



Joy Development Organization (JDO)

Gender Mainstreaming Policy

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Hawassa, Ethiopia

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Table of Contents

I. Introduction	1
II. Purpose, Scope and Significance of the Manual	2
Chapter One: Conceptual Analysis	3
1.1 Definitions and Descriptions of Gender Concepts	3
1.2 Gender Equality as a Goal	5
1.3 Gender Mainstreaming as a Strategy	7
Chapter Two: Gender Mainstreaming Policies and Procedures	8
2.1. General Policy	8
2.2. Recruitment and Training of Women	9
2.3. Terms and Conditions of Work for Women	9
2.4. Mainstreaming Gender in Project Planning	9
2.5. Procedures to Influence Development Agenda	10
2.6. Procedures to Promote Women's Involvement	11
2.7. Procedures to Incorporate Gender in Logical Framework	11
2.8. Procedures for Organizational Capacity Building	12
Chapter 3: Avoiding Gender-based Discrimination and Harassment in the Workplace	15
3.1 General Policy	15
3.2. Prohibited Conduct	16
3.3. Sexual Harassment	17
3.4 Employee Responsibilities	18
3.5 Responsibilities of Supervisors	18
3.6 Dissemination	18
3.7 Complaint Process	19
Appendices	20

I. Introduction

Women's empowerment and their full participation on the basis of equality in all spheres of the society are fundamental for the achievement of sustainable development. Sustainable development requires the involvement of women in economic and social development, equal opportunities and the full and equal participation of women and men as agents and beneficiaries.

Women fulfill important roles as development practitioners. They have the knowledge, experience and skills of coordinating and managing development processes. However, no matter the level of responsibility, they have no opportunity to participate fully in the development process for a variety of reasons. Thus it becomes quite a necessity to reverse this situation and bring women frequently on the scene for consultation and allow their full participation in development management.

Today there is a general improvement from the side of the Ethiopian government in terms of availing favorable environment for gender equality. The constitution of Joy Development Organization (JDO), in this case, recognizes the importance of considering gender issues in the overall development aspects of the organization. This could be ensured mainly through mainstreaming gender at all level of development activities undertaken by the organization.

JDO has been exerting a lot of efforts to promote gender mainstreaming at different levels in the organization. Similarly, the organization has developed this manual to enable its staff, members and volunteers to address gender issues in their work and integrate gender in all the stages of a project life cycle.

The manual is divided into four main chapters. The first chapter deals with background ideas and concepts. It contains definitions and descriptions of gender concepts. It also contains narrative background information on gender equality as a development goal and gender mainstreaming as a strategy. Chapter two discusses the four key steps of mainstreaming gender and staff responsibilities. The third chapter contains practical tools and guidance on the four key steps of gender mainstreaming. The final chapter describes some gender based workplace policies.

II. Purpose, Scope and Significance of the Manual

One of the aims of any development policy is to contribute to the elimination of poverty. A key component of the strategy to achieve this is to promote equality for women, particularly for those who make up the majority of people living in poverty in developing countries, including Ethiopia. Promotion of gender equality and the empowerment of women is part of the responsibility of all development organizations, including JDO. This integral to work in all sectors, and at all levels from national to community level projects.

This gender manual is designed to help the staff and members of JDO in recognizing and addressing gender issues in their work. The intention is to shade light on gender, make the concept and practice of gender mainstreaming accessible to a wide audience, and clarify when to call in specialist help. Even as designed for JDO staff and partner organizations, the manual should provide useful information and guidance for staff from any kinds of civil society organizations striving to recognize and address gender issues in their work. The manual is intended to be enabling rather than prescriptive. It focuses on the processes of gender mainstreaming which are similar in all sectorial contexts, and also similar, in some instances, to other processes of social development and organizational change.

This manual enables the staff and members of JDO to easily understand and optimally utilize the gender equality perspectives in their day-today operations. The Manual widely presents gender analysis tools and mainstreaming methodologies to facilitate gender sensitive development process in different sectors. It targets both office level staff and field level community participation promoters/community workers.

In general this manual is such a useful quick reference/hand book that can also be further utilized by various level government and non-government organizations engaged in the development works.

Major policy and strategy documents of JDO have been reviewed to prepare this manual. Some of these include Admin Manual, Financial Manual.

