

Gender Mainstreaming in Human Resource Policies, Processes and Systems A Training Manual

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LIST OF ABBREVIATIONS

ASEAN	Association of South East Asian Nations
ACCSM	ASEAN Conference on Civil Service Matters
ACWC	ASEAN Commission on the Promotion and Protection of the Rights of Women and Children
APTCF	ASEAN Plus Three Cooperation Fund
DFA	Department of Foreign Affairs
GEPA	Gender Equality in Public Administration
ILO	International Labour Organization
OECD	Organisation for Economic Co-operation and Development
PCSC	Philippine Civil Service Commission
PCW	Philippine Commission on Women
UNDP	United Nations Development Programme

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With the strong economic performance of the ASEAN region, women are taking a greater role and participating more in the labour force. Working women have significantly contributed not only to the welfare of their families but also to the development of their own communities and the growth of national economies. As the number of women in the workforce keeps growing, it is imperative to ensure equal employment opportunities and treatment, as well as to address their specific needs such as child care and work-life balance.

Empowering women and gender mainstreaming are integral to the mandates of the civil service institutions in ASEAN. To achieve the goal of gender equality at all levels, human resource policies, programmes and processes should systematically address the specific concerns of both female and male employees. Gender mainstreaming should also be continuously promoted in both public and private sectors.

This Training Manual for Gender Mainstreaming in Human Resource Policies, Processes and Systems and Assessment Tool for Human Resource Practitioners has been developed as part of ASEAN's commitment to promote a gender responsive civil service in the region. With the realization of the ASEAN Community in 2015, working towards gender equality in the workplace and in all aspects of employment is fundamental to work satisfaction and productivity, which in turn translates to greater contributions to our communities and economies in the region.



H.E. Le Luong Minh

Secretary-General

Association of South East Asian Nations (ASEAN)

MESSAGE

The establishment of ASEAN Community this 2015 is a milestone in our history as a community of nations.

As 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 appropriate for all members of the ASEAN to act together in empowering and enhancing the capacity of civil service institutions to enable them to deliver their mandates. Under the ASEAN Socio-Cultural Community Blueprint, the ASEAN Conference on Civil Service Matters (ACCSM) has to promote ASEAN collaboration to strengthen governance that is inclusive and gender—responsive. The goal of advancing women's participation and leadership in all spheres remains a challenge since it is not just about increasing the number of women in policy and decision making positions, but also enabling them to meaningfully participate in decision-making and effectively influence policies and program development at all levels, beginning with women in the civil service.

This training manual was developed as part of the project “Training on Gender Mainstreaming (GM) in HR Policies, Processes and Systems” supported by the ASEAN Plus Three Cooperation Fund (APTCF) under the auspices of the ACCSM. More strategic, however, was the creation of a core group of advocates composed of participants in the training conducted on April 20-24, 2015 in Manila. Representing the ASEAN Member States, the advocates will serve as agents of change within their countries and resource persons across ASEAN.

The ASEAN Community is envisioned to be a community of opportunities. Everyone should be able to participate in and benefit from the development it will bring. This training manual and the accompanying toolkit will help develop a set of common standards among ourselves for a common vision of a gender responsive and inclusive ASEAN Community.

I thank everyone who contributed to this project and assure the advocates as well as all the ASEAN Member States of the continuing technical support from the Philippine Civil Service Commission.


ALICIA dela ROSA-BALA
Chairperson
Philippine Civil Service Commission

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This training manual was developed under the Philippine Civil Service Commission (PCSC) project entitled, “**Training on Gender Mainstreaming (GM) in Human Resource (HR) Policies, Processes and Systems**”. Supported by the ASEAN Plus Three Cooperation Fund (APTCF) under the auspices of the ASEAN Conference on Civil Service Matters (ACCSM), this was envisioned as a five-day capacity development intervention for Human Resource (HR) managers and practitioners that shall focus on best-practice information sharing and skills building. As the Chairperson of the 18th ASEAN Conference on Civil Service Matters, Acting CSC Chairperson Robert S. Martinez and Commissioner Nieves L. Osorio provided the leadership to push this project.

Drawing from the PCSC experience on gender mainstreaming and focus group discussions with key PCSC officials and staff, the training design for the project was developed. The Foreign Service Institute of the Philippine Department of Foreign Affairs (DFA), through its Deputy Director-General Julio S. Amador III co-hosted a Round Table Discussion on “**ASEAN and the Beijing Platform for Action: A look at national and regional initiatives**”. Representatives from embassies of ASEAN Member States in Manila shared their initiatives and experiences, which further enriched the training design.

It was piloted and enhanced during the five-day training conducted on April 20-24, 2015 in Manila attended by representatives from civil service institutions from ASEAN Member States and the ASEAN Secretariat.

The PCSC would like to thank all those who have contributed to this Training Manual. In particular:

- Technical Advisors Group (TAG) composed of former PCSC Commissioner Mary Ann Fernandez-Mendoza, Philippine Commission on Women (PCW) Executive Director Emmeline L. Versoza and PCSC Civil Service Institute Executive Director Arthur Luis P. Florentin;
- Department of Foreign Affairs (Office for ASEAN Affairs Assistant Secretary Luis T. Cruz and Office for Asia and Pacific Affairs Assistant Secretary Minda Calaguian-Cruz);
- ASEAN Member States’ Embassy representatives to the Round Table Discussion on March 23, 2015 held at the FSI;
- PCSC Gender and Development Advocates who participated in the Focus Group Discussions; and
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Introduction to the Training Manual

This course will build the capacity of Human Resource (HR) practitioners of the civil service institutions of the ASEAN region to integrate and promote gender equality into their functional areas of concerns. This will also ensure the gender responsiveness of HR policies, processes and systems.

The training manual is intended for the participants of the Training on Gender Mainstreaming in Human Resource Policies, Processes and Systems conducted in Manila on April 20-24, 2015. They are expected to initiate activities to promote, advocate and build capacities in gender mainstreaming in their respective institutions. This manual may also be used by other HR practitioners across the ASEAN region. The modules can be modified to reflect national contexts and must be adapted to the local cultures. It is expected that the trainer/s will have a solid grounding on gender and will be able to modify the modules to reflect national contexts. For instance, the Modules on the “Global and ASEAN Overview” and the “Gender in HR” can be revised to add national legal framework.

