

Gender Analysis of Save the Children Norway's Education Programme

Draft Report

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Acronyms

AM	Award Managers
CO	Country Office
CP	Child Protection
CRG	Child Rights Governance
CSO	Civil Society Organisation
ECHO	Directorate-General for European Civil Protection and Humanitarian Aid Operations
GEM	Gender Equality Marker
MEAL	Monitoring, Evaluation, Accountability and Learning
NMFA	Norwegian Ministry of Foreign Affairs
SC	Save the Children
SCN	Save the Children Norway
SPSS	Statistical Package for Social Sciences
TA	Technical Advisor

Summary

Background and objectives

The purpose of the assignment was to conduct a gender analysis of Save the Children Norway's (SCN) long term education programme and education in emergencies education programme. The aim was to determine the level to which SCN's education programmes address gender equality, a key priority in the Save the Children (SC) Movement. SC aims for all programmes to be gender-sensitive by 2018 and all programmes to be gender transformative by 2030.

Methodology

The analysis consisted of three main parts: 1) a review of 26 education and education in emergencies proposals (including results frameworks and budgets) using the SC Gender Equality Marker (GEM); 2) an online survey shared with country offices and SCN Award Managers, resulting in 43 respondents; and 3) interviews with 19 SCN staff. Data was analysed using Microsoft Office Excel and the Statistical Package for Social Sciences v. 24.

Key findings, conclusions and lessons learnt

Most of SCN's proposals, 81%, do not meet the minimum SC standard of being gender sensitive, with the majority only incorporating gender elements to a certain extent (Figure 1). The area that COs had the most difficulty incorporating gender into was allocating technical and financial resources to work with gender.

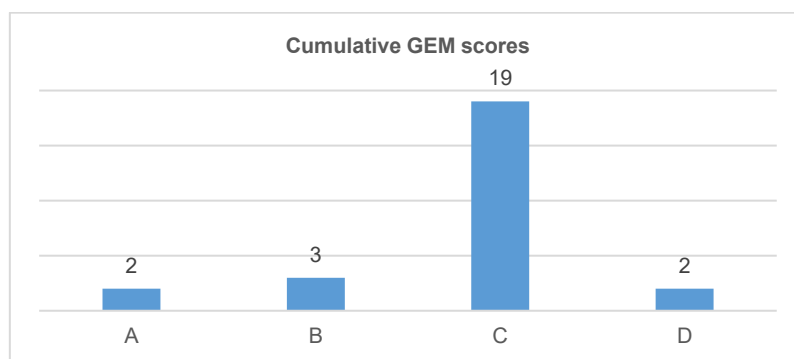


Figure 1 Cumulative Gender Equality Marker (GEM) scores for all proposals reviewed.

Gender analyses are neither consistently used in the project design phase nor in the needs assessment phase. Monitoring, Evaluation, Accountability and Learning (MEAL) indicators for gender are very weak and are limited to data disaggregation by sex and age. Although the GEM is new, the Gender Equality Program Guidance & Toolkit was published in 2014 and only 16% of staff have ever used it. Most respondents, 86%, used gender analyses in the design or implementation of projects. The two most determining factors for use of gender analyses were (1) having a clear mandate on mainstreaming gender within teams and (2) confidence level in the understanding of gender mainstreaming. There are mixed views on where the responsibility of monitoring gender should lie, with mixed opinions on the roles of Technical Advisors (TAs), Award Managers (AMs) and Area Directors in the process. There is a perception that gender is not prioritised by senior management and SCN staff await a clear steer and mandate from their managers on how SCN expects to work with gender. Although there was agreement amongst interviewees that more resources need to be invested on staff time working on gender, there were mixed views about how the gender staff role should be structured.

Recommendations

1. If SCN would like to improve the way in which it is working with gender, an investment needs to be made in human resources. It is recommended that **SCN consider the recruitment of a Gender Equality and Social Inclusion (GESI) Advisor** who will be able to work on several cross-cutting issues.

An alternative is to recruit a **Gender Advisor on a short-term, two-year contract, with clear terms of reference and deliverables** to capacitate the various departments within SCN to come to standard with regards to gender.

2. In the short-term, it is recommended that **SCN borrow or purchase gender technical assistance from other members** with strong resources on gender such as Save the Children Sweden.
3. During the interviews, it was clear that several staff members had strong gender competence. It is therefore recommended to **vet existing gender competence within each department** to gain understanding of how each team can be better capacitated.
4. For SCN to work systematically on gender, it needs to be embedded in the day-to-day activities of each department. It is recommended that **each department delegate a 'Gender Champion'** who monitors each department's work on gender and supports colleagues in working on gender. The task can be rotated among team members every six months.
5. It is possible that while gender may not be explicitly addressed throughout proposals, it would be addressed during implementation. It is therefore recommended that **AMs evaluate the latest annual reports** to determine the level of gender integration. The information should then be used to guide future annual plans.
6. While outcomes agreed on with donors cannot be changed, it is possible to introduce activities that are gender-sensitive and that will contribute to reaching overall outcomes. It is therefore recommended that **AMs identify where these gaps lie in their respective portfolios and support COs to introduce gender-sensitive activities** in the remaining Norad framework period and in new project proposals.
7. It is recommended that **TAs identify gender-sensitive activities related to their respective thematic area** that could improve the quality of projects and of gender mainstreaming.
8. **MEAL systems need to be introduced to allow for more in-depth data collection on gender.** Current data collection is limited to sex and age disaggregation and this is not sufficient for quality gender programming. **It is also important to support COs to introduce gender-sensitive data collection methods when conducting gender analyses.**
9. In SCN's current structure, AMs have end-to-end responsibility for grants. Based on the outcomes of this analysis, the AMs workload with regards to addressing cross-cutting issues in addition to their current workload poses a risk in working systematically with gender and other cross-cutting issues. **It is therefore important that the Programme Quality Department and International Programmes Department put systems in place that will facilitate a realistic way for AMs and TAs to work on gender going forward**

1. Background and description

This report presents the findings of a gender analysis commissioned by Save the Children Norway (SCN) focusing on its education programme. The analysis focused on documenting and analysing SCN's education programme's ability to effectively identify the unique needs of girls and boys, and advance gender equality.

Save the Children's (SC) 2016 – 2018 strategy identified gender equality as the top cross-cutting issue to be addressed across the Movement. SC aims for 100% of programmes to be gender-sensitive by 2018, and 100% of programmes to be gender transformative programming by 2030.

- **Gender Sensitive:** when the different needs, abilities, and opportunities of boys and girls, and men and women, are identified, considered and accounted for. SC believes all its work should be gender sensitive as a minimum standard.
- **Gender Transformative:** when SC uses a gender sensitive approach and promotes gender equality, while working with key stakeholders to identify, address, and positively transform the root causes of gender inequality for women and men, girls and boys. SC strives to utilise gender transformative approaches whenever possible across its programs, advocacy and organisation.

