GENDER AUDITING: CREATING A GENDER-SENSITIVE WORKPLACE

TRAINING GUIDE FOR FACILITATORS
2024

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GENDER AUDITING:
CREATING A GENDER-SENSITIVE WORKPLACE

INTRODUCTION

WHO IS THIS GUIDE FOR?

This guide is for facilitators planning to deliver training for businesses, HR professionals and individuals interested in developing gender-sensitive workplaces.

WHAT IS A GENDER AUDIT AND WHY IS IT IMPORTANT?

Gender inequality has a negative economic impact on workplaces. It can lead to high levels of staff turnover, absenteeism and it can affect profits. It also has a negative psychological impact on those who both experience and witness it.

A gender audit can provide evidence about the current state of gender equity in a workplace. An action plan can then be developed to address specific issues.

Instead of auditors coming into a workplace and carrying out a gender audit independently, the International Labour Organization has promoted a participatory approach to gender audits for many years. A participatory audit ensures that workplace staff also take ownership of the process and its results, and perceive it as a learning experience.

THE TRAINING AND HOW TO USE THIS GUIDE

The aim of this training is to give participants a good grounding in the concepts of gender equality, the rationale for eliminating gender discrimination, sexual harassment and abuse in the workplace, as well as a practical overview of what a gender audit is and how to implement such an audit within a workplace.

This guide outlines eight training sessions plus a closing session, providing instructions for suggested exercises and background information. There are also *supporting slides available to download*.

The total contact time is around 12 hours, which can be delivered over a two-day workshop.

THE EIGHT TRAINING SESSIONS

Session	Total time
1. Introductions and scene setting	1 hour 50 minutes
2. Why should a workplace conduct a gender audit?	1 hour
3. What does a 'gender just' workplace look like?	2 hours 40 minutes
4. Building a gender audit framework	1 hour 10 minutes
5. Analysing promotional materials from a gender perspective	1 hour 15 minutes
6. Analysis and validation of data	1 hour 45 minutes
7. Communicating gender audit results	1 hour
8. Ensuring change: gender action planning and fostering commitment	45 minutes
Programme close: evaluation and next steps	30 minutes

Facilitators can either use these tools as they are or adapt them to suit their own facilitation style and the characteristics of the participants. Facilitators can enrich the content with their own experiences and examples. Each session begins with suggested learning objectives. This is followed with the key topics of the session and a suggested session length. This should be used as a guide only, as it depends on the type of participants and their knowledge of gender-related issues, the facilitators' style, the size of the group and the resources you have at your disposal, among other things.

Individual sessions can be delivered as standalone sessions, but this may require some extra preparation to ensure that they have a suitable introduction and conclusion.

We suggest:

- **All sessions** are relevant to human resources professionals and gender audit teams.
- **Sessions 1, 2 and 3** are most relevant to CEOs, boards and managers.
- **Sessions 1 and 5**, along with the **visioning exercise of Session 3** are most relevant to communications and marketing departments, as well as procurement teams.
- **Sessions 1 and 2** are most relevant to general employees.

Some of the sessions could also be used as a springboard to more detailed training if facilitators would like to offer this.

This training draws on approaches from current best practice on gender auditing, including the respected *ILO Participatory Gender Audit Methodology*, The European Institute for Gender Equality (EIGE) and other cited reports and frameworks.

PREPARING THE TRAINING

Workshop size: This training has been designed to be highly interactive, to allow participants to learn by doing and to learn from others. The degree of participation that is possible depends on the group size. We suggest a small group (16-20 participants is ideal but it can work with up to 30) to allow participants to ask questions and to encourage debate. This also makes it easier to have participants work in small groups of around five people, as well as permitting everyone to have the opportunity to provide feedback about their experiences when back in the full group.

Facilitators: For a group of up to 20 participants, one experienced facilitator is adequate. For larger groups, you may need more than one facilitator.

Your participants: If you do not know the participants well, it might be useful to assess their level of knowledge of these topics in advance of delivering the training, for example, by distributing a questionnaire or having discussions with the management team. Be ready to explain some key terms (such as 'unconscious bias' and 'gender-just'), if necessary.

Room layout: The layout of the room is important. The ideal layout is cafe style, with round tables arranged so that all participants can face the front when listening to presentations, as well as being able to easily interact with their colleagues when working in groups. Ideally, the venue will have several breakout rooms to enable the groups to spread out and reduce the level of noise in the main room.

Workshop materials: Have sets of sticky labels, as well as one flipchart per table if possible, to facilitate the group discussions and brainstorming. As an alternative, ensure that each table has an appropriate number of flipchart sheets of paper and pens, and use adhesive putty to affix these to the walls when groups are making their presentations or giving feedback.

To help remember names, you could prepare toblerones (paper or card folded lengthways to form a triangle) with people's names on which can sit on the tables in front of them.

You will also need to be able to play videos suggested throughout this training on a large screen. Where possible, download videos in advance, so that you don't have to rely on having a good internet connection during the session.

Role models: The introduction of role models via guest speakers would be a useful addition to the programme, as it is helpful to hear the stories of company representatives or human resources professionals who have been involved in gender auditing, handling discrimination in their companies or any of the other topics that form part of this training. Participants can learn from a practical example of some of the concepts and challenges and ask questions.

Pedagogic style: The underpinning pedagogy of this training is 'action learning' (which is learning by doing), complemented by 'vicarious learning' through experience exchange.

The main learning techniques used in the training are:

- **Brainstorming:** Brainstorming techniques are used to generate ideas during discussions. In a classroom setting, these will make use of flipcharts, whiteboards and sticky notes.

- **Group work:** Traditional group work will require a suitable room setup and/or access to breakout rooms. Facilitators can allocate participants to predetermined groups or randomly assign them at the start of the training. During the workshop, facilitators can choose to keep participants in the same groups throughout or change the group composition as the workshop proceeds. This workshop has been configured to allow participants to build on earlier exercises as they go through the sessions, so it is generally recommended that the groups stay together for the entire period.

- **Simulations and role playing:** These techniques are used particularly during the modules dealing with the soft skills of mentoring and networking. They can be applied in small groups (triads with an observer), with the whole group (fishbowl method), and they can be recorded for replay and discussion as well.

SESSION 1: INTRODUCTIONS AND SCENE SETTING

OBJECTIVES

By the end of the session, participants can be expected to:

- Understand the need to focus on women and why mainstreaming gender is important

- Understand the different ways in which gender inequality can manifest itself

- Understand the difference between the terms: equality, equity and justice

- Obtain an overview of how to help companies mainstream gender

- Have a clear idea of what the workshop entails

- Understand the importance of active participation in the workshop

TOPICS AND TIMING

Topic	Suggested time
1A Introductions and expectations	20 minutes
1B Why focus on women?	20 minutes
1C Forms of gender inequality	20 minutes
1D Exercise: Gendered privilege walk	30 minutes
1E An overview of how to help companies undertake gender audits	10 minutes
1F Review of the session	10 minutes
Total	**1 hour 50 minutes**

RESOURCES

- PowerPoint for the session

- Exercise documentation/instructions

- Whiteboard/flipchart

- Breakout rooms (depending on availability)

- Supporting resources

- Video: *Without gender equality, you are losing 50% of your potential*

- *The Case for Gender Equality: WEPs Gender Gap Analysis Tool*

EXTRA MATERIALS

Depending on the background and knowledge of participants, you may need to spend a little time clarifying what gender means. Participants may have come across a number of different concepts, including: gender roles, gender relations, gender discrimination, gender equality, gender equity, gender analysis, gender balance, gender mainstreaming. They may not fully understand the notion of gender. A quick way to respond is as follows: "The term gender attributes to the social distinction between men and women. People have different understanding of the term gender, which seems to cover issues of different nature and of a wide range. Some people tend to think of gender issues as of specifically women's issues. This is not the case."

What is the difference between the terms gender and sex? To further clarify the issues, you may wish to add an extra exercise, which is outlined in Annex I.

Also see:

- *Gender equality still '300 years away', says UN secretary general*
- *Progress on the Sustainable Development Goals: The gender snapshot 2023*

SESSION CONTENT

1A INTRODUCTIONS AND EXPECTATIONS

Introduce yourself and any co-facilitators.

Ideally, this is the most appropriate time to have participants introduce themselves, but it depends on the size of the group. To keep introductions short, ask them to state their name and affiliation, and a brief sentence about their expectations for the workshop. If the group is very large, you may opt to have participants introduce themselves at their respective tables. Ask one of the participants from each table to feed back about the expectations of the group.

1B WHY FOCUS ON WOMEN?

Begin with a brief discussion of the importance of focusing on women. Pose the question "Why focus on women?" Draw out key points from the discussion on a flipchart or whiteboard.

You can categorise the different reasons as outlined below: positive economic outcomes, positive social outcomes, the environmental obstacles that leave women vulnerable, and the cost of gender-based discrimination and violence.

Positive economic outcomes

- Numerous studies have revealed a strong correlation between improved financial performance and having women in leadership. There is evidence that the elimination of gender discrimination is good for economic growth, critical for poverty reduction and achievement of the UN SDGs.

- Diversity and inclusion have also been shown to bring increased productivity, improved operational efficiency, better access to finance, stronger community relations, and reduced risk overall.

- Limited participation by women in the economy (and therefore also the workplace) results in significant losses to GDP in a country.

