



International FORUM on Development Service  
FORUM International du Volontariat pour le Développement

# How do current trends in development and volunteering intersect with gender?

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A discussion paper for the  
IVCO conference 2008

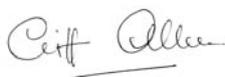
<b>Foreword</b> .....	<b>3</b>
<b>1. Introduction</b> .....	<b>4</b>
<b>2. Findings: Internal Practices</b> .....	<b>10</b>
To what extent are volunteering organisations ‘walking the talk’ regarding their internal practices of gender mainstreaming?.....	<b>10</b>
Conclusion.....	<b>13</b>
Discussion Questions.....	<b>13</b>
<b>3. Findings: The Programmes</b> .....	<b>14</b>
What percentage of programmes have women’s empowerment as a definite focus?.....	<b>14</b>
Is there a gender analysis at the design stage so that possible impacts on men and women are differentiated?.....	<b>14</b>
Are gender-sensitive indicators being used to monitor and evaluate programmes?.....	<b>14</b>
Conclusion.....	<b>14</b>
Discussion Questions.....	<b>15</b>
<b>4. Findings: The Volunteers</b> .....	<b>16</b>
How are the current trends in volunteering intersecting with gender.....	<b>16</b>
Conclusion.....	<b>20</b>
Discussion Questions.....	<b>22</b>
<b>5. Further Areas for Study</b> .....	<b>22</b>
<b>6. Key Learnings and Future Trends</b> .....	<b>23</b>
<b>Appendix One: Responses</b> .....	<b>25</b>
<b>Appendix Two: Internal Practices</b> .....	<b>26</b>
<b>Appendix Three: The Programmes</b> .....	<b>31</b>
<b>Appendix Four: The Volunteers</b> .....	<b>33</b>
<b>Appendix Five: Methodology</b> .....	<b>41</b>
<b>Appendix Six: Post-script</b> .....	<b>43</b>
<b>Abbreviations</b> .....	<b>45</b>

### **Foreword**

This is the fourth in a series of discussion papers produced by FORUM, which follows on from our research work on trends in International volunteering and co-operation in recent years. One of the key trends identified in this time has been how gender mainstreaming affects us as International Volunteer and Co-operation Organizations (IVCOs).

This paper aims to consider some of the implications of gender mainstreaming, what we can learn from this and identify some challenges for the future.

The views expressed in this paper are not necessarily those of FORUM or its members or of the organisations for whom the author works. The responsibility for these views rests with the author alone.



Cliff Allum, President of FORUM

### ***About FORUM***

International FORUM on Development Service is a network of organisations engaged in international volunteering and personnel exchange. FORUM aims to share information, develop best practice and enhance co-operation between its members.

FORUM's members include both non-governmental (NGO) and state organisations from around the world.

The main activities of FORUM include the following:

- We facilitate the sharing of information, through our website, news updates, sharing of knowledge and experiences.
- We commission and undertake research, as well as facilitating members' involvement in research into issues around international volunteering.
- We organise an annual conference for heads of agencies known as IVCO. This conference is primarily concerned with issues of change, redefining international volunteering and offering opportunities to learn about new models of activity.

## 1. Introduction

### Gender and development trends

As we near 2015 – the year by which the Millennium Development Goals (MDGs) are meant to be achieved – evidence shows that although some progress has been made, it is “*slowest on the MDGs which depend most heavily on improving the status of women and girls. Gender discrimination is not only unjust but holds back economic growth and sustainable development*” (DFID 2006:7)<sup>1</sup>.

Women’s empowerment and women’s equality in development have been issues ever since the 1970s when the work of Boserup<sup>2</sup> and others identified that development programmes often worked against women, making their positions and situations even more difficult – rather than bringing about an alleviation of oppressive circumstances. But it wasn’t until the Beijing Platform for Action in 1995, that a systematic attempt to bring about women’s empowerment and equality through gender mainstreaming was introduced as a strategy and given force as a cross-sectional topic. Goetz (1997:1)<sup>3</sup> highlighted that not only was this necessary in developmental programmes but also within the organisations themselves.

#### ***a) Gender equality, women’s empowerment and their relationship to the Millennium Development Goals***

A model of gender equality and women’s empowerment is set out below based on Deshmukh-Ranadive’s (2002:57)<sup>4</sup> idea of space to identify key indications of women’s empowerment.

Empowerment comes when there is an expansion of space, which then allows a person to develop capabilities. Deshmukh-Ranadive (2002:57) identifies 5 such spaces which are all inter-linked: socio-cultural, physical, economic, political and mental. **Socio-cultural** is the positioning within the family, community and wider arena; **physical** is linked to mobility and how much control a woman has over her own health and body; **economic** is access, ownership and control of income, assets and property; **political** is the equality of resource distribution in the private sphere and access to public office; and **mental** (called **psychological** by Heerah 2006:19<sup>5</sup>) is linked to agency and refers to self-esteem and assertiveness.

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<sup>1</sup> DFID (2006) *Eliminating World Poverty: Making Governance Work for the Poor* White Paper 2006 p 7 London: DFID accessed from <http://www.dfid.gov.uk/wp2006/> [accessed 24.9.07]

<sup>2</sup> Boserup, E. (1970) *Women’s Role in Economic Development* London: Allen and Unwin

<sup>3</sup> Goetz, A. (ed) *Getting Institutions Right for Women in Development* London: Zed Books

<sup>4</sup> Deshmukh-Ranadive, J (2002) *Space for Power: Women’s Work and Family Strategies in South and South-East Asia* p. 57 Uttar Pradesh: Rainbow Publishers

<sup>5</sup> Heerah, S. (2006) ‘Creating Spaces for Change: Women’s Empowerment and the case of Panchayati Raj in India’ p. 19 *New Voices, New Perspectives* USA: INSTRAW

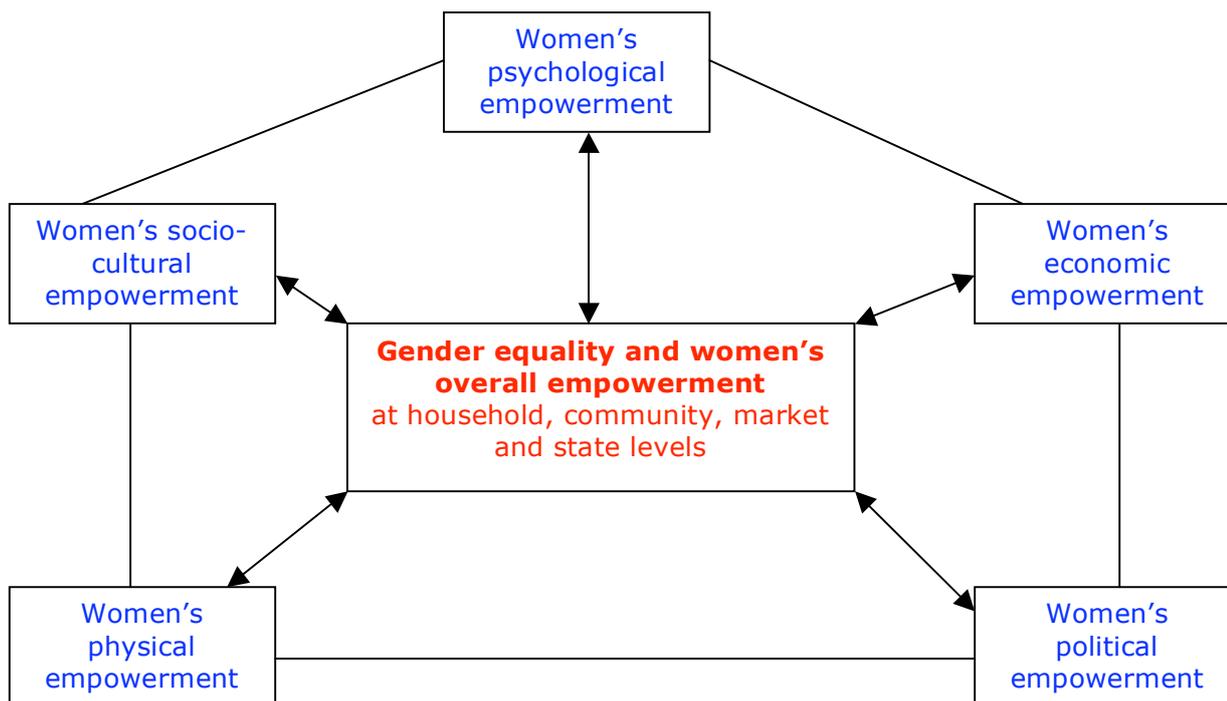
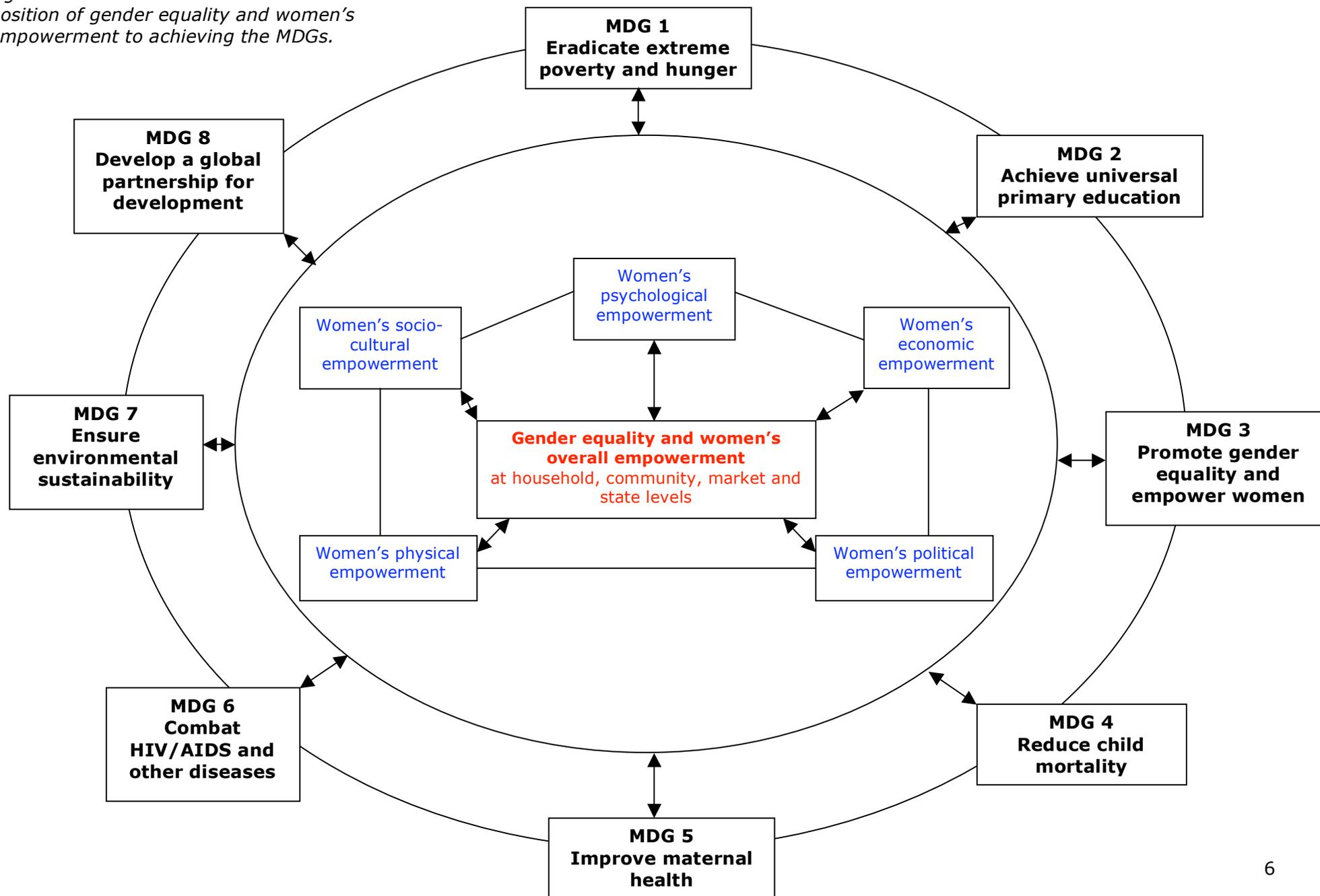