2. Scope and purpose of the analysis

The purpose of the analysis was to:

- Assess the extent of the gender equality marker of education programmes and whether SCN's education programmes are gender sensitive and gender transformative.
- Give recommendations for future gender programming.

The analysis covered SCN's long term Education programmes and Education in Emergencies programmes funded by Norad, Norwegian Ministry of Foreign Affairs (NMFA), Directorate-General for European Civil Protection and Humanitarian Aid Operations (ECHO) and UNICEF during the period 2015-2016.

3. Methodology

3.1. Data collection methods

The analysis focused on answering the following questions:

- Whether a gender analysis was done during needs assessment (review needs assessment, situational analysis, background, overview of context/target area/local environment and project participants)?
- Whether a gender analysis was included in activities (review project approach, objectives and activities, include program budget and capacity building strategies and budget for staff/partners where possible)?
- Whether gender analysis in outcomes (review logframe, indicators, and MEAL strategies) is included?
- Whether gender equality project objectives are included in the education programmes?
- Whether gender mainstreaming is addressed in the project design?

- Whether the targeted action for gender equality (project principal purpose to advance gender equality) is articulated in the education projects?

To answer these questions, data collection consisted of three main parts.

1. A review of the education proposals funded by four donors: Norad, NMFA, ECHO and UNICEF.

Each proposal was reviewed using SC’s Gender Equality Marker (March 2016 version) and therefore the results from each set of proposals are fully comparable. The Gender Equality Marker (GEM) gives proposals a score in one of four categories, depending on the degree to which they address gender as shown in Figure 2.

The proposal review included review of the narrative, results framework and budget. Fourteen Norad proposals were reviewed: two were excluded because one proposal focused on child protection only and the other had a results framework in Spanish and therefore could not be reviewed by the evaluator. The rest of the review included one NMFA framework agreement covering several countries, seven ECHO proposals and four UNICEF proposals.

The detailed scorecards for each of the 26 proposals will be shared with the project team for learning going forward.

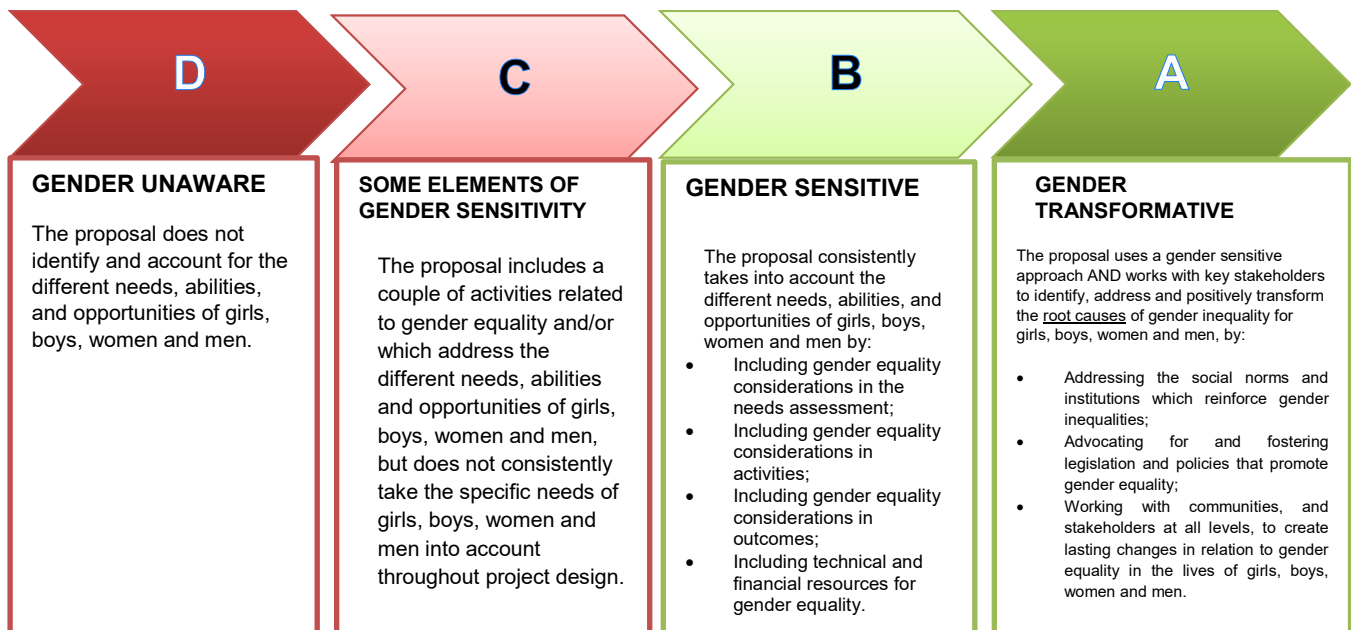


Figure 2 The four GEM categories. Source: Save the Children International.

2. The second part of the analysis consisted of an online survey using QuestBack which was shared with all country offices in SCN’s current portfolio and was also completed by SCN Award Managers who were not available for an interview. In total, 43 responses were received.

The survey consisted of different kinds of response possibilities, such as binary (Yes/No), Likert-scale (Not at all confident, Somewhat confident, Neutral, Confident,

Very confident), rated-scale (scale 1-10) and open responses. The survey questions were finalised following a consultation with Save the Children UK's gender advisor. The survey was available online from 6-31 October. A copy of the survey can be found on SCN's QuestBack account.

3. The final part of the analysis included interviews with 19 SCN staff and one interview with Save the Children UK's gender advisor. Six interviews were conducted over Skype or telephone and 13 interviews in person. Semi-structured interview questions were used. Heads of Sections and Area Directors were asked a different set of questions from Award Managers and Technical Advisors, as the roles differ in the way that they approach gender, and the way in which they are expected to work with gender. The list of interview questions can be found in Annex 2 and list of interviewees in Annex 3.

3.2. Data analysis

Proposal review data was analysed using Microsoft Office Excel and survey data was analysed using the Statistical Package for Social Sciences (SPSS) v. 24. Data analysis included charts, descriptive statistics and correlations.

4. Findings

4.1. Proposal review

4.1.1. Norad proposals

In total, 14 Norad proposals were reviewed. Eight proposals scored a C, incorporating some elements of gender, three proposals scored a B and were found to be gender sensitive meeting the minimum SC standard, and two scored a D and were found to be gender unaware. One proposal scored an A and was found to be gender transformative (Figures 3 & 4).

