



# ASEAN

## Gender Mainstreaming

### IN HUMAN RESOURCE TOOLKIT

An Assessment Tool for Human Resource Practitioners







## FOREWORD



It is with pride and profound commitment that we present the ASEAN Gender Mainstreaming in Human Resource Toolkit. This toolkit embodies our collective aspiration towards gender equality, inclusion, and empowerment across the ASEAN region. It is the product of collaborative efforts and relentless dedication by gender mainstreaming experts, stakeholders, and advocates who share a genuine desire to uphold gender equality and ensure inclusivity in our societies.

The Philippine Civil Service Commission (PCSC) is honored to spearhead this initiative, reflecting our unwavering commitment to gender and development advocacies. Gender mainstreaming is essential for achieving gender equality and ensuring equitable participation and benefits within the organization. To achieve this, we must integrate gender mainstreaming into our policies, activities, programs, processes, and systems. By doing so, we can eliminate discrimination, exploitation, marginalization, oppression, and subordination in our hiring, training, evaluation, and promotion practices. In this endeavor a comprehensive guide is indispensable.

Our deepest gratitude extends to the Gender and Development Advocates (GADvocates) whose invaluable contributions and tireless efforts have been instrumental in the development of this comprehensive resource. Their expertise and passion have significantly shaped the gender-inclusive interventions embedded within our human resource processes and systems.



We also extend our sincere appreciation to the Civil Service Institute for their creative and technical expertise in designing this Toolkit, and to the ASEAN-USAID Partnership for Regional Optimization within the Political-Security and Socio-Cultural Communities (PROSPECT) for their unwavering support and generosity. Their collaboration has been pivotal in advancing good governance, civil society, and sustainable development across the ASEAN Member States.

Moreover, we acknowledge the significant contributions of the internal GADvocates of the PCSC, external stakeholders, and experts who actively participated in the consultation workshops. Their shared knowledge, proficiency, and commitment have enriched this Toolkit, making it a vital instrument in achieving gender inclusion and equality across bureaucracy.

Lastly, we commend the 34 focal persons and representatives from the ASEAN Member States for their inputs and expertise during the ASEAN Gender Mainstreaming Workshop. Their global perspectives and substantial experiences have made this Toolkit more responsive to addressing issues of marginalization and discrimination within the ASEAN region.

Our goal is to offer a manual that is accessible to everyone. The first step in using the GM Toolkit Manual is to identify gender, diversity, and inclusion issue within the user's office, agency, or organization, as well as ongoing gender mainstreaming initiatives. Indicators in key area are provided for confirmation, with options for yes, or partial. If there are learning needs, such as capacity development or gender sensitivity training, responses can be noted in the last column. The responses from the Toolkit will develop the agency's gender mainstreaming plan, guided by domestic laws, regulation, and policies. The tool should be used frequently or continuous improvement.

As we move forward, let us continue to work together in addressing and eliminating all forms of discrimination, exploitation, and marginalization. Through targeted interventions and enabling mechanisms, we can transform and empower individuals and groups to fully participate in and contribute to development efforts. Let this Toolkit serve as a guide and catalyst for sustained gender mainstreaming initiatives, ensuring that our civil service institutions are well-equipped with the knowledge and skills necessary to promote gender equality, women's empowerment, and social justice.

Together, we can create a more equitable and inclusive society for all.



**ATTY. MARILYN B. BARUA-YAP**

**Chairperson**

**Philippine Civil Service Commission**

## FOREWORD



The ASEAN Cooperation on Civil Service Matters (ACCSM) was established to strengthen collaboration among ASEAN Member States (AMS) with the belief that civil service collaboration is a key to narrow the development gap among AMS and contribute significantly to foster the establishment of the ASEAN community of a shared future. Such community could not be realized or even sustained if half of the population, the women, live and work in a situation of unequal access to opportunities and resources or discrimination of all forms that hamper them from realizing their full potential.

