



Farm Radio International

Gender equality self-assessment

Introduction

Taking gender into account at your radio station is important because problems related to gender inequality touch all aspects of life and affect everyone— both women and men. As you strive for gender equality in your radio programs, you should also work to ensure that your station’s practices and work environment reflect gender equality as well. Women are often under-represented in radio stations in sub-Saharan Africa. The few women who are involved rarely have the power to make decisions, and face barriers that men do not. Everything the station does should both express and act on the idea that people have equal rights and should have equal opportunities regardless of their gender.

There are many ways to integrate gender equality into the way your station operates. Making these changes can help to ensure that your programs serve your listeners well and that your women staff have equal status and opportunity to contribute to your station.

Purpose

This is a self-assessment tool to evaluate gender equality in the practices and work environment of your station. This tool will help you understand how your radio station works (or does not yet work) toward gender equality in the way that it operates, and help you make a plan to improve. This should be an all-station activity to ensure feedback is received from all areas of the organization, which means you will need the support of station management. Make a commitment as a station to use the tool, to make an action plan, and to return to the tool in the future to measure your station’s progress over time. You may find that your plan needs to change as your practices, staff and business evolve.

The ultimate aim of the tool is to begin a long-term process of learning and improvement at your station, so be as honest as possible with your answers. If your station seems to “score poorly,” do not be discouraged. This tool is only the first step in a long process of understanding gender equality at your radio station and making a plan to improve over time. At the same time, if your station seems to “score well,” remember that there is always room for improvement. The true strength of your station lies in your commitment to improving, not in your initial score. Review your facilitation efforts and how you can better draw out critiques and honesty that will identify areas for improvement.

Process

The next five pages describe the process. We then share the Areas of Assessment, which will help you with the assessment, and information for scoring and creating an action plan. When you have completed the self-assessment, let us know. You can share your score (Template to map score) with us at radio@farmradio.org or by sending it to your networking officer.

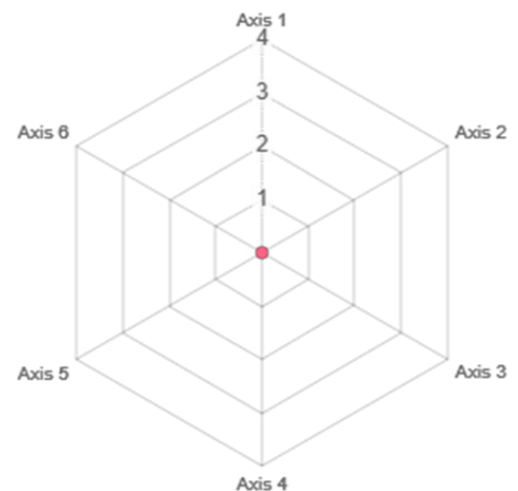


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Overview of areas for assessment

This self-assessment is a collaborative activity for your radio staff to complete together, where you will evaluate your station's progress on six questions.

Your results will be mapped into a spider web-like shape, where each axis of this “spider web” represents one of the six following questions that you will address in the assessment.



Axis 1: What is the level of involvement of women in the positions of power / decision-making at your radio station?

Axis 2: What is the level of involvement of women in decision-making processes or program planning?

Axis 3: Do the programs at your radio station take gender equality issues into account?

Axis 4: Do managers, technicians, presenters, administrative staff at the station have knowledge and/or training on gender equality?

Axis 5: Do women and men working at your radio station have a safe and inclusive work environment that benefits everybody based on their distinct needs?

Axis 6: Do the strategies and working principles of station management take gender equality into account?