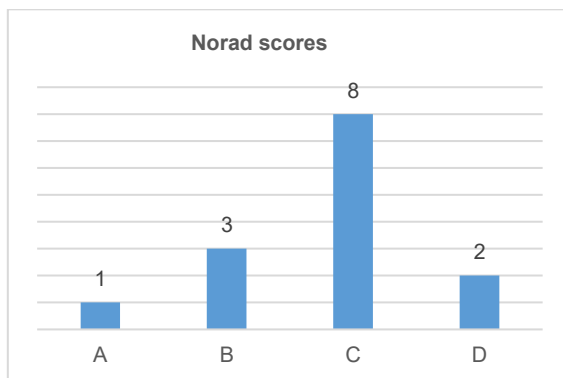


Figure 3 Norad scores, absolute numbers.

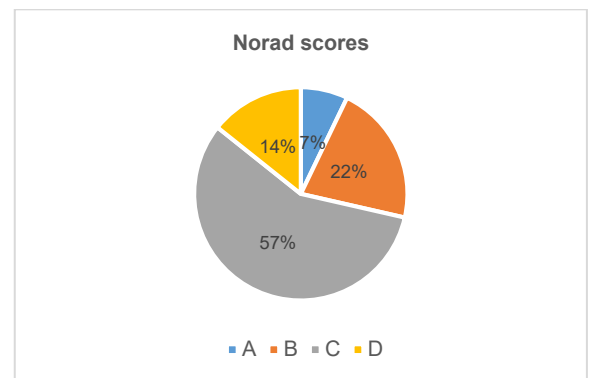


Figure 4 Norad scores, percentages

The evaluator also looked closely at the way in which proposals performed in each of the five categories of the Gender Equality Marker (GEM) as displayed in Figure 5 below.

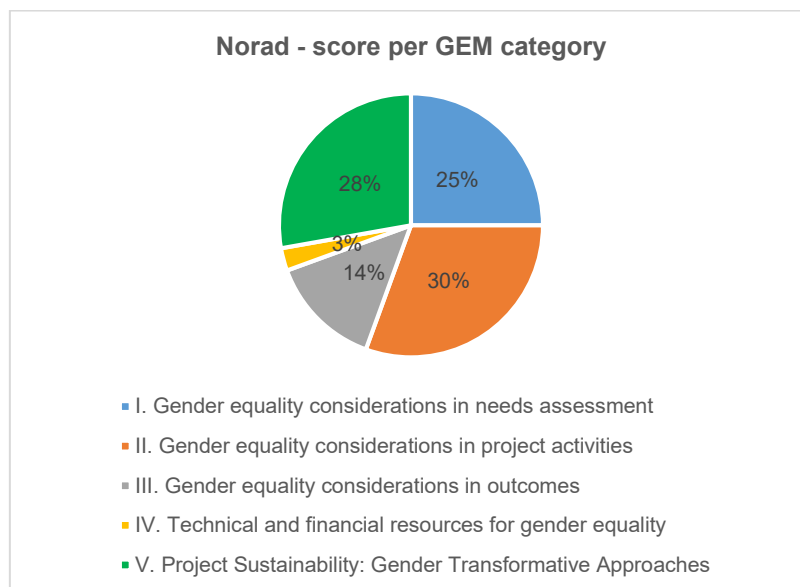


Figure 5 Distribution of Norad scores per GEM category.

One third of proposals incorporated some elements of gender in project activities (e.g. some measures to address gender barriers or gaps), 28% included some potentially gender transformative approaches (e.g. working with communities and stakeholders), 25% did consider gender in the overall needs assessment, 14% addressed gender at the outcome level and 3% (one proposal) included technical and financial resources for gender in their project design – the gender transformative proposal (Figure 5).

Since each Norad proposal was quite extensive and addressed several thematic areas, the evaluator also looked at the degree to which gender elements were incorporated into each thematic area as shown in Figure 6.

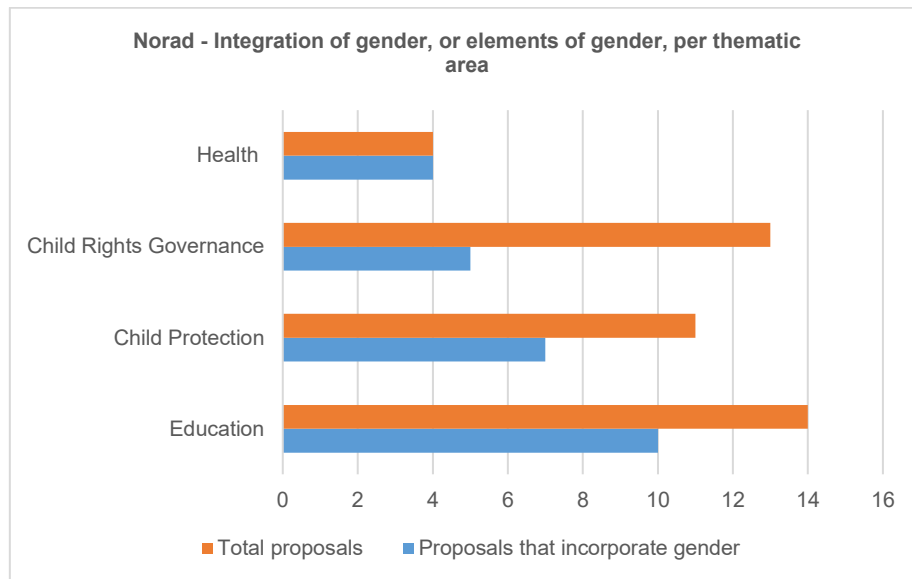


Figure 6 Incorporation of gender, or elements of gender, per thematic area in Norad proposals.

As Figure 6 shows, 100% of proposals that incorporated health elements also included gender components related to that thematic area. For the remaining thematic areas, this was less consistent, with 71% of proposals addressing gender in education, 69% addressing gender in child protection and 38% addressing gender in child rights governance.

4.1.2. ECHO proposals

There was less variation with regards to the GEM scores in the ECHO proposals. Most proposals (86%) scored a C and were found to have incorporated some elements of gender, and one proposal was found to be gender transformative (Figures 7 & 8).

It is interesting to note that using the ECHO Gender/Age Marker, most proposals (57%) rated themselves as gender sensitive (a score of 2), contrary to the evaluator’s findings (Table 1).

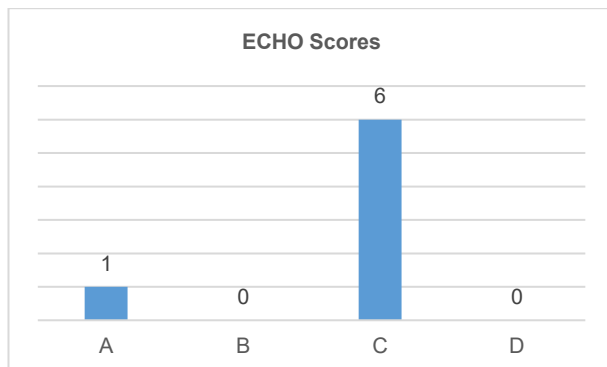


Figure 7 ECHO scores, absolute numbers.