Figure 1: Author's model of empowerment based on ideas from Deshmukh-Ranadive's (2002:57)

These different forms of empowerment are not only inter-linked but also central to achieving the Millennium Development Goals (MDGs). For example, MDG 4 on reducing child mortality will be connected to the mother's socio-cultural empowerment (eg her education), economic empowerment (her resources), physical empowerment (her health), and psychological empowerment (eg her decision making within the household). Political empowerment will also play a part as decision-making at higher levels leads to national laws supporting women's health, education etc (see figure 2).

Figure 2: Author’s model to show the central position of gender equality and women’s empowerment to achieving the MDGs.



### **b) Mainstreaming Gender**

To achieve gender equality, gender mainstreaming must occur within development organisations as well as programmes. Squires (1999: 3-4)<sup>6</sup> sets out three models or strategies of mainstreaming: inclusion, reversal and displacement.

#### **Inclusion or ‘Letting the women join in the game’**

This model aims to include women where they have been previously excluded, particularly in employment and the political arena. Once included, or integrated, it is expected they will participate like men. It thus integrates women into existing development paradigms without challenging the *status quo*. It is ‘sold’ by emphasising the inclusion of women as an effective way of more efficiently achieving existing policy goals. Nothing is changed to make a level playing field – it’s just that women are now part of the game.

#### **Reversal or ‘Giving the women an extra hand’**

This model is based on the premise that women have some different concerns to men, which have previously been unrecognised or marginalised because men are seen as ‘the norm’. Thus, organisations and programmes have to be changed if women are to be included on equal terms. For example, consultative meetings organised in a manner so that they may have equal opportunity to participate – this may mean providing a women’s only arena; or meeting at a time when women do not need to be at home to prepare food; or meeting at a place close to home if travel is dangerous or frowned upon.

#### **Displacement or ‘Playing a different game altogether’**

This is the more radical model and most closely linked to empowerment aims of development. It aims to challenge gendered roles altogether and seeks to deconstruct the discursive regimes that bring about gendering. Thus, it is seeking not merely to integrate women and take their differences into account, but to transform society to break down differences built on gender.

Although displacement may be the ideal, it is also the most difficult. Rarely is gender mainstreaming seen in any of these pure forms but rather in combination.

### **c) Paris Declaration**

The Paris Declaration on Aid Effectiveness, which was signed in March 2005, developed in the advent of the UN five year review of the MDGs. It was endorsed by 35 donor countries, 26 multilateral agencies, 56 aid-recipient countries and 14 civil society organisations. It was acknowledged that for significant progress to be achieved towards the MDGs, there must not only be increased aid but also greater aid effectiveness.

The Paris Declaration (PD) marked major changes in the focus of aid – away from funding civil society and donor projects back to funding the state and away from funding a wide range of countries to a focus on low-income countries - and the mechanisms of aid (Collinson et al 2008:14)<sup>7</sup>. In practice it is argued that the PD is more about aid administration and less about transformation. The focus on results, when not explicitly linked to gender equality concepts and goals around women’s rights and empowerment, can mean that attention is focused on short-term measurable changes, rather than long-term difficult changes required to address the issues of power, access and control over resources that are essential if gender inequalities are to be addressed. Additionally, civil society organisations (CSOs) are seen more as agencies to support the state rather than agents of democracy or change in their own right (ibid: 4).

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<sup>6</sup> Squires, J. (1999) *Gender in Political Theory* pp 3-4 Oxford: Blackwell Publishers Ltd

<sup>7</sup> Collinson, H., Derbyshire, H., Fernandez-Schmidt, B. and Wallace, T. (2008) *Women’s Rights & Gender Equality, the New Aid Environment and Civil Society Organisations* London: A Research Project of UK Gender and Development Network

A report by Holvoet (2007:<sup>8</sup>) argues that donors have not fully considered the way partner countries handle gender issues within the frameworks of Poverty Reduction Strategy Papers (PRSPs) and sectoral programmes (to which aid should be aligned) and so partner countries are given very little incentive to consistently and successfully integrate the gender dimension into their planning. This report adds to the work of O'Neill (2006:<sup>9</sup>) who suggests that by only focusing on **efficiency** without taking gender perspectives into account, **development effectiveness** will be limited.

### **Gender and Volunteering Trends**

Alongside these development issues, new trends in volunteering have emerged which significantly impact volunteering organisations and the work being offered by them<sup>10</sup>. Although precise figures are not known, increasing numbers of people of all ages are travelling to other countries to perform voluntary service. They serve in different capacities and for different lengths of time (Sherraden et al 2006:164<sup>11</sup>). We are now seeing older, more professional volunteers staying for shorter periods; south to south and south to north volunteering as well as the traditional north to south; and an increasing use of the internet as evidence by UNV's online volunteering programme. All of these changes are causing a shift in how volunteering organisations operate so as to incorporate these new trends and ideally, make the most of them.

There is very little, if any, gendered information about volunteers reflecting its invisibility as an issue - and until gender issues can be identified they cannot be addressed.

However, an unpublished masters dissertation (Perring 2007<sup>12</sup>) looking at gap years revealed that:

1. Mobility and restrictions are placed on the movement of women but not men.
2. There is a significantly greater degree of independence in general for men compared with women in terms of freedom of action and supervision.
3. Men were given more responsibility in placements than women even of the same age.
4. Men had more free time than women because women participated more in cooking and cleaning jobs.
5. Gender affected social relations in terms of who volunteers could establish relationships and friendships with. Cross-sex friendships were often frowned upon. Consequently as men in the community were in more powerful positions, this meant male volunteers could establish relationships with more powerful people than female volunteers could.

### **Research Material**

To explore these issues further, surveys were sent out to a selection of 10 FORUM organisations: Australian Volunteers International (AVI); United Nations Volunteers (UNV); International Services; Comhlámh; Canadian Crossroads International (CCI); FK Norway; Japan International Cooperation Agency (JICA); Arbeitskreis "Lernen und Helfen in Übersee" (AKLHU); Voluntary Service Overseas (VSO); and UNITE. The CEOs were asked to pass them onto a random sample of 25% of staff and 25% of volunteers.

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<sup>8</sup> Holvoet, N. (2007) *Evolutions in Development Thinking and Policy. New Opportunities for Gender Equality? PRSPs en SWAPs from a Gender Perspective* Brussels :Commission on Women and Development

<sup>9</sup> O'Neill, P. (2006) *Paris Declaration Commitments and Implications for Gender Equality and Women's Empowerment* Discussion paper at the Fourth Meeting of the DAC Network on Gender Equality (5-7<sup>th</sup> July 2006) and at the Eighth Meeting of the Working Party on Aid Effectiveness (5-7<sup>th</sup> July 2006) available from <http://www.oecd.org/dataoecd/19/23/37320838.pdf> [accessed 24.9.07]

<sup>10</sup> Allum, C. (2007) *International Volunteering and Cooperation: New Developments in Programme Models* Internal discussion paper for IVCO conference Sept 17 -19 2007 Montreal: Skillshare/FORUM

<sup>11</sup> Sherraden, M.S., Stringham, J., Sow, S. and McBride, A. (2006) 'The Forms and Structure of International Voluntary Service' 17 pp 163-180 *Voluntas*

<sup>12</sup> Perring, R. (2007) *Are the Lived Experiences of Gap Year Volunteers Gendered and Do they Contribute to a Neo-Colonial Development of the Majority World?* University of Warwick: unpublished MA dissertation

Submissions<sup>13</sup> were finally received from **99 people**: **6 CEOs** (3 female and 3 male); **34 staff** (24 female and 10 male) and **59 volunteers** (44 female and 15 male) – each of the 3 groups having their own survey. Some of the surveys were followed up by emails. Permission was obtained from the participants wherever quotes have been used. Some organisations also provided a copy of their gender policy.

In addition, UNV were not able to take part as an organisation but did put me in touch with **3 online volunteers** (2 female and 1 male). They answered a specifically designed questionnaire which was followed up by emails.

Thus a total of 102 people were consulted of which 71.6% (73) were female and 28.4% (29) male.

The following questions were examined:

**Internal practices:**

- To what extent are volunteering organisations ‘walking the talk’ regarding their internal practices of gender mainstreaming?

**Programmes:**

- What percentage of programmes have women’s empowerment as a definite focus?
- Is there a gender analysis at the design stage so that possible impacts on men and women are differentiated?
- Are gender-sensitive indicators being used to monitor and evaluate programmes?

**Volunteers:**

- How are the current trends in volunteering intersecting with gender?

The methodology is discussed in more detail, including limitations, in appendix 5 on page 39.

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<sup>13</sup> See appendix 1

## 2. Findings: Internal Practices

### To what extent are volunteering organisations ‘walking the talk’ as regards their internal practices of gender mainstreaming?

#### a) **Core Values, Mission Statement and Vision**

From the CEO survey, 100% of organisations stated that gender equality was explicit in their core values; 50% in their vision; and 16.7% in their mission statement (see appendix 2a). This positive affirmation of gender equality was not however supported by analysing the websites of the organisations. Of the 6 organisations only one explicitly mentioned GENDER equality in this context – although there were references to human rights and equity generally. Additionally, the mission statement, vision and core values could not always be found on the websites.

