

Gender and Diversity Organisational Assessment Toolkit | Pilot version

I. Preparations and approval for assessment II. How to conduct the assessment
III. Gathering the information IV. Analysing and interpreting findings



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Strategy 2020 voices the collective determination of the IFRC to move forward in tackling the major challenges that confront humanity in the next decade. Informed by the needs and vulnerabilities of the diverse communities with whom we work, as well as the basic rights and freedoms to which all are entitled, this strategy seeks to benefit all who look to Red Cross Red Crescent to help to build a more humane, dignified, and peaceful world.

Over the next ten years, the collective focus of the IFRC will be on achieving the following strategic aims:

1. Save lives, protect livelihoods, and strengthen recovery from disasters and crises
2. Enable healthy and safe living
3. Promote social inclusion and a culture of non-violence and peace

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A close-up portrait of an elderly woman with dark hair pulled back, smiling warmly. She is wearing a light-colored, button-down shirt with two chest pockets. Her hands are clasped in her lap. The background is blurred, showing other people in a social setting.

I. Preparations and approval for assessment

Planning the assessment

The commitment of the National Society senior leadership is crucial to conducting the organisational assessment. From the outset, the National Society's **senior leadership should acknowledge that the assessment will generate recommendations for change and give a commitment to guide and support this change.** To obtain senior leadership commitment and approval, it is suggested that a concept note be prepared and submitted to them.

Proposed structure of the concept note:

- **Background:** A justification for why the assessment is needed, including a gender and diversity analysis for the country/community (see Tip Box 1)
- **Aim and objectives:** The intended aim and objectives of the assessment
- **Scope:** The numbers and/or names of the offices/branches and communities that are to be included in the assessment
- **Data collection methods:** The methods to be used to collect information gathering and details of the composition of the assessment team
- **Key informants:** A list of all of the key informants who should be engaged in the assessment
- **Resources:** Details of the number of full and/or part time personnel and funding required to conduct the assessment
- **Timelines:** The timeframe for the completion of all of the steps in the assessment
- **Follow up actions:** Details of all of the follow-up actions required upon completion of the assessment.

Tip Box 01

Gender and Diversity Analysis

It is recommended that a short gender and diversity analysis for the country/community be included within the background section of the concept note. A gender and diversity analysis determines exactly who is vulnerable in any given context; what factors render them vulnerable; and what are the consequences of vulnerability for each specific group. The analysis should be evidence-based with information can with information including analysis on issues such as:

- Composition of the affected population – sex, age groups, ethnicities, religious groups, nationalities, lesbian, gay, bisexual, transsexual and intersex (LGBTI) persons, people with disabilities, migrants and minority groups, 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, discrimination/stigmatisation of lower castes, ethnic minority groups, etc.
- Roles and responsibilities of women, girls, boys and men of different ages in the home and communities.

The assessment team

Depending on the length of time and human and budgetary resources allocated for the assessment, the assessment may be conducted by just one person or by an assessment team.

The assessor/assessment team will be responsible for determining the methodology, survey questions, undertaking or managing the assessment and developing the recommendations and plan of action.

The most effective way of conducting a gender and diversity organisational assessment is to have a **small team of dedicated, full-time assessors**.

The following areas are important attributes for the assessment team:

- Come from, or have experience in working with, a National Society or the IFRC.
- Knowledge of and/or previous experience in conducting an OCAC or BOCA.
- Diversity in the assessment team including: male and female; gender and diversity focal persons; planning, monitoring, evaluation and reporting (PMER) representatives; headquarters staff; representatives from the branches who have experience of working directly with communities.
- At a minimum, a basic knowledge of gender and diversity issues drawn from either their role within the National Society or having taken part in a practical gender and diversity training, preferable the IFRC's Seven Moves; Gender and Diversity in Emergency Programming training.
- Experience in data collection and analysis.
- Experience in facilitating or training, both within the National Society and with communities.

Tip Box
02

Internal or external facilitator? Self-assess or commission the assessment?

Consideration should be given to bringing in an external facilitator or requesting the support from another National Society on the Gender and Diversity Organisational Assessment, as having an “outsider” as part of the team might make it easier to conduct interviews with the organisation’s leadership.

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 organisation’s acceptance of feedback and commitment to the recommendations.
- Negative: Questions may arise about the independence, objectivity or validity of the assessment findings and whether difficult issues will be addressed, due to potential sensitivities within the organisation.

Some considerations for external assessment are:

- Positive: An external facilitator can see the organisation from an outside perspective, 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 being unfamiliar with the organisation.

The budget

Although a *Gender and Diversity Organisational Assessment* may at first seem like a no-cost endeavour, there may well be costs involved. These include; the costs of the evaluator if an external evaluator is used; travel and accommodation costs; the cost of volunteer insurance and per diems if volunteers are engaged in the data collection; and incidental costs associated with meetings and focus group discussions.