This manual has accompanying instructional video and slide presentations.

Learning Objectives

At the end of the training, the participants shall be able to:

1. Explain the concepts of sex and gender and their implications in the workplace, especially in the public sector;
2. Discuss the history, legal mandates and the policy context and objectives for gender mainstreaming (GM);
3. State the importance of mainstreaming gender equality perspectives in HR;
4. Identify and diagnose gender issues in the area of HR management in the public sector and plan an appropriate and gender-responsive intervention to address them;
5. Discuss and apply the GM toolkit in the assessment of the four HR systems (recruitment, selection and placement, performance management, rewards and recognition, and learning and development); and
6. Develop a Learning Application Plan (LAP).

A Vision of a Gender-Sensitive and Responsive Society

This Training is inspired by the vision of a gender sensitive and responsive (GSR) ASEAN

Community. This vision is aligned with and supportive of the goals and objectives of ASEAN Integration.

It highlights the strategic and important role of the civil service institutions in each country. The commitment of each country is paramount in harnessing their civil service institutions to mainstream gender equality perspectives in Human Resource (HR) policies, processes and systems.

Such vision can be attained by integrating gender in the people, the processes and systems of the civil service in each country, a process that is known as gender mainstreaming. It entails advocacy for gender equality, demonstrating exemplars of being gender responsive and mentoring civil servants and monitoring their practice of gender responsive behaviors in the civil service.

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The attributes of a GSR society are: inclusive development, good governance principles, public trust, equal participation of women and men, gender responsive and sustainable public policies and programs.

A Framework on the Levels of Governance and Gender Mainstreaming

The framework illustrates the five (5) levels of governance, which are interactive and supportive of each other. At each level, there are key stakeholders, priority GSR concerns, and challenges. Each level is affected and influenced positively and negatively by political, economic, technological, legal and ecological factors. It is, therefore, important that the processes and interactions of the various stakeholders are guided by good governance principles.

Everything begins with the personal level, with oneself of having the right perspectives, values, competencies and experience. One must have a strong conviction and commitment to undertake gender mainstreaming. Committed and capacitated HR practitioners will then be able to influence policies and practices within their circles of influence towards institutionalization of gender mainstreaming. At the next level, civil service institutions are harnessed to capacitate the bureaucracy and the government, and promote strong advocacy on gender mainstreaming. For example, public services recognize the practical needs of women, men and persons with disabilities. At the national level is where significant policies and laws are promulgated after national consultations and debates. It covers all branches of government: the executive, including local governments, the legislative and the judicial branches. As part of the community of nations at the ASEAN and international level, each country contributes and participates in the development of international covenants and standards and in complying with these to attain the global agenda on gender equality.



Content

The Training Manual is composed of 7 modules to be run for five-days. Modules may also be used independently of the rest of the manual, depending on the training needs and the context.

Day 1	Module 1 Module 2	Context Setting and Introduction of participants Gender Sensitivity Workshop
Day 2	Module 3 Module 4	Global and ASEAN Overview Gender in HR
Day 3	Module 5	Introduction to Gender-responsive Planning and Budgeting
Day 4	Module 6	Using the Toolkit
Day 5	Module 7	Learning Application Planning

Training Methodology

The training of HR practitioners and civil servants in the public sector adopts an experiential and participatory approach. It combines experiential exercises with lecture inputs from various resource persons who will be invited by the training organizers. The training manual serves as a general guide. However, Facilitators are encouraged to find and/or evolve structured exercises that would suit the training context, whether it is at the national or regional level.

The Facilitators must read the basic background materials listed in the annex, especially the UNDP article on Gender Equality in Public Administration (GEPA). In addition, the Facilitators must familiarize themselves with the practices on gender mainstreaming in the civil service of the ASEAN member nations to enrich the workshop discussions.

Introduction and Leveling Off



NOTE TO TRAINER:

This session is optional, and may be skipped if this has been covered in the training needs assessment (TNA) or a pre-assessment.

Objectives

1. To introduce the participants and the training team;
2. To set the context of the training and level participants' expectation;
3. To draw up the parameters for the training; and
4. To establish the participants' profile.

Introduction of Participants and Training Team: HOW DO YOU DO MY PARTNER?

Materials

- Colored paper cut into different shapes corresponding to the number of participants

Instructions

All participants in the room will be given a cutout of a picture/figure. They will then seek out their partners who are holding the other half of the picture/figure. They will have three (3) minutes to get to know each other, after which they will introduce their partner to the group.

Leveling of Expectations: HOPES, FEARS, CONTRIBUTIONS

Materials

- Metacards in three (3) colors, to be distributed to the participants
- Permanent markers
- Masking tape
- Three (3) metacards/labels in the three colors marked HOPES, FEARS, CONTRIBUTIONS

Instructions:

All participants will be given metacards where they will write their:

- HOPES (expectations)

- FEARS (anything wrong they think might happen)
- CONTRIBUTION (what they are willing to contribute)

The answers will be reviewed and matched with the training objectives and the overview of the five (5)-day workshop. Concerns that might not be covered by the training may be placed in a “Parking Lot” (a space for other issues and concerns). It would be good to set the tone for the next five (5) days as non-hierarchical, participatory and fun.

Leveling of participants’ profile on gender training: THE HAVES AND HAVE NOTS

Materials

Prepared questions such as :

1. Who has been to Manila before?
2. Who knows how to swim?
3. Who has attended any kind of gender training? (Ask what kind of training; gender awareness, gender-responsive, gender budgeting?)
4. Who has conducted gender training?

Instructions:

The facilitator will identify a corner or space in the room as the area for the HAVES and another area for the HAVE NOTS. S/he then reads out a question and the participants will respond by grouping themselves as one of the HAVES or HAVE NOTS. For example, if the question asked is: “Who has been to Manila before?” participants who have been to Manila before will go to the HAVES area while those who have not will go to the HAVE NOTS area. Two (2) to three (3) more questions may be asked. The last two (2) questions may focus on attendance and experiences in gender training.

