Gender Equity Policy

Responsible Division: Programmes
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1. Introduction

In the Beijing Platform for Action of 1995, the United Nations declared gender equity a fundamental principle that must be integrated in all programs and policies. Under the paradigm of Sustainable Human Development (SHD), the international community has agreed that it is not possible to promote development without taking into account the situation of inequality in which women around the world, including in our society, live.

Given this, as a development organization, Educo has recognized the need to integrate the gender perspective in all of its programs, projects and actions, as well as at the internal level, thus making it a central focus of any institutional process.

At the same time, promoting gender equity and women’s and girls’ rights is a question of social justice; thus, incorporating a gender perspective in our work is an essential condition for guaranteeing the relevance, quality, impact, effectiveness, efficiency and sustainability of all of our actions.

That said, gender equity is indeed an inseverable part of Educo’s identity; it is intrinsically tied to our institutional cornerstones (mission, vision, values and principles), the goals we set, and to the tools we use in our work.

2. Rationale

2.1. Pro-gender equity background

It is possible to identify several key moments in Educo’s history that mark progress in the area of gender equity. In 2003, the DNGO appointed its first female Executive Director, who led the organization from a gender perspective for the following two years.

In 2008, the organization underwent an important structural change, creating a specific gender work unit (Gender Sector) and the corresponding Gender Sector Manager position, which was occupied by a woman.

In 2009, further progress was made when gender equity was consolidated as one of the key courses of action contemplated in the 2010-2014 Strategic Plan, which was in place for five years. In the same year, at a more operational level, a specific tool was designed for mainstreaming gender in programs and projects.

At a programming level—and in addition to the implementation of specific projects aimed at addressing women and girls’ practical needs (education, health, security, etc.)—in the years 2011-2012 some of the organization’s offices in Latin America launched projects specifically aimed at promoting strategic gender interests. Also in 2011, the country office in Nicaragua, an organizational pioneer in promoting equity, approved its own Gender Policy.
With respect to organizational aspects, in 2014 Educo achieved gender parity in the Executive Committee, while also increasing the percentage of women in the organization’s highest governance body, the Board of Trustees.

Finally, in 2015 Educo undertook an in-depth process of reviewing its organizational culture, including a specific objective related to gender equity in this initiative. The institution-wide survey on organizational culture included three questions regarding gender relationships, and gender equity goals are contemplated in the strategy for transforming the organizational culture.

All of these advances do not constitute isolated and uncoordinated steps in the institution’s evolution; rather, they serve as a prelude to the commitment to gender equity that opened the door to this process at the end of 2015. This progress is now consolidated by this Gender Equity Policy and the corresponding Pro-Gender Equity Action Plan, thus giving continuity to a political, structural and sustainable commitment.

2.2. Reference framework

Equity between genders is a consubstantial principle of the Universal Declaration of Human Rights, as well as a strategic necessity in the construction of a more just and cohesive society.

Likewise, the promotion of equity between women and men and women's participation, in equal conditions, as agents of economic, social and political change are indispensable for breaking the cycle of poverty and exclusion, as well as an essential requisite for achieving the Sustainable Development Goals (SDG). In fact, this approach is explicit in SDG 5: “Achieve gender equality and empower all women and girls”.

At a more regulatory level, in order to promote equity between women and men as both a right and a duty, Educo situates its Gender Equity Policy within the following framework, thus affirming and ratifying its commitment to the standards contemplated therein:

- **Universal Declaration of Human Rights**, adopted by the United Nations General Assembly in 1948. The first article of the declaration states that “all human beings are born free and equal in dignity and rights”. Likewise, as set forth in article 2, “everyone is entitled to all the rights and freedoms set forth in this declaration, without discrimination of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status”.

- **Convention on the Elimination of all Forms of Discrimination Against Women**, approved by the United Nations General Assembly in 1979. This convention proclaims the principle of equality between women and men, and is the first legally binding international instrument prohibiting discrimination against women and obligating the States to adopt positive action measures to promote gender equity. Under article 2, its members agree to “ensure, through law and other appropriate means, the practical realization of this principle”.