The ASEAN Community has committed to promote gender quality and to protect other vulnerable group of people as stated in the ASEAN Socio-Cultural Community (ASCC) blueprint that outlines a vision for ASEAN as “an inclusive community that promotes high quality of life, equitable access to opportunities for all and promotes and protects human rights of women, children, youths, the elderly/older persons, persons with disabilities, migrant workers, and vulnerable and marginalized groups.”

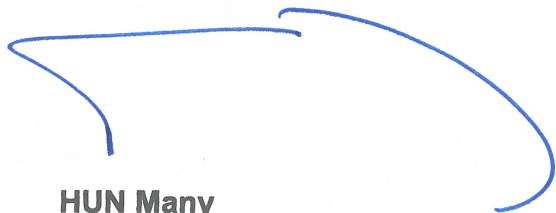
Despite the commitments of the ASEAN Community on promoting gender equality and the efforts by AMS on this matter, there are a few issues that stay in between the commitments and actual results of gender equality in the region. There is a lack of an assessment tool that can be used across the boundary of nations to assess the situation of gender mainstreaming in human resource systems, and an absence of monitoring tool that can be used to assess effectiveness of policy and to identify gaps in institutional capacity building in relation to gender mainstreaming.



Against this background, the ASEAN Gender Mainstreaming in Human Resource: An Assessment Tool for Human Resource Practitioners is designed for use by human resource managers and practitioners in the public sector and other sectors to assess and evaluate gender mainstreaming initiatives in four areas of human resource systems including recruitment, selection and placement (RSP), performance monitoring (PM), learning and development (L&D), and rewards and recognition (R&R). Additionally, the Toolkit could help them to identify capacity building gaps of different organizations and their people and to monitor policy implementation especially in relation to gender mainstreaming policies and programs.

The Toolkit is an initiative under the ASEAN Plus Three Cooperation on Civil Service Matters (ACCSM+3) Work Plan 2021-2025 led by the Philippines' Civil Service Commission with the support of the ASEAN-USAID Partnership for Regional Optimization within the Political-Security and Socio-Cultural Communities (PROSPECT), the ASEAN Secretariat, ACCSM, toolkit designer and gender experts. The Toolkit was endorsed by ACCSM on 30 September 2024. The Toolkit does not only serve to promote a fairer, more inclusive and resilient civil service of each AMS, but it also serves as an enhancement tool for aligning human resource standards across the ASEAN region and beyond.

I am confident that all AMS, other government institutions and relevant sectors/partners will continue to actively promote gender equality and women's empowerment by continuing the commitments of our respective governments and to use and share the Toolkit for an inclusive civil service that contributes to well-being and livelihood of the people in our region.



**HUN Many**

Deputy Prime Minister

Ministry of Civil Service of the Kingdom of Cambodia

Chair of the 23rd ASEAN Cooperation on Civil Service Matters

## FOREWORD



Over the past five decades, ASEAN Member States have made significant strides in women empowerment and gender equality, both individually and collectively. Building upon these achievements, ASEAN is committed to pursuing further concrete and meaningful actions to sustain and accelerate gender-responsive development. This commitment ensures that all individuals, regardless of their gender, can access equal opportunities to participate in and benefit from the region's progress.

The Declaration on the Gender-Responsive Implementation of the ASEAN Community Vision 2025 and the Sustainable Development Goals embodies this aspiration, highlighting that gender equality is not only a fundamental human right but also a cornerstone of economic and social resilience—essential for the shared prosperity of the ASEAN Community.

In this regard, the ASEAN Gender Mainstreaming in Human Resource Toolkit: An Assessment Tool for Human Resource Practitioners is a valuable resource in our efforts to institutionalize gender inclusivity, especially within the civil service. As we strive to build a more integrated and competitive ASEAN, it is crucial to develop our human resources by leveraging the strengths of inclusivity and diversity.



