**DIETEL PARTNERS’ GENDER LENS JOURNEY AND WHY IT IS IMPORTANT**

Dietel Partners’ mission, to advance justice in the world, compels us to think about the power dynamics within all of our relationships. Our decision to incorporate a gender lens is a journey and commitment the firm makes to being more intentional about how gender plays out in different aspects of our work. Gender-based inequities are at play across all sectors – whether environmental conservation, poverty alleviation, education, etc. – and if not understood and left unaddressed, make it impossible to achieve the firm’s dedication to justice. **Gender justice is an intrinsic component of social justice.**

What does applying a gender lens mean and what does it entail? Applying a gender lens to all aspects of our work means paying deep attention to context, power dynamics, and all stakeholders. It starts with a series of questions regarding whose voices are included? Who benefits? What analysis is there for how different interventions impact women, girls, men, boys and trans people? These questions help bring to light power dynamics that might otherwise remain invisible and provide the opportunity to address these dynamics head on.

A gender analysis is about more than ‘just’ women. It is about how gender plays into a situation that we are trying to change. Strict gender norms around masculinity are harmful to men as strict norms around femininity are harmful to women.

A gender lens is about equality in opportunities and equality in outcomes, justice.
ADDENDUM

Applying a gender lens to our grant-making means paying deep attention to four key realities:

1. Context: gender inequalities differ from place to place, culture to culture, society to society
2. Power dynamics: gender power dynamics are present in families, communities, target groups, the workplace and within structures and systems
3. Stakeholders: making time to listen to and learn from grantees and communities they represent is critical, and requires being mindful of who is participating in the work in order to open space for true dialogue.
4. Complexity: gender lens does not explain everything, but when combined with other areas of concern—disabilities, labor rights, cultural differences, environmental sustainability—it helps us understand multiple layers of discrimination and how these play out.

Viewing the world from a gender perspective does NOT mean prioritizing women’s and girls’ issues or rights above those of men and boys, though change that does not advance the status and rights of women and girls is not transformative social change. It does not mean prioritizing gender over other forms of exclusion (race class, religion, appearance, etc.). There is a gender angle to all issues; gender is not applicable to only some issues.

Consequences of bringing an intentional gender lens will help us:

- Identify and support transformative organizations and programs (the “trim tabs”), those with the explicit intention of addressing the root causes of injustice, of exposing entrenched biases and systems that perpetuate inequality, and of creating the power dynamics to support change.
- Contribute to a heightened mindfulness about the unintended or intended consequences of our grantmaking
- Bring greater cohesion and reflection to our work and make us better listeners

Attached, on page 5 of Applying a Gender Lens—Report Excerpts, is a Gender Lens Continuum Scorecard, an important evaluation tool that can be used to assess organizations, relationships, programs and materials.
Talking Points

- Dietel Partners’ mission is to empower people to **advance justice** in the world.
- Applying a gender lens means being more intentional, thinking about how gender influences what grantees we choose or what internal policies we have in place.
- Gender inequities play out across all sectors and if not understood or left unaddressed make it impossible to achieve our commitment to a more just world.
- A picture is worth a 1000 words:

![Equality doesn’t mean justice.](image)

If the goal is that everyone gets to see the balloons, then providing a box to stand on (equality in opportunity) will be sufficient for some, but not for all (inequality in outcome, not justice; some may need more assistance to see the balloons). Providing the resources for all to see the balloons = equality of outcome = justice.

- Applying a gender lens to our grant-making means paying deep attention to four key realities:
  - Context: gender inequalities differ from place to place, culture to culture, society to society
  - Power dynamics: how gender plays out in communities, target groups, the workplace and within structures and systems
  - Stakeholders: making time to listen to and learn from grantees and communities they represent is critical, and requires being mindful of who is participating in the work in order to open space for true dialogue.
  - Complexity: gender lens does not explain everything, but when combined with other areas of concern—disabilities, labor rights, cultural differences, environmental sustainability—it helps us understand multiple layers of discrimination and how these play out.
- Several examples of applying a gender lens
  - Root Capital (providing capital and financial training to women in small, growing businesses identifies the root causes of gender inequality such as land ownership and inheritance laws);
  - Spark MicroGrants (inclusive community building with both women and men in leadership positions has unanticipated outcome of reduced domestic violence);
  - Life Pieces to Masterpieces (gender analysis results in intervention for boys)
- Gender provides a discipline/starting point for eventually looking at our relationships and grant-making using a variety of lenses (age, religion, race, disability, appearance, etc.)
- Gender issues are at play across all sectors (environmental, education, poverty, etc.)
Applying a Gender Lens
Report to Dietel Partners — EXCERPTS
August 2015

(she changes the world)
Recommendations:

- There are several things you can do to support your grantee-partners to use a gender perspective when reporting. A key aspect here is how you worked with them in setting up goals and objectives for the grant— the stronger the gender awareness they show, the easier it will be for you to assess them at the time of reporting.
- You can also include an area on "Integrating a gender perspective" under your Q.1, for all your grantees or for those that you choose to support in doing this as part of their grant.
- You can decide to explicitly ask grantees to use a gender perspective to describe how they have achieved (or not) their goals and intended objectives and for the challenges or lessons learned, or to leave it to them (which will also help you assess how well they have integrated it or not) and then ask about this aspect in your follow-up questions.