#### b) **Gender Policy**

CEO surveys showed that 4 out of the 6 organisations had a gender policy and, of these, 1 was written by all staff and 3 by a team (see appendix 2b). Of the 4 organisations that had a gender policy 2 CEOs were female and 2 male. Of the two that did not, 1 CEO was female and 1 male. SMART targets help to keep the policy grounded and a document that does more than tick a box – but only 50% of the organisations that had a policy used time-related targets (see appendix 2c).

The CEO surveys were cross-referenced to the staff surveys (see appendix 2d) and it was found that in 2 organisations, which did have a policy, 100% of the staff sample knew about it. In the other two this was not so and staff were not always aware of its existence even when gender was a cross-cutting theme and induction of new staff included gender as a theme. In one of the organisations without a policy two of the staff believed one existed when it didn't!

The organisations which did have a gender policy were asked to provide copies. An excerpt of the gender policy at CCI is shown in the boxes. This policy was written by a team and was selected as an example of a good practice for several reasons:

- It is very clearly structured and avoids including too much information – particularly wordy concepts. In total it is just over 5 pages long. This makes it **accessible** to busy staff.



Canadian Crossroads International  
Carrefour Canadien International

#### **Gender Equality Policy**

1. Preamble
2. Goals, Objectives, Principles
3. Achieving gender equality at an organisational level and at programming level.
4. Glossary
5. Key Resources

- It integrates gender equality with its mission, vision and values showing that it is not an ‘add-on’ but **key to the identity** of the organisation



Canadian Crossroads International  
Carrefour Canadien International

## **Gender Equality Policy**

### **1. Preamble**

CCI believes that gender equality is critical to the achievement of **our mission**:

To create a more equitable and sustainable world by engaging and strengthening individuals, organizations and communities through mutual learning, solidarity and collective action;

of **our vision**:

ONE WORLD where human rights are respected, poverty is eliminated and the impact of HIV/AIDS is reduced;

and in line with **our values**:

- Active global citizenship
- Equity and diversity
- Reciprocity
- Innovation and learning
- Transparency and accountability.

- It recognises that gender equality should not just be apparent within the programmes but also within the organisation and therefore takes a **holistic approach**.
- It also gives **practical** examples of how it will achieve its aims and **identifies processes** that will be implemented to achieve this.



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### **3. Achieving gender equality at CCI**

#### **3.1-On an organizational level :**

CCI will:

3.1.1-Create a plan to ensure implementation of the policy.

3.1.2-Ensure that sufficient human and financial resources are allocated to the implementation of our Gender Equality Policy.

3.1.3-Provide training to all CCI staff on gender equality in order to ensure that all staff members are able to integrate considerations of gender in their work. Specialized training will be provided to program staff.

3.1.4-Empower **Board's Members and** managers to encourage groups and forums across the organization to share learning and best practice on gender equality.

3.1.5-Make gender awareness and understanding a criterion for recruitment and development of **Board's Members,** staff and volunteers.

3.1.6-Pursue family friendly work practices within the organization that enable both men and women to participate fully in work and in family life.



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### 3.2-On a programming level :

CCI will:

3.2.1-**Conduct a gender analysis and develop a global strategy** taking into account **and identifying** the different concerns, **opportunities and obstacles**, experiences, capacities and needs of women and men in our three sectors of work: women's rights, HIV/AIDS, and community economic development.

3.2.2-Choose partners with a commitment to achieving gender equality in their programs and in their organizational structure.

3.2.2.1 include in partnership agreements steps relating to this policy.

3.2.3-Initiate and support ongoing discussions with CCI partners on gender equality and the importance of gender equality to development **as well as the integration of Gender Equality within Results-Based Management Performance Frameworks.**

3.2.4-Develop **specific** strategies to support **the capacities of each** CCI partners to achieve their gender equality objectives **within their local context**, for example by providing trainings, tools, manuals, etc.

3.2.5-Ensure that CCI public engagement activities **incorporate a gender perspective** and address issues of gender equality.

3.2.6-Ensure that all program volunteers receive **training and support on** gender equality.

3.2.7-Ensure that CCI's monitoring and evaluation system and tools incorporate a **gender perspective.**

3.2.8-Ensure that CCI advocacy and communications support and highlight our commitment to gender equality.

**3.2.9-Ensure that CCI identifies Lessons Learned in implementing its Gender analyses and strategies (i.e. best practices, issues and socio-cultural obstacles encountered, mitigation and resolution of issues).**

### **c) Staff Training**

CEOs from 4 out of 6 organisations said they regularly have gender training with staff (see appendix 2e) and 50% include gender training in their volunteer induction programme. Despite this 64.7% of staff said they had never received any gender training at their current organisation (appendix 2f) and 58.8% of staff (see appendix 2g) said that they thought that they were aware of some gender issues rather than being confident or very confident about the issues. Interestingly, the most common way that staff learnt about gender issues was informally through other colleagues (see appendix 2h).

### **d) Management**

5 out of 6 CEOs (see appendix 2i) stated that part-time staff can hold managerial positions in their organisation. When looking at gender balance on the senior management team, there was no clear gender pattern. 1 of the 6 organisations had an equal gender balance and the others were either weighted to women or men (see appendix 2j). A similar mix was found at the level of the board of trustees. All of the organisations cited some sort of terms and conditions which facilitated employees with caring responsibilities to fulfil this role (see appendix 2k).

When CEOs of organisations which did not have gender balance were asked why they thought that was so, one organisation cited a ‘traditional way of thinking’ although another organisation – which has more women than men managerially and on the board of trustees – explained that they were not concerned that they had more women than men (and therefore a lack of gender balance) at this point in time.

**e) Staff Appraisal**

50% of the organisations never use gender sensitive targets as part of their staff appraisal and the rest only sometimes or rarely (appendix 2I).

**Conclusion**

Generally, mainstreaming gender throughout the organisations surveyed does not seem to be occurring systematically. None of the organisations answered affirmatively in all of the areas referring to internal processes that support women’s equality – i.e. gender policy including time-related targets; gender-training of staff; part-time staff in managerial positions; a gender balance in management and in the board room; and gender sensitive targets in staff appraisal. But all of the organisations included some of these things.

Generally, gender policies including targets need to be tightened so that gender remains a live issue and gender equality something towards which organisations are working consciously and continually rather than it being an ‘add on’. Time-related targets and specific budgets will help in this.

Training programmes for staff are not always occurring. Most staff are aware of gender issues but do not feel confident. The most common way that staff are keeping abreast of issues is informally yet there is real scope to put processes in place to ensure a systematic engagement with these issues

Almost all organisations allowed part-time staff to hold management posts and supported employees with terms and conditions like flexi-time that help caring-roles to be fulfilled. Some of the organisations were successful at achieving a gender balance in management although a closer look is needed to give a more accurate picture. Figures alone do not tell the whole picture as different management positions hold different weights.

**Discussion Questions**

- f) *What is the point of a gender policy? How can it be kept alive and not in a file once devised? What sort of time –related targets could be used?***
- g) *What factors are at work keeping women out of management besides issues of child-care?***
- h) *How can staff keep up-to-date with developments in gender issues? Should it be part of individual CPD or whole organisational learning days?***
- i) *Which four posts in your organisation hold the most weight? What is the gender balance of those?***

### 3. Findings: Programmes

#### What percentage of programmes have women's empowerment as a definite focus?

Neither statistics nor estimates were available for this from one organisation – of the others the average was 34% of the programmes have women's empowerment as a primary focus (see appendix 3a). Women's empowerment as a secondary focus was a little higher with the average being 50% (see appendix 3b).

#### Is there a gender analysis at the design stage so that possible impacts on men and women are differentiated?

50% of organisations stated that they always did a gender analysis at the design stage of the programmes; 33.3% sometimes; and 16.7% rarely. None of them never used one (see appendix 3c).

#### Are gender-sensitive indicators being used to monitor and evaluate programmes?

Three organisations suggested a variety of indicators; two of the organisations did not give details but insisted indicators were used; and one declined to answer (see appendix 3d). The three organisations that did give details did so fairly thoroughly with indicators looking at socio-cultural, political, economic, physical and psychological empowerment.

CCI listed the following:

***We have many - related to specific outcomes: examples include: Self-assessments by women's organizations (Southern Partners) demonstrate an increase in overall capacity to achieve their mission; Percentage of women voters, candidates and members of formal governance structures in particular countries; Number of instances in which legal instruments are used by women to assert their rights to live free from violence; Number of women having access to productive resources; Number of viable enterprises established by women Number of women living with HIV and AIDS and accessing treatment, care and support; Number of women and girls reached by HIV and AIDS prevention programs.***

In an email the CEO of CCI explained that they have just begun to integrate/implement these indicators into their monitoring and evaluation system and will begin tracking them in the coming year and over the next five years.

AVI also spanned broad parameters:

***Economic participation; economic opportunity; political empowerment, educational attainment; and health and well-being (inc focus on safety and freedom from violence). Specific targets relevant to beneficiary community would be identified for each of these headings.***

#### Conclusion

Programmes which promote women's empowerment as a primary focus are a surprisingly small percentage given the importance of this in achieving the MDGs. One organisation could not even provide figures for this. This suggests that few organisations are using a displacement model of gender mainstreaming in their programme work. Indeed where figures are lacking it could be argued that no real conceptual model of gender mainstreaming is being used in any serious way. However, one CEO who read this paper prior to the conference argued that gender mainstreaming may be taking place without women's empowerment being a primary or even secondary aim.

An interesting thread that runs from this is that someone who is attuned to the issues of women's empowerment may perceive that women's empowerment is a secondary aim (eg a project promoting small businesses will mean women develop their economic and psychological empowerment etc) more than someone who sees alleviation of poverty as the main focus irrespective of gender. This underlines the importance of standpoint and the subsequent need to have gender-sensitive analysis and indicators in place to capture a full picture.

Gender analyses and gender-sensitive indicators to monitor and evaluate programmes are vital if women's equality is to be an integral part of organisations' processes. Results from the survey show that some organisations are beginning to give this approach thorough attention and all of the organisations suggest they are giving the approach some attention – although a lack of real detail was lacking in some of the responses.

An organisation using the displacement model of mainstreaming would consistently have gender analyses and gender-sensitive indicators at the centre of its programme work so as to respond sensitively to the practical and strategic gender needs of the community. Working without these tools will result in gender-blind programmes that at best just work at the inclusive level of gender mainstreaming – but may yet have negative impacts on women.