Processing:

- Acknowledge those who have participated and done gender training and inform them that they may be a resource during the training program.
- Explain how this workshop is a participatory and non-hierarchical learning experience where everyone has something to share.



Gender Sensitivity Workshop



NOTE TO FACILITATOR:

1. National context and sensitivities should be considered in running this module.

2. Concepts should be chosen for the relevance and usefulness within the Agency mandate

Objectives

At the end of the session, the participants will be able to articulate how the preconceived notions of sex and gender affect the participants' perspectives, actions and behaviors in various settings.

Activity

Materials

- Two (2) white boards
- Whiteboard markers

Instructions

Participants will be asked to form two (2) groups with one (1) group drawing the anatomy and other attributes of the human male specie and the other group, human female specie. Each group has to complete the drawing with each participant drawing a part of the body until the last

member is able to contribute and complete the illustration. Each group is given 10 minutes to complete the drawings.

Group 1 – to draw the anatomy and attributes of the human female; and

Group 2 – to draw the anatomy and other attributes of the human male

After 10 minutes, ask the participants these questions:

- What thoughts came to mind while you were doing the exercise?
- Was it easy or difficult? Why?

Processing:

Explain that the exercise was a simple and easy way to help discuss sex differentiation and gender. The trainers/facilitators may help them surface the participants' preconceived notions on women and men (e.g., women are long-haired and wear earrings while men don't). The drawings will help them deepen their understanding on why women/girls and men/boys behave in situations and how women and men behave given societal expectations.

Also, explain that there are norms and behaviors attributed to women and men that are being influenced by social agents. These include institutions shaping an individual's being which may start with the family – name, color, toys, household chores, habits, rituals, expectations, etc. The second socializing agent is the school – teachers, subjects or curriculum, textbooks, language, expectations. The third agents are peers who influence trends and styles, and activities. The fourth is government, in terms of structure, participation, power, policies, regulations, laws and legislations and expectations. Other agents are the church, in terms of leadership, practices, structure, and expectations, and the media- images, products, portrayals and colors. Studies have provided evidence that the socializing agents influence one's behavior.



NOTE TO FACILITATOR:

The Trainer may do a learning check, as follows:

1. Did the exercise help you to learn and clarify concepts?
2. Did it help you modify your existing views on gender?
3. Did this session provide you with new insights and ideas?
4. Did it help you assess your organization / work unit's performance concerning HR/gender issues?
5. Did it help you see how your HR work methods concerning gender issues could be changed?

CLARIFYING GENDER AND GENDER-RELATED CONCEPTS

Materials

1. Small pieces of paper with a concept clearly written on each one and all pieces of paper are placed in a bowl
2. Related videos

Activity

The facilitator tells the participants that each one shall get a piece of paper from the bowl. Concepts are called out one at a time. The participant who gets the concept called will try to explain it in his/her own words. The facilitator encourages others to share their ideas, helping the group to have a quick consensus or common understanding of the term. Only when the definitions need more clarity and accuracy will the facilitator provide additional inputs in the form of examples, among others.

The following is a list of gender and gender-related concepts that may be used in the session, as was elicited during the pilot-training:

- **Affirmative actions** or temporary special measures refer to a policy or a program that seeks to address past discrimination through active measures to ensure equal opportunity, as in education or employment.
- **Concrete walls** refer to blocks initiated by superiors or bosses where the person loses opportunities to progress. Other examples could be the restrictions in set policies or guidelines of the institution or due to spouses' insecurities and inhibit the other to progress or be promoted.
- **Gender equity** recognizes differences and accommodates these differences in order to prevent the continuation of inequitable status quo. It emphasizes fairness in process and outcome, and does not presume a hypothetical ideal and undifferentiated individual.
- **Gender equality** is the condition where men and women should receive equal treatment, and should not be discriminated against based on gender.
- **Gender mainstreaming** is the public policy of assessing the different implications for women and men of any planned policy actions, including legislation and programs, in all areas and levels, with the aim of achieving gender equality.
- **Discrimination against women** is any gender-based distinction, exclusion, or restriction which has the effect or purpose of impairing or nullifying the recognition of women, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil and any field.
- **GAD budgeting** refers to budget/funds allocated to activities as planned, not just for a GAD plan but also for all plans. This involves allocation of money to ensure that proposed actions toward gender equality are achieved. From the experience of the Philippines, for example, all departments, bureaus, offices and agencies are required to set aside at least 5% allocation of their appropriations for projects designed to address gender issues.
- **GAD planning** is a mechanism to ensure that gender issues are addressed in programs, policies and activities, which are provided with budget so actions to reduce or prevent inequalities are put in place.
- **GAD policies** refer to gender sensitive laws, policies and guidelines that should exist in organizations. Budget could not be used without the policies in place. These are to be institutionalized for gender equality to happen on a day-to-day basis and work to be continued or sustained over time.
- **Gender blind approach** refers to the failure to identify or acknowledge difference/s on the basis of sex or gender where it is significant.
- **Gender neutral** means not referring or applying specifically to either males or females.
- **Gender** refers to socially determined characteristics, modes of behaviour and roles that are taught to men and women through the process of socialization. It consists of roles assigned to people by society because of their being male or female.
- **Gender analysis** is a framework/tool to compare the relative advantages and disadvantages faced by women and men in various spheres of life, including the family, workplace, school, community and political system. It also takes into account how class, race, ethnicity, cultural, social and other factors interact with gender to produce discriminatory results.
- **Gender issues** are concerns and problems arising from the distinct roles of women and men and the relationships between them. Gender issues also look into inequalities in the aspects of work, social, political, and economic spheres.
- **Gender stereotypes** are over generalized beliefs about people based on their membership in one of many social categories. Gender stereotypes vary on four dimensions: traits, role

behaviours, physical characteristics, and occupations. For example, whereas men are more likely to be perceived as aggressive and competitive, women are more likely to be viewed as passive and cooperative. Traditionally, men have been viewed as financial providers, whereas women have been viewed as caretakers. Physical characteristics and occupations have also been considered consistent or inconsistent with masculine or feminine roles.