- **Convention on the Rights of the Child**, approved by the United Nations General Assembly in 1989. This convention is the first international instrument that recognizes girls and boys as active rights holders. One of the basic principles upon which the convention is founded is the principle of Non-Discrimination, by which, as expressed in article 2, “States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without
discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status”. Likewise, “States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination (...).”

In the particular case of Educo, we cannot ignore that the commitment to the effective realization of the Rights of the Child pervades the institution’s foundations (mission, vision, principles and values), as well as the methodology that we apply in developing and implementing our programs and projects (Child Rights-Based Approach). As such—and given the key principle of Non-Discrimination contemplated by the aforementioned convention—gender equity must indeed constitute an essential institutional commitment if we are to guarantee coherence with our philosophy and with the rights-based approach which we uphold.

- The Maastricht Treaty (formerly, the Treaty on European Union or TEU, 1992). Since it came into force in November 1st 1993, equality between men and women is formally consecrated as a fundamental principle of the European Union. As established in article 2 of the treaty, “the Union is founded on the values of respect for human dignity, freedom democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail”.

- The UN’s Third World Conference on Women (Nairobi, 1985). While this conference was not a legal initiative, per se, it did represent a breakthrough for equality policies and established the concept of gender mainstreaming for the first time. This proposal calls for the principle of equality to transcend traditional sectors of debate (education, work, etc.) and to be established as a global goal, that is, as a structural principle.

- The UN’s Fourth World Conference on Women (Beijing, 1995). As with its previous edition, this conference called for all States to commit to the egalitarian distribution of power between women and men in all areas of social life.

3. Our commitment

Educo’s mission focuses on promoting just and equitable societies that guarantee people’s rights. As such, this policy manifests our firm commitment to the effective achievement of gender equity in the institution’s work, both in terms of programming and organizational aspects, in line with three basic principles:

- Coherent integration of this policy in all decision-making processes and in all of the organization’s actions.
- Dissemination of this Gender Equity Policy among our team and partner organizations, as well as any other interested party and the general public, in order to enhance pro-gender equity awareness.
- Ongoing reflection about gender equity within the organization.
We will adopt a Gender and Development Approach (GAD) by applying complementary strategies for gender mainstreaming, women's empowerment and pro-gender equity organizational change, thus achieving:

- Greater coherence, strength and legitimacy of other organizational discourses, for example those regarding social justice and child rights.
- Greater engagement of the women and men who form part of the organization, thus contributing to its efficiency and sustainability.
- Greater recognition and credibility among our partner organizations, as well as among institutions that support and fund development processes.

4. Scope

This policy is applicable to the entire Educo team:

(a) Board of Trustees
(b) Salaried staff
(c) Volunteer staff
(d) Interns

Likewise, other involved parties, such as partner organizations, consultants or research professionals, or people visiting projects or programs in the field (collaborators, media, etc.) must behave in a way that is consistent with this policy throughout their relationship with the organization.

Educo will also encourage partner organizations to create their own pro-gender equity policy (if one does not already exist), and will provide support and guidance in its formulation and implementation when possible.

5. Policy design process

The policy presented here is fruit of a participatory process and reflects both Educo’s position and those courses of action that are considered essential for the organization to progress towards achieving gender equity.

Before designing the present policy, the organization did have a document detailing Educo’s position with respect to gender equity and outlining corresponding courses of action; however, the organization recognized the need to make this more operational and to translate its intentions into specific goals and actions. It is for this reason that Educo underwent a process with the following objectives:
• Create an environment of internal reflection about how Educo understands its commitment to gender equity.

• Review the organization from a gender equity perspective, in order to identify priority areas of action both in terms of programs and projects and in terms of internal functioning.

• Establish courses of action and materialize them in a pro-gender equity action plan, with goals, outcomes, activities and indicators that will make it possible to measure progress and monitor its implementation.