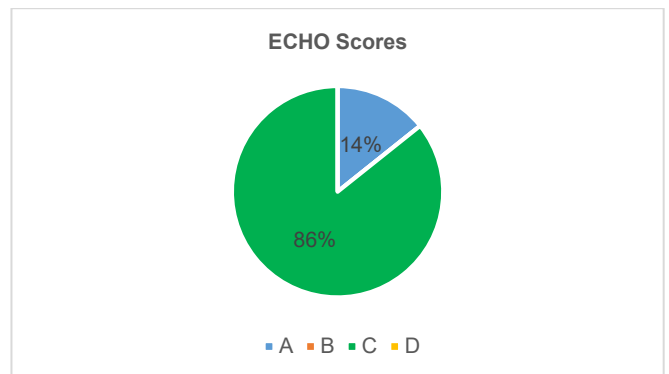


Figure 8 ECHO scores, percentages.

Table 1 In the ECHO Gender/Age Marker, 0= the action barely integrates gender and age, 1= the action integrates gender and age to a certain extent, 2= the action strongly integrates gender and age.

ECHO Gender/Age Marker score	GEM score
1	C
2	C
2	C
2	C
2	A
1	C
2	C

With regards to the distribution of scores per GEM category (Figure 9), an equal number of proposals (35%) incorporated elements of gender in the needs assessment and activities. An equal number (12%) incorporated elements of gender in outcomes and sustainability. One proposal incorporated elements of gender in technical and financial resources. As with the Norad proposal, this was also the gender transformative proposal.

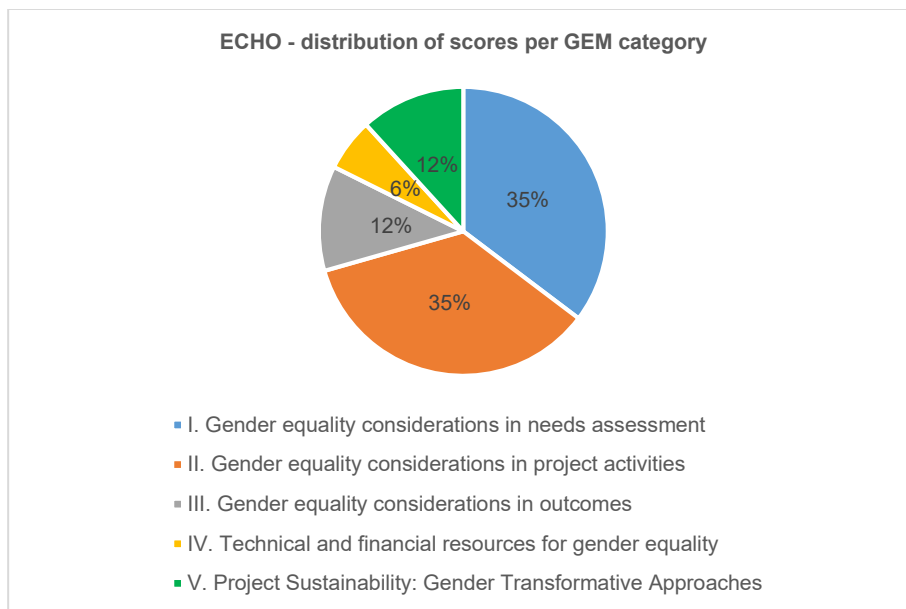


Figure 9 Distribution of ECHO scores per GEM category.

4.1.3. NMFA proposal

One NMFA proposal was reviewed – a framework agreement covering several countries. The proposal scored a C, incorporating some elements of gender in the needs assessment and in project sustainability. Furthermore, although the proposal covered three thematic areas (education, health and child protection), it only incorporated gender in the child protection section.

4.1.4. UNICEF proposals

Four UNICEF proposals were reviewed. All proposals scored a C (Figure 10 & 11). Most proposals incorporated elements of gender in project activities and one proposal incorporated gender in technical and financial areas of project design (Figure 12).

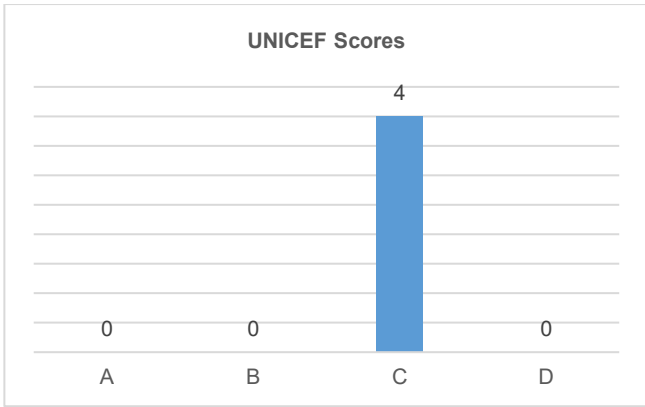


Figure 10 UNICEF scores, absolute numbers.

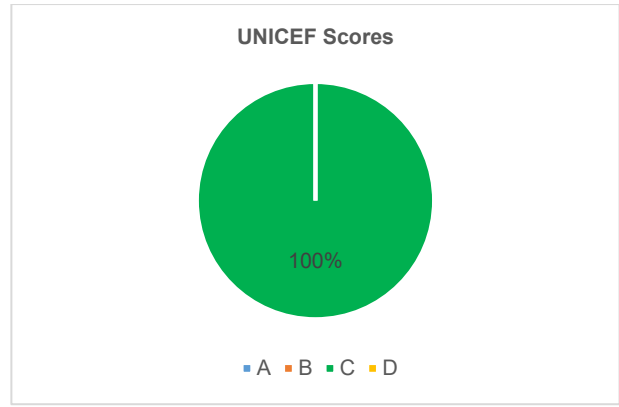


Figure 11 UNICEF scores, percentages.

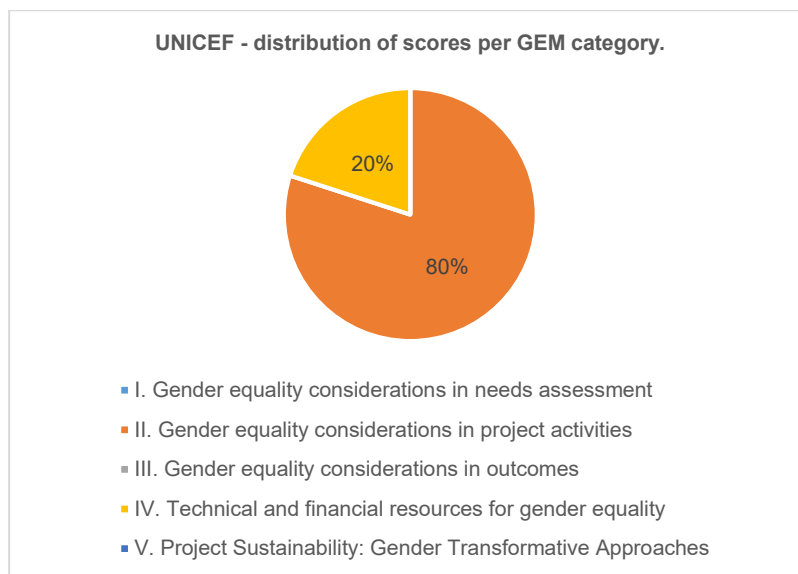


Figure 12 Distribution of UNICEF scores per GEM category.

