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INASP Gender Audit

Report and recommendations

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1. Executive summary

This report outlines the scope, methodology, findings and recommendations arising from the INASP gender audit. The gender audit began in May 2016. It focused on INASP's current external programme work, with the aims of:

- Exploring how effectively the particular needs of women and men have been accounted for in INASP programmes to date, identifying gaps and challenges and thinking about how these can be addressed.
- Gauging and enhancing INASP staff's understanding of gender issues in the context of development and the research and knowledge sector.
- Identifying key lessons and tools to inform the shape and direction of future programme work and ensure gender can be mainstreamed practically and effectively.
- Identifying opportunities for specific projects with a gender focus.

Audit activities were guided by a framework consisting of nine areas of enquiry:

1. Strategies and policies
2. Leadership and accountability
3. Staff and associate capacity on gender
4. Gender mainstreaming in programmes
5. Resources for gender equality and mainstreaming
6. Monitoring and evaluation
7. Capacity development approaches
8. Communications
9. Partnerships

The methodology for the audit was developed in consultation with INASP's staff Gender Working Group, and included:

- Development of the audit framework
- An introductory staff workshop
- A document review
- Focus group discussions and interviews with INASP staff
- Interviews with INASP partners, associates and donors
- A final staff workshop

The audit process highlighted a number of positive findings, including:

- Gender equality and/or women's empowerment is included in some strategic documents and recent funding bids.

- There is support among INASP's leadership for including gender equality in the organisation's work.

- Several staff and associates have existing knowledge and experience of gender equality issues from former roles and some are particularly interested in developing their skills on gender in particular areas.

- Some of INASP's existing programmes already have a gender component and INASP has funded some specific, gender focused projects, which have been successful and well received.

- Some programme data are disaggregated by sex; particularly quantitative data around participation in training courses and workshops.

- Capacity development approaches in INASP are friendly to the idea of gender analysis, and different types of learning being tried, such as online courses, are thought to be more flexible for women.

- Some partners are aware of the need to explore the structural issues behind the numbers when planning work with a gender perspective, and some have ideas for future partnership work with INASP on gender equality and women's empowerment.

At the same time, a number of challenges were identified during the audit. These include:

- Where INASP work has a gender component, the focus is often on participation numbers rather than on the structural issues behind inequalities.

- Not all associates and partners are aware of INASP's commitments and aspirations around gender equality. Some staff members, while aware of recent work to raise the profile of gender issues within INASP, are not aware of specific reference to gender equality in strategic documents and plans.

- It is unclear where accountability for gender mainstreaming and achieving INASP's gender aspirations and objectives lies – whether with senior managers, Gender Working Group members, or all staff as part of their daily work.

- Several staff members feel cautious about beginning a discussion on gender equality with partners, because of the cultural and contextual dynamics around the topic.

- Some staff members are aware that they already have high workloads, and feel they do not have the time, information or tools to help them make gender equality part of their day to day work.

- INASP's existing approach to monitoring and evaluation makes it difficult to say what the impact of the organisation's work is on people of different genders, and whether programmes meet the specific needs of women and men.

- Many INASP partners are male, or their organisations are male dominated. While these partners may recognise the importance of working on gender equality, it is important to also hear from and work directly with women if INASP's work is to be truly gender sensitive or transformative.

- Not all existing partnership agreements, reporting requirements and consortium capacity checklists include information on gender equality, requirements to report on gender, or guidance on how to do this.

Based on the audit's findings, a number of recommendations have been developed. Key recommendations include:

- Continue the progress that has been made in including gender in strategic documents by taking steps to ensure that future documents contain a more integrated and consistent analysis of gender inequalities.

- Create an organisational gender action plan which, as a living document, can be peer reviewed and collaboratively developed by staff.

- Encourage shared responsibility for mainstreaming gender throughout the organisation. Achieving this may require a combination of approaches, such ensuring leadership on gender equality exists across the senior management team, and including gender equality awareness as part of job descriptions and performance objectives.

- Organise and promote learning and discussion for staff, partners and associates on gender equality in the context of INASP's work in order to build opportunities for capacity building and knowledge sharing on gender.

- Develop tailored tools to enable INASP staff, associates (and partners) to analyse and assess the gender dimensions of particular areas of work and develop plans to address these dimensions.

- Build on existing good practice work around gender equality, where it can be replicated, scaled up or adapted elsewhere.

- Involve partners in programme development and planning, and ensure that contextual gender analysis and development of baseline information on gender is a routine part of planning and inception.

- Build gender sensitive monitoring and evaluation frameworks, including the collection of baseline data where possible, into programmes at design stage.

- Support the extension/adaptation of existing capacity development approaches to move from implicit to explicit consideration of gender equality issues.

- Develop a statement on gender equality that can be used on INASP websites and other key communications and strategy outputs.

- Identify current partners who have a willingness and interest in working more on gender equality. Begin initial gender mainstreaming work with these partners.

Overall, the gender audit process demonstrated the strong start that INASP has made on recognising the gender equality issues relevant to its work. The next steps of the gender mainstreaming process - the development of a gender action plan, and the creation and piloting of tailored tools for different areas of INASP's work – will, when combined with strong leadership and commitment from senior management, help to operationalise the recommendations in this report.

Until recently, gender was not a core priority for INASP, but taking this opportunity to build on recent momentum will put INASP in a strong position to lead the way in thinking about and acting to address gender inequalities in the research and knowledge sector.

2. Introduction

This report outlines the scope, methodology, findings and recommendations arising from the INASP gender audit.

The gender audit began in May 2016. It built on some initial scoping work done at INASP, but was the first formal gender audit undertaken at the organisation. Two external consultants worked on the audit: Ceri Hayes and Jenny Birchall, with input from INASP's staff Gender Working Group.

2.1 Scope of the audit

The audit focused on INASP's current programme work, with the aims of:

- Exploring how effectively the particular needs of women and men have been accounted for in INASP programmes to date, identifying gaps and challenges and thinking about how these can be addressed.

- Gauging and enhancing INASP staff's understanding of gender issues in the context of development and the research and knowledge sector.

- Identifying key lessons and tools to inform the shape and direction of future programme work and ensure gender can be mainstreamed practically and effectively.

- Identifying opportunities for specific projects with a gender focus.

The audit focused largely on INASP's external facing work. Internal policies and organisational culture were not included.[1] However, there was some inevitable overlap between INASP's external and internal processes and areas of work. These are discussed in section 3.10, below.

2.2 Audit framework

Audit activities were guided by a framework consisting of nine areas of enquiry:

1. Strategies and policies
2. Leadership and accountability
3. Staff and associate capacity on gender
4. Gender mainstreaming in programmes
5. Resources for gender equality and mainstreaming
6. Monitoring and evaluation
7. Capacity development approaches
8. Communications
9. Partnerships

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[1] The decision to focus on external facing work was an organisational one taken by INASP. It was felt that beginning with an external focus would be a good starting point for work on gender within the organisation, and that internal dimensions of INASP's work could potentially be considered at a later date.