5.1. Characteristics of the process and involved agents

A participatory process such as the one used to design this policy requires certain conditions to guarantee its viability and sustainability. In this sense, Educo’s pro-equity organizational reflection process has been marked by the following characteristics:

(a) It was approved by the organization’s management: political willingness is a key requisite for undertaking any change process. Institutional endorsement is essential for ensuring that the organization follows through on its pro-equity commitment and in guaranteeing that the necessary means and resources are allocated for the effective materialization and implementation of the policy.

(b) It has been led by a heterogeneous core group: this participatory process aimed to represent the organization’s diversity. As such, the core group that led the policy’s design was formed by women and men from different areas of the organization.

(c) A figure legitimized by the institution has coordinated the dynamics of the core group and acted as liaison with other areas of the organization and with decision-making bodies.

(d) It has included the perspectives of members of the organization who do not form part of the core group: while initial reflections and debates emerged from the core group, the process has incorporated the visions, perceptions and experiences of people outside the group through personal and group interviews.

5.2. Methodology

Educo’s Gender Equity Policy was designed through a process that lasted from January to May 2016. This process was divided into five work sessions of the gender core group, in addition to a series of complementary meetings and/or interviews with other members and areas of the organization.

While guided by external consultants, the process was led by the core group, whose work sessions took the form of workshops for analysis, reflection and exchange, and which applied a feedbacking methodology:

• The face-to-face work sessions involved interactive activities, critical questions for reflection, debates and both individual and group analytical exercises.
Between sessions, the consultants assigned individual and/or group tasks to the members of the core group.

In the following session, the members shared the results of the activities and engaged in new activities to address other issues.

This methodology was aimed at the participatory discovery of Educo’s key aspects regarding gender equity, as well as what level of commitment the organization is prepared to adopt and how these commitments could be operationalized and materialized. In addition to obtaining information necessary for identifying key aspects for the policy’s design, this process also served to build the group’s capacities with respect to gender.

On the other hand, personal and group interviews were used to understand what non-core group members of the organization think and feel about gender equity. Likewise, efforts were made to include their specific input and requests when shaping the policy goals and designing the gender action plan.

As the result of all of these contributions, Educo’s gender core group has identified five key courses of action to promote gender equity in the organization, which constitute the corresponding action plan:

1. Pro-gender equity as a strategic commitment
2. Egalitarian organizational structure
3. Team capacity building in the area of gender equity
4. Organizational culture with a gender equity perspective
5. Mainstreaming of the gender perspective

5.3. Content areas covered by the process

The work sessions were designed to extract data, stimulate reflection and share perspectives in order to identify the main areas of change in Educo, so that these could then be expressed as specific goals and activities.

As such, the following content areas were addressed:

- Integration of the gender perspective in key institutional documents and policies
- The organization’s pro-gender equity background
- A shared vision of gender equity
- Integration of the gender perspective in programs, projects and products
- Structure, labor and hiring policies and reconciliation measures
- Organizational values and leadership

6. Pro-gender equity action plan

The pro-gender equity action plan outlined below is fruit of the Gender Equity Policy design process and is applicable starting in the third quarter of 2016 and extending through the fourth quarter of 2019.
6.1. Pro-gender equity as a strategic commitment