This enhanced Toolkit offers a comprehensive yet practical resource for human resource managers and practitioners in the public sector across ASEAN Member States to assess and improve gender mainstreaming in their policies and programmes. By identifying gaps, monitoring progress, and promoting continuous learning, this Toolkit helps create an enabling environment where all individuals can thrive in the public sector. This commendable effort of the ASEAN Cooperation on Civil Service Matters (ACCSM) was acknowledged by the ASEAN Leaders at the 44th and 45th ASEAN Summits on 9 October 2024, in Vientiane, Lao PDR.

I congratulate the ACCSM under the leadership of the Philippine Civil Service Commission and its partners for their tireless and collaborative efforts in mainstreaming gender in the public service. The synergy of ASEAN Member States in developing this Toolkit is a testament to the region's shared vision of a more inclusive and equitable future for all our citizens.

I encourage all stakeholders to utilize this tool to advance gender mainstreaming and align together, we can shape a region where opportunities are accessible to all, and diversity is a strength that drives us toward a truly people-cantered and people-oriented community.



DR. KAO KIM HOURN  
Secretary-General of ASEAN





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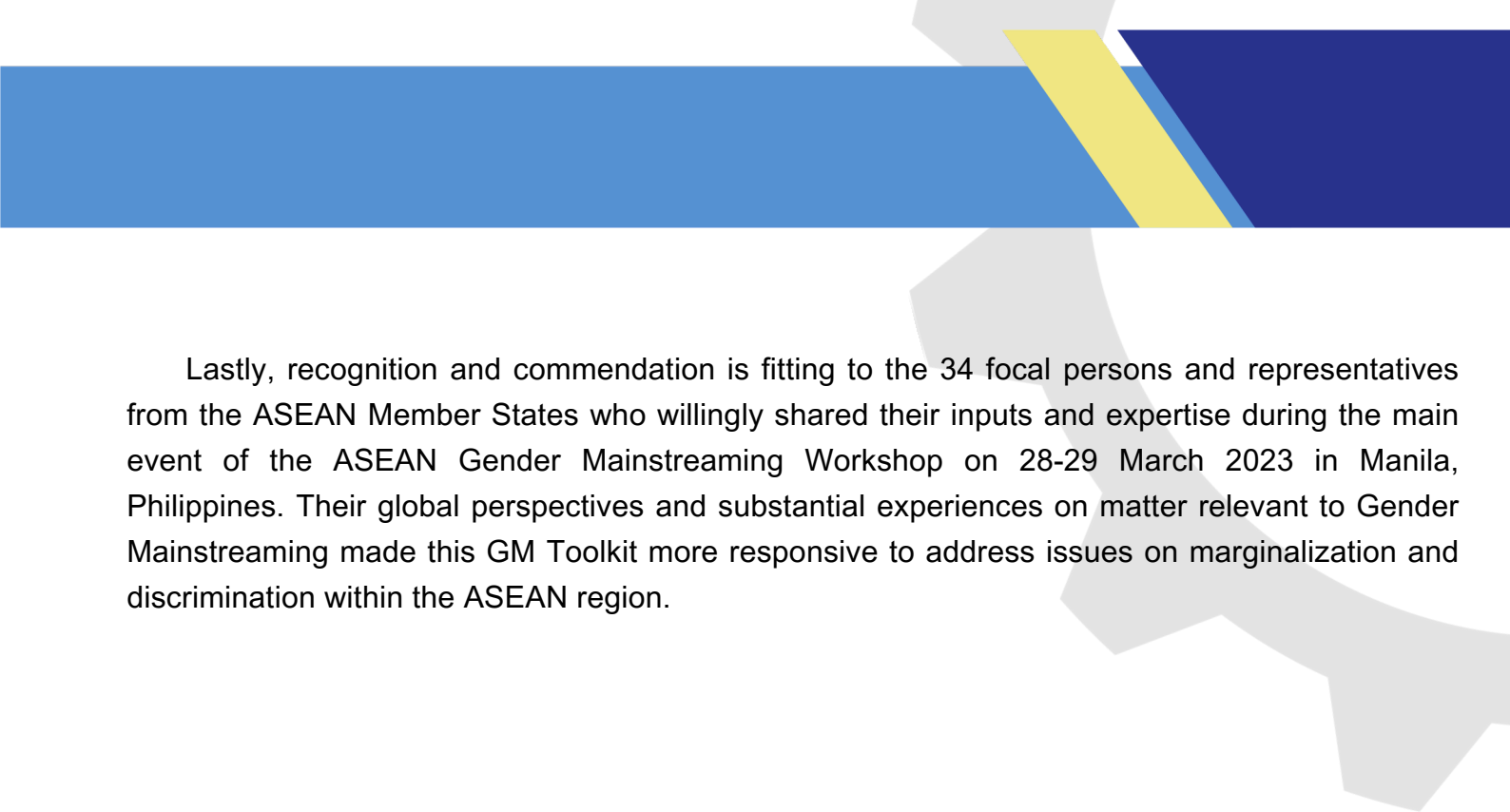
# Acknowledgement

