

# Gender and Diversity Organisational Assessment Toolkit | Pilot version

V. Making recommendations

VI. Developing a Plan of Action

Annexes



# How we work

[www.ifrc.org](http://www.ifrc.org)

**Saving lives, changing minds.**



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

**© International Federation  
of Red Cross and Red Crescent Societies,  
Asia Pacific Regional office, Kuala Lumpur, 2016**

Any part of this publication may be cited, copied, translated into other languages or adapted to meet local needs without prior permission from the International Federation of Red Cross and Red Crescent Societies, provided that the source is clearly stated. Requests for commercial reproduction should be directed to the IFRC at [secretariat@ifrc.org](mailto:secretariat@ifrc.org)

All photos used in this study are copyright of the IFRC unless otherwise indicated.

## **Asia Pacific Regional Office**

The Ampwalk, Suite 10.02 (North Block)  
218 Jalan Ampang  
50450, Kuala Lumpur, Malaysia  
Tel: +60 3 9207 5700  
Fax: +60 3 2161 0670  
E-mail: [OD.asiapacific@ifrc.org](mailto:OD.asiapacific@ifrc.org)

P.O. Box 372  
CH-1211 Geneva 19  
Switzerland  
Telephone: +41 22 730 4222  
Telefax: +41 22 733 0395  
E-mail: [secretariat@ifrc.org](mailto:secretariat@ifrc.org)  
Web site: <http://www.ifrc.org>

## Table of contents

---

<b>V. Making recommendations</b>	<b>2</b>
Participatory workshop	3
Presenting the recommendations	3
<b>VI. Developing a Plan of Action</b>	<b>4</b>
Proposed structure for a plan of action	5
Monitoring and reviewing the plan of action	6
<b>Annex 1: Glossary and definitions</b>	<b>8</b>
<b>Annex 2: Templates</b>	<b>13</b>
a. Template for data analysis by themes	13
b. Draft template for the assessment report	13
c. Sample scorecard template	15
d. Draft activity template in plan of action	16
e. Sample template for setting out recommendations	17
<b>Annex 3: Gender and diversity resource bank</b>	<b>19</b>
IFRC Gender and Diversity tools	19
Other relevant tools	19
<b>Feedback on Gender and Diversity Organisational Assessment Tool – Pilot version</b>	<b>20</b>





## V. Making recommendations



The consultative assessment process culminates in the development of recommendations. These recommendations then are the foundation for the development of the plan of action (PoA) to increase gender and diversity integration within the organisational systems, processes, programmes and services at all levels of the National Society.

## Participatory workshop

Steps to be taken in the process of developing recommendations may include:

1. Bring the assessment team and key stakeholders (including senior leadership, programme managers, staff and volunteers) together to a workshop for one or two days. During this time, present the results and key findings from the assessment and answer any questions that are raised. The tool indicators and findings of the assessment support the participants to come up with suggestions to the recommendations. If the assessment was conducted by an external assessor(s), ensure the workshop is designed in a way that will allow the National Society to define the final recommendations. This will ensure that they are feasible within the specific context, practical in terms of the capacity of the staff and volunteers and achievable considering the resources available.
2. Once consensus has been reached on the analysis and the key recommendations, the workshop can be an opportunity to collectively agree on a timeline for developing a PoA.
3. Senior leadership buy-in is very important throughout the assessment process and remains crucial at this stage. Engagement with senior leadership and with all stakeholders will have been outlined in the communications strategy for the assessment tool development. Ideally, some members of senior leadership should participate in the workshop. However, if this is not possible and/or 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 the assessor(s)/facilitators to:
  - a. Present the data in a way that is tailored to different audiences e.g. top level messages for senior leadership and more detailed technical messages for programme or support staff.
  - b. Understand any key concerns senior leadership has with the results so these can be dealt with and discussed before presenting to the wider team.
  - c. Provide the opportunity to senior leadership to prioritise recommendations.
  - d. Understand any restrictions the National Society may have in terms of time, commitment and resources that could impact the recommendations and subsequent PoA.

