

# INSTITUTIONAL AND ORGANISATIONAL CHANGE

## c) Institutional Strengthening

### Gender Division of Labour

In projects which aim to improve the capacity of an institution to deliver services and strengthen personnel performance, gender is an important variable. Women have demonstrated considerable leadership in community and informal organisations, but remain significantly under-represented in political decision making, senior management of government, non-government and private sector organisations, in the law, and across a wide range of technical and professional fields. This can be attributed to:

- Socialisation and negative stereotyping of women and men, which results in gender stereotyping of occupations;
- Discrimination against women in recruitment, human resource development and career advancement in the formal workforce;
- Women's low status and lack of equal access to opportunities for education and training opportunities.

Those women who do succeed face considerable time constraints due to their non-workplace roles as child carers and household and community service providers. Sexual harassment and intimidation by male colleagues, and the impact of gender violence perpetrated at home are also significant factors constraining women's advancement in many countries. Under-representation of women at managerial level limits their opportunities for input into decision making.

#### *Access and Control of Resources and Benefits*

Access to employment and promotion opportunities within government, non-government and private sector organisations varies for men and women. Constraints to employment for women can include: access to channels of information about recruitment; the institution's selection procedures; flexibility of working hours; provision of child care; and adequate and safe transport, amongst other things. Within the institution, constraints to promotion and input at decision-making levels by women can include a lack of access to management training and inadequate support networks for women to consult. Attitudinal barriers and structural discrimination need to be addressed through affirmative action, (Beijing Platform for Action, 1995: paras. 181-195).

### *Factors and Trends*

Legislation, policy statements and the existence of special women's ministries, departments or bureaux can be important indicators of the setting for capacity building within a country's institutions. Government commitments to key international human rights instruments should also be taken into account, such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Declaration on the Elimination of Violence Against Women, and the Beijing Platform For Action. Professional representation of women and encouragement for women in higher education and vocational training is often heavily influenced by social, religious and cultural attitudes.

### *Implementing a Gender and Development Policy*

Key aspects of a gender and development policy relating to institutional strengthening can be:

- Goal:
- To promote equal opportunities for women and men as participants and beneficiaries of development.
- Objectives:
- To improve women's access to economic resources (including technical, financial and professional skills).
  - To promote women's participation and leadership in decision making at all levels.
  - To promote the human rights of women and assist efforts to eliminate discrimination against women (by supporting legal reform programs for the advancement of women, by providing training and information to overcome discrimination against women under the laws and in the wider community, and by supporting community and institutional initiatives which address violence against women).

## Guiding Questions for Identification and Preparation of Activities and Policies

- *These questions are to be used as a guide only. It is not expected that every question will be relevant to all activities.*
- *The questions are designed to assist activity managers with their assessment and appraisal of institutional strengthening activities.*
- *The questions are also designed to assist contractors to incorporate gender perspectives into activity preparation and design..*

Key Areas of Concern	Guiding Questions
<i>Project Objectives and Target Group</i>	<ul style="list-style-type: none"> <li>• Do project objectives explicitly refer to men and women?</li> <li>• Does the project acknowledge that women and men have different needs in the institution?</li> <li>• Have women or men had the opportunity to define their own needs within the project context?</li> </ul>
<i>The Gender Division of Labour</i>	<ul style="list-style-type: none"> <li>• Has sex disaggregated data been collected on staff according to seniority, occupation, management and field positions and educational attainment? <i>(e.g., how many management staff are women?)</i></li> <li>• Are there any job classifications from which women are excluded? <i>(either formally or by custom)</i></li> <li>• Are women well represented on key decision making bodies or committees?</li> <li>• Have strategies been considered to relieve women's workload in other areas? <i>(e.g., the provision of child care, part-time work and flexible working hours)</i></li> </ul>
<i>Access and Control of Resources for Recruitment</i>	<ul style="list-style-type: none"> <li>• Is there affordable and reliable transport for women to reach the workplace safely?</li> <li>• Do women need bridging training to facilitate employment?</li> <li>• Are selection procedures suitable for both men and women?</li> <li>• Do recruitment mechanisms reach men and women? <i>(e.g., career advice provided to girls' schools)</i></li> </ul>
<i>Access and Control of Resources for Human Resource Development</i>	<ul style="list-style-type: none"> <li>• Do female staff need separate leadership training?</li> <li>• Is training and career development within the institution targeted at both men and women? <i>(e.g., managerial, entrepreneurial, technical, both formal and on-the-job training)</i></li> <li>• Are training courses conducted by both women and men?</li> <li>• Are women well represented as recipients of high profile educational and training opportunities, for example overseas scholarships?</li> <li>• Are both male and female staff provided with career advice and counselling? <i>(e.g., career planning, mentoring, coaching, retraining)</i></li> <li>• Will the institutional strengthening project displace female or male staff from their current jobs or marginalise their work?</li> <li>• If jobs are made redundant by the project, will re-training be offered to allow women and men to work in new areas?</li> </ul>
<i>Access and Control of Benefits and Project Impacts</i>	<ul style="list-style-type: none"> <li>• Will the project disproportionately affect women? <i>(e.g., by reducing a category of job in which women are clustered)</i></li> <li>• Will the project disproportionately benefit male employees? <i>(e.g. by supplying technology/equipment and training targeted at males, with little attention to jobs undertaken predominantly by females)</i></li> </ul>