- **Glass ceiling** refers to the unseen barriers or blocks that prohibit advancement of minorities and women in career ladder regardless of achievements.
- **Lesbians, gays, bi-sexual and transgender (LGBT)** – consists of female having relations with fellow female; male having relations with male; women who are into a relationship with either women and men; and transgender relating to, or being a person who identifies with or expresses a gender identity that differs from the one which corresponds to the person's sex at birth.
- **Marginalization** is the process of making a group or class of people less important or relegated to a secondary position. For example, by not valuing work.
- **Men and masculinities approach** is the need to correct the “wrong” notion to masculinities, which is usually connected to power. This notion of masculinity starts at early age that is brought about by how parents reared/raised men/boys and passed on from generation to generation.
- **Multiple burdens** in sociological terms are when a woman has the responsibility of unpaid work and paid work.
- **Multiple discrimination** refers to some conditions being set such as in the case of recruitment ads that says preferably male, single, not be over 40 years old, and maybe crosscutting.
- **Practical gender** needs are about basic day-to-day needs of both women/girls and men/boys that are short-term. In evacuation centers, for example, the practical gender needs of women/girls are hygiene kits or sanitary napkins and under pants and hygiene kits for men/boys as well. When the practical needs of women and men are responded to, it is not necessarily a gender equality action as there may be other specific situations about women or men that need to be considered.
- **Productive work** refers to activities that are not just home-based but also outside of the home that is paid or rewarded. Traditionally, productive work is attributed to men. While women and men in many ASEAN countries are already engaged in productive work, women are put at the disadvantaged situation because women are still expected to perform reproductive work.
- **Reproductive work** is associated with the conception of and giving birth to children, thus, has been the women’s exclusive domain. It also refers to activities related to taking care or nurturing of the family – the husband, children and other family members. It extends to household chores, which are usually not quantified or valued and taken for granted. However, to date, there are already some countries where the aspects of reproductive work are already being valued or quantified and rewarded. Aside from this, there are countries where shared-parenting is recognized whereby husbands and wives share the responsibility of taking care of the family.
- **Sex** relates to characteristics that women and men are born with, those based on biology or nature. In the Philippines, for example, even if a Filipino has a sex re-assignment or sex change, a man or a woman will still be considered as such based on his/her biological make-up since being male, he is not able to produce ova and being female, she is not able to produce sperm.
- **Sex-disaggregated data** includes representation of the sex of the population whether male and female. Disaggregated data usually involves demographic description that reflects the existing number of female and number of male. For example, some countries have already started to disaggregate data such as in training programs by identifying the number of male or

female participants.

- **Sexual harassment** in the workplace refers to an act, or a series of acts, involving any unwelcome sexual advance, request or demand for a sexual favor or other verbal or physical behavior of sexual nature, committed by a government official or employee in a work-related environment of the person complained of. The sexual favor is made a condition in the hiring or in the employment or continued employment, or in granting favourable compensations, terms, conditions, promotion or privileges; or refusal to grant the sexual favour results in limiting, segregating or classifying the employee which in a way would discriminate, deprive or diminish employment opportunities or otherwise adversely affect the employee and would impair employee's rights and privileges under the labor laws or result in an intimidating, hostile or offensive environment of the employee.
- **Sexual orientation and gender identity expression (SOGIE)** - Sexual orientation is the preferred term used when referring to an individual's physical and/or emotional attraction to the same and/or opposite gender. "Gay," "lesbian," "bisexual" and "straight" are all examples of sexual orientations. A person's sexual orientation is distinct from a person's gender identity and expression. The term gender identity refers to a person's innate, deeply felt psychological identification as a man, woman or some other gender, which may or may not correspond to the sex assigned to them at birth. Gender expression refers to all of the external characteristics and behaviours that are socially defined as either masculine or feminine, such as dress, grooming, mannerisms, speech patterns and social interactions. Social or cultural norms can vary widely and some characteristics that may be accepted as masculine, feminine or neutral in one culture may not be assessed similarly in another.
- **Sticky floors.** A term for a male-to-female disparity in career advancement, in which female candidates have a distinct disadvantage.
- **Strategic gender** needs are those that address the subordinate situation of women in society and long-term needs of women and men. It has to do with changing women's and men's position and providing access to quality education and income or economic opportunities. Women having economic access/opportunities are able to gain confidence, make wise choices and participate in decision-making processes and in leadership positions.
- **Subordination** refers to the power relations of women and men where the women are out in an inferior class or are made as subservient to men.
- **Women empowerment approach** refers to building or strengthening women's capacity to be able to participate in decision-making. It also means providing women with access and control to opportunities such as education.
- **WID-WAD-GAD** are development approaches and shows the stages of initiatives to meet the needs of women. It all started on Women in Development (WID) with interventions focused on putting greater attention to women in development policy and practice by providing for women's needs; and later led into Women and Development (WAD) which emphasizes the need to integrate women into the development process. Gender and Development (GAD) emphasizes the need to challenge existing gender roles and relations.

Summation and Integration

Facilitate Individual Synthesis by asking the participants to state what they have learned or experienced from the sessions on basic concepts and how these gender concepts can be addressed as an HR concern at the workplace.



Global and ASEAN Overview: Gender, Governance and the Civil Service in the ASEAN



NOTE TO FACILITATOR:

There are options for this module. The facilitator may show the video of Prof. Aurora Javate-De Dios and facilitate the discussion afterwards. The Q&A portion with Prof. Javate is in a separate file. Alternatively, the Country Representative to the ASEAN Commission on the Promotion and Protection of the Rights of Women and Children (ACWC) may be invited to speak on this topic. Or the facilitator may use the slide presentation for his/her presentation.