## Presenting the recommendations

The recommendations must be relevant and linked directly to the findings. The findings and recommendations should be written in a narrative in the assessment report but it might be useful to use a template based on the tool structure to have a clear overview of the different elements. Numbering the recommendations will ensure that each activity in the PoA links to a recommendation. See a sample template with example for setting out recommendations in a tool format at Annex 2e.





## VI. Developing a Plan of Action



Once the set of recommendations has been agreed, the next step is to develop a Plan of Action (PoA) to ensure the assessment's recommendations lead to practical action.

The PoA will provide a roadmap (with a timeframe, accountability framework, realistic goals and measurable outcomes) to achieving the recommendations.

Similar to developing the recommendations, the development of the PoA should be a consultative and continuous process:

- A representative group from the assessment team comes together to develop the PoA, e.g. to organise a one-day workshop to review the recommendations and to identify how best to take them forward given the priorities set when developing the recommendations.
- It is important to highlight to staff that the PoA is based solely on the information collected during the assessment process and the recommendations made during the workshop.
- 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 National Society, when identifying activities and timeframes. This will ensure that the PoA is relevant and in line with structures and priorities of the National Society. This will also support in monitoring the progress of the plan.

Once the PoA has been completed, it is important that the National Society's senior leadership approves and disseminates it widely among staff and volunteers.

## Proposed structure for a plan of action

- **Background:** An overview of the assessment process and summary of how the recommendations were reached.
- **Links with National Society strategy and policies:** A description of how the assessment links with the National Society's existing strategies, policies and ongoing processes.
- **Goal and objectives:** Set out the overall goal of the PoA and some key objectives for enhanced gender and diversity integration in the National Society.
- **Scope:** Outline how many offices/branches the PoA covers.
- **Timeline:** Identify the timeline for each of the activities outlined in the PoA.
- **Activity plan:** Establish a detailed plan of activities that includes the following; a description of each activity including how it links with the recommendations and National Society work plan/log-frame; the start and end date of the activity; the location/geographical area where the activity will be carried out; the person responsible for undertaking the activity; the PMER plan, including SMART indicators; the resources needed and the resources allocated; the activity status; and the final completion date (See template Activity Plan in Annex 2d).
- **Responsibilities:** Identify who will be responsible for the whole PoA and for the co-ordination of different activities.

- **Resources:** Estimate the costs involved and if the National Society has allocated for this in their plan and budget.
- **Follow up with leadership:** Identify who, and how the National Society's leadership will be updated on developments in the PoA, as well as how they can support in communicating progress within the National Society.
- **Linkages with Networks:** Share progress towards the PoA with networks in the region e.g. Regional Gender and Diversity Networks.
- **External partnerships:** Specify whether the PoA will require new collaborations with external partners or involve the strengthening of existing collaborations.

## Monitoring and reviewing the plan of action

Monitoring, reviewing and updating the PoA is essential for assessing progress over time. Some guidance for successful monitoring of the plan includes:

- Identify focal points who can ensure the PoA is carried out according 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, the plan for monitoring and reviewing the PoA should be aligned with the National Society's planning cycle so this becomes part of the general reporting processes. This will ensure that the plan is integrated and that monitoring is realistic in terms of time and resources available. If this is not possible, then the aim should be to monitor progress once a year.
- It is encouraging for teams to see progress and how staff have contributed to the successful implementation of the plan. Therefore it is important to share results and achievements. This also keeps momentum and ownership of the activities and ensures that the plan remains a living document.
- The communications strategy established during the assessment stage should also continue after the PoA has been endorsed. This will allow for the sharing of results, achievements and progress.