How to use the self-assessment

Frequency	As a station, commit to completing the assessment every six to 12 months, and well into the future. Repeating the assessment will demonstrate the way that your station evolves over time, and will help you to revisit and improve your action plan each time.
Who is involved?	It is recommended that this self-assessment be completed as part of an all- staff meeting, with managers, directors, broadcasters, producers, those working in marketing, and other roles at the station.
How is the assessment done?	<ul style="list-style-type: none"> ● Meet for at least three hours to discuss the six questions. ● The facilitator (identified in advance) should prepare to lead the staff through the questions, one at a time. ● Note down the final score for all six questions, and draw a dot on the spider web in the corresponding place.
Scoring	<p>Each axis has several indicators. As a group, decide on a score for each indicator, and an overall score for the whole axis (question). This can be an average of the scores on the indicators, or just wherever you decide, as a group, your score for that axis should be.</p> <p>The results of this self-assessment will highlight both areas of strength and areas for improvement at your station. Use this scoring guide to help you analyze the results of your self-assessment and plan your action items accordingly.</p>
Creating an action plan	<p>Once you have completed the evaluation, create an action plan based on your scoring. Recommended next steps are included in this document.</p> <p>Score 1-2: Create. Axes that score one to two points are areas most in need of improvement at your station. Perhaps these are new for your station, and your team needs to start right from the beginning to create new policies and practices. When creating your action plan, these areas should be prioritized as they may require long-term planning and a significant amount of staff time.</p> <p>Score 3: Improve. Axes that score three points are a middle ground. Your station may already have policies and practices in these areas, but there is still room for improvement. When creating your action plan, consider what actions could make these areas stronger, more effective, and more inclusive.</p> <p>Score 4: Influence. Axes that score four points are areas of strength for your station. Your policies and practices in these areas are strong and effective. You may be able to use these areas to positively influence areas for improvement.</p>



Key terms in gender equality

Gender norms: Refers to the social norms about how men and women should be and act. These socially-constructed roles and responsibilities of men and women, their expected behaviours and attitudes in a given culture are learned and internalized early in life. These norms are something that we can change over time and can be different depending on where you are in the world.

Sex: Refers to being of male or female, in the physiological sense. This includes physical body parts, secondary sex characteristics like body hair and hormones, etc.

Gender equality: Women and men, girls and boys enjoy the same status and have equal opportunity to realize their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results.

Gender stereotypes: These are the entrenched attitudes and assumptions that lead to limited, generalized opinions and treatment of people based on their gender.

Advice for facilitators

At least one week before you complete the self-assessment:

- Inform all staff of the purpose of the meeting, time and place to meet. Ask staff to begin thinking about their experiences and opinions of your radio station as a workplace, specifically with regards to gender equality. Send your staff each a copy of the tables to guide their reflection.
- Share this resource with staff and management so they can prepare by becoming more familiar with the concepts in this self-assessment, some of which may be new or challenge some ways that your station currently operates. Follow up to see if they have any questions, or if they want to discuss. This preparation could be important for management especially, who should be ready to support staff in completing the self-assessment and in implementing an action plan thereafter.
- Prepare your materials. If you will meet with staff in person, draw the spider web onto a large piece of paper, and have markers ready to note the answers. Print out copies of the Areas for Assessment, so that staff can follow along during the activity.
- Decide what type of help you need and ask your fellow staff to support you, explaining to them in advance what you want them to do. You may decide to facilitate the self-assessment alone, or with another staff member. You might also find it useful to ask someone to take notes during the conversation to refer to again in the future, or to keep time and keep you on track.
- Decide what measures are necessary to allow women to participate freely and comfortably. Take considerations for this activity as you would for your radio programming, and consult women staff to see what they need and want.



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Ensuring women staff are willing and comfortable to participate

In order for this assessment to work, the women staff at your station must be involved, and must feel comfortable to share their honest opinions about working at your radio station. So, before you start the self-assessment, here are some tips to help you ensure that your women staff can have their say:

Make it clear that your staff will face no negative consequences for speaking truthfully about your station's work environment. Follow through with that promise, and be attentive to behaviour change in staff members during or following the assessment. Intervene when necessary to ensure that staff members follow this principle as well. If this is not respected during the assessment, consider rescheduling your discussion to allow you to follow up with those not following the expectation before proceeding with the discussion.

