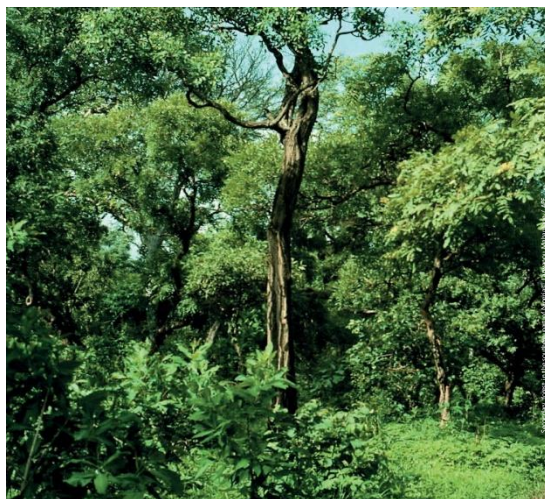# African Forest Forum

A platform for stakeholders in African forestry

Strengthening the institutional and management capacity for mainstreaming gender in plans and activities of the African Forest Forum
Inception Report (September 2020)

Strengthening capacity of stakeholders in African forestry to contain loss of forest cover in different forest types in selected African countries

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STRENGTHENING THE INSTITUTIONAL AND MANAGEMENT CAPACITY FOR MAINSTREAMING GENDER IN PLANS AND ACTIVITIES OF THE AFRICAN FOREST FORUM

Inception Report (September 2020)

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Strengthening capacity of stakeholders in African forestry to contain loss of forest cover in different forest types in selected African countries

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1. INTRODUCTION

Following the successful defense of the Expression of Interest (EoI) to African Forest Forum (AFF) for the consultancy on improving institutional and management capacity for mainstreaming gender more effectively in AFF's plans and activities**,** subsequent discussion, revision and the submission of study approach were effected. The revisions reflected the change in schedule of payment tranches as well as clarification of the consultants' approach to the consultancy. The contract documents guiding the research study were signed on the 3rd August 2020 with the agreement to commence the work on the 1st August 2020. Thereafter, the consultant put in place a multi-skilled team to support the work that includes a Gender and Organization Development Assistant. This inception report is an in-depth discussion and elucidation of the expression of interest as submitted by Elizabeth Obanda (Consultant).

The Consultant, with a mission to deliver the highest professional services and to add value to clients in sustainable forestry has been contracted by AFF to evaluate ways through which AFF can improve institutional and management capacity for mainstreaming gender more effectively in its plans and activities. AFF policy is to have project activities organized in ways that secure gender sensitivity and responsiveness. This exercise will inform AFF as to the extent to which this policy has been successful and how AFF's activities can be made more inclusive by including gender and other related considerations.

1.1 Consultancy Objective

To evaluate ways through which AFF can improve institutional and management capacity for mainstreaming gender more effectively in its plans and activities.

1.2 Key tasks

The recruited expert will undertake the following tasks:

Task 1: Carry out gender analysis in the programmes, plans and activities undertaken by AFF

In this task the expert is expected to:

a) Evaluate individual AFF staff capacity needs to mainstream gender into their work;
b) Conduct a thorough assessment/audit on gender considerations in AFF's existing plans and activities;
c) Review existing gender policies and propose measures for improvement; and
d) Support AFF's technical units in designing gender sensitive plans and activities and relevant reporting tools

Task 2: Prepare a gender mainstreaming strategy to guide implementation of AFF's activities

Task 3: Orient project staff and relevant stakeholders on gender mainstreaming

Train and build the capacity of AFF staff, Governing Council members and partners on gender issues and application of practical tools for mainstreaming gender in projects and work operations.

1.3 Expected deliverables

1. A gender analysis report from the review of documentation at AFF and interviews with AFF staff on programme plans and activities undertaken by AFF,

2. A gender mainstreaming strategy,

3. Training manual/guide to guide gender awareness and mainstreaming gender into activities.

1.4 The African Forest Forum (AFF)

The African Forest Forum (AFF) is a pan-African non-governmental organization with its headquarters in Nairobi, Kenya. It is an association of individuals who share the quest for and commitment to the sustainable management, use and conservation of the forest and tree resources of Africa for the socio- economic wellbeing of its people and for the stability and improvement of its environment. The purpose of AFF is to provide a platform and create an enabling environment for independent and objective analysis, advocacy and advice on relevant policy and technical issues pertaining to achieving sustainable management, use and conservation of Africa's forest and tree resources as part of efforts to reduce poverty, promote gender equality, and economic and social development. Through all its programmes and activities, AFF seeks to promote empowerment of all marginalized groups, particularly women and youth, who remain vulnerable to the impacts of climate change and whose representation, priorities and needs are seldom addressed adequately in forestry sector plans and activities. AFF's policy is to have project activities organized in ways that secure gender sensitivity and responsiveness.

 Vision

 The leading forum that unites all stakeholders in African forestry

Mission

To contribute to the improvement of the livelihoods of the people of Africa and the environment they live in through the sustainable management and use of tree and forest resources on the African continent.

2. DESIGN AND METHODOLOGY

2.1 Introduction

In line with the objectives of the consultancy, the consultant understands that the following activities, have to be undertaken: carry out gender analysis in the programmes, plans and activities by AFF, prepare a gender mainstreaming strategy to guide implementation of AFF activities, and orient project staff and relevant stakeholders on the gender mainstreaming strategy.

In our understanding, gender equality means accepting and valuing equally the differences between women and men and the diverse roles they play in society. Gender equality includes the right to be different. This means taking into account the existing differences among women and men, which are related to class, political opinion, religion, ethnicity, race or sexual orientation. Gender equality means discussing how it is possible to go further, to change the structures in society, which contribute to maintaining the unequal power relationships between women and men, and to reach a better balance in the various female and male values and priorities[1],[2] On the flipside gender equity refers to the process of fairness in relations between women and men, leading to a situation in which each has the equal status, rights, levels of responsibility, and access to power and resources. Consequently, gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a way to make women's, as well as men's, and youth's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women, youth and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality[3]

2.2 The approach

Since gender analysis is a systematic, analytical process to identify, understand and describe gender differences in a specific context and its impacts on women and men, boys and girls: whether this is a concern; how gender relations affect a development problem; what the roles, rights, opportunities and disparities are and how to address these concerns, this study will take a holistic mixed methods approach that yields both quantitative and qualitative data.

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[1] CE (1998) Gender Mainstreaming Conceptual Framework, Methodology And Presentation Of Good Practices, Strasbourg France

[2] 2 C E(1998) Gender Mainstreaming Conceptual Framework, Methodology And Presentation Of Good Practices, Strasbourg France

[3] UNOPS (2018) gender mainstreaming strategy. Retrieved from: https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/5_Why-it-Matters_GenderEquality_2p.pdf

Therefore, this study will be consultative, informed by AFF staff and Governing Council members, while also interviewing men and women staff and partners of AFF to collect and document gender-desegregated and gender sensitive data.

In carrying out the three tasks as stipulated in the TORs: Carry out gender audit; Develop a gender mainstreaming strategy and staff orientation on gender mainstreaming, we propose to apply a mixed methods approach encompassing qualitative and quantitative methods. All the activities will be carried out in a participatory manner involving a regular consultation and conversations with the AFF management and staff as much as possible. Data collection will employ mixed methods with a view to promote triangulation and hence increase credibility and reliability. We will also ensure representativity by interviewing a representative sample of AFF stakeholders at all levels while upholding principles of diversity. In developing the gender mainstreaming strategy and ensuing training, we will adopt a participatory and consultative approach customized to the organization mandate /reality so as to promote ownership and sustainability. The flow among the three activities will be seamless in that they will feed into each other. The audit will inform the strategy and the training will be linked to the strategy and audit results.

Data Collection tools: Data collection tools will be borrowed from various authoritative sources and customized for gender analysis within the forestry sector. The data gathered will be in three domains namely skills, policies and programmes and organizational architecture.

Quantitative methods: A questionnaire, which will yield statistical data, will be developed and emailed to all the respondents as agreed with AFF. Emailing the questionnaire is appropriate given the Covid-19 crisis as well as AFF's widespread stakeholders.

Qualitative methods: A combination of Key Informant Interviews will be conducted (KIIs) and if possible, systematic observation. Again, due to the Covid-19 situation, Focus Group discussions (FGD) will be held virtually. Qualitative data analysis will be analyzed through coding and grouping information by themes.

In addition to the primary data collected, secondary data will be collected from the various organizational documents shared by AFF. Multi methods of data collection together with observation, facilitates triangulation of data.