As we continue our WIN-WIN journey, we continue to encounter new challenges and learn new lessons. For example, the first two years of WIN-WIN taught us that gender is not a sector but a lens, and hence we should shift away from considering gender lens investing or investing in women as a “sector”. In each sector – access to finance, energy, health, education – we need to focus on certain gender elements that create more opportunity for women. At Calvert Foundation we are taking a gender approach when analyzing and monitoring investments for financial and social impact in each of these sectors.

The analysis reflects on gender and what that has meant for their priorities moving forward. It is transformative because of its cross-cutting nature and as it opens up new spaces for women in non-traditional sectors (clean energy).
Recommendations:

- Dietel Partners’ Employee Handbook adequately contemplates the key issues that define an organization with gender awareness (pregnancy leave, provisions against sexual harassment, whistle blower policy) and includes important advanced features like valuing "a healthy life/work balance", not only for the firm itself but also for its contractors.
- Even though Dietel Partners does not provide paid maternity/paternity leave, the possibility to transfer sick leave from one year to the next and the accrued time off policy can be useful to employees in need of this benefit.
- To take it even further, Dietel Partners could consider adding "gender identity", "gender expression" and/or "appearance" to your protected grounds against discrimination (Section 3.4).
- You might also want to add something about ‘persisting in discriminatory behaviours’ to the examples of rule infractions or misconduct (Section 6.1). Even though the list does not pretend to be exhaustive, naming is always important.

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Dietel Partners LLC will be based on merit, qualifications, and abilities. Dietel Partners LLC does not discriminate in employment opportunities or practices because of race, color, religion, sex, national origin, age or disability.

Dietel Partner LLC will make reasonable accommodation for known disabilities unless doing so would result in governing all aspects of employment, including selection, hiring, discipline, termination, and access to benefits and training.

Also adding "gender identity" or "gender expression" can be one way to recognise trans and other gender non-conforming identities.

If you become ill while at work or must leave the office for some other reason before the end of the workday, be sure to inform your supervisor.

6.5 Harassment Including Sexual Harassment
Enter old manual section 4.3

6.6 Public Image

This shows an awareness of the fact that employees may have unforeseen circumstances to attend to in their lives (like needing to pick up a sick child).
Annex: Review Questions

One of the decisions the Dietel team made during the workshop was to evaluate a sample of their programmes/grants to assess their degree of gender awareness. To support this exercise, Mama Cash shared a description of the Gender Continuum and examples during the week the followed the workshop, as described below.

Elements to assess Programmes/Projects using a gender lens

**Gender Blind / Gender Unaware Programmes**

**Questions:**
- Is gender mentioned in programme documents?
- Does the programme identify differences between girls and women, and boys and men?
- Is data disaggregated by sex (male and female)?
- Are specific human and financial resources allocated for gender equality?

If the response to the majority of these questions is NO, then this is a Gender Blind/Unaware Programme which does not recognize gender issues and tends to aggravate existing gender inequalities.

If the response is YES, ask the questions for the next category.

**Gender Aware / Gender Sensitive Programmes**

**Questions:**
- Is gender included in the analysis that sustains why the programme is needed?
- Do objectives, outcomes and indicators explicitly address gender inequality?
- Does the programme aim to improve the daily condition of girls and/or women (or trans people)?

If the response to these questions is YES, then this is - at least - a Gender Aware Programme which explicitly addresses practical gender issues but does not try to transform gender relations. Ask the questions for the next category to see how far it goes.

If the response is NO, this can be a Gender Neutral Programme, an intermediate category that recognizes gender issues but does not intend to do anything about them.

**Gender Transformative**

**Questions:**
- Does the programme tackle the root causes of gender inequality (social norms, cultural beliefs, values)?
- Does the programme have the explicit intention to transform unequal power relations and dedicates specific human and financial resources to this end?
- Does the programme aim to improve the social position of girls and women, or trans people (how they are valued in society) as well as the realisation of their rights?
- Does the programme explicitly aim to engage men and boys in promoting gender equality and challenging gender stereotypes?

If the response to these questions is YES, then this is a Gender Transformative Programme which goes beyond improving the condition of women, girls and/or trans people and seeks to improve their social position as well as the full realisation of their rights for all persons, including men and boys.
You can use **values to score your programs**, as in the following table:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender issues are not recognised in the Programme and tend to aggravate gender inequalities</td>
<td>1 Gender unaware/blind</td>
</tr>
<tr>
<td>Gender issues are recognised in the programme, but it does nothing about them and so tends to reinforce gender inequalities.</td>
<td>2 Gender neutral*</td>
</tr>
<tr>
<td>Gender issues are recognised in the programme and seek to improve the daily condition of women, girls and/or trans people by addressing practical gender issues. They do not try to transform gender power relations</td>
<td>3 Gender aware</td>
</tr>
<tr>
<td>Gender issues are well recognised in the programme. There is an explicit intention to transform unequal power relations. The focus goes beyond improving the condition of women, girls and/or trans and seeks to improve their social position (how they are valued in society) as well as the full realisation of their rights for all persons, including men and boys.</td>
<td>4 Gender transformative</td>
</tr>
</tbody>
</table>