The audit framework is presented in full in appendix one.

2.3 Methodology

The methodology, which was developed in consultation with the Gender Working Group, included:

- *Development of an audit framework*
    - Establishing nine areas of enquiry to be explored as part of the audit (see section 2.2 above and appendix one).

- *An introductory staff workshop*
  Exploring and discussing some key terms around gender equality and women's empowerment, and thinking about the work INASP does from a gender perspective.

- *A document review*
  Looking at 35 carefully selected INASP strategy and programme documents and analysing their content from a gender perspective.

- *Focus group discussions and interviews with INASP staff*
  Five focus groups (involving 22 participants) and two staff interviews exploring in greater depth the opportunities and challenges around gender and INASP's work, as well as the experiences and opinions of staff members on gender equality.

- *Interviews with INASP partners, associates and donors*
  Ten desk-based interviews (with twelve participants) to find out about partner, associate and donor experience of, and opinion around working on gender equality issues, knowledge of INASP's aspirations around equality, and ideas for the future.

2.4 Limitations and qualifications

The participatory methodology used generated a significant amount of qualitative data. However, when considering this data it is important to note that:

- 22 staff members took part in focus groups, and two were interviewed separately, out of a total number of 28.
- Eight partners from six different organisations, two associates and two donors were interviewed, selected from a list of 20 provided by the Gender Working Group.
- 35 documents were prioritised by the Gender Working Group for review, from a list of 72.

While not all staff were available to take part in focus groups, and limitations on time and resources prevented the involvement of all partners and associates, a representative sample was achieved, providing a useful snapshot into current practices, processes, experiences, ideas and opinions around gender equality and INASP's work.

3. Key findings and recommendations

The sections below outline the key findings in each of the gender audit framework's areas of enquiry. Each section lists positive findings, challenges and recommendations for future action. The audit activities highlighted a number of positive findings across all areas of enquiry. For example, clear efforts have been made to integrate gender issues into recent funding bids and strategic documents. There is support among INASP's leadership for gender transformative, not just gender sensitive work,[2] and INASP staff and associates are open to exploring and discussing the relevance of gender equality to their work. Good practice examples of work on gender equality can already be identified at INASP, and partners have ideas for future collaborative work on gender and women's empowerment.

The audit process also identified a number of challenges to bringing a gender perspective to INASP's work. These include staff concerns about the impacts of gender mainstreaming work on already high workloads, uncertainly about how to sensitively raise gender equality issues with partners, a lack of common understandings on gender equality and women's empowerment among staff and associates, and an absence of relevant practical tools to build staff confidence and capacity to identify the gender issues relevant to their day to day work.

Until recently gender equality was not a core priority for INASP, and the audit findings reflect this. However, the audit process also highlighted clear momentum on the issue within the organisation, along with positive opportunities to build on the foundations recently established.

3.1 Strategies and policies

Positive findings

- Gender equality and/or women's empowerment is included in some strategic documents and recent funding bids (see examples below).
- There are policies in place to promote equal participation of women and men in INASP funded activities and to monitor and evaluate participation by sex.
- When analysing activities' value for money using DFID's '3 E's' – economy, efficiency and cost effectiveness, INASP has added a fourth 'E' for consideration – equity.

Excerpts from INASP strategy 2016-2020

Context

Female researchers in particular are often disadvantaged due to limited prior educational opportunities, family expectations, institutional biases towards the careers of men, a lack of senior female role models and minimal efforts to adapt to or address the needs of women.

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[2] A gender sensitive approach recognises the different roles and needs of women and men, which must be addressed in order to achieve sustainable development. A gender transformative approach recognises this, but also creates opportunities for individuals and groups to actively challenge and transform gender roles and power inequalities between people of different genders.

Core pillars: Capacity building
Sustainability is core to all that we do, and we are working to ensure greater inclusiveness, so that both men and women have equal opportunities to benefit.

Core pillars: Influencing

Together with our partners, we have the potential and credibility to lead debates in research development and to put forward thinking on a range of issues ranging from the role of women in the research and knowledge systems to concerns about the cultural and political implications of the lack of investment in local research.

Principles
Promoting equity: Actively addressing the needs of both men and women across all of our work and addressing issues of power within the research and knowledge system.

Strategic priorities: Producing research and knowledge

Provide specialist and tailor-made support for women researchers to ensure that they can be as productive and successful as their male counterparts.

Excerpts from ICRED tender for funding, 2015

INASP is committed to equal participation in our capacity development activities, and in giving both women and men equitable access to capacity building activities. We employ gender responsive pedagogy and support partners to ensure that gender is taken into consideration in their work. In 2015, 49% of our participants in capacity development activities were women, and more than 50% of our local experts.

We will address the needs of both men and women across the consortium to ensure they can participate during the planning and implementation of the programme. We will also encourage researchers to consider gender in the production of research content and in their engagement with policymakers/practitioners.

We recognise that training and learning is largely gender biased and consequently we are working to develop a more explicit gender-responsive pedagogy that not only applies to our training interventions but to our skills development and capacity-building work more widely.

Challenges

- With a couple of exceptions (see above examples), where gender is included in strategy documents, it is usually as a discrete section rather than as integrated across the document.
- The focus is often on participation numbers rather than on the structural issues behind inequalities.
- Not all associates and partners are aware of INASP's commitments and aspirations around gender equality. Some staff members, while aware of recent work to raise the profile of gender issues within INASP, are not aware of specific reference to gender equality in strategic documents and plans.

- Although all INASP staff members are committed to the reduction of inequalities, common understandings across the organisation around gender equality or women's empowerment (both in terms of concept and practice) are not evident.

Recommendations

- Build on the existing inclusion of gender in some key strategic documents by ensuring that all strategic documents contain a statement of INASP's principles or values on equality.
- Continue the progress that has been made in beginning to include the gender dimensions of INASP's work in strategic documents by taking steps to ensure that future documents contain a more integrated and consistent analysis of gender inequalities.
- Promote awareness of INASP's aspirations and objectives on gender equality, and of the gender elements of key strategies and policies among staff, associates and partners. This could be done by, for example, periodic updates in staff meetings on progress on gender commitments, inclusion of gender updates in newsletters or other forms of regular communication with partners and associates, and including gender goals as part of periodic progress reviews of the INASP strategic plan.
- Create an organisational gender action plan which, as a living document, can be peer reviewed and collaboratively developed by staff.

Example: Mainstreaming gender through strategic documents

Some of INASP's strategic documents contain a discrete section on gender equality. An example of this is the Strengthening Research and Knowledge Systems (SRKS) Year 3 Annual Report. Section 2.6 on gender says:

We recognise that women face particular barriers to participation in research and knowledge systems and have begun a series of interventions to try to address these more systematically in Y3. These are enabling us to pilot new approaches and learn what works and to build our own understanding of gender and how we can better incorporate gender considerations across our programme work.