2.3 Gender audit

2.3.1 Introduction

Despite much effort and significant progress in many domains, gender equity and equality is still lagging behind in a rapidly changing world. Transformations in the roles of women, men and youth, their relations with each other, and the nature of households, markets and

societies in which they live continue to evolve in a globalized environment.[4] The importance of Gender Audits has been derived from the growing awareness of the central role of organizational structure and culture in the design and delivery of policies, programmes and projects. Hence, a gender audit identifies the importance of examining not just accounts and financial transactions, but also the system and processes within institutions. Gender audits arose out of concerns that "*development can only have beneficial outcomes for women when the working culture, structure, systems and procedures and underlying values of the institution which shape women's lives, themselves reflect a concern for gender equity and equality.*"[5] [6] More specifically, recognition of the importance of gender audits has been derived from a growing awareness of the central role of organizational structure and culture in the design and delivery of gender-sensitive programmes and projects[7]. Gender assessment provides information on the capacity that an organization or its staff has, to include gender equality and equity issues in its programmes and operations. It is the first step and provides key information for planning a larger capacity development strategy that features training for gender equality and equity as one of its components. In this case, it will result in a baseline against which future capacity development efforts, including training for gender equality and equity, can be measured.

In evaluating ways through which AFF can improve institutional and management capacity for mainstreaming gender more effectively in its plans and activities, we therefore propose to undertake a Participatory Gender Audit (PGA) of AFF looking at the organization internally (culture, systems, staff) and externally (activities, partners). The external operational assessment includes a number of levels and associated activities reflecting an organization's policy and programmatic lending in the assessment of each and provides the necessary information to evaluate the programme in totality as explained in the table below.

Internal audit	This dimension would refer to how much AFF fosters gender equality internally within its organizational, managerial structure and internal work, and whether these contributes to gender equality in the organization. The internal gender audit will monitor and assess the relative progress made in gender mainstreaming, contributes to capacity building and collective organizational ownership for gender

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[4] ILO (2012) The Gender Audit Handbook. A Tool for Organizational Self-Assessment and Transformation
[5] Fenella Poreter, Ines Smyth and Caroline Weetman, eds. (1999). Gender Work: Oxfam Experience in Policy and Practice, Oxfam Publishing, Oxford. PP. 3-4
[6] UNDPAND THE STATE MINISTRY OF SOCIAL WELFARE, WOMEN AND CHILDREN (2007) Gender Audit Of South Kordofan Civil Service Institution
[7] Moser c(2005) An Introduction to Gender Audit Methodology: Its design and implementation in DFID Malawi

	equality initiatives, and will strengthen organizational learning on gender.[8]
External Audit	This dimension would aim to assess to what extent AFF mainstreams gender in its policies, programmes, projects and services in terms of content, delivery and evaluation. The external gender audit will thus evaluate to what extent gender integration fosters the inclusion of, and benefits to, youth, women and men involved in or affected by the organization's policies, programmes, projects or services provided.[9]

The audit will thus be based on three levels namely:

1. Knowledge and Skills: The audit will assess the understanding, knowledge skills and attitude that AFF staff and management have on gender equity and equality and the integration of this in their daily work. The information that will be gathered entails how much they know and understand about particular concepts (for example, gender equality), policies (such as organizational gender strategy, gender mainstreaming strategy) and procedures (how gender equality should be reflected in procurement or recruitment processes, among others), as well as how capable they are of implementing all these and other processes.

2. Organization architecture- In this aspect the audit will evaluate what policies, strategies and procedures are in place to ensure that gender equity and equality is adequately included in AFF's mandate. The audit will explore the manner in which AFF fosters gender equality in her internal functions looking at policies (the nature, quality, extent and intensity of support for the organization's gender policy), staffing (extent of gender balance in organizational staffing patterns), human resource (level, extent and intensity of gender sensitive human resource policies, family friendly policies, and gender considerations in hiring and personnel reviews), communication (quality and extent of gender sensitivity in the organization's communications and advocacy campaigns), organization culture (extent and intensity of gender sensitivity in the organizational norms, structures, systems, processes and relations of power) and financial/fiscal management (level and extent of organizational resources budgeted to support gender equity and equality efforts). This element also includes the appropriateness of spaces occupied by the staff

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[8] InterAction, The Gender Audit Handbook: tool for organisational self-assessment and transformation, 2010. Available at: http:/ www.rcrc-resilience- southeastasia.org/document/the-gender-audit-h...
[9] Se also EIGE (2014)

3. Policies, Programmes, Projects and processes-The audit will explore to what extent gender equity and equality is mainstreamed in high-level policy objectives and priorities, and further assesses to what extent policy intentions are actually carried out in specific initiatives (e.g. programmes, projects, services). The audit will specifically look at: the extent to which gender sensitive organizational procedures and methods are used to conceptualize and design development projects in the field, the extent and intensity of gender responsive implementation of field projects, the extent and frequency of technical gender expertise in the organization and the extent to which gender equity and equality is integrated in AFF's partner or local NGO affiliate relations.

The results of the gender audit will inform the development of a gender strategy for AFF and the structure of the gender mainstreaming training for AFF staff and members of its Governing Council.

2.3.2 What is a Participatory Gender Audit?

Gender analysis is a systematic methodology for examining the differences in roles and norms for women and men, girls and boys; the different levels of power they hold; their differing needs, constraints, and opportunities; and the impact of these differences in their lives considering their roles and power relations in society. To design a well-informed gender strategy that is tailored to the local and project-related gender constraints and opportunities, a gender analysis is highly beneficial and essential. The purpose of the gender analysis is to answer the following key questions:

- How will anticipated results of the work affect women, youth and men differently?

- How will the different roles and status of women and men affect the work to be undertaken?

Ultimately, conducting a gender analysis entails understanding and addressing gender inequalities in power and privileges, and the use of tactics, including violence to uphold inequitable rights and privileges. By understanding how these disparities affect performance and pose constraints in realization of expected work objectives, it will help us attain and sustain organizational impacts. It also helps staff to understand the projects' contributions to promoting gender equality.

A Participatory Gender Audit (PGA) is thus a tool and a process based on a participatory methodology. It promotes organizational learning on mainstreaming gender practically and effectively with the following roles.

- Considers whether internal practices and related support systems for gender mainstreaming are effective and reinforce each other;

- Monitors and assesses the relative progress made in gender mainstreaming;

- Establishes a baseline for the audited unit;

- Identifies critical gaps and challenges -institutional and management;

- Recommends ways for addressing them and suggests new and more effective strategies;

- Documents good practices towards the achievement of gender equality and equity.

Using the participatory self-assessment methodology, PGAs take into account objective data and staff perceptions of the achievement of gender equality in an organization in order to better understand concrete and unsubstantiated facts and interpretations. Audited units receive a preliminary presentation and a full report of findings. The key components of the methodology are:

- An extensive desk review;

- Semi-structured interviews with staff of the audited unit at all hierarchical levels; and

- A collective workshop/discussions/validation.

More details are in Table 1.

In view of the above outlined approach we propose to follow the following steps with the gender audit process

2.3.3 Gender Audit Steps
Step 1 – Preparing for a Gender Audit: Establish Organizational Readiness

The first step of the Gender Audit process is to assess your organization's readiness to conduct a gender audit. Initially, this will be to gain support from senior leadership. Secondly, to communicate to organizations' staff what the gender audit is about and what steps are to be involved, including the benefits to the organization and timeline. Third, is the need to develop a plan for communicating each step of the audit process to organization staff, again, describing the value of conducting the gender audit process and the gains that will be made in your organization as a result. The consultant is under assumption that this step has commenced and will follow up to ensure that this is accomplished. This step is important in ensuring buy-in of the ensuing strategy[10].

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[10] Interaction (2010) The Gender Audit Handbook: A Tool for Organizational Self-Assessment and Transformation, Washington DC

Document/Desk Review

The assessment team (AT), reviewed available agency documents online and those provided.[11] [12] [13] [14] [15] We would seek to review more in order to understand the organization better. In this regard, the organizational mandate, mission, objectives, projects and structures and human resources profile, were collected, analyzed and further discussed. The available documents will help the consultant to better understand AFF's gender mandate and operating environment. A background review provides an important starting point for a gender audit. The audit provides an overview of relevant gender issues relating not only to gender relations in the AFF but also to the particular focus of the audit. This background review includes 'in-depth' information, which can then be referenced in the shorter audit document. The documentation review complements interviews and focus group discussions and provides an important, detailed source of empirical information as well as the basis for triangulation with other data sources. Documents relevant to elicit gender issues include policy-level documents e.g. AFF gender policy while programmatic-level documents included ongoing programmes (Table 2).