Chapter One: Conceptual Analysis

1.1 Definitions and Descriptions of Gender Concepts

Gender: Refers to the socially constructed roles and responsibilities assigned to women and men in a given culture or location. Gender identity is learned and changes over time. It is a word used to describe a set of social qualities and behaviors expected from men and women by their societies. Gender is not a biological factor: girls and boys are not born knowing how they should look, dress, speak, behave, think or react. Their gender masculine and feminine identities are constructed through the process of socialization, which prepares them for the social roles they are expected to play. These social roles and expectations differ from culture to culture and at different periods in history they can and do change.

Gender Roles and Relations: Refers to the ways in which a culture or society defines rights, responsibilities, and identities of men and women in relation to one another.

Gender Equality: Refers to an equal sharing of power between women and men in their access to education, health, administrative and managerial position; equal pay for work of equal value; equal seats in parliament; and among others the same status, rights and responsibilities for women and men.

Equality of Opportunity: This means that women should have equal rights and entitlements to human, social, economic and cultural development, and an equal voice in civic and political life

Equity of Outcomes: This means that the exercise of these rights and entitlements leads to outcomes which are fair and just.

Gender Sensitive: Refers to being aware of the differences between women's and men's needs, roles, responsibilities, and constraints.

Gender Analysis: Implies an organized approach for considering gender issues in the entire process of program or organizational development. The purpose of gender analysis is to ensure that development project and programs fully incorporate the roles, needs, and participation of women and men. Gender analysis requires separating data and information by sex (known as gender disaggregated data) and understanding how labor, roles, needs and participation are divided and valued according to sex. Gender analysis is done at all stages of development projects.

Sex Disaggregated Data: Refers to the information that is collected and analyzed separately for men and women.

Reproductive Role: Comprises the childbearing/rearing responsibilities and domestic tasks undertaken by women, required to guarantee the maintenance and reproduction of the labor force. It includes not only biological reproduction but also the care and maintenance of the workforce (husband and working children) and the future workforce (infants and school-going children).

Productive Role: Comprises work done by both women and men for payment in cash or kind. It includes both market production with an exchange value, and subsistence/ home production with an actual use-value, but also a potential exchange value. For women in agricultural production this includes work as independent farmers, peasants' wives and waged workers.

Community Managing Role: Comprises activities undertaken primarily by women at the community level, as an extension of their reproductive role. This is to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care and education. It is voluntary unpaid work, undertaken in free time.

Community Politics Role: The community politics role in contrast comprises activities undertaken by men at the community level and in organized formal political level. It is usually paid work, either directly or indirectly, through wages or increases in status and power.

Access to and Control over Resources: Refers to the concept that individuals have the access to resources for carrying out their activities and the command that have over the benefits that derive from these activities.

Women's Empowerment: includes the following factors: acquiring understanding of gender relations and the ways in which these relations can be changed; developing a sense of self-worth, a belief in one's ability to secure desired changes and the right to control one's own life; gaining the ability to generate choices and exercise bargaining power; and developing the ability to organize and influence the direction of social change to create a more just social and economic order, nationally and internationally.

Gender Mainstreaming: The process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a

strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

1.2 Gender Equality as a Goal

The empowerment of women and the promotion of gender equality is one of the eight internationally agreed development goals designed to achieve gender equality. JDO strives to create fair and equal opportunities for both women and men and mainstreamed gender in all aspects of the institutional policies and practices. The organization looks gender issues in the broader sense of empowerment and provision of opportunities and space for participation at different levels.

Millennium Development Goal 3

Goal: Promote gender equality and empower women.

Target: Eliminate gender disparity in primary and secondary education preferably by 2005 and to all levels of education no later than 2015.

Indicators:

- Ratio of girls to boys in primary, secondary and tertiary education
- Ratio of literate females to males of 15-24 year olds
- Share of women in wage employment in the nonagricultural sector
- Proportion of seats held by women in national parliament.

Research has shown that education for girls is the single most effective way of reducing poverty. In this context, the elimination of gender disparity in education has been selected as the key target to demonstrate progress towards gender equality/women's empowerment. However, education alone is not enough. Progress towards gender equality in education is dependent on success in tackling inequalities in wider aspects of economic, political, social and cultural life, and this is reflected in the indicators of progress.

Gender equality is given such high priority because:

Gender equality is essential to poverty elimination: There is a growing and compelling body of evidence which shows that women not only bear the brunt of poverty but that women's empowerment is a central precondition for its elimination. Poverty elimination can only be

achieved by addressing the disproportionate burden of poverty, lack of access to education and health services, and lack of productive opportunities borne by women.