We offered a series of gender grants via AuthorAID to support researchers to present a piece of gendered research at a conference, to attend gender training or to run their own gender training workshop.

We supported the University of Dodoma to run its first workshop exploring gender issues and barriers for female academics. As well as continuing to support the university as it develops its work in this area, we will build on this pilot work to develop a gender toolkit in Y4, to enable us to provide similar support to other institutions.

We have also been building our own ability to understand and respond to gender issues. A Gender Working Group was established in Y3, which has taken the lead in developing a draft action plan for a Gender Audit across INASP.

The inclusion of this section is a positive step. However, the rest of the document is largely 'gender neutral'; this is not surprising given that gender was not part of the original SRKS programme of work. In future programmes or phases of work, gender could be mainstreamed through similar documents in the following ways:

- As part of the programme description, the gender dimensions of the three key elements of the programme (strengthening capacity in partner countries, increasing quality and visibility of locally produced research, and sharing lessons with internal and external stakeholders) could be introduced.

- Achievements on gender equality could be listed in the core programme section; these might include for example, deepening understanding of contextual gender issues in partner countries, or rolling out gender sensitive capacity development and monitoring and evaluation processes.

- Gender could also be discussed in the challenges and key data sections.

- The section on exploring new models of learning could outline the development of new gender sensitive pedagogies.

- The section on convening and influencing could include work to build women's confidence and advocacy skills.

- The section on moving from individual to organisational capacity could discuss work to build gender equity dimensions into organisational capacity building efforts, and work to support and encourage women leaders.

3.2 Leadership and accountability

Positive findings

- There is support among INASP's leadership for including gender equality in the organisation's work. The Executive Director, while aware of the need to take into account current high demand on staff time and skills, is committed to INASP doing gender transformative, not just gender-sensitive work.
- The arrival of Ruth Bottomley as Senior Programme Manager has generated clear momentum and interest on gender equality issues. The majority of staff members see her, with the support of the Gender Working Group, as providing strong leadership on gender mainstreaming.

Challenges

- Leadership on gender is not currently distributed among senior management members. This presents a risk that, should Ruth leave, progress on gender equality may not continue.
- It is unclear where accountability for gender mainstreaming and/or for achieving INASP's gender aspirations and objectives lies – whether with senior managers, Gender Working Group members, or all staff as part of their daily work.

Recommendations

- Support the Gender Working Group by ensuring that members are empowered to act as gender champions across the organisation, have sufficient time to engage in activities and to progress INASP's gender equality commitments, and that the group's work is regularly shared in staff meetings and learning papers.
- Support Ruth's leadership role by ensuring she has adequate time, as a member of the Gender Working Group, to promote and advise on the integration of gender issues across INASP's programmes.
- At the same time, promote shared accountability on gender equality issues across the Senior Management Team so that skills and leadership on gender equality become embedded more widely.
- Work to ensure the organisation maintains a balance of staff in post with gender expertise. This could be done by making sure that one member of SMT at any given time has gender expertise and can help drive gender mainstreaming processes, and by conducting regular audits of staff skills and competencies.
- Encourage shared responsibility for mainstreaming gender throughout the organisation. Achieving this may require several different approaches, such as building awareness on gender through shared learning opportunities (see section 3.3), including gender equality

awareness as part of job descriptions and performance objectives (section 3.10) and developing tailored tools to help staff assess and recognise the gender dimensions of their particular areas of work (section 3.3).

3.3 Staff and associate capacity on gender

Positive findings

- INASP staff members and associates are open and willing to discussing gender equality, along with other inequalities that they see as relevant to their work. The initial staff workshop elicited a range of productive discussions about gender concepts and terminology, and the application of these to the specific work of INASP. Feedback on the workshop showed that staff members were engaged and interested in the topic (see appendix three).
- Several staff and associates have existing knowledge and experience of gender equality issues from former roles.
- The Gender Working Group is viewed as a source of gender expertise and/or interest, with the potential to provide support for gender mainstreaming across different areas of INASP's work in the future.
- Most staff members do not think about gender equality as part of their day to day tasks. But some have an awareness that remains in the 'back of their minds' and which they may refer to when relevant.
- When asked how confident they felt about mainstreaming gender into their day to day work (on a scale of 0-10, with 10 being the most confident), the majority of staff chose 6 or 7.
- Some staff and associates are particularly interested in developing their skills on gender in particular areas; for example in gender sensitive M&E.

Challenges

- Staff members have not received any training on gender equality (other than the initial gender audit workshop).
- A small number of staff members expressed a view that as areas such as librarianship are female dominated, gender equality is not necessarily a priority issue for INASP's work. Others, while agreeing on the importance of gender equality, didn't see its relevance to their particular area of work. However some recognised that beyond numbers or apparently 'gender neutral' areas of work are deeper, hidden gendered dynamics.
- The majority of staff members, while recognising the importance of gender equality in development in general, are concerned about the implications of adding gender issues to their existing workloads.
- Several staff members felt cautious about beginning a discussion on gender equality with partners. Cultural and contextual issues and barriers, and a concern not to be seen as a northern organisation imposing its views onto southern partners were highlighted as reasons for this.
- Some staff members are wary of being over ambitious, and venturing into an area like gender, in which they are not experts. They are not sure where to start and do not have the information/tools to guide them and build confidence.

Recommendations

- Organise and promote learning and discussion on gender equality in the context of INASP's work in order to build opportunities for capacity building and knowledge sharing on gender.

- Invite partners and associates with experience around gender in particular contexts to take part.
- Use INASP's existing online fora and communities of practice as an entry point for discussion of the gender dimensions of issues with partners, associates and staff members.
- Engage in pilot learning projects with partners who are interested in and keen to work on gender equality issues (see section 3.9 for more on work with partners).
- Share good practice examples from other organisations and institutions to help build staff confidence around gender mainstreaming.
- Engage in peer to peer learning – for example the Sida representative interviewed suggested INASP could learn from another Sida funded partner working on gender mainstreaming, the CGIAR Consultative Group for International Agricultural Research.
- In order to minimise the impact of extra work on staff members who feel already at full capacity in their workloads, identify existing INASP processes and approaches that are amenable to the inclusion of a gender perspective, rather than creating new ones. For example:
  o Some existing partners already have gender expertise and are keen to work more on this area (see section 3.9).
  o Existing INASP work on gender equality has the potential to be scaled up or adapted in other contexts (see section 3.4).
  o Some programmes and projects have clearer entry points on gender equality, such as the AuthorAID work with early career researchers, or the evidence informed policy making work.
  o Some capacity development approaches already used by INASP and partners have implicit gender dimensions that could be further developed (see section 3.7).
- Develop tailored tools to enable INASP staff (and partners) to analyse and assess the gender dimensions of particular areas of work and develop plans to address these dimensions.[3]
- Offer tailored training and/or capacity building or mentoring opportunities for staff on the gender dimensions of key strategic issues, such as gender sensitive monitoring and evaluation or pedagogies.