4.2. Online Survey

A total of 43 responses were received. Tables 2 and 3 show the distribution of respondents by the country they work in and their area of work. Overall, responses were received from 12 of the 16 Norad framework countries. Most respondents worked with education, followed by awards, which includes Awards Managers and Grant Managers. Fifty percent of the respondents had worked for SC for over 5 years and the other 50% for less than 5 years.

Most respondents (86%) find gender mainstreaming to be important in the design and implementation of projects (Figure 13).

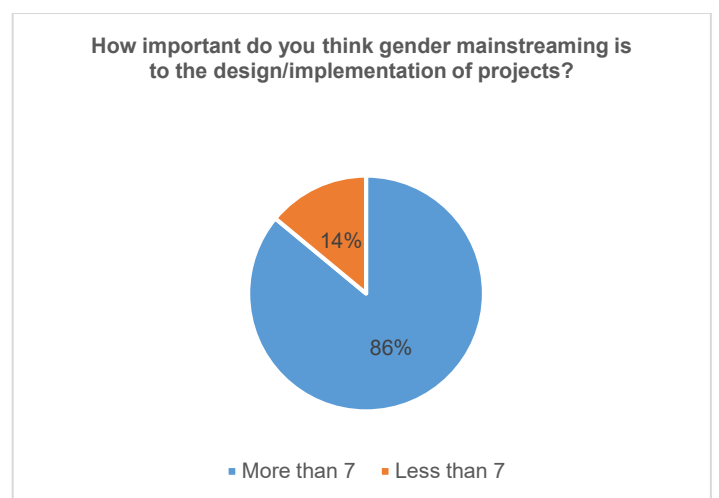


Figure 13 Percentage of respondents who find gender mainstreaming important (rated as 7 or more) and those who found it less important (rated as less than 7).

Table 2 Distribution of respondents by country.

		Frequency	%	
Valid	Malawi	8	19	
	Norway	8	19	
	Uganda	6	14	
	Zimbabwe	6	14	
	Somalia	5	13	
	Ethiopia	3	7	
	Cambodia	1	2	
	Laos	1	2	
	Lebanon	1	2	
	Mozambique	1	2	
	Myanmar	1	2	
	Nepal	1	2	
	Niger	1	2	
	Total		43	100

Table 3 Distribution of respondents by area of work.

CP/CRG= Child Protection/Child Rights Governance. MEAL= Monitoring, Evaluation, Accountability and Learning.

		Frequency	%	
Valid	Education	15	35	
	Awards	12	28	
	CP/CRG	5	12	
	Health	3	7	
	MEAL	2	5	
	Fundraising	1	2	
	Gender	1	2	
	Management	1	2	
	Total		40	93
	Missing	-	3	7
Total		43	100	

Respondents were asked whether they had used the Gender Equality Program Guidance & Toolkit and the Gender Equality Marker Scorecard. Most respondents (87% on average) had not used either one of the tools (Figure 14). Respondents were then asked a few questions related to their experience of using the tools. However, these responses are not insightful as such a low number of respondents had used either of the tools.

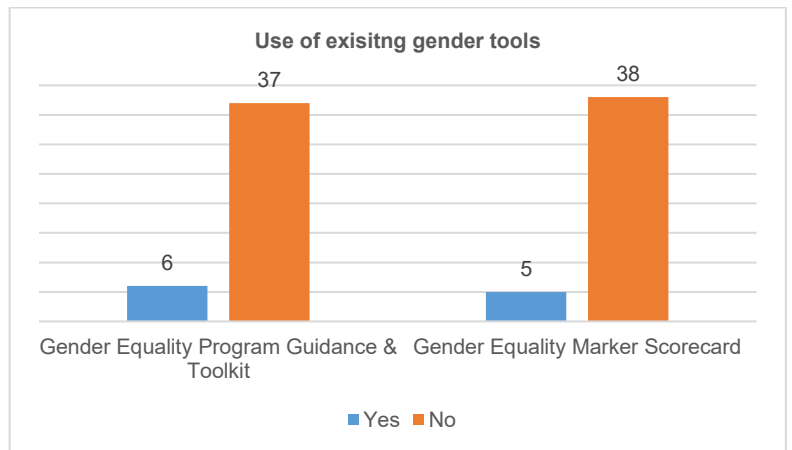


Figure 14 Use of existing gender tools.

Despite the low level of gender tool use, 44% of respondents stated that they had received a general gender training while working at SC (Figure 15).

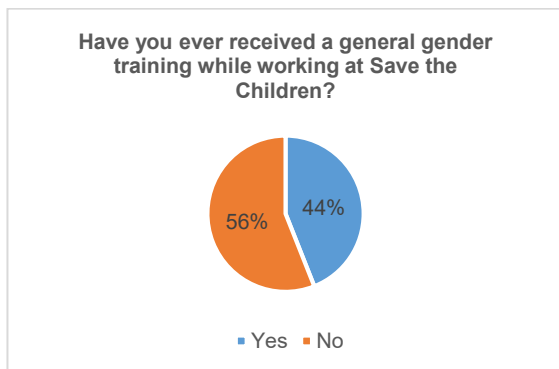


Figure 15 Percentage of respondents who have received a general gender training.

Furthermore, when asked whether they felt they had good understanding of gender mainstreaming with regards to their work, 58% answered yes (Figure 16). There was more variability, however, when they were asked how confident they were in their understanding of gender mainstreaming, on a five-point Likert Scale (Figure 17). Most respondents said they were somewhat confident, with 'neutral' being the second most popular response.