Make your expectations clear. Emphasize to staff that everyone's contributions are important and valuable. Ask staff to show respect for others' contributions by paying attention, avoiding distractions such as phones, staying quiet while others are speaking, and not interrupting. Establish how staff should participate, for example, by raising their hands before speaking.

Make sure that women are heard and that their contributions are valued equally to men's. In some ways, this assessment is like a radio program about gender equality. You might need to follow some of the same guidelines to ensure that women staff are able, willing, and comfortable to express themselves — and when they do, that they are heard and valued. One way to do this is to ask women what they want and need in order to participate. Another key strategy is to listen openly, attentively, and respectfully to all staff as they participate, which might include making eye contact and nodding. You can also thank staff for their contributions after they speak. The facilitator acts will set the tone for others.

Be open to what women have to say. Women and men have different needs and concerns, so it is possible for women and men to have different experiences of the same situation. When listening to staff's contributions, it is not necessary to either agree or disagree with what is said. It's possible that some parts of the conversation will be uncomfortable. If this is the case, choose to be curious rather than defensive about what staff have to say; only honest feedback can lead to real change.

Your role, or the role of the staff member leading the self-assessment, is to:

- Facilitate the discussion by asking the questions, reading the scoring options, and inviting each staff member to speak,
- Listen openly, attentively, and respectfully to each person as they share their experiences and opinions,
- Give verbal summaries of the discussion as it moves along, asking for confirmation from the group whether you have understood fully, and
- Help the group agree on a final score for each question before moving on to the next.
- In case the discussion turns disrespectful, remind staff of their commitment to be respectful and open to one another. Take breaks as needed.



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Possible agenda for the meeting (3 hours)

1. Welcome all staff & explain the importance of gender equality at your station (20 minutes)
 - Welcome remarks.
 - Ask staff why they feel gender equality is important at the station. Share your point of view, and/or ask management to share their perspective, which should support the initiative.
2. Review the purpose, process, and areas for assessment (20 minutes)
 - Describe how the self-assessment will 1) show the degree of gender equality at your station right now and 2) help staff make an action plan.
 - Explain the six axes of the self-assessment.
 - Describe how you will read one question at a time, and then invite input from all staff. Describe the scoring options, from one to four. Explain that you will want to know the reason for scores.
 - Explain how you will arrive at a final score for each axis (consensus from the discussion).
 - Ask staff if they have any questions.
3. Set expectations (15 minutes)
 - Ask staff to share how they will show that they are listening openly, attentively, and respectfully to one another. Repeat staff responses and list additional ways that staff can show respect for one another during the self-assessment (e.g. By not interrupting, rolling eyes, shaking head, etc.)
 - Describe how you expect staff to engage (e.g. By raising a hand before speaking, etc.)
 - Invite staff to be curious and open to each other, and open and honest in their responses.
4. Lead staff through the assessment (2 hours: 20 minutes per area)
 - Read each question and indicators one at a time. Invite all staff, especially women, to share and discuss their score for each question. Do not insist if somebody does not speak when invited.
 - Guide the group to decide on a final score for each question. Once all six questions are answered, connect the circles to complete the shape within the spider web.
5. Create an action plan (30 minutes)
 - Verbally summarize the results for staff. Describe the strong and weak points of the station in terms of gender equality. Invite staff to quietly reflect on the results for a few minutes. Ask staff what does or does not surprise them about the results.
 - One axis at a time, ask staff to identify what actions the station should take to improve on weak points and to strengthen strong points. Identify actions, items and deadlines.
6. Conclusion & Follow up
 - Conclude the meeting, thank staff for participating, and determine a time to follow up on actions and deadlines identified.

Please note that discussion is the most important step of completing this self-assessment, and may take up to two or more hours. Take care to invite everyone's participation, and ask follow up questions to understand the reasoning behind staff's responses. Staff may not agree on what score best represents your station for each question, so allow for plenty of time for staff to deliberate with each other. If you notice that somebody is participating less or not at all, invite but do not insist/force their participation or explanation. Consider talking to them during a break about what you could do to make it better for them to participate or if there is a different way they would like to share their perspective (e.g. by writing).