Positive social outcomes

- Research demonstrates that increases in women's income correlate more significantly with improved outcomes for their families, leading to greater expenditure on family welfare, nutrition and girls' education than similar increases in men's income.

- Women who are able to participate in the labour market and generate income through decent jobs brings significant benefits to women and their families. Yet studies show that worldwide, women are more likely than men to be unemployed, to be underemployed, and to work in the informal sector.

- Women who are not in control of generating their own income may have low status in the household, which can leave them more vulnerable to gender-based violence at home.

Environmental obstacles that leave women vulnerable

- More women than before are in the labour force throughout their reproductive years, though obstacles with employment persist, due to persistent barriers, prejudices and inherent bias.

- Women experience more unemployment than men and for a longer period of time than men.

- Women remain at the lower end of a gender-segregated labour market and continue to be concentrated in a few occupations, to hold positions of little or no authority and to receive less pay than men.

Cost of discrimination and violence

- Discrimination, sexual harassment and abuse in the workplace carries a cost to the victim, to witnesses, to the organisation, and more broadly, to the economy

- Harassment, abuse and gender-based violence have significant consequences not only for the women who are its victims, but also on the company (in terms of the workplace climate, absenteeism, with concomitant economic consequences)

- Not focusing on gender equity and eliminating gender-based violence carries a cost.

You may find it useful to use the quote below to reinforce the message.

> *"The importance of a gender dimension within the complex concept of sustainable development and business growth has been recognised and has resulted in the growing attention to and support of gender studies, development of the relevant policies and promotion of the topic at different levels.*
>
> *In many countries women, especially rural women, have less access than men to productive resources, for example, land and livestock, as well as to services, assets and opportunities, including education. In these circumstances, human capital and labour productivity decrease, while economic costs inevitably increase. This represses development and progress, especially in the agricultural sector. Thus, gender and the understanding of its issues are so important for sustainable development as a whole and its specific aspects, particularly rural development and food security.*
>
> *Gender aspects – the roles of men and women and their interrelations – are in particular a significant factor for the development of communities."*
>
> *Source: WECF (2017). Gender in Sustainable Development.*
> *Collection of Exercises for Training of Trainers (ToT). Page 21.*

Round off the discussion with the affirmation that achieving gender equity in the workplace makes business sense. Women's economic empowerment, better participation in the workforce and more gender equity in the workplace are important for the reasons (see also slide).

Show the video if possible: *Without Gender Equality, you are losing 50% of your potential*.

Before moving on, highlight some of the staggering statistics about the impact of gender bias in the workplace:

- The global gender pay gap will take *136 years to close* at the current rate of change.

- And *76% of people globally* tend to think of men as better suited for careers and women better suited as homemakers.

Despite the above numbers, not all countries have accurate and up to date statistics on the current situation, so we are still far from having a strong basis for assessing both quantitative and qualitative changes in women's employment.

1C FORMS OF GENDER INEQUALITY

Ask the question: "What are different forms of gender inequality?" and allow participants to discuss in groups. Then ask someone from each group to name one form of gender inequality. Feed back with the slide.

- Gender bias in education
- The gender pay gap
- Gender disparities in agriculture
- Poor access to healthcare
- The high price of collecting water
- Child marriage and other forms of gender-based violence
- Lack of *representation for women and girls* at the policy level

1D EXERCISE: GENDERED PRIVILEGE WALK

In addition to helping to break the ice, this exercise begins to introduce participants to the topic of the workshop in a way that links some of the most important concepts related to gender inequality to their own experience.

The exercise is about identifying privilege from an intersectional perspective, ie considering other factors of discrimination beyond gender. However, the guidelines below focus explicitly on gender aspects in the framework of a gender audit rather than as part of a dedicated gender training session, where intersectionality could be further explored.

Allow approximately 10 to 15 minutes for the exercise and then the rest of the time for discussion.

- Ask participants to line up, side by side on the same starting line.
- Ask them to follow the indications provided by the guiding questions below.

Guiding questions:

- If there have been times in your life when you skipped a meal because there was no food in the house, take one step backward.
- If you are male, take one step forward.
- If you have a visible or invisible disability, take one step backward.
- If you feel good about how your identified culture is portrayed by the media, take one step forward.
- If you have been the victim of physical violence based on your gender, take one step backward.
- If you have been the victim of physical violence based on your sexual orientation, take one step backward.
- If you were able to pursue the education you wished, take one step forward.
- If you have freely decided on your career, take one step forward.
- If you are satisfied with your work/life balance, take one step forward.
- If you have ever felt passed over for an employment position based on your gender or sexual orientation, take one step backward.
- If you come from a supportive family environment, take one step forward.
- If you have ever felt unsafe walking alone at night, take one step backward.

Once you have asked all the questions, ask participants to look at the group and comment on what they see. Normally the men will be clustered towards the front and the women at the back. Ask everyone to take their seats and guide a short discussion on how gender and intersectionality combine to influence an individual's opportunities in life.

Show the slide with the equal opportunities cartoon. Ask participants for their reaction to the cartoon. Refer back to the exercise that you just completed with them.

Show the slide with the Equality – Equity – Justice cartoon. This is a useful graphic to show how these three concepts differ from one another, and how to progressively level the playing field.

1E AN OVERVIEW OF HOW TO HELP COMPANIES UNDERTAKE GENDER AUDITS

The purpose of this section is to introduce the idea of a gender audit.

Essentially, a gender audit is a tool that can help you to assess the extent to which gender equality has been institutionalised, or embedded into an organisation. If it has, gender equality should permeate the organisation's policies, programmes, projects and/or provision of services, structures, proceedings and budgets. Once a company has carried out a gender audit, it is easier to understand where the gaps around gender equality and equity are, and to use that knowledge to begin to make changes to those aspects of the organisational culture which discriminate against women staff and women beneficiaries/customers.

Carrying out a gender audit involves assessing written policies, documents and handbooks that may exist within a company, and then comparing these with what is happening in reality. Are the companies applying these instruments? What are the results of doing so? Has gender equality improved? Where is there still room for improvement? An audit will also include interviews with people working in the organisation in order to find out how they perceive the degree of gender equality. With the information from documents, discussions and observation, the auditors can report on the current situation and provide recommendations about how to do better. Companies can then implement the recommendations. The first gender audit can also serve as a baseline against which future progress can be tracked.

Instead of auditors coming in and carrying out the audit independently, the International Labour Organization has promoted a participatory approach to the gender audit for many years, and has developed some excellent resources to promote the practice. A participatory audit ensures that company staff also take ownership of the process and its results, and perceive it as a learning experience (See Annex II for a brief introduction).

You can expect the following principal outcomes when carrying out a gender audit:

- You will gain an understanding of the workplace's current practices and state of play from a gender perspective, and should be able to identify the strengths as well as the gaps.

- The audit provides you with a structured approach to gathering and analysing both qualitative and quantitative data to give you a good basis for developing conclusions.

- You will have the information you need to be able to develop a gender action plan.

- If you carry out a participative audit, staff in the organisation will have an understanding of the situation, which will help to ensure buy-in to the gender action plan.

- The gender audit should provide you with the information to identify indicators on the basis of which you can monitor the implementation and evaluate the results.

A gender audit usually includes two dimensions:

An internal dimension. This dimension refers to how much an organisation fosters gender equality internally within its organisational, managerial structure and internal work, and whether these contribute to gender equality in the organisation.

The internal dimension monitors and assesses the relative progress made in gender mainstreaming, contributes to capacity building and collective organisational ownership for gender equality initiatives, and sharpens organisational learning on gender.

The key internal dimensions (ie the aspects within an organisation that are dealt with by a gender audit) are organisational change; increased staff commitment, better working environment and conditions, enhanced performance; ethics and responsibility (accountability).

An external dimension. This dimension aims to assess the extent to which an organisation mainstreams gender in its policies, programmes, projects and services in terms of content, delivery and evaluation.

The external dimension evaluates to what extent gender mainstreaming fosters the inclusion of, and benefits to, women and men involved in or affected by the organisation's policies, programmes, projects or services provided.

The key external dimensions are strategic innovation and orientation; focus, quality and efficiency; image and visibility.

1F REVIEW OF THE SESSION

Remind participants of the objectives of this session and what they could expect to achieve by the end of it. Link this to the expectations previously mentioned by the participants in their introductions and make it clear if any expectations are not part of the objectives of the workshop.

Briefly offer some pointers as to where they might get additional information or resources if you can. Provide a brief overview of the programme using the timetable and clarify any doubts or questions.

Show the learning pyramid slide. Briefly present the learning pyramid and link it to the learning approach followed in the workshop. Remind participants about the importance of being active during the workshop in order to maximise the benefit to them.

SESSION 2:
WHY SHOULD A WORKPLACE CONDUCT A GENDER AUDIT?

OBJECTIVES

By the end of the session, participants can be expected to:

- Have an understanding of the current state of gender equality, discrimination and harassment in the workplace

- Be able to use this understanding to justify the rationale behind carrying out gender audits

TOPICS AND TIMING

Topic	Suggested time
2A How the legal and regulatory environment affects women in employment	15 minutes
2B Presentation and Q&A: An example of a gender audit	45 minutes
Total	**1 hour**

RESOURCES

- PowerPoint for the session

- Exercise documentation/instructions

- A copy of the ICReport, *Learnings from the Gender Audit in the Workplace – Malawi*, or an alternative example of a gender audit

- Whiteboard/flipchart

SESSION CONTENT

2A HOW THE LEGAL AND REGULATORY ENVIRONMENT AFFECTS WOMEN IN EMPLOYMENT

Depending on your audience, it may useful to begin this session with a brief introduction to some of the ways in which regulations, laws and policies can adversely affect women in employment. You could brainstorm responses to the question, 'how does the legal and regulatory environment affect women in employment?' with the group. Here are some ideas of discussion points.