#### **Discussion Questions**

- ***Given the centrality of women's empowerment in achieving the MDGs, why does it not seem to have a higher priority? What are the barriers to this being more central?***
- ***What prevents gender analyses always being completed at the design stage of programmes?***
- ***Working from the model depicted in figure 1 what indicators could be used effectively for the five areas of empowerment: physical, socio-cultural, economic, psychological and political? Would it be helpful or constraining if standardised ones were used throughout development?***

#### **4. Findings: Volunteers**

The broad question being asked is:

**How are the current trends in volunteering intersecting with gender?**

##### ***a) Type of Work***

The type of jobs being done by men and women revealed a fair mix with both women and men in the obvious gender-stereotypical areas such as IT, communication and HIV/AIDS for example although the balance was not quite even. The question about work was open-ended, with volunteers being asked to give “Brief work details”. When categories were imposed, more obvious differences emerged (see appendix 4a): 14% of women were involved in human rights work but no men; and 17% of women were working in organisational development but, again, no men. 32% of men were in education but only 9% of women. To draw firmer conclusions more research should be done with a larger sample and where participants categorise their own work from a specified choice. Only very brief details were supplied and it was not always clear into which category jobs should fall.

##### ***b) More Professional and Older Volunteers***

The trend for older volunteers was confirmed by the volunteers’ survey with most volunteers being in the 31 –40 age group (37.3%) and 71.2% of volunteers being over 30 years of age (see appendix 4b).

When the results were gender-disaggregated it was revealed that the younger volunteers were more often women and the older more often men. 80% (12/15) of the men were aged over 40, but 81.8 % (36/44) of women were aged 40 and under (see appendix 4c). All the volunteers were contacted subsequent to this finding to try and tease out some of the reasons why the volunteers chose the time of life they did to volunteer. 21/59 replied, 15 of whom were women and 6 men. All of the women except 1 were 40 and under and all of the men were over 40. 53.3% (8 of the 15) women cited a lack of family commitments as a contributing factor in deciding they were available whereas only 16.7% (1) of the 6 men noted this as being significant despite the fact that their age probably meant that this was also true. An important theme with men was ‘challenge’ or ‘adventure’ which was mentioned by 66.7% of men and none of the women. 33.3% of the women and 16.7% of the men wanted to make a contribution (see appendix 4d).

##### ***c) Management Positions***

Both women and men were in consultancy and management positions although proportionally there were more men in these. 60% (9/15) of men mentioned consultancy, management, training or coordinating as their role. Of the women only 13.6% (6/44) did so, suggesting that men are more likely than women to be in a management position. This could be accounted for by the fact that a greater proportion of the male volunteers are older (see appendix 4e).

##### ***d) Short term Volunteering***

The trend for much shorter placements was not strongly supported from the surveys as nearly 73% (43/59) of the volunteers that responded were doing a placement of 2 years or above and only 15.3% (9/59) doing a year or less (see appendix 4f). Appendix 4g relates the placement time to gender. 66.6 % (10/15) of the total men and 75% (33/44) of women opted for the 2 years and above placements. 26.7% (4/15) of men and 11.4% (5/44) of women chose to do a placement of one year or less. This shows a slight preference of women for longer placements which is possibly related to them being younger on average (see section 4c above).

**e) Direction of Volunteering**

From the volunteers' survey a surprisingly small number of volunteers were south – south. Of the two that were, both were on long-term placements and both female (see appendix 4h). The rest were volunteering north – south.

**f) Accountability**

When we look at supervision 64.4% of volunteers (54% of women and 80% of men) had a male supervisor (see appendix 4i).

Appendix 4j shows that the most common score (30.5%) of perceived accountability by the volunteers was 5 out of 6 where 6 is highly accountable. 11.9% thought they were highly accountable (score 6). When this is disaggregated by gender an interesting pattern emerges. Women think they are held to be far more accountable with nearly half (21/44) of the women rating the level of accountability as being 5/6 or 6/6. Only 25.7% (4/15) of the men felt the same accountability. Not only that, but over 50% (8/15) of men rated the accountability as only 2/6. In comparison only 2.3% (1 of the 44) women experienced their accountability as this low.

When these results were further disaggregated by age as well as gender it is apparent that this is an important factor (see appendix 4k). Of the 9 people who perceived a low level of accountability 6 (all men) were over 50. As it seems men move into volunteering at a later stage of their life than women age as well as gender is at play. Conversely, the two women above 50 rated accountability as 5 out of 6 showing that age alone is not enough to minimise accountability.

**g) Gender-specific Challenges at Work**

Just over half the volunteers (50.8% see appendix 4l) felt they had challenges specific to gender in their work. When broken down by gender and age, this was shown to be experienced more strongly by the women with 59.1% (26/44) women and 26.7% (4/15) men saying that there were such challenges (see appendix 4m). There was no obvious correlation with age.

32 volunteers added comments, a few of which are set out below:

**Gender-specific challenges at work**

***I think that working in \*\*\*\* is still very dominated by male authority figures. I feel that it is difficult as a female to be taken as seriously as they would a male. Also, I have had some challenges in communicating with male co-workers (whom I supervise), as they have disregarded my opinions and experience because of my gender and perhaps my age too (female volunteer aged 22-30).***

***It can be difficult to be the only woman in an organisation trying to promote the rights of women, it is often hard to be heard and taken seriously when discussing such issues. An elder male colleague in the same position as me is treated very differently from me and men in the organisation often (unintentionally I believe) refer to me using terminology that I find to be a bit sexist (female volunteer aged 22-30).***

***Even by my female boss, I am often not seen as valuable as male colleagues. I have troubles moving around on my own, need protection and am seen as vulnerable (female volunteer aged 31-40).***

***Dealing with inappropriate sexist comments made by males towards women (male volunteer aged 41-50).***

***The issue is how not to exploit the power and authority that comes with being an older foreign male (male volunteer aged 51-60).***

#### **h) Gender-specific Challenges in the Host Community**

Under half (45.8% see appendix 4n) of respondents thought there were gender-specific challenges in integrating into their host community. When broken down by gender and age over half the women (23/44) and 26.7% (4/15) of the men experienced challenges (see appendix 4o). Again, there seemed no clear correlation with age.

#### **Gender-specific challenges in the host community**

***Being myself, with my own way of being male- like not being interested in football, cars, drinking etc. is sometimes challenging here (male volunteer aged 41-50).***

***I cannot socialise with men on my own - there always has to be other women, therefore I have to always think about who I am with and where we are going to meet. On the other hand, integrating into the female social network is easy and welcoming (female volunteer aged 41-50).***

***Socially, men spend time together, often drinking. Women are rarely part of these occasions. This has often been relayed to me as a 'culturally appropriate' situation and that if women were present, it would 'make the men uncomfortable'. I find this frustrating. Women are also expected to prepare tea and food for any guests. As this is not part of my cultural background, I have found it difficult, for example, when my or my partner's students expect me to prepare tea/food for them while I am working (female volunteer aged 22-30).***

The question of safety and security will obviously impact not only socially but also professionally – limiting the type of work that can be done. When asked whether they felt safe travelling on their own 15.3% (9/59) volunteers did not feel safe (see appendix 4p). Of these 9 people 8 were women and age did not appear to be significant. These 9 volunteers worked in 8 different countries.

#### **i) Making Influential Relationships**

Linked to the above findings are the dynamics that will be at play for volunteers in making influential relationships. If it is largely men that hold the power at work and in the community and cross-sexual relationships not considered very usual or acceptable, then this will limit a woman's access to influence in her community or work ( Perring 2007<sup>14</sup>).

The volunteers' survey (see appendix 4q) revealed that 83.1% of volunteers perceived that positions of authority were held by men in the community. At work (see appendix 4r) it was a very different picture with 57.6% of volunteers perceiving it to be held by men, 22% by women and 20.3% an equal balance. This difference between the community and the workplace is a positive indication of the work being done to mainstream gender in development organisations and although a gender balance is still lacking a movement in the right direction is apparent.

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<sup>14</sup> Perring, R. (2007) *Are the Lived Experiences of Gap Year Volunteers Gendered and Do they Contribute to a Neo-Colonial Development of the Majority World?* University of Warwick: unpublished MA dissertation

### **j) Training of Volunteers**

84.7% of volunteers said that they received training prior to placement (see appendix 4s) but only 3.4% (2 people: 1 male and 1 female) rated this as having a strong focus on gender (see appendix 4t). The most common score (27.1% - 16 out of 59, 13 female and 3 male) for emphasis on gender in training was 3/6 where 6 is a strong focus and 1 not at all.

In line with staff responses, most volunteers (86.4%) said that the way they learnt about gender issues was informally through other colleagues. The next most common way was through written publications (57.6%) closely followed by links with other organisations (52.5%). Only 20.3% did so through talking with a gender specialist (see appendix 4u).

Even if the organisation is committed to gender training and this takes place in the preparation of volunteers, any ongoing training of volunteers is the responsibility of the partner organisation not the sending organisation, so even if the latter has total commitment to gender equality this is no guarantee that the appropriate practices and processes will be followed through by the partner organisation. This relationship is an area for further research to examine the scope and function of partnership agreements and how they can most effectively support gender equality.

### **k) The Role of the Internet**

UNV run an online volunteering programme but were not able to participate in the survey. However, some emails and telephone conversations with UNV gave the information that, in 2007, 62% of the online volunteers were women but this was not disaggregated by age, length of service nor job description so further analysis could not be done. 40% of the volunteers were from southern countries and all were working to support projects in developing countries. In 2007 there was a total of 2753 volunteers. Each of the online programmes is linked to MDGs and currently only 2% are linked to MDG 3. As there are 8 MDGs it might be thought that there should be at least 12.5% of programmes linked to MDG 3.

UNV contacted a selection of online volunteers for me and 3 responded about their work. There were two females and one male; all aged between 27 and 31. Both females were from the USA, living in the USA and the male was British living in a developing country. All had other work they were doing and caring responsibilities at home.

When asked why they chose online volunteering their responses were as follows:

***I have a full-time job, husband, and a young child. It wasn't realistic for me to do the volunteer work that I had done before I had my child so with online volunteering I can be at home, making a difference, and at the same time, not feel guilty that I am neglecting the needs of my family. I can have it all, so to speak. (female)***

***I chose to volunteer through the UNV because of the breadth of opportunities offered. I wanted to find a way to utilize my professional skills and was impressed by the different types of projects being posted and the variety of groups to work with. (female)***

***The assignment matched my skills perfectly. (male)***

There was flexibility with all of them on how much time was given to volunteering – and this was cited as a positive factor of online volunteering.