Gender equality is integral to a rights-based approach to development: Human rights, defined and upheld by the international community, are universal, and based on the equal worth and dignity of all women and men. Internationally agreed human rights include standards of health, education and the right to a secure livelihood, as well as civil, political and legal rights. Everywhere there are significant ways in which men's and women's responsibilities, opportunities and influence are unequal, although the nature and extent of inequality varies from society to society. Although there are instances where men are disadvantaged in comparison to women, generally women and girls have fewer opportunities, lower status and less power and influence than men and boys. Millions of women around the world:

- Have to work harder than men to secure their livelihoods
- Have less control over income and assets
- Have a smaller share of opportunities for human development
- Are subject to violence and intimidation
- Have a subordinate social position
- Are poorly represented in policy- and decision making.

Gender inequality represents a huge loss of human potential, with costs for men as well as for women. Gender equality doesn't simply or necessarily mean equal numbers of men and women or boys and girls in all activities, nor does it necessarily mean treating men and women or boys and girls exactly the same. It signifies an aspiration to work towards a society in which neither women nor men suffer from poverty in its many forms, and in which women and men are able to live equally fulfilling lives. It means recognizing that men and women often have different needs and priorities, face different constraints, have different aspirations and contribute to development in different ways.

Gender equality and women's empowerment are inextricably linked. Women will only win equality when they are able to act on their own behalf, with a strong voice to ensure their views are heard and taken into account. This means recognizing the right of women to define the objectives of development for them. An important message is that gender equality and the empowerment of women is achievable. Another important message is that achieving gender

equality is not a one-off goal. Progress can all too easily be eroded. Gender equality needs to be constantly promoted and actively sustained.

1.3 Gender Mainstreaming as a Strategy

Gender mainstreaming was established by international public organizations, such as UN, as the internationally agreed strategy to promote gender equality. It plays a considerable role in addressing women's needs in development work. The constitution of JDO, in this case, recognizes the importance of gender mainstreaming in all aspects of the institutional policies and practices and at all level of development activities undertaken by the organization.



Chapter Two: Gender Mainstreaming Policies and Procedures

2.1. General Policy

- 2.1.1 Gender mainstreaming policies aim at fair and positive opportunities for both women and men in JDO development intervention. Gender shall be mainstreamed in all aspects of the human resource policies and practices of the organization.
- 2.1.2 Affirmative action would be taken to enhance women's empowerment and participation and hence to improve their contribution in JDO's development endeavors.
- 2.1.3 Gender issues shall be looked at in the broader sense of empowerment and provision of opportunities and space for participation of both men and women at different levels on equal basis.
- 2.1.4 JDO works to ensure the principle and practice of equity in pay, benefits and other development opportunities for both women and men.
- 2.1.5 Gender sensitivity shall form a criterion in staff recruitment, promotion, project planning and in all development activities undertaken by the organization.
- 2.1.6 JDO recognizes the right of employees to work in an environment free of personalization, stigmatization and harassment on sex grounds.
- 2.1.7 JDO is committed to the creation and provision of a working environment that is free of intimidation and abuse. In this regard, JDO pursues a zero tolerance policy for any action construed as sexual harassment.
- 2.1.8 Sexual harassment is prohibited whether it occurs at the workplace or elsewhere in the course of employment responsibilities or working relationships (for example, at work related social functions, at work-related conferences or training events, during work-related travel or during a working interaction with partners and communities).
- 2.1.9 It is also the responsibility of every JDO staff to fight sexual harassment in the work place as understood in this policy. Staff who aids or covers the commission of any act of sexual harassment shall be held liable under this policy.

2.2. Recruitment and Training of Women

- 2.1.10 More efforts shall be made to identify and recruit competent and qualified women for senior level positions.
- 2.1.11 Training and capacity building programs shall focus on the special development needs of women at all levels. Particular emphasis will be given to build their leadership capacity.
- 2.1.12 Gender shall be one of the criteria in designing and developing redundancy plans.
- 2.1.13 Gender shall be special subject in staff induction programs and processes.