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<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
<th>Activities</th>
<th>Timing</th>
<th>Responsible parties</th>
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<tbody>
<tr>
<td><strong>Outcome 1.1</strong> Educo’s strategic focus incorporates the organizational pro-gender equity commitment.</td>
<td><strong>IND 1.1.1</strong> By the end of 2016, a statement of the institution’s commitment to gender equity has been approved.</td>
<td>1.1.1 Formulation of a position paper that includes the commitment to fulfill Sustainable Development Goal 5.</td>
<td>1.1.1 4th quarter 2016</td>
<td>1.1.1 Policy and Strategy Division</td>
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<td><strong>IND 1.1.2</strong> By March 2017, at least 50% of core institutional documents include contents related to gender equity.</td>
<td>1.1.2 Incorporation of references to Educo’s pro-gender equity commitment in core institutional documents.</td>
<td>1.1.2 1st quarter 2017</td>
<td>1.1.2 Policy and Strategy Division</td>
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<tr>
<td><strong>Outcome 1.2</strong> Educo has established strategic organizational gender guidelines that guide our work in International Development and Development Education.</td>
<td><strong>IND 1.2.1</strong> By March 2017, there is a strategic course of action for gender equity to be applied in our work in International Development and Development Education.</td>
<td>1.2.1 Incorporation of a strategic course of action for gender equity in the 2015-2018 Strategic Plan.</td>
<td>1.2.1 1st quarter 2017</td>
<td>1.2.1 Development of the strategic guidelines: International Development Division; Education and Social Action Division (Development Education Department). Incorporation of the strategic guidelines: Policy and Strategy Division</td>
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<td><strong>IND 1.2.2</strong> By June 2017, the gender perspective has been technically incorporated in the institution’s core programs.</td>
<td>1.2.2 Incorporation of the gender perspective in the institution’s core programs (programs that the organization implements in all program countries).</td>
<td>1.2.2 2nd quarter 2017</td>
<td>1.2.2 Development of the components: International Development Division; Education and Social Action Division (Development Education Department). Incorporation of the components: Policy and Strategy Division</td>
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<td><strong>IND 1.2.3</strong> Starting in June 2017, at least 50% of the organization’s advocacy campaigns incorporate the gender perspective.</td>
<td>1.2.3 Integration of the gender perspective in advocacy campaigns.</td>
<td>1.2.3 3rd quarter 2017</td>
<td>1.2.3 Education and Social Action Division (Campaigns and Advocacy Department)</td>
</tr>
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### Outcome 1.3

Educo has a policy for establishing alliances with organizations that are committed to integrating a gender equity perspective.

| IND 1.3.1 | By June 2018, Educo has formed at least two new alliances with organizations that have a course of action for gender equity. |
| IND 1.3.2 | By June 2018, Educo has incorporated at least two new collaborating businesses that take active measures to promote equity between women and men. |

#### Review of the Partnership Policy and Guide

1.3.1 Review of the Partnership Policy and Guide in order to include a section related to alliances with organizations that are committed to integrating a gender equity perspective.

1.3.2 Review of the Policy for Collaborating with Business in order to include a section related to collaborating with companies that are committed to integrating a gender equity perspective.

| 1.3.1 | 1st quarter 2017 |
| 1.3.2 | 4th quarter 2016 |

#### Policy and Strategy Division; International Development Division; Education and Social Action Division (Development Education Department).

#### Communication and Marketing Division (Business Relations Department).
6.2. Egalitarian organizational structure

<table>
<thead>
<tr>
<th>Goal 2. Foment an egalitarian organizational structure</th>
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<td><strong>Outcomes</strong></td>
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<tr>
<td><strong>Outcome 2.1</strong></td>
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**Outcome 2.3**
Educo has defined specific targets for women and men’s presence at different structural levels in order to achieve appropriate representation.

| IND 2.3.1 | By the end of 2016, Educo has specific data about women and men’s representation in the different departments and levels of the organization. |
| IND 2.3.2 | By June 2017, a system for minimum presence targets have been officially set for the representation of women and men in each category. |
| 2.3.1 | Analysis of the representation of women and men by job category (for the entire organization). |
| 2.3.2 | Establishment of minimum presence targets for women and men in each job category. |

| 2.3.1 | 4th quarter 2016 |
| 2.3.2 | 2nd quarter 2017 |

| 2.3.1 | HR and Services Division |
| 2.3.2 | HR and Services Division |
### 6.3. Team capacity building in the area of gender equity