It is possible that online volunteering – more than face to face – can minimise gender issues as it is not always obvious whether one is dealing with men or women – especially if the names are from an unfamiliar culture:

***I don't usually know the sex of the people with whom I'm working unless we meet. It can be very hard to judge.....My main collaborator on the assignment is Tay<sup>15</sup>. In the beginning I had no idea of her gender and the only difference it could have made is whether to start the email 'Dear Mrs/Ms/Mr/' - so I simply put 'Dear Tay'. When we met, I was a little surprised. From our conversations on the phone and the history of the assignment, I was expecting to meet a big powerful person. Tay is about 5'10, slight and giggly in a disarming way.. and female. (male)***

However, this gender anonymity was not so present for both of the other volunteers:

***I normally do know the sex of the people that I'm working with online, unless they refer to themselves as, for example, "The such-and-such Team." The vast majority of people that I have worked with have been women and thus, in my mind, I always kind of assume that's who I'm working with as a default if I don't actually know. This is reinforced by the fact that for me, volunteering is almost a nurturing activity. It's almost as if the women I work with do so for the same reason. That's kind of a weird generalization I know. However, the few guys that I have worked with seem to be the same way so maybe that is the nature of volunteering in general. (female)***

***Yes (I do normally know the sex of the people I work with) but it doesn't matter to me. (female)***

### **Conclusion**

Although the traditional division of work areas was not strongly supported, this study shows that women are more involved than men in human rights work and organisational development; and men more involved than women in teaching. The reason for women's greater involvement in human rights work may be linked to an appreciation of this strategy in achieving equality for women in which they have a vested interest – although not all the work was linked to *women's* human rights. More investigation is needed to examine this particularly as the author imposed her own categorisation on the volunteers' responses to an open-ended question.

There is strong evidence that men tend to go into volunteering at a later age than women with most women being under 40, and most men being over 40. The reason for this is not clear although the lack of family commitments was clearly a more significant factor for women than for men, only one of whom mentioned this in follow-up emails despite the fact that any children may well have left home at their time of volunteering (8 of the male volunteers were over 50). It may also be that there is more pressure on men to 'get on' career-wise so that volunteering is delayed until they feel more secure professionally. However, for women once over 40, having taken a career break with childcare, most are keen to refocus and get back on the career ladder and see voluntary work as a side rather than upward step – one that they cannot afford to take.

Male volunteers are more likely than women to be in a management position. This may be related to the fact that a greater proportion of the male volunteers are older. Linked to this, 64.4% of volunteers (54% of women and 80% of men) had a male supervisor. Although the partner organisations show more of a gender balance in terms of authority than many of the communities in which they work, patriarchy still has a significant hold.

Women think they are held to be far more accountable with nearly half (21/44) of women rating the level of accountability as being 5 out of 6 or 6 out of 6. Only 26.7% (4/15) of the

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<sup>15</sup> The name has been changed to protect her identity

men felt the same accountability. Not only that but 53.3% (8/15 men) rated the accountability as only 2 out of 6. In comparison only 2.2% (1/44) of the women experienced accountability as this low. Age plays a significant role in this: of the 9 people who perceived a low level of accountability 6 (all men) were over 50. Conversely, the two women above 50 rated accountability as 5 out of 6 showing that age alone is not enough to minimise accountability. Is this perception itself gender-related, or is it a reality - are the structures of accountability generally more rigorous for women or is it that women feel more accountable?

Examples of some of the challenges related to gender were given and it is clear that although not all women think there are gender-specific issues, a significant amount do - which include not being taken seriously in the work place; discriminatory comments; and limits to mobility within the community. These challenges will significantly impact upon performance and achieving gender equality and there may be a tension between promoting gender equality yet respecting the culture in which one is a guest.

The whole notion of masculinity and how that impacts is an area that deserves more research. The struggle for gender equality, and particularly supporting a displacement model of gender mainstreaming, will obviously affect notions of masculinity (for men and women). Comments revealed that for one man rejecting traditional forms of masculinity left him feeling isolated; another man cited his challenge being not to play the power card that comes with his position as a senior, foreign male.

Some women felt that their sex gave them easy acceptance by women's groups - interestingly a lack of acceptance by women's groups of men was not cited. Either they had no wish to be part of women's groups, or they did indeed also feel welcomed.

A person's sex may also affect their access to influence as suggested by Perring (2007)<sup>16</sup>. Where cross-gender friendships are less acceptable and positions of authority dominated by men (which is more usual in the host communities than in the partner organisations) this will limit the potential for networking with people of influence.

Training of volunteers usually occur pre-placement although the emphasis on gender varied from individual to individual. The most common way to learn about gender issues was informally through colleagues – which suggests rather an *ad hoc* approach. There is no doubt that sharing real life examples and experiences are powerful and helpful, but there needs to be some system in place to make sure this valuable resource is being used to the best advantage. Setting up online forums to discuss issues as well as linking with local women's groups may also be advantageous.

Online volunteering was only examined briefly and from the small sample it is obvious that the flexibility that this offers is a big attraction – male and female. It can potentially break through gender – and other barriers (e.g. disability). A closer examination of this area with gender disaggregated data as well as interviewing people in-country receiving the volunteering would be helpful.

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<sup>16</sup> Perring, R. (2007) *Are the Lived Experiences of Gap Year Volunteers Gendered and Do they Contribute to a Neo-Colonial Development of the Majority World?* University of Warwick: unpublished MA dissertation

### Discussion questions

- ***What do you think explains the phenomenon that 80% of the men were aged over 40 but 82% of women were aged 40 and under?***
- ***Do you think women really are more accountable or just feel it?***
- ***What are the barriers to male and female volunteers challenging sexist behaviour? Is it harder for men?***
- ***“It’s one thing to assert women’s equality but another to challenge notions of masculinity”. Do you agree?***

### 5. Further Areas for Study

The surge of interest in and commitment to gender equality following the Beijing Platform of Action (1995) has resulted in more general awareness of gender issues and more tools being available in development to support this aim. However, as can be seen from the discussion paper there is often an *ad hoc* or inconsistent application of systems and processes.

This discussion paper gives a general overview of what is occurring within a few FORUM organisations. Following on from this it would be useful to take more cases of best practice to inspire and lead the way – both with internal practices and in the programme work. Additionally, research done at arm’s length and using surveys and emails has many limitations – research conducted in the countries where the field work is being done is likely to be far more accurate and informative – it would also correct the bias found in this paper towards a northern perspective (as almost all the respondents were from developed countries).

An area touched on briefly but requiring more examination is the relationships that exist between the sending organisation, the partner organisation and the volunteers. How can gender equality be supported through these relationships? What can be demanded of the sending and receiving organisations with respect to commitment to gender equality and how can the volunteers be supported and enabled to work towards these aims?

Notions of masculinity and the ways in which these interact with a person’s identity, ideals, and their positions at work and in the community would make interesting further study. Too often the accusation is that gender is all about women - it would be very illuminating to attain a fuller understanding of the pressures and influences on men, and how these contribute to the struggle towards achieving gender equality. The gender differences found in the age of the volunteers would also be interesting to explore further as well as a more comprehensive study of the differences in jobs being done by the volunteers. Why do these differences exist? What do they reveal?

The influence of the internet was also just touched on – and then only with respect to the online volunteering programme run by UNV. A more complete investigation into how the internet is being used in FORUM organisations would give a fuller picture. In-depth case-studies would illuminate practise and exploring the potential of using the internet’s different modes of communication (such as blogs, discussion forums) to support gender equality may lead to some more radical ways of doing just this.

## **6. Key Learnings and Future Trends**

- Firstly, gender still seems to be an issue that demands some sort of response: positive support; resistance; or tired cynicism for the notion of gender mainstreaming and women's equality. Few people remain neutral about the subject because it is not just about policies but identities. It is worth drawing attention to the fact that over 70% of the respondents were women. Is this a fair representation or have men had enough and are leaving this area to women?
- The field of development, like all areas of society is gendered. In the context of this paper that includes the sending organisation, the partner organisation, the community in which the volunteers work and the volunteers themselves. It is an issue that has to be worked with rather than ignored.
- Gender is definitely on the agenda in some shape or form in the organisations – but may just be a token, knowing that it SHOULD be there. Any organisation has its work cut out keeping on top of all the issues that clamour for attention – the environment, peace and conflict, disability, HIV/AIDS - and gender equality is up there with them. Rarely does it appear to be systematically running through an organisation's heart and actions but is prone to be susceptible to significant individuals within the organisation - thriving with passionate champions and withering if no-one is there to defend its space. In the programme work the relationship with the partner organisation is crucial and again – the power of individuals to champion or squash gender equality disturbing. Yet gender equality remains, I believe, central to achieving both the local development goals and the MDGs and therefore its place should be strengthened through systems and processes so that individuals' powers are diluted.
- The most interesting section to write was the material from the volunteers – a vibrant and committed group of individuals who could be used as a valuable resource in reflecting on what is happening in the field and providing gender training. Isolated from their own culture some have had problems fitting into more 'macho' societies and are uneasy at challenging it lest it be perceived as colonial or disrespectful. This is a difficult tightrope and preparatory gender training and especially training in the field is vital to wrestle with these issues. An interactive forum to compare experiences may also prove useful and would be fairly simple to set up. Not only women were intimidated or in conflict with macho cultures – some men were too and one man also spoke of his challenge being not to take advantage of the power he felt given to him as a white male. Dealing with these issues demands self-awareness, safety and challenge. This could be provided in-country – budgets permitting – or through online volunteering with specialists trained in gender and counselling.
- Some interesting gender differences amongst volunteers were identified: women feel more accountable and hold less supervisory roles; they are also younger but the former differences cannot always be explained by the age difference. A significant proportion of women have gender-related challenges in the work place and host community; and some men too find themselves in a 'macho' culture in which they feel uncomfortable. Women work in some different areas to men particularly human rights and organisational development. Women are more influenced than men by their responsibilities as child-carers in deciding when to volunteer, highlighting the fact that women's own perceptions of themselves and men are as important as society's.

Development is a fast moving field particularly as we move towards 2015, the year by which the MGDs were hoping to be achieved. Globalisation means that we are becoming more inter-connected in the world and the pressure for resources ever greater. The following future trends are suggested:

- Research is beginning to emerge on the way in which the Paris Declaration is impacting on development work. There is evidence that the emphasis on working with governments (which may lack commitment to gender equality) and supporting civil society organisations in line with government strategies may mean gender mainstreaming and the fight for gender equality can easily be misled.
- Additionally, the tendency to aim for short-term goals rather than long-term change is likely to distract from a displacement model of gender mainstreaming where results may be harder to measure and take longer to achieve.
- There are other factors significantly influencing programme work. From limited experience working in a small NGO based in the UK the demands of the donors do much to shape the programmes and there may be a real conflict of interest. DFID has been proactive in keeping gender as an issue but not all donors are – for example the Bill and Melinda Gates Foundation do not cite it as being a particular area of interest (although many of the farmers they support are women) and so this can hamper implementation as there are other hoops that have to be jumped through to be eligible for funding.
- The role of the internet was barely touched on despite very lively and informative replies from the few I contacted. Space was too limited. But as we live increasingly in a virtual world with more and more people having access to the internet this clearly has a major impact and is potentially very effective at breaking down some of the barriers experienced by gender – although webcams may temper that somewhat! Online volunteering seems a very satisfying, flexible and accessible way that people can give their time and may well open up doors to people who would not usually consider volunteering as it can be with minimum impact on the rest of their lives. As it is becoming more common for men as well as women to take on childcare roles this is to their advantage as well as women's. Additionally, possibly due to our expanded world view that we have in the 21<sup>st</sup> century, there is a growing trend for skilled professionals wanting to make a positive contribution to the world and online volunteering an ideal way for them to do this.
- Developments in technology provide new and innovative ways to thinking and communicating about gender issues. Blogs; social network sites; youtube; and websites specifically set up to explore gender make it ever easier to engage, communicate and set up imaginative training programmes. Computers allow data to be processed and results analysed with the minimum of fuss – as long as there is electricity....
- Lastly, but very significantly, the competition for resources in a world with a growing and demanding population is likely to lead to further poverty. 70% of the poor are women and this feminisation of poverty will not be halted unless women's equality is kept at the heart of development.