This **ASEAN Gender Mainstreaming in Human Resource Toolkit (GM Toolkit)** is a product of the collaborative efforts of Gender Mainstreaming experts, stakeholders and advocates, rooted in their deep and genuine desire to uphold gender equality and ensure inclusion, not just in their respective spheres of influence, but on a wider grid, particularly, in the ASEAN Region. Spearheaded by the Philippine Civil Service Commission (PCSC), this entire undertaking can be greatly attributed to the drive and commitment of the Gender and Development Advocates (GADvocates), whose unparalleled efforts are geared toward the achievement of strategic, practical and gender-inclusive interventions that are embedded in Human Resource (HR) processes and systems.

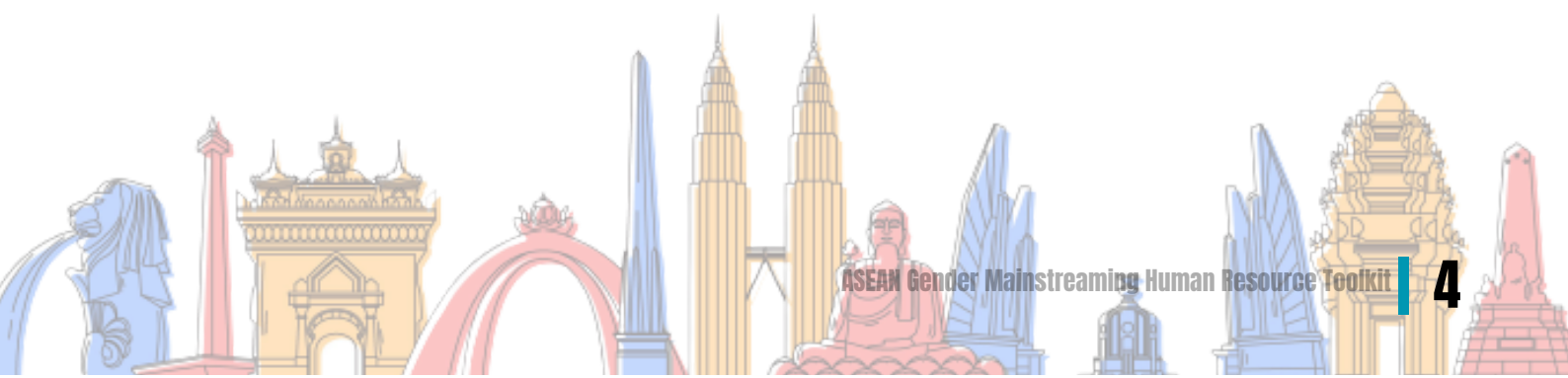
Utmost gratitude and acknowledgement are due to the ASEAN-USAID Partnership for Regional Optimization within the Political-Security and Socio-Cultural Communities (PROSPECT), for their unwavering support and generosity extended to the ASEAN Cooperation on Civil Service Matters (ACCSM). Through their pursuit to enhance shared prosperity, champion good governance and civil society, as well as to ensure peace and security, their collaboration with the ASEAN Member States and engagement in this endeavor provided fruitful results which will promote sustainable and inclusive development. Likewise, sincerest gratitude is extended to the ASEAN Secretariat for their continued support and assistance in this endeavor.