Stages in programme cycle	Detailed components	Comments
Background programme/ project information	Programme name Dates/funds Goal/object ve Purpose Outputs	
Inputs: Gender mainstreaming in programme/projects design	PIM marker Gender-focused objectives and OVIs: Gender analysis Gender in the budget	
Outputs: Gender mainstreaming in implementation	Gendered components implemented, Training Staffing responsibility	
Approximate gendered outcomes: Greater equality and empowerment	Effective gendered monitoring systems and tools	

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[11] African Forest Forum (AFF),2017, Communication and knowledge management at AFF: Achievements made in 2017 Retrieved from: https://afforum.org/oldaff/node/252943

[12] African Forest Forum (AFF),2016, AFF Website Analysis Report. Retrieved from: https://afforum.org/oldaff/node/228133

[13] See AFF(2017) A programmatic approach to the work of the African Forest Forum, Nairobi ,Kenya

[14] AFF(2017)Biennial Report: Sustaining Africa's forest and tree resources 2015-2016

[15] AFF(2014) training modules on forest based climatic change adaptation, mitigation, carbon trading and payment for other environmental services

Table1: Guidelines for the structure of qualitative programme desk reviews

Adopted from Moser (2005). In this regard some of the organization documents to be reviewed may include:

Entity	Documents to be reviewed
Organization	1. Organization strategic plan including structure 2. Modus operandi
Systems	1. Human resource management policy 2. Gender policy 3. Partnership policy 4. Financial policy
Programmes	1. Funding Proposals 2. Programme reports 3. Baseline survey reports 4. Audit reports

Table 2: Organization documents to be reviewed

Step 2 – Staff Survey -Gender Audit Questionnaire

The most important tool for the proper collection of data used in this assessment is the Gender Audit Questionnaire (GAQ). The questionnaire is designed to help organizations assess the range of understandings, attitudes, perceptions and reported behavior among staff in their own organization. Responses to the questionnaire serve as a baseline of staff perceptions on the status of gender equality in the organization's programs and processes. In collecting data, the questionnaire focuses on the following five (5) areas of programme and six (6) areas of organizational processes (Table 3):

Programming	Organization
Policy/programme/project planning and design	Gender policy
Policy/programme/project implementation	Staffing
Technical expertise	Human resource

Monitoring and Evaluation	Advocacy, Public Relations and communication
Partner organizations	Financial resource
	Organizational culture

Table 3: Focal areas of survey questionnaire

Adopted from UNDP (2009)[16]

The Gender Audit Questionnaire is designed to solicit three types of information concerning the status of gender equity and equality in organizations in the above areas of programming and organizational processes. The three categories of information are: (i) to what extent, (ii) to what intensity, and (iii) with what frequency.

To what extent data

Questions and statements designed to determine the extent of gender equality and equity have the following response categories:

- To the fullest extent: means a comprehensive policy is fully implemented and monitored, the system is very clear and effective, value and norms are widely shared and evident in action. There are well-designed training programmes regularly available for a large number of staff, and leadership champions the issue.

- To a greater extent: means policy is fully in place and well implemented, the system is usually effective, values and norms are widely shared, training is widely implemented, and leadership is strongly and visibly committed

- To a moderate extent: means there is a policy in place and usually implemented, the system is usually effective, values and norms are commonly expressed, training available to some staff, and leadership is clearly supportive

- To a limited extent: means there is a policy being developed or in place but not implemented, the system is somewhat effective, dialogue on values and norms has begun, minimum training provided, leadership is supportive but not proactive

- Not at all: means there is no policy or system in place, little awareness by staff, no training available, and no expressed commitment to gender equality by leadership

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[16] UNDPAND THE STATE MINISTRY OF SOCIAL WELFARE, WOMEN AND CHILDREN (2007) Gender Audit Of South Kordofan Civil Service Institutions

▪ Do not know: means I have no knowledge of such a thing

To what intensity data

Questions and statements designed to determine the intensity of gender equality and equity have the following response categories:

▪ Strongly agree: very clear and strong support for the statement

▪ Agree: Support for the statement

▪ Disagree: Lack of support for the statement

▪ Strongly disagree: very clear and strong lack of support for the statement

▪ No opinion: neither support nor lack of support for the statement

With what frequency data

Questions and statements designed to determine the frequency of gender equity and equality have the following response categories:

▪ Always: Very consistent and regular practice, behaviors and implementation policies

▪ Frequently: Fairly reliable practices, behavior and implementation of policies

▪ Occasionally: meaning irregular practices, behavior and implementation of policies

▪ Seldom: Infrequent, inconsistent practices, behaviors and implementation of policies

▪ Never: No practice, behavior or implementation of policies

Step 3 – Focus Group Discussions (Subject to Covid-19 guidelines)

The third step of the Gender Audit process is the discussion and analysis phase. As the 'backbone' of an audit, a wide range of interviews and focus group discussions needs to be undertaken at different stages throughout an audit. This is the point where a focused review by staff of the results of the questionnaire takes place. These conversations provide the basis for identifying actions that need to be taken to promote gender equality and equity. Each focus group conversation begins with a short presentation of the survey results along with key guiding questions you want the group to explore. The goal of the focus group conversations is to gain deeper insights into the survey findings and to learn more about trends in the data. The consultant will conduct focus group discussions among staff, Governing Council members, senior management, and advisers and administrative staff working in the different programme areas.

We will hold between four and ten focus group sessions comprising four to six participants. We plan to include representatives from different projects and units in the organization, and partner organizations ensuring that the voices we hear widely represent as much of the organization as possible. The groups, comprising of 4-6 participants, will be moderated by the consultant or assistant, who will ensure there is a designated person documenting the information. Some of the questions to be raised include:

1. Which of the results of the Gender Audit Questionnaire were in line with your experiences within AFF?

2. Which results were not expected?

3. What would you recommend as a priority for the organization to action, building on its strengths and to address the remaining challenges?

4. What is your vision of gender equality and equity for your organization?

Step 4 – Gender Action Plan Compiled

The primary output of the Gender Audit is a detailed Gender Action Plan that builds on the organizational strengths identified through the survey and focus group conversations. The data gathered will identify challenges faced by the organization, and focus group conversations will yield suggestions and detailed ways the organization could move forward to achieve greater gender equity and equality. The data, suggestions, and ideas form the basis of the Gender Action Plan, which feeds into a planning session with the Gender Team (and others as suggested). Specific activities included in the Gender Action Plan entail initiatives, strategies, and processes that help the organization to integrate gender. The desired outcome of the Gender Audit process is shared ownership to move toward a gender-friendly organization and the Gender Action Plan is used to include these ideas and suggestions from staff.

Follow-up Ongoing Gender Integration

One key aspect of the Gender Audit process is ensuring that recommendations in the Gender Action Plan actually happen and, over time, gender equality and equity in the organization is strengthened and/or promoted. The recommended activities, benchmarks, and targets in the Gender Action Plan need to be monitored and assessed for completion and/or renegotiation. To ensure follow-up, a Gender Team or Gender Focal Point needs to create a mechanism for annual assessment of the Gender Action Plan or an annual progress report or scorecard to assess progress toward reaching AFF's Gender Action Plan goals and targets. Creating and agreeing on specific and implicit commitment mechanisms to monitor the Gender Action Plan will go a long way in ensuring Gender Audit process receives the needed support and real gender equality and equity realized.

2.3.4 Sampling Strategies

The information obtained from the survey responses should come from staff that represents a wide cross section of the AFF organization, from all levels, units, positions, etc. Given that AFF is not a big entity (<100 staff), all staff will participate. Depending on the number of staff, non-program staff will be required to complete the organization section of the questionnaire only, while program staff will complete the entire questionnaire.

2.3.5 Data Collection

Considering that many organization staff have access to computers and the Internet, we recommend completion of the questionnaire be done on-line. For this reason, on-line survey tools are a very useful resource for creating and administering the Gender Audit Questionnaire. On-line survey programs include Survey Monkey (http://www.surveymonkey.com/), Zoomerang (http://www.zoomerang.com/), Survey gizmo (http://www.surveygizmo.com/), among others. In addition, a survey instrument using one of these or other on-line survey software packages will be created.

Based on agreement with the client, the consultant proposes to apply **Kobo collect,** which is a mobile and online software that enables uploading of the questionnaire to mobile and desktop devices through internet. Kobo collect allows for real time processing of the resultant data and verification of participants.

It has been shown that the response rate for the Gender Audit questionnaire increases when

1. A detailed communications strategy is in place and when senior leadership promotes the process,

2. Issues of confidentiality are made part of the design of administering the questionnaire.

Consequently, we recommend that the questionnaire be delivered to staff in some way that ensures confidentiality. For instance:

- Creating a special email address for staff to return completed questionnaires, and which only one person (such as your gender advisor) has access to,

- Using an online survey program such as Survey Monkey,

- Distributing hard-copy versions of the questionnaire via interdepartmental mail with a return envelope (or some other return mechanism),

If AFF opts for an online, internet, or email format for delivering the organization's questionnaire, it will be necessary to be sure that all staff in the organization who will participate have access to a computer, as well as the skills necessary to complete an online or email survey.

2.3.6 Data Analysis

Once the staff responses to the questionnaire and focus group discussions results have been collected, data analysis will be conducted. The survey questionnaires are expected to generate quantitative data which is much more concise and close-ended information. This data is measured using numbers and values, which makes it a more suitable candidate for data analysis. The questionnaire data will be quantifiable and thus presented in statistics, graphs, and tables and typically structured. Moreover, since this data is measured using numbers and values, it will be a more suitable for data analysis. Responses will be assigned quantifiable indicators to generate numbers, /measurable figures.

The data will be tallied using a statistical analysis software package like SAS, SPSS, among others. The following three types of analysis on data collected from the questionnaire will be undertaken:

(1) Univariate Analysis

(2) Composite Measure Analysis

(3) Bivariate Analysis

2.3.6.1 Univariate Analysis

Univariate analysis focuses on the responses of a single question at a time. It helps describe the range and average answers that respondents provide to each question. For example, when we calculate descriptive statistics for responses to the question "*Program/project planning, monitoring, evaluation and advisory teams in an organization consist of members who are gender-sensitive,*" we may find an average response of "occasionally," with 6% saying "always," 23% reporting "frequently," 30% saying "occasionally," 26% reporting "seldom," and 15% saying "never." Percentages facilitate comparisons across questions. The average answer for each question will be identified. Since the Gender Audit questionnaire response categories are ordinal, the response category with the most responses represents the average answer.