The budget for conducting the assessment will vary based on how many branches, communities and informants will be involved; how much time is available for the assessment, etc. A pre-determined allocated amount available for the assessment will decide the scope of the assessment.

Changes that are recommended as a result of the assessment may very well have costs associated with them. Where costs will be involved with a recommendation, this should be noted in the assessment report, together with an estimate of such costs, if available.

The timeline and internal communications

The scope of the assessment will decide how much time the assessment will take or, on the other hand, a pre-determined timeframe and budgetary allocation may decide the scope of the assessment.

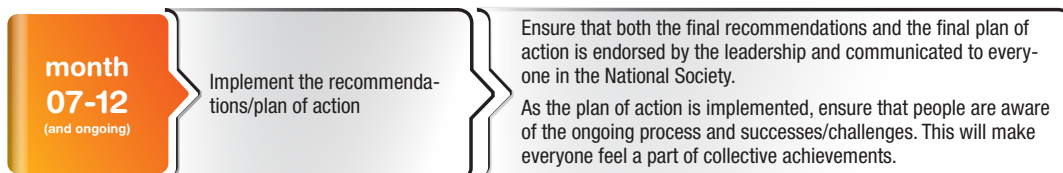
Factors that will affect the final assessment timeframe include:

- The time required to get the necessary approval from senior leadership.
- The travel and interview schedule with branch offices and mid-level management.
- The method used to gather data – If the assessor(s) gather all the data themselves, it will take more time to travel to the various offices than if a team of data collectors is trained to gather the information. If a team of data collectors is to be used, training in matters of data collection methodologies, gender and diversity and ethical issues will add to the timeframe for the assessment.

Throughout the assessment process, it is important to communicate regularly with all of the organisation's staff and volunteers. Good communications will encourage a sense of ownership and support amongst National Society staff and volunteers and consequently, will enhance the potential for the short and long-term success of the assessment.

The sample activity timeline below includes a column on ‘internal communications tips’ for each activity.

| Time | Activity | Internal Communications Tips |
|----------|--|--|
| month 01 | Develop the concept note and seek approval from leadership for conducting the assessment, as well as their commitment to the follow-up | <p>Identify a focal person on the assessment team team who will be responsible responsible for internal communications.</p> <p>Consult with technical leads for their input on the communications plan.</p> <p>Develop and agree the internal communications plan.</p> <p>Obtain National Society leadership's approval of the concept note.</p> <p>Host a meeting to update everyone involved in the process or request the appropriate person within the National Society to communicate with all staff informing them of when the assessment will start; outlining the key objectives and the process going forward; and sharing the communications schedule.</p> |
| month 02 | Adapt the tool as required for the specific context; decide on the assessment methodology; and seek the participation of relevant offices/branches and communities | <p>Consult with technical leads for their input on the indicators to be included in the tool and the key questions for focus group discussions.</p> <p>Communicate with the relevant offices/branches and, through them, with the relevant communities on objectives, process, methodology and key dates.</p> |
| month 03 | If required, train volunteers to collect data | <p>Communicate clearly with all volunteers and staff on which volunteers are being trained and why they have been selected.</p> <p>Explain clearly the objectives of the training.</p> <p>If there will be opportunities for future trainings, communicate this clearly to all staff and volunteers.</p> |
| month 04 | Analyse the data and information | <p>Ensure a diverse group of assessors/facilitators are engaged in the process in order to increase effective communication and credibility of the information.</p> <p>Consider establishing a committee of representatives from the National Society to discuss the findings and conclusions before finalisation.</p> |
| month 05 | Develop recommendations and discuss these with the relevant stakeholders | <p>Share an update on the process and indicate when the final workshop will take place to National Society staff and volunteers.</p> <p>Invite input or feedback from everyone, even those not participating formally in the assessment process. Feedback can be via email, suggestion box or in-person. A suggestion box is a good way to facilitate internal communication if some members of staff would like to remain anonymous.</p> |
| month 06 | Present the findings and recommendations/plan of action to all participants in the process and to National Society senior leadership | <p>There are two potential options:</p> <ul style="list-style-type: none"> • Ensure that senior leadership within the National Society has seen, provided feedback on the key findings and recommendations and agreed some key high-level messages. • Conduct a workshop with all those involved in the assessment process (including senior leadership). <p>For both options, ensure that everyone involved understands the process, how the findings were reached and what the recommendations will mean for the National Society.</p> |



The key informants

It is important to engage a diversity of National Society staff, branch representatives and volunteers from across the National Society. This includes:

- Males and females and anyone who identifies with another gender or no gender
- People from different parts of the country
- People from different religious, ethnic, linguistic, etc. groups.
- People from all levels of the National Society, including Board members, senior leadership, mid-level managers at national headquarters, branch managers, volunteers, administrative and entry-level staff, drivers, etc.
- Community members from the branch areas
- Partner National Society staff, if available,
- Partners (NGOs, civil society actors, government/ministries, etc.)