Objectives

At the end of the session, the participants will be able to:

1. explain the global and ASEAN policy mandate on gender such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Beijing Platform for Action and other ASEAN Agreements; and
2. articulate the implications of the legal and policy mandates on gender mainstreaming in human resource management

Materials

- Slide Presentation
- Video of Prof. Aurora Javate-De Dios, optional

Lecture

1. Introduce the session by explaining how the civil service had changed over time as a result of the paradigm shift from government to governance.
Review the concepts of governance using the slide presentation. Refer to governance an exercise of political, economic and administrative authority in the management of a country's affairs at all levels, which comprises the complex mechanisms, processes and institutions through which citizens and groups articulate their interests, mediate their differences and exercise their legal rights and obligations.
2. Explain that historically, the government bureaucracy has always been seen as the lead institution in governance. But now, the involvement and participation of other stakeholders including, civil society organizations (CSOs), academe, business, media and other sectors of society are involved is a currently given emphasis. There are also new governance demands on the civil service in ASEAN countries.



3. Cite the importance of the principles of good governance as defined by the United Nations Development Programme (UNDP). These principles include social justice and equality, accountability, transparency, responsiveness, equity, inclusiveness, upholding rights and the rule of law.
4. Show statistics on how women are marginalized. For instance, the Gender Equality in Public Administration (GEPA) published by UNDP states that women occupy only 15% of the decision making positions, and in G20 economies, they represent less than 20% in public sector leadership despite comprising 48% of the overall public sector workforce.
5. Explain that the bureaucracy has entrenched HR practices that discourage women to assume leadership positions.

FOR EXAMPLE:

In the Philippines, there was a law that prohibits nighttime work for women for their safety and protection. This prohibition restricts women's right to take on such nighttime jobs where there is none for the men. Another example is in the Foreign Service where there was a practice, which later became a policy that women have to resign from service when they marry a foreigner. Otherwise, they are asked to resign from their posts. On the other hand, men were allowed to marry. Until it was challenged, this practice persisted for a long time.

6. Explain that governance could not be effective unless it is gender-sensitive. Governance is only effective if it promotes social justice and equality particularly gender equality and furthers the realization of rights for all citizens. Gender equality in society enables more effective governance as it harnesses the competencies and abilities of half of the population. Explain that from a given definition what gender sensitive governance is all about, it must seriously consider gender equality and social justice at its center-recognizing the different needs of women and men, actively challenging institutions, processes and relationships. Governance institutions wanting to be more gender-sensitive need to examine their goals and principles

MODULE THREE

through a gender lens. They need to assess their practices and the impacts of their processes in terms of gender equality to identify gaps and problems, and then find appropriate solutions and strategies.

7. On barriers to women's equality in the public sector, government institutions themselves reinforce an unequal gender power balance. There are social barriers in the environment that discriminate women through laws, customs and expectations. A social and cultural environment that discriminates against women through its laws, customs and expectations will impede the effective participation of women in political life, particularly if there are constraints on their mobility and freedom to engage in debates with men. This means that even if women have the capacity to participate in governance processes they may be restricted from doing so. Cite country-specific examples such as policy on night work; sanctions against single mothers availing of maternity benefits.
8. Highlight the features of the new ASEAN Charter. Emphasize that the civil service is under the socio-cultural pillar.
9. Enumerate the Human Rights and gender equality policies and mechanisms in the ASEAN.
10. To close the session, discuss some of the suggestions on how to make the institutions in ASEAN more gender-sensitive. Take note that these are official recommendations but not yet officially disseminated as discussed by Prof. Javate-De Dios.



Gender in Human Resource Management

Objectives

At the end of the session, the participants shall be able to:

1. Identify and diagnose gender issues in the various processes and functional areas of HR; and
2. Identify and recommend measures to address gender issues.

Materials

- PowerPoint presentation
- Case studies

Lecture

1. Present statistics showing the global status of women with different sources, which are current, such as OECD's and UNDP's Gender Inequality and Gender Gap Indices. Highlight the performance of the ASEAN countries along various criteria. Emphasize the need for current and standard performance indicators to make meaningful comparisons.
2. Explain that civil service is a key institution in mainstreaming gender equality perspectives in the bureaucracy. Given its roles on human resource development and promotion of good governance principles, gender issues and concerns can be addressed by the civil service. It can ensure that HR policies and processes are gender responsive. For instance, the civil service can promote recruitment policies and programs that are gender responsive and at the same time bring more women to leadership and decision-making positions.
3. Share the highlights of the 2014 GEPA of UNDP:

- **Gaps in the Adoption and Implementation of Enabling Legal and Policy Frameworks**, due to: i) National legislations and policy are not consistent with and grounded on international norms and standards set by the CEDAW and the Beijing Platform for Action (BPA); ii) Gender neutral laws, policies and programs disadvantage women as these do not account for women's biological differences, gender stereotypes and historical discrimination; iii) Some policies are not clear, e.g. what is gender balance in public administration and how does it become a reality?; iv) Weak and ineffective implementation of national laws and programs; and v) Statutes that use gender insensitive languages, for example, officials and employees referred to in the masculine only.



- **Discriminatory and Unsupportive Organizational Cultures within Public Administration**, which may include: organizational cultures that are influenced by gendered norms which are unwritten, and unconscious and therefore hard to address. For example, the concept of a career woman, the culture of long hours, perspective on unpaid family/household work. Also, the recruitment processes which are discriminatory; e.g. job advertisements that are gender neutral and do not target women, male-dominated recruitment panels with none or little gender training; that female leaders are labeled with characteristics like obedience, emotion, dedication and restraint which are considered inappropriate for leadership - these deter women to persevere in their careers. They are likewise labeled as ambitious and power hungry; and sexual harassment continues to persist. The lack of capability building has likewise been identified by women as a barrier to participation, empowerment and promotion; and the absence of adequate social infrastructure that will allow women work-balance, free time to network and build social capital.
 - **Gaps in Data and Analysis** that includes: i) Lack of adequate data and analysis of the impact of measures taken to advance women's equal participation and decision-making at the local, national, regional and global levels; ii) Lack of comparable data on gender balance at all levels of the organization undermines decision-making and makes oversight difficult; iii) Available data are not regularly analyzed; and iv) As women are not a monolithic group, additional research and data are needed on specific groups of women, i.e., women facing inter-sectoral discrimination on the basis of sex, race, ethnicity, religion, sexual orientation, gender identity, age, indigenous, status, disability, etc.
4. Explain the importance of understanding each of the five (5) levels and how governance and HR can be gender sensitive and responsive. (Refer to the earlier explanation of the framework). The HR practitioner must have the passion and commitment to see the need for continuous learning in developing the capacities of others. Emphasize the important role of the

civil service institutions in gender mainstreaming. A major challenge for the civil service institutions is how the ACCSM can leverage its roles and mandate on good governance and GSR within various ASEAN institutions.