2.3.6.2 Composite Analysis

A composite measure analysis is a way to lump together several questions that represent a concept, such

as—technical capacity‖ or political will. By combining the answers respondents provide on multiple questions that represent a single concept we can calculate an —index‖ score for that indicator. For instance, if respondents on average rate the level of gender integration in the organization's technical capacity as 1.8 on a scale of 1-5 with one being low and five being high.

2. 3.6.3 Qualitative Data Analysis

FGDs are expected to generate qualitative data, which is mostly considered semi structured or structured. This data will be more descriptive and conceptual and will be captured verbatim. Through FGDs the consultant will interrogate further to clarify issues and cultivate in-depth understanding. This will generate explanations, and elaborations on some of the quantitative data. Qualitative data will be useful in augmenting the quantitative information and will be analyzed using qualitative data software, namely Nvivo. Data will be coded and organized around emerging themes, which will then enable drawing of conclusions.

3. A GENDER MAINSTREAMING STRATEGY AND WORK PLAN

The gender mainstreaming strategy will be guided by the results of the gender audit. This is in line with the principle that to develop a potentially successful gender mainstreaming strategy it is vital to have in-depth knowledge of the organization itself, including its hierarchies, processes and mode of operation. It is also important to clearly understand how gender mainstreaming can be sustainably implemented and enforced. In accordance with the guide's steps for organizational change, the basic elements of a gender mainstreaming strategy are[17]:

- What type of gender mainstreaming support structure is to be established?

- What equality and equity objectives will the organization set for itself?

- How will the gender mainstreaming be communicated both internally and externally?

- Which gender mainstreaming methods and tools to be developed and introduced?

- The level of commitment of all staff members to be strengthened and their gender mainstreaming competence to be developed?

- The nature of gender information management system to be established?

- The kind of gender equality action plans to be launched?

- How will equal opportunities within the organization's personnel be promoted?

- How will the process of organizational change be monitored and steered?

In developing the AFF gender mainstreaming strategy, the following guidelines will be followed:

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[17] https://eige.europa.eu/gender-mainstreaming/tools-and-methods/gender-mainstreaming-and-institutional-transformation-step-5-establishing-gender-mainstreaming-support-structure

3.1 Prerequisites or facilitating conditions for gender mainstreaming?

This involves, among other things, the political will. The political will to mainstream, that is, the will to question current gender relations and the structures, processes and policies perpetuating inequality. It implies, among other things:

> ➢ equal access to paid work and to economic power, and the will to adapt the structures and processes;

> ➢ existence of a gender policy which stipulates for instance;

> ➢ equal opportunities legislation and anti-discrimination provisions - equality guidelines serve as safeguards against discrimination and serve as a basis for promotion of equality;

> ➢ availability of statistics preferably disaggregated data on the situation of men and women;

> ➢ necessary funds and human resources;

> ➢ participation of women in political and public life and in decision-making processes;

> ➢ knowledge of the administration and comprehensive knowledge of gender relations.

The gender audit questionnaire and group conversation will yield most of this information, which will then form a basis for establishing the operating environment. As mainstreaming is not a goal in itself, but a strategy to achieve gender equity and equality, it presupposes that the necessary knowledge of gender relations is available for policy-makers.

3.2 When, what and where to mainstream

The consultant will strive to understand the organization structure, systems operational procedures, and establish gender equality gaps. Gender mainstreaming strategies are to be implemented in several stages during the policy-making process: policy preparing and planning stage; policy deciding stage; policy implementing stage; and policy evaluating stage. It is also important to identify which policy areas are important for gender mainstreaming and which policy levels are important for gender mainstreaming.

3.3 Techniques and tools available

These include analytical tools, statistics, research, gender impact assessment methods, surveys and forecasts, cost benefit analyses, checklists, guidelines and terms of reference, manuals and guidelines, and other educational materials and databases and organizational charts.

3.4 Potential actors and what role can they play

Gender mainstreaming implies that all actors are routinely involved in designing, implementing and evaluating policies. This has been underlined before. Certain aspects of the policy process involve specific actors, e.g. administration, external experts, or staff. Through the organization audit we will identify the stakeholders and given that the strategy will be broken down to actionable activities, responsibilities will be assigned. This will promote ownership, implementation and accountability.

3.5 Constructing a Gender Mainstreaming Plan

One priority with gender mainstreaming is to construct a mainstreaming implementation plan. The first step is to have an initiator, who will be responsible for the start of gender mainstreaming. The next step entails taking stock of the actual situation - the prerequisites met, the characteristics of the policy-making process - and to design a plan that takes this actual situation into account. Finally, the last step is to monitor the results. The basic steps of the development of a gender mainstreaming policy plan are to:

1. Identify the person or group in charge;

2. Reveal the actual situation: which prerequisites are met?

3. Describe targets: what are the expected results?

4. Choose a policy area, level and phase in a context-specific way?

5. Identify tools and techniques, including the need to develop new tools, or to educate actors involved;

6. Make clear who will be responsible for gender mainstreaming;

7. Set up a monitoring system.

4. GENDER MAINSTREAMING TRAINING

Further to the gender mainstreaming strategy, the consultant will customize training for staff to orient them to the gender strategy and equip them with skills on gender mainstreaming. The training will be designed to train specific officers, partners and to empower them with gender mainstreaming skills for better management of AFF's programmes. The course will further provide participants with a concrete step-by-step approach including hints and guidelines for developing and implementing a successful project from a gender-based perspective. The overall benefit of the training is to provide participants with skills for gender mainstreaming in design and implementation of successful projects. (Refer to Annex E for the training schedule).

The staff training is expected to develop the following skills and competencies:[18]

- An understanding of gender concepts and issues and their impact on participants' area of work: training will not be entirely focused on providing participants with practical skills only. In order for the skills to be transformative, they will be grounded in gender concepts and based on gender theories;

- Skills, tools, methods and procedures to mainstream gender and a willingness to 'put on gender glasses';

- Practical examples of how these skills and tools can be applied in participants' everyday practice. Participants will learn to incorporate gender perspectives in their daily work by examining everything from the perspective of women and men, girls and boys, old and young people, etc;

- Knowledge and practical examples of the relevance of gender equity and equality concerns, to the internal functioning of the organization.

The staff training will be organized in there sessions one session a day spread over two weeks. As such overly, a total of three days' training will be organized (roughly) as follows in the Table 4 below:

Time/Day	Topic

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[18] European Institute for Gender Equality (2016) GENDER EQUALITY TRAINING Gender Mainstreaming Toolkit

1	I Gender and gender mainstreaming: definition of concepts and terms: Gender, gender equality, gender equity, gender analysis, gender mainstreaming II Overview of gender issues affecting development, specifically forestry sector
2	I Role gender mainstreaming in organizations in the forestry sector II Gender responsive strategies and gender mainstreaming in forestry project cycles
3	I Gender mainstreaming in forestry public policies, communications and advocacy II Gender budgeting and results based framework

Table 4: AFF staff gender mainstreaming orientation schedule

However, precise time schedule per session and finer details will be set once the gender strategy is developed.

5. STAFFING AND RECRUITMENT

Although this study is 'Individual Consultant Task Led', Elizabeth Obanda is part of Elisheba Development Consultants and will draw additional competencies from the pool of Elisheba Consultants, to effectively deliver on the assignment within the contract period.

a. Elizabeth Obanda (lead Consultant during this assignment)

Elizabeth holds an MA in Education, Gender & International Development from the Institute of Education, London University, Post Graduate Diploma in Project Management, a BSc in Food science and Postharvest Technology and a Diploma in Applied Science/Food Processing from the Jomo Kenyatta University of Agriculture and Technology.

She has previously worked with the Aga Khan Foundation where she was the Head of Aga Khan Foundations Rural Development sector covering Kenya, Uganda and Tanzania. Her work entailed building capacity in aspects of production, climate change and developing market linkages with over 200,000 smallholder farmers and managed a consortium of organizations including 17 primary schools and 5 secondary schools, to plant 1 million trees on Rusinga Island, within a period of 2 years. Further, she has consulted with and successfully developed a proposal for the Food Agriculture Organization (FAO) of the UN. The proposal on Rural Women Economic Empowerment aims at addressing poverty, food security and nutrition in Kenya, Tanzania and Uganda. She has also consulted for UN Women Kenya as a Gender Advisor, Agrifinance and for Vi Agroforestry in assessing the participation of in and out of school youth, in agroforestry.

b. Janet Mangera

Janet holds a Doctor of Social Sciences Degree from Royal Roads University, British Columbia, Canada, a Master of Arts in Sociology from University of Nairobi and Bachelor of Arts Sociology from Egerton University. Dr. Mangera started her career in Social Development in African Medical Research Foundation (AMREF) as a Research Assistant and later joined Caritas Kenya as a National Gender Coordinator whereby her work entailed conceptualizing and coordinating gender and development activities nationally. She was later appointed the National Director for Caritas Kenya. She also worked in Maji na Ufanisi as Head of Programmes and Viwango Limited as the Chief Executive Officer (CEO). She is currently a lecturer in Sociology and development studies. Janet is also a Commissioner with the Kenya Girl Guides charged with mentoring and guiding young women and girls.