- Laws and regulations in a particular country can place limitations on a woman's ability to travel, to work during certain hours of the day, or to work in certain jobs or economic sectors. Even when these legal barriers are removed, traditions or customary practices may still limit the effective removal of barriers in practice.

- Laws prohibiting discriminatory practices may not be in place, so it can be difficult to effect change.

- Social norms influence gender roles and therefore also affect the choices that women make regarding their education and career, either directly when women are making their own decisions, or indirectly when their parents have made certain choices for them. As a result, girls and women are often less likely to study STEM subjects (science, technology, engineering, mathematics) unless policies are created to address this tendency.

- Certain sectors are highly gendered. Given the above-mentioned trends, it is hardly surprising that women are more likely to be found in caregiving jobs and in education, for example, and much less likely to work in technology or construction.

- Bias within organisations, in terms of their recruitment and promotion policies or practices may make it more difficult for women to be hired or promoted. Studies have shown the presence of inherent bias on the part of individuals responsible for human resources. Without conscious policies or processes to address this issue, change is difficult.

- The expectations placed on women relating to their role as caregivers and their domestic responsibilities may make it difficult for them to fulfil the demands of a job in practice, particularly in the absence of laws or policies that might provide support. These expectations convert childcare into a woman's problem rather than a problem for the family to address.

- Incorporated state-supported maternity/paternity leave ensures that companies are supported to employ men and women equally. Where regulations require companies to pay these costs, they may be reluctant to hire women of childbearing age as they fear the economic consequences.

- Some workplaces that have traditionally employed men may not have the facilities to accommodate women, including basic facilities such as providing washrooms. Policies can address this issue.

2B PRESENTATION AND Q&A: AN EXAMPLE OF A GENDER AUDIT

The remainder of this session is based on the ICReport, _Learnings from the Gender Audit in the Workplace_ – _Malawi_, for which a PowerPoint presentation has been created. You could replace this with another example of a national or workplace gender audit.

- Highlight the methodology used to carry out the gender audit.

- Look at the legal and regulatory framework that exists governing inequality, sexual harassment and abuse in workplaces.

- Highlight key findings about the position of women in the workplace.

- Examine whether the workplace or workplaces have gender policies. You can bring in your own examples of good or bad practices.

- Highlight key findings about experiences of discrimination, harassment and abuse.

- End by highlighting how a gender audit can be used as a tool for change in companies.

Allow time for questions and answers from the group.

SESSION 3: WHAT DOES A 'GENDER JUST' WORKPLACE LOOK LIKE?

OBJECTIVES

By the end of the session, participants can be expected to:

- Understand what a 'gender just' workplace looks like and apply the concept to their own workplace

- Understand what the key steps of an in-company gender audit are

TOPICS AND TIMING

Topic	Suggested time
3A Visioning Exercise Part 1	30 minutes
3B How to create a gender-just workplace (presentation)	20 minutes
3C Visioning Exercise Part 2	40 minutes
3D Visioning Exercise Part 3	40 minutes
3E Summary of the steps in a gender audit	30 minutes
Total	**2 hours 40 minutes**

We suggest that you include a break between parts two and three of the exercise.

RESOURCES

- PowerPoint for the session

- Exercise documentation/instructions

- Whiteboard/flipchart

- Place to hang the individual presentations of the groups

- Breakout rooms (where available)

SESSION CONTENT

This is an important exercise that allows participants to really internalise some of the concepts of a gender-just organisation and apply their understanding to their own company.

It may be useful to write each of the three questions for the exercise on your flipchart so that groups can refer to them while they're working.

3A VISIONING EXERCISE PART 1

Put participants in groups and ask them to spend 15 minutes envisaging what a 'gender-just' workplace would look like. They may base this on a specific context/organisation that they consider to be a model for gender justice, or they may simply imagine. Ask them to note their responses on a flipchart: drawings could be used as well as words.

Then have a 15-minute discussion with the wider group. Ask each group to highlight two key characteristics of the gender just workplace that came out of their discussion and note them down on a flipchart. When you have gone through the groups, ask if anyone has any additional points that they would like to add and note those down too. Pull together the list by identifying groups of characteristics and practices. Ask participants for examples of some of the characteristics and practices they have mentioned.

3B HOW TO CREATE A GENDER-JUST WORKPLACE (PRESENTATION)

Give a presentation about how to create a gender-just workplace.

Note that there is a useful illustration of gender justice in the PowerPoint presentation for Session 1.

Here are some attributes that a gender-just workplace might have:

- Report on your gender statistics transparently. This is the law for companies over a certain size in some countries.

- Support women to get into more senior roles and that they're being actively encouraged to progress. Set gender targets, broken down by business lines and functions. Make sure that female employees are applying for promotions and asking for pay rises.

- Implement gender neutral recruitment processes. Carefully word your job adverts. Research shows that adjectives such as 'competitive' and 'determined' dissuade women from applying. On the other hand, words such as 'collaborative' and 'cooperative' tend to attract more women than men.

- Review salaries and standardise pay.

- Provide training on unconscious bias.

- Have a clear policy on discrimination.

- Provide flexible working and de-stigmatise shared parental leave, if it's available.

- Diversify the board. Set targets for gender diversity on your board and look beyond your existing talent pool.

- Promote a culture of meritocracy. Promote a culture where great ideas come from everyone, and all voices are welcome and respected around the table.

3C VISIONING EXERCISE PART 2

Ask each of the groups to pick a workplace (ideally the workplace of one of the participants) to work on. Based on the previous discussion, their task is to describe where the organisation might be in 10 years' time with regard to gender justice? How would the organisation look in terms of characteristics and practices? Groups can be ambitious and think big, be creative, it is entirely up to them. They should capture the essence of the organisation on a flip chart and appoint a spokesperson to feed back to the wider group. Allow 20 minutes for this.

Then have a 20-minute discussion. Each group spokesperson briefly introduces the activity of the workplace (sector, product/service, target market) and presents for about three minutes and you can take one or two questions. When all groups have presented, provide brief observations and feedback, perhaps noting sectoral differences, highlighting creative solutions, etc.

3D VISIONING EXERCISE PART 3

Ask the groups to start with their 10-year vision. Now their task is to be more concrete and focus on what needs to be done within the next 18 months for the workplace to achieve that vision. Where should the workplace start? Here it is important to be precise, and to be realistic. They should capture the essence of the workplace on a flipchart as before. You can allow 20 minutes for this, and then move on to a 20-minute discussion with a spokesperson from each group feeding back to the wider group.

3E SUMMARY OF THE STEPS IN A GENDER AUDIT

Explain that this exercise mirrors a process that workplaces will have to go through when they are planning to become more gender just. It is good to start with a vision and a long-term objective that motivates, as this provides a strategic direction and guides the planning. However, it is the identification of the next actions over the short term and the follow through that will contribute to success. That is closely linked to the current state of the workplace, the capacity and the resources that it has at its disposal. Considering these aspects is critical when the audit team is working on the action plan.

Highlight that maintaining a gender just organisation is a process, and that the gender audit is only one part in that process, which should result in the preparation of an action plan that is then implemented. Stress the importance of creating a plan that can be adequately monitored and that it should include clear objectives and targets that can be tracked throughout implementation. Also mention the need for adequate governance mechanisms to ensure that there is clear accountability for the plan and its implementation. We will come back to many of these points, but it is important to keep reinforcing these basic ideas.

The steps of a gender audit:

Step 1: Preparation

- Secure top-level commitment to the audit process.

- Confirm internal and external members of a gender audit team.

- Review available documentation (external and internal).

- Confirm the objectives of the gender audit, scope of work and who are key internal actors and key stakeholders.

- Define the conceptual and methodological framework of the gender audit (for example, the *ILO Participatory Gender Audit Methodology*) and research strategy.

- Develop a communication strategy about the gender audit.

Step 2: Carrying out the gender audit

- Gender audit kick-off (an initial meeting with relevant people in the workplace to get the process started).

- Desk review and analysis of the organisation's key documentation.

- Consultation through interviews, focus group discussions, self-assessments, surveys or other channels of consultation. Consultations will aim to complement information collected through the desk review and analysis and to gather further evidence.

- Initial collation and analysis of the collected data.

- Provide regular updates of progress as necessary and agreed with the workplace.

- Sharing and discussing the main findings with participants and the workplace managers before the final report is presented.

Step 3: Analysing data and communicating results

- Analyse data and extract key findings (this should use a framework, for example, the ILO analysis framework).

- Triangulate findings by contrasting the findings from different sources to look for alignment or inconsistencies, and address these.

- Prepare the initial audit report.

- Facilitate a workshop in the company to present and discuss findings.

Step 4: Creating a gender action plan

Drawing on the findings gathered in the audit, a gender action plan should be drafted, highlighting the improvements sought related to gender mainstreaming and/or gender equality in the organisation; the actions to be taken and expected results; and the organisational mechanisms for implementing the action plan (including task force or committee for driving the action).

