www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_187411.pdf

IV. Analysing and interpreting findings

After you have collected feedback and information, it is time to analyse and interpret the findings and use this information to fill in the matrix. In order for the data to be used, you need to ensure a representative number of informants to get sufficient replies to base your conclusions on. You might experience that the number of replies received, or participants in the FGDs are far less than expected. In that case, you should discuss with the rest of the team or management, if you can do another round of information gathering, or if you should go ahead with the data you have.

You might experience that the data collected hasn't been sampled in the way you wanted. If you use a team of facilitators to collect the data, they might have misunderstood your instructions, or not provided sufficient information back from the interviews or FGDs. E.g. if you wanted FGDs with men and women separately, but it ended up being a mixed group, you might decide that the information from the discussion cannot be used for analysis if you suspect that the women were not able to voice their concerns and expression freely.

DRAFT

Example:

Extract from the methodology chapter of a gender and diversity organisational assessment

Weaknesses of the methodology used

1. Alphaland is a diverse country, with big differences between the various geographical areas, both in terms of wealth, religious composition, ethnic background, education level and poverty level. In addition, Alphaland Red Cross (ARC) is a decentralized organization with 45 branch offices. This makes it difficult to draw conclusions in the assessment which are equally relevant to all parts of the organization. However, the challenges highlighted by the informants to this assessment, although not relevant everywhere, are still challenges which ARC should address. The limited number of informants to this assessment makes it difficult to conclude how wide spread some of the challenges might be.
2. The templates used for interviews and focus group discussions in the branches were not always properly understood or used by the facilitators who conducted the sessions.
 - a. Some of the returned templates with feedback from informants were incomplete.
 - b. Some of the focus group discussion feedback for women also involved male volunteers/community members, and could therefore not be used, as the purpose was to get the sex segregated volunteers/beneficiaries feedback only.
 - c. In focus group discussions, the facilitator should note down differences in opinion when these arose in the group. In the returned templates, most of the information did not include differences, so it was difficult to assess to what extent dissenting voices were ignored, or if certain dominant participants spoke on behalf of the whole group. This was in particular noticeable in focus group discussions with more than 20 participants, where it is doubtful that up to 50 participants had exactly the same opinions.
 - d. Some of the templates were filled in by hand, which made it difficult to understand the meaning.
3. The replies varied a lot between the informants (managers and staff) within the same offices. In one branch office one staff claimed that vulnerable groups are recruited as 50% of staff and volunteers, while another said that no such recruitments were done. In the same way, some said that projects were based on gender and diversity/vulnerability assessments and included sex and age disaggregated data, while another said that no assessment and disaggregated data were used.

Data analysis

One of the first steps in analysing data will be to enter all the data to a spreadsheet e.g. using Microsoft Excel or SPSS software. If you plan to use SPSS please see this online guide: <http://www.spss-tutorials.com/basics/>

If you have used Survey Monkey to conduct a survey, the information can be viewed and analysed through the Survey Monkey platform.

Helpful source

Analysing data from online surveys, using Survey Monkey:
www.surveymonkey.com/mp/how-to-analyze-survey-data

There are 2 types of data: Quantitative and qualitative data. Quantitative data deals with numbers and things which can be measured, while qualitative data deals with issues which cannot be measured numerically.

For this assessment, quantitative data relates to the number of persons who answered 'yes' or 'no' to the indicators/points mentioned in the matrix. The qualitative data relates to explanations or comments provided in addition to the 'yes' or 'no' answers.

Helpful source

Quantitative and qualitative data:
<http://www.regentsprep.org/regents/math/algebra/ad1/qualquant.htm>

Quantitative data analysis

It is recommended that you start the analysis by entering all the quantitative data and then analysing the results by disaggregating (filtering) the data. One way to disaggregate data is by the sex (male or female) of the respondent. This can provide important insights into gender differences, commonalities and disparities in the responses.

In addition to sex there are a number of other ways to disaggregate the data, which will allow you to understand the diversity in your National Society that the overall 'average' result may not show. Some ways to disaggregate the data include:

- Age of the respondent
- If the respondent has a disability
- Sexual orientation or gender identity
- Background or area of expertise of the respondent within the National Society
- The location of the respondent, branch versus headquarters / geographical location in the country
- If the respondent comes from an ethnic or religious minority group
- Length of time at the organisation
- Level within the National Society e.g. volunteer, programme staff, senior management, consultant, leadership.

Follow this link for step-by-step instructions to analyse data in Excel
<http://www.excel-easy.com/data-analysis.html>

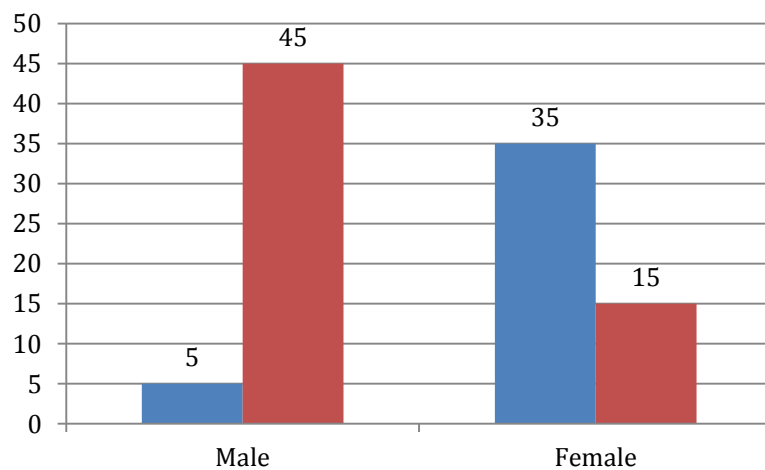
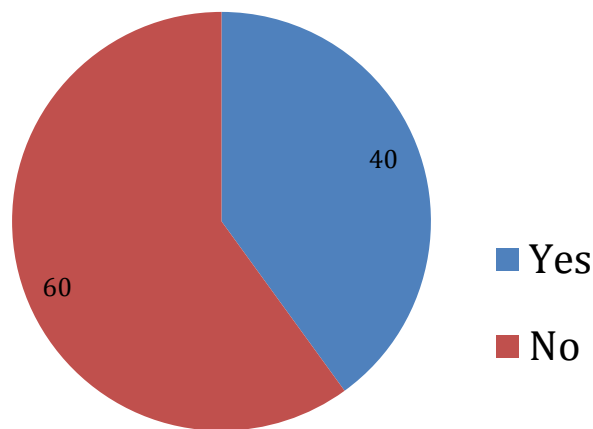
The importance of sex and age disaggregated data:

Disaggregating data by sex and age provides the first and important step in applying a gender and diversity analysis to our assessment. A gender and diversity analysis helps us to understand and respond to people's specific viewpoints, opinions, the relationships and interactions between people. (For more information on gender and diversity analysis and the practical application of this in emergency programming please see IFRC Minimum Standard Commitments to gender and diversity in emergency programming).