2.3. Terms and Conditions of Work for Women

- 2.1.14 Terms and conditions of employment remain the same for both women and men for similar and compatible jobs.
- 2.1.15 However, certain working conditions may be flexibly adapted to suit women's family responsibilities, especially nursing mothers.
- 2.1.16 Although working conditions need to be flexible for working mothers, there shall be no compromise in performance requirements.
- 2.1.17 A woman whose employment is to be terminated or given notice of termination on redundancy while she is on maternity leave or is about to take her maternity leave shall be given coping up benefit of one month's salary.
- 2.1.18 Supervisor shall arrange cover for and revise work plans of women who are away on maternity leave to avoid workload or non-fulfillment of performance plan.
- 2.1.19 JDO shall arrange working facilities that are responsive in particular to the needs of women workers.

2.4. Mainstreaming Gender in Project Planning

- 2.1.20 Gender analytical research should be conducted and sex disaggregated statistical data (about beneficiary groups, employees, management, etc) should be collected to ensure effective gender mainstreaming.
- 2.1.21 Gender Analytical Framework should be developed to collect sex disaggregated data and gender analytical information which is very important ingredients to ensure effective project planning. (For sample gender analytical framework see appendix 1)

- 2.1.22 Information systems should routinely be disaggregated by sex; gender analysis (an examination of women's as well as men's experiences, needs and priorities) should routinely be part of social and institutional appraisal and monitoring processes; and gender analytical studies should be commissioned to examine particular issues and address information gaps. This information is necessary to identify gender difference and inequality; to make the case for taking gender issues seriously; to design policies and plans that meet women's and men's needs; to monitor the differential impact of policy, project and budget commitments on women and men.
- 2.1.23 Women as well as men should participate in decision-making at all levels of project cycle management which include project initiation, planning, implementation, monitoring and evaluation.
- 2.1.24 Practical action should be taken to promote greater equality of influence, opportunity and benefit on the basis of context-specific sex disaggregated data and gender analytical information and a clear understanding of women's and men's priorities. These actions need to be explicitly included in policy and project documents and frameworks, backed up with staff and budgets, and monitored and reviewed through appropriate indicators of change.
- 2.1.25 Appropriate capacity-building activities should be explicitly included in policy and project documents and frameworks, backed up with staff and budgets, and monitored and reviewed through appropriate indicators of change.

2.5. Procedures to Influence Development Agenda

- 2.5.1. All processes of policy development and project design should involve participatory consultation with women as well as men in beneficiary groups.
- 2.5.2. Gender equality advocates (men as well as women) should be organized and given responsibility to devise ways of opening up spaces to ensure women's active involvement in consultation and decision-making.
- 2.5.3. Gender advocates should make efforts to persuade those in positions of power and authority to take gender equality and women's empowerment seriously.

2.6. Procedures to Promote Women's Involvement

- 2.6.1 Practical measures should be to ensure that project information reaches women that they are able to attend meetings and that meetings provide a forum in which they can actively participate.
- 2.6.2 Open discussions involving men and women should be conducted on women's roles, responsibilities, priorities and constraints can be elaborated in more detail; but specific measures may also be needed to overcome the deference or muting of women's views in front of men.
- 2.6.3 Efforts should be made to work with existing women's NGOs or community organizations.
- 2.6.4 Early consultation with men, particularly community leaders, and attempts to promote positive attitudes towards women's active participation, should be made. Men's negative attitudes to women's increased involvement have often shifted once the benefits to the community, households, and women themselves have been demonstrated.
- 2.6.5 Gender-sensitive partnerships should be built between community representatives and local authorities. This involves supporting and training community representatives to negotiate effectively for gender sensitive services; training staff to increase their understanding of gender issues, needs and rights, as well as their responsibility for delivering gender-aware responses; and developing activities to increase information to marginalized groups, including women, about the services and resources they can expect, e.g. service charters setting out standards of provision.

2.7. Procedures to Incorporate Gender in Logical Framework

- 2.7.1. In the context of projects, the project logical framework is the key document for mainstreaming gender. It fulfills many functions: it provides a structured framework for participatory project design discussions; it presents in summary form the agreed key aspects of the project; it is an instrument of accountability; and it provides the basis for budgeting and review processes.