It is recommended to create a gender committee involving managers, internal staff and stakeholders, in order to take forward the recommendations from the audit report and for the implementation, monitoring and evaluation of the gender action plan.

Step 5: Close and follow up

This is the final step and usually involves sending the final draft of the report to directors. You can then hold a formal closure meeting. Agree follow up if necessary; this depends on the relationship with the company.

SESSION 4:
BUILDING A GENDER AUDIT FRAMEWORK

OBJECTIVES

By the end of the session, participants can be expected to:

- Understand the structure of a gender audit framework

- Understand some of the key principles and additional considerations that are important to the implementation of a successful gender audit

TOPICS AND TIMING

Topic	Suggested time
4A Key questions: building a gender audit framework	50 minutes
4B Other considerations when carrying out a gender audit	20 minutes
Total	**1 hour 10 minutes**

Plus optional soft skills exercise

RESOURCES

- PowerPoint for the session

- Exercise documentation/instructions

- Whiteboard/flipchart

- Breakout rooms (where feasible)

- Camera and playback facility (if including a soft skills component)

SESSION CONTENT

4A KEY QUESTIONS: BUILDING A GENDER AUDIT FRAMEWORK

Having looked at the current situation in Malawi (or elsewhere) and reflected on what a gender-just workplace looks like, we want to consolidate that learning. When someone starts gathering data for a gender audit, it is important for that individual to have a clear framework or map of the kind of things they want to know in order to assess the workplace. **Developing that framework is the focus of this session.**

Put the participants into groups and give them the following instructions. Assume that your group is preparing to go into a workplace to run a gender audit. Your task is to prepare a set of key questions to guide you in the evidence gathering. Identify the key areas of interest to you. Appoint someone to jot down your ideas. You can use the results of the visioning exercise as a jumping off point. Remember to appoint someone to be initial spokesperson from the group, although everyone is free to participate in the discussion. Allow 20 minutes for this brainstorming exercise.

Then spend 30 minutes building up the framework with participants. Ask the spokesperson from each group to give you no more than three items or questions. When you write them up on the blank whiteboard, begin to cluster them (although there are no headings yet). As each group adds additional questions, keep adding them where appropriate. Depending on the time taken to get the first round of feedback, you can ask other participants to suggest additional questions. Ten minutes before the end of the session, work with the group to create the headings for the key areas of interest so that the overall framework gradually emerges.

Try to group the responses from participants into five key areas of investigation: **Context** (the national and international context, such as laws and regulations), **Competence** (looks at the degree of organisational gender expertise and competence that already exists), **Strategy & Structure** (the extent to which gender is incorporated as part of a workplace's strategic perspective and whether it is structured in a way that fosters gender justice), **External Image & Influence** (how the workplace is perceived externally by others in terms of its commitment to gender justice, and the extent to which it can influence other organisations to act), and **Company Culture** (whether there is internal buy-in and that the workplace deals with staff in the way that one would expect from a gender just organisation).

The structure used has been inspired by the framework used by the ILO Participatory Gender Audit Methodology.

For your background, below is a list of key questions (inspired by ILO framework and the gender audit undertaken in Malawi).

- How is gender equality perceived in the organisation? To what extent are staff resistant to the idea and where within the organisation is there support/resistance?

- Are staff aware of the importance of gender equality? Do they buy into the idea? Is it a priority? Is there commitment to action?

- Do staff have the knowledge and skills to address the issues identified in the gender audit and to implement the action plan? Do they have the resources to do so?

- Do staff have the knowledge, skills, resources and support to design programmes, initiatives, policies, processes and procedures to achieve improvements in gender equality/reduce or eliminate existing inequalities?

- Does the organisational culture currently support or hinder gender mainstreaming? If it hinders, where does action need to be taken?

- Does the organisation have a gender strategy or gender policies, or are there specific practices that ensure that gender is incorporated in all strategies or policies of the organisation?

- Is there a budget dedicated to actions that are intended to improve gender equality?

- Is gender mainstreaming reflected in the strategies, objectives and plans of the organisation?

- Is gender mainstreaming reflected in the processes, procedures within the organisation?

- Is gender mainstreaming reflected in the products and services that make up the offer of the organisation? Do they target women as well as men? Are they designed with both in mind?

- What (if any) sex-disaggregated data is regularly collected and analysed in the organisation? What is still missing?

- Is this data used to track progress towards improved gender equality, either in terms of results (impact) or in terms of actions and practices?

- In what way are staff held accountable for the gender equality results?

- Are staff able to access information or training to increase their capacity to understand and address gender inequality in the organisation?

You may wish to provide participants with the detailed lists of questions for each area as a handout after the session.

4B OTHER CONSIDERATIONS WHEN CARRYING OUT A GENDER AUDIT

Once you complete the brainstorm and feedback, provide participants with insights into some of the other key considerations. You probably do not need to spend too much time on this or use all of the suggestions below, but tailor it to the group and build in your own experience where possible.

Senior-level commitment to implement a gender audit is an important starting point to carry out and follow through the audit's outcomes. If commitment is weak or absent, auditors need to create a shared understanding of the value of gender audits within senior and middle management and amongst staff before beginning the work.

Analysis of benefits and risks in undertaking the audit is important, particularly to mitigate identified risks. Risks may arise if the audit proves that the organisation does not follow through on its current gender commitments, which in turn will affect its reputation. Another risk relates to a lack of commitment to use the audit results to improve gender equality in the organisation. Having carried out the audit will create certain expectations within the company and failure to meet those expectations may be harmful. Finally, there may be resistance to the gender audit and its recommendations in some quarters, which may also result in tension and lack of cooperation.

Confidentiality and anonymity. It is critical for top management to understand that the audit needs to take place within an environment where confidentiality and anonymity are ensured. If this is not the case then the audit will fail to obtain an accurate picture. The audit team may be able to discern some of this lack of frankness if it occurs, but it is clearly not a conducive environment for carrying out a gender audit.

The audit teams. Composition of the audit team is key to success. Ensure that the team incorporates a balanced mix of men and women. Experience has shown that each audit facilitation team of four people would benefit from including at least one man. Gender equality is not just about women, and men are gender champions and allies. Furthermore, a male/female balance on the facilitation team may reassure any men who are participating in the interviews and work-shops and provides the facilitation team itself with both a male and female perspective on issues that are uncovered during the audit. Overcoming initial resistance – by both women and men – to the reassessment of existing power rela-tions between them is essential, including the recognition of men's positive role in gender equality. The audit coordinator should draw from a pool of trained facilitators to form a team of three or four members. Ideally, the following criteria should be fulfilled for a gender team:

- Sex balance.

- Some technical knowledge related to the work of the audited unit, for example experience of the sector.

- Experience with gender audits. You will need at least one experienced gender specialist or a gender focal point (the go-to person for gender-related issues in the workplace) in the team. Not all team members need be gender special-ists, but they clearly must have an interest in gender equality issues and should have received training as gender audit facilitators.

Ensure that the audit team has a counterpart within the workplace. Ideally the workplace will form a team to coordinate the audit: this can be an existing gender team or (more likely) it might be a new coordinating group set up to spearhead the audit. Regardless, it should have representation from all key departments and levels of the organisation as well as gender and other diversity.

Managing logistics. Invariably the audit process will have an impact on the business. You can plan for this by creating a clear itinerary for the audit team and sharing this with the workplace in advance, making it clear what information you need from the workplace before the gender audit (make a list of documents you need).

- Be clear about your team and the respective team roles. Who can substitute for whom? Who is responsible for which specialist area?

- Confirm that the organisation is prepared for the audit and that there is an organisational team in place to will lead the gender audit (focal points).

- Confirm the objectives of the gender audit, scope of work, and identify key internal actors and any important stake-holders.

- Finalise the action plan for the intervention, include a preliminary list of resources needed from the company, and ascertain which individuals are to participate in the primary data gathering.

Review available documentation (external and internal). Initial documents should ideally be reviewed a couple of weeks before the facilitation team begins the audit process, although it is expected that additional documentation may be provided as the process advances. Documentation includes both general documents (strategy, policies, etc.) in order to assess how gender is incorporated as well as gender-focused documentation. It may also be possible to access data that is being tracked by an organisation. Other sources of information include plans, policies in different work areas, external materials emitted by the organisation, including the company website; and any documents that are specific to gender strategy and plans.

Once the document review is complete it is important to discuss and plan the implications for implementation of the audit. The documentary review is bound to address some issues, but will also generate questions or areas of interest where the audit team will want to delve further.

The group will most likely need to carry out primary data gathering including interviews, focus group discussions and surveys, including self-administered tools.

Combine multiple sources of evidence for the gender audit. For the analysis, it will be necessary to draw on multiple sources of evidence. Provide a brief indication the key sources using slide 9.

Soft skills. As part of the feedback, talk through the importance of soft skills. Soft skills are critical in order to make the gender audit a success. This includes the ability to ask good questions, and to know the difference between open, closed and leading questions. It also requires an ability to probe in a sensitive manner. In addition, the team should be able to make the most of opportunities to observe. Active listening, the ability to really hear what is being said, and use summarising as a tool to check understanding with the client are important. If the group requires it, you can build in some practice, using groups of three, with an interviewer, interviewee and observer. This will allow participants to role-play a discussion. If time permits, you could bring in a gender focal point from a company and have participants interview that person.