On the same note, the significant contributions of the internal GADvocates of the PCSC initially enhanced this Toolkit during the 1st Consultation Workshop for the Review and Updating of the ToolKit, from Gender Mainstreaming (GM) to Gender Equality, Disability, and Social Inclusion (GEDSI) and Proposal for ACCSM within the PCSC on 21-22 February 2023.

Moreover, further enhancements on this Toolkit has been made through the PCSC's external stakeholders and experts who actively participated in the 2nd Consultation Workshop on 1-2 March 2023. Anchored on their experience on GAD and GEDSI, these stakeholders shed light on the critical realities of gender inequality which needs to be resolved and addressed immediately. Through their liberal sharing of their knowledge, proficiency, and commitment, the Toolkit will serve as a vital instrument in the achievement of gender inclusion and equality across the bureaucracy.



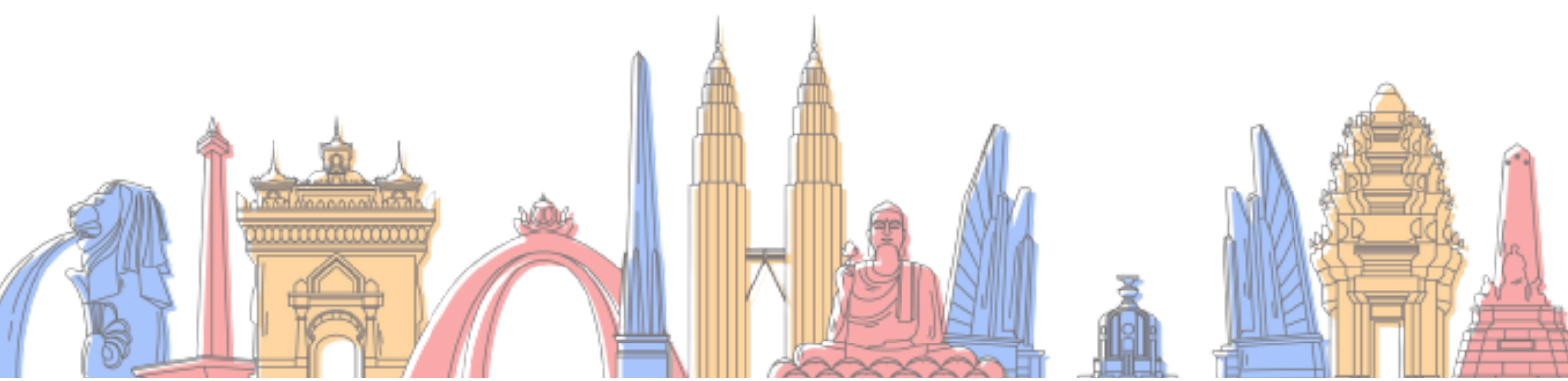
Lastly, recognition and commendation is fitting to the 34 focal persons and representatives from the ASEAN Member States who willingly shared their inputs and expertise during the main event of the ASEAN Gender Mainstreaming Workshop on 28-29 March 2023 in Manila, Philippines. Their global perspectives and substantial experiences on matter relevant to Gender Mainstreaming made this GM Toolkit more responsive to address issues on marginalization and discrimination within the ASEAN region.