3.4 Gender mainstreaming in programmes

Positive findings

- Some of INASP's existing programmes already have a gender component. For example, the Vaka Yiko programme on evidence informed policymaking has included knowledge sharing events on gender related policy areas.
- The training aspects of all of INASP's programmes seek to attract equal numbers of female and male participants.
- INASP has funded some specific, gender focused projects, which have been successful and well received.

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[3] Existing, publicly available tools and guidance could help to inform the development of more tailored products for INASP. These include the Moser Framework, available here:
http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTTOPPSISOU/0,,contentMDK:20590734~menuPK:1442609~pagePK:64168445~piPK:64168309~theSitePK:1424003,00.html
and the SDC Gender Equality Mainstreaming Checklist, available here:
https://www.shareweb.ch/site/Gender/Documents/GenderEqualityChecklist.pdf

Good practice examples of INASP work on gender

Developing a gender workshop and policy at the University of Dodoma, Tanzania

INASP supported the University of Dodoma in Tanzania to develop and run a workshop to address gender issues in the institution. The workshop was devised in response to concerns about gender imbalances that disadvantage female academics in terms of publication and promotion opportunities. It was planned to coincide with the revision of the university's constitution as this was seen as an opportunity to influence university policies. The workshop was attended by female academics, PhD students and the Director of Human Resources and Administration, and was facilitated locally by experienced gender facilitators including a representative from the Tanzania Gender Networking Programme (TGNP). INASP also hired a gender and education consultant to provide support in the workshop preparation and post-workshop reflection.

Women participants were able to share their experiences and discuss common barriers and challenges. These included sexual harassment and security issues, different promotion criteria for women and men, and lack of maternity leave for Masters and Ph.D. students. Follow on actions from the workshop included the development of a gender and sexual harassment policy for the university, a programme of sensitisation for the senior management team and a toolkit and action plan with indicators for evaluation.

Supporting participation at the Gender Summit, South Africa

In 2015 INASP supported five female researchers from partner institutions in Ghana and Tanzania to attend the fifth Gender Summit in Cape Town, South Africa, hosted by the Human Sciences Research Council. Participants reported the following benefits from attending the conference:

• Meeting and being inspired by other female researchers who face similar day to day challenges.

• Gaining an understanding of the role that institutional structures can play in advancing (or constraining) gender equality.

• Understanding the negative impact the lack of consideration of gender (and particularly the exclusion of women) can have in scientific research.

• Familiarisation with some of the donors and organisations that are keen to promote better consideration of gender in scientific research.

Gender grants

INASP awarded eight travel grants for researchers and eight workshop grants for researchers and academic staff who either wanted to present gendered research or to organise a gender workshop within their institutions. There were 106 applicants for the workshop grants, which were awarded to institutions in Uganda, Kenya, Somalia, Pakistan, Nigeria, Tanzania, Zimbabwe and Ghana. 34 applications were received for the travel grants, which were awarded to applicants from Ghana, Kenya, Cameroon, Egypt and Nigeria, to attend conferences and workshops in Senegal, Berlin, Poland, Canada, Germany and South Africa.

Promoting a gender perspective in policy making

Through the VakaYiko small grants initiatives, INASP supported the Gender Centre for Research and Training in Sudan to develop a capacity building project for government decision makers in the Ministries of Labour and Education. The aim of the project is to bring a gender perspective to policy development and decision-making by providing training on how to use gender research in policy development. Training content is currently being developed, along with an event bringing together

policy makers, journalists and civil society to share lessons and promote open discussion regarding evidence informed policy making in Sudan.

In Zimbabwe, the INASP partner ZeipNET has held a series of Knowledge Cafes. In March 2015 they held a café on the Use of Evidence in Gender Mainstreaming in Harare. The Knowledge Café was organised in partnership with the Women's Coalition of Zimbabwe and included speakers from the Ministry of Gender and Women's Affairs and gender civil society organisations.

Challenges

- Where gender equality targets have been included within general (non gender specific) programmes, they tend to be limited to a concern with participation numbers for women and men in training sessions, or numbers of events with a gender focus.
- General (non gender specific) work has not tended to recognise the gender related dynamics within the contextual and structural background to the problems being addressed. For example, the impact that male dominated policy making cultures can have on whether policy making addresses the needs of whole communities, or the effect that the lower number of women academics publishing research could have on the quality and effectiveness of scientific knowledge produced.
- Staff members were keen to stress that if gender isn't integrated into a programme from the outset, it's very difficult to add it later.

Recommendations

- Build on existing good practice work around gender equality. Partners and donors interviewed as part of the audit suggested that some projects, such as the gender workshop and follow on work at the University of Dodoma, or the gender grants, could be replicated, scaled up or adapted elsewhere.
- Select particular programmes or work streams within programmes to act as pilots for a gender mainstreaming approach. Examples might be, for example, future phases of evidence informed policy making work, or work to support early and mid career researchers, such as AuthorAID.
- For new programmes and projects, ensure that contextual gender analysis and development of baseline information on gender is a routine part of planning and inception. Use this analysis to help integrate gender throughout the programme from the outset.
- Involve partners in programme development and planning, especially those with, or with access to, context specific gender knowledge. Where partners do not have such knowledge, but are interested in working on gender equality, partner them with local organisations with expertise to guide them.

Example: The Vaka Yiko EIPM toolkit

This is an extensive and valuable toolkit, which has been peer reviewed and very well received. It does have some inclusion of gender equality - in module three there is a section 'Does your evidence show how your issue affects both women and men?' This section discusses the need for a gender sensitive approach to assessing evidence.

While the toolkit doesn't address the broader gendered dimensions of policy making and of evidence generation and use, there are opportunities for the integration of this into other modules and sections. Some places where the inclusion of a gender perspective would be beneficial are:

- Module 1, which talks about the policy development process, the types of evidence available, different stakeholders involved and the fact that the interpretation of evidence isn't neutral (talking about evidence and gender responsive budgeting could be one entry point).

> - Module 2, which discusses using networks in search strategies for evidence, could talk about ensuring that women's organisations or those with knowledge on equality issues are included and consulted. The module also includes how to search effectively online and has a feature 'who is left out of the evidence you've found?' This mentions discrimination, inequality, indigenous people and marginalised people. A gender perspective could be added here.
>
> -The M&E guide could mention, in objective 2, the importance of disaggregating M&E data by gender and include a reference or link to guidance on how to do this.