A key reason that we stress soft skills, together with empathy and the ability to adapt to different cultures, is that a gender audit can deal with sensitive topics. The audit team should also avoid the process feeling like an interrogation, something that can occur, particularly when interviews follow a pre-set questionnaire. It is much better if the team can use a framework to guide their conversations with staff, although this does take practice. The questions in the framework provided above are good reminders, but they are not meant to be used as a crutch. This is one of the reasons it is better not to provide the list to groups in advance of the exercise that follows, as there is a tendency for groups to apply the questions in a rather mechanical fashion. Using the framework will also help in the analysis, where it will be necessary to combine both qualitative and quantitative data.

SESSION 5:
ANALYSING PROMOTIONAL MATERIALS FROM A GENDER PERSPECTIVE

OBJECTIVES

By the end of the session, participants can be expected to:

- Have gained insights into how we often unwittingly act or speak in a way that is not gender responsive

- Have an understanding of what gender discriminatory language looks like and how to recognise it in organisations' promotional materials

- Be able to apply this knowledge to carrying out gender audits

TOPICS AND TIMING

Topic	Suggested time
5A Introduction to discriminatory language	20 minutes
5B Analysing materials: exercise	30 minutes
5C Groups' feedback from exercise	10 minutes
5D Addressing discriminatory language	15 minutes
Total	**1 hour 15 minutes**

RESOURCES

- PowerPoint for the session

- Exercise documentation/instructions

- Illustrations for the communication exercise

- Whiteboard/flipchart

- The European Institute for Gender and Equality (IEGE) has many valuable resources about gender-sensitive communication, including *First Steps Towards More Inclusive Language* and *Toolkit on Gender-Sensitive Communication*

- *Let's Speak Gender: Ten principles of gender-responsive communications for development*

- Ensure that participants are asked to bring in organisations' brochures or other publicity materials to analyse in the exercise. It's a good idea for facilitators to bring in some examples too as backup

SESSION CONTENT

5A INTRODUCTION TO DISCRIMINATORY LANGUAGE

"Word choices often reflect unconscious assumptions about values, gender roles and the abilities of women and men. Gendered language is still commonplace in both the workplace and everyday life.... it is paramount to examine our messages to reduce or eliminate word choices that silence, stereotype, or constrain others."

Source: Marin, Florin, UNDP Istanbul Regional Hub. (2018). Let's Speak Gender: 10 Principles of Gender-Responsive Communications for Development United Nations Development Programme (UNDP)

Begin the session with a brief discussion about what communication is in general and gendered communication in particular.

Generally, definitions of communication revolve around the exchange of information. Communication can be spoken, written, symbolic and non-verbal. All of these forms of communication are subject to interpretation based on the speaker and the receiver. Good communication skills are essential for an audit team.

Social and cultural differences mean that people have different ways of viewing reality and this can contribute to misunderstandings. Gender, age, race or socioeconomic class are examples of this. Personality can influence communication styles. Social norms affect how gender is perceived, which in turn affects the way we communicate, and leads to the use of gendered language. Often this process is unconscious. Gender bias in the workplace can also extend to the use of gender-biased questions in job interviews. It may result in non-verbal behaviour during communication, such as when women are interrupted or talked over more than men in a meeting.

At work, language is the primary method of communication used to create and convey ideas, to relate to others and negotiate. Language does not only reflect the way we think, it also shapes our thinking. Communication can create trust and connection or it can alienate and create conflict. Focusing on gendered communication helps us to understand how language is used to shape the reality of people around us.

Communication shapes perceptions about the roles played by women and men in society and in the labour market. Using gender-inclusive and accessible language demonstrates respect toward people and promotes equality in communications.

There are many instances of gender-discriminatory language, which can take the following forms:

- Stereotypes: assigning gender when gender is unknown or irrelevant.

- Invisibility and omission: language that casts the male as the generic norm and keeps women invisible in public life.

- Subordination and trivialisation: language which paints one gender, often women, as inferior or belittles them.

These stereotypes hurt people of all genders by placing expectations on what people should be.

5B ANALYSING MATERIALS: EXERCISE

Use the brochures and materials brought by participants for the exercise. **In groups, ask participants to assess the extent to which communications are gender sensitive or display examples of gender discriminatory language.** To introduce the exercise, you can use the slides that contain examples of discriminatory language. Allow 20 minutes for the groups to have their discussions.

Here is a checklist of signs to look for:

- Can you detect any stereotypes in the language used?

- Can you detect any gender-biased language?

- Does the language reflect the idea that women, men and those of a non-binary gender are independent people of equal value, dignity, integrity and respect?

- Can you detect any hidden gender elements that require the use of gender-sensitive language?
- Can you detect any terms that may be patronising or belittling to one gender?
- Are the adjectives used to describe one gender equally applicable to another gender?
- Does the language used describe women solely in relation to men?
- Can you detect any uses of 'man' or 'he' to describe the experiences of everyone?
- In relation to professional roles, are the terms used gender-neutral (examples: chair, spokesperson and headteacher)?
- If none of the above signs is detected, the language is likely to be free of gender bias.

(adapted from *Let's Speak Gender: Ten principles of gender-responsive communications for development*)

Ask a spokesperson for each group to highlight what they have discovered. Allow ten minutes for this.

The table below provides some suggestions for substituting gendered nouns with more gender-sensitive words.

GENDERED NOUNS	ALTERNATIVES
Businessman or businesswoman	Business executive
Chairwoman or chairman	Chair or chairperson
Policeman or policewoman	Police officer
Repairman	Repairer, technician
Steward or stewardess	Flight attendant
Salesman	Salesperson, sales clerk
Workman	Worker
Man	Person, individual, human being
Mankind	Humanity, human beings, people, men and women
Spokesman	Spokesperson, representative
Manpower	Workforce, human power, labour force, workers
Cameraman	Camera operator, for plural: camera crew

SESSION 6:
ANALYSIS AND VALIDATION OF DATA

OBJECTIVES

By the end of the session, participants can be expected to:

- Be able to use the frameworks and tools to analyse data with a view to assessing the gender responsiveness of the company

- Have had the opportunity to simulate applying the structure to an organisation via the main exercise

TOPICS AND TIMING

Topic	Suggested time
6A Introduction to analysis	15 minutes
6B Audit simulation exercise	90 minutes
Total	**1 hour 45 minutes**

RESOURCES

- PowerPoint for the session

- Exercise documentation/instructions

- Illustrations for the communication exercise

- Whiteboard/flipchart

- Breakout rooms

- Camera and playback facility (if you want to record the presentations)

SESSION CONTENT

6A INTRODUCTION TO ANALYSIS

The participants have now had the opportunity to simulate the application of a framework to assessing the gender responsiveness of an organisation (Session 4). We have also looked at one particular way of gathering information by assessing brochures and promotional material for their gender responsive language (Session 5). We now come to the next stage of the process, which is to begin to analyse the findings. An audit team will gather a lot of information, which will have originated from a variety of sources. **Now, the critical task is to reconcile these sources of evidence and triangulate the data the team has at its disposal.**

Discuss the idea of triangulation with participants. Triangulation is needed because sometimes we get different information about certain topics from different people in the company. We then need to dig a little bit deeper in order to find out what is really happening, and use that additional knowledge to make our assessment. Sometimes we can use observation, or we can look at additional documentation in order to get a better perspective. We also need to consider the source of each

piece of information. Sometimes different departments have completely different views of a particular issue, and that is the reason behind the discrepancies. In resolving inconsistencies, it also makes sense to bring to bear the views of all audit team members. One of the reasons it is so valuable to have diversity among team members in terms of their experience and backgrounds is that the quality of the discussion is better and enriches the findings. This is particularly helpful when it comes to triangulating the data.

Once the inconsistencies have been resolved, the audit team can move to the next step. This is the right time for the audit team to decide whether there are any gaps in the information collected, and whether additional data is required in order to complete the analysis. At this stage, it is advisable to prepare an interim report or presentation to take back to the company. The idea here is to provide an advance view of the key findings, to obtain feedback from the company, and to validate the findings. This is important because if there are important disagreements regarding the findings, it will be difficult to have them accepted by the company. Following these preliminary discussions, the company may furnish additional evidence to support their perspective. Following these discussions with the company, the team can then finalise the analysis and provide the final report.

It is important for participants to understand the difference between symptoms and root causes when they are assessing the gender responsiveness of the company along different dimensions. For example, "a disproportionate number of men in higher positions in the company" is a symptom and the way to address that is to understand the causes. What are the factors that are contributing to this imbalance between men and women in those positions? This will permit the audit team to develop recommendations that tackle those causes. Providing a recommendation along the lines of "increase the number of women in higher positions" is limiting because it does not give the organisation any idea of the potential causes for this state of affairs, and consequently makes it difficult for them to take remedial action. The slides offer two tools that could help participants discuss and analyse the root causes of different symptoms. These are the "five whys" and the "fishbone technique". The facilitator may decide to include these two tools during the presentation or not, depending on the time available.

To leverage resources, it can be helpful to allocate specific parts of the analysis to different members of the team, or to have each member look at two areas so that there is some overlap. In that case, each team member reviews the documentation with a view to responding to a subset of the audit questions, and drafts key points and insights from the analysis. Typical things to look for include: How much reference to gender equality is made in the document, to what extend is the data analysed and conclusions drawn; is there reference to specific actions for addressing inequalities; gender is addressed systematically, high level of gender responsiveness throughout. This also helps identify strengths and any potential gaps. To what extent are there gender-specific documents? Are they widely known and used? Are the insights, conclusions and recommendations used?