A low-angle shot looking up at a person working on a complex bamboo scaffolding or framework. The person is positioned in the upper center, leaning over and working with their hands. The structure is made of many thin bamboo poles crisscrossing against a clear blue sky. The sun is visible in the bottom right corner, creating a bright, hazy glow and casting long shadows across the bamboo grid.

II. How to conduct the assessment

Structure of the assessment

This tool uses a tool to assess the achievements and needs of the National Society as they relate to gender and diversity.

Themes in the tool

The assessment is based on the tool themes. There are five main themes with a total of 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. Programme delivery and implementation (Compliance with the Minimum Standard Commitments to Gender and Diversity in Emergency Programming)

- a) Project cycle

V. Accountability

- a) Internal
- b) External

Under each of the 11 sub-themes, there are between three and five elements – in total 25 – with a point system that is based on indicators of varying levels of advancement.

| Theme | Theme I: Political will and leadership | | | | | | Total score | Comments |
|---------------------------------|--|--|--|---|--|---|-------------|----------|
| Sub-Theme | Leadership demonstrates a commitment to gender and diversity | | | | | | | |
| Points | 2 | 1 | 1 | 1 | 1 | 1 | | |
| 1. Policy, Strategy, frameworks | A policy and/or strategy on gender and diversity is established and endorsed with a clear review window in the coming five years | A plan of action/framework is that is based on the policy/strategy is developed with specific and measurable results is approved | Staff are aware of the gender and diversity policy/strategy and how it relates to their work | The integration of gender and diversity during revision of all NS policies/strategies takes place | The policy/strategy/plan of action is monitored, reviewed and updated on a regular basis | | | |

Element

Indicator

Indicator

Indicator

Indicator

Indicator

The point system

For each element, there are between three and five indicators. The more indicators that the organisation fulfils, the more points it receives. The first indicator on the left side the tool is highlighted in grey, indicating what is normally the most basic level of compliance required by an organisation and it attracts two points. Moving towards the right side of the tool, the indicators become increasingly advanced with more points attached to them. **It is, however, possible to jump over one indicator if the organisation has reached a level further right.** In the far right column, all of the points are added together to give a total rating for that line in the tool.

In the 'Comments' field, the assessor(s) can write relevant information and cite specific evidence (see example below). Such comments might also detail other good steps taken by the National Society but not mentioned in the 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 be taken.

Example

| Theme 3: Resources and capacities; Sub-theme: People management | | | | | | Total score | Comments |
|---|---|--|---|------------------------------|--|-------------|--|
| Points | 2 | 1 | 1 | 1 | 1 | | |
| <i>Safe, accessible, enabling facilities</i> | Culturally appropriate, gender-sensitive sanitary facilities (toilets, showers, etc.) (Female/male or unisex with locks and lights) | Disability-friendly facilities (parking lot and ramp for wheelchairs, braille language, pictographic, lifts, etc.) | Prayer room(s) available to all | Nursery/breast-feeding rooms | Childcare facilities available for staff (and volunteers) where affordable and accessible facilities are not provided in the community | | |
| Example: | Yes. | No. | No. | Yes. | No. | | |
| Someland Red Cross Society | The National Society has disability-accessible male/female and unisex toilets with locks and lights. | | The prayer room is only available to men. | | | 3 | Female staff expressed that they do not feel safe leaving the building alone after office hours. This issue needs to be addressed. |
| | Score: 2 | Score: 0 | Score: 0 | Score: 1 | Score: 0 | | |

Indicators might sometimes be partially achieved, as policies and arrangements 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 awarded only when the organisation **mostly** adheres to the elements in a systematic way (see example below).

Example

| Theme 4: Programme delivery and implementation; Sub-theme: Project cycle | | | | Total score | Comments |
|--|--|---|--|-------------|---|
| Points | 2 | 1 | 1 | | |
| <i>Gender and diversity are mainstreamed in the project cycle</i> | Project/programme planning and design is based on a gender- and diversity-sensitive analysis | Projects/programmes have gender- and diversity-sensitive indicators | Planning, monitoring, implementation and evaluation includes the engagement of diverse groups, in particular vulnerable groups | | |
| Example: Someland Red Cross Society | Most of the project documents reviewed generically state that "Gender and diversity are mainstreamed in the projects", but no further information is provided on how they will be mainstreamed. A few project documents provide a solid analysis with a project design that is informed by the analysis. | Approximately 85% of the project documents include a number of gender- and diversity-sensitive indicators (sex, age and disability disaggregated data; at least 30% of the community committee members are women; two districts have special transport options to allow the elderly to participate) | Most PMER processes include community leaders and an equal number of women and men. No youth or marginalised (e.g. an ethnic minority group) were consulted. | 1 | The branch in Anyville Province has a CBHFA project, which has set the standard for many other projects, in how to ensure that the elderly, people with disabilities and people from the ethnic minority group participate. |
| | Score: 0 | Score: 1 | Score: 0 | | |