## Annexes

Annex 1: Glossary and definitions

Annex 2: Templates

Annex 3: Gender and diversity resource bank



## Annex 1: Glossary and definitions

(glossary and definitions with \* are official IFRC terms)

**\*Disability:** In line with the UN Convention on the Rights of Persons with Disabilities (UNCRPD), the Movement-wide *Strategic Framework on Disability Inclusion* 2015 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* ([http://rcrcconference.org/wp-content/uploads/sites/3/2015/03/CoD15\\_Res-4-disability-inclusion-FINAL-EN.pdf](http://rcrcconference.org/wp-content/uploads/sites/3/2015/03/CoD15_Res-4-disability-inclusion-FINAL-EN.pdf)) adopted at the Council of Delegates 2015).<sup>10</sup>

**\*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* ([http://rcrcconference.org/wp-content/uploads/sites/3/2015/03/CoD15\\_Res-4-disability-inclusion-FINAL-EN.pdf](http://rcrcconference.org/wp-content/uploads/sites/3/2015/03/CoD15_Res-4-disability-inclusion-FINAL-EN.pdf)) adopted at the Council of Delegates 2015).<sup>11</sup>

**\*Diversity:** 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* ([http://rcrcconference.org/wp-content/uploads/sites/3/2015/03/CoD15\\_Res-4-disability-inclusion-FINAL-EN.pdf](http://rcrcconference.org/wp-content/uploads/sites/3/2015/03/CoD15_Res-4-disability-inclusion-FINAL-EN.pdf))).<sup>12</sup>

**\*Gender** is 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.<sup>13</sup>

---

<sup>10</sup> 2015 Movement-wide Strategic Framework on Disability Inclusion, [http://rcrcconference.org/wp-content/uploads/sites/3/2015/03/CoD15\\_Res-4-disability-inclusion-FINAL-EN.pdf](http://rcrcconference.org/wp-content/uploads/sites/3/2015/03/CoD15_Res-4-disability-inclusion-FINAL-EN.pdf) p.2.

<sup>11</sup> Ibid.

<sup>12</sup> IFRC Strategic Framework on Gender and Diversity Issues, 2013-2020, [http://www.ifrc.org/Global/Documents/Secretariat/201412/IFRC Strategic Framework on Gender and Diversity Issues-English.pdf](http://www.ifrc.org/Global/Documents/Secretariat/201412/IFRC%20Strategic%20Framework%20on%20Gender%20and%20Diversity%20Issues-English.pdf) p.5.

<sup>13</sup> CD/15/15, Council of Delegates, 2015, Progress Report on Sexual and gender-based violence in armed conflict and disaster, p.5.

The IFRC *Strategic Framework on Gender and Diversity Issues* defines gender as “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* ([http://www.ifrc.org/Global/Documents/Secretariat/201412/IFRC Strategic Framework on Gender and Diversity Issues-English.pdf](http://www.ifrc.org/Global/Documents/Secretariat/201412/IFRC%20Strategic%20Framework%20on%20Gender%20and%20Diversity%20Issues-English.pdf))).<sup>14</sup>

**Gender analysis** is an analysis of 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.<sup>15</sup>

**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.<sup>16</sup>

**\*[Sexual and] Gender-based violence** ([S]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 (*Progress Report on Sexual and gender-based violence in armed conflict and disaster – Follow-up on recommendations of workshop 9 of the 2013 Council of Delegates*, adopted at the Council of Delegates of the Red Cross and Red Crescent Movement, 7 December 2015).<sup>17</sup>

**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.<sup>18</sup> Efforts to expand gender equality in IFRC programming should be based on a commitment to the realisation of human rights, including non-discrimination and freedom from violence. Gender inequality takes many forms and is rooted in unequal power relations

---

<sup>14</sup> IFRC Strategic Framework on Gender and Diversity Issues, 2013-2020 ([http://www.ifrc.org/Global/Documents/Secretariat/201412/IFRC Strategic Framework on Gender and Diversity Issues-English.pdf](http://www.ifrc.org/Global/Documents/Secretariat/201412/IFRC%20Strategic%20Framework%20on%20Gender%20and%20Diversity%20Issues-English.pdf)), p.5.