Example A: 100 staff/volunteers (50 male; 50 female) were asked the following question

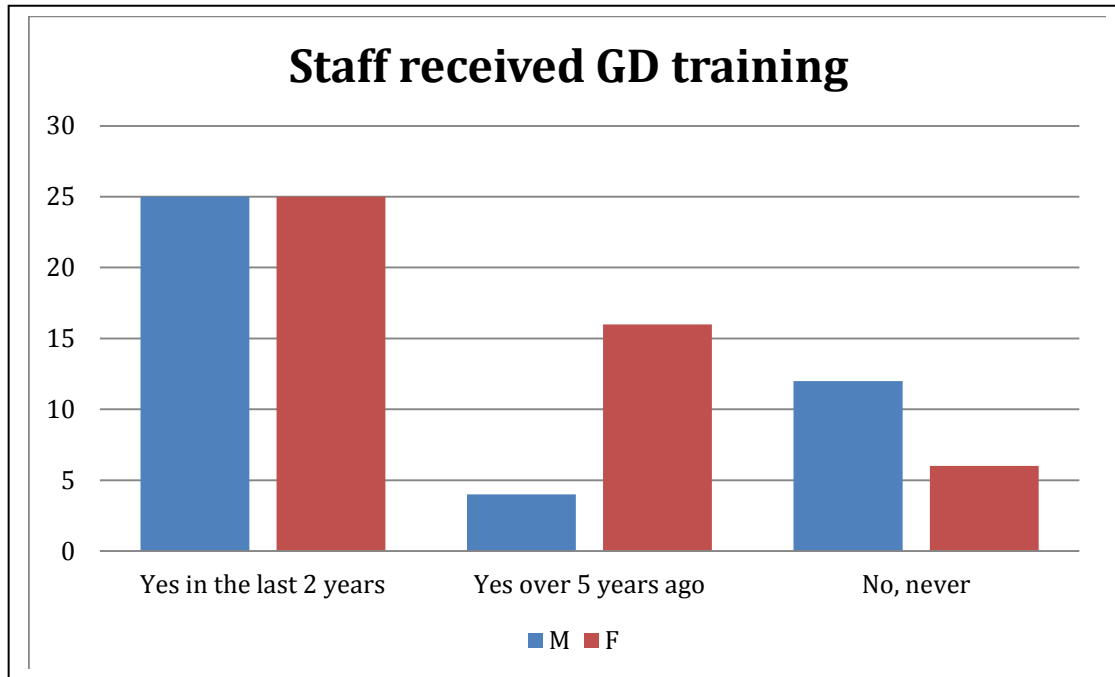
- Q1: Staff and volunteers know of the National Society's Staff Code of Conduct

Staff/Volunteers know of the Code of Conduct



Example B: The same 100 (50male; 50 female) staff and volunteers were then asked:

Q2: Staff/volunteers have received a training on gender and diversity




You may wish to do multiple analyses and disaggregate the same data in different ways to identify trends and connections within the data. It may be interesting to know, for example, for Question 1:

- Were the staff who knew the National Society had a Code of Conduct based in a particular Unit?
- Do they have a specific area of expertise, e.g. are they working recruitment?
- Were the staff in more technical positions or senior management?

You can answer this by looking at the data and filtering all staff who said 'yes' to Question 1 with, for example, all staff working in 'HR'.

Disaggregating data allows you to identify if there are any important perceptions and experiences from different respondents. For example:

- Do people who have a disability in the organisation feel that the National Society is inclusive in its policies and approaches
- Do women identify the National Societies recruitment processes to be fair and equal?
- Are more staff at headquarters aware of the National Society GD policy compared to the branch/chapter level?
- **How many staff members (m/f) reported that they collected sex and age disaggregated data as part of their activities.**
 - **Of the staff members that collect SADD, how many of them have previously attended a gender and diversity training?**



Identifying positive correlations within the data (such as comparing the results from the last two questions) can provide a more in depth understanding of the data and provide supporting evidence when developing a plan of action.

You may have explored some of these questions during the qualitative methods of data collection e.g. through focus group discussions and interviews. This will be very useful and it will be important to bring together all the related quantitative analysis and the information from your FGDs and interviews together, to strengthen your conclusions (triangulation).

Triangulation of data source: allows us to validate the data we collect by verifying more than one source with another. This can test the consistency of our findings, deepen our understanding and fill any gaps that may exist from individual sources. <http://betterevaluation.org/evaluation-options/triangulation>

For further information on analysing data from online surveys, see Survey Monkey: <https://www.surveymonkey.com/mp/how-to-analyze-survey-data/>

Qualitative data analysis

The qualitative information you collect will allow you to identify and understand trends that exist within the specific context of your National Society. It will also show the different opinions, ideas and experiences of those at all levels of the National Society and from different genders and different backgrounds.

As a first step it is recommended that the assessment team reads through all information gathered from all the sources e.g. questionnaires, FGDs and interviews, especially comments and explanations beyond the indicators in the matrix, and bring all viewpoints together under a set of themes. It would be useful to structure the answers under the themes, subthemes, elements and indicators in the matrix to guide the process.