**Appendix One: Responses****CEOs**

	<b>Female</b>	<b>Male</b>	<b>Total</b>
<b>A</b>	0	1	<b>1</b>
<b>B</b>	1	0	<b>1</b>
<b>C</b>	1	0	<b>1</b>
<b>D</b>	0	0	<b>0</b>
<b>E</b>	0	0	<b>0</b>
<b>F</b>	0	0	<b>0</b>
<b>G 1</b>	1	0	<b>1</b>
<b>G 2</b>	0	1	<b>1</b>
<b>G 3</b>	0	0	<b>0</b>
<b>G 4</b>	0	1	<b>1</b>
<b>H</b>	0	0	<b>0</b>
<b>I</b>	0	0	<b>0</b>
<b>Total</b>	<b>3</b>	<b>3</b>	<b>6</b>

**Staff**

	<b>Female</b>	<b>Male</b>	<b>Total</b>
<b>A</b>	0	0	<b>0</b>
<b>B</b>	10	0	<b>10</b>
<b>C</b>	6	3	<b>9</b>
<b>D</b>	5	1	<b>6</b>
<b>E</b>	1	0	<b>1</b>
<b>F</b>	1	0	<b>1</b>
<b>G 1</b>	0	2	<b>2</b>
<b>G 2</b>	0	1	<b>1</b>
<b>G 3</b>	0	2	<b>2</b>
<b>G 4</b>	1	1	<b>2</b>
<b>H</b>	0	0	<b>0</b>
<b>I</b>	0	0	<b>0</b>
<b>Total</b>	<b>24</b>	<b>10</b>	<b>34</b>

**Volunteers**

	<b>Female</b>	<b>Male</b>	<b>Total</b>
<b>A</b>	0	0	<b>0</b>
<b>B</b>	2	2	<b>4</b>
<b>C</b>	12	6	<b>18</b>
<b>D</b>	16	1	<b>17</b>
<b>E</b>	0	0	<b>0</b>
<b>F</b>	0	0	<b>0</b>
<b>G 1</b>	1	2	<b>3</b>
<b>G 2</b>	0	0	<b>0</b>
<b>G 3</b>	4	0	<b>4</b>
<b>G 4</b>	5	2	<b>7</b>
<b>H</b>	0	0	<b>0</b>
<b>I</b>	0	0	<b>0</b>
<b>Organisation not clearly attributable</b>	4	2	<b>6</b>
<b>Total</b>	<b>44</b>	<b>15</b>	<b>59</b>

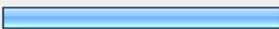
**Online volunteers**

	<b>Female</b>	<b>Male</b>	<b>Total</b>
<b>J</b>	2	1	<b>3</b>
<b>Total</b>	<b>2</b>	<b>1</b>	<b>3</b>

**GRAND TOTAL 10 organisations, 102 participants. 71.6% of respondents were female.**

**Appendix Two: Internal Practices**

**2a) Core values, mission statement, vision: CEO response**

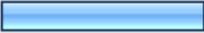
4. Is gender equality explicitly part of your core values, vision or mission statement?			
		Response Percent	Response Count
Core values		100.0%	6
Vision		50.0%	3
Mission statement		16.7%	1
None of the above		0.0%	0
		<i>answered question</i>	6
		<i>skipped question</i>	0

**2b) Gender policy: CEO response**

5. Do you have a gender policy? If yes, please answer questions 6,7 and 8.			
		Response Percent	Response Count
Yes		66.7%	4
No		33.3%	2
		<i>answered question</i>	6
		<i>skipped question</i>	0

6. How was your policy written?			
		Response Percent	Response Count
By an individual		0.0%	0
<b>By a team</b>		75.0%	3
By all staff		25.0%	1
		<i>answered question</i>	4
		<i>skipped question</i>	2

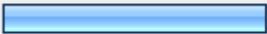
**2c) Time related targets in gender policy: CEO response**

7. Does the policy include time-related targets?				
			Response Percent	Response Count
Yes			50.0%	2
No			50.0%	2
			<i>answered question</i>	<b>4</b>
			<i>skipped question</i>	<b>2</b>

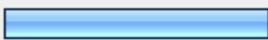
**2d) Cross-referencing CEO and staff responses re gender policy**

Organisation	Gender policy?	Staff responses (f:m)	Knowledge of gender policy being definitely present(f:m)
<b>A</b>	Yes	0	0
<b>B</b>	Yes	10 (10:0)	10 (10:0)
<b>C</b>	Yes	9 (6:3)	3 (1:2)
<b>G1</b>	No	2 (0:2)	2 (0:2)
<b>G2</b>	No	1 (0:1)	0
<b>G4</b>	Yes	2 (1:1)	2 (1:1)
<b>Other(some responses were from staff whose CEO had not completed the survey)</b>	Unspecified	10 (7:3)	5 (4:1).

**2e) Gender training: CEO response**

9. Do you regularly have gender training as part of staff training? If yes, please outline briefly.				
			Response Percent	Response Count
No			33.3%	2
 view	Yes		66.7%	4
			<i>answered question</i>	<b>6</b>
			<i>skipped question</i>	<b>0</b>

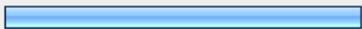
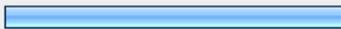
**2f) Gender training: staff response**

7. Have you ever participated in gender-training at your current organisation?			
		Response Percent	Response Count
Never		64.7%	22
Once		17.6%	6
More than once		17.6%	6
<i>answered question</i>			<b>34</b>
<i>skipped question</i>			<b>0</b>

**2g) Confidence levels of staff re gender issues: staff response**

9. How confident do you feel about your knowledge of gender issues?			
		Response Percent	Response Count
Very confident		8.8%	3
Confident		32.4%	11
<b>I am aware of some issues</b>		<b>58.8%</b>	20
I am not really aware of the issues		0.0%	0
<i>answered question</i>			<b>34</b>
<i>skipped question</i>			<b>0</b>

**2h) Ways that staff develop knowledge of gender issues: staff response**

8. In what way are there opportunities in your organisation to develop your knowledge of gender issues? Tick as many boxes as are appropriate.		Response Percent	Response Count
Through written publications		61.8%	21
Through staff training		58.8%	20
Through links with other organisations		61.8%	21
Through talking with a gender specialist at the organisation		32.4%	11
Informally through discussions with colleagues		97.1%	33
None		0.0%	0
		<i>answered question</i>	34
		<i>skipped question</i>	0

**2i) Part-time staff and managerial roles: CEO response**

14. Can part-time staff hold managerial positions?		Response Percent	Response Count
Yes		83.3%	5
No		16.7%	1
		<i>answered question</i>	6
		<i>skipped question</i>	0

**2j) Gender balance within organisations: CEO response**

Organisation	Management Team	Board of trustees
<b>A</b>	30% women 70% men	10% women 90% men
<b>B</b>	77.8% women 22.2% men	71.4% women 28.6% men
<b>C</b>	50% women 50% men at executive level	33.3% women 66.7% men
<b>G4</b>	28.6% women 71.4% men	40% women 60% men
<b>G2</b>	40% women 60% men	50% women 50% men
<b>G1</b>	66.7% women 33.3% men	55.6% women 44.4% men

**2k) Policies in place to support staff who also have care roles at home e.g. flexi-time, job shares, working from home?: CEO response**

1. We have a some kinds of supporting system for those who needs taking care of his/her job
2. Flexible working hours, sick leave that you can take to care for children and other dependants
3. Certified Agreement (flexible conditions/hours of work); Working from home policy; Equal Opportunity/Diversity Mgmtment - Pregnancy and breastfeeding; Family Relocation Policy for overseas appointments; paid Maternity/Paternity leave
4. Flexible working hours
5. Flexi time, home office
6. More or less everybody works part time in our Organisation

**2l) Gender-sensitive targets and staff appraisal: CEO response**

16. Are gender-sensitive targets part of your staff appraisal system?				
			Response Percent	Response Count
Always			0.0%	0
Sometimes			33.3%	2
Rarely			16.7%	1
<b>Never</b>			<b>50.0%</b>	3
			<i>answered question</i>	<b>6</b>
			<i>skipped question</i>	<b>0</b>

**Appendix Three: Programmes**

**3a) What percentage of your programmes has women’s empowerment as a primary focus? CEO response**

1. No stats
2. 60%
3. As a volunteer cooperation agency, we rarely construct or design programmes autonomously. We advocate a rights-based approach, incl gender equity and would choose to work with a number of host organisations who explicitly undertake this work. It may be roughly 10% of our placements are involved in explicit work in women’s empowerment eg a women’s economic development organisation; others address gender issues through the way they work eg with HIV/AIDS work
4. 40%
5. 10%
6. 50%