- 2.7.2. It should be clearly specified in logical framework that which activities and outputs are targeted to women, which to men and which to both Replacing general terms such as the poor or poor farmers with, where appropriate, poor men and women and poor male and female farmers makes women as well as men clearly visible and avoids misunderstanding.
- 2.7.3. The promotion of gender equality (benefit for women as well as men) should be an aspect of the purpose and goal of all development policies/projects concerned with impacting on people's lives. This should be reflected in Indicators and, where possible, also in the wording of the purpose/goal statement. If benefit to men and women is part of the goal and purpose, specific activities/outputs will be required to bring this about and need to be included in the logical framework.
- 2.7.4. It is mandatory to have one output specifically concerned with targeted activities for women. Targeted outputs of this kind should complement activities to mainstream gender throughout the policy/project. Benefit for women as well as men should be considered as an aspect of each output it is principally important to include gender in output indicators and associated activities.
- 2.7.5. To promote benefit for women as well as men there should be targeted activities, backed up with human and financial resources. Resource allocation is directly linked to the activity line of a logical framework.
- 2.7.6. Gender-sensitive qualitative and quantitative indicators should be developed to measure benefits to women and men. Quantitative indicators refer to the numbers and percentages of women and men or organizations involved in or affected by any particular group or activity. Qualitative information refers to perceptions and experiences.

2.8. Procedures for Organizational Capacity Building

- 2.8.1. Gender focal persons/change agents/gender entrepreneurs/gender advocates should be organized, to take responsibility for spearheading, supporting and sustaining gender work. The role of these staff is not to take full personal responsibility for gender work, but to act as catalysts supporting and promoting gender-related skills and approaches amongst professional colleagues.

2.8.2. The role of gender focal staff include thinking strategically about where efforts and available resources should be focused; identifying and taking advantage of opportunities to mainstream gender; seeking out allies (internally and externally); mobilizing resources; providing convincing justifications for the relevance of gender mainstreaming to the organization and its activities; facilitating the development and monitoring of gender policy and action plans; developing and monitoring systems and procedures for mainstreaming gender; and developing and supporting gender mainstreaming skills, knowledge and commitment with professional colleagues and partners i.e. through training, guidelines and support.

2.8.3. Senior management should demonstrate commitment for organizational capacity building by:

- Making demands on staff for information, ideas, and progress reports on gender mainstreaming and gender equality
- Providing recognition to staff for innovation/achievement related to gender
- Integrating gender equality into speeches and statements on a range of subjects and not reserving comments on this theme purely for gender/women-specific occasions.
- Allocating sufficient resources, financial and human, for the promotion of gender mainstreaming.
- Participating in discussions on gender issues i.e. opening workshops, chairing panels, sponsoring discussions.
- Providing moral support
- Supporting policy advocacy and dialogue on gender, e.g. raising it in discussions with politicians and representatives of development organizations
- Promoting measures to develop gender equity within organizational structures, procedures and culture.

2.8.4 All staff should take responsibility for:

- Understanding the different roles, responsibilities, and experiences of women and men in relation to the issue being addressed
- Seeking out opportunities to actively involve women as well as men in consultation and decision-making processes
- Acting on women's as well as men's priority concerns

- Seeking out ways to promote benefit for women as well as men
- Being personally informed about gender issues and gender mainstreaming, and seeking out ways of promoting this understanding and commitment amongst colleagues and partner organizations
- Being aware of personal attitudes and behavior and the ways in which these affect communication with women and men and understanding of development and change.

Chapter 3: Avoiding Gender-based Discrimination and Harassment in the Workplace

3.1 General Policy

3.1.1 JDO is committed to providing every employee, prospective employee, volunteers and partners with a work environment free from gender-based discrimination or harassment.

3.1.2 Forms of employment discrimination or harassment based upon the following protected categories are prohibited and will not be tolerated: sex/gender (including pregnancy), marital status, family background, social status, economic status, education level, affection or sexual orientation, gender identity or expression, or disability.

3.1.3 JDO reserve the right to take either disciplinary action, if appropriate, or other corrective action, to address any unacceptable conduct that violates the anti- gender based discrimination and harassment policies specified in this manual, regardless of whether the conduct satisfies the legal definition of discrimination or harassment.

3.1.4 Gender-based discrimination/harassment undermines the integrity of the employment relationship, compromises equal employment opportunity, debilitates morale and interferes with work productivity. Thus, anti- gender based discrimination and harassment policies apply to all employees and applicants for employment in JDO departments/projects.

3.1.5 JDO will not tolerate harassment or discrimination by anyone in the workplace including supervisors, co-workers, or persons doing business with JDO. The anti- gender based discrimination and harassment policies also apply to both conduct that occurs in the workplace and conduct that occurs at any location which can be reasonably regarded as an extension of the workplace (any field location, any off-site business-related social function, or any facility where JDO's business is being conducted and discussed.