The example below shows responses to questions during an interview on staff and volunteer composition in a National Society. These responses have all been categorised under the theme *'Resources and capacities'* and then subthemes: *Staff and volunteer composition has a fair gender balance and is representative of the community.*

Example no. X:

Data collected

Theme: Resources and capacities

Sub-theme 9 and 10: Staff and volunteer composition in NS has a fair gender balance and is representative of the community

Interviews of managers, staff members and focus group discussion with community members in province XXX.

Question 11. Does the XXX office have a HR policy in place for equitable recruitment, equal benefits for equal work and equitable opportunities of staff?

3 Yes

1 No

Comments:

- The HR policy has paragraphs on equal opportunity and non-discrimination.
- Equal, not equitable

Question 12. How does Alphaland RC ensure that recruitment is done in a way which doesn't discriminate against women? Training interview panels on how to ask unbiased questions? Are special initiatives established to counter for difficulties women might face when working?

- "Equal opportunity" is mentioned in vacancy announcements.
- Sometimes positions are targeted for women, based on needs.
- Paid maternity leave for 90 days (Only at headquarter office)
- Targeted recruitment.
- Women are asked how they can ensure that children are taken care of during work hours. Men are not asked this during interviews.
- In province XXX there is a vocational program which has led several female volunteers to be recruited as staff. Now two of them are Senior Managers.

Question 13: Are there any challenges with recruiting and retaining female staff and volunteers which the National Society should work better with?

8 No

20 Yes, namely:

- Time constraints
- No day care facilities
- No separate community room, etc.
- Strict cultural values
- Low literacy rate/Lack of education
- Cultural issues
- Culture = male dominated society

- Volatile security issues
- Acceptability gap among male staff and female staff and among the same gender
- Lack of awareness about the National Society
- Difficulties in access in the region
- Lack of women empowerment
- Religious
- Working environment
- Lack of trust in organization and its male staff
- Favoritism – merit should be followed, promotion should be made on overall qualities.
- Lack of HR policy focusing on gender balance in the office
- Community system hinders the mobility of females, thus some of the male staff consider that women should not be part of field staff.
- Less opportunities for women

Question 14: To what extent are identified vulnerable groups recruited as staff or volunteers in this branch?

- Somehow
- 0%
- I think more Cruyitters should be given chance as employees
- Not specifically
- The office often recruit local people, depending on needs and contexts.
- Try to recruit them in field interventions
- In province XXX, many Longonians are volunteers through partnership with a local NGO
- People with disabilities are encouraged to apply for positions

Once you have organised all the information gathered under the key themes and sub themes of the matrix, analyse whether any differences or agreements in the data is reflective of specific gender and diversity factors from the respondents as per the factors of disaggregation on page 50.

To ensure information from all sources is adequately recorded you can develop a system so that no information is lost or misinterpreted. Please see the table below as an example for organising data according to themes. It could be useful to add extra columns that you think will support your understanding of the text later on, including a final column for ‘additional comments’ if needed.

Template for data analysis by themes

Theme/ Key heading	Subthe me	Extracted text	Data collection method	Sex	Age	Disabilit y Status, N - No P- physical I - intellect ual	Length of time in National Society
Resource	Staff	"I felt that there were	Questionnaire	F	25	N	2 years

<p>s and capacities</p>	<p>composition is gender balanced and is representative of the community</p>	<p>questions I was asked during my interview process that male colleagues were not asked e.g. women are asked how they can ensure children are taken care of during work hours. Men are not asked this during interview.”</p> <p>Yes, “equal opportunity” is mentioned in vacancy announcements</p> <p>I think we should be more pro-active in job advertisements, to ensure people with disabilities know they can apply and be accommodated for in the National Society</p>	<p>Questionnaire</p>	<p>M</p> <p>43</p>	<p>N</p>	<p>7 years</p>
<p>Resources and capacities</p>	<p>Gender and Diversity resource persons</p>	<p>“I heard that there was a person identified to lead on gender and diversity but I am not sure who it is or what support they can provide”</p> <p>“Yes I am in regular contact with my gender and diversity focal point. I took part in a training he organised recently- which has helped a lot”</p>	<p>Interview (Branch level)</p> <p>Interview (Headquarter level)</p>	<p>F</p> <p>36</p> <p>M</p> <p>31</p>	<p>N</p> <p>N</p>	<p>3 months</p> <p>2 years</p>

You may have information that is already disaggregated by gender or diversity factors, as a result of grouping respondents based on similar demographics e.g. during FDGs. You may have conducted separate discussions with women, men, people with disabilities, the elderly, people from minority groups within the community (religious, ethnic, social, migrants). It is important therefore to ensure throughout the data analysis stage that you:

- Analyse the information specifically within the context of each target group
- During the data collection, you and other facilitators should try to note both the verbal responses but also any non-verbal responses and

interactions in the group. Make sure that these are considered during the analysis phase

- Compare and analyse the key messages, agreements and conflicts within and between the other groups to understand each group's views and opinions within the wider context of the community and how they interact with one another (e.g. how do the views on the quality of emergency response plans in the community differ between male focus groups and female focus groups? Did elderly women have specific concerns regarding their participation in activities and were these different to elderly male respondents?)
- Ensure that, throughout the analysis, a record is maintained of where the information has come from (e.g. a focus group of elderly women, or a focus group with male migrant workers).

Some further information on qualitative data analysis can be found here:

http://betterevaluation.org/sites/default/files/EA_PM%26E_toolkit_module_5_QDA_for_publication.pdf. And here <http://ear.findingavoice.org/dealing/4-0.html>

Ranking

Once you have completed the data analysis template you should be able to identify which themes, sub-themes and recommendations appeared more often. It can be useful to rank these as High, Medium or Low. When you reach the stage of developing your recommendations and action plan, ranking can help identify priority areas, especially if your National Society has limitations on budget, resources or time.

Information gap or contradictions

It may be that you reach a stage where you cannot come to a conclusion with the information you have. There may also be quite stark contradictions in the data. If this can be understood through differences in gender or diversity factors this will be important to note when developing the recommendations and the plan of action, to ensure that your National Society take into account these different priorities and views. If it is still not clear why there are some major contradictions or gaps in the data it would be good to plan a follow up focus group with the people most relevant to the specific theme or indicator you wish to explore further. Alternatively this could be a valuable discussion point during the workshop to formulate and take forward the recommendations.