**3b) What percentage of your programmes has women’s empowerment as a secondary focus? CEO response**

1. No stats
2. 40%
3. n/a
4. 60%
5. 50%
6. 50%

**3c) Gender analysis in programmes: CEO response**

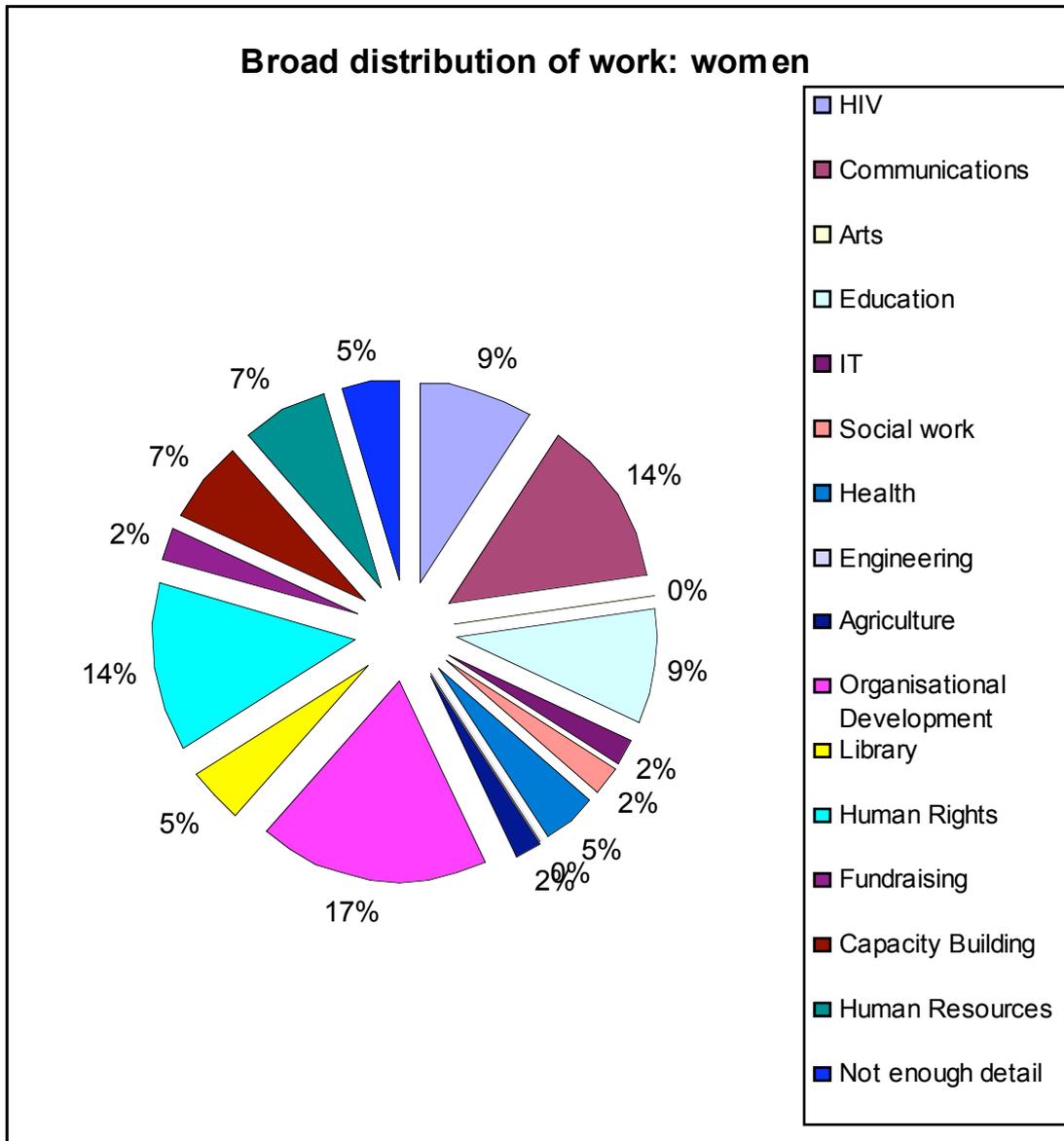
19. Is there a gender analysis at the design stage of the programmes?				
			Response Percent	Response Count
Always		50.0%	3	
Sometimes		33.3%	2	
Rarely		16.7%	1	
Never		0.0%	0	
			<b>answered question</b>	<b>6</b>
			<b>skipped question</b>	<b>0</b>

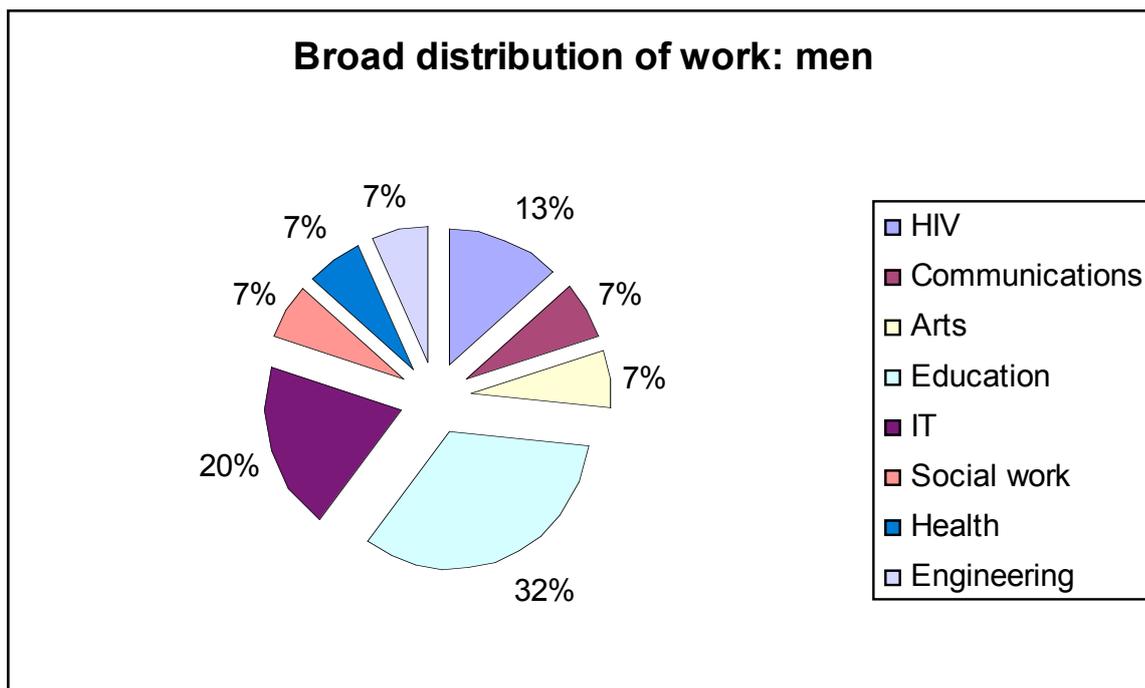
**3d) Indicators used to measure women's empowerment at the Monitoring and Evaluation stage: CEO response**

1. Lots
2. We have many - related to specific outcomes: examples include: Self-assessments by women's organizations (Southern Partners) demonstrate an increase in overall capacity to achieve their mission; Percentage of women voters, candidates and members of formal governance structures in particular countries; Number of instances in which legal instruments are used by women to assert their rights to live free from violence; Number of women having access to productive resources; Number of viable enterprises established by women Number of women living with HIV and AIDS and accessing treatment, care and support; Number of women and girls reached by HIV and AIDS prevention programs
3. Economic participation; economic opportunity; political empowerment, educational attainment; and health and well-being (inc focus on safety and freedom from violence). Specific targets relevant to beneficiary community would be identified for each of these headings.
4. -
5. Depends on the programs
6. Education: How many girls go to school Far Trade: Business access for women Health: Primary health care, Reproduction rights, Psychosocial Health for women in post war situation

**Appendix Four: Volunteers**

**4a) Broad distribution of work of volunteers: women and men**





#### 4b) Age range of volunteers

9. Age range		Response Percent	Response Count
Under 21	<input type="checkbox"/>	1.7%	1
22-30	<input type="checkbox"/>	27.1%	16
31-40	<input type="checkbox"/>	37.3%	22
41-50	<input type="checkbox"/>	16.9%	10
51-60	<input type="checkbox"/>	11.9%	7
Over 60	<input type="checkbox"/>	5.1%	3
		<i>answered question</i>	59
		<i>skipped question</i>	0

#### 4c) Age range of volunteers disaggregated by gender

	Female	Male	Total
Under 21	1	0	1
22-30	15	1	16
31-40	20	2	22
41-50	6	4	10
51-60	2	5	7
Over 60	0	3	3
<b>Total</b>	<b>44</b>	<b>15</b>	<b>59</b>

**4d) Response to follow-up emails about age and gender (21 replies)**

	Age		Reasons for choosing this time to volunteer				
	40 and under	40 and over	No family commitments	No financial commitments	Challenge	Making a contribution	Gain experience
Female	14	1	8	5	0	5	6
Male	0	6	1	3	4	1	0
			<b>Total</b>	<b>14</b>	<b>7</b>		

**4e) Table to show volunteers' management positions related to gender and age**

	Females with management positions	Total number of females	Male with management positions	Total number of males
Under 21	0	1	0	0
22-30	0	15	1	1
31-40	5	20	2	2
41-50	1	6	2	4
51-60	0	2	3	5
Over 60	0	0	1	3
<b>Total</b>	<b>6</b>	<b>44</b>	<b>9</b>	<b>15</b>

**4f) Length of volunteers' placements**

10. Length of placement			Response Percent	Response Count
2 years or over			72.9%	43
1 year - 2 years			11.9%	7
6 months - 1 year			10.2%	6
Under 6 months			5.1%	3
			<i>answered question</i>	59
			<i>skipped question</i>	0

**4g) Length of volunteers' placements disaggregated by gender**

Length of placement	Female	Male	Total
2 years or over	33	10	43
1 yr – 2 yrs	6	1	7
6 months – 1 yr	3	3	6
Under 6 months	2	1	3
<b>Total</b>	<b>44</b>	<b>15</b>	<b>59</b>

**4h) Direction of volunteering**

Direction of volunteering	Females	Males	Total
South to south	2 <sup>17</sup>	0	2
North to south	42	15	57
<b>Total</b>	<b>44</b>	<b>15</b>	<b>59</b>

**4i) Sex of supervisor of volunteers**

16. Is your supervisor male or female?				
			Response Percent	Response Count
Male			64.4%	38
Female			35.6%	21
			<i>answered question</i>	<b>59</b>
			<i>skipped question</i>	<b>0</b>

**4j) Perceived accountability of volunteers disaggregated by gender**

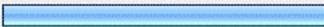
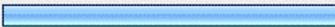
Perceived accountability	Females (sex of supervisor in brackets female: men)	Males (sex of supervisor in brackets female: male)	Total	Percentage
6	6 (3:3)	1 (0:1)	7	11.9
5	15 (6:9)	3 (2:1)	18	30.5
4	13 (5:8)	2 (0:2)	15	25.4
3	9 (3:6)	1 (0:1)	10	16.9
2	1 (1:0)	8 (1:7)	9	15.3
1	0	0	0	0
<b>Total</b>	<b>44</b>	<b>15</b>	<b>59</b>	<b>C100</b>

**4k) Perceived accountability of volunteers disaggregated by gender and age**

Perceived accountability	Under 21 (Females: males)	22-30 (Females: males)	31-40 (Females: males)	41-50 (Females: males)	51-60 (Females: males)	Over 60 (Females: males)	Total
6	1:0	2:0	2:0	1:1	0	0	7
5	0	3:0	5:1	5:1	2:1	0	18
4	0	4:1	9:0	0	0:1	0	15
3	0	6:0	3:0	0:1	0	0	10
2	0	0	1:1	0:1	0:3	0:3	9
1	0	0	0	0	0	0:0	0
<b>Total</b>	<b>1</b>	<b>16</b>	<b>22</b>	<b>10</b>	<b>7</b>	<b>3</b>	<b>59</b>

<sup>17</sup> Of these one was Swiss-Brazilian working in Brazil.

