Gender Mainstreaming in Human Resource Toolkit

An Assessment Tool for Human Resource Practitioners

A c k n o w l e d g e m e n t s

T H E   T O O L K I T

Rationale

Gender equality and women empowerment in the workplace are inherent and integral to the mandates of civil service institutions in the ASEAN region. It is, therefore, important that this mandate be reflected in policies, activities, programs, processes and systems that systematically address the specific concerns of women and men employees and clientele such as discrimination and violence, or through targeted interventions that enable women and men to participate in and benefit equally from development efforts. It is, therefore, important for civil service institutions, particularly, their Human Resource managers and practitioners to be equipped with skills on gender analysis, gender responsive planning and budgeting, and gender advocacy to ensure the sustainability of gender mainstreaming efforts.

Objectives

This toolkit was drawn up for Human Resource managers and practitioners to:

1. Serve as their guide for assessing gender mainstreaming initiatives in four HR program areas;
2. Identify their learning needs;
3. Monitor the implementation of the initiatives or interventions to be developed to address specific areas for improvement in their gender mainstreaming initiatives; and
4. Align standards in HR across the ASEAN region with various global and regional requirements to promote women's rights and gender equality.

How to use the tool kit

The toolkit covers four areas; recruitment, selection and placement, performance management, rewards and recognition, and learning and development. Each program area is defined and a policy framework provided.

The checklist for each program area starts with the identification of gender issues and a space for identifying the baseline for the user agency. The baseline may consist of current sex-disaggregated data, if available, or current gender mainstreaming initiative related to the programme area.

For each key area, indicators are provided to which the user may check YES or NO in response. The last column provides for learning needs or the needed intervention.

The responses to these questions will provide the basis for developing the Agency plan for mainstreaming gender.

THE TOOLKIT

A. Recruitment and selection: attracting, screening, selecting and on boarding* qualified persons;

Recruitment can be defined as searching for and attracting the most qualified candidates who meet the qualifications standards (QS) and competency requirements for the positions and

---

[1] Terms of Reference for Project Consultant. Civil Service Commission. 2015
[2] Australian Human Resources Institute. <https://www.ahri.com.au/assist/recruitment-and-selection>

creating a pool from which the organization can select the best persons for the job. Once a pool of candidates has been identified through the recruitment process the most appropriate candidate, or candidates are identified through a selection process including but not limited to testing, interviewing and reference checking..

POLICY: The Recruitment Selection policy, which is linked to other HR systems, sets the approach to the recruitment selection and placement of employees, and the fulfillment of the Agency's commitment to equality, diversity, fairness and transparency. The appropriate authorization required to initiate any action for vacant positions is first served/obtained. Qualified candidates are sourced using recruitment and selection procedures and instruments that promote equal employment opportunity for all, regardless of sex, sexual orientation, gender identity, age, religion, economic status, political affiliation, ethnic background, disability and others. To promote gender equity in the organization, the Agency policy includes the implementation of affirmative action to correct gender disparity in different levels of the organizational structure. The aim is to have the right person in the right job at the right time, which is essential to the Agency's performance.

Issue Most QS place importance on educational attainment and trainings, areas where women lag behind because of the traditional reproductive roles. Lack of access to information and intimidating processes also contribute to the disparity in the representation of men and women in the bureaucracy. Leveling the playing field would ensure that the best and the brightest are recruited for public service. Language also plays a role in perpetuating traditional roles such as the use of Chairman for position titles.				
Baseline				
Key Areas	**Indicators**	**Check**		**Learning needs/Intervention needed**
		YES	**NO**	
Policy	1. Are there gender responsive objectives clearly articulated in the policy on recruitment and selection? 2. Is there a policy to attract the best and the brightest for the bureaucracy? 3. Are the implementing guidelines gender responsive? (policy implementation) 4. Are gender responsive questions on competency-based recruitment and QS integrated in the policy? 5. Does the policy consider and not discriminate pregnant women for appointment to government positions? 6. Where there is a glaring disparity in the representation of men and women in the organization, is there a policy on affirmative action to correct it? 7. Is there a policy encouraging more women to apply in male-dominated agencies and vice-versa?			