5.2 Consultancy Work Plan

Activity	August			September			October		
Preliminary meetings with management to firm up TOR and presentation of approach	X								
Presentation of list of documents for review	X								
Review of organizational documents	X	X							
Development of inception report		X							
Feedback on inception report		X							
Constitution of AFF organization team to work with the consultant		X							
Gender audit review of organizational processes, policies systems and operations,			X						
Meeting with staff and management for the situation analysis, gender capacity needs assessment			X	X					
Meeting with the organization board/council				X					

Activity	August			September			October			
Face to face meetings with key staff, managers, CEO				X	X					
Scheduled meetings with partners/stakeholders -					X					
Drafting of a gender analysis report						X				
Presentation of gender analysis report and feedback presentation						X				
Development of gender mainstreaming strategy						X	X			
Presentation of the draft gender strategy to the management and feedback								X		
Orientation of staff on the gender strategy to staff								X		
Training staff on gender mainstreaming									X	
Development of gender training manual									X	X
Presentation of gender Manual to the management and feedback										
Finalization of the manual and submission of the same to the organization										

6. ANNEXES

ANNEX A. A GENDER AUDIT QUESTIONNAIRE

Adopted from: InterAction (2010)) and UNWomen(2014)

Gender equality capacity assessment is a means of assessing the understanding, knowledge and skills that a given organization and individuals have on gender equality and the empowerment of women, and on the organization's gender architecture and gender policy. Capacity assessment refers to the process through which the information is gathered and analyzed and also to the results of this analysis. These results are conveyed in a report that outlines the ways forward for a training or capacity development strategy or action plan.

The Gender Audit focuses on two dimensions, programming and organizational structure. The consultant has identified key indicators of progress towards achieving gender equity based on the experience of other members and on research on gender and organizational change. Once you have completed and returned the audit, your responses will be tallied and analyzed. The results of the analysis will serve as the basis for a focus group process where a representative sample of individuals from your organization will meet to discuss the salient issues identified in the analysis of the audit responses. At the completion of the focus group process, the consultant will present recommendations to your organization's management team for consideration in your organization's strategic planning process.

The Gender Audit is divided into sections. The questions and statements you are being asked to respond to, are preceded by a list of terms and an explanation of the response categories. Read the questions or statements in each section and check the response category that best describes your response to the question or statement. Your responses will be tallied with the responses of your fellow staff members. Your identity and responses will remain confidential.

Definition of Terms

Gender

The socially learned roles and responsibilities assigned to women and men in a given culture and the societal structures that support them.

Gender Equity

The condition of fairness in relations between women and men, leading to a situation in which each has the equal status, rights, levels of responsibility, and access to power and resources.

Gender Equality

Means accepting and valuing equally the differences between women and men and the diverse roles they play in society. Gender equality includes the right to be different.

General information

The objective of this section is to collect general information from all respondents that will help analyze the results.

1.   Please, fill in the following table.

Organization/Agency	
Unit/Department	
Duty station	
Functional title	
Level	
Age	
Sex	
Nationality	

Educational background and previous experiences in training for gender equality

The objective of this section is to gather information on the educational background and previous training for gender equality experiences of respondents.

2.   For each educational level completed, please specify year, area or topic:

Educational level	Year	Topic
Secondary school		
Bachelor/undergraduate		
Post graduate level (please specify):____		
Other, please specify:		

3. Have you received an introductory training or orientation on gender issues?

[ ] Yes   [ ]No   [ ]Not applicable

4.Have you taken gender-related training or courses in the last two years? Are you taking any courses on gender now? Please, include trainings where gender was included but not the main topic of the training.

[   ]Yes   [   ]No   [   ]Not applicable

5.   If yes, please, include information of the trainings taken.

Course name	Topic	Date/Duration	Type of training (face to face, online, etc.)	Organized/ Provided by	Are you satisfied with the course/ training?
					Yes/No
					Yes/No
					Yes/No
					Yes/No

6.   Have you received support from the gender unit or gender focal point in your organization for your work on gender (mentoring, coaching, detailed assignment, etc.)?

 [   ]Yes--------- please specify

[   ]No

[   ]Not applicable

Knowledge on gender equality

The objective of this section is to assess the level of knowledge of gender equality and how to include gender equality in programme and operations activities.

7.   To what extent do gender concerns influence your everyday work?

A. Not at all	
B. To a limited extent	
C. To a significant extent	
D. The whole focus is on gender	
E. Not applicable	

8. Is gender relevant to the work of your division/unit?

A. Not relevant at all	
B. Relevant to a limited degree	
C. Very relevant	
D. Gender is the main focus	
E. Not applicable	

9. How familiar are you with international conventions on Gender Equality and the Empowerment of Women?

A. Not at all familiar	
B. Quite familiar	
C. Very familiar	
D. I use these in my everyday work	
E. Not applicable	

10. Are you clear about the difference between gender mainstreaming and equal representation of women?

[ ]Yes   [ ]No   [ ]Not applicable

11. For the following skills and processes, please indicate your level of knowledge and proficiency by ticking the appropriate box.

Processes	N/A	I don't know about this	I know about this	I am confident enough to use this in my everyday work	I am confident enough to lead work on this
Gender analysis for strategic planning					
Collection and analysis of sex-disaggregated data					
Integration of gender into strategic planning processes including results statements and indicators					
Gender-responsive monitoring and evaluation					
Gender-responsive budgeting and tracking of resources					

Gender-responsive planning (e.g. development of project or programme documents)					
Gender-specific programming (e.g. inclusion of gender in planning documents such as country programme reports)					

Processes	N/A	I don't know about this	I know about this	I am confident enough to use this in my everyday work	I am confident enough to lead work on this
Training/capacity development for gender equality					
Gender-responsive audit					
Gender-sensitive communications (images, publications, language)					
Inclusion of gender into policies, administrative instructions and other directives on finance/ procurement/IT/human resources/management services/security					
Inclusion of gender into administrative/operations documents (ToRs, vacancy announcements, action plans, reports, etc.)					
Policies and plans for the equal representation of women					
Others. Please, specify:					
Not applicable					

12.   Are you aware of any gender policies, strategies, and/or gender focal points or networks in place in your organization?

[ ]No.   [ ]Yes.

If yes please, specify which ones:

Programme Planning and Implementation

13.   Is the integration of gender equity and equality in programs/projects mandated in your organization?

    [] not at all   [ ] to a moderate extent   [ ] to a great extent [ ] do not know

14.   For each program/project there is a needs assessment, including an analysis of gender roles and responsibilities in the targeted community.

    [   ] not at all   [ ] to a moderate extent [ ] to a great extent   [ ] do not know

15.   Gender equity and equality goals and objectives included in program/project designs?

    [] not at all   [ ] to a moderate extent [ ] to a great extent   [ ] do not know

16.   Does your organization use participatory methods to incorporate the views and preferences of both male and female and youth community members in project design?

    [] not at all   [ ] to a moderate extent [ ] to a great extent   [ ] do not know

17.   Does the implementation plan for your organization's programs/projects include activities that strengthen skills and provide women, men, and youth with equal access to services and training?

    [] not at all   [ ] to a moderate extent [ ] to a great extent   [ ] do not know

18.   Do your project implementation strategies and plans take into account existing gender roles and interests of both male and female participants?

    [ ] not at all [ ] to a moderate extent [ ] to a great extent [ ] do not know

19.   Is there a person or division responsible for gender in your organization?

    [ ] Yes   [ ] No [ ]   [ ] do not know

Strengthening capacity of stakeholders in African forestry to contain loss of forest cover in different forest types in selected African countries

_____

20.   Does your organization consistently draw upon a person or division within the organization who is responsible for gender programming?

21.   [] not at all   [ ] to a moderate extent [ ] to a great extent   [ ] do not know

22.   Do staff have the necessary knowledge, skills and attitude to carry out their work with gender integration?

        [] not at all   [ ] to a moderate extent [ ] to a great extent   [ ]do not know

Monitoring and Evaluation

23.   Is gender-disaggregated data collected for projects and programs?

         [ ] not at all   [ ] to a moderate extent [ ] to a great extent   [ ] do not know

24.   Is the gender impact of projects and programs monitored and evaluated?

        [ ] not at all [ ] to a moderate extent [ ] to a great extent   [ ] do not know

25.   My organization's programs/projects contribute to the empowerment of women men and youth and the changing of unequal gender relations.

         [ ] not at all [ ] to a moderate extent [ ] to a great extent   [ ] do not know

Partner Organizations

26.   Is commitment to gender equity a criterion in your organization's selection of partner or local NGO affiliates?

[   ] not at all [   ] to a moderate extent [   ] to a great extent [ ] do not know

27.   Is a gender policy included in the written agreements outlining your organization's relationship with partners or local NGO affiliates?

[   ] not at all [   ] to a moderate extent [   ] to a great extent [ ] do not know

28.   Does your organization provide training and tools on gender planning; analysis and evaluation to partner or local NGO affiliate staff?