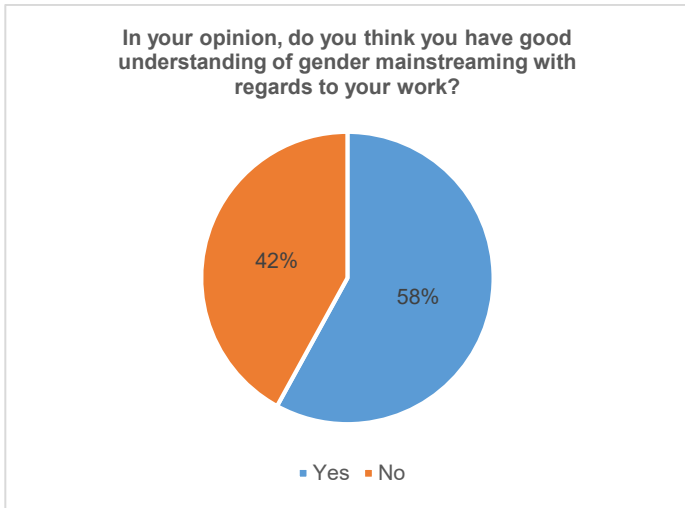


Figure 16 Responses regarding level of understanding of gender mainstreaming.

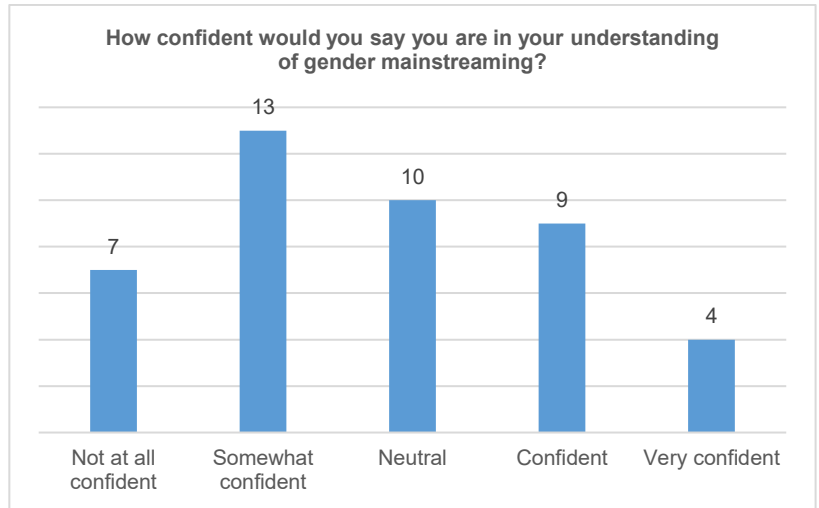


Figure 17 Rating of confidence level with regards to gender mainstreaming.

Respondents were also asked whether they use gender analyses when they develop or implement projects (Figure 18) and whether they felt that there was a clear mandate within their teams of mainstreaming gender into their programmes (Figure 19). Most respondents (65%) used gender analyses sporadically, and 63% do not think that there is a clear mandate on mainstreaming gender in their team.

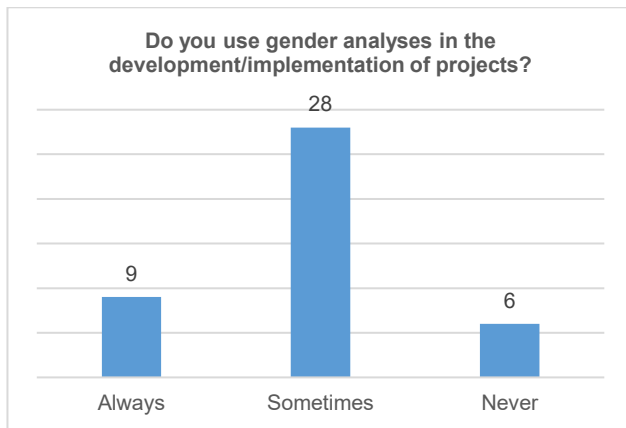


Figure 18 Frequency of use of gender analyses in project design and/or implementation.

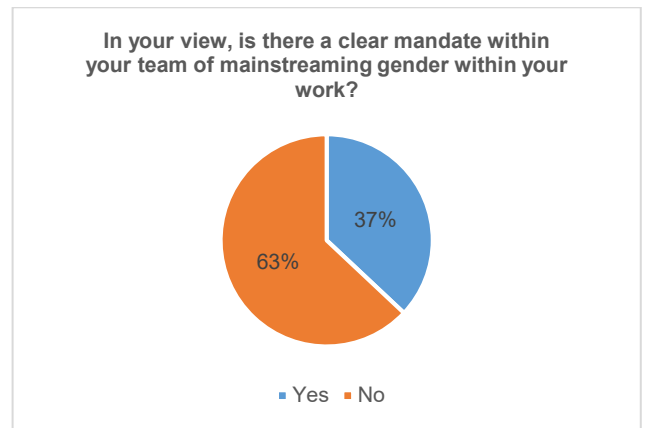


Figure 19 Perception of a clear mandate to mainstream gender within teams.

In an open question, respondents were asked what kind of support they need to help them work with gender mainstreaming. The evaluator categorised the responses into three main categories – 44% said that they would like a tools-specific training on gender, that is, on how to use the GEM and Gender Equality Program Guidance & Toolkit; 42% said they would like a general gender training and 7% said they would like training on how to implement gender within their actual work (Figure 20).

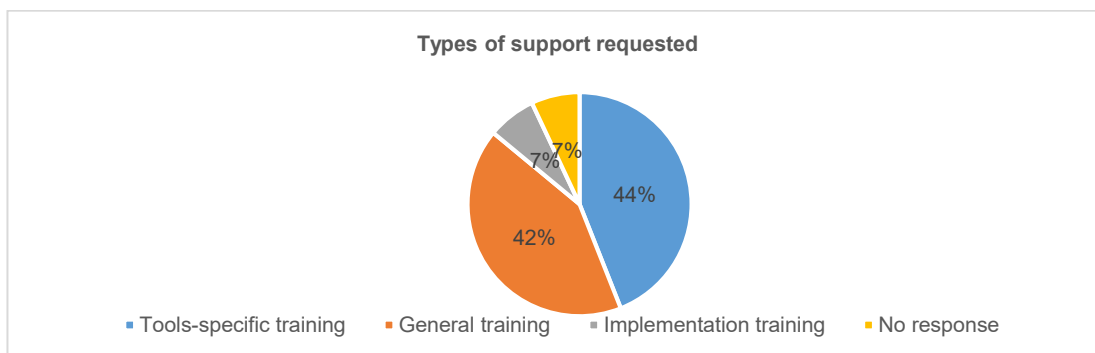


Figure 20 Types of support requested to work better with gender mainstreaming.

Finally, the evaluator ran a series of correlations to determine whether there were any relationships between the variables. Significant positive correlations were found between the following variables:

- a) Perceived clear mandate within teams and use of gender analyses during project design and implementation (Table 4). Therefore, the clearer the mandate, the more likely it is that staff will conduct gender analyses.

Table 4 Correlation between perceived clear mandate within teams and using gender analyses.