---

[3] Philippine Civil Service Commission. Human Resource Management Office. Program to Institutionalize Meritocracy and Excellence in Human Resource Management; Quezon City. 2014

Key Areas	Indicators	Check		Learning needs/Intervention needed
		YES	NO	
Job Description/TOR* and Qualification Standards	1. Is the Job Description based on the agency Strategic HR Plans? 2. Does the JD prescribe the required competencies and qualifications? 3. Does the JD use gender-sensitive language? 4. Are the education, experience and training requirements non-discriminatory?			
Publication	1. Is the notice of vacancy adequately and timely disseminated internally and externally? 2. Does the notice of vacancy contain complete information on the requirements, processes including duration? 3. Does the notice of vacancy explicitly encourage qualified men and women and people with disabilities to apply? 4. Are there specific provisions encouraging qualified people with disabilities to apply?			
Composition of the selection committee*	1. Is there equal representation of women and men? 2. Is the selection process of the selection committee transparent? 3. Are members of the selection committee required to undergo gender-sensitivity trainings? 4. Is a Gender and Development (GAD) focal person or GAD advocate part of the selection committee?			

Key Areas	Indicators	Check		Learning needs/Intervention needed
		YES	NO	
Candidate Selection	1. Is there a specific provision in the rules and regulations providing for inclusion of qualified women in the shortlist? 2. In cases of affirmative action, are there adequate guidelines to implement this? 3. Is the list of shortlisted candidates made public? 4. Does HR brief the appointing authority on gender issues on a specific appointment, if any? 5. Are pregnant women and women with young children not discriminated against? Had there been such reported incident? 6. Is the list of shortlisted candidates made public? 7. Are the applicants provided with information on the status of their application in accordance with a specific timeline?			
Written Exam / Testing	1. Are test questions gender-sensitive? 2. Are test questions devoid of gender stereotypes? 3. Is the testing process inclusive in terms of accessibility, safety and security? (E.g. travel to venue, possibility of online testing, provisions for PWD's such as ramps, elevators, Braille or audio-test)			
Interview	1. Are interview questions gender-sensitive? 2. Are interview questions devoid of gender stereotypes? 3. Do interviewers undergo gender-sensitivity orientation? 4. Does the schedule of the interview allow applicants to attend to their various gender concerns?			

B. Performance management: managing and measuring employee performance in the Agency

Performance management is a well-established, all-encompassing term used to describe the practice that drives decisions about performance, remuneration, promotions, disciplinary procedures, terminations, transfers and development needs within an organization.

POLICY: Performance management defines the relationship that should exist between Agency employees and their supervisors. It is an interactive process where upper management communicates the Agency's strategic vision and objectives to every manager, supervisor and employee who then develop program, division and individual goals designed to achieve the Agency's strategic objectives. The Agency's strategic objectives should cascade down to the employees in such a way that there is a clear path that connects the individual goals to the Agency plan. To be effective, employees must understand how their work contributes to the success of the organization.

Issue Transparency of the performance management process and consideration of competence are critical to both retention and promotion of women and men employees alike. Ensuring clear performance objectives and indicators, fair distribution of assignments, non-discrimination, inexistence of gender bias in performance assessment and allowing for reproductive roles will allow for optimal performance. Likewise, a safe and conducive work environment is a must if employees are to deliver.				
Baseline				
Key Areas	**Indicators**	**Check**		**Learning needs/Intervention needed**
		YES	**NO**	
Performance Planning and Commitment	1. Is there a clear performance objective? 2. Are there performance measurement standards agreed between staff and supervisors?			
Performance Monitoring and Assessment	1. Is there a timely feedback and coaching? 2. Is there a provision to adjust work assignments and/or performance indicators in view of employee welfare concerns? 3. Is there a gender-sensitive mechanism to guide and resolve disagreement between supervisor and staff throughout the process?			