3.1.6 The anti- gender based discrimination and harassment policies also apply to third party harassment. Third party harassment is unwelcome behavior involving any of the protected categories referred to in 3.1.2 above that is not directed at an individual but exists in the workplace and interferes with an individual's ability to do his or her job. Third party harassment based upon any of the aforementioned protected categories is prohibited.

3.2. Prohibited Conduct

- 3.2.1 Engaging in any employment practice or procedure (such as recruitment, selection, hiring, training, promotion, transfer, assignment, layoff, return from layoff, termination, demotion, discipline, compensation, fringe benefits, working conditions and career development) that treats an individual less favorably based upon any of the protected categories stated in 3.1.2 above.
- 3.2.2 Using derogatory or demeaning references regarding any protected category set forth in 3.1.2 above. A violation of this policy can occur even if there was no intention the part of an individual to harass or humiliate another.
- 3.2.3 Discriminating against an individual with regard to terms and conditions of employment because of being in one or more of the protected categories referred to in 3.1.2 above.
- 3.2.4 Treating an individual differently because of the individual's sex, marital status or other protected category, or because an individual has the physical, cultural or linguistic characteristics of protected category.
- 3.2.5 Treating an individual differently because of marriage to, civil union to, domestic partnership with, or association with persons of a protected category; or due to the individual's membership in or association with an organization identified with the interests of a certain protected category; or because an individual's name, domestic partner's name, or spouse's name is associated with a certain protected category.
- 3.2.6 Calling an individual by an unwanted nickname that refers to one or more of the above protected categories, or telling jokes pertaining to one or more protected categories;
- 3.2.7 Using derogatory references with regard to any of the protected categories in any communication.
- 3.2.8 Engaging in threatening, intimidating, or hostile acts toward another individual in the workplace because that individual belongs to, or is associated with, any of the protected categories.

3.2.9 Displaying or distributing material (including electronic communications) in the workplace that contains derogatory or degrading language or images pertaining to any of the protected categories.

3.3. Sexual Harassment

3.3.1. It is a violation of anti-sexual harassment policy to engage in sexual (or gender-based) harassment of any kind. For the purposes of this manual, sexual harassment is defined, as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when, for example:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

3.3.2 Examples of prohibited behaviors that may constitute sexual harassment and are therefore a violation of anti- sexual harassment policy include, but are not limited to:

- Unwanted physical contact such as intentional touching, grabbing, pinching, brushing against another's body or impeding or blocking movement;
- Verbal, written or electronic sexually suggestive or obscene comments, jokes or propositions including letters, notes, e-mail, text messages, invitations, gestures or inappropriate comments about a person's clothing;
- Visual contact, such as leering or staring at another's body; gesturing; displaying sexually suggestive objects, cartoons, posters, magazines or pictures of scantily-clad individuals; or displaying sexually suggestive material on a bulletin board, on a locker room wall, or on a screen saver;
- Explicit or implicit suggestions of sex by a supervisor or manager in return for a favorable employment action such as hiring, compensation, promotion, or retention;

- Suggesting or implying that failure to accept a request for a date or sex would result in an adverse employment consequence with respect to any employment practice such as performance evaluation or promotional opportunity; or
- Continuing to engage in certain behaviors of a sexual nature after an objection has been raised by the target of such inappropriate behavior.

3.4 Employee Responsibilities

3.4.1 Any employee who believes that she or he has been subjected to any form of gender-based discrimination/harassment, or who witnesses others being subjected to such discrimination/harassment is encouraged to promptly report the incident(s) to a supervisor or directly to the Executive Director or to any other persons designated by the organization to receive workplace discrimination complaints.

3.4.2 All employees are expected to cooperate with investigations undertaken pursuant to 3.7 below. Failure to cooperate in an investigation may result in administrative and/or disciplinary action, up to and including termination of employment.

3.5 Responsibilities of Supervisors

3.5.1 Supervisors shall make every effort to maintain a work environment that is free from any form of gender-based discrimination/harassment.

3.5.2 Supervisors shall immediately refer allegations of gender-based discrimination/harassment to the Executive Director, or any other individual designated by the organization to receive complaints of workplace discrimination/harassment.

3.5.3 A supervisor's failure to comply with these requirements may result in administrative and/or disciplinary action, up to and including termination of employment. For purposes of this section, a supervisor is defined broadly to include any manager or other individual who has authority to control the work environment of any other staff member such as department heads, service section heads, assistant/deputy heads, project coordinators and liaison officers.