Translating and contextualising the tool

In order to carry out the assessment effectively, it will most likely be necessary to translate the tool into local languages. Gender and diversity are sensitive issues and careful consideration needs to be given to translation of the concepts related to the themes. Assessors/data collectors should, therefore, be familiar with the subject context, culture and language/translation issues related to gender and diversity issues.

Gender – The concept of "gender" is often misunderstood to mean women and girls only. Others understand 'gender' to mean gender equality, which is sometimes perceived as a foreign or political concept. If it is helpful, consider the use of the term "diversity", where gender is one of many diversity factors. In this way, it is still possible to ask questions about gender issues, such as by asking what roles men and women play in society, and by asking questions such as 'is it the same for men?', 'what do the men say?', 'is it the same for women?' and 'what do the women say?'.

Some National Societies may want to focus only on gender issues, as this might be seen as a considerable step that, on its own, requires extensive change within the organisation. **It is recommended that the assessment looks at both gender and diversity, since discrimination is often based on the intersection between gender and different types of diversity.** For example: the risks to women in general in a particular situation may be quite different to those experienced by women with a disability or from a particular ethnic group or caste.

II. How to conduct the assessment

Diversity - In all communities, there are forms 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), to name a few. In contexts where the National Society operates, there might also be other factors that are more local and specific to a region, country or district. To make the assessment as useful as possible, the assessor(s) must understand the relevant diversity factors within the specific context. The National Society leadership may wish to focus on certain types of diversity in the assessment. It is possible to limit the scope of diversity factors to avoid generating too many questions and information. However, depending on assessment feedback, the assessor(s) should consider including diversity factors that might have been initially neglected or omitted.

Based on the identification of key diversity factors prioritised, **the tool should be adapted to reflect the choices made.** The elements and indicators relevant to adapt to diversity priorities are marked with * in the tool.

Example of contextualising the tool

In Someland, the population does not pray during work hours. Further, Someland Red Cross Society wants to accommodate volunteers and community members with visual impairment who participate in a community health project. For the assessment, it has been agreed to adjust the tool to reflect these issues:

Theme 5: Resources and capacities

| People management | | | | | | |
|--|---|---|--|------------------------------|---|-------|
| Points | 2 | 1 | 1 | 1 | 1 | Total |
| <i>Safe, accessible, enabling facilities</i> | 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: Sanitary facilities are marked clearly with big letters, braille language and bright colour coding. Or: The computer systems have text-to-speech software | Nursery/breast-feeding rooms | Child care facilities available for staff (and volunteers) where affordable and accessible facilities are not provided in the community | |
| Someland 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.⁷ It is, however, important to note that international standards on gender and diversity should not be compromised, only contextualised.

⁷ See the IFRC National Society Development Framework, 2013, pp. 10-11. <http://www.ifrc.org/Global/Documents/Secretariat/201505/1269801-NSD%20framework%202013-EN-LR.pdf>



III. Gathering the information

Methodology

There are three primary ways of gathering information required to complete the *Gender and Diversity Organisational Assessment*.

1. **Document review** of policies, practices, reports, evaluations, VCAs, etc. to determine if the National Society has policies in place as listed in the tool; if data is disaggregated by sex, age and other diversity factors; if there is genuine – rather than cosmetic or superficial – gender and diversity analysis (Cosmetic or superficial analysis includes unsubstantiated statements, such as ‘women/people with disability are a vulnerable group’, or not actually including discriminated and marginalized groups in assessments and planning).
2. **Individual interviews** with managers, staff, volunteers and (if information is to be verified against good practice and perceptions of domestic or international organisations), other organisations/agencies.
3. **Focus group discussions (FGDs)**: with a combination of staff, volunteers, and community members (where applicable) at different organisational levels and locations (headquarters, branches, regional offices, etc.) in order to gather the information to fill out the tool

In order to gather information from a large number and range of actors, such as managers, staff, volunteers, community members or external agencies, about their knowledge, attitudes, perceptions, behaviour and priorities as they relate to gender and diversity issues, it may be useful to also consider developing an email, online or paper survey.