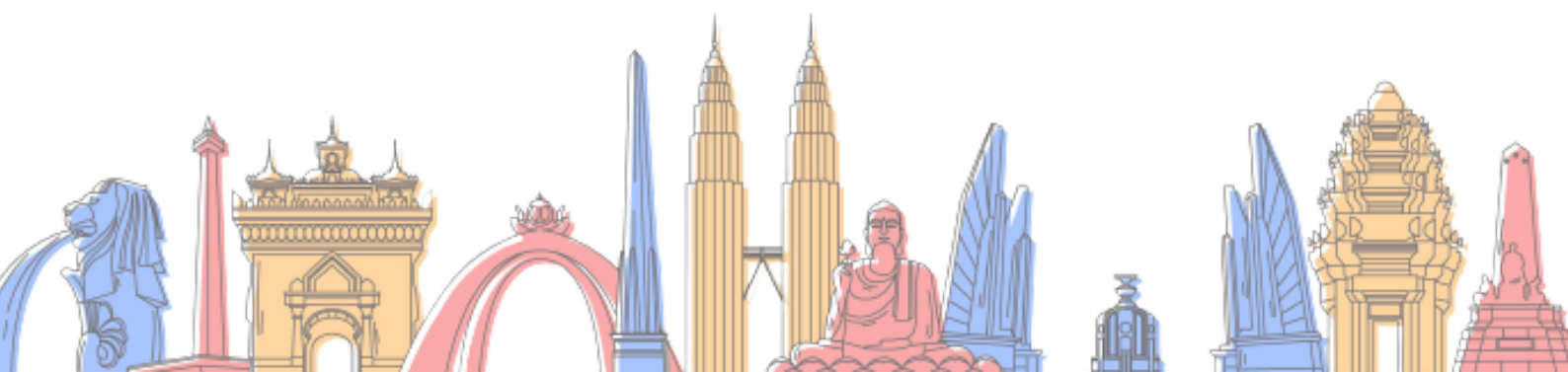
ASEAN Workshop on Strengthening the Institutional Building Blocks for  
Support to the ASEAN Cooperation







Implementing the ASEAN Gender Mainstreaming (GM) Strategic Framework:  
on Civil Service Matters (ACCSM)  
March 2023 | Philippines





**ASEAN Workshop on Strengthening the Institutional Building Blocks for  
Implementing the ASEAN Gender Mainstreaming (GM)) Strategic Framework  
Support to the ASEAN Cooperation on Civil Service Matters (ACCSM)**



# THE TOOLKIT

## Rationale

Gender equality, women's empowerment, and social justice which are continuously promoted across diverse workspaces and work modalities, be it face-to-face, online, or hybrid, are integral to the mandate of civil service institutions across the ASEAN region. In the context of the COVID-19 pandemic, additional challenges surfaced, brought about by digital divide, mental health, multiple burdens, and work-from-home arrangements, and lockdowns, which impacted the entire workforce.

Therefore, it is crucial that gender equality considerations be reflected in policies, activities, programs, processes, and systems which systematically address the specific concerns of employees and clients, who are women, men, persons with disabilities and indigenous people.

This could address and eliminate all forms of discrimination, exploitation, marginalization, oppression, and subordination, within the processes of hiring, training, evaluating, and promoting. Through targeted interventions and enabling mechanisms geared toward the transformation, empowerment, and self-actualization, individuals and groups are allowed to fully participate and equally form development efforts. It is also critical for civil service institutions, particularly, its human resource managers and practitioners to be well-equipped with knowledge, skills, and proficiencies which are embedded within their processes and practices, on topics such as gender analysis, gender responsive planning and budgeting, and other important gender advocacies to ensure sustained gender mainstreaming efforts which are initiated by the government, and with a critical awareness that a lot of work still needs to be undertaken, guided by each domestic laws, regulations and policies.

# Definition Of Terms

*The following terms used in this Toolkit are defined based on the three categories: **Marginalized Groups, Inclusions Approaches as Indicators, and Inclusion Principles.***

## Marginalized Groups

### Indigenous People

Communities and individuals who are native to a particular region, often facing historical and ongoing challenges related to colonization, discrimination, and loss of land and culture.