#### Goal 3. Enhance the capacities of Educo’s team with respect to gender equity

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<tr>
<th>Outcomes</th>
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<th>Responsible parties</th>
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<tr>
<td><strong>Outcome 3.1</strong>&lt;br&gt;The technical teams of International Development, Development Education and Social Action have and apply tools for incorporating the gender perspective.</td>
<td>IND 3.1.1 By March 2017, the International Development, Development Education and Social Action teams have received specific training on the planning and formulation of projects incorporating the gender perspective. IND 3.1.2 By September 2017, the International Development and Development Education teams use planning and formulation tools with a gender perspective in designing programs and projects.</td>
<td>3.1.1 Execution of training modules for technical teams of the International Development and Development Education and Social Action divisions.&lt;br&gt;3.1.2 Identification and design of toolkits to be used by the technical teams of the International Development and Development Education and Social Action Divisions.</td>
<td>3.1.1 1st quarter 2017&lt;br&gt;3.1.2 3rd quarter 2017</td>
<td>3.1.1 HR and Services Division&lt;br&gt;3.1.2 International Development Division; Education and Social Action Division (Development Education Department)</td>
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<tr>
<td><strong>Outcome 3.2</strong>&lt;br&gt;The Communication and Marketing division follows established criteria for non-sexist communication.</td>
<td>IND 3.2.1 By March 2017, the Communication and marketing team has received specific training on non-sexist communication. IND 3.2.3 By September 2017, the Communication and Marketing team has selected and applied specific resources that help them develop non-sexist communication. IND 3.2.3 By September 2017, the Communication and Marketing team has defined a non-sexist communication code that has been approved by the organization’s management.</td>
<td>3.2.1 Execution of training modules for the Communication and Marketing team.&lt;br&gt;3.2.2 Identification and design of toolkits to be used by the Communication and Marketing team.&lt;br&gt;3.2.3 Definition of a non-sexist communication code that is approved by the organization’s management.</td>
<td>3.2.1 1st quarter 2017&lt;br&gt;3.2.2 3rd quarter 2017&lt;br&gt;3.2.3 3rd quarter 2017</td>
<td>3.2.1 HR and Services Division&lt;br&gt;3.2.2 Communication and Marketing Division&lt;br&gt;3.2.3 Communication and Marketing Division; Executive Direction</td>
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**Outcome 3.3**

The organization’s management commits to a process of raising awareness and enhancing gender capacities among the entire team.

<table>
<thead>
<tr>
<th>3.3.1</th>
<th>Official assignment of the human, financial and technical resources needed to carry out gender awareness and capacity building activities with the entire team.</th>
<th>3.3.1</th>
<th>4th quarter 2016</th>
<th>3.3.1</th>
<th>Executive Direction</th>
</tr>
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<tbody>
<tr>
<td>IND 3.3.1 By December 2016, Educo has approved its 2017 budget, which includes a specific item for raising gender awareness and capacity building; this item constitutes at least 15% of the annual budget allocated for the institution's training program.</td>
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### 6.4. Organizational culture with a gender equity perspective

#### Goal 4. Build an organizational culture with a gender equity perspective

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<tr>
<th>Outcomes</th>
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<th>Activities</th>
<th>Timing</th>
<th>Responsible parties</th>
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<tbody>
<tr>
<td><strong>Outcome 4.1</strong>&lt;br&gt;Educo’s team is aware of egalitarian gender roles and relationships within the organization.</td>
<td>IND 4.1.1 By March 2017, the entire Educo team has participated in at least one workshop to raise awareness of gender roles, gender equity and/or gender and organizational culture. IND 4.1.2 Starting in June 2017, all people who join the Educo team receive information about the institution’s position and policy with respect to gender equity.</td>
<td>4.1.1 Events to raise gender equity awareness among the entire team. 4.1.2 Incorporation of a section on the organization’s pro-gender equity commitment and efforts in the staff induction plan.</td>
<td>4.1.1 1&lt;sup&gt;st&lt;/sup&gt; quarter 2017 4.1.2 2&lt;sup&gt;nd&lt;/sup&gt; quarter 2017</td>
<td>4.1.1 HR and Services Division 4.1.2 HR and Services Division</td>
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| **Outcome 4.2**<br>Gender equity becomes one of Educo’s organizational values. | IND 4.2.1 By March 2017, the 2015-2018 Strategic Plan adds gender equity as an organizational value. IND 4.2.2 By March 2017, the main documents for the organizational culture change process specifically incorporate “care” as a value. IND 4.2.3 Once the Action Plan has been initiated, Educo’s milestones towards gender equity are published in the corresponding Synergy News section. | 4.2.1 Incorporation of gender equity as a value in the upcoming review of the 2015-2018 Strategic Plan. 4.2.2 Incorporation of “care” as a value in the organizational culture change process. 4.2.3 Periodic communication of the impact of the incorporation of the gender perspective, both at the organizational and program and project levels. | 4.2.1 1<sup>st</sup> quarter 2017 4.2.2 1<sup>st</sup> quarter 2017 4.2.3 Ongoing | 4.2.1 Policy and Strategy Division 4.2.2 HR and Services Division 4.2.3 HR and Services Division; Communication and Marketing Division. |
### Outcome 4.3
A model of egalitarian leadership has been defined and promoted in Educo.