Completing and analysing the matrix

The final stage will be to complete the matrix, based on all the information you have analysed and interpreted. For this process it would be important to engage a representative group of assessors that understand the data analysis process and results.

Example

Matrix completed

Theme: Resources and capacities

Sub-theme 9 and 10: Staff and volunteer composition has a fair gender balance and is representative of the community

Points	2	1	1	1	1		
9. Staff composition is gender balanced and is representative of the community	<i>Policies are in place for equitable recruitment, equal benefits for equal work and equitable opportunities</i>	<i>Job advertisements are written in a neutral language which does not show preference for a gender, age, background etc., and the text states that the NS strives to be a non-discriminatory organisation</i>	<i>HR staff, managers and interview panels are trained in how to recruit and interview candidates in an unbiased way</i>	<i>Applications to job advertisements, written tests etc. are anonymised of name, age and gender</i>	<i>Affirmative action initiatives are used to increase the number of staff from underrepresented gender/group</i>		
Alphaland Red Cross	<i>There are HR policies for equal opportunity, but it is not equity.</i> <i>Score: 0</i>	<i>No. Advertisements use language like "chairman", "cleaning lady", "she", "he".</i> <i>Score: 1</i>	<i>No. Questions are often asked about women's family responsibility, plans to marry, have children etc.</i> <i>Score: 0</i>	<i>Yes.</i> <i>Score: 1</i>	<i>Although not formally, this is taking place in province XXX to recruit religious minorities. No other initiatives in ARC.</i> <i>Score: 0</i>	<i>2</i>	<i>Women face considerable challenges in society to work. ARC needs to take this into consideration to achieve gender balance.</i>

Continue this process for each indicator. There will be 3 key results produced once the matrix has been completed:

1. Indicator score
2. Total score for each theme
3. Overall score

The table below shows a score card template that you can use to record these final scores

Alpha land Red Cross - Gender and Diversity Self- Assessment Score Card	
Overall Score	X / 136
Thematic score	
1. Political will & Leadership	X / 33
2. Organisational Culture	X / 10
3. Resources and Capacities	X / 40
4. Programme delivery and implementation	X / 25
5. Accountability	X / 29
Score per indicator	
Theme 3: Resources and capacities	
<i>Indicator 9: Staff composition is gender balanced and is representative of the community</i>	X / 6
<i>Indicator 10: Volunteer composition has a fair gender balance and is representative of the community</i>	X / 6
<i>Indicator 11. Safe, accessible, enabling facilities</i>	X / 6
<i>Indicator 12. Tools, manuals, materials</i>	X / 5
<i>Indicator 13. Technical knowledge and attitudes</i>	X / 5
<i>Indicator 14. G&D resource person(s)</i>	X / 6
<i>Indicator 15. Specific allocations for gender and diversity activities</i>	X / 6

Drawing conclusions

Based on the scores in the matrix and additional comments with regards to findings and interpretations, you should be able to draw some main conclusions on how the National Society works with gender and diversity. The conclusion should show what the main achievements and gaps are for the 5 thematic areas in the matrix. You can also highlight good practices and cases to add concrete examples to the general findings (see template for the writing the assessment report under "Templates/Annexes").

Example:

Findings

Theme: Resources and capacities

Sub-theme 9 and 10: Staff and volunteer composition has a fair gender and diversity balance

The percentage of female staff differs widely between geographical regions and units in Alphanland RC (ARC). According to most informants the average percentage of female staff lies between 5-20% of the various offices. In headquarter office all the staff in HR department is female, and there is also a majority of women in the Health Department. There are almost no female managers in ARC – at headquarter office only three out of twelve Deputy Directors are women. A notable exception is the office in XXX province, where two Senior Managers are women. This was explained as a result of a long term capacity building of female volunteers in a particular project.

Ensuring recruitment and retention of women as staff and volunteers is recognized as a problem by most informants in ARC. Women's participation is a requirement to be able to work with women and girls many parts of the country. Challenges mentioned were cultural practices such as resistance from families to allow women to participate in society outside the home, patriarchal society, the security situation, practical challenges such as lack of child care facilities, means of transportation, lack of separate common rooms for women, and harassment in the work place. Several staff members said that family- and child-related questions routinely are asked to women during job interviews, but not to men.

Most Longonians and Cruyittes state that they consider ARC to be an organisation of and for Alphas. Although some good examples of efficient support and collaboration took place during the floods in YYY province, the low number of Longonians and Cruyittes seem to deter them from engaging as volunteers and applying for staff positions.

Many perceive ARC's "equal opportunity" policy to be sufficient to provide women and identified vulnerable groups with access to job opportunities and trainings. However, considering the substantial challenges mentioned above by the informants, it is clear that providing "equal opportunity" is not sufficient in ensuring that women, Longonians and Cruyittes actually get access to opportunities within ARC.

V. Making recommendations

One of the key objectives of the self-assessment is for it to be a catalyst for change within the organisation. Based on information and feedback collected during the assessment, a consultative process should result in the formation of recommendations for the National Society. These recommendations will form the foundation for the development of the plan of action with the aim to increase gender and diversity integration within the organisational systems, processes, programmes and services at all levels of the National Society.

The matrix indicators can act as a guidance for making recommendations on the next steps to take for the National Society. It is also useful to take forward feedback from the informants on what they express they need, and ideas on how steps can be taken to adapt initiatives to the local context.

There are a number of equally good ways to conduct the process of developing recommendations, depending on the context of your National Society.