Areas for assessment

Axis 1: What is the level of involvement of women in positions of power / decision-making at your radio station?

Examples of positions of power / decision-making at your station might include: Station manager, head of production, another member of the management team, direction staff, Board of Directors, etc.

Indicators

Score 1	Score 2	Score 3	Score 4
No measures are in place to increase the presence of women in positions of power / decision-making at your station.	No measures are in place to increase the presence of women in positions of power / decision-making at your station OR the measures are ineffective.	Some measures are in place to increase the presence of women in positions of power / decision-making at your station OR the measures are ineffective.	Effective measures are in place to increase the presence of women in positions of power / decision-making at your station.
Women are not supported to access and participate in training to advance their skills and careers.	Women are sometimes supported to access and participate in training to advance their skills and careers.	Women are often supported to access and participate in training to advance their skills and careers.	Women are systematically supported to access and participate in training to advance their skills and careers.
Women in positions of power feel there are many barriers to their ability to affect change and make decisions at your station.	Women in positions of power feel there are many barriers to their ability to affect change and make decisions at your station.	Women in positions of power feel there are some barriers to their ability to affect change and make decisions at your station.	Women in positions of power feel there are minimal barriers to their ability to affect change and make decisions at your station.
Only men are represented in positions of power / decision-making at your station.	Women account for less than 20% of positions of power / decision-making at your station.	Women account for 20 - 30% of positions of power / decision-making at your station.	Women account for more than 50% of positions of power / decision-making at your station.
Overall score for Axis 1:			



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Axis 2: What is the level of involvement of women in decision-making processes or program planning?

Indicators

Score 1	Score 2	Score 3	Score 4
Women are rarely consulted in decision-making or program planning at your station, OR not at all.	Women are sometimes consulted but not involved in decision-making and program planning at your station.	Women are often involved in decision-making and program planning at your station.	Women are systematically involved in decision-making and program planning at your station AND/OR Women are leading decision-making.
Women's opinions and input are not invited at your station and if given, they are not respected as equal to men's.	Women's opinions and input are sometimes invited and sometimes respected as equal to men's.	Women's opinions and input are often invited and often respected as equal to men's.	Women's opinions and input are systematically invited AND respected as equal to men's.
There are no systems or guidelines in place to tell station staff how and why to consult, involve, and have women lead decision-making and program planning.	There are some systems or guidelines in place to tell station staff how, and why to consult, involve, and have women lead decision-making or program planning AND the systems / guidelines are not effective (staff don't know about them or follow them).	There are some effective systems or guidelines in place to tell station staff how, and why to consult, involve, and have women lead decision-making or program planning (Some staff know about them and some follow them).	There are very effective systems or guidelines in place to tell station staff how, and why to consult, involve, and have women lead decision-making or program planning (All staff know about them and all follow them).
Overall score for Axis 2:			



Axis 3: Do the programs at your radio station take gender equality issues into account?

Indicators

Score 1	Score 2	Score 3	Score 4
Radio programs rarely take gender equality and inclusion into account, OR not at all.	Radio programs sometimes take gender equality and inclusion into account.	Radio programs often take equality and inclusion into account.	Radio programs systematically take equality and inclusion into account.
Gender equality concepts discussed on air rarely challenge gender norms and/or stereotypes.	Gender equality concepts discussed on air sometimes challenge gender norms and/or stereotypes.	Gender equality concepts discussed on air often challenge gender norms and/or stereotypes.	Gender equality concepts discussed on air always challenge gender norms and/or stereotypes.
There are no systems or guidelines in place to tell station staff when, how, and why to incorporate gender equality concepts into programming.	There are some systems or guidelines in place to tell station staff when, how, and why to incorporate gender equality concepts into programming OR the systems / guidelines are not effective.	There are some effective systems or guidelines in place to tell station staff when, how, and why to incorporate gender equality concepts into programming.	There are many systems or guidelines in place to tell station staff when, how, and why to incorporate gender equality concepts into programming.
Overall score for Axis 3:			



Axis 4: Do managers, technicians, presenters, administrative staff at the station have knowledge and/or training on gender equality?