1. Document review

Evidence of the National Society’s attention to and provision for gender and diversity can be established through reviewing the organisation’s documentation. Given that the tool covers a number of areas, it will also be necessary to consult a wide range of National Society documents, including, but not limited to:

- The National Society Constitution
- The National Society Strategic Plan
- Policies, for example, the Code of Conduct, Child Protection Policy, Disability Policy, Social Inclusion Policy, HIV/AIDS Policy, Non-Discrimination in the Workplace Policy, Anti-Harassment Policy, Human Resources policies, etc.
- Strategies, including departmental or thematic strategies
- Plans of action
- Partnership agreements
- Vulnerability and Capacity Assessments
- Programme/project documents
- Speeches/statements
- Human Resources guidelines (including rules and regulations on salary, parental or

family-related leave, interview questions, etc.)

- Job descriptions
- Vacancy announcements
- Training materials
- Organograms
- Lay-outs of offices or desk charts
- 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 the National Society in the community
- Local government policies/frameworks related to gender and diversity (e.g. labour codes, policies, domestic violence legislation, etc.)
- Information from systems gathering data about number of users/community members reached, including composition of community members and volunteers

Gathering evidence from documents that gender and diversity issues are either included or omitted is a first step; the second is to note whether or not staff and volunteers are aware of the provisions in a particular document and are implementing them.

Tip Box
03

Diversity among the interviewees and survey and focus group discussion (FGD) participants

It is important that assessment interviewees and survey and FGD participants have a high degree of diversity, mirroring, if at all possible, the communities in which the National Society serves.

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 National Society can legally and ethically ask in terms of an informant's background (ethnicity, sexual orientation, religion, disability, etc.) and, therefore, consider the use of 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 for gathering information is individual interviews with staff, volunteers and other agencies (if it is decided to review the information against best practice and perceptions of domestic or international organisations).

The aim of individual interview questions is to seek qualitative information that assists in completing the tool. Information from individual interviews helps to form an understanding of the political will for and prioritisation of these issues within the National Society and to validate people's knowledge, behaviour or perceptions.

Interviews should be 'semi-structured', which means that a set of questions is developed and, in the course of the interview, the assessor(s) ask additional probing questions. The following are some sample questions, based on the tool, for National Society staff and volunteers:

- As far as you are aware, does the National Society have a gender and/or diversity policy? Strategy? Plan of Action?
- Have you ever received training on gender and diversity? Provide details of when the training took place, duration and contents.
- Does the National Society have a Gender and Diversity Focal Point? Who is that person? What assistance can they offer you?
- Do you feel that the office, amenities and working conditions are safe and culturally appropriate for you? Provide details to support your response. What about other staff and volunteers – women, men, with disabilities, HIV+, from different linguistic and cultural backgrounds, etc.? Again, provide details to support your response.
- What are the National Society parental leave arrangements? Do you know if there is a room for lactating women to express milk or to breastfeed?
- In your opinion, do men and women have equal opportunities and feel comfortable to speak in meetings?
- As far as you have seen, are men, women and minority groups from the National Society represented equally as speakers on panels, debates and events at the National Society or community level? Please give examples to support your answer.
- How many men, women, youth, members of minority groups are on the Board?
- 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 have you responded/ would you respond to an incident like this? Do you feel confident that the National Society will respond to and investigate all disclosures of sexual exploitation and abuse in a timely manner? Do you feel the National Society will respect confidentiality, and ensure the protection and safety of the person who reported the incident and of the staff member or volunteer who received the report?

- In the programmes and services that you deliver to communities, do you consider the different needs of men, women, boys and girls? Do you gather data about their distinct needs? Do you provide standalone programmes for specific groups of people, such as minorities, elderly, people with disabilities, etc.? Do you translate materials for linguistically diverse communities and use interpreters? Please give as many examples as possible to support your answer.
- 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 diverse people? If so, what guidance materials do you use?
- Do you feel safe and comfortable to talk about gender, disability, sexual and gender-based violence (SGBV) and discrimination issues in your workplace and with your managers?

Consider asking additional questions to different managers, staff and volunteers, such as:

| | |
|---------------------------------|---|
| Senior management | <ul style="list-style-type: none"> • What are the Board and Senior Management Team's (SMT) priorities on gender and diversity? • What are the main challenges that SMT faces in implementing more gender- and diversity-sensitive actions/decisions? |
| Branch leaders and staff | <ul style="list-style-type: none"> • Have you ever received information from headquarters about gender and diversity? • Have you ever sent information and/or requests for assistance on gender, diversity, SGBV or related issues to headquarters, the IFRC or a local non-governmental organisation (NGO)? If so, to whom? And, if so, what response did you receive? • Have you ever involved local NGOs or community-based organisations in your trainings or attended trainings offered by others on gender and diversity issues? • 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? • What challenges do female staff face in being able to operate effectively in the field? What challenges do male staff face? • Provide some examples of gender- and diversity-sensitive actions in your local services. |
| Volunteers | <ul style="list-style-type: none"> • Do you consider all training, recruitment, etc. opportunities offered by the National Society to be open to you? • What do you understand to be the National Society's priorities in relation to gender and diversity issues and preventing and responding to SGBV? • Do you think that the National Society and volunteers respond to the distinct needs of men, women, elderly people, persons with disabilities? Provide examples to support your response. |