1. Bringing together the assessment team and key stakeholders (including senior management, leadership, Programme Managers, staff, volunteers) in the National Society to a workshop for 1 or 2 days. During this time you could present the results and key findings from the assessment, and answer any questions from your colleagues. As the assessment team, you may already have an idea of what the recommendations could be or what you would like to see in the final agreed set of recommendations. However, to ensure continued ownership over the process and the final recommendations, it is important to ensure the workshop is designed in a way that will allow participants to define what these will be. This is especially important if the assessment was conducted by an external assessor. This will ensure the recommendations are feasible within the context of the National Society, practical in terms of the capacity of the staff and volunteers, and achievable considering the resources available.
2. If there are any concerns about the nature of the results it can be agreed that follow up information is needed (if not able to be resolved during that workshop). For this, it is encouraged that a timeframe is set, e.g. 1 week to bring everyone together again. It is important not to lose momentum. Once you have consensus on the analysis and the key recommendations, the workshop can be an opportunity to collectively agree on a timeline for developing a plan of action.
3. Senior leadership buy-in is very important throughout the assessment process and remains crucial at this stage. The way you choose to engage with senior leadership and with all stakeholders will have been outlined in your communications strategy for the assessment tool development. One option could be to invite them to the workshop (above) to be a part of the discussions. However if it is felt more appropriate and effective, another option could be to discuss the results and analysis with the

senior leadership prior to sharing the results with the wider team. This will allow you to:

- a. Present the data in a way that is tailored to different audiences e.g. top level messages for senior management and leadership, and more detailed technical messages for programme or support staff
- b. Have an understanding of any key concerns the leadership and management have with the results. These can be dealt with and discussed before presenting to the wider team
- c. Provide the opportunity for the senior leadership to highlight key recommendations they feel would be important to include as a result of the assessment
- d. Understand any restrictions in terms of time, commitment and resources your National Society may have, that could impact the recommendations and subsequent plan of action

If the senior leadership do not attend the workshop in which the assessment findings and recommendations are presented, it is still a good idea to ask them to endorse the report officially and disseminate widely within the National Society.

Recommendations template

The recommendations need to be relevant and directly linked to the findings. The findings and recommendations should be written in a narrative in the assessment report, but it might be useful to first use a template based on the matrix structure to have a clear overview of the different parts. Numbering the recommendations will ensure each activity in the action plan links to a recommendation.

Theme	Main findings	Recommendations
<p>Resources and capacities</p> <p><i>X / 40</i></p>		
<p>9. Staff composition is gender and diversity balanced and is representative of the community</p>	<p>There is an HR recruitment policy with emphasis on "equal opportunities". It does not however take into consideration the structural barriers and bias which prevent women and minorities from competing at the same level as Alpha men. Good steps are</p>	<ol style="list-style-type: none"> 1. The HR policy should change from "equality" to "equity". 2. Review recruitment processes with Head of HR to ensure interview questions are standardised for male and female candidates with non-biased and non-discriminatory questions during interviews or selection processes. Managers and staff participating in recruitment process should be trained in non-discriminatory conducts. 3. Develop guidelines based on best practices on how to recruit female staff and volunteers in areas where

	<p>taken to move towards non-discriminatory recruitment processes, such as use of gender neutral language and anonymising applications and written tests. However, no affirmative action initiatives are taken to pro-actively support promising women and minorities with opportunities and career development. Lack of child care facilities was mentioned by most female staff as a problem.</p>	<p>this is a challenge, based on good practices in offices where the number has increased through systematic approaches, for example by approaching women through family relations with male staff and volunteers. Pilot projects can be established based on these experiences. Consider establishing quotas and/or mentoring programs to increase the number of female staff and volunteers, and ensure retention.</p> <ol style="list-style-type: none"> 4. Paid maternity leave arrangements should be implemented for all offices. To ensure that fathers' responsibilities are taken seriously, ARC should provide male staff with paid paternity leave (not as long as for mothers). 5. Establish free of charge child care centres for male and female staff (and volunteers) with children below school age, either for ARC only, or in collaboration with other organizations/employers.
<p>10. Volunteer composition has a fair gender and diversity balance and is representative of the community</p>	<p>Longonians and Cruyittes perceive Alphaland RC to not be relevant or interested in them, and some experience an unwelcome environment when approaching the branches. A good example of collaboration was in YYY province, where the branch actively reached out to Longonians and Cruyittes to recruit them as volunteers to reach hard-to-reach areas.</p>	<ol style="list-style-type: none"> 6. Target Longonians and Cruyittes as volunteers and beneficiaries, to utilize their resources and potentials. 7. Establish structured communication, follow-up and training (including refresher) opportunities of female volunteers and volunteers from the minority group to motivate them and ensure retention. Provide training with the goal of recruiting some of them as staff.

	Many female volunteers experience a lack in follow-up after recruitment, and become demotivated and passive.	
14. G&D resource person(s)	<p>The NS has selected a Gender and Diversity focal person who has taken part in a regional gender and diversity training</p> <p>Some members of staff in the National Society headquarters are aware of the focal person but no-one was aware at the branch level</p>	<p>8. Senior management support required to disseminate information on the GD resource person to all staff including the name and function of the GD focal person and their specific role/TOR within the National Society</p> <p>9. National Society to commit to strengthen technical skills of the resource person through identifying training opportunities</p>

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VI. Developing an action plan

Once you have an agreed set of recommendations, the next step will be to develop a plan of action for your National Society to ensure the assessment and recommendations lead to practical action.

The plan of action will provide a roadmap (with a timeframe, accountability framework, realistic goals and measurable outcomes) to help achieve the assessment recommendations.

Similar to developing the recommendations, the development of the plan of action should be a consultative and ongoing process:

- A representative group from the main assessment team should be brought together to develop the plan of action e.g. organise a one-day workshop to review the recommendations and identify how best to take them forward given the priorities set when developing the recommendations.
- It is important to be transparent and ensure staff are aware that the plan of action is being based purely on the information collected during the self-assessment process and the recommendations.
- All stakeholders know that they are feeding directly into the process.
- Creative solutions and ideas should be welcomed, as long as they are relevant, realistic and within the capacity of the National Society to carry out.
- It is important to take into consideration any upcoming processes at the strategic/organisational level in the NS, when identifying activities and timeframes. This will ensure that the plan of action is relevant and in line with structures and priorities of the NS. This will also support in monitoring the progress of the plan.

Once you have completed your plan of action it would be important to have this approved and endorsed by the senior leadership of your National Society and ask that they disseminate this widely among staff and volunteers.