---

[4] Op.cit.
[5] Op.cit.

Key Areas	Indicators	Check		Learning needs/Intervention needed
		YES	NO	
Performance Assessment	1. Are there clear competency-based development needs indicators established between staff and supervisor? 2. Is there a 360-degree evaluation of both staff and supervisors? 3. Are gender-related outputs and commitments included in the performance commitment and assessed? 4. Is there a policy in place to ensure that employees on maternity leave and other gender-related leave will not be discriminated against in the assessment process? 5. Is there a gender-sensitive mechanism to ensure objectivity and transparency of assessment results? 6. Does the performance management system consider intervening events and circumstances during performance appraisal?			
Conducive working environment	1. Is there a policy that prevents sexual harassment (SH)? 2. Are anti-sexual harassment policy and guidelines known and understood by the employees? 3. Is there a committee, which handles investigation of SH cases? 4. Is there existing and operational grievance machinery? 5. Do the members of the Anti-SH Committee and Grievance machinery undergo gender sensitivity training? 6. Is the work environment safe and inclusive for women, men and people with disabilities? 7. (Adherence to health and safety standards, of provisions for			

C. Rewards and Recognition: Retaining and Valuing contributions of people in the Agency

A reward is defined as something which is given following the occurrence of certain behavior, with the intention of acknowledging the positive nature of that behavior, and often with the additional intent of encouraging it to happen again. Rewards can be intrinsic or extrinsic in nature. Intrinsic rewards are internal to the individual, such as contributing to a common good, mentorship or 'giving back'. Extrinsic rewards are rewards external to the individual, such as payments and promotions (tangible) or praise and public recognition (intangible).

POLICY: The rewards and recognition policy encourages the recognition of excellent performance and achievement among women and men-employees with the end goal of assisting the Agency in pursuing its strategic goals and objectives through the use of creative, flexible and meaningful rewards.   Rewards and recognition policy may also consider affirmative action to address gender disparity and/or elevate the status of women in the organization that is male-dominated and/or patriarchy is dominant.

Issue Selection criterion based on unrealistic expectations can exclude others. For instance, lack of adequate facilities for women in the field sidelines them for promotion.				
Baseline				
Key Areas	**Indicators**	**Check**		**Learning needs/Intervention needed**
		YES	**NO**	
Criterion	1. Are there clear gender sensitive criteria for rewards and recognition? 2. Is the rewards and recognition program disseminated to all? 3. Is there a specific provision for pregnant women, employees on maternity leave, employee under long term scholarship to be considered for recognition? 4. Are selection criteria fairly set so as not to discriminate against women who are pregnant or are on maternity leave/on long-term scholarship?			

---

[6] Ibid

Key Areas	Indicators	Check YES	NO	Learning needs/Intervention needed
Criterion cont'd	5. Are there initiatives to recognize gender mainstreaming efforts and initiatives? 6. Given the prevailing context and circumstances of an organization, is a temporary special measure put in place as an affirmative action to advance the status and rights of women?			
Special awards	7. Are Gender advocacy initiatives rewarded and recognized such as agencies that promote women's participation in decision-making?			
Human Resource Information System	1. Are data on rewards and recognition maintained? 2. Is the data sex-disaggregated? Or is there available gender-related data on rewards and recognition? 3. Is performance data (e.g., ratings) linked to rewards and recognition?			

D. Learning and development: development and learning vis-a vis Agency objectives

The educational, skills-enhancing or professional development activities within an Agency that are designed to enhance the fulfillment and performance of employees, as aligned with the Agency objectives and directions.