| | |
|--------------------------|---|
| | <ul style="list-style-type: none"> • Do you know of vulnerable groups who the National Society does not support? If so, who are they and what, in your opinion, are the reasons why the National Society does not support them? • 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 with the National Society on programmes or projects? • What, if anything, do you know of the National Society's work on gender, diversity and/or SGBV? • Do the representatives from the National Society raise gender and diversity concerns and issues in meetings? • Are there opportunities or gaps you believe the National Society could work on to improve its attention to gender and diversity issues? |

Further, depending on the department that managers and staff work in, specific questions can be asked for the various parts in the tool: For example, the Human Resources Department should be asked about people management under Resources and capacities and the Programme/Operations Department should be asked for more in-depth responses under Programme delivery and implementation.

3. Focus group discussions

The third method for gathering primary data 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, or with community members. Conducting FGDs with community members ensures that the community is heard and their experience of the actions taken by the National Society related to gender and diversity understood.

Tip Box
04

Conducting FGDs – Tips for Assessors/FGD Facilitators

- The FGD should not consist of more than 10-12 persons, as a higher number will make it difficult to get the active participation of everyone.
- Start the FGD by explaining to the participants why the FGD is taking place and what follow up and feedback they can expect afterwards.
- Discuss and agree on confidentiality in the FGD assuring the participants that individual participants will not be identified in the report but rather all responses will be anonymised.
- It is recommended that sex-segregated FGDs are conducted.
- If possible, conduct sex- and age-segregated FGDs as these are useful to capture the inputs from males and females from various stages of the life cycle (i.e. children, adolescents, youth, adults and the elderly).

- Where possible, include a group debrief where a nominated person from each group presents back to the whole community group involved in the FGD.
- To ensure inputs from a varied representation, separate discussions can be conducted with persons with disabilities (and their organisations) or other groups that face discrimination or marginalisation who may not be able to participate equally in the community meetings without some accommodating measures.
- Organise sessions during times of the day and in locations that are suitable and accessible to everyone. Take specific measures to ensure the participation of adults, adolescents, workers, elderly, persons with disabilities, etc.
- It is recommended to record the FGDs and transcribe them verbatim to ensure that crucial information is not missed or misinterpreted.
- If at all possible, note any non-verbal responses and interactions in the group.
- Ensure that all information is clear and easy to understand (including for persons who are illiterate, persons with intellectual disabilities and persons who are linguistically diverse).
- Some people tend to dominate discussions. In most contexts, men may speak up far more than women. Therefore, take steps 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?'
- As groups are diverse, the opinions that emerge will or should be equally diverse. It is important to capture divergent opinions within the group. Acknowledge that there are differences of opinion that all are valid, and take notes on these areas of difference and ensure they are analysed.

Sample focus group discussion approach and questions for community

Consider developing the activities around the questions and indicators in the tool. Bear in mind that volunteers and community members will most likely have limited knowledge about internal affairs in the National Society, such as political commitment, HR policies and tools used in project management.

In order to ensure the active participation of all members, activities for the FGDs might include discussion groups, mappings, calendars and story boards/circles. Maps, calendars and story boards can also offer some visually interesting information from communities for reports and follow up.

Sample questions for the FGDs with communities include:

- What are the biggest needs for women in your community? And for men, girls, boys, adolescents?

III. Gathering the information

- Are there some groups in the community that have special challenges and needs? Who are these groups and what are their challenges and what are their needs?
- Do you know about the National Society and the services it provides?
- Do those services meet the needs discussed (for men/women and for distinct groups)? Provide examples of such services.
- Are there volunteers from the National Society in your community? What work do they do?
- Describe the volunteers in terms of their sex, age, diversity.
- Have you been consulted about the services that the National Society delivers?
- Are you aware of the obligations of staff and volunteers in the National Society in relation to their conduct towards the community? If so, what are these? How do you think National Society staff and volunteers should behave in the community?
- Do you know who to contact if you have questions or concerns about the National Society programme/services?

Ethical considerations

Confidentiality: It is important that interviewees and all FGD participants share their views. As gender and diversity are particularly sensitive issues, interviewees and participants must feel comfortable that they can contribute confidentially. For the facilitation of the interviews and FGDs, this can mean taking time at the beginning of interviews/discussions to reassure that the interviews/discussions are confidential. Reassurance should also be offered that, while responses, attitudes and perceptions will be reported, they will not be attributed to any one individual.

In FGDs, facilitators should emphasise that participants must not disclose sensitive information to others outside the room. Consideration might be given to signing a confidentiality statement (on a flipchart paper, where everyone signs their name to it) to reinforce this message.