Indicators

Score 1	Score 2	Score 3	Score 4
No staff members have received training on gender equality and inclusion.	Less than 50% of staff members have received training on gender equality and inclusion.	50 - 75% of staff members have received training on gender equality and inclusion.	More than 75% of staff members have received training on gender equality and inclusion.
Staff do not know how to or are unable to apply knowledge from training in their work.	Staff face some challenges applying knowledge from training.	Some staff are able to apply some knowledge from their training.	Staff are able to successfully take action / make changes based on knowledge gained in their training.
The logistics of the training do not consider how women can fully participate.	The logistics of the training sometimes consider how women can fully participate.	The logistics of the training often consider how women can fully participate.	The logistics of the training systematically consider how women can fully participate.
Women are not consulted involved in the planning (logistics and content) of gender equality trainings.	Women are consulted in the planning of gender equality trainings.	Women are consulted and involved in the planning of gender equality trainings.	Women lead gender equality trainings.
Overall score for Axis 4:			



Axis 5: Do women and men working at your radio station have a safe and inclusive work environment that benefits everybody based on their distinct needs?

Indicators

Score 1	Score 2	Score 3	Score 4
Women rarely feel safe in the workplace.	Women sometimes feel safe in the workplace.	Women often feel safe in the workplace.	Women always feel safe in the workplace.
There are no systems or policies in place to prevent violence and harassment against women at work.	There are some systems or policies in place to prevent violence and harassment against women at work OR the systems / policies are not effective.	There are some effective systems or guidelines in place to prevent violence and harassment against women at work OR the systems / policies are not effective.	There are many systems or guidelines in place to prevent violence and harassment against women at work OR the systems / policies are not effective.
Equipment or facilities do not accommodate for the needs of women (e.g. Separate toilets, bins for menstrual hygiene items)	Some equipment or facilities accommodate for the needs of women (e.g. Separate toilets, bins for menstrual hygiene items)	Lots of the equipment or facilities accommodate for the needs of women (e.g. Separate toilets,bins for menstrual hygiene items)	All of the equipment or facilities accommodate for the needs of women (e.g. Separate toilets,bins for menstrual hygiene items)
Overall score for Axis 5:			



Axis 6: Do the strategies and working principles of station management take gender equality into account?