*The term “neutral” may imply “positive”. Here, however, gender neutral indicates that gender analysis is “omitted” as a consideration and as such may perpetuate inequalities or harmful practices and norms as they affect different genders. There is no “neutral” intervention as the visual in the PowerPoint (equality in opportunities, equality in outcomes) illustrates.*

**Examples of Programmes/Projects**

1. **Gender Blind/Without Gender Awareness**

**Risk management in disaster situations**

**Strategic goals:**
- Children and youth growing safely in resilient communities
- All rights of children and youth are protected in emergency situations

**Priority actions:**
- To protect children against violence, physical or emotional damage, abuse or exploitation
- Support domestic efforts to improve the protection for children in situation of emergency
- Preparation for disasters in the community and in our own offices
- Provide post-disaster immediate and long-term assistance
- Support efforts to minimize the interruption of school activity in situations of disaster
- To support communities to recover services, assets and livelihoods.
- To support local efforts to make governments accountable to the protection of children in situations of emergency.

**Why gender blind?**
- No reference to gender is made in the document
- Differential effects of an emergency on girls and boys are not addressed
- No goal or action is related to gender equality
- No resources seemed to have been assigned to work related to gender equality.
2. Gender Aware

**Improving girls' educational opportunities in XX (country)**

**Description:**
- The Project's goal was to increase girls' access to school, as the primary enrollment rate for girls was of 50% (62% for boys) and the completion rate was of 26% (34% for boys). This gap is due to the fact that girls perform domestic chores, the lack of schools near their homes and a prevalence of male teachers, among other causes.
- Its main strategy was to build 132 girl-friendly schools in 10 provinces where school attendance for girls were particularly low. Those schools were equipped with separate sanitary facilities for girls and boys.
- To increase the quality of basic education for girls, gender-equality training was provided to teachers and literacy lessons to mothers.

**Outcomes:**
- Girls' enrollment in primary school in XX has increased by 22% and boys' by 17%.
- Parents changed their opinion about educating girls.
- After their literacy lessons, mothers are now more involved in their girls' education.
- The project provided flexibility to identify specific gender needs – such as having separate sanitation facilities, and building crèches in the schools for the girls that must take care of younger siblings.

**Why gender aware?**
- Gender issues are clearly integrated and there is disaggregated data.
- The project improved the situation of girls and their access to education. It addresses the barriers they face but without seeking to transform unequal gender relations. For instance, it builds crèches for the girls' younger siblings, but it does not question why that care work falls only on them. It also seeks to involve mothers in their daughters' education, but makes no reference to fathers (reinforcing the stereotype about women being solely responsible for their children's education).

3. Gender Transformative

**Reducing violence against girls in schools**

An in-depth qualitative study conducted among students, teachers, and parents in 5 schools showed that girls are more vulnerable to violence, particularly sexual violence and harassment, both from their peers and from adults. The study also showed that gender-based discrimination was at the roots of several forms of violence affecting girls in schools.

**Programme activities:**
- Review national policies and norms, and advocate for new codes of conduct promoting the creation of safe schools.
- Creating school assemblies where students and teachers can discuss violence in their school and advance specific solutions.
- Training students, principals, teachers and parents in mechanisms for reporting and addressing violence.
- Gender and violence prevention training for all stakeholders.
- Separate mentorship spaces for boys and girls.
Outcomes:
- Boys, girls, teachers and parents are able to relate with respect and support to their peers of another gender and across generations.
- Mechanisms for reporting and addressing violence in schools have been created.
- Girls and boys are aware of their rights and the barriers to exercise them.
- Girls and boys recognize the limitations of traditional gender roles and seek new ways to relate to each other, valuing equality over domination/submission.

Why gender transformative?
- It is based on a deep analysis of gender and rights.
- Its goals and outcomes address specifically gender-based violence and inequality.
- Recognizes boys and girls, women and men, as key actors in transforming gender relationships and creating safe schools.
- It addresses the root causes of inequality, challenging traditional social norms and values around masculinity and femininity.
- It involves girls, boys, women and men - even though their focus is on girls.
- It challenges people in the community to analyse how gender identities perpetuate violence.
- It encourages a transformation of gender relationships to achieve gender justice for all persons.
Annex: Additional Resources

Tools:

Collection of practical tools on Gender and Development – World Bank

Articles:

Gender SWOT Analysis. IFAD (International Fund for Agricultural Development).


Reports:


http://www.funderscommittee.org/resource/expand_the_base_a_grantmakers_guide_to_gender_justice_and_civic_engagement

http://mamacash.org/content/uploads/2013/06/Grantcraft-Guide-Funding-for-Inclusion.pdf


Grantmaking with a Gender Lens: Five Practice Case Studies. European Foundation Centre.
http://efc.issuelab.org/resource/grantmaking_with_a_gender_lens_five_practice_case_studies


On Norms and Agency: Conversations about Gender Equality, the World Bank