<sup>15</sup> UN Women's Gender Equality glossary (<https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder=>

<sup>16</sup> Explanatory Note – IFRC Strategic Framework on Gender and Diversity Issues ([http://www.ifrc.org/PageFiles/71047/Explanatory note - IFRC Strategic Framework on Gender and Diversity Issues-English.pdf](http://www.ifrc.org/PageFiles/71047/Explanatory%20note%20-%20IFRC%20Strategic%20Framework%20on%20Gender%20and%20Diversity%20Issues-English.pdf)), p.4.

<sup>17</sup> [http://rcrcconference.org/wp-content/uploads/sites/3/2015/10/CD15-Report-on-Sexual-and-gender-based-violence\\_EN.pdf](http://rcrcconference.org/wp-content/uploads/sites/3/2015/10/CD15-Report-on-Sexual-and-gender-based-violence_EN.pdf)

<sup>18</sup> Adapted from UN Women's Gender Equality glossary (<https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder=>



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.<sup>19</sup>

**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.<sup>20</sup>

**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.<sup>21</sup>

**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.<sup>22</sup>

**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).<sup>23</sup>

**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

---

<sup>19</sup> Explanatory Note – IFRC Strategic Framework on Gender and Diversity Issues ([http://www.ifrc.org/PageFiles/71047/Explanatory note - IFRC Strategic Framework on Gender and Diversity Issues-English.pdf](http://www.ifrc.org/PageFiles/71047/Explanatory%20note%20-%20IFRC%20Strategic%20Framework%20on%20Gender%20and%20Diversity%20Issues-English.pdf)), p.4.

<sup>20</sup> Explanatory Note – IFRC Strategic Framework on Gender and Diversity Issues, [http://www.ifrc.org/PageFiles/71047/Explanatory note - IFRC Strategic Framework on Gender and Diversity Issues-English.pdf](http://www.ifrc.org/PageFiles/71047/Explanatory%20note%20-%20IFRC%20Strategic%20Framework%20on%20Gender%20and%20Diversity%20Issues-English.pdf) p.4.

<sup>21</sup> Adapted from UN Women's Gender Equality glossary, <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder=>

<sup>22</sup> United Nations for LGBT Equality fact sheet, <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder=&fullsearch=0&page=1>

<sup>23</sup> Explanatory Note – IFRC Strategic Framework on Gender and Diversity Issues, [http://www.ifrc.org/PageFiles/71047/Explanatory note - IFRC Strategic Framework on Gender and Diversity Issues-English.pdf](http://www.ifrc.org/PageFiles/71047/Explanatory%20note%20-%20IFRC%20Strategic%20Framework%20on%20Gender%20and%20Diversity%20Issues-English.pdf) p.5.

always mutually exclusive, as there are some individuals who possess both female and male characteristics.<sup>24</sup>

**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 sexual orientation or gender identity: intersex people experience the same range of sexual orientations and gender identities as non-intersex people.<sup>25</sup>

**Lesbian, Gay, Bisexual, Transgender (LGBT):** While the terms lesbian, gay, bisexual and transgender 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).<sup>26</sup> However the IFRC notes that this is not the most up to date, or inclusive definition and invites feedback from transgendered community members within 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.<sup>27</sup>

**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

---

<sup>24</sup> Explanatory Note – IFRC Strategic Framework on Gender and Diversity Issues, [http://www.ifrc.org/PageFiles/71047/Explanatory note - IFRC Strategic Framework on Gender and Diversity Issues-English.pdf](http://www.ifrc.org/PageFiles/71047/Explanatory%20note%20-%20IFRC%20Strategic%20Framework%20on%20Gender%20and%20Diversity%20Issues-English.pdf) p.5.