> ***Example: Improving IT infrastructure to ensure better access to research***
>
> This INASP supported pilot project aimed to enhance the training capacity of national research and education networks (NRENs) in Tanzania, Uganda and Zambia. The project appeared to take a 'gender neutral' approach, focusing on technical barriers and opportunities for improving access to online knowledge.
>
> However, there are aspects of the project where taking a gender sensitive approach would have been useful. For example, one of the aims of NRENs is to build a pool of skilled campus engineers and to train this pool in specific IT areas such as network security. Training on the gender barriers to the use of ICT and accessing online knowledge could be considered as part of this.[4] Encouraging internships and secondments is mentioned as a way to help build this skilled pool – this is an area where encouraging underrepresented groups could be considered.

3.5 Resources for gender equality and mainstreaming

Positive findings

- Staff members are aware of a range of networks, organisations and groups that they could work with or learn from around gender equality.
- External consultants have been a useful resource on gender specific projects, such as the University of Dodoma gender workshop.
- Funding has been carved out of existing budgets for gender specific work, such as the gender grants.
- A specific funding proposal for gender equality work was developed for the Open Society Foundations.

Challenges

- Most staff members are not sure if there are specific budgets or funding streams in INASP around gender equality.
- Once programmes have begun, it can be difficult to secure funds for extra work or costs around gender equality, if it was not allocated from the start.

Recommendations

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[4] Some useful resources on this topic can be found here:
https://www.apc.org/en/pubs/women%E2%80%99s-rights-gender-and-internet-governance and
http://www.bridge.ids.ac.uk/global-resources/resource/A68051#lang-pane-en

- Record levels of funding allocated to gender equality work – both for specific gender projects and as part of gender mainstreaming within general programmes – in order to track expenditure and resourcing in this area.[5] This is an important way to assess commitment to, and viability of, work on gender equality; if adequate resources are not in place to support INASP's aspirations on gender, work is unlikely to be sustainable and successful.
- Encourage INASP's active participation in relevant networks on gender equality, and continue to build relationships already in progress, for example with the Organisation for Women in Science in the Developing World (OWSD) and its Sida supported project Gender InSITE. As well as helping to build staff capacity on gender equality, involvement in such networks means that INASP can share its experiences of mainstreaming gender and supporting women academics.
- Where gaps in capacity exist, utilise external gender expertise – not only consultants but also women's networks, organisations and academics – particularly those with in-country, contextual knowledge.

3.6 Monitoring and evaluation

Positive findings

- Some programme data are disaggregated by sex; particularly quantitative data around participation in training courses and workshops.
- It would be relatively straightforward to disaggregate a range of other existing data by sex.

What does INASP measure by gender?

	Disaggregated by gender	*Not disaggregated by gender*
Workshops	Facilitator details	Feedback forms
	Participant lists	Six month follow up surveys
	Pre and post assessment scores for participants	Observations of behaviour change
JOL and AuthorAID grants	Applicant lists	
	Recipient lists	

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[5] A range of tools and guides exists on gender responsive budgeting – a way of analysing budgets and tracking spending within them on gender equality issues. While the majority of these guides focus on analysing government spending, some of the principles can be adapted for wider use. See, for example, section four of this guide: http://gender-financing.unwomen.org/en/resources/e/n/g/engendering-budgets-a-practitioners-guide-to-understanding-and-implementing-genderresponsive-budgets

	Feedback reports from recipient	
Online fora	AuthorAID online community member details	RAHE and AuthorAID communities of practice members, message and responses
Online resources		Data on RAHE resources (including number of journals available, number of journals chosen by each country, institutions registered for resources, number of downloads)
		Data on Journals Online platforms (including number of journals, number of articles, number of full text articles, number of readers)[6]

Challenges

- Gendered analysis only takes place if it is specified in programme log frames.
- Existing gendered analysis within INASP tends to be quantitative; there is an absence of qualitative information.
- INASP's existing approach to M&E makes it difficult to say what the impact of the organisation's work is on women and men, and whether programmes meet the specific needs of men and women.

Example: Mini evaluation of the Blacksmith and AuthorAID intensive research writing course

Evaluation of this intensive research writing course included some disaggregation of evaluation data by gender, such as the number of participants, course completers and posts in online forums. Over 50 per cent of participants were women. However, the evaluation noted that a significant number of participants felt their progress on the course was held back by personal or family commitments, and that two people who dropped out may have done so for this reason. It would be extremely useful to know about the gender balance of these participants, in order to assess if the course was able to meet the different needs of women and men. Greater gender analysis would also provide insights into whether the course helped INASP in its strategic aim of supporting the career progression of female researchers.

Recommendations

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[6] For some of the RAHE and Journals Online data listed, disaggregation by gender may not be relevant/appropriate. However there is potential for gathering and analysing data from these platforms and resources - for example in order to find out the gender balance of readers or of article authors.

- Build gender sensitive monitoring and evaluation frameworks, including the collection of baseline data where possible, into programmes at design stage.
- Consider conducting gendered analysis of data for internal learning purposes, even if it is not required for existing log frames.
- Build and invest in staff, associate and partner capacity on gender sensitive monitoring and evaluation. Existing tools may be useful in providing examples, and opportunities exist for training in this area.[7]
- Ensure that learning on gender from M&E processes feeds back into programme design and implementation. This could be done via staff meetings, specific group meetings such as advisory groups, managers meetings, capacity development and gender working group meetings, and through the development of learning, reflection and innovation papers.

3.7 Capacity development approaches

Positive findings

- Capacity development approaches in INASP are friendly to the idea of a gender analysis; they are interested in diversity of participants, equal participation, and different learning needs and experiences.
- Different types of learning are being tried and evaluated, such as online courses, thought to be more flexible for women.
- Some capacity development activities, such as the mentoring systems forming part of the AuthorAID programme, have implicit gender perspectives, such as case studies for discussion on mentor-mentee relationships, childcare commitments, and confidence in public speaking.
- Some INASP training guidelines recognise differences between women and men participants. One example discusses the safety and security needs of women, which are listed as one of the reasons why it might be appropriate to let training course participants organise their own travel and accommodation.[8]

Online learning approaches and gender

Since 2012, INASP has developed online training courses, for example as part of the AuthorAID initiative. There has also been a women only grant proposal writing course. While the aim in all types of INASP training is to ensure an equal balance of female and male participants, training organisers note that this is much easier to achieve with online courses. These courses appeal particularly to women participants, as they offer much more flexibility to balance caring responsibilities with study. One online course participant described the benefits as follows:

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[7] Existing tools and guides include the GEM (Gender Evaluation Methodology): http://www.genderevaluation.net/, the UN Women Gender Responsive Evaluation handbook: http://genderevaluation.unwomen.org/en/evaluation-handbook, and resources on the Monitoring and Evaluation News website, including the following collection of articles: http://mande.co.uk/2014/uncategorized/gender-monitoring-evaluation-and-learning-9-new-articles-in-pdfs/ . Training opportunities include an upcoming course from ILO on gender and results based management: http://www.itcilo.org/calendar/28426?set_language=en

[8] See INASP's guidelines for organising and planning a face to face training workshop

"Women have multiple responsibilities with work and family. Sometimes they can't think of taking time away from their job and their children. I did it at my own pace, whenever I found a slot [...] AuthorAID was like a stepping stone. It introduced me to online study and gave me the confidence to do something bigger."[9]

Challenges

- While CDA staff recognise the potential and usefulness of incorporating an explicit gender dimension into the team's work, staff capacity and time would be a major issue to be considered in doing so.