5. Explain how a gender-responsive civil service can lead to a gender responsive society and ultimately a gender-responsive ASEAN. Refer to the GSR Framework
6. Present the Framework in a Strategic Human Resource Management. Explain that the framework highlights seven (7) HRM processes beginning with selection, staffing and placement and ending with compensation and rewards. In each process, the various gender concerns should be identified and genuine gender mainstreaming policies and program are formulated to address these concerns. For example, in the selection of employees, do the vacancy announcements specifically target women; are interview questions non-discriminatory (e.g., asking women if they are willing to work for long hours/overtime; or asking women how they will take care of the family if they are promoted). In performance management and coaching, are women's reproductive and domestic roles recognized? In learning and development, are women encouraged to participate in trainings? On employee well-being, are work conditions decent? are bullying and sexual harassment concerns addressed? The gender concerns identified may consider national context and situations. Inform participants that they will be provided opportunities to identify gender concerns in the succeeding activities: the case studies and the toolkit.
7. *Provide an opportunity for participants to debate the point: Is the principle of meritocracy which is fundamental to the civil service being compromised by policies on gender equality and women's equal participation?*

Instructions: Divide participants into two (2) groups with one (1) group to defend the Affirmative and the other, the Negative. Give the participants a few minutes to discuss in their groups their response to the questions. At the plenary, allow each team to state their position. Also, allow some time for exchanges. The facilitator will not make judgment but may emphasize that this is a dilemma that will continue to challenge HR practitioners.

8. Workshop: Case Studies

Instructions: Divide the participants into four (4) groups. As soon as the groups are settled, distribute copies of the case studies assigned to each group. The group will discuss the case by answering the following questions:

- What are some of the gender concerns and dilemmas that can be observed in the cases?
- What policies and programs can address or resolve the issues?
- What more can an HR Manager do to be (more) gender sensitive?

The group will assign a representative to report on the group's output.

9. End the session by underscoring that the case studies, which are based on actual situations, are intended to provide opportunities for them to be more aware of gender concerns and dilemmas. Highlight the major issues identified. Recognize the creativity of the group in recommending appropriate gender sensitive HR policies.

Introduction to Gender-responsive Planning and Budgeting

Objectives

At the end of the session, the participants shall be able to:

1. explain the concepts on gender-responsive planning and budgeting; and
2. apply the concepts in the planning process

Materials

- Slide presentation
- Whiteboard
- Whiteboard marker
- Metacards
- Permanent markers
- Manila paper or craft paper

Lecture/Activity

1. Start the session with a Visioning Exercise

Instructions

Instruct participants to work with their country/Agency teams and discuss their answers to the two (2) questions below. Encourage them to be creative about their inputs as they formulate a GR Vision Statement with a symbolic representation such as a tree, flower, garden, clouds, boat, etc. A reporter should be chosen to present the output at the plenary.

Questions to answer:

- How can GM be integrated in HR management policies and practices?
- What is your vision of a gender responsive HR unit?

2. After all the teams have presented their outputs, acknowledge each one and encourage them to keep their vision of an ideal HR in mind.

Proceed to the next session by asking the teams to assess their respective institutions/agencies in the areas defined as barriers to women's empowerment in the



Gender in HR Module (i.e., Legal and Policy Framework; Organizational Culture; and Data and Analysis).

Instructions to Participants:

Each group will discuss and reflect on the current state of their institutional GAD mainstreaming efforts by answering this question: “What the strengths (highs) and weaknesses (lows) of your organization in terms of integrating gender perspectives in HR?”

Each group may identify 2-4 strengths or highs and 2-4 weaknesses or lows in each area: Legal and Policy Framework; Organizational Culture; and Data and Analysis. As soon as ratings and/or comments have been identified and written in metacards, the participants will post their cards on the board in front. Sample answers:

Performance Areas					
Legal and Policy Framework		Organizational Culture		Data and Analysis	
“Highs”	“Lows”	“Highs”	“Lows”	“Highs”	“Lows”
Violence Against Women and Children (VAWC) – Committee on Decorum and Investigation (CODI)	There is legislation but not active	Participatory approach in planning	No facilities	Sex-disaggregated data	No gender analysis
Anti-sexual Harassment Law	Non-gender specific	CSC GAD Plan Execution Strategy	Poor dissemination of policies	Data on gender available (CAM)	Poor/minimal analysis of data
Establishment of Policies in Empowering Women	No Gender Mainstreaming Law	GAD Human Resources & Learning & Dev’t	Gender stereotype	Participants to training	No analysis on causes of gender needs & issues
Magna Carta of Women	Minimal review on effectiveness of policies	With strong & supportive network of GAD Advocates	Male domination culture	Aggregation of data for males & females	Lack of updated data & analysis

3. Consolidate the group answers into a matrix as shown above. Then ask the participants how close or far are their current HR units from the ideal “picture” of a Gender Responsive HR Unit. Explain that the gender issues identified as existing in their HR Units are deterrents to development. Thus, it is important to address them through gender responsive planning.

4. Lecture with Powerpoint presentation

Gender issues in HR need to be explored by looking into the following: i) workforce planning implementation – on how to institutionalize retention schemes for example (family-life work balance); ii) institutionalization of HR systems – on how to generate critical HR information (use of sex-disaggregated data [SDD] or gender statistics); iii) how to establish quality management systems (gender sensitivity as core competency, GAD indicators including performance and rewards/incentives and performance management; and iv) policy challenges. Practices not supported by policy may create a problem. It is good if the practices are gender-sensitive. Otherwise, it is critical to set up guidelines to establish norms or rules of actions.