POLICY: Learning, training, leadership and professional development are key factors in ensuring that public service is equipped to meet the challenges of the 21st century. The acquisition of skills and knowledge and the development of managerial and leadership competencies are critical to the effective management of public service, which is the foundation of an inclusive, responsive, accountable and innovative government. Every learning and development (L&D) shall be an opportunity to develop the gender lens of employees. It shall also help level the playing field to ensure equal and equitable access to opportunities to career development interventions and the career advancement of women, where they have been traditionally marginalized and too often neglected. L&D policy should also alternative modes of personal and professional advancement to ensure their gender appropriateness and responsiveness. Moreover, the policy should allow women and men to identify the relevant individual or personal interventions.

Issues Gender stereotyping results in streaming, where people are sent to trainings that reflect their gender. For instance, gender trainings are usually reserved for women while leadership trainings are expected for men. The lack of adequate support for their reproductive roles also discourages women from participating in trainings and in pursuing further studies.				
Baseline				
Key Areas	**Indicators**	**Check**		**Learning needs/Intervention needed**
		YES	**NO**	
L&D Needs Analysis				
Needs Analysis	1. Are questions/items in the Needs Analysis gender-sensitive? 2. Did the staff handling the LNDA undergo gender sensitivity training? 3. Are learning gaps generated analyzed from a gender perspective?			

---

[6] Op.cit.

| Key Areas | Indicators | Check | | Learning needs/Intervention needed |
		YES	NO	
Design and Development				
L&D Materials	1. Are L&D materials including manuals and slide decks developed devoid of gender stereotypes and sexist illustrations?			
Design	1. In identifying methodology, does instructional design consider the level of preparedness of women and men in the use of technologies? 2. Are there alternative modes of personal and professional advancement to ensure their gender appropriateness and responsiveness? 3. Do instructional designers undergo gender sensitivity training? 4. Do instructional designers consult GAD experts on gender-related trainings as well as allow them to review the design and materials' gender sensitivity?			
Delivering				
Participants	1. Do invitations specify gender balance in the number of participants to be sent? 2. Is there a policy to encourage women to attend trainings normally associated with men, such as leadership trainings? 3. For gender trainings, is it emphasized that it is equally important for men to attend? 4. Is there a mechanism in			

Key Areas	Indicators	Check		Learning needs/Intervention needed
		YES	NO	
Delivering				
Venue	1. Is the venue safe and accessible for women, PWD's? 2. Does the venue provide for lactation and nursing areas, whether breastfed or bottle-fed? 3. Does the venue provide space for fathers to feed their children? 4. Does the venue provide for practice of religious obligations?			
Learning service providers (LSP)/trainors/resource persons	1. Is there a mechanism in determining the level of understanding, appreciation and message on various gender issues? E.g. Self-Assessment form, orientation, etc. 2. Do resource speakers and facilitators use non-sexist language? 3. Do they use samples without gender-stereotype?			
Monitoring and Evaluation				
Evaluation Tool	1. Does the Post-Training Evaluation Tool include Gender-Focused questions/items (i.e., LSP's use of gender-sensitive language, anecdotes/jokes on sex issues)? 2. Are reasons for compliance and non-compliance with the submission of post-L&D action plans monitored and analyzed? 3. Do post-L&D reports			

Key Areas	Indicators	Check		Learning needs/Intervention needed
		YES	NO	
Monitoring and Evaluation				
Alternative learning and development system?	1. Is coaching and mentoring available as a system to develop competencies? 2. Are other alternative systems such as secondment, agency exchanges, job rotation, detail, reassignment, etc. also available?			
Human Resource Information System	1. Is data on learning and development maintained? 2. Is the data sex-disaggregated? Or is there available gender-related data on L&D? 3. Is data on performance management linked to the Human Resource Information system?			

References:

1. United Nations Development Programme. Gender Equality in Public Administration Global Report. New York, 2014
2. Philippine Civil Service Commission. Human Resource Policies and Standards Office. Program to Institutionalize Meritocracy and Excellence in Human Resource Management; Quezon City. 2014
3. Australian Human Resources Institute. <https://www.ahri.com.au>