Recommendations

- Support the extension/adaptation of existing capacity development approaches to move from implicit to explicit consideration of gender equality issues.
- As part of ongoing consideration of different approaches within the CDA team, evaluate capacity development approaches from a gender perspective, in order to test theories of some approaches being more 'women friendly' than others.
- Evaluate capacity development activities from a gender perspective, ensuring that participants' experiences during the activity, and actions taken as a result of participation can be disaggregated by gender.
- Build good practice examples of gender sensitive capacity development approaches and share with partners and other stakeholders.
- Include INASP's statement on gender equality (see section 3.8) in training materials and course announcements.

Example: Mainstreaming gender into training guidance

INASP has produced guidance on the roles of workshop facilitators, assistant facilitators and observers. The guidance offers several opportunities to integrate a gender perspective. For example:

- The guidance sets out the role of the facilitator as "creating the conditions in which learning can naturally take place. This means building trust, providing support, and encouraging communication between all participants." An awareness of the different needs, requirements and experiences of women and men is essential if this part of the facilitator's role is to be fulfilled.

- Facilitators on certain occasions can input into the selection of participants. Here an awareness of not just numbers of male and female participants, but the potential barriers or opportunities around attracting participants of particular genders, would be very useful.

- The assistant facilitator has "valuable local knowledge that can be usefully shared with the facilitator and used to improve the workshop materials". They are required to "review the workshop content prior to the start of the workshop to check the suitability of the content and make suggestions for appropriate local resources and references". Knowledge of contextual gender issues and local resources on these would be a very useful addition to the assistant facilitator's role criteria.

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[9] Taken from an interview with Edith Wakida, a research administrator at Mbarara University of Science and Technology in Uganda who took an AuthorAID online course on grant writing. Interview published here: http://www.scidev.net/global/education/news/authoraid-to-add-online-courses-for-social-scientists.html

3.8 Communications

Positive findings

- INASP communications outputs tend to use a good balance of images in terms of gender.
- Communications staff try to highlight gender perspectives in news stories and blogs. They are also thinking about how to communicate INASP's work on gender going forward.
- The INASP website contains several news items with a focus on work to strengthen women's empowerment or to invest in gender equality. For example, there was a news item in May 2016 titled 'INASP Puts the Spotlight on Gender.' The publications section has a link to INASP's gender factsheet, and examples of how INASP is working to promote gender equality in its programmes can also be found (although some searching is needed to find these).

Challenges

- Key communications vehicles – such as the INASP and AuthorAID website – do not have a clearly visible statement on INASP's commitments around gender equality.
- There is a need for more positive female role models in case studies.

Recommendations

- Develop a statement on gender equality that could be used on the INASP and AuthorAID websites and other key communications (and strategy) outputs.
- Consider developing a gender equality page or section on the website, that links to all related content.
- Consider ways to make INASP activities appeal to both women and men through communications outputs. For example, materials that advertise the AuthorAID mentoring scheme could show, through images, that both female and male mentors are available.
- Develop a gender equality checklist or guide for communications outputs.
- Explore ideas on communicating INASP's aspirations and objectives on gender equality. One example might be a series of case studies on positive female role models in science or research.

3.9 Partnerships

Positive findings

- Some partners noted that INASP has recently taken the lead on bringing discussions on gender issues to the fore, and welcomed this.
- Most partners were aware of INASP's requirements/recommendations around male and female workshop participants.
- Some partnership agreements set out INASP's commitment to gender equality and the expectation that partners will aim for gender equity in selection of participants in workshops and other activities.
- Some partners felt that they were already actively trying to address gender issues within the boundaries of their current projects (e.g. meeting targets in the log frames).

- Some partners are aware of the need to explore the structural issues behind the numbers when planning work with a gender perspective. Most were aware of the importance of recognising contextual differences in gender equality work.
- Some partners are aware of donor interest around the gender aspects of the work that INASP and partners do, and see gender as an area in which they need to improve their knowledge/practices.
- Some partners/associates have been exposed to thinking on gender equality through participation in INASP activities. One example given was a recent Publishers for Development meeting where the new Global Goal for Sustainable Development (SDG) on gender was discussed. An AuthorAID project meeting in Colombo, Sri Lanka was cited as a time when different partners learnt about the gender work going on in the University of Dodoma.
- Some partners/associates noted positive examples of INASP work on gender equality. This was most often cited in examples of workshops, where gender sensitive exercises and energisers had been used, or where a women only course had been run. Other partners had read about gender initiatives on the INASP or AuthorAID websites, or through INASP communications outputs.
- Partners who have worked with INASP on specific gender work greatly valued the support given (for example, the expertise of Susan, the consultant working with University of Dodoma).

Challenges

- Most partners are not aware of INASP's strategic aspirations or values around equality.
- Some staff members felt it could be difficult to introduce gender into the dynamics of existing partnerships.
- Many INASP partners are male, or their organisations are male dominated. These male partners are able to tap into informal networks and spaces (e.g. in the area of policy making) and this gives them an advantage over women trying to do the same work. While male partners may recognise the importance of taking a gender sensitive approach, it is important to also hear from and work directly with women if INASP's work is to be truly gender sensitive or transformative.
- Staff members felt that some partners may be aware of the formal importance of gender equality, but may have personal views and practices that are discriminatory.
- Most partners were not aware of examples of gender sensitive M&E around their work. Some recognised it as an area for them to improve on, and one associate was keen to develop skills on this.
- Not all existing partnership agreements, reporting requirements and consortium capacity checklists include information on gender equality, requirements to report on gender, or guidance on how to do this.

Different partner views on gender

Some INASP partners were very aware of issues of gender inequality affecting the sectors in which they work. For example:

- A partner in Ghana talked about the ways that female scientists are often given 'back seats' in their profession.
- Partners in Zimbabwe stressed the need to recognise gender power dynamics within patriarchal societies and to consider the impact of all work on both women and men.
- A partner in Uganda talked about men's tendency to 'come out more boldly' than women, and decision makers' tendency to take men more seriously as a result.

- A partner in Tanzania noted that even those in senior positions in universities may not be aware of gender equality issues, and that awareness raising is still needed across all levels of institutions.