### Persons with disabilities

Individuals who have physical, sensory, cognitive, or mental health impairments that may limit their full participation in society.

## Inclusions Approaches as Indicators

### Diversity

Diversity pertains to the presence of distinct attributes within a group of people. These attributes include those which makes one unique, such as, cognitive skills and personality traits, at the same time, aspects which define one's identity, such as race, age, class, gender, and ethnicity, among others.

# Definition Of Terms

## Diverse Candidates

Individuals from a variety of backgrounds, experiences, and identities considered for opportunities to promote diversity and inclusion.

## Equal Opportunity Principle (EOP)

The Equal Opportunity Principle (EOP) IS adopted by the Philippine Civil Service Commission in the implementation of processes and procedures embedded in the four areas of human resource management. EOP is accorded among employees, such as but not limited to women (including mothers who are pregnant, lactating, and with small children); solo parents; persons with disabilities; and indigenous people; among others.

## Empowering

Providing individuals with the resources, support, and opportunities to enhance their skills, capabilities, and autonomy.



# Definition Of Terms

## Encouraging of Diversity

Promoting and celebrating the variety of backgrounds, perspectives, and experiences within a community or organization.

## Fair

Just and impartial treatment of all individuals, without favoritism or discrimination.

## Gender Responsiveness

Gender-responsiveness refers to the consistent and systematic attention given to the differences between women and men in society, with the goal of addressing structural constraints to gender equality. It involves recognizing that gender inequalities exist, and taking steps to address these inequalities by promoting equal opportunities and outcomes for women and men. Gender-responsiveness involves understanding the needs, and challenges faced by women and men in different contexts, and designing policies, programs, and services that are responsive to these differences. For instance, it may involve promoting women's participation in decision-making processes, ensuring equal access to education and healthcare, addressing gender-based violence, and promoting equal pay for equal work. In essence, gender responsiveness recognizes that gender is a significant factor in shaping social, economic, and political outcomes, and that addressing gender inequalities is essential to achieving sustainable development and promoting social justice. By promoting gender responsiveness, we can create a more equitable and inclusive society that values diversity and promotes gender equality.

# Definition Of Terms

## Gender Equality, Disability, and Social Inclusion (GEDSI)

Gender Equality, Disability, and Social Inclusion (GEDSI) is a development approach and strategy to address inequality and disempowerment experienced by many groups. GEDSI is grounded in equity.

## Inclusive

Embracing diversity and creating environments that welcome and support individuals from all backgrounds.

## Participatory

Involving the active participation and collaboration of all stakeholders in decision-making processes.

## Transparent

Open, clear, and accountable processes that ensure visibility and understanding of decisions and actions.

# Definition Of Terms

## Universal Design

The primary goal of universal design is the simplification of people's lives through enabling the further usability of products, communications, and physical environment across as many people as possible at little or no extra cost.

## Inclusion Principles

### Non-Discriminatory

Ensuring that all individuals are treated fairly and equally, without prejudice or bias based on factors like race, gender, age, dress code such as the hijab, or other characteristics.

### Discriminatory

Discriminatory is an overt behavior in which people are given different and unfavorable treatment on the basis of their race, class, sex and cultural status. It can also refer to any practices or procedures that deny equality of treatment to an individual or group. For example: practices include dress code discrimination, allowing and respecting modest dress codes, such as the hijab, in the workplace.

# Definition Of Terms

## Other related terms used in this Toolkit

### Gender Sensitivity

Gender sensitivity is the awareness, understanding, and appreciation, as well as consideration of different socio-cultural norms and discriminations, as a means to recognize various rights, roles, and responsibilities of women and men within the community and the interrelationship occurring between them.

### Office Bullying

Office bullying can be manifested in any of the following forms: physical, emotional, and mental harm; profanity; name-calling; inappropriate remarks on a person's physical traits and gender expression; cyber-bullying and spreading of gossip and rumors.