6B AUDIT SIMULATION EXERCISE

Part 1: Carry out a mini-audit simulation, for 25 minutes. Ask groups to use the workplace that they used for the visioning exercise. Now they should imagine that they are an audit team in the early stages of data gathering. The group member(s) from the workplace they are focusing on represents the internal company team. Of course, the exercise is a little artificial because the group has not had time to research background information on the company, but the process of thinking through the questions is realistic enough and will help them start to apply the framework.

Use the gender audit framework introduced in Session 4. It is expanded here.

Context: Covers the national and international context and responds to the question: What issues at national or international level affect our organisation? For example:

- The legal and regulatory environment related to gender (as we have reviewed in the gender audit) and their impact on employees and the workplace.

- International conventions and agreements that impact the workplace (such as international conventions related to employment).

- Specific legal and regulatory elements, or norms, that are specific to a given sector.

- Is the company interacting with institutions or organisations within the ecosystem in order to support gender mainstreaming efforts?

Company competence: Looks at the degree of organisational gender expertise and competence that already exists. For example:

- Does the company have a clear and common understanding of gender issues as they relate to the enterprise?

- Does the company have a vision for how it is going to implement gender mainstreaming (if it has not already done so)?

- How does the company conceptualise gender? Is the concept of gender focused on women or on both sexes and the relations between them?

- What is the level of gender expertise in the organisation and where does it sit (covering attitudes, skills, knowledge throughout the organisation)?

- Are there specific employment posts focusing on gender, gender focal points, committees or task forces?

- What efforts have been made to raise awareness, train and build the capacity of staff around gender equality and mainstreaming? How is gender related knowledge and learning shared in the organisation?

- How are resources allocated to gender issues (staff time, funds, buy-in of specialist expertise)?

- Is the current approach to resource allocation enough to achieve the vision?

Strategy and structure: Looks at the extent to which gender is incorporated as part of the company's strategic perspective and whether the company is structured in a way that fosters gender justice. For example:

- **Strategy:** How is gender equality incorporated into the company's strategy and plans? Is there a separate strategy or is gender mainstreamed into different strategic documents, or a mixture of both?

- **Strategy:** Have the strategy and plans been developed through internal and external consultation? Are they based on analysis of evidence? What or who else has influenced the decisions taken?

- **Strategy:** Are targets set for achieving progress towards gender equality?

- **Monitoring and evaluation:** Is there a baseline together with a series of indicators and monitoring plan to ensure that progress is tracked? How is this integrated into reporting arrangements?

- **Monitoring and evaluation:** Is sex-disaggregated data collected and used systematically? Does this include the allocation of resources, activities and results? What are the gaps? Where are the opportunities for improvement?

- **Monitoring and evaluation:** How is accountability maintained? Are staff aware of their responsibilities? Do staff generally understand who is accountable for what beyond their own responsibilities?

- **Operations:** How does the gender strategy and related philosophy filter down into product and service design, production and delivery, marketing, selling and customer relations? How is it reflected in the management of human resources and other areas of work?

- **Operations:** Are budgets set and resources allocated to implementing the action plan? Are the resources adequate?

- **Knowledge management:** How does the organisation collect and store information and knowledge related to gender equality (including sex disaggregated information)?

- **Knowledge management:** How does the organisation generate information and knowledge about gender equality (for example, research, training, experience exchange)?

- **Knowledge management:** How does the organisation retrieve and share information and knowledge, including workshops, events, newsletters? And is it easy to locate and access information?

- **Knowledge management:** How does the organisation make use of information and knowledge?

- **Knowledge management:** How does the organisation disseminate information and knowledge both internally (training and capacity building) and externally (participation in networks, publications including web page, social media, etc.)?

External image and influence: This answers the question about how the organisation is perceived externally by others in terms of its commitment to gender justice, and the extent to which it can influence other organisations to act (either through demanding that supplier adhere to certain provisions, for example, or because they are seen to be leaders in their field). For example:

- Are communications gender responsive: do they use appropriate language and images?

- Is the organisation perceived as a good place for women to work?

- Do leaders in the organisation actively engage in advocating for gender equality and inclusion in the workplace?

- How is gender equality incorporated into dealings with clients, partners, suppliers? Are specific requirements made? Joint initiatives?

- Does the company engage or partner with organisations which are known for their gender focus (NGOs, associations, etc.) Or participate in sector or national task forces or similar which have as their objective gender equality and gender mainstreaming? How do they manage this engagement?

Staff and organisational culture (staffing): As has already been mentioned, it is critical that there is internal buy-in and that the organisation deals with staff in the way that one would expect from a gender just organisation. For example:

- **Gender-just decision making:** What are the formal processes for decision making, on different issues, and at different levels of the organisation? Are women and men equally present in the decision-making groups and the processes and are they heard? Do men and women have equal levels of agency? Where do you detect limits on gender equality?

- **Gender-just decision making:** What are the informal processes at work for decision making, on different issues, and at different levels of the organisation? Does the presence of men and women differ from that in the formal process? The participation? The degree of influence? Where do you detect limits on gender equality?

- **Gender-just decision making:** How does the organisation ensure that gender expertise is available and used for decision making, and that potential differential impacts depending on gender are identified and mitigated against?

- **Staffing and human resources management:** What efforts are made to promote the participation of women at senior levels of the organisation (management and professional staff)? Is a specific budget allocated to this and is it sufficient to achieve the objectives?

- **Staffing and human resources management:** What is the balance between men and women at all levels? How do recruitment and promotion policies and actions contribute to maintaining or improving the balance? What efforts are made particularly in sectors or jobs that are gendered?

- **Staffing and human resources management:** How does the organisation work to identify and eliminate potential bias in all aspects of managing human resources?

- **Staffing and human resources management:** To what extent are policies in place to enable flexible working, for employees to achieve a work/family balance, with family friendly policies that are aimed at both sexes?

- **Staffing and human resources management:** Does the organisation have clear policies related to discrimination, abuse, sexual harassment and violence in the workplace? Are staff comfortable enough to report any instances, and are these dealt with appropriately and effectively?

- **Staffing and human resources management:** To what extent does the organisation consider itself a gender-responsive employer? Where are additional opportunities for improvement?

- **Organisational culture:** To what extent does the organisational culture promote the empowerment of women and men equally? Consider the possibility that some parts of the organisation may exhibit differences.

- **Organisational culture:** Is the work environment gender-responsive? Could this be improved?

- **Organisational culture:** Is the culture conducive to sexual harassment or is there a zero-tolerance environment that everyone buys into and clear indications how to deal with confidential issues if a problem arises?

- **Organisation perception:** How do staff at different levels feel about the achievements related to gender equality? About the changes and results from what has been done, how they relate to the objectives set? Is there a high level of motivation to continue?

Part 2: Once the groups have spent about 25 minutes asking questions, show the slide which depicts a matrix, which covers two illustrative areas. This is one way to structure the analysis, pulling together the notes and views of team members in order to **make a judgement of the gender responsiveness of the organisation**.

Explain the scoring of responses. The idea behind scoring is simply that it is a way to gain an overview of the company's strengths and weaknesses. Ideally use a scoring scale from 0 (gender does not figure anywhere in the area under review) to 5 (gender is fully taken into consideration). The complete scale might look like this:

0	Gender does not figure anywhere
1	Gender is mentioned in passing
2	Gender is developed but only partially
3	Gender is developed but not fully contextualised
4	Gender approach and analysis are included and contextualised, but transformative approach or budget missing
5	Gender is fully taken into account and incorporated, with a transformative approach and resources allocated

Part 3: A spokesperson for the group will be asked to pull together the key points together on a flipchart, as though they were presenting the initial results to the management team. Ask them to think about the order of presentation, the language, etc. Ask each group to present. Provide feedback on content, soft skills, their use of language, etc.

If you have the facilities, it can be useful to record and play back the presentations to consolidate participants' learning.

SESSION 7:
COMMUNICATING GENDER AUDIT RESULTS

OBJECTIVES

By the end of the session, participants can be expected to:

· Understand how to prepare an audit report

· Have a clear idea of how best to organise the provision of feedback to the company being audited

TOPICS AND TIMING

Topic	Suggested time
7A Preparing the gender audit report	20 minutes
7B Structuring the findings	20 minutes
7C Providing feedback	20 minutes
Total	**1 hour**

RESOURCES

· PowerPoint for the session

· Exercise documentation/instructions

· Whiteboard/flipchart

SESSION CONTENT

7A PREPARING THE GENDER AUDIT REPORT

Having completed the analysis of data and the development of recommendations, the next task for the audit team is to present their findings formally to the company. The slides provide a typical table of contents that can be used for a gender audit report. Bear in mind that this is a suggestion, and participants are free to develop their own template.

Some additional points to take into consideration when preparing the report include:

· The report should include the main findings of the assessment, highlight the good practices and propose recommendations for performance improvement and concrete actions to follow up.

· A final report is the basis for subsequent action by the workplace.

· Recommendations are derived from the consultative and reflective process. Generic recommendations are often not very helpful. Therefore, maximum efforts should be made to come up with specific, concrete, feasible, practical and

cost-effective recommendations. For example, if a recommendation is "to enhance capacity building thorough more intensive training", specific suggestions on "types and levels of training to be organised and by whom" should be clearly added. This helps to turn the recommendation into an achievable action.