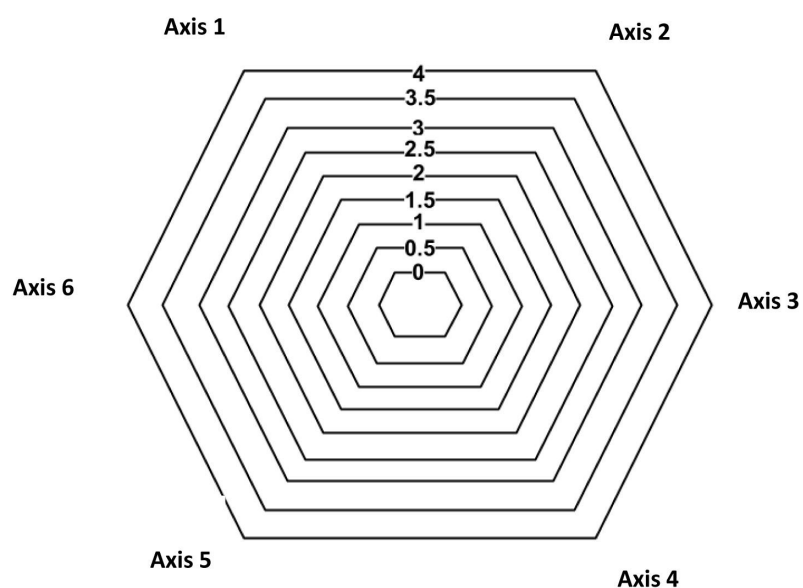
Indicators

Score 1	Score 2	Score 3	Score 4
The radio station does not have a set of policies and procedures that take gender equality into account.	The radio station staff and management are in discussions about creating a set of policies and procedures that take gender equality into account. The policies and procedures consider the specific needs and priorities of women at the station.	The radio station has a set of policies and procedures that take gender equality into account. The policies and procedures incorporate the specific needs and priorities of women at the station.	The radio station has a set of policies and procedures that aim to actively deconstruct inequalities between women and men. They are based on the specific needs and priorities of women at the station.
The policies and procedures are not put into action or there are no gender equality-related policies or procedures.	The policies and procedures are sometimes put into action.	The policies and procedures are often put into action. There are guidelines and systems to support this.	The policies and procedures are systematically put into action. There are guidelines and systems to support this.
Staff are not aware of the policies and procedures.	Staff are somewhat aware of the policies and procedures.	Staff are quite aware of the policies and procedures. They may have received training on them before or while working at the station.	Staff are very much aware of the policies and procedures, and agreed to them as part of their work at the station. There are systems and guidelines in place to make sure staff receive training on them before or while working at the station.
There are no tools and processes to measure success of policies and procedures.	Tools and processes to measure success of policies and procedures exist but are not used .	Tools and processes are sometimes used to measure success of policies and procedures.	Tools and process are systematically used to measure success of policies and procedures. They help staff to learn and improve.
Overall score for Axis 6:			



Template to map your score

Print this template out and place the dots according to the score you've given each axis. This will give you a visual representation of your station's score, and the areas most in need of improvement.



Date of evaluation:

Facilitator:

Date for follow up / check-in:

Actions identified: Short term

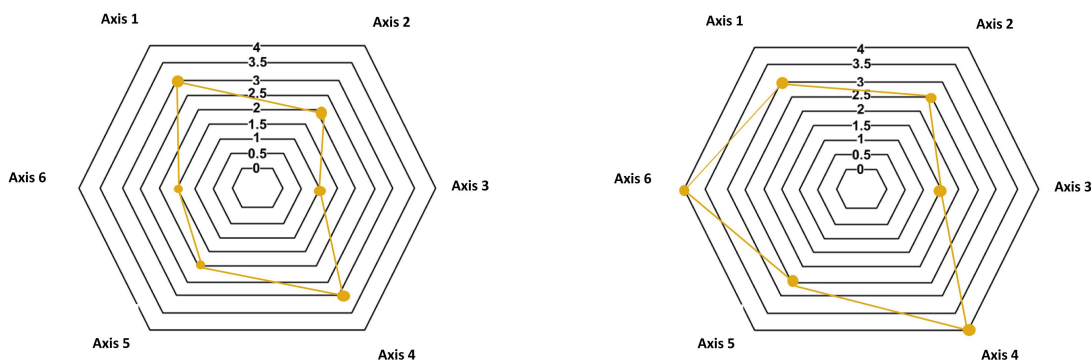
Actions identified: Long term



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Mapping your score

Record the final score for each axis in the table and then draw a dot at the corresponding axis and score line. Once staff agree on a final score for all six questions, you should have one dot on each axis of the spider web, or six dots in total. The placement of the dots on the spider web will look different for each radio station. Here are some examples of what your spider web might look like once staff have answered all six questions and the final scores are marked down:



Now you will connect the dots to one another with straight lines so that you have a shape drawn inside of your spider web. The shape in your spider web will be unique depending on the score that staff gave in response to each question. This spider web gives you a visual picture of your strengths and weaknesses and how one axis relates to another.

Creating an action plan

Now it's time to identify actions you and your colleagues can take to advance gender equality at your radio station. We have included some suggestions below. Identify actions, people responsible, and deadlines. Remember: **Score 1-2: Create.** Perhaps these are new for your station, and your team needs to start right from the beginning to create new policies and practices. **Score 3: Improve.** Your station may already have policies and practices in these areas, but there is still room for improvement. **Score 4: Influence.** Your policies and practices in these areas are strong and effective.