3.6 Dissemination

3.6.1 Each department/office shall annually orient all of its employees, including part-time and seasonal employees, on gender mainstreaming policies and procedures.

3.6.2 The policy, or summarized notice of it, shall also be posted in noticeable locations throughout the office building of the organization. The organization shall introduce the policy to vendors/contractors with whom it has a direct relationship.

3.7 Complaint Process

3.7.1 The Executive Director of JDO is responsible for designating an individual or individuals to receive complaints of discrimination/harassment, investigating such complaints, and recommending appropriate remediation of such complaints.

3.7.2 All investigations of discrimination/harassment claims shall be conducted in a way that respects, to the extent possible, the privacy of all the persons involved. The investigations shall be conducted in a prompt, thorough and impartial manner.

3.7.3 The results of the investigation shall be forwarded to the Executive Director to make a final decision, in accordance with the Human Resources Policy, as to whether a violation of the policy has been substantiated.

3.7.4 Where a violation of this policy is found to have occurred, the organization shall take prompt and appropriate remedial action to stop the behavior and deter its reoccurrence. The organization shall also have the authority to take prompt and appropriate remedial action, such as moving two employees apart, before a final determination has been made regarding whether a violation of this policy has occurred.

The remedial action taken may include counseling, training, intervention, mediation, and/or the initiation of disciplinary action up to and including termination of employment.

3.7.5 Each department/office shall maintain a written record of the discrimination/harassment complaints received. Written records shall be maintained as confidential records to the extent practicable and appropriate.

Appendices

Appendix 1: Gender Analytical Framework

Gender analytical framework is a practical tool to collect this information. The following is a general analytical framework, to assist gender analysis of development organizations. Questions and areas of enquiry should be adapted as appropriate for the purposes of advocacy, policy/project planning or monitoring and evaluation.

Category of Inquiry	Issues to Consider
1. Work Program	
Policy and action plans <ul style="list-style-type: none"> • Gender Policies • Attention to gender in all policies 	Gender policies <ul style="list-style-type: none"> • Is there a gender policy? When was it developed, who was involved in formulation? • Is it based on context-specific gender analytical information and sex disaggregated data? • What Implementation and monitoring procedures look like? All policies <ul style="list-style-type: none"> • Are gender issues included in other policies? To what extent? Are the gender aspects based on context-specific gender analytical information and sex disaggregated data? • Implementation and monitoring procedures • Impact of mainstream policy (sector restructuring; introduction of user fees) on women and men
Policy influencing	<ul style="list-style-type: none"> • What is the attitude of senior management staff to gender issues? • Who does the management consult with (internally and externally) about gender issues? • Who are the formal and informal opinion leaders? Do they take gender issues seriously? • Which external organizations and people have an influence on the organization? Do they take gender issues seriously? • What are the decision-making bodies? What role do women and men play in decision-making?
Human resources <ul style="list-style-type: none"> • Gender focal staff • All staff 	Gender Focal Staff <ul style="list-style-type: none"> • Is there a designated gender unit/staff member? Since when? Structure/ mandate/resources? What do they do? How effectively? • Perceptions of gender focal staff/perceptions of staff in the rest of the organization?

	<p>All staff</p> <ul style="list-style-type: none"> • Responsibility for gender equality issues? Training? Knowledge and skills? Attitudes to gender? • Is sensitivity to gender issues included in job descriptions/ assessed at interview/monitored at appraisals?
<p>Financial resources</p> <ul style="list-style-type: none"> • Gender equality initiatives on the ground • Staff capacity-building initiatives 	<p>Gender equality initiatives on the ground and staff capacity-building</p> <ul style="list-style-type: none"> • Funding for what activities, to what effect?
<p>Systems, procedures and tools</p>	<ul style="list-style-type: none"> • Is attention to gender issues included in routine systems and procedures (information systems; appraisal, planning and monitoring procedures)? • Have staffs been issued with guidelines /information/tools on gender mainstreaming?
<p>2. Working Culture</p>	
<p>Staffing statistics</p>	<ul style="list-style-type: none"> • Numbers of men and women at each level in the organization, and according to role/sector • Interview/recruitment/promotion/training and career development - sex disaggregated statistics • Wages, i.e. sex disaggregated statistics
<p>Men's and women's practical needs</p>	<ul style="list-style-type: none"> • Does the organization create a safe and practical environment for women and men (consider issues like transport arrangements, working hours, travel commitments, toilets, childcare responsibilities)
<p>Organizational culture</p>	<ul style="list-style-type: none"> • How does information flow in the organization i.e. formally and informally? To what extent are women/men included in communication networks? • What are the main shared values of the organization? Do these relate in any way (explicitly or potentially) to gender equality? • Is decision-making centralized or decentralized? To what extent do individual staff has room for maneuver? • What is the attitude towards male/female staff? • Incidence/perceptions of sexual harassment?
<p>Staff perceptions</p>	<ul style="list-style-type: none"> • Male and female staff perceptions of gender issues at