- The teams that have carried out the gender audit need to ensure that the audited workplace then takes ownership of the report. The facilitation team writes the report on the basis of the outcomes of the activities carried out during the audit process. The director and the staff are responsible for giving effect to the recommendations contained in the report and for monitoring improvement in gender mainstreaming.

- The audit team should be open and willing to integrate any changes the audited workplace considers necessary in order to better reflect the work of the company without compromising the integrity of the audit.

- Annexes to the report should include relevant details such as the audit team's programme/calendar and agenda, list of interviews, list of documents reviewed, examples of outputs of exercises conducted and other interesting and relevant points from the research.

- The final report is the property of the workplace. It may choose to share the report or the executive summary with other units, partner organisations and other groups that participated in the audit; or make it accessible for wider distribution on the internet or organisation's intranet.

One way of organising the key areas (as highlighted in the structure on the slides) are: the organisational context, business operations, organisational culture and human resources, knowledge management and image, and internal perception.

Inspired by the ILO framework, we have adapted it to fit the context of a private sector company. A brief overview of the key areas is shown below. This may be helpful for structuring the presentation of the findings. The framework for data collection and analysis introduced in Session 4 maps fairly easily on to this structure.

- **The organisational context.** The context here is the company that is being audited. What are the relevant and important gender issues for the company (these may also be influenced by issues within the sector in which the company operates)? Does the company have any ongoing gender-related initiatives? What gender expertise (or competences) are present in the company? What kind of awareness raising, training or capacity building is being done?

- **Business operations.** How is gender reflected in the company's strategic objectives, in its policies, processes and procedures? How is gender reflected in the creation of products and services of the company? How does it deal with suppliers, collaborators, distributors, customers and other ecosystem members? Is there a specific budget allocated to improving gender equality in the workplace?

- **Organisational culture and human resources.** How does the organisational culture support or inhibit gender equality? How do human resources-related policies and process support or inhibit gender equality? This may relate to career opportunities, harassment, abuse, violence, lack of appropriate facilities or accommodations, etc.). Is decision-making inclusive and gender responsive? What is the balance of men and women in different hierarchical levels and job types, and is there equal pay?

- **Knowledge management.** How is information and knowledge related to gender managed (collected, stored, retrieved, disseminated)? What systems or instruments have been put in place to evaluate and monitor actions and results related to gender equality (indicators), and how is accountability ensured?

- **External and internal perception.** To what extent is gender equality associated with the image of the organisation? Is that something it is known for? How does both management and staff perceive achievements related to gender equality? How cohesive is this perception, or are there marked divisions in how achievements are perceived depending on where in the organisation the respondent is located?

The importance of the executive summary. A key step in the audit process is the preparation of the executive summary of the audit report. This summary focuses on the major points that need to be highlighted. This may also be prepared in bullet form and can help to structure the PowerPoint presentation that is used for the debriefing session.

The executive summary is used in the debriefing with the senior leaders and may also be distributed to the entire department or company during the feedback session. Generally, the gender audit team decides on the contents of the executive summary. However, the audited organisation staff members may suggest that some additional elements be included. In order to create a balanced approach to the gender mainstreaming efforts undertaken by the organisation, point out key areas of good practice in gender mainstreaming as well as key areas for improvement. A summary of recommendations also helps guide the director and senior staff towards positive future action.

The findings of gender audits may sometimes be inconsistent with the perceptions of directors concerning work accomplished on gender issues. There may be a common understanding of these issues at all levels of the company. As a result, some of the team's conclusions may come as a surprise to the director and the team. This will give rise to discussions, so the audit team needs to be ready with evidence and arguments for the conclusions to be accepted.

It is important, therefore, that the audit team: (i) requests a debriefing meeting with the unit director prior to the feedback session with the department or organisation; (ii) reviews the presentation with the director prior to the debriefing with all staff in order that he/she can become familiar with the overall results of the audit and the recommendations proposed by the facilitation team; and (iii) creates a positive climate during that debriefing to ensure that the director can identify with the recommendations.

Holding the feedback session. The aim of the feedback session is to present the major findings and recommendations of the gender Audit to all members of the organisation or department with the director present. This session is scheduled at the end of the audit and should last about two hours. All members of the facilitation team should participate in the feedback session.

At the beginning of the session, the team should thank staff members and the director for volunteering to participate in the audit. The findings are presented either in a PowerPoint presentation or on a flip chart to focus attention on the major points. The findings should include equal numbers of good practices implemented by the organisation in gender mainstreaming as well as areas for improvement.

Feedback and reporting. Refer back to the discussions on communication. Encourage participants to avoid terms such as "negative" or "shortcomings" and limit examples to three to five good practices and three to five areas for improvement for each are of analysis for optimum impact. These should be carefully chosen, taking into account their importance for the organisation, as well as its ability to act on the improvements.

The team should validate the areas in which the organisation is doing well and point to examples of good practices on which it can build. The feedback session is an ideal opportunity to verify through the participant reactions, whether it is necessary to make some adjustments to priorities and how those changes could support the implementation of the recommendations better.

Audit teams should leave plenty of time for questions and discussions during the feedback session. This is an important opportunity to get the internal team and leaders of the organisation on board. If potential objections or disagreements are not dealt with during this meeting, it is possible that the final audit will not really be accepted by the organisation. The most important component of a gender audit is that the results are internalised, and that suitable action is taken in order to improve the situation in company.

At the very end of the session, a member of the audit facilitation team should explain the next steps relating to the submission of the audit report, as well as responsibility for follow-up. We will deal with these issues in the final session of this training.

SESSION 8:
ENSURING CHANGE: GENDER ACTION PLANNING AND FOSTERING COMMITMENT

OBJECTIVES

By the end of the session, participants can be expected to:

- Have a clear idea of the key elements of a gender action plan

- Understand the potential resistance to change in organisations and develop some ideas about how to address this

- Have a clear idea of the importance of follow up once the gender action plan is complete and develop some ideas about how to ensure this

TOPICS AND TIMING

Topic	Suggested time
8A Developing the gender action plan	20 minutes
8B Overcoming resistance to change	15 minutes
8C Implementation and follow up of the gender action plan	10 minutes
Total	**45 minutes**

RESOURCES

- PowerPoint for the session

- Whiteboard/flipchart

- Resource: *Women's Empowerment Principles Gender Action Plan Template*

SESSION CONTENT

8A DEVELOPING THE GENDER ACTION PLAN

Give a presentation to participants covering how to develop the gender action plan.

Organising a planning session. For maximum inclusion and buy-in, it can be helpful to convene a session lasting one to two days with gender team members and other key staff who should be involved in the discussions. The first step is to share the gender audit report, which includes the validated set of recommendations (ideally this will have been shared beforehand and your role at this point is to highlight the main points as a reminder). You can then facilitate this planning session during which time the gender team members and other invited staff will develop the gender action plan. This plan will include recommendations for action, timeframe, responsible individual, and resources.

Developing the gender action plan. The ultimate aim of the audit process is for the audit team, in collaboration with the workplace being audited, to create a mechanism that supports ongoing gender mainstreaming. They must also provide sufficient information to permit regular monitoring and assessment of progress. The gender action plan fulfils that role, as long as it is taken seriously, actions are sufficiently resourced, and systematically monitored. It can also be an evolving document, with new activities as others are completed. As part of the plan, thought should be given to programming the next gender audit. The key elements of a gender action plan include:

1. Vision and principles

2. Objectives for the action plan

3. Time-bound targets to be achieved (short- and long-term)

4. Key actions, with clear accountability and responsibility defined

5. Governance arrangements

6. Monitoring arrangement (including the capture of sex disaggregated data)

7. Reporting and programming of next gender audit

Gender action plan template. This template (see slide) is intended to provide a way for the audit team to organise the recommendations in a gender action plan. It is helpful to organise the recommendations in chronological order, but to consider any dependencies at the same time. If the workplace being audited already has an action planning tool the audit team may adapt this instead. Existing tools may include planning worksheets, score cards, or other tools.

8B OVERCOMING RESISTANCE TO CHANGE

Implementing a gender action plan implies some kind of organisational change. Often organisations are resistant to change. It is therefore important for gender audit teams to have an understanding of how resistance to change can manifest and wire to colours. **Brainstorm with participants some organisational reasons why change might be resisted, as well as why employees might resist change.** After discussion, you may use the slide to summarise some of the main ideas and add any ideas that were not sorted by participants.

(Note, we have allocated 15 minutes for this discussion, but it might take longer according to participants' familiarity with the subject.)

Managing change successfully. As part of the gender audit team, participants may not personally be involved in managing the process in the organisation unless there are explicit provisions for regular follow-up by the team. However, it may be possible to include some strategies to overcome potential resistance in the plan itself, or at least to discuss these issues with the in-company team that will be charged with implementing the gender action plan. Slide 8 on managing change successfully depicts the general process from raising awareness about the need for gender responsiveness to going deeper by educating individuals. At some point, it will be necessary to motivate individuals into action. The best way to do this is to have so-called champions who are individuals within the organisation that lead the change. It is only once these initial stages of the process have been gone through, that it is possible to build the capacity of staff.

From this point on, management can begin to think about ways to support, reinforce and reward good behaviour. Over time, the change will become institutionalised in the organisation. However, it is important to note that this is not a quick process. One of the ways of helping to produce change in organisation is to be very clear about the benefits and risks to becoming a more gender just organisation. In the early sessions of this training, we talked about some of the benefits, including improved productivity, a better work climate, increase in turnover, enhanced company reputation. However, it is important to be frank about some of the risks including the time and cost of achieving these changes. The potential disruption caused by resistance to change means that the process may take longer than expected.