Proposed structure for a plan of action

- **Background:** An overview of the assessment process and summary of how the National Society reached its recommendations
- **Links with National Society strategy and policies:** How the G&D assessment links with existing strategies and on-going processes in the NS
- **Goal & objectives:** The overall goal of the plan of action and some key objectives for greater gender and diversity integration in the National Society
- **Scope:** outline how many offices/branches the plan of action will cover
- **Timeline:** Identify the timeline for the activities outlined in the plan of action – perhaps using a [Gantt chart](#) to map each of the proposed activities/initiatives
- **Activity plan:** See template below
- **Responsibilities:** Who will be responsible for the whole plan of action and for the co-ordination of different activities

- **Resources:** Estimate of the costs involved and if this has been allocated for in the National Society plan and budget
- **Follow up with leadership:** Identify who, and how you will keep your National Society leadership updated on developments in the plan of action, as well as how they can support in communicating progress within the National Society
- **Linkages with Networks:** Communicating progress towards your plan of action could also be shared with networks in the region e.g. Regional Gender and Diversity networks
- **External partnerships:** Will the plan of action require new or involve the strengthening of existing collaborations with external partners

Monitoring and reviewing of the plan of action

Monitoring, reviewing and updating the plan of action will be essential to measure progress over time to achieve the objectives. Some guidance for successful monitoring of the plan would include:

- Identify focal points who can ensure the plan of action (PoA) is carried out according to the timeframe allocated for each activity. This could be the National Society gender and diversity officer/advisor but it would be good to also link with the Planning, Monitoring, Evaluation and Reporting (PMER) Units.
- Ideally monitor and review in sync with the National Society planning cycle so this becomes part of the general reporting processes. This will ensure the plan is integrated and that monitoring is realistic in terms of time and resources available. If this is not possible then you should aim to monitor progress twice a year.
- Share results and achievements!! It is encouraging for teams to see progress and how staff have contributed to successful implementation of the plan. This also keeps momentum and ownership over the activities and ensures the plan remains a living document.
- The communications strategy you established during the assessment stage should also continue after the PoA has been endorsed. This will allow for sharing of results, achievements and progress.

Draft activity template in plan of action

Activity description	Links with recommendation	Links with NS work plan/log frame	Start date - End date	Location / geographical area	Responsible person	Supported by (individual/ team)	M&E plan: SMART indicators SWOT analysis	Resources needed*	Resources allocated	Activity status	Completion date
Gender and diversity for inclusive recruitment - HR training	Recommendation (2) Review recruitment processes with Head of HR to ensure interview questions are standardised for male and female candidates with non-biased and	Ensuring the National Society is an equal opportunities employer and non-discriminatory based on gender	2 day October 16-18 2016	Headquarters	HR unit	GD advisor	See concept note for M&E plan	2 days staff time 1 facilitators No travel required Printing of materials, tea breaks, lunch for 25 participants	All resources allocated in NS plan	Planned	18 October 2016

<p>non-discriminatory questions during interviews or selection processes. Managers and staff participating in recruitment process should be trained in non-discriminatory conducts.</p>										
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*'Resources needed' can include core time, materials, funding, travel, consultants

Annex 1: Glossary and definitions:

(glossary and definitions with * are official terms)

***Disability:** In line with the UN Convention on the Rights of Persons with Disabilities (UNCRPD), the Movement-wide Strategic Framework on Disability Inclusion considers 'persons with disabilities' to include "those who have physical, mental, intellectual or sensory impairments, which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others". Within the Movement-wide Strategic Framework it is acknowledged that, since there is no consistency on the definition of disability worldwide, some Movement components may have to make allowances for alternative definitions and language, as appropriate within their contexts (from [2015 Movement-wide Strategic Framework on Disability Inclusion](#) adopted at the Council of Delegates 2015).¹¹

***Disability inclusion:** Being fully included in society means that persons with disabilities are recognised and valued as equal participants and their rights and requirements are understood as integral to the social and economic order. To achieve full inclusion, an accessible, barrier-free physical and social environment is necessary as well as a change in societies' attitudes towards persons with disabilities (from [2015 Movement-wide Strategic Framework on Disability Inclusion](#) adopted at the Council of Delegates 2015).¹²

***Diversity:** The term encompasses all forms of difference. For the IFRC, diversity means acceptance and respect for all forms of difference. This includes, but is not limited to, differences in: gender, sexual orientation, age, disability, HIV status, socio-economic status, religion, nationality and ethnic origin (including minority and migrant groups). Gender interacts with other aspects of diversity as there is an important interrelationship between discrimination on the basis of gender and discrimination because of other forms of diversity ([IFRC Strategic Framework on Gender and Diversity Issues, 2013-2020](#)).¹³

* **Gender:** is often incorrectly used as a synonym to refer to issues exclusively related to women. A concept that describes the socially constructed differences between females and males throughout their life cycles. Gender – together with factors such as age, race and class – influence, notably, the expected attributes, behaviour, roles, power, needs, resources, constraints and opportunities for people in any culture. Gender is also an analytical tool that enables a better understanding of factors of vulnerability with a view to more appropriately responding to need.¹⁴ The IFRC Strategic Framework on Gender and Diversity

¹¹ [2015 Movement-wide Strategic Framework on Disability Inclusion](#), p. 2.

¹² [2015 Movement-wide Strategic Framework on Disability Inclusion](#), p. 2.

¹³ [IFRC Strategic Framework on Gender and Diversity Issues, 2013-2020](#), p. 5.

¹⁴ CD/15/15, Council of Delegates, 2015, Progress Report on Sexual and gender-based violence in armed conflict and disaster, p.5.

Issues is inclusive and takes into account “all those who are vulnerable to inequality, harm and loss of basic rights” because of their gender. Thus, gender refers to the social differences between females and males throughout their life cycles. Although deeply rooted in every culture, these social differences between females and males are changeable over time and are different both within and between cultures. Gender determines the roles, power and resources for females and males in any culture ([IFRC Strategic Framework on Gender and Diversity Issues, 2013-2020](#))¹⁵.