<sup>25</sup> 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](https://www.unfe.org/system/unfe-7-UN_Fact_Sheets_v6_-_FAQ.pdf)

<sup>26</sup> Explanatory Note – IFRC Strategic Framework on Gender and Diversity Issues, [http://www.ifrc.org/PageFiles/71047/Explanatory note - IFRC Strategic Framework on Gender and Diversity Issues-English.pdf](http://www.ifrc.org/PageFiles/71047/Explanatory%20note%20-%20IFRC%20Strategic%20Framework%20on%20Gender%20and%20Diversity%20Issues-English.pdf) p.6.

<sup>27</sup> Explanatory Note – IFRC Strategic Framework on Gender and Diversity Issues, [http://www.ifrc.org/PageFiles/71047/Explanatory note - IFRC Strategic Framework on Gender and Diversity Issues-English.pdf](http://www.ifrc.org/PageFiles/71047/Explanatory%20note%20-%20IFRC%20Strategic%20Framework%20on%20Gender%20and%20Diversity%20Issues-English.pdf) p.5.

of the exploitation and abuse are in this context beneficiaries and community members receiving humanitarian support.<sup>28</sup>

**\*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 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*).<sup>29</sup>

---

<sup>28</sup> <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N03/550/40/PDF/N0355040.pdf?OpenElement>

<sup>29</sup> IFRC Volunteering Policy 2011 [https://fednet.ifrc.org/PageFiles/127529/Volunteering\\_Policy-final\\_ENG.pdf](https://fednet.ifrc.org/PageFiles/127529/Volunteering_Policy-final_ENG.pdf), p.2.



## Annex 2: Templates

### a. Template for data analysis by themes

Theme/ Key heading	Subtheme	Extracted text	Data collection method	Sex	Age	Disability - N - None P-Physical I -Intellectual	Length of time in National Society
Resources and capaci- ties	Staff composition is gender balanced and is representa- tive of the community	"I felt that there were 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."	Survey	F	25	N	2 years
		Yes, "equal opportunity" is mentioned in vacancy announcements	Survey	M	43	N	7 years
		"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"	FDG with male respon- dent	M	21	P	4 years
Resources and capacities	Gender and Diversity resource persons	"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"	Interview (Branch level)	F	36	N	3 months
		"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"	Interview (HQ level)	M	31	N	2 years

### b. Draft template for the assessment report <sup>30</sup>

**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

<sup>30</sup> 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](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_187411.pdf)

## List of abbreviations and acronyms

**Introduction** – purpose of the assessment and report, background to assessment including dates and process, and assessor(s)/assessment team

## 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. Limitations (information gaps, contradictory information, 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 programme 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; and score achieved

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

**Main conclusions** per the five themes in the tool

**Recommendations** per the five themes in the tool

**Good practices** – Include 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

## c. Sample scorecard template

Someland Red Cross – Gender and Diversity Assessment Score Card	
<b>Overall Score</b>	X / 136
<b>Thematic scores</b>	
1. Political will and leadership	X / 33
2. Organisational culture	X / 10
3. Resources and capacities	X / 42
4. Programme delivery and implementation	X / 22
5. Accountability	X / 29
<b>Score per indicator</b>	
<b>Theme 3: Resources and capacities</b>	
<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 / 6
<i>Indicator 13. Technical knowledge and attitudes</i>	X / 6
<i>Indicator 14. Gender and diversity resource person(s)</i>	X / 6
<i>Indicator 15. Specific allocations for gender and diversity activities</i>	X / 6



### d. Draft activity template in plan of action

Activity description	Links with recommendation	Links with National Society 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	Activity status
<b>Gender and diversity for inclusive recruitment - HR training</b>	Recommendation (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. <b>Managers and staff participating in recruitment process should be trained in non-discriminatory conducts.</b>	Ensuring the National Society is an equal opportunities employer and non-discriminatory based on gender	Two days 16-18 November 2016	Headquarters	HR unit	Gender and Diversity Advisor	See concept note for M&E plan	Two days staff time  One facilitator  No travel required  Printing of materials, tea breaks, lunch for 10 participants	All resources allocated in National Society plan	Planned	Pending, to be completed by 18th November 2016