Axis 1: What is the level of involvement of women in the positions of power / decision-making at your radio station?

Short-term actions

Put your gender representation goals in writing for decision-making structures and discuss these goals whenever relevant, such as a new staff person joining the relevant decision-making group. You can start putting gender representation goals in Terms of Reference for groups (e.g. 30% women minimum on the Board or Station Management team) or in recruitment procedures/policies.

Be flexible and respect schedule boundaries since women often have multiple strains on their schedules and responsibilities can be unpredictable (e.g. child/elder care).



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- Ensure decision-making positions happen in regular work hours or are flexible.
- Offer a window for input, rather than urgent/immediate input when possible.

Long-term actions

Offer support when somebody is put in a decision-making position, especially women:

- Ask what they need to participate fully or what made it so that they did not feel like they could (e.g. more training, changes in meeting/decision structure).
- Build a habit of checking in with those in decision-making positions to see how power plays out and how you can support everybody to engage fully.
- Accept that they may not be able to tell you what the issue is because of your structural position (e.g. if you are their supervisor, they may fear being perceived as incapable, weak, or losing opportunities in future/their job).

Axis 2: What is the level of involvement of women in decision-making processes or program planning?

Short-term actions

Offer multiple options for input for different communication styles, power dynamics, and responsibilities that may differ based on gender, age, disability and other factors. For example, in addition to a meeting:

- offer an anonymous way to input in writing or individually;
- rotate decision-making/meeting chairs to practice shifting power dynamics; and
- share in advance what decisions will be made to allow reflection (e.g. agenda).

Be clear and open about decision-making processes to build trust, such as:

- how inputs will be considered and who makes the ‘final’ decisions; and
- how their input is genuinely valued (i.e. they are more likely to contribute in future if it feels like genuine consultation, and the opposite is also true).

Long-term actions

Be patient and keep involving women and people experiencing other marginalizations in decision-making processes because it takes time to build trust and confidence.

If they do not engage quickly, do not assume disinterest or lack of capacity, knowledge or professionalism. Consider and ask (privately) what you can do to make sure they feel comfortable and equipped to contribute.

Axis 3: Do the programs at your radio station take gender equality issues into account?

Short term actions

Involve women’s rights and women-led organizations in the development of the plan/agenda of radio programs to the same extent that other groups/experts.

- Which community or civil society organizations are doing work related to gender equality, rather than government departments or ministries?

Invite women regularly and other marginalized people as expert guests/resource people to recognize that their knowledge and expertise is equally valid and valuable.

- If unsure about how ‘dynamic’ or comfortable a certain person would be on air, try not to give up on them but plan extra prep with them to make them feel prepared, welcome, and at ease.



When speaking to experts, ask questions that consider different groups' experiences (e.g. consider parts of people's identities like their gender, disability, age, ethnicity, language, education, etc.).

Encourage women to participate, as well as other marginalized people, in phone-in programs and other types of interactive components whenever hosting . This also sends the signal that hearing their perspectives is important and adds value to the program.

- If you tried to get somebody on air with a specific perspective but were not able to, share that with the audience. It still signals that you believe their perspective matters! Maybe mention why it didn't work out if it could be an interesting insight for the audience.

Long-term actions

Create jingles that explain clearly how people can participate in programs using straightforward language, considering varying levels of comfort with technology.

Form community listening groups and ensure that stations follow up with them regularly to provide a chance for listeners to share their questions, experiences and innovations as well as their overall feedback on their satisfaction with the program.

Axis 4: Do managers, technicians, presenters, administrative staff at the station have knowledge and/or training on gender equality?

Short term actions

Encourage respectful discussion amongst staff about gender equality and inclusion issues informally and formally to build a culture of curiosity and interest, such as:

- send messages to staff on key dates with an interesting article or resource;
- bring up something in the news during social times like lunch/tea breaks.