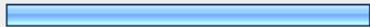
**4l) Gender-specific challenges at volunteers' work**

23. Do you think you have specific challenges in your work related to being male/female? If so, what are they?			Response Percent	Response Count
No			49.2%	29
Yes			50.8%	30
			<i>answered question</i>	59
			<i>skipped question</i>	0

**4m) Gender-specific challenges at volunteers' work disaggregated by gender and age**

	Females experience	Females do not experience	Males experience	Males do not experience
<b>Under 21</b>	0	1	0	0
<b>22-30</b>	10	5	0	1
<b>31-40</b>	10	10	0	2
<b>41-50</b>	4	2	1	3
<b>51-60</b>	2	0	3	2
<b>Over 60</b>	0	0	0	3
<b>Total</b>	<b>26</b>	<b>18</b>	<b>4</b>	<b>11</b>

**4n) Gender-specific challenge in the volunteers' host communities**

24. Do you think you have specific challenges in integrating into the community socially being male/female? If so what are they?			Response Percent	Response Count
No			54.2%	32
Yes			45.8%	27
			<i>answered question</i>	59
			<i>skipped question</i>	0

**4o) Gender-specific challenges in the volunteers' host communities disaggregated by gender and age**

	Females experience	Females do not experience	Males experience	Males do not experience
Under 21	0	1	0	0
22-30	9	6	0	1
31-40	9	12	0	2
41-50	3	3	2	2
51-60	2	0	2	3
Over 60	0	0	0	3
<b>Total</b>	<b>23</b>	<b>21</b>	<b>4</b>	<b>11</b>

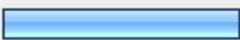
**4p) Volunteers and feelings of security when travelling on own**

	Feel safe	Do not feel safe	Total
Women	36	8	44
Men	14	1	15
<b>Total</b>	<b>50</b>	<b>9</b>	<b>59</b>

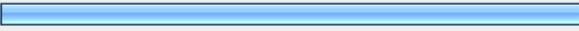
**4q) Positions of authority in the volunteers' host community**

18. Are positions of authority within the COMMUNITY where you work held more by women, men or is it the same?				
			Response Percent	Response Count
Women	<input type="checkbox"/>		5.1%	3
<b>Men</b>	<input checked="" type="checkbox"/>		<b>83.1%</b>	<b>49</b>
Same	<input type="checkbox"/>		11.9%	7
			<i>answered question</i>	<b>59</b>
			<i>skipped question</i>	<b>0</b>

**4r) Positions of authority at volunteers' work**

19. Are positions of authority within the PARTNER ORGANISATION in the country where you are working held more by men or women or is it the same?			Response Percent	Response Count
Men			57.6%	34
Women			22.0%	13
Same			20.3%	12
			<i>answered question</i>	<b>59</b>
			<i>skipped question</i>	<b>0</b>

**4s) Volunteers and training**

11. Did you have any training in preparation for your volunteering work?			Response Percent	Response Count
Yes			88.1%	52
No			11.9%	7
			<i>answered question</i>	<b>59</b>
			<i>skipped question</i>	<b>0</b>

**4t) The focus of gender equality in training of volunteers**

12. To what extent was gender equality a focus of your training? Score on a scale of 1 -6 where 1 is not at all and 6 a strong focus.			
		Response Percent	Response Count
6	<input type="checkbox"/>	3.4%	2
5	<input type="checkbox"/>	6.8%	4
4	<input type="checkbox"/>	8.5%	5
3	<input type="checkbox"/>	27.1%	16
2	<input type="checkbox"/>	25.4%	15
1	<input type="checkbox"/>	13.6%	8
I did not receive training	<input type="checkbox"/>	15.3%	9
<i>answered question</i>			59
<i>skipped question</i>			0

**4u) Ways volunteers increase their knowledge of gender issues**

13. In what way are there opportunities in your organisation to develop your knowledge of gender issues? Tick as many boxes as are appropriate.			
		Response Percent	Response Count
Through written publications	<input type="checkbox"/>	57.6%	34
Through staff training	<input type="checkbox"/>	47.5%	28
Through links with other organisations	<input type="checkbox"/>	52.5%	31
Through talking with a gender specialist at the organisation	<input type="checkbox"/>	20.3%	12
Informally through discussions with colleagues	<input type="checkbox"/>	86.4%	51
None	<input type="checkbox"/>	3.4%	2
 Other	<input type="checkbox"/>	32.2%	19
<i>answered question</i>			59
<i>skipped question</i>			0

### **Appendix Five: Methodology**

Surveys were sent out to a selection of 10 FORUM organisations Australian Volunteers International; United Nations Volunteers; International Services; Comhlamh: Canadian Crossroads International; FK Norway; Japan International Cooperation Agency (JICA); Arbeitskreis "Lernen und Helfen in Übersee" (AKLHU); Voluntary Service Overseas (VSO); and UNITE. The CEOs were asked to pass them onto a random sample of 25% of staff and 25% of volunteers. The 10 organisations were selected as a general representation of size and location of organisations that belong to FORUM.

The original deadline had to be extended as the response rate was initially very poor. Eventually submissions were finally received from **6 CEOs** (50% female and 50% male); **34 staff** (70.6% female and 29.4% male) and **59 volunteers** (74.6% female and 25.4% male). Some of the surveys were followed up by emails. Permission was obtained from the participants wherever quotes have been used. Some organisations also provided a copy of their gender policy.

In addition, UNV were not able to take part as an organisation but did put me in touch with online volunteers. Unfortunately this was not very many due to data protection issues but the ones that participated answered a questionnaire and that was followed up by emails. I asked to be put in touch with 10 but only 3 responded.

Thus a total of 102 people were consulted.

#### ***Limitations***

Using internet and email presupposed an access to computers and power. In fact this seemed less of a limiting factor (judging by the response from volunteers – often in fairly isolated areas) than busy schedules. Only 6 of the 10 CEOs responded and it was clear that not all had passed on the necessary information to staff and volunteers so in some cases I only received the CEO response which made it impossible to cross-check information. Again time was possibly the reason why some people answered perfunctorily eg when asked what indicators were used in monitoring and evaluation 'lots' was the given as the answer.

As most volunteers were from northern countries – as well as staff and CEOs – the voice of this discussion paper is heavily weighted to the northern perspective. Conducting research in the countries where the field work is being carried out would have given a far more rounded and accurate perspective as the partner organisations could also have been consulted. It would also be advantageous to look at practice not just examine documents and rely on surveys. Interviews are often far more informative and illuminating than questionnaires,

The questions were given in English yet English is not the first language of many respondents. This may have resulted in confusion over interpretation. Some of the surveys were answered in Spanish and the comments were sent away to be translated and therefore arrived at a later date than the other surveys, after some of the paper had been written. Although accommodated in the thinking and analysis they were not used as quotes. Similarly one gender policy arrived very late after that section had been written and in German. There was no time for translation.

There is very little literature on gender and volunteering organisations and preparing the literature review for this aspect was very difficult despite significant research including contacting academics who were currently writing papers.

***Ethics***

All surveys were treated confidentially and if quotes were used the participants contacted by email and permission sought. Some emails were not replied to and these quotes were therefore not used.

My position of researcher is one of a woman with a strong commitment to gender equality. I am British and have lived and worked in a developing country. I now reside in the UK. The research was undertaken as a volunteer with FORUM. I had previously completed a gender analysis of Skillshare International and a masters in Gender and International Development. These gave me an additional insight into volunteering organisations and volunteers as well as a strong background in gender studies.

### **Appendix Six: Postscript**

I asked a representative from each of the following categories of volunteers to read this report:-

- under 40 female
- under 40 male
- over 40 female
- over 40 male

Three were able to comment with the following:-

FEMALE UNDER 40:-

***Thank you Jane for letting me read this discussion paper. The paper looks great- very thought provoking.***

***It would be great to have discussions about gender equality involved in the volunteer positions at the initial stages as well as throughout the assignment. Often the informal communication between volunteers and the organisations where they are working is incredibly valuable for these issues and this informal communication can be initiated and encouraged by more formal processes and prompts. It is good to be taught about the ideals of gender mainstreaming, reaching the Millennium Goals, and how to increase growth and sustainable development in the community where you work. It is important to also acknowledge some of the difficulties in achieving gender equality and it would extremely valuable to be able identify a range of strategies which could work in the workplace and community. From my experience, I have seen how gender inequality and also violence against women can have a negative impact on the success of projects involving volunteers.***

MALE OVER 40:-

***Hi Jane,***

***There are some very interesting quotes from volunteers. I know from my own discussions with female volunteers that there is a definite sexism in XXX society which manifests itself in the workplace. It is still a very military society. The model for XXXX men is the tough talking, tough acting Prime Minister. There are no moderating forces. There are no SNAG (Sensitive New Age Guy) models. So it's not surprising, really. Of course there are also cultural forces of which women are active (or passive) participants which keep women in a subservient, less important than men role and more likely to be window dressing than family and society leaders. The wedding costumes are a great example of this where the woman has to mask her real self under a mass of make-up and imitation curves. It's a fascinating situation.***

FEMALE OVER 40:-

***Hi Jane***

***Have read the paper and found it interesting. I think you are correct in your findings about age of female volunteers and their careers although for me the chance to live in a different country and culture has always been more important than a career!***

***Interesting that the men felt less accountable to their organisations. If you are in a management position is it less obvious if you are accountable than if you are in a non management position when you are reporting in detail to a partner organisation manager? This is not reflected with the women managers though!***

***Gender equality hasn't been an issue for me as the men I am working with always bring up the issue themselves, in relation to committee members, student, representatives, opportunities for further study etc. No way of telling if this is just***

**because I am there! This awareness is not reflected in the staffing of the organisation or the student intake (although there are so many other factors that affect the number of females able to apply for tertiary education).**

**Abbreviations**

**AKLHU** - Arbeitskreis "Lernen und Helfen in Übersee"  
**AVI** – Australian Volunteers International  
**CCI** – Canadian Crossroads International  
**CEO** – Chief Executive Officer  
**CSOs** - Civil Society Organisations  
**DFID** – Department for International Development (UK)  
**FORUM** – International FORUM on Development Service  
**IT** - Information Technology  
**JICA** – Japan International Cooperation Agency  
**PD** – Paris Declaration  
**PRSPs** – Poverty Reduction Strategy Papers  
**MDGs** – Millennium Development Goals  
**UNV** – United Nations Volunteers  
**VSO** - Voluntary Service Overseas