	Do you use gender analyses in the development/implementation of projects?	
In your view, is there a clear mandate within your team of mainstreaming gender within your work?	Pearson Correlation	.319*
	Sig. (2-tailed)	.037
	N	43

*. Correlation is significant at the 0.05 level (2-tailed).

- b) Confidence in the understanding of gender mainstreaming and conducting gender analyses (Table 5). Therefore, the more confident staff are in their understanding of gender mainstreaming, the more likely they are to conduct gender analyses.

Table 5 Correlation between confidence levels and use of gender analyses.

	How confident would you say you are in your understanding of gender mainstreaming?	
Do you use gender analyses in the development/implementation of projects?	Pearson Correlation	.479**
	Sig. (2-tailed)	.001
	N	43

** Correlation is significant at the 0.01 level (2-tailed).

It is interesting to note that there was neither a correlation between ranking the importance of gender and use of gender analyses ($p=.162$, not significant), nor between having received a general gender training and use of gender analyses ($p=.214$, not significant). This suggests that receiving information on the importance of gender or general information on gender is not enough, and that it needs to be accompanied by a clear mandate to mainstream gender systematically, as well as mentorship to build confidence on embedding gender. Although the numbers are small, it is also interesting to note that there was a positive correlation between having received training in the GEM and the Gender Equality Program Guidance & Toolkit and their use ($p=.642$ and $p=.470$ respectively, both significant at the 0.01 level). This indicates that the introduction of tools should be accompanied by training to increase the likelihood of their use.

4.3. Interviews

The evaluator interviewed a total of 19 SCN staff and the Gender Advisor at Save the Children UK. Table 6 provides an overview of those interviewed at SCN.

Table 6 Overview of SCN staff interviewed by area of work.

	Frequency	%
Award Managers	5	27
Education Advisors	5	27
Heads of Sections	3	16
SCN Gender focal point	1	5
Area Directors	1	5
CP/CRG Advisors	1	5
Humanitarian Advisors	1	5
Institutional Donor Advisors	1	5
Disaster Risk Reduction Advisors	1	5
Total	19	100

Table 7 summarises the main emergent themes from the interviews, ranked in the order of the number of interviewees who made the same or similar statement.

Table 7 Emergent themes from interviews with SCN staff.

Emergent themes	Number of interviewees who made/agreed with the statement
Gender mainstreaming is important.	17
There has not been enough of a push or a clear mandate to work on gender within SCN.	16
Training is needed at SCN level and at country office (CO) level.	9
Other priorities take precedence over gender and it is therefore addressed on an ad-hoc basis.	9
SCN generally follows steer from donors in terms of how consistently gender is addressed.	4
Tools should be accompanied by workshops on how to use them.	4
A Gender Advisor is not needed; it should be a resource coming from the technical advisors (TAs) & award managers (AMs).	4
A gender focal point with more time allocation is needed to support AMs/TAs.	3
A fulltime Gender Advisor is needed.	3
Tools are needed to work with cross-cutting issues.	2
Buy-in is needed from senior management to work more systematically with gender.	2
Mentorship on how to work with gender would be useful.	2
TAs expect issues on gender to be flagged by Area Directors and AMs.	2

Gender should be addressed within Child Rights Situation Analyses.	2
Section and team meetings should be held to discuss the status of gender as a key cross-cutting issue.	2
Partnerships with gender-focused CSOs will help improve implementation of gender.	2
TAs expect COs to take the lead on gender.	1
Quantitative data collection is easier to implement and therefore quality indicators such as gender may not be as easily prioritised.	1
Teams may have strong gender competence, but do not work systematically with gender.	1
Implementation of gender within COs is weak: existing gender strategies are weak.	1
Gender should be addressed under the pillar of the 'Most Marginalised'.	1
Gender focal points at COs are not consistently involved in the development of proposals for all donors, and this may decrease the quality of gender integration in project design.	1
One coherent checklist for all cross-cutting issues would be useful.	1
Gender should be included in the Country Engagement Plans.	1
Cross-cutting issues including gender need to be normalised, with commitment and implementation.	1
Sustained and solid investment in gender is needed.	1
Better analysis of existing gender data is needed to understand why there are gaps.	1
Understanding of gender at a more strategic level needs to be brought forward to managers.	1

5. Conclusions and lessons learnt

Several conclusions can be drawn from the findings of the analysis.

1. Most of SCN's proposals, **81%, do not meet the minimum SC standard of being gender sensitive**, and only incorporate gender elements to a certain extent.
2. The area that COs had the most difficulty incorporating gender into was **allocating technical and financial resources** to work with gender. It may very well be that COs have gender focal points or full time gender advisors whose time is simply not included in projects. COs need guidance on doing this more systematically.
3. **Gender analyses are neither consistently used in project design phase nor in the needs assessment phase.** Increasing the use of gender analyses will increase COs ability to design more concrete activities that address gender.
4. **MEAL indicators for gender are very weak and are limited to data disaggregation by sex and age.** Future MEAL work on gender needs to include qualitative data, including articulating gender-sensitive data collection methods and plans in proposals.
5. **Working in partnership with organisations that specialise in gender** is a feasible and cost-effective way of increasing SCN's ability to work with gender. For example, the ECHO proposal that scored an A excelled in its inclusion of an implementing partner solely focusing on gender.

6. In the Norad proposals reviewed, the health thematic area was where the most consistent incorporation of gender was found. **It may be that TAs at SCN and COs who work on health are more likely to address gender than other TAs.**
7. Although the GEM is new, the **Gender Equality Program Guidance & Toolkit was published in 2014 and only 16% of staff have ever used it.** SCN could benefit from ensuring that guidance documents are accompanied by in-house workshops on their use to increase the frequency by which staff make use of them, and therefore improving programme quality. This is also in line with the survey findings, where **44% of respondents listed tools-specific training as the preferred means** for them to work more systematically with gender.
8. Most respondents, 86%, used gender analyses in the design or implementation of projects. **The two most determining factors for use of gender analyses were (1) having a clear mandate on mainstreaming gender within teams and (2) confidence level in the understanding of gender mainstreaming.** Since gender analyses are an integral part of increasing the quality of gender in programmes, it is important to invest in these two areas.
9. **Most interviewees see gender as an important cross-cutting issue that should be addressed sooner than later.**
10. **There are mixed views on where the responsibility of monitoring gender should lie, with mixed opinions on the roles of TAs, AMs and Area Directors in the process.** SCN will need to clarify where gender should sit in the current structure.
11. There is a **perception that gender is not prioritised by senior management** and SCN staff await a clear steer and mandate from their managers on how SCN expects to work with gender. This is another important issue that SCN needs to address going forward.
12. Although there was agreement amongst interviewees that more resources need to be invested on staff time working on gender, **there were mixed views about how the gender staff role should be structured.** Some felt that TAs and AMs should take on more of the work on gender, some felt that more time allocation is needed for the current gender focal point, while others felt that a fulltime gender advisor is needed.