In general, in identifying gender issues in HR it usually involves situations as follows: where women’s unpaid work is not recognized or adequately supported; where gender division of labor brings with it inequalities in amount of work inputs or benefits received; where women and men face different opportunities to access, participate in, and control resources, benefits – possibly due to gender dichotomy or tracking; where women and men are conceived or thought of as different and thus, unequal; and where existing gender relations result in violence against women and girls. These situations have to be dealt with and can be primary bases in the formulation of the organization’s or institution’s GSR vision.

Underscore the need for the members of the organization or institution to believe in, share in, own and take responsibility in the realization of the vision. There has to be active and meaningful participation from all sectors or levels of the organization. Describe the spectrum of meaningful participation, as follows:

First level is being informed to be able to participate. Information may be given freely and/or not at all. Thereafter, am I consulted (did you ask me) so I would have a voice? This is to enable me to participate in the decision-making process and this is empowerment. Third level is partnership and the final level is self-managing. Partnership is when there is collaboration among equals, where the traditional power structure has been deconstructed. For example, between funding agency and grantee, there is no partnership if the funding agency “exercises the power of the purse.” Self-management is when stakeholders are able to act independently.

All of the above will then be integrated into the existing structures and systems within the organization. It should not just be the creation of an independent or a simply a stand-alone effort not linked with other systems and processes in the organization. If there are no facilities to

address specific and practical gender needs, such as breastfeeding and lactation stations, for example, then there is no support. It is, therefore, not the organization's PRIORITY. There should always be evidence on the situation being claimed. The data has to be sex-disaggregated.

5. Allow some time to address questions in order to clarify the participants' doubts and queries. For definitions, check the discussion of terms in Module 1 for guidance and consistency.

6. Make a short summary of the previous session, from the visioning to the levels of participation, to ensure continuity.

7. Lecture with slide presentations.

Gender Mainstreaming and Gender Analysis



NOTE TO FACILITATOR:

Gender mainstreaming (GM) is a process of integrating the concerns of women and men in any planned action, including legislation, policies, or program in all areas and at all levels. In the Philippines, it is the strategy to implement the gender equality policy of the state as embodied under the Magna Carta of Women or Republic Act No. 7610.

Use relevant national laws or policies to show how these concepts apply.

To arrive at a gender perspective and ensure that gender is mainstreamed, a gender analysis has to be conducted. The first step in GM is the assessment of how and why gender differences and inequalities are relevant to the subject under discussion, identifying where there are opportunities to narrow these inequalities and deciding on the approach to be taken.

Gender Analysis takes into consideration the following:

- i) Activities – that look into who does what?
- ii) Resources – who has access/control over the resources?
- iii) Benefits – what factors control access to benefits?; and
- iv) Participation – how and when do men and women participate in realizing the benefits that they may or may not have in control?

Moreover, there are four (4) entry points to GM that includes: People, Policy, Programs/Projects/Activities and Enabling Mechanisms. The enabling mechanisms, e.g. identification of champions, creation of committees, monitoring and evaluation (M&E), Committee on Decorum and Investigation (CODI) and other structures, are being put in place to enhance, improve and strengthen GM in organizations or institutions.

Going back to an earlier framework on strategic gender-based HR management, highlight the different elements or gender link to consider in a GR HR system following an

Using the Toolkit

Objectives

At the end of the session, the participant will be able to:

1. discuss the GM toolkit in the assessment of the four HR systems: recruitment, selection and placement, performance management, rewards and recognition, and learning and development; and
2. apply concepts of gender-responsive planning and budgeting in the use of the GM toolkit.

Materials

- Toolkit
- Whiteboard
- Whiteboard marker
- Metacards
- Permanent markers
- Manila paper or craft paper

Activity

1. Introducing the four program areas

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

Recruitment can be defined as searching for and obtaining a pool of potential candidates with the desired knowledge, skills and experience to allow an organization to select the most appropriate people to fill job vacancies against defined position descriptions and specifications. 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.¹

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.²

¹ Australian Human Resources Institute. <<https://www.ahri.com.au/assist/recruitment-and-selection>>

² Op.cit.



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 monetary incentives and promotions (tangible) or praise and public recognition (intangible).

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

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

2. Workshop: Mapping gender issues in the 4 program areas

Instructions:

World café: “What do you think are the issues in the four (4) program areas?”

Participants will be divided into four (4) groups. Each group will work on one (1) program area at a time. There will be a facilitator in each of the four (4) tables. After the discussion of one (1) program area, the group transfers to another table and moves to the other tables until all program areas have been covered:

- Group 1 on Recruitment and Selection
- Group 2 on Performance Management
- Group 3 on Learning and Development
- Group 4 on Rewards and Recognition

At every table, the group will discuss possible gender issues and write down their comments on the Manila paper laid out on the table. Groups on the last turn will report on the program area after the discussion has been completed.

3. The Gender Mainstreaming Assessment Tool

Instructions:

Introduce this activity by summarizing the gender issues identified in the previous activity. Using one (1) program area as an example, use the indicators to help the participants identify existing policies, processes and systems within their Agency, which can address the gender issues. Walk the participants through the instructions on how to use the toolkit.

The participants will return to their agency/country grouping to do a group assessment using the GM Assessment Tool. They will identify priority interventions for each program area to be done as a team within the allotted timeframe.

4. Step 3 Gender-Responsive Action Planning

Instructions

Using the input from the GM Assessment Tool, the group will draw up their plan as a team. A representative will be selected to present the plan at the plenary.

After the presentations, try to identify commonalities and areas for collaboration. Go back to the competencies identified during the pre-assessment of the session on HAVES AND HAVE NOTS. Participants should be encouraged to continue working together and share experiences. Come up with an agreement for monitoring of the Plans, and identify possible next activities.