Other partners felt that gender was not a particular area of concern in their sector. For example:

- In Latin America, some partners and associates felt that while gender inequality is an issue in wider society, it is not as visible in their professional sector.
- In Sri Lanka, one partner noted that there are more women than men studying and entering the medical profession, and that there are barriers faced by both men and women that should be addressed first, such as language barriers and writing in scientific English.
- However, when probed further, interviewees did come up with examples where inequalities in wider society impact on the workplace. Most commonly these involved childcare and other care commitments, and the challenges that women professionals might face in balancing these commitments along with career progression.

Another interesting insight from a partner in Uganda was that while there is currently an equal gender balance in the consortium's executive, and women feel confident and empowered, this could change as more male librarians come up through the ranks and take on senior positions.

Recommendations

- Communicate INASP's aspirations and objectives on gender equality more clearly to partners.
- Identify current partners with shared values and aspirations with INASP, and who have a willingness and interest in working more on gender equality. Begin initial gender mainstreaming work and/or develop funding proposals for new, gender sensitive work with these partners. For example, one partner from Ghana emphasised the role that INASP has played in raising his own awareness of gender issues, and expressed his desire to work with INASP to begin mainstreaming gender into what has, until now, been a largely 'gender neutral' collaboration.
- Include commitment/willingness to work on gender equality issues as criteria when forming new partnerships and consortia,[10] and build these into partnership agreements.
- Integrate gender dimensions into the annual consortium capacity checklists for partners. This could be as a separate section, or within the 'developing strong and responsive management structures' or 'supporting the development of member institutions and their staff' sections.
- Create spaces and opportunities (either face to face or virtually) for partners to come together to discuss, explore and learn from each other on gender equality issues.
- Where the gender dimensions of partners' work may not be immediately obvious, encourage and support them to collect evidence to get a better picture. For example, a partner managing a Journals Online project could find out about the gender balance of journal editorial boards, or the ratio of male and female authors submitting articles to the journal. Collecting this data would help make any disparities by gender visible, enabling discussions on how to approach these disparities.

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[10] Some Gender Working Group members may have ideas for new partnerships to develop. One suggestion was to partner with CAMFED (Campaign for Female Education), whose focus is primary and secondary education for girls and transitioning into work/enterprise.

Partner ideas for future work on gender

One partner of the Yaka Viko programme suggested that the evidence informed policy making toolkit developed as part of the programme could be reviewed from a gender perspective, asking: Is it gender sensitive? Does it consider gendered challenges around evidence for policy making? Are the voices of women heard in the toolkit?

One partner of the RAHE team suggested beginning gender sensitive training and awareness work at an earlier level; for example in library and information science schools, where gradually, the gender balance is changing, and more men are beginning careers in this area. They also suggested confidence and leadership training for women in the early stages of their careers, and for women engaged in the lobbying and advocacy work supported by INASP.

A partner already working with the RDS team on a specific gender project would like to continue working with INASP to tackle challenges around women's empowerment, access to scholarships, and progressing in academic careers. They suggested that future INASP work could start to raise awareness of and address such barriers at an earlier stage; for example in tertiary education.

3.10 Other/overarching issues

Donor interest and ideas

Both Sida and DFID are interested in INASP's recent focus on building an enabling environment for female researchers, and are open to considering whether work so far could be scaled up with other partners.

The Sida representative was very encouraged to hear about INASP's gender audit and noted that the creation of a gender action plan was a 'win-win situation', strengthening work with partners and allowing INASP to develop as an organisation. She shared the Sida gender toolkit currently being piloted by the agency and noted that Sida is increasingly focusing on how to support its partners to mainstream gender equality through tools and guidance materials.

The DFID representative was keen for INASP to take time to clearly think through how to approach gender equality within the research sector. While DFID does not expect INASP to be able to mainstream gender in the final stages of the Vaka Yiko programme, its representative feels that there is potential for gender to be a key part of capacity building curricula in similar/future work. He also feels that INASP could become a leader in supporting women researchers in terms of skills building, research grants and tackling horizontal segregation through activities like mentoring.

Overlaps between internal and external gender equality issues

While the remit of the gender audit was limited to external facing programmes and work, as the audit progressed overlaps between external and internal issues became more visible. These included:

- In focus groups, some staff members expressed a desire to discuss internal organisational issues relating to gender equality, or expressed surprise that this was not part of the gender audit remit.

- In discussing staff capacity on gender mainstreaming, staff members noted the need for gender to be included in job descriptions, performance criteria and individual work plans, if it was going to become part of their day to day work.

- In partner interviews, some partners described institutional issues relating to gender equality, such as restricted childcare, that impacted upon their working lives.

Recommendations

- Address some of the overlaps between external and internal gender related issues by integrating gender equality into job descriptions, performance objectives and induction procedures.
- Continue discussions with donors on possible opportunities for funding gender mainstreaming in programmes and capacity building within INASP on gender equality. The proposal developed for The Open Society Foundations on addressing barriers to women's participation in research and policy processes could be built upon as part of these discussions.
- Consider, at a future date, conducting a similar audit process focusing on INASP internal policies and procedures, in order to ensure that INASP can demonstrate commitment to its values and principles on equality, and set a clear example to refer to when negotiating new, gender aware, partnerships and relationships.[11] This could facilitate the development of an organisational gender policy, incorporating both external and internal gender equality issues.

4. Conclusion

Overall, the gender audit process demonstrated the strong start that INASP has made on integrating a gender perspective into its work. INASP staff, associates and partners are, in the main, open and willing to discuss gender equality issues and think carefully about their relevance in relation to INASP's programmes. Good practice examples of work on gender equality can already be identified at INASP, and partners have ideas for future collaborative work on gender and women's empowerment.

However, if these foundations are to be built upon successfully, a number of further steps need to be taken in order to embed gender issues more thoroughly across INASP's work and to build and support staff capacity to recognise and address the gender dimensions of their everyday work.

The next steps of the gender mainstreaming process - the collaborative development of a gender action plan, and the creation and piloting of tailored tools for different areas of INASP's work – will, when combined with strong leadership and commitment from senior management, help to operationalise the recommendations in this report. This will also help to build staff confidence and open up possibilities for gender transformative future partnerships and programmes of work.

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[11] The organisation Gender at Work has developed some useful frameworks and guidance for thinking about gender and organisational change. See here for more: http://www.genderatwork.org/OurWork/OurApproach/GWFramework.aspx

Until recently, gender was not a core priority for INASP, and the audit findings reflect this. However, taking this opportunity to build on recent momentum within the organisation will put INASP in a strong position to lead the way in thinking about and acting to address gender inequalities in the research and knowledge sector.