[   ] not at all   [   ] to a moderate extent [   ] to a great extent [ ] do not know

29.   What are some of the obstacles to incorporating gender analysis in program/project planning, implementation and evaluation in your organization? Please check all that apply.

[   ] Organization size

[   ] level of staffing

[   ] office culture/environment [   ] national culture

[   ] lack of financial resources for gender programming

[   ] lack of staff training on gender [] lack of gender analysis tools

[   ] lack of support from senior management [   ] low organizational priority for gender issues

[   ] other, please specify below

Organization

30.   Does your organization have a written gender policy that affirms a commitment to gender equity?

[   ]No[ ] Yes   [ ] don't know

31.   Does your gender policy have an operational plan that includes clear allocation of responsibilities and time for monitoring and evaluation?

[   ] not at all [   ] to a moderate extent [   ] to large extent

32.   Is gender taken into account during strategic planning for organizational activities?

[   ] not at all [   ] to a limited extent [   ] to a large extent [ ] do not know

33.   Everyone in the organization feels ownership over the gender policy.

[ ] Strongly Agree [   ] Agree   [ ] Disagree [   ] Strongly Disagree [] No Opinion

34.   Management takes responsibility for the development and implementation of the gender policy.

[] Always, [] occasionally [] Frequently [ ] No opinion

Staffing and Human Resources

This section focuses on the gender composition of staff in your organization.

35.   At headquarters, has there been an increase in the representation of the following groups in senior management positions in the past few years?

[ ]women [ ] youth[   ] men

36.   In the field, has there been an increase in the representation of women and youth in senior management positions in the past few years?

[   ] women [ ] youth [   ] men [ ] do not know

37.   At headquarters, has there been an increase in the representation of the following groups in the board positions in the past few years?   [ ]women [ ] youth[   ] men

38. Has the working environment improved for women/youth /men in your organization in the last five years. Check as appropriate

[ ] Measures to recruit more Women/Youth/Men

[ ] Implementation of maternity leave

[ ] Implementation of paternity leave

[ ]Institution of flex working hours

[ ] proactive strategies implemented to recruit or promote women into senior management positions

[ ]child care and dependent care leave policy

[ ] other, please specify below--------------------------------------

----

39. Is there a written equal opportunity policy?

[ ] not at all [ ] to a limited extent [ ] to a large extent

40.Is gender awareness included in job performance criteria?

[   ] not at all [ ] to a limited extent [   ] to a large extent

 Finance Advocacy and media

41.Is a gender perspective reflected in your publications, for example books, brochures, newsletters?

[   ] not at all [ ] to a limited extent [   ] to a large extent

42.Is gender incorporated in your organization's communications, fund- raising and media strategies?

[] not at all   [ ] to a limited extent [ ] to a moderate extent [   ] to a great extent

43.Has your organization budgeted adequate financial resources to support its gender integration work?

[   ] not at all [ ] to a limited extent [   ] to a large extent extent [ ] do not know

44.Are financial resources allocated for the operationalization of the gender policy at all levels?

[   ] not at all   [ ] to a limited extent [   ] to a large extent [ ] do not know

45. Is staff training in gender issues systematically budgeted for in your organization

[   ] not at all   [ ] to a limited extent [   ] to a large extent [ ] do not know

Organization Culture

46. Does the organization encourage gender sensitive behavior, for example in terms of language used, jokes and comments made?

[   ] not at all [   ] to a moderate extent [   ] to a great extent [ ] do not know

47. Does the organization reinforce gender sensitive behavior and procedures to prevent and address sexual harassment?

[   ] not at all   [   ] to a moderate extent [   ] to a great extent [ ] do not know

48. Are gender issues taken seriously and discussed openly by men and women in your organization?

[   ] not at all [ ] to a limited extent [   ] to a moderate extent [   ] to a great extent [ ] to the fullest extent [ ] do not know

49. There is a gap between how men and women in my organization view gender issues.

[   ] Strongly Agree [   ] Agree [   ] No Opinion [   ] Disagree   [ ] Strongly Disagree

50. The staff in my organization are enthusiastic about the gender work they do.

[] Strongly Agree [   ] Agree [ ] No Opinion [   ] Disagree [ ] strongly disagree

51. What do you attribute to the progress achieved in gender equality in your organization in the last five years? Check all those appropriate.

[ ] Increase in gender expertise in the organization

[ ] management commitment to increase female representation in senior levels and board

[ ] Inclusion of gender in job descriptions

[ ] enactment of supportive policies

[ ] Gender training

[ ] Not applicable

[ ] other, please specify below:

_____

52.What challenges do you face in gender integration in your organization? Check all those appropriate

[ ] Inadequate Resources to support gender activities

[ ] Inadequate knowledge and skills

[ ] Lack of policy (ies) to guide action

[ ] Organization culture

[ ] other, please specify below:

Strengthening capacity of stakeholders in African forestry to contain loss of forest cover in different forest types in selected African countries

_____

ANNEX B: ORGANIZATIONAL READINESS WORKSHEET

SIX ASPECTS OF RECEPTIVITY

For each of the following questions consider whether your organization has taken these actions, is taking them to some degree, or is not ready to take them to increase or improve gender integration in the organization. This worksheet is your opinion only and is not meant to represent truth. Its goal is to assist you to begin a conversation about whether your organization is ready to embark on a gender audit process. The gender team might use this worksheet to see whether each member considers the organization to be ready or not. Completing it individually, then discussing it as a group will help you launch that conversation. You might jot ideas that come to mind as you respond to each question– to discuss with others in your gender team.

1. Support in the organization

			NO	SOMEWHAT	YES
a	Have senior managers demonstrated a commitment to mainstreaming gender equality to staff, clients, boards or funders?				
b	Are key members of the organization expressing support for incorporating programming aimed at achieving gender equality goals in the organization's work?				

2. Vision

		NO	SOMEWHAT	YES
a	Is there a vision or clear picture of how the challenges and opportunities facing the organization regarding gender mainstreaming might be dealt with or resolved (a new structure, a new program, a new way of working or other options?			
b	Does the vision of mainstreaming gender equity and equality have powerful advocates in the organization? Does the leadership hold this vision?			

3. Resources

a	Are there qualified people (people trained in gender analysis or a gender specialist on staff) prepared to work to mainstream gender equity in programs and organizational structures?				
b	Are board and committee members in the organization prepared to invest the time required to mainstream gender equality?				
c	Does the organization have the resources and/or energy for implementing a gender equality initiative?				

4. History

a	Does the organization have a successful history of equitable operations and of adaptation to changing situations?				
b	Does the organization's history on gender equality work color people's view of the likelihood of change? Can you influence that?				

5. Politics

a	Has the board or executive committee authorized work on improving the current level of gender equity work to bring about change?				
b	Does the possibility of change for gender equality fit with the self-interests of the powerful members of the organization?				

6. Leadership

a	Does the need for change for gender equality have the support of powerful people in the organization?				

ANNEX C: GENDER AUDIT QUESTIONNAIRE CODEBOOK

Adopted from InterAction (2015)

To be finalized once the questionnaire is agreed upon/piloted

GENDER AUDIT SECTION	FIELD (VARIABLE) NAME	QUESTION	RESPONSE CATEGORIES AND CODES
PROGRAMMING			
A. Program Planning & Design			
	MANDATE	1. Is the integration of gender equality in programs/projects mandated in your organization?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	GOALS	2. Are gender equality goals and objectives included in program/project design?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	NEEDS	3. For each program/project, is there a needs assessment, including an analysis of gender roles and responsibilities in the targeted community?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	BEST	4. Are best practices in gender integration in programming incorporated in subsequent program/project design?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	CRITERIA	5. Are gender questions or criterion included in your program/project proposal approval process?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	METHODS	6. Does your organization use participatory methods to incorporate the views and preferences of both male and female community members in project design.	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
B. Program Implementation			
	ACCESS1	1. Does the implementation plan for programs/projects include activities that strengthen skills and provide women/girls with equal access to services and training?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know

	ACCESS2	2. Does the implementation plan for programs/projects include activities that strengthen skills and provide men/boys	[1] not at all [2] to a limited extent [3] to a moderate extent

GENDER AUDIT SECTION	FIELD (VARIABLE) NAME	QUESTION	RESPONSE CATEGORIES AND CODES
		with equal access to services and training?	[4] to a great extent [5] to the fullest extent [7] do not know
	ACCESS3	3. Do your project implementation strategies and plans take into account existing gender roles and interests of both male and female participants?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	VALUE1	4. Female beneficiaries of my organization's programs/projects value and see our programs/projects as beneficial to their lives.	[5] strongly agree [4] agree [3] no opinion [2] disagree [1] strongly disagree
	VALUE2	5. Male beneficiaries of my organization's programs/projects value and see our programs/projects as beneficial to their lives.	[5] strongly agree [4] agree [3] no opinion [2] disagree [1] strongly disagree
	CAPACITY	6. My organization has developed the capacity to recognize and handle resistance to addressing gender issues in our programs/projects.	[5] strongly agree [4] agree [3] no opinion [2] disagree