6. Recommendations

1. If SCN would like to improve the way in which it is working with gender, an investment needs to be made in human resources. It is recommended that **SCN consider the recruitment of a Gender Equality and Social Inclusion (GESI) Advisor** who will be able to work on several cross-cutting issues.

An alternative is to recruit a **Gender Advisor on a short-term, two-year contract, with clear terms of reference and deliverables** to capacitate the various departments within SCN to come to standard with regards to gender.

2. In the short-term, it is recommended that **SCN borrow or purchase gender technical assistance from other members** with strong resources on gender such as Save the Children Sweden.

3. During the interviews, it was clear that several staff members had strong gender competence. It is therefore recommended to **vet existing gender competence within each department** to gain understanding of how each team can be better capacitated.
4. For SCN to work systematically on gender, it needs to be embedded in the day-to-day activities of each department. It is recommended that **each department delegate a 'Gender Champion'** who monitors each department's work on gender and supports colleagues in working on gender. The task can be rotated among team members every six months.
5. It is possible that while gender may not be explicitly addressed throughout proposals, it would be addressed during implementation. It is therefore recommended that **AMs evaluate the latest annual reports** to determine the level of gender integration. The information should then be used to guide future annual plans.
6. While outcomes agreed on with donors cannot be changed, it is possible to introduce activities that are gender-sensitive and that will contribute to reaching overall outcomes. It is therefore recommended that **AMs identify where these gaps lie in their respective portfolios and support COs to introduce gender-sensitive activities** in the remaining Norad framework period and in new project proposals.
7. It is recommended that **TAs identify gender-sensitive activities related to their respective thematic area** that could improve the quality of projects and of gender mainstreaming.
8. **MEAL systems need to be introduced to allow for more in-depth data collection on gender.** Current data collection is limited to sex and age disaggregation and this is not sufficient for quality gender programming. **It is also important to support COs to introduce gender-sensitive data collection methods when conducting gender analyses.**
9. In SCN's current structure, AMs have end-to-end responsibility for grants. Based on the outcomes of this analysis, the AMs workload with regards to addressing cross-cutting issues in addition to their current workload poses a risk in working systematically with gender and other cross-cutting issues. **It is therefore important that the Programme Quality Department and International Programmes Department put systems in place that will facilitate a realistic way for AMs and TAs to work on gender going forward.**

7. Limitations

The survey findings are based on a small sample, and there was limited representation between the different countries in the sample. The survey was only available in English, which may have hindered additional CO staff from completing the survey. Interviews were restricted to SCN staff due to time constraints, but the analysis would have benefited from collecting qualitative data from the COs.

Annexes

Annex 1: Minutes from the Gender 'Faglunsj' organised by Kristin Ingebrigtsen on 19 October 2016

Opening statements

- There is high gender competence within SCN, however there is less quality in terms of integrating gender.
- Focal persons on gender are not sufficient to achieve high results on gender.
- There is a need for buy-in from senior management.
- Gender identity is mentioned in the Global Gender Strategy, but it is not brought to the forefront.

Contributions from participants on how gender should be addressed in SCN going forward

- There should be a gender focal point in each department. This was discussed before, but not implemented.
- Gender should be embedded in each person's role, accompanied by minimum requirements, expectations and clarification on what is meant by gender for each role. This should be accompanied by concrete tools. Gender should not be confined to the gender focal point.
- Resources need to be allocated to work systematically with gender.
- A Gender Network should be established between departments/sections.
- Working with gender should become part of job descriptions and measured along with performance in other areas.
- A clear steer and commitment is needed on gender.
- An SCN gender policy is needed for programming and internal work on gender.
- A practical training on existing tools is needed.
- An analysis of donor expectations with regards to gender should be done to increase momentum.
- Ensure that COs are on board and are all able to work with gender. Bring those who fall behind up to speed.
- Draw lessons from how other members work with or have worked with gender and replicate successes. Refer to the meeting that will take place in December 2016 (Kristin Ingebrigtsen has more information on this).
- Participate more actively in the Norwegian gender network.
- The national programme is working with LGBT issues within its gender framework, this should also be done in international programmes.
- Include gender as a key area of work in the current annual plans that are being developed.
- Develop a strategy paper to guide work on gender going forward, along with a training plan.

Annex 2: Interview questions

Interview questions to Heads of Sections and Area Directors

1. Please tell me a little bit about your role.
2. Do you consider gender a priority area? If not, what would you say is more or equally as important?

3. How would you describe the current quality level of gender sensitive and gender transformative projects within your team?
4. Has your team received training in gender mainstreaming or are there plans to implement such a training?
5. Do you think that the quality of projects designed/implemented by your team would improve if more attention is paid to gender?
6. What type of support do you think you need to mainstream gender in your team's work?

Interview questions to implementing staff

1. Please tell me a little bit about your role.
2. How important do you think gender mainstreaming is to the design/implementation of projects?
3. Have you ever received a gender training while working at Save the Children?
4. Do you currently or have you ever used existing Save the Children gender guidance tools? If yes, please list the names of the documents.
5. If used the tools, how clear, useful and relevant would you say they are to your work?
6. Do you consistently use gender analyses in the development/implementation of projects?
7. When conducting/reviewing needs and risk assessments, do you assess the degree to which gender is incorporated in the project design?
8. Have you ever used the Gender Equality Marker Checklist during/after proposal development/review?
9. In your view, is there a clear mandate within your team of mainstreaming gender within your work?
10. How confident would you say you are in your understanding of gender mainstreaming? (1-10)
11. What type of support do you think you need to improve your ability to work with gender mainstreaming?

Annex 3: List of SCN interviewees

1. **Bev Roberts Reite**, Regional Education Advisor Africa
2. **Sebastian Blomli**, Education Advisor
3. **Aster Solomon Granum**, Award Manager
4. **Alberta Filaferro**, Award Manager
5. **Hanne Lotte Moen**, Senior Child Protection Advisor
6. **Marit Flood Aakvaag**, Advisor DRR & CCA
7. **Gemma Cedro Langaard**, Award Manager
8. **Belinda Tran**, Award Manager
9. **Linnea Crafoord**, Institutional Donor Advisor, ECHO
10. **Ina Bøe**, Award Manager
11. **Ronit Cohen**, Senior Education Advisor / Award Manager
12. **Annette Nyquist**, Senior Education Advisor
13. **Fanny Verwoerd**, Senior Education in Emergencies Advisor
14. **Nora Ingdal**, Education Director
15. **Maria Hagen**, Head of Institutional Donors
16. **Ann Stewart Pedersen**, Head of Global Results
17. **Kristin Ingebrigtsen**, Senior Child Protection Advisor
18. **Lisa Butenhoff**, Humanitarian Advisor
19. **Henrik Stabell**, Area Director East Africa