**\*\*Resources needed\*** can include core time, materials, funding, travel, consultants

## e. Sample template for setting out recommendations

Theme	Main findings	Recommendations
Resources and capacities X/40		
<b>9. Staff composition is gender and diversity balanced and is representative of the community</b> <b>(Someland Red Cross – SRC)</b>	<p>There is a draft HR recruitment policy with an emphasis on “equal opportunities”. It does not, however, take into consideration the structural barriers and biases that prevent women and minorities from competing at the same level as men from the majority group. Good steps are taken to move towards non-discriminatory recruitment processes, such as use of gender-neutral language and anonymising applications and written tests.</p> <p>However, no affirmative action initiatives are taken to pro-actively support women and minorities with opportunities and career development.</p> <p>Most female staff mentioned the lack of childcare facilities as a problem.</p>	<ol style="list-style-type: none"> <li>1. Finalise the HR Policy to include all of the missing dimensions.</li> <li>2. Review recruitment processes with the Head of HR to ensure that 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 conduct.</li> <li>3. Develop guidelines based on best practices on how to recruit female staff and volunteers in areas where this is a challenge. Reflect on the practices in offices where the number of female staff and volunteers 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 programmes to increase the number of female staff and volunteers and to ensure retention.</li> <li>4. Paid maternity leave arrangements should be implemented for all offices. To ensure that fathers' responsibilities are taken seriously, SRC should provide male staff with paid paternity leave.</li> <li>5. Establish low cost/affordable charge child care centres for male and female staff (and volunteers) with children below school age, either for SRC only, or in collaboration with other organisations/ employers.</li> </ol>

<p><b>10. Volunteer composition has a fair gender and diversity balance and is representative of the community</b></p>	<p>The two ethnic minority groups perceive SRC to be disinterested in them and their development within the NS. Some experience an unwelcome environment when approaching the branches. A good example of collaboration was in Anotherville province, where the branch actively reached out to the two minority groups to recruit them as volunteers in order to allow the NS to get access to hard-to-reach areas.</p> <p>Many female volunteers experience a lack of follow-up after recruitment and become demotivated and passive.</p>	<ol style="list-style-type: none"> <li>1. Target the two ethnic minority groups as volunteers and beneficiaries in order to utilise their resources and potentials.</li> <li>2. Establish structured communication, follow-up and training (including re-fresher training) opportunities for female volunteers and volunteers from the minority groups in order to motivate them and to ensure their retention. Provide training with the goal of recruiting some of them as staff.</li> </ol>
<p><b>14. Gender and Diversity resource person(s)</b></p>	<p>The NS has selected a Gender and Diversity Focal Point who participated in a regional gender and diversity training.</p> <p>Some members of staff in the NS headquarters are aware of the Focal Point but no-one at the branch level was aware.</p>	<ol style="list-style-type: none"> <li>1. Senior management support is required to disseminate information on the Gender and Diversity Focal Point to all staff, including the person's name and function, as well as their specific role/terms of reference within the NS.</li> <li>2. NS to commit to strengthening the focal person's technical skills through identifying training opportunities.</li> </ol>



## Annex 3: Gender and diversity resource bank

### IFRC Gender and Diversity tools

IFRC, Minimum Standard Commitments to Gender and Diversity in Emergency Programming, Pilot Version, April 2015: [www.ifrc.org/Global/Photos/Secretariat/201505/Gender%20Diversity%20Minimum%20Standard%20Commitments%20in%20Emergency%20Programming.pdf](http://www.ifrc.org/Global/Photos/Secretariat/201505/Gender%20Diversity%20Minimum%20Standard%20Commitments%20in%20Emergency%20Programming.pdf)