- **IND 4.3.1** By the end of 2016, a leadership workshop has been carried out within the framework of the organizational culture change process; this workshop includes contents about leadership and gender equity.

- **IND 4.3.1** Starting in 2018, the organizational culture survey incorporates specific questions to assess leadership from a gender perspective.

<table>
<thead>
<tr>
<th>4.3.1</th>
<th>Incorporation of the issue of gender equity in the leadership workshop to be carried out within the framework of the organizational culture change process.</th>
<th>4.3.1</th>
<th>4th quarter 2016</th>
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<tbody>
<tr>
<td>4.3.2</td>
<td>Evaluation of the application of the egalitarian leadership model (through the 2018 organizational culture survey).</td>
<td>4.3.2</td>
<td>1st quarter 2018</td>
</tr>
</tbody>
</table>

### Outcome 4.4
Educo gathers and exposes the organization’s experience and efforts with respect to gender equity.

- **IND 4.4.1** By September 2016, a protocol has been approved to guarantee that working groups are formed by women and men in an equitable way.

- **IND 4.4.2** By the end of 2016, the Synergy system includes a database with the knowledge, experiences and tools related to gender equity that exist in Educo.

| 4.4.1 | Creation of a register of existing working groups in order to make these more open to rotational participation of different members, including targets for presence that guarantee equitable participation of women and men. | 4.4.1 | 3rd quarter 2016 |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.4.2 | Creation and socialization of a database with knowledge and experiences (in Synergy) that contains a segment on gender equity (previous pro-gender equity experience, existing knowledge and tools). | 4.4.2 | 4th quarter 2016 |

- **HR and Services Division**
### 6.5. Mainstreaming of the gender perspective

#### Goal 5. Gender mainstreaming throughout the organization

<table>
<thead>
<tr>
<th>Outcomes</th>
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<tbody>
<tr>
<td><strong>Outcome 5.1</strong>&lt;br&gt;The pro-gender equity organizational change process has been integrated in the overall organizational culture change process and in the Theory of Change.</td>
<td>IND 5.1.1 By September 2016, at least one person from the core gender group has joined the organizational culture change commission.&lt;br&gt;IND 5.1.2 By June 2017, the action plan for the organizational culture change incorporates goals and actions to enhance gender equity.&lt;br&gt;IND 5.1.3 By March 2017, an analysis has been conducted of the possibilities of interweaving the pro-gender equity action plan and the Theory of Change process.</td>
<td>5.1.1 Incorporation of a person from the core gender group in the organizational culture change commission.&lt;br&gt;5.1.2 Integration of actions included in the pro-gender equity action plan within the action plan for the organizational culture change.&lt;br&gt;5.1.3 Analysis of the possibilities of interweaving the pro-gender equity action plan and the Theory of Change process.</td>
<td>3rd quarter 2016&lt;br&gt;2nd quarter 2017&lt;br&gt;1st quarter 2017</td>
<td>5.1.1 HR and Services Division&lt;br&gt;5.1.2 HR and Services Division&lt;br&gt;5.1.3 Policy and Strategy Division</td>
</tr>
<tr>
<td><strong>Outcome 5.2</strong>&lt;br&gt;Pro-gender equity action plans have been designed for the different Educo program country offices.</td>
<td>IND 5.2.1 By the end of 2018, all Educo program country offices have assessed the gender equity situation.&lt;br&gt;IND 5.2.2 By March 2019, all Educo program country offices have designed specific pro-gender equity plans.</td>
<td>5.2.1 Conducting of assessments of the gender equity situation in each program country office.&lt;br&gt;5.2.2 Establishment of a pro-gender equity action plan for each program country office.</td>
<td>1st quarter 2018-4th quarter 2018&lt;br&gt;2nd quarter 2018-1st quarter 2019</td>
<td>5.2.1 Policy and Strategy Division; HR and Services Division&lt;br&gt;5.2.2 Policy and Strategy Division; HR and Services Division</td>
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### Outcome 5.3
Educo officially appoint a specialized team to work on gender equity within the organization.