Gender analysis: the relationships between females and males. It examines their roles, their access to and control of resources, and the constraints they face in relation to each other.

Gender balance: refers to proportional levels of representation of women and men at all organisational levels – i.e., Red Cross Red Crescent beneficiaries, staff, volunteers and programming levels (teams of staff, delegates and volunteers). This is different to gender parity which refers to equal (quantitative – i.e., 50–50) representation of women and men.¹⁶

***Gender-based violence (GBV):** An umbrella term for any harmful act that results in, or is likely to result in, physical, sexual or psychological harm or suffering to a woman, man, girl or boy on the basis of their gender. GBV is a result of gender inequality and abuse of power. GBV includes but is not limited to sexual violence, domestic violence, trafficking, forced or early marriage, forced prostitution and sexual exploitation and abuse ([Movement Resolution 3 Sexual and Gender-Based Violence: Joint action for prevention and response](#) (2015) adopted at the 32nd International Conference)¹⁷.

Gender equality: exists when both women and men are able to: share equally the distribution of power and influence; have equal opportunities, rights and obligations in the public and private spheres, including in terms of work or income generation; have equal access to education and capacity building opportunities; have equal possibility to develop their full potential; have equal access to resources and services within families, communities and societies at large; and are treated equally in laws and policies. It does not mean that women and men are the same, but that their rights, responsibilities and opportunities do not depend on their sex. Efforts to expand gender equality in IFRC programming should be based on commitment to the realization of human rights, including non-discrimination and freedom from violence. Gender inequality takes many forms and is rooted in unequal power relations where gender interacts with other aspects of diversity such as ethnicity, age, class, sexual orientation, HIV/AIDS status, and disabilities. Gender discrimination and gender-based violence are rooted in gender inequality.

¹⁵ [IFRC Strategic Framework on Gender and Diversity Issues, 2013-2020](#), p. 5.

¹⁶ [Explanatory Note – IFRC Strategic Framework on Gender and Diversity Issues](#), p.4.

¹⁷ [Movement Resolution 3 Sexual and Gender-Based Violence: Joint action for prevention and response](#) (2015) adopted at the 32nd International Conference, p.5.

Gender equity: refers to fairness of treatment for women and men according to their respective needs. It is a needs-based approach rather than rights based. This may include equal treatment, or treatment that is different but considered equivalent.¹⁸

Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an important aspect in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not continued.

Gender identity: Gender identity reflects a deeply felt and experienced sense of one's own gender. A person's gender identity is typically consistent with the sex assigned to them at birth. For transgender people, there is an inconsistency between their sense of their own gender and the sex they were assigned at birth

Gender sensitivity/awareness is the ability to recognise different perceptions and interests arising from different social environments and gender roles. Gender sensitivity is considered the beginning stage of gender awareness. Gender awareness is more analytical, more critical and more 'questioning' of gender disparities; it is the ability to identify problems arising from gender inequality and discrimination, even if these are not very evident on the surface or are 'hidden' (i.e., not part of the general or commonly accepted explanation of what and where the problem lies).

Gender-targeted programming: consists of setting up standalone programmes dedicated to a specific gender issue – e.g., increasing women's access to education or economic resources; combating discrimination against LGBT people; building the resilience of households headed by single female or male parents; and reducing intimate-partner violence, female foeticide, or internal discrimination by women towards women, girls towards girls, men towards men, boys towards boys, etc. Sex is the term used to describe the biological characteristics that define humans as either female or male. These sets of biological characteristics are not always mutually exclusive, as there are some individuals who possess both female and male characteristics.

Intersex: An intersex person is born with sexual anatomy, reproductive organs, and/or chromosome patterns that do not fit the typical definition of male or female. This may be apparent at birth or become so later in life. An intersex person may identify as male or female or as neither. Intersex status is not about

¹⁸ [Explanatory Note – IFRC Strategic Framework on Gender and Diversity Issues](#), p. 4.

sexual orientation or gender identity: intersex people experience the same range of sexual orientations and gender identities as non-intersex people.¹⁹

Lesbian, Gay, Bisexual, Transgender (LGBT): LGBT stands for “lesbian, gay, bisexual and transgender.” While these terms have increasing global resonance, in different cultures other terms may be used to describe people who form same-sex relationships and those who exhibit non-binary gender identities (such as hijra, meti, lala, skesana, motsoalle, mithli, kuchu, kawein, travesty, muxé, fa’afafine, fakaleiti, hamjensgara and Two-Spirit).

The IFRC Strategic Framework on Gender and Diversity Issues 2013-2020 refers to transgendered individuals as: any person who has a gender identity that is different from his or her sex at birth. Transgender people may be female to male (male appearance) or male to female (female appearance).²⁰ However the IFRC notes that this is not the most up to date, or inclusive definition and invites feedback from transgendered community members within our National Societies as well as advocacy and other groups on this definition.

Sex is the term used to describe the biological characteristics that define humans as either female or male. These sets of biological characteristics are not always mutually exclusive, as there are some individuals who possess both female and male characteristics.

Sexual exploitation and abuse (SEA): “Sexual exploitation” means any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. Similarly, the term “sexual abuse” means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. Sexual orientation refers to a person’s physical, romantic and/or emotional attraction towards other people. Everyone has a sexual orientation, which is integral to a person’s identity.

The term is often used with regards to exploitation and abuse conducted by humanitarian workers, companies or partners associated with humanitarian work. The victims/survivors of the exploitation and abuse are in this context beneficiaries and community members receiving humanitarian support.²¹

***Volunteering:** Within our Movement, Volunteering is a well-defined term and the responsibilities and entitlement of volunteers are outlined in the IFRC Volunteering Policies 2009 and 2011. Volunteering in the Red Cross and Red

¹⁹ The IFRC does not currently have a definition for ‘Sexual Orientation’, ‘Gender Identity’, ‘LGBT’ and ‘Intersex’. Therefore the definitions included here were sourced from the United Nations for LGBT equality factsheet: https://www.unfe.org/system/unfe-7-UN_Fact_Sheets_v6_-_FAQ.pdf

²⁰ [Explanatory Note – IFRC Strategic Framework on Gender and Diversity Issues](#), p.6.