IFRC, Integrating Gender and Diversity in Community-Based Health, 2013: [www.ifrc.org/PageFiles/148352/1266300-CBHFA%20Guidance%20note-EN.pdf](http://www.ifrc.org/PageFiles/148352/1266300-CBHFA%20Guidance%20note-EN.pdf)

Swedish Red Cross, IHL and gender – Swedish experiences, 2015: [www.redcross.se/globalassets/dokument/folkratten/ihl-and-gender\\_master\\_151110.pdf](http://www.redcross.se/globalassets/dokument/folkratten/ihl-and-gender_master_151110.pdf)

IFRC, Gender-sensitive Approaches for Disaster Management, 2010: [www.ifrc.org/PageFiles/96532/A%20Guide%20for%20Gender-sensitive%20approach%20to%20DM.pdf](http://www.ifrc.org/PageFiles/96532/A%20Guide%20for%20Gender-sensitive%20approach%20to%20DM.pdf)

IFRC, Gender Policy, 1999, [www.ifrc.org/Global/Governance/Policies/gender-policy-en.pdf](http://www.ifrc.org/Global/Governance/Policies/gender-policy-en.pdf)

If National Societies plan to develop a policy, it is advised that it includes diversity as well as gender, as per current 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](http://www.ifrc.org/Global/Documents/Secretariat/201412/IFRC%20Strategic%20Framework%20on%20Gender%20and%20Diversity%20Issues-English.pdf)

IFRC HIV/AIDS Policy, 2002: [www.ifrc.org/Global/Governance/Policies/hivaids-policy-en.pdf](http://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

ADCAP, Minimum Standards for Age and Disability Inclusion in Humanitarian Action, Pilot Version, 2015: [www.cbm.org/article/downloads/54741/Minimum\\_Standards\\_for\\_Age\\_and\\_Disability\\_Inclusion\\_in\\_Humanitarian\\_Action.pdf](http://www.cbm.org/article/downloads/54741/Minimum_Standards_for_Age_and_Disability_Inclusion_in_Humanitarian_Action.pdf)

IFRC, Youth as Agents for Behaviour Change (YABC): <https://fednet.ifrc.org/en/resources/principles-and-values---global/yabc/yabc-today1/>

A Manual for Gender Audit Facilitators – the ILO participatory Gender Audit methodology: [www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms\\_187411.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_187411.pdf)

## Feedback on Gender and Diversity Organisational Assessment Tool – Pilot version

<b>Name:</b> (optional)	<b>National Society/IFRC Office and unit:</b>
<b>Comments to the tool</b>	
1. Do you have suggestions to the lay-out or packaging of the material which can make it easier to use?	
2. Did the tool indicators allow you to make an assessment relevant and representative of your National Society/IFRC context?	
3. Do you have suggestions to rephrasing or additional indicators to include in the tool?	
4. Does the toolbox strike a balance between providing sufficient and too little/much information? Please suggest concrete changes to be made.	
5. Is the flow of the toolbox and the examples given, easy to follow and relatable to your National Society/IFRC context?	
6. Did you find this toolbox a valuable resource for your National Society? What could be changed to improve this	
7. Did you find the tool and toolbox helpful in supporting the assessment process in your National Society? Would there be any part of the toolbox that could be improved to support this? Please provide specific recommendations.	
8. Would you be willing to provide a short 100-200 word overview of how you conducted this assessment in your National Society, and the outcomes of this process?	
<p>Open feedback: (please be specific about section, page number and content changes. Exact suggestions of wording to new paragraphs are appreciated, as the authors might not be experts in your area of work):</p>	

THANK YOU FOR YOUR TIME AND INTEREST! Please send your feedback to:  
*christina.haneef@ifrc.org* or *line.begby@redcross.no* or *may.maloney@ifrc.org*

# 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](http://www.ifrc.org) Saving lives, changing minds.