<p><i>Cultural, Religious, Social, Economic and Political Factors and Trends</i></p>	<ul style="list-style-type: none"> <li>• Have barriers to women's advancement and recruitment been accurately identified?</li> <li>• Is the organisational culture and public image conducive to attracting and retaining women?</li> <li>• Is it acceptable for women to speak up, have a different view, or disagree with a male in discussions/meetings?</li> <li>• Are low rates of pay entrenching women in certain job areas?</li> <li>• Do the prevailing views of both females and males about women's representation accord with the facts? (<i>e.g., if there are one or two women in senior positions, and very few at all mid and senior levels, do people argue that there are no barriers to women's advancement</i>)</li> <li>• Is there systematic discrimination against women, such as through job evaluation/grading systems which attribute a higher value to tasks which are traditionally undertaken by males?</li> <li>• Are there separate facilities for female and male staff? (<i>e.g., separate toilet and change room facilities, separate dormitories for field work</i>)</li> </ul>
<p><i>Participation and Consultation Strategies</i></p>	<ul style="list-style-type: none"> <li>• Have strategies been identified to address the above constraints to women's equal participation and benefits?</li> <li>• Are communication channels adequate to inform female and male staff about the project and associated training opportunities?</li> <li>• Will participatory and consultative processes be used to discuss rationalisation of structures and organisational changes?</li> <li>• Is separate programming for women needed to ensure that they participate or express their views? (<i>e.g., consultations in women-only groups</i>)</li> </ul>
<p><i>Women's Social Status and Role as Decision Makers</i></p>	<ul style="list-style-type: none"> <li>• How will the project meet the practical need and strategic interest of women to advance their status?</li> <li>• How will women's capacity to participate in leadership and decision making be enhanced through the project? (<i>e.g., leadership training, the use of women's networks for support, mentors</i>)</li> </ul>
<p><i>Counterpart Agency Capacity</i></p>	<ul style="list-style-type: none"> <li>• Is there a stated policy in the institution on the employment of women?</li> <li>• Does the Government have legislation, policy statements and national machineries which provide guidelines on women's employment?</li> <li>• Are salaries standardised for the same job positions?</li> <li>• Is there an affirmative action plan to support and resource female staff?</li> <li>• Is there a risk of backlash by male staff on affirmative policies for women? (<i>if so, what strategies have been identified to address this</i>)</li> <li>• Is gender training considered necessary to sensitise men and women to any changes the project may introduce?</li> <li>• Are the needs and concerns of women taken into account in human resource management systems such as performance appraisal? (<i>consider the impact of sexual harassment and interpersonal power</i>)</li> <li>• Does the agency have policy and procedures to deal with sexual harassment or violence perpetrated in the workplace?</li> </ul>
<p><i>Project Monitoring</i></p>	<ul style="list-style-type: none"> <li>• Have targets been set for men's and women's participation and benefits?</li> <li>• Have gender-sensitive indicators been identified?</li> <li>• Will all data collected be disaggregated by sex?</li> <li>• Will there be on-going consultation with male and female staff directly or indirectly affected by the project?</li> <li>• Will women's access to senior levels and decision making be monitored?</li> </ul>
<p><i>Project Resources</i></p>	<ul style="list-style-type: none"> <li>• Are project resources adequate to ensure that both men and women participate in and benefit from the project?</li> <li>• Is gender expertise available throughout the project?</li> </ul>