5. Some reminders: 10 Core Elements of a Gender Responsive Program or Project

- i) participation of women and men in the identification of the development problem
- ii) collection and use of sex-disaggregated data in the analysis of the development problem;
- iii) conduct of gender analysis to identify the gender issues that the proposed project must address;

³ Harmonized Gender and Development Guidelines; Philippine Commission on Women

MODULE SIX

- iv) goals, objectives, outcomes, and outputs that include GAD statements that will address the gender issues in iii;
- v) activities that respond to the identified gender issues, including constraints to women's participation;
- vi) conduct of gender analysis of the planned project to anticipate gender-related issues arising from the implementation of the designed project;
- vii) monitoring indicators and targets which include the reduction of gender gaps or improvement of women's participation;
- viii) project monitoring and evaluation system that include a sex-disaggregated database;
- ix) resources and budgets for the activities in (v); and
- x) planned coordination with other agency plans.



This is up to the facilitator's discretion, if the participants can do the planning without this, and then there may be no need for this. This may also be given as a handout or part of the resources made available.

Planning and Moving Forward

Objectives

At the end of the session, the participants will be able to:

1. To develop individual Learning Application Plan (LAP); and
2. To share lessons learned and plans on how to apply and sustain the learning process.



NOTE TO FACILITATOR:

Try to go around during the planning to identify good examples for sharing.

Materials

Learning Application Plan forms

Activity

1. Start the session by having a collective review of the lessons learned from Day 1 of the training. Allow time for questions and clarification of concepts or processes, which may be raised.
2. Planning session

Instructions:

Participants will be given copies of the LAP. Using the Gender Responsive Action Plan developed as a group, each participant may identify some initiatives s/he will undertake individually using the LAP.

Ask a few participants to present their LAP at the plenary.

N.B. Some participants may need time to consult their supervisors before they can finalize their LAP. Let them share the “tentative” version.

3. Closing

Ask participants to share their thoughts about the training, their significant learnings and initiatives to move this advocacy. Summarize and initiate an appropriate closing ritual.

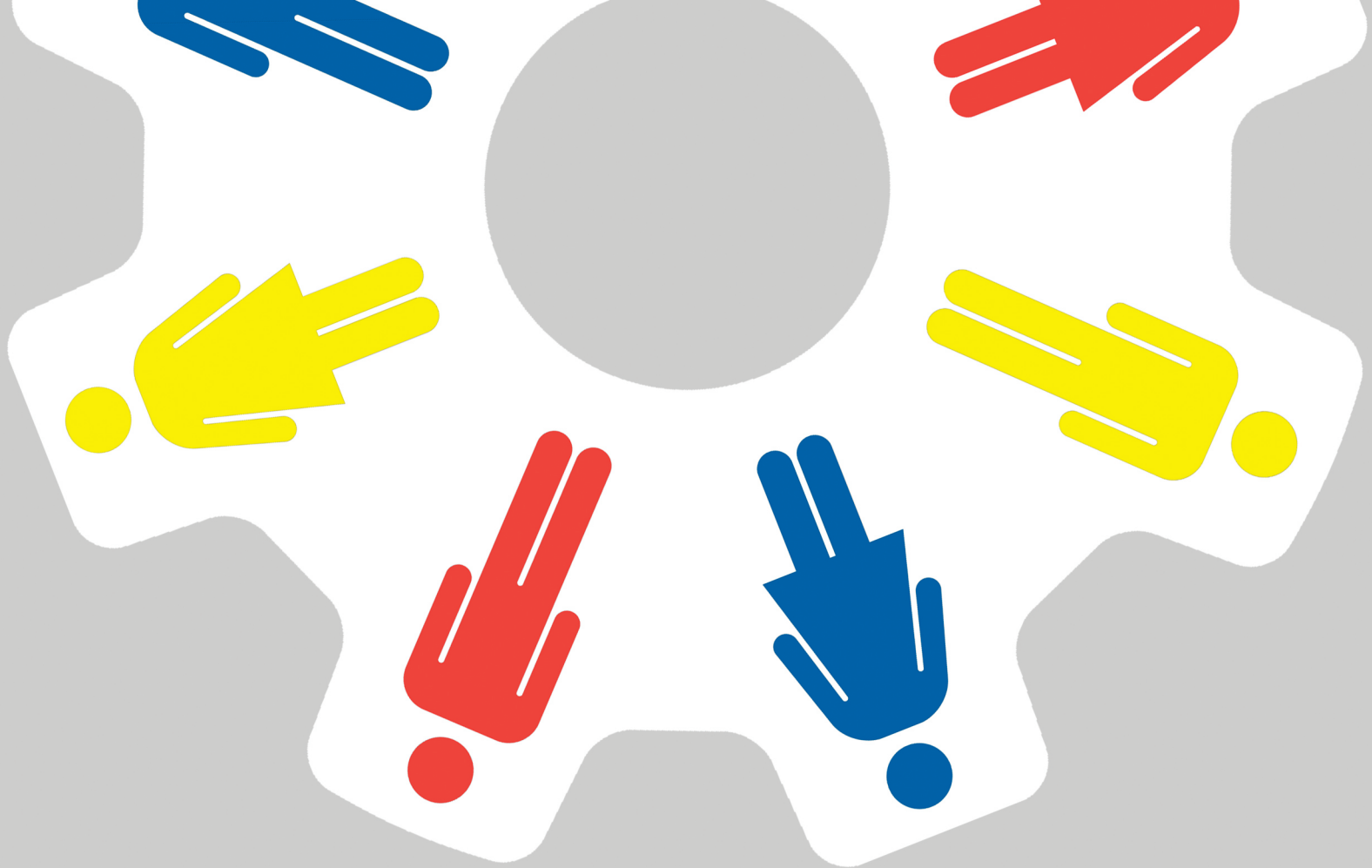




Closing ritual from Laos

Using colored yarns cut into 6-12 inches, participants tie a yarn on each other's wrist while giving their blessing or wishes for each other.

NOTES



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ASSOCIATION OF SOUTHEAST ASIAN NATIONS