Share learning events or training opportunities with staff that are not connected to the station to encourage non-mandatory engagement with gender equality and inclusion, like:

- when an interesting speaker/performer is in town;
- when there is a free/paid-for online or in-person training/workshop.

Long-term actions

Organize internal training and mentorship in the workplace on gender equality and inclusion, and encourage staff to approach it with humility, openness, and curiosity.

- Choose trainers for their facilitation skills and ensure they customize the content to staff interests and knowledge so that they do not feel overwhelmed or bored.
- Follow up on the training to see how/whether people are using the knowledge and what future training needs/opportunities could be.
- Budget for training and seek out free training for the future.

Axis 5: Do women and men working at your radio station have a safe and inclusive work environment that benefits everybody based on their distinct needs?

Short term actions

Take note of comments about the physical space that guests, staff, volunteers, visitors make in passing and write them down for later reflection and planning:



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- This can include positive things about the space too!
- What questions do you get most? (E.g. Where is the toilet? Where can I get some water? Where is the power/charging point? Where can I take this call? Do you have a chair? Can we open/close the window? Can you speak louder?)
- When you think somebody's specific needs or requests are 'unprofessional' consider what unequal social norms are behind it. A person with a baby/child at 'the office', a 'tired' person, somebody who does not read (well) or gets lost.

You may not need to spend money since making a space more inclusive often just means making sure people know where to find things that already exist without asking!

- Having to ask for something 'only you' need can make somebody feel uncomfortable or like they are asking for 'special treatment' (e.g. if you are the only person who needs a chair because you cannot sit on the floor/stand) . Try to ensure everyone has all the information they might need for accessing your space (e.g. the toilet is here, you can pray/take a break/eat there).
- Is there a budget for something that is not used much that could be redirected for creating a private spaces (e.g. a physical barrier) or having products for people's different needs (e.g. menstruation products, drinking water, additional seating, signs in other/more languages) ?

Long-term actions

Consider reorganizing the existing space to make better use of it for varying needs:

- Do you have an underused room/area that you could designate as a quiet or private space for people who need that to focus, pray, take a break, breastfeed?
- If you don't have a toilet in your own space, is there a neighbor that would be willing to share for staff, guests, volunteers, visitors to use in some arrangement? Are the toilets private and safe for people of any gender or physical ability to use?

Axis 6: Do the strategies and working principles of station management take gender equality into account?

Short-term actions

Management team(s) create opportunities for reflection on existing policies and procedures, and how they are/can be implemented to adjust for differences in needs and interests of people within the organization based on gender and other factors.

Research gender equality policies of other media organizations or radio stations to help with creating a draft to start working from between management and staff. Find local gender equality experts to provide advice or feedback on the draft policy.

Long-term actions

Policies and procedures are periodically updated based on meaningful consultation across people affected by their implementation and how they advantage/disadvantage people differently based on various characteristics (gender, age, ethnicity, language, etc.).

Whether an explicit gender equality and inclusion policy exists, or related ideas are dispersed across other policies, these requirements are tracked for progress and adherence is formalized in agreements/contracts/TORs for individuals, teams/parts of the station, partners/contractors, etc.



Resources for more information

FAO, 2011, Communicating gender for rural development, integrating gender in communication for development, Dimitra Project. <http://www.fao.org/docrep/014/am319e/am319e00.pdf>

Farm Radio International, 2015, [VOICE Standards to improve your farmer program](#).

Farm Radio International, 2016, [How to serve your women farmers well](#).

Farm Radio International, 2022, Gender equality and your radio program, learning module. www.farmradiotraining.org

UNESCO, Colin Fraser and Sonia Restrepo Estrada 2001, Community radio handbook, <https://unesdoc.unesco.org/ark:/48223/pf0000124595>

WACC, Mission possible: A Gender and Media Advocacy Toolkit, http://www.peacewomen.org/assets/file/AdvocacyEducationTools/mediaadvocacytoolkit_wacc_2008.pdf