			[1] strongly disagree
		7. What are some of the obstacles to incorporating gender analysis in program/project planning, implementation and evaluation in the national office? Please check all that apply.	
	OBSTACLE1	organization size	[2] yes [1] no
	OBSTACLE2	level of staffing	[2] yes [1] no
	OBSTACLE3	office culture/environment	[2] yes [1] no
	OBSTACLE4	national culture	[2] yes [1] no
	OBSTACLE5	lack of financial resources for gender programming	[2] yes [1] no
	OBSTACLE6	lack of staff training on gender	[2] yes [1] no
	OBSTACLE7	lack of gender analysis tools	[2] yes [1] no
	OBSTACLE8	lack of support from senior management	[2] yes [1] no
	OBSTACLE9	low organizational priority for gender issues	[2] yes [1] no
	OBSTACLE10	Other	TEXT

C. Technical Expertise

	DIVISION	1. Is there a person or department responsible for gender in your organization?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	STAFF1	2. Is there assigned staff responsibility for gender integration in different departments?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know

GENDER AUDIT SECTION	FIELD (VARIABLE) NAME	QUESTION	RESPONSE CATEGORIES AND CODES
	STAFF2	3. Does your organization consistently draw upon a person or division within the organization who is responsible for gender programming?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	SKILLS	4. Does staff have the necessary knowledge, skills and attitude to carry out their work with gender awareness?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	TRAIN	5. Is there training of project and program staff in gender planning and analysis?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	EXPERT1	6. Program/project planning, monitoring, evaluation and advisory teams in my organization consist of members who are gender-sensitive.	[5] always [4] frequently [3] occasionally [2] seldom [1] never
	EXPERT2	7. Program/project planning, monitoring, evaluation and advisory teams in my organization include at least one person with specific expertise and skills on gender issues.	[5] always [4] frequently [3] occasionally [2] seldom [1] never

D. Monitoring & Evaluation			
	DATA	1. Is gender disaggregated data collected for projects and programs?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	IMPACT	2. Is the gender impact of projects and programs monitored and evaluated?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	SECTOR	3. Does your organization have sector specific indicators that include a gender dimension?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	DESIGN	4. Gender disaggregated data provides useful information for program/project evaluation and subsequent program/project design.	[5] strongly agree [4] agree [3] no opini on [2] disa gree [1] strongly disagree
	POWER	5. My organization's programs/projects contribute to the empowerment of women/girls and the changing of unequal gender relations.	[5] strongly agree [4] agree [3] no opini on [2] disa gree [1] strongly disagree

		6. My organization's programs/projects contribute to increased gender equality in the following areas:	
	EQUALITY1	material well being	[2] yes [1] no [7] DK
	EQUALITY2	access to resources	[2] yes [1] no [7] DK
	EQUALITY3	access to training	[2] yes [1] no [7] DK
GENDER AUDIT SECTION	**FIELD (VARIABLE) NAME**	**QUESTION**	**RESPONSE CATEGORIES AND CODES**
	EQUALITY4	participation in decision-making	[2] yes [1] no [7] DK
	EQUALITY5	self-respect/legal status	[2] yes [1] no [7] DK
	EQUALITY6	control over benefits	[2] yes [1] no [7] DK
	EQUALITY7	control over resources	[2] yes [1] no [7] DK
	EQUALITY8	participation in the public sector	[2] yes [1] no [7] DK
		7. My organization's programs/projects collect gender disaggregated data in the following areas:	
	DATA9	material well being	[2] yes [1] no [7] DK
	DATA10	access to resources	[2] yes [1] no [7] DK
	DATA11	access to training	[2] yes [1] no [7] DK
	DATA12	participation in decision-making	[2] yes [1] no [7] DK
	DATA13	self-respect/legal status	[2] yes [1] no [7] DK
	DATA14	control over benefits	[2] yes [1] no [7] DK
	DATA15	control over resources	[2] yes [1] no [7] DK
	DATA16	participation in the public sector	[2] yes [1] no [7] DK
	DATA17	beneficiaries view of the project's benefit to their lives	[2] yes [1] no [7] DK

E. Partner Organizations			
	PARTNER	1. Is commitment to gender equality a criteria in your organization's selection of partner or local NGO affiliates?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	LOCAL	2. Is a gender policy included in the written agreements outlining your organization's relationship with partner or local NGO affiliates?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	TOOLS	3. Does your organization provide training and tools on gender planning, analysis and evaluation to partner or local NGO affiliate staff?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
GENDER AUDIT SECTION	**FIELD (VARIABLE) NAME**	**QUESTION**	**RESPONSE CATEGORIES AND CODES**
ORGANIZATION			
A. Gender Policy			
	POLICY	1. Does your organization have a written gender policy that affirms a commitment to gender equality?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not

			know
	PLAN	2. Does your organization's gender policy have an operational plan that includes clear allocation of responsibilities and time for monitoring and evaluation?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	STRATEGY	3. Is gender equality taken into account during strategic planning for your organization's activities?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	OWN	4. Everyone in my organization feels ownership over the gender policy.	[5] strongly agree [4] agree [3] no opini on [2] disa gree [1] strongly disagree [7] NA
	MANAGE	5. Management takes responsibility for the development and implementation of the gender policy.	[5] always [4] frequently [3] occas ionall y [2] seldo m [1] n e v e r

				[7] N A
B. Staffing				
	SENIOR1	1. At the headquarters, has there been an increase in the representation of women in senior management positions in the past few years?		[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	SENIOR2	2. At the headquarters, has there been an increase in the representation of men in senior management positions in the past few years?		[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	FIELD1	3. In the field, has there been an increase in the representation of women in senior management positions in the past few years?		[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	FIELD2	4. In the field, has there been an increase in the representation of men in senior management positions in the past few years?		[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know

	BOARD	5. Has there been an increase in the representation of women on your organization's board in the past few years?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
GENDER AUDIT SECTION	**FIELD (VARIABLE) NAME**	**QUESTION**	**RESPONSE CATEGORIES AND CODES**
	RECRUIT1	6. Are there proactive strategies implemented to recruit or promote women into senior management positions?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	RECRUIT2	7. Are there proactive strategies implemented to recruit or promote men into senior management positions?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	DIVERSE	8. Does management show respect for diversity in work and management styles in your organization?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
C. Human Resources			

	WRITE	1. Is there a written equal opportunity policy?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	FLEX1	2. Are there flexible work arrangements in the national office?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	FLEX2	3. Is staff encouraged to take advantage of flexible work arrangements?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	LEAVE1	4. Is there a maternity leave policy?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent
	LEAVE2	5. Is there a paternity leave policy?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent
	LEAVE3	6. Is staff encouraged to take advantage of maternity leave?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent

			[5] to the fullest extent
	LEAVE4	7. Is staff encouraged to take advantage of paternity leave?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent
	CHILD	8. Is there a child care and dependent care leave policy?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	JOB1	9. Is gender awareness included in all job descriptions?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent
GENDER AUDIT SECTION	**FIELD (VARIABLE) NAME**	**QUESTION**	**RESPONSE CATEGORIES AND CODES**
			[5] to the fullest extent [7] do not know
	JOB2	10. Is gender awareness included in job performance criteria?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	AWARE	11. Is there training of staff in gender awareness and sensitization?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest

			extent [7] do not know
	INSTITUTE	12. Is there training of senior management and members of boards in institutionalizing the integration of gender equality into the management of the organization?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	TEAM	13. My organization promotes teamwork, involving both men and women as equal partners.	[5] strongly agree [4] agree [3] no opini on [2] disa gree [1] strongly disagree
	PROMOTE	14. Management is committed to promoting female representation at senior levels of my organization, including the Board.	[5] strongly agree [4] agree [3] no opini on [2] disa gree [1] strongly disagree
	INCREASE	15. There has been a gradual increase of gender expertise among staff members in my organization.	[5] strongly agree [4] agree [3] no opini on [2] disa gree [1] strongly disagree
	REWARD	16. Good performance in the field of gender equality is rewarded in my organization.	[5] strongly agree [4] agree [3] no opini on [2] disa gree [1] strongly disagree

D.	Advocacy, Public Relations & Communications		
	ADVOCACY 1	1. Are advocacy campaigns and initiatives planned and informed by a gender equality perspective?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	ADVOCACY 2	2. Are public relations campaigns and initiatives planned and informed by a gender equality perspective?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	ADVICE1	3. Are your advocacy policies and plans influenced and advised by women's organizations, networks and gender experts?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	ADVICE2	4. Are your public relations policies and plans influenced and advised by women's organizations, networks and gender experts?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
GENDER AUDIT SECTION	**FIELD (VARIABLE) NAME**	**QUESTION**	**RESPONSE CATEGORIES AND CODES**

	MEDIA	5.	Is gender equality incorporated in your organization's communications, fund-raising and media strategies?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	PR	6.	Is a gender perspective reflected in your publications, for example books, brochures, newsletters?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
E. Financial Resources				
	BUDGET1	1.	Has your organization budgeted adequate financial resources to support its gender integration work?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	BUDGET2	2.	Are financial resources allocated for the implementation of the gender policy at all levels?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	BUDGET3	3.	Is staff training on gender equality issues and gender analysis systematically budgeted for in your organization?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the

				fullest extent [7] do not know

F. Organizational Culture

	COMMENT	1.	Does your organization encourage gender sensitive behavior, for example in terms of language used, jokes and comments made?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	HARASS	2.	Does your organization reinforce gender sensitive behavior and procedures to prevent and address sexual harassment?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	COMMIT	3.	Is staff in your organization committed to the implementation of a gender policy?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	DISCUSS	4.	Are gender issues taken seriously and discussed openly by men and women in your organization?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know