8C IMPLEMENTATION AND FOLLOW UP OF THE GENDER ACTION PLAN

Follow-through is one of the most important tasks in order to ensure that a gender action plan is implemented. In that respect, the gender audit is only the first step. **The gender action plan is the second step, which is then followed by an implementation phase.** The implementation phase gives rise to another gender audit at an agreed point in time and the cycle begins again. In addition to understanding the cycle, it is important that the organisation has a clear understanding of the need for governance and puts in place the arrangements for the plan to be effectively managed.

When the audit team has presented the gender action plan and it has been officially adopted, the full gender audit process is complete. However, the work does not end there. Now the gender team in the company must ensure that the recommendations and activities contained in the action plan are carried out, evaluated and reviewed. To make sure this happens, someone must be accountable for regularly reviewing the plan, at least twice a year.

For the review to be effective, provisions for monitoring the activities in the gender action plan must be included in the job responsibilities of at least one staff member (the gender officer or focal point if there is one). Without such accountability, monitoring may not be done. Adding relevant performance criteria to the job description of designated individuals can help to create motivation and accountability.

We know that effective gender mainstreaming improves moral, effectiveness, productivity and leads to greater empowerment of women and girls, in addition to added benefits for men and boys. Gender mainstreaming is one key to workplace and economic success.

PROGRAMME CLOSE: EVALUATION AND NEXT STEPS

OBJECTIVES

- To answer any outstanding questions

- To administer evaluation forms

- To prompt individual action: How will you implement this in your own professional life?

- To find opportunities for follow up, and discover what other help participants might need

SESSION CONTENT

Allow some time for a question and answer session to resolve any outstanding issues from participants.
Depending on what they are, you may be able to respond, or they may be outside the scope of the workshop, in which case you can signpost the participant to other sources.

Allow time for your evaluation forms to be completed, as it is better to have these done immediately after the session before participants disperse. Let participants know if there will be a follow up evaluation.

Ask the participants to think about how they will apply the learning from this training programme, and what other help they need. You can ask participants to respond directly or as part of the evaluation form.

If you are providing certificates, you can present them now. You can also invite participants to share their plans for their next steps with one another, and exchange contact details, if they don't have them already.

Formally close the training.

ANNEXES

ANNEX I: EXTRA EXERCISE: EXPLORING PRECONCEPTIONS ABOUT GENDER AND SEX

Time: Approximately seven minutes for the exercise and 15 minutes for the discussion and debrief.

This exercise is carried out in groups and aims to highlight potential unconscious bias or preconceptions about gender to the surface.

PREPARATION

Prepare five flip chart papers with common sayings about women and men. Write the sayings on the flip chart and leave space for the relevant remarks. The following common sayings can be included:

- Boys are rude, girls are gentle.

- Men are good constructors, women are not.

- Women can give birth to children, men cannot.

- Women are better at caring about others.

- Women are smaller than men.

- Women have long hair and men have short hair.

- Men do not need tenderness and are less sensitive than women.

- Women can breastfeed babies, men cannot.

INSTRUCTIONS

Ask the participants to come up to the flip charts and put their "agree" or "disagree" signs right under the sayings using green colour – for gender, blue colour – for sex (colours can be different).

DISCUSSION

Count every "gender" and "sex" mark. Discuss the sayings with the participants (for example, why are women smaller? Do they ever meet tall women? Or do they ever see small and thin men?). Lead the participants to the understanding that different sayings reflect our expectations from men and women, but many of them depend on sex, not on gender.

ANNEX II: A BRIEF INTRODUCTION TO THE ILO PARTICIPATORY GENDER AUDIT METHODOLOGY

As part of the *ILO Participatory Gender Audit Methodology*, ILO establishes three tools for gender governance.

I.   Vision, or policy on gender equality;

II. Act, or the implementation of the policy by means of an action plan; and

III. Verify, which is the PGA in order to establish accountability.

We begin the process with the participative gender audit, in order to set a baseline for future improvement. A company may already have gender policies in place, and may have been working to an earlier action plan. However, equally, the company may not have implemented any conscious steps to improve gender equality in the workplace and to eliminate discrimination, sexual harassment and gender-based violence. In either case, the gender audit permits us to take a snapshot of how things are now.

Components and levels of a gender audit: Different levels of analysis – society, organisation, work unit, individual

Focus on internal and external dimensions:

- Internal: marketing, communications, image, web presence; products and networks; relationships with clients, suppliers and other stakeholders

- Internal dimension: human resource management; working conditions (OSH): organisational culture; allocation of resources; production methods

Overview of the participatory gender audit process:

- Desk review: at a distance (1-3 months)

- Direct observation and dialogue: in the organisation (1-2 weeks)

- Final report: office based, consultation with company (1-2 months)

At the beginning of the audit process, you should plan to develop a strong timeline and projected dates for each stage of the gender audit process.

The audit process can take between two and six months to complete. Each step of the audit requires planning and logistical details that can and often do, meet with unexpected roadblocks. Gaining senior level support can take several meetings, conducting the survey takes several weeks from start to finish, data analysis is time consuming, and setting up and conducting focus group conversations also takes several weeks.

To complete the audit, you will announce and share the gender action plan widely within the organisation.

Prerequisites for implementing a gender audit:

- A gender audit helps to understand the extent to which gender mainstreaming has been institutionalised in a given organisation.

- The two main approaches to gender audits are the participatory gender audit (highlights the importance of the participation of the organisation as a vehicle for organisational learning) and the gender mainstreaming framework.

- The participatory gender audit involves desk research (secondary information); semi-structured interviews with staff (primary research) and a collaborative workshop.

- A gender audit needs to address the different levels within an organisation:

  - **Top level leadership:** Is there top-level commitment and does this commitment filter down to all levels?

  - **Enabling Environment:** Is gender mainstreamed into strategic and operational planning? Are structural elements in place - policies, programmes, processes, etc?

  - **Internal Capacity:** Are human resources adequate - top level commitment, gender champions, involvement at all levels - and are gender related activities and results explicit as part of the responsibility of staff?

  - **Monitoring, Evaluation & Learning:** Are indicators set and is data collected and monitored on a regular basis, and used as feedback and learning for the organisation to continually improve?

ANNEX III: REFERENCES AND FURTHER READING

Gender audit methodologies, toolkits and exercises for training

Moser, Caroline. (Sunday, May 1 2005). *Report - An Introduction to Gender Audit Methodology*. Brookings

Moser, Caroline. (2005) *Environment and Urbanization. An Introduction to Gender Audit Methodology: its Design and Implementation in DFID Malawi*. Overseas Development Institute (ODI) and the British Department for International Development (DFID), London

Maranga, Stella Kerubo. (2014). *Gender Audit – AACES program in Malawi and Tanzania Report of Gender Audit Conducted in Malawi and Tanzania*. AACES Africa Integrated Community Development Program

(May 18, 2018). *Unlocking Opportunities for Women and Business: A Toolkit of Actions and Strategies for Oil, Gas, and Mining Companies*. CommDev

(July 2017). *Gender in Sustainable Development Collection of Exercises for Training of Trainers (ToT)*. This manual was developed by WECF and ALGA (Kyrgyzstan)

Gender audit - Gender Mainstreaming Tool. EIGE (European Institute for Gender Equality)

Gender responsive communications

Marin, Florin, UNDP Istanbul Regional Hub. (2018). *Let's Speak Gender 10 Principles of Gender-Responsive Communications for Development United Nations Development Programme* (UNDP)

(2019). *Toolkit on Gender-sensitive Communication A resource for policymakers, legislators, media and anyone else with an interest in making their communication more inclusive*. EIGE (European Institute for Gender Equality)

Handbooks and training

(July 2017). *Gender in Sustainable Development Collection of Exercises for Training of Trainers (ToT)*. This manual was developed by WECF and ALGA (Kyrgyzstan)

Revised by Jeannie Harvey, Ph.D., (2010) Original by Patricia Morris, Ph.D. (1995), (2003) With contributions from Suzanne Kindervatter, Ed.D. Amy Woods, MS. *The Gender Audit Handbook A Tool for Organizational Self-Assessment and Transformation*. Inter Action, A United Voice for Global Change

Team exercises to explore gender equality issues BBC

Gender Bias Bingo

Examples of gender action plans

Fall 2016 Consultative Group Meeting. (2016-2021). *Gender Action Plan*. GFDRR (Global Facility for Disaster Reduction and Recovery)

(2018) *D8.1 –Gender Equality Plan Template*. SAGE (Systemic Action for Gender Equality)

WEPs Gender Action Plan - Template. WEPS (Women's Empowerment Principles)

WEPs *Glossary of Terms and Definitions*

Examples of gender audit reports

ICIMOD Gender Audit – Final Report

Central Bank of Jordan Gender Audit Report 2018

Gender Audit of the African Institute for Mathematical Sciences October 2013

Integrating a Gender Lens into Small and Growing Business Support Measurement, Aspen Network of Development Entrepreneurs

Gender Audit of Media Organizations in Rwanda 2018

Gender audit of main political parties in Zimbabwe

Towards a Gender-Sensitive Private Sector in the OPT

Gender Audit – AACES program in Malawi and Tanzania 2014

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