| IND 5.3.1 | By September 2016, Educo has created a permanent position in its structure with functions of organizational Gender Focal Point. |
| IND 5.3.2 | By September 2016, Educo has established in its structure and formally recognized a Gender Committee, which is open to participation of members from throughout the organization. |
| IND 5.3.3 | By September 2016, the goals, functions and resources assigned to the Gender focal point and the Gender Committee have been approved at an institutional level. |

| 5.3.1 | Institution of the Gender Focal Point within organization’s formal structure. |
| 5.3.2 | Institution of the organizational Gender Committee. |
| 5.3.3 | Definition of goals and functions and allocation of resources for the Gender Focal Point and the Gender Committee. |

| 5.3.1 | 3rd quarter 2016 |
| 5.3.2 | 3rd quarter 2016 |
| 5.3.3 | 3rd quarter 2016 |

- **5.3.1** Executive Direction
- **5.3.2** Executive Direction
- **5.3.3** Policy and Strategy Division
7. Implementation, monitoring and evaluation

As this document reflects, achievement of gender equity is the responsibility of the entire Educo team. However, certain members of the organization are key to ensuring its effectiveness. In particular:

- A person is designated as the institutional Gender Focal Point to lead the implementation of this policy. This person is appointed by the relevant decision-making bodies and is granted a time credit with respect to their regular position in order to avoid work overloading.
- The Gender Committee is created and constituted by a series of representatives from throughout the organization. This committee coordinates directly with and supports the Focal Point for Gender.

The functions of this specialized team made up of the Focal Point for Gender and the Gender Committee revolve around five core principles:

(a) Dissemination: this policy will be shared with the entire Educo team from the time of its approval, and will be incorporated in the welcome and training packet for new inductions. The team will also receive updated information resulting from the policy's reviews, which will be carried out every year.

Other stakeholders included in the scope of this policy (consultants or research professionals, visitors to programs and projects in the field) will receive information about the Gender Equity Policy upon initiating a relationship or contact with Educo.

In general, this policy will be circulated among all stakeholders with whom Educo has a relationship through diverse means, principally the organizational website.

(b) Implementation: implementation of the policy and its corresponding action plan, while ensuring that its principles are fulfilled and applied.

(c) Monitoring; monitoring and periodic evaluation of the status and achievements, particularly with respect to the application of the action plan, through the analysis of the respective indicators. Additionally, Educo has an Accountability and Internal Audit Division, responsible for verifying the proper implementation of internal policies.

(d) Capitalization: systematization and dissemination of good practices and lessons learned.

(e) Review: once approved, this policy will be reviewed and updated on an annual basis. These reviews will be coordinated by the Policy and Strategy Division, which will provide the mechanisms and channels necessary so that any member of the organization can offer their feedback or proposals for improvement. All possible modifications will be presented for approval by the Executive Committee and, subsequently, the Board of Trustees.

When the time comes, the corresponding systems will also be established in each program country office, in function of their respective functional structure and dimension.
8. Glossary

**Gender roles:** A set of social and behavioral norms that are generally considered acceptable for women and men within a particular social system or group, and that determine the tasks and responsibilities conventionally attributed to them. Traditionally, the roles assigned to women and men have placed them in differing positions of power and social value; as such, efforts aimed at human development must necessarily question this distribution in order to eliminate power imbalances.