	work
Policy and action	<ul style="list-style-type: none">• Does the organization have an Equal Opportunities policy or equivalent directives? What does this policy cover? How has it been implemented and promoted? To what extent does it affect practice within the organization?



Appendix 2: Gender Equality Action Framework

This outline gender equality action framework is designed to assist in planning discussions. In all sectors and contexts, possible action to promote gender equality broadly falls into the listed categories. Agreed actions to promote gender equality should be included in policy and planning documents, and backed up with staffing, resources and indicators of change.

Types of Action	Issues to Consider
<i>Organizational Level</i>	
Information systems and research	<ul style="list-style-type: none"> • Collating and commissioning targeted gender analytical research • Establishing sex disaggregated information systems
Building the capacity of staff in management, policy-making and implementation agencies	<ul style="list-style-type: none"> • Developing staff gender-related skills, knowledge and commitment through e.g. training workshops, consultancy support, provision of guidelines
Promoting gender equality in policy-making, management and implementation agencies	<ul style="list-style-type: none"> • Development of procedures to promote equality in recruitment and career development • Identifying and addressing gender-related issues in the organizational culture
Solidarity and networking	<ul style="list-style-type: none"> • Activities to link together individuals and groups working for gender equality
<i>Beneficiary Level</i>	
Addressing women's and men's practical needs	<ul style="list-style-type: none"> • Recognizing and addressing practical needs/problems identified by and particular to either women or men e.g. developing domestic labor saving devices for women
Promoting equality of access and benefit	<ul style="list-style-type: none"> • Promoting greater gender equality in relation to resources, services, opportunities and benefits e.g. increasing women's access to previously male dominated employment opportunities
Increasing equality in decision-making	<ul style="list-style-type: none"> • Promoting women's and men's equal participation in community level decision-making institutions and in community representation
Addressing the ideology of gender inequality	<ul style="list-style-type: none"> • Working with beneficiary groups to reflect on gender norms, traditions and values e.g. participatory community workshops on HIV/AIDS • Addressing inappropriate gender stereotypes e.g. reviewing school text books for inappropriate gender stereotyping

Appendix 3: Organizational Capacity Building Framework

Activities to develop staff understanding and skills in gender mainstreaming should be developed on the basis of a clear understanding of existing levels of knowledge. This assessment should be part of the process of institutional appraisal. Staff with designated responsibility for mainstreaming gender and building staff capacity will almost always be necessary. Capacity-building initiatives should be included in policy documents and project plans, backed up with staffing and resources, and measured with appropriate indicators of change.

Type of Action	Issues to Consider
<i>Gender focal staff</i> (with responsibility for spearheading, supporting and sustaining gender mainstreaming in the organization as a whole)	<ul style="list-style-type: none"> • Clear and agreed terms of references (TORs) • Training in gender mainstreaming and advocacy • Professional support i.e. back-stopping consultancy, networking
<i>Financial resources</i>	Budget allocations for: <ul style="list-style-type: none"> • Staff capacity-building activities • Gender equality initiatives
<i>Capacity building strategies</i>	<ul style="list-style-type: none"> • Gender policy and action plan • Staff gender training • Internal and external networks • Development of checklists and guidelines • Commissioning gender research • Developing sex-disaggregated information systems • Including gender issues in staff TORs/interviews/appraisals • Monitoring and reviewing policy commitments
<i>Management support</i>	<ul style="list-style-type: none"> • Ways of winning, promoting, sustaining and capitalizing on management support
<i>Equal opportunities</i>	<ul style="list-style-type: none"> • Attention needs to be paid to gender equality within the structure, culture and staffing of development organizations as well as in their policies, programs, and procedures.