In email communications or stored data and survey results, it must be clear to the participants whether their answers will be 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: Discussions about gender and diversity or SGBV issues can trigger negative memories of personal histories of SGBV or child abuse. It is important, therefore, that facilitators take all steps necessary to ensure that people in group discussions know that they can step out of the room at any point and/or that they can ask questions relating to their personal stories outside of the group discussions (to the facilitator or to the nominated psychosocial support person in the National Society).

Given the sensitivity of some gender and diversity issues, some participants may feel uncomfortable or shy during particular discussion points. Facilitators must, therefore, create an environment where participants can ask questions and clarify concepts. It is important to leave sufficient time to allow for questions.

Using interpreters: When working with interpreters, it is the facilitator's responsibility to ensure that, prior to the discussion, the interpreters have the same understanding of words such as 'gender', 'diversity', 'sexual and gender-based violence' and all other related words and that they are able to translate these words and concepts into simple, locally-acceptable language.

Referral to SGBV service providers: Where discussions do result in someone disclosing that they are currently experiencing or have previously experienced SGBV, the assessor/facilitator should firstly thank the person for their trust in confiding in them, reassure the person that 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. This means that assessors/facilitators must have the name(s) and phone number(s) of local agency and relevant service providers to hand before beginning the FGDs and have made contact to establish the 'referral pathway'. The assessor/facilitator should also have discussed with the National Society's Human Resources' Department how it will address any reported sexual exploitation and abuse perpetrated by a National Society staff member or volunteer against a community member.



IV. Analysing and interpreting findings



After collecting feedback and information, the next step is to analyse and interpret the findings and to use this information to complete the tool.

Data analysis

One of the first steps in analysing data will be to compile all of the data and information.⁸

There are two types of data - quantitative and qualitative data. Quantitative data deals with numbers and things that can be measured, while qualitative data deals with issues that 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 tool. The qualitative data relates to explanations or comments provided in addition to the 'yes' or 'no' answers.⁹

Quantitative data analysis

It is recommended to 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 of the respondents.

In addition to sex, there are a number of other ways to disaggregate data that will allow an understanding of the diversity in the National Society. These include age, disability, area of expertise, location (branch or headquarters, geographical location in the country), ethnic or religious group, length of time at the organisation and level within the National Society (e.g. volunteer, programme staff, senior management, consultant, leadership).

Conducting multiple analyses and disaggregating the same data in different ways may identify important trends and connections within the data. For example, are the staff who knew the National Society had a Code of Conduct, based in a particular department/unit or branch location? Do they have a specific area of expertise; e.g. do they work in recruitment? Are the staff in more technical positions or senior management? It is possible to answer these questions by looking at the data and filtering all staff who answered 'yes' to the specific question with, for example, all staff working in Human Resources. Disaggregating data allows us to identify important perceptions and experiences from different respondents. For example:

- Do people with a disability in the organisation feel that the National Society is inclusive in its policies and approaches?
- Do women perceive the National Society's recruitment process to be fair and equal?

⁸ The data and information can be compiled on a spreadsheet, e.g. using Microsoft Excel or SPSS software. To use SPSS, the online guide is available at <http://www.spss-tutorials.com/basics/>. When using Survey Monkey to conduct a survey, the information can be viewed and analysed through the Survey Monkey platform. To analyse data from online surveys, using Survey Monkey, see www.surveymonkey.com/mp/how-to-analyze-survey-data

⁹ A helpful resource for the analysis of quantitative and qualitative data can be found at: <http://www.regentsprep.org/regents/math/algebra/ad1/qualquant.htm>

- How many staff members (male/female) reported that they collect sex- and age-disaggregated data (SADD) 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 can provide a more in-depth understanding of the data.

Qualitative data analysis

The analysis of qualitative information allows us to identify and understand trends within the National Society. It will also show the different opinions, ideas and experiences of those at all levels of the National Society and from different sexes, ages and backgrounds.

As a first step, it is recommended that the assessor(s) organise all of the information around the themes and subthemes, elements and indicators of the tool.

The assessor(s) should then analyse whether any differences or agreements in the data are reflective of the respondents' sex and/or diversity factors, comparing and analysing the key messages, agreements and conflicts within and between the different demographic groups. Examples include, how do the views on the quality of emergency response plans in the community differ between male focus groups and female focus groups? Did young 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, a focus group with male migrant workers).

A sample template for organising data according to themes is provided in Annex 2a.

Ranking

Once the data analysis template has been completed, it should be possible to identify which of the themes, sub-themes and indicators are most often not fulfilled or unknown by the respondents. It can be useful to rank these as areas that score high, medium or low.