GENDER AUDIT SECTION	FIELD (VARIABLE) NAME	QUESTION	RESPONSE CATEGORIES AND CODES
	STEREO	5. Is gender stereotyping (e.g. ―those gender blind men‖ or ―those feminists‖) addressed and countered by individual staff members in your organization?	[1] not at all [2] to a limited extent [3] to a moderate extent [4] to a great extent [5] to the fullest extent [7] do not know
	GAP	6. There is a gap between how men and women in my organization view gender	[1] strongly agree [2] agree [3] no opinion
		issues.	[4] disagree [5] strongly disagree
	WORK	7. The staff in my organization is enthusiastic about the gender work they do.	[5] strongly agree [4] agree [3] no opinion [2] disagree [1] strongly disagree
	IMAGE	8. Staff in my organization thinks that the promotion of gender equality fits into the image of our organization.	[5] strongly agree [4] agree [3] no opinion [2] disagree [1] strongly disagree
	THINK1	9. Women in my organization think that the organization is woman friendly.	[5] strongly agree [4] agree [3] no opinion [2] disagree [1] strongly disagree
	THINK2	10. Men in my organization think that the organization is woman friendly.	[5] strongly agree [4] agree [3] no opinion [2]

			disa gree [1] strongly disagree
	INTEGRITY	11. My organization has a reputation of integrity and competence on gender issues amongst leaders in the field of gender and development.	[5] strongly agree [4] agree [3] no opini on [2] disa gree [1] strongly disagree
	MORE	12. My organization could do much more than it is currently doing to institutionalize gender equality.	[1] strongly agree [2] agree [3] no opini on [4] disa gree [5] strongly disagree
	CULTURE	13. The culture of my organization places a higher value on the ways males tend to work and less value on the ways females tend to work.	[1] strongly agree [2] agree [3] no opini on [4] disa gree [5] strongly disagree
	MEETINGS	14. Meetings in the my organization tend to be dominated by male staff.	[1] strongly agree [2] agree [3] no opini on [4] disa gree [5] strongly disagree
	PAST	15. The working environment in my organization has improved for women over the past two years.	[5] strongly agree [4] agree [3] no opini on [2] disa gree [1] strongly disagree
	UNFAIR1	16. It is unfair to promote women/girls more than men/boys in my organization's field programs/projects.	[1] strongly agree [2] agree [3] no opini

GENDER AUDIT SECTION	FIELD (VARIABLE) NAME	QUESTION	RESPONSE CATEGORIES AND CODES
			on [4] disagree [5] strongly disagree
	UNFAIR2	17. It is unfair to promote men/boys more than women/girls my organization's field programs/projects.	[1] strongly agree [2] agree [3] no opinion [4] disagree [5] strongly disagree
	NETWORKS	18. In my organization, males have a much easier time establishing personal and professional networks within the organization than do females.	[1] strongly agree [2] agree [3] no opinion [4] disagree [5] strongly disagree
	THREE	19. In your organization, what are three characteristics of an ideal worker?	TEXT
GENDER AUDIT SECTION	**FIELD (VARIABLE) NAME**	**QUESTION**	**RESPONSE CATEGORIES AND CODES**
	ACTION	20. What do you think your organization should do to mainstream gender equality?	TEXT
	EXAMPLES	21. Please describe any of the successes or challenges you have experienced in integrating gender in programming or other aspects of work in your organization.	TEXT
DEMOGRAPHICS			
	SEX	1. Are you male or female?	[1] male [2] female
	POSITION	2. What is your position in your organization?	[8] director [7] associate director [6] coordinator [5] manager [4] associate [3] officers [2] assistant [1] support
	BASE	3. Where is your base of work located?	[1] at headquarters [2] in the field
	AGE	4. What is your age?	NUMBER

ANNEX D: FOCUS GROUP GUIDELINES

Adopted from Moser (2005)[19]

A. Introduction: objectives of gender audit-

We are currently undertaking a gender audit for AFF. What is an audit?

This focuses on two aspects of AFF's work in mainstreaming gender

- An operational assessment of AFF's development objectives in relation to gender mainstreaming outside AFF in its policies, programmes and projects
- An organizational assessment of institutional objectives to mainstream gender within AFF as an institution

To undertake this we have worked at a number of different levels

- Quantitative data; Field visits; Review of documentation; Interviews

B. Objective of focus group

To triangulate results from other sources on operational assessment of development objectives but also to have the opportunity to raise a few issues relating to institutional objectives inside AFF as an institution

C. A number of very short participatory exercises in the time available

Background information

i. Most important gender issues in Africa today (excluding poverty)
- Listing and Ranking

ii. AFF gender mainstreaming strategy
- ZOPP: Definition of gender mainstreaming: What does it mean?
- Clarification of gender mainstreaming approach

       i. Objective: Gender equality

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[19] Moser (2005) An Introduction to Gender Audit Methodology: Its design and implementation in DFID Malawi

ii. Strategy Ensuring youth women and men's needs and interests are integrated into policies, programmes and projects

- Outcome: Gender equality and women's empowerment

General Definition: To integrate gender equality in all aspects of the organization's objectives, activities, systems, structures and resource allocation (personnel as well as financial). Gender is not an add-on: it directs the organization's performance and thereby partially determines the organization's choices

D. Constraints on adopting gender-mainstreaming strategy into AFF's programme Matrix

Constraints	Recommendations to overcome the problem

E. An Organizational Assessment of Institutional Objective to Mainstream Gender within AFF as an Institution
Here we are talking about the 'institutional culture' in AFF

If we are asking other institutions to implement gender mainstreaming, we also need to do so inside the institution and get our own house in order. Indeed, for many institutions a gender audit means an internal audit from a gender perspective.

F. Discussion about gender results

1. Which of the results of the Gender Audit Questionnaire were in line with your

experiences at this organization?

2. Which results were a surprise?

G. **Discussion about gender institutional issue**

SWOT exercise to try and unpack some of these

Can you please identify:

a) The main institutional strengths in AFF to mainstream gender

b) The main weaknesses in AFF in mainstreaming gender

c) The main opportunities we can make use of

d) The main constraints that we need to overcome

Going Forward

e) What do you recommend that your organization do to build on its strengths and address remaining challenges?

f) What is your vision of gender equity for your organization

H Open discussion

ANNEX E: GENDER MAINSTREAMING TRAINING PROGRAMME I

Adopted from UNDP (2009)[20]

Module 1: Gender and gender mainstreaming
Section 1.1: What do we mean by 'gender' and 'gender roles'?
Section 1.2: What are 'gender gaps'?
Section 1.3: What is 'gender mainstreaming'?

Module 2: Overview of gender issues affecting development: forestry
Section 2.1: What is the role of gender in the forestry practice areas?
Section 2.2: How can gender mainstreaming improve forestry initiatives?

Module 3: Gender mainstreaming in Forestry organizations
Section 3.1: Gender roles within organizations affect staff, programmes and activities
Section 3.2: Promoting gender sensitivity in organizations

Module 4: Gender-sensitive strategies for Forestry projects
Section 4.1: Integrated development strategies
Section 4.2: Participatory approaches
Section 4.3: Use of gender-specific data and analysis
Section 4.4: Attention to gender disparities in access to training and financing

Module 5: Mainstreaming gender into Forestry project cycles
Section 5.1: GM in Project identification, formulation and appraisal
Section 5.2: Gm in project Implementation
Section 5.3: Gm in project Monitoring and Evaluation

Module 6: Gender mainstreaming in Forestry public policy
Section 6.1: What are gender-sensitive policies?
Section 6.2: Why are gender-sensitive policies important?
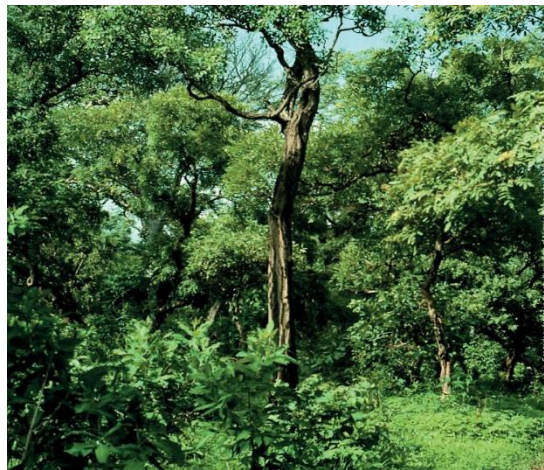Section 6.3: Developing gender-sensitive Forestry policies
Section 6.4: Gender budgeting and the results-based framewor

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[20] UNDP (2009) Gender mainstreaming training Manual: A Key Driver of Development in Environment & Energy

African Forest Forum
A platform for stakeholders in African forestry