**Gender equity:** Positioning about equality between women and men that is based on an analysis and consideration of differences in the condition and status of both sexes, and which is aimed at eliminating inequalities. A gender equity based approach does not consist merely in applying a set of analytical tools, but rather in working towards real equality between women and men, which is an integral component of human development.

**Gender and development (GAD) approach:** Strategy within the development sector that focuses on analyzing the unequal power relationships between men and women. According to this approach, relationships of dominance/subordination between genders constitute an obstacle to equality; as such, it holds that development policies must address these power imbalances by supporting processes that promote women’s empowerment, organization and independence.

**Practical gender needs:** Those needs that facilitate the daily life of women. These needs are associated with women in specific situations, are easy to identify and are related with their day-to-day living conditions (food, shelter, basic services, social assistance, etc.). Moreover, women are considered recipients of these needs, which can be satisfied in the short term and by specific material provisions, without modifying traditional gender roles and relationships.

**Strategic gender interests:** Those interests that enable women to change their lives in the future. These interests are common to nearly all women, are not easy to identify and are related to the disadvantaged position that women occupy in society (subordination, discrimination, lack of power, vulnerability, poverty, violence, etc.). They make it possible for women to intervene as active participants and can only be achieved in the long term and through awareness, self-esteem, education and political mobilization. These interests can empower women and transform traditional gender roles and relationships.

**Gender mainstreaming:** A strategy that seeks to address the issue of gender equity not only as a specific sector, but rather by integrating it in the “main stream” of organizations. This approach involves defining specific measures to address gender inequalities in all areas and at all levels of an organization.

**Empowerment of women:** A fundamental strategy for creating and consolidating processes of emancipation, development and personal and collective growth. For women, empowerment means that they enhance their capacities and active role as a social group; this implies both a personal change (increased self-esteem and decision-making capacity) and a collective change (increased participation and organization). Through the empowerment process, women become agents of change, such that they can act to change their situation and can organize themselves to modify their position, with respect to men, in social, political and personal spheres.

**Pro-Equity Organizational Change (PEOC):** An approach that asserts that gender equity can only be achieved if organizations acting as development agents undergo a process of transformation. The PEOC methodology helps organizations identify those dynamics, routines and ways of functioning that are
producing gender inequalities at an internal level so that specific measures can be taken to prevent and eliminate them. It is a holistic view that involves analyzing all aspects of the institution, including its values and culture.

**Organizational culture with a gender equity perspective**: organizational culture is a system of norms, beliefs and values that determine the functioning and behavior of the people that form part of an organization. These norms, beliefs and values may be established informally, through tacit agreements and the implicit assumption of roles, or they may be established through an explicit, regulated system that is well-known by all members of the organization. Organizational culture is highly conditioned by accepted social values, by existing power structures and by the system of inequalities that subordinates women. As such, organizational culture with a gender equity perspective implies revising the inertias that establish hegemonic values and perpetuate inequalities, and moving towards functional equality between men and women.

**Gender analysis**: tool used to analyze social problems and realities that takes into account the differences in women and men’s lives, situations and experiences. Gender analysis broadens our perspective and helps make the specific needs and problems of women and men more visible, in order to identify inequalities and disadvantages. It is an indispensable starting point in planning social interventions that do not make women invisible and that respond to the needs of the entire population.

**Integration of the gender perspective in programs and projects**: the integration of the gender perspective in the organization’s International Development, Development Education and Social Action programs and projects implies:

- Conducting an assessment of the reality that integrates gender analysis tools.
- Visibilizing how the issues that the program or project aims to address affect women and men differently.
- Setting objectives that respond to the needs and demands of both women and men from the participating population.
- Setting objectives that respond to women’s strategic interests, and not only their practical needs.
- Planning actions, with the corresponding allocation of resources, that contribute to the achievement of objectives related to women’s strategic interests.
9. References


Educo (2014). Gender Policy.