²¹ <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N03/550/40/PDF/N0355040.pdf?OpenElement>

Crescent Movement is an activity that: (1) is motivated by the free will of the person volunteering, and not by a desire for material or financial gain or by external social, economic or political pressure; (2) is intended to benefit vulnerable people and their communities in accordance with the Fundamental Principles of the Red Cross and Red Crescent; (3) is organised by recognised representatives of a national Red Cross or Red Crescent Society. All Red Cross Red Crescent Volunteers are expected to act in accordance with the Fundamental Principles of the International Red Cross and Red Crescent Movement and promote their dissemination. "In working with vulnerable people, volunteers are expected to strive for the highest standards of quality in the services that they deliver. They fulfil their duties without discrimination, responding to the needs of vulnerable people in a compassionate and respectful manner. They respect the confidentiality of those whom they assist" ([IFRC Volunteering Policy 2011](#)).²²

²² [IFRC Volunteering Policy 2011](#), p.2.

Annex 2: Templates

A. Draft template for the Participatory Organisational Gender and Diversity Outcome Report

Executive summary

(highlights main points of report including background, methodology and process, and main conclusions and recommendations)

Acknowledgements

(people instrumental in promoting or organising the assessment within the National Society and carrying it out)

List of abbreviations and acronyms

Introduction

(purpose of the assessment and report, background to assessment including dates and process, and assessor(s))

Methodology

1. Information of scope
 - Number and names of departments/offices/branches involved
 - Number, sex breakdown and categories of positions of managers and staff members interviewed or participating in focus group discussions
 - Number, sex, age and other diversity breakdown of volunteers and community members interviewed and participating in focus group discussions
2. How information was gathered, including types of questions (questionnaires, surveys etc. can be attached as annexes)
3. How facilitators were trained, if evaluator(s) didn't conduct all data gathering on site
4. Weaknesses (information missing, factors contributing to uncertainties in data collection, analysis and conclusions drawn)

Main findings in the five themes of analysis:

1. Political will and leadership on gender and diversity
2. Gender and diversity in organisational culture
3. Resources and capacities to integrate gender and diversity
4. Gender and diversity in program delivery and implementation
5. Accountability to gender and diversity

Each section should include:

- Data analysis
- Main comments and explanations
- Maximum score to be achieved under the section
- Score achieved

References can be made throughout to the full matrix to be added as an annex.

Main conclusions (per five themes in the matrix)

Recommendations (per five themes in the matrix)

Good practices

Under this section you should show off any good practices that the National Society has identified, including whether these need to be reviewed or whether they can be scaled to other branches or more beneficiaries.

Annexes

Adapted from Manual for Gender Audit Facilitators – the International Labour Organisation (ILO) participatory Gender Audit methodology, p. 125

http://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_187411.pdf

Please note that the examples are for writing a report on gender only, not for gender and diversity.

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Annex 3: Guidance materials

Skills for individual interviews

A Manual for Gender Audit Facilitators – the ILO participatory Gender Audit methodology, pp. 50-52

http://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_187411.pdf

Training for statistical collection and analysis

<https://www.wilder.org/Wilder-Research/Publications/Studies/Program%20Evaluation%20and%20Research%20Tips/Organizing%20and%20Analyzing%20Your%20Data%20-%20Tips%20for%20Conducting%20Program%20Evaluation%20Issue%2013,%20Fact%20Sheet.pdf>

- Basic's for using SPSS software <http://www.spss-tutorials.com/basics/>
- Analysing data in Excel <http://www.excel-easy.com/data-analysis.html>
- Triangulation of data <http://betterevaluation.org/evaluation-options/triangulation>

Development of recommendations, priorities and action plan

Making graphs, diagrams

<http://blog.hubspot.com/marketing/how-to-build-excel-graph#sm.0006veoivxjvdyz11ai2hgy3lpvue>

<http://www.onlinecharttool.com/graph>

Annex 4: Gender and diversity resource bank

IFRC 'Gender and Diversity' (GD) tools

Minimum Standard Commitments to Gender and Diversity in Emergency Programming (IFRC):

www.ifrc.org/Global/Photos/Secretariat/201505/Gender%20Diversity%20Minimum%20Standard%20Commitments%20in%20Emergency%20Programming.pdf

Integrating Gender and Diversity in Community Based Health (IFRC):

www.ifrc.org/PageFiles/148352/1266300-CBHFA%20Guidance%20note-EN.pdf

IHL and gender – Swedish experiences (Swedish RC):

www.redcross.se/globalassets/dokument/folkratten/ihl-and-gender_master_151110.pdf

Gender sensitive Approaches for Disaster Management (IFRC):

www.ifrc.org/PageFiles/96532/A%20Guide%20for%20Gender-sensitive%20approach%20to%20DM.pdf

IFRC Gender Policy www.ifrc.org/Global/Governance/Policies/gender-policy-en.pdf (it is advised that if NSs include within their plan of action to develop a policy, that this includes **diversity** as well as gender) For further information on Gender and Diversity strategy development see the IFRC Strategic Framework for gender and diversity issues 2013-2020:

www.ifrc.org/Global/Documents/Secretariat/201412/IFRC%20Strategic%20Framework%20on%20Gender%20and%20Diversity%20Issues-English.pdf

IFRC HIV/Aids policy www.ifrc.org/Global/Governance/Policies/hivaids-policy-en.pdf

Southeast Asia gender and diversity online resource library

<https://sites.google.com/site/drrtoolsinsoutheastasia/gender-and-diversity/gender-and-diversity-for-resilience-toolkit>

Other relevant tools

Minimum Standards for Age and Disability Inclusion in Humanitarian Action (ADCAP):

www.cbm.org/article/downloads/54741/Minimum_Standards_for_Age_and_Disability_Inclusion_in_Humanitarian_Action.pdf

Youth as Agents for Behaviour Change (YABC):

<https://fednet.ifrc.org/en/resources/principles-and-values---global/yabc/yabc-today1/>