5. Appendices

Appendix 1: Gender audit framework

Area of enquiry	Key questions	Data collection methods
(1) Gender strategies and policies	Do INASP's key programme strategies and policies include commitments to gender equality and women's empowerment? Are there gender specific policy documents – for example an INASP strategy on gender equality and women's empowerment? Are there common understandings of gender equality and women's empowerment across INASP?	Literature review Focus groups Interviews
(2) Leadership and accountability	Does leadership in INASP share a common understanding and commitment to gender equality and women's empowerment? Do staff see gender mainstreaming or a commitment to promoting gender equality and women's empowerment as part of their job? Who is currently responsible for implementation of gender equality aspirations/targets? Who should be?	Interviews Focus groups

(3) Staff and associate capacity and gender	What staffing levels are available to support gender mainstreaming in INASP's work?	Focus groups Interviews
	What existing expertise on gender is there among staff and associates?	
	What capacity building/training on gender has been carried out?	
	Do staff have the necessary knowledge, attitudes and skills to bring an awareness of gender equality issues to their work?	
(4) Gender mainstreaming in policy and programmes	Is there substantive gender analysis and mainstreaming in key documents?	Literature review Focus groups Interviews
	Is there an evidence base (e.g. statistical and qualitative) available to support gender analysis and gender mainstreaming in INASP's programmes?	
	Is gender mainstreamed in all aspects of programming (analysis, planning, implementation, M&E)?	
	How is this mainstreaming done?	
	What opportunities exist for comprehensive gender mainstreaming in the future?	
(5) Resources for gender equality and mainstreaming	What external capacity and expertise do staff draw on? E.g. external consultants, women's/equality NGOs	Focus groups Interviews Literature review
	Has funding has been allocated for projects with a focus on	

	gender equality and women's empowerment?	
(6) Monitoring and evaluation results	Does M&E of INASP's programmes pay attention to gender mainstreaming and the promotion of gender equality?	Literature review Focus groups Interviews
	Is there any evidence (qualitative or quantitative) that INASP's work is having a positive impact on the promotion of gender equality and women's empowerment?	
	Are gender-sensitive indicators and outcomes included in M&E?	
	Is sex-disaggregated data collected for projects and programmes?	
	What training is available for INASP staff and partners on gender sensitive M&E?	
(7) Capacity development	Does INASP's cross cutting capacity development approach pay attention to gender mainstreaming and the promotion of gender equality?	Literature review Focus groups Interviews
(8) Communications	Does INASP's cross cutting communications approach pay attention to gender mainstreaming and the promotion of gender equality?	Literature review Focus groups Interviews
(9) Partnerships	Are partners aware of INASP's gender equality aspirations?	Literature review Interviews Focus groups
	How does INASP support or inhibit the advancement of	

gender equality and women's empowerment in the work of their partners?

How can partnerships be strengthened, and what could INASP do to enable partners to strengthen their work around gender equality and women's empowerment?

Appendix 2: Gender definitions discussed in the staff workshop

1. Gender

BRIDGE definition

Gender refers to the socially determined ideas and practices of what it is to be female or male.

UN definition

Refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/time-specific and changeable. Gender determines what is expected, allowed and valued in a women or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context. Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age.

2. Sex

BRIDGE definition

Sex refers to the biological characteristics that categorise someone as either female or male.

UN definition

Sex describes the biological differences between men and women, which are universal and determined at birth.

3. Gender equality

BRIDGE definition

Gender equality denotes women having the same opportunities in life as men, including the ability to participate in the public sphere.

UN definition

Refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration—recognizing the diversity of different groups of women and men. Gender equality is not a 'women's issue' but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.

4. Gender equity

BRIDGE definition

Gender equity denotes the equivalence in life outcomes for women and men, recognising their different needs and interests, and requiring a redistribution of power and resources.

UN definition

Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities. In the development context, a gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of women.

5. Gender mainstreaming

BRIDGE definition

An organisational strategy to bring a gender perspective to all aspects of an institution's policy and activities, through building gender capacity and accountability.

UN definition

Mainstreaming a gender perspective is the process of assessing the implication for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men'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 and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

6. Women's empowerment

BRIDGE definition

A 'bottom-up' process of transforming gender power relations, through individuals or groups developing awareness of women's subordination and building their capacity to challenge it.

UN definition

Women's empowerment has five components: Women's sense of self-worth; their right to have and to determine choices; their right to have access to opportunities and resources; their right to have the power to control their own lives, both within and outside the home; and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally. The concept of empowerment is related to gender equality but distinct from it. The core of empowerment lies in the ability of a woman to control her own destiny. This implies that to be empowered women must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), they must also have the agency to use those rights, capabilities, resources and opportunities to make strategic choices and decisions (such as are provided through leadership opportunities and participation in political institutions. And to exercise agency, women must live without the fear of coercion and violence.

Appendix 3: Staff feedback from the workshop

Participants were asked to tell us about one thing they felt was positive/useful about the workshop, and one thing that was less useful or could be done differently. This feedback is outlined below.

What was useful?	What was less useful? What could have been done differently?
Very informative! I liked the participant-led format	Groups could have been smaller to ensure participation. Some people hardly spoke at all
Really useful de-mystification of terms	Feeding back from groups took quite a long time. Perhaps finding a different technique on reporting
Group discussions gave a chance to think and discuss concepts and issues related to our work	Time was quite tight. Would have been good to have half an hour longer. The discussions in groups were really useful and would have benefitted from a bit more time
I really enjoyed talking with my group through the concepts. It did help to establish common ground for any conversations around gender in the future	Felt fairly '101' – could have spent more time on specific context of research and knowledge systems. That said, have done a bit on gender in anthropology degree so not all new
Timing was very well managed	Maybe less time spent on definitions and more time on specific aspects of gender and the work of INASP
Workshop evidently well prepared	Our group was wary of identifying the obvious barriers in the sector as they seem obvious, so we tried to identify less obvious factors
Great to have an opportunity to chat with colleagues about how issues have practical implications for our programme	Having it on a day that was not so 'meeting intensive' would be good
Enjoyed the participatory element	It was a very short amount of time for very complex issues so it felt a bit 'surface level'
Useful to refresh on some of the key gender concepts and important debates around gender	The workshop could have been longer
A good warm up to the audit	Terminology could have been more inclusive – not only men and women but other (trans) gender

	groups and sometimes more positive
Nice session to pave the way to the gender audit and also highlight what we know/think as a group re: the sector	More time to mix up groups
Getting info about the way forward in terms of gender work	Some audio/visual interesting things and a break in between two hours
Useful for discussing definitions of terms for a common understanding	
Really helped me to understand the terms and how they relate to our work	
Good to discuss definitions and ensure we all understand the same thing from commonly thrown around phrases	
Useful to talk about the meaning behind gender concepts and definitions	
Worked well with the group work	
Very nice facilitation style – good teamwork	
Nice to have two facilitators to break it up /change between sessions	
Got everyone thinking about gender and how it relates to our work – outside of the Gender Working Group not all staff have had a set space for this	
Coming together to build consensus in tackling these issues and questions to pose	
Although most of the terms are familiar, the group discussions gave opportunity to explore and further clarify the ideas	
The whole team coming together to discuss, pooling ideas	