Information gaps or contradictions

Inconclusive or contradictory information – It is possible that the information collected is inconclusive or highlights contradictions. If this can be understood through differences in gender or diversity factors, it is important to note these when developing the recommendations and the Plan of Action (PoA). If, however, it is still not clear why there are some gaps or contradictions in the data, it may be necessary to plan a follow-up focus group with the people relevant to the specific theme or indicator. Alternatively, this could be a valuable discussion point during the assessment follow-up workshop to formulate and take forward

the recommendations. Remember, that in order for the National Society to score a point in the tool, it has to mostly adhere to the indicator.

Number and diversity of informants is not representative of community – In order for the data to be used, it is important to ensure a representative number of informants to get sufficient replies on which to base the conclusions. The number of replies received or participants in the FGDs may be less than expected.

Inadequate sampling – The data collected may not have been sampled in the way that the assessor/facilitator requires. This may arise, for example, if a team of facilitators was used and they did not understand the instructions, did not apply the agreed methodology consistently or did not provide sufficient information back from the interviews or FGDs.

In the case of low numbers of informants or inadequate sampling, the assessor/facilitator, in discussion with the rest of the team or the National Society's senior management, should consider if it would be possible to do another round of information gathering or whether the existing data/information is sufficient.

All information gaps should be highlighted in the 'limitations' sub-section of the 'methodology' section of the assessment report. See Annex 2b: Draft template for the Organisational Gender and Diversity Assessment Report.

Completing and analysing the tool

The final stage of the assessment process is to complete the tool based on the analysis of all of the information and data. For this process, it is important to engage a representative group of assessors/facilitators that understand the data analysis process and results.

Example**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 | Total score | Comments |
|---|--|---|--|--|--|-------------|--|
| <i>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 | Job adverts are written in a neutral language that does not show preference for a gender, age, background etc., and the text states that the National Society strives to be a non-discriminatory organisation | HR staff, managers and interview panels are trained in how to recruit and interview candidates in an unbiased way | Applications to job adverts, written tests etc. are anonymised of name, age and gender | Affirmative action initiatives are used to increase the number of staff from under-represented gender/group | | |
| Example: | No. | No. | No. | Yes. | Although not formally, this is taking place in province XXX in order to recruit religious minorities. No other initiatives in SRC. | 1 | Women face considerable societal challenges to work. SRC needs to take this into consideration in order to achieve gender balance. |
| Someland Red Cross | There is a draft policy covering some of these elements but it has not been finalised. Score: 0 | The adverts use language like "chairman", "cleaning lady", "she", "he". Score: 0 | Questions are often asked about women's family responsibilities, plans to marry, have children, etc. Score: 0 | Score: 1 | Score: 0 | | |

Continue this process for each indicator. The completed tool will produce three key results: the score for each indicator, the total score for each theme and the overall score. **A sample scorecard template** is included in Annex 2c.

Drawing conclusions

Based on the scores in the tool and additional comments with regards to findings and interpretations, it should be possible to draw conclusions on what the National Society's main achievements and gaps are for the five thematic areas in the tool. The assessors/facilitators should also highlight good practices and case studies to the conclusions.

See template for the structure of the assessment report in Annex 2b.

Example of Findings

Theme: Resources and capacities

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

In Someland Red Cross (SRC), the percentage of female staff differs widely between geographical regions and units. According to most informants, the average percentage of female staff lies somewhere between 5-20% of the various offices. In the headquarters office, all the staff in the Human Resources Department are female and there is a majority of women in the Health Department. There are very few female managers in SRC. At the headquarters office, only three of the 12 Deputy Directors are women. A notable exception is the office in Anyville province, where two of the three Senior Managers are women. This was explained as being the result of the long-term capacity-development of female volunteers in a particular project.

Most informants in SRC recognise that ensuring the recruitment and retention of women as staff and volunteers is an issue. At the same time, women's participation is a requirement to be able to work with women and girls in many parts of the country. Challenges mentioned included; 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 childcare facilities; means of transportation; lack of separate common rooms for women; and harassment in the work place. Several staff members said women – but not men – are routinely asked family- and child-related questions during job interviews.

Most staff and volunteers from two ethnic minority groups state that they consider SRC to be an organisation of and for the majority group. Although some good examples of efficient support and collaboration took place during the floods in Anotherville province, the low number of staff and volunteers from the two ethnic minority groups within the National Society seems to deter others from engaging as volunteers and applying for staff positions.

Many perceive SRC'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 in society mentioned by informants, it is clear that providing "equal opportunity" is not sufficient in ensuring that women and those from the two ethnic minority groups actually get access to opportunities within SRC.



The Fundamental Principles of the International Red Cross and Red Crescent Movement

Humanity The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

Impartiality It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary service It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.



International Federation
of Red Cross and Red Crescent Societies
www.ifrc.org Saving lives, changing minds.