### Patriarchy

Patriarchy is a system of relationships, beliefs, and values embedded in political, social, and economic systems that structure gender inequality between men and women. Attributes seen as “feminine” or pertaining to women are undervalued, while attributes regarded as “masculine” or pertaining to men are privileged.

# Definition Of Terms

## Reproductive Work

Reproductive work is associated with the conception of and giving birth to children; thus it has been treated as the women's exclusive domain. It also refers to activities related to taking care or nurturing of the family—the spouse, children, and other family members. It extends to household chores, which are usually not quantified or valued, and taken for granted. To date, however, there are already countries that value, quantify, or reward reproductive work including the recognition of shared parenting.

## Social Inclusion

Social inclusion is the process of ensuring that everyone, regardless of their background, has equal opportunities to achieve their full potential in life. It involves creating policies and implementing actions that promote equal access to public services, such as education, healthcare, and employment, as well as enabling citizens to participate in decision-making processes that affect their lives. Social inclusion recognizes that some individuals and groups may face barriers that prevent them from fully participating in society, such as discrimination, poverty, social exclusion, and unequal access to resources and opportunities. Therefore, efforts to promote social inclusion aim to address these barriers and ensure that everyone has the chance to participate fully in all aspects of society. In promoting social inclusion, it is essential to recognize the unique needs and experiences of different groups and individuals, such as those with disabilities, ethnic minorities, and refugees. By addressing these unique needs, we can create a more equitable and just society that values diversity and promotes equal opportunities for all.



# Definition Of Terms

## Women and Development (WAD)

Historically, the concept of women and development surfaced in the last half of the 1970s and offered a more critical perspective toward women's positionality compared to "women in development" or WID. However, it was unsuccessful toward undertaking a comprehensive analysis of the correlation between patriarchy, distinction in modalities of production, and experiences of subordination and oppression among women. Perspectives on WAD completely conjectured that improvement on the status of women's positionality will occur if and when global frameworks are converted into equitable mechanisms.

## Women in Development (WID)

The term women in development was first introduced in the early 1970s, which followed the publication of Ester Boserup's work, "Women's Role in Economic Development", in which the sexual division of labor present in agricultural economies was first defined and characterized comprehensively within an international context. Within its rubric, women's positionality across different sectors of the economy was scrutinized separately for the first time to that of men, as institutionalization toward the recognition of women's experiences in terms of development and societal transformations were advanced, and the legitimacy of women-centered research with a focus on their perceptions and experiences.

## International and Local Laws and Policies on and for Women

- **CEDAW of the Philippines** - Convention on the Elimination of All Forms of Discrimination Against Women
- **BPfA** - Beijing Platform for Action
- **Republic Act No. A 9710 of the Philippines** - Magna Carta of Women
- **Republic Act No. 9262 of the Philippines** - Anti-Violence Against Women and Children
- **Republic Act No. 10354 of the Philippines** - The Responsible Parenthood and Reproductive Health Act of 2012
- **Republic Act No. 10361 of the Philippines** - Domestic Workers Act or *Batas Kasambahay*
- **Republic Act No. 9995 of the Philippines** - Anti Photo and Video Voyeurism Act of 2009
- **Republic Act No. 9501 of the Philippines** - Magna Carta for Micro, Small and Medium Enterprises (MSMES)
- **Republic Act No. 9208 of the Philippines** - Anti-Trafficking in Persons Act of 2003
- **Republic Act No. 8972 of the Philippines** - Solo Parents' Welfare Act of 2000
- **Republic Act No. 8760 of the Philippines** - General Appropriations Act of 2000 (GAD Mainstreaming; 5% budget allocation for GAD Activities)
- **Republic Act No. 8505 of the Philippines** - Rape Victim Assistance and Protection Act of 1998
- **Republic Act No. 8369 of the Philippines** - Family Courts Act Of 1997
- **Republic Act No. 8353 of the Philippines** - Anti-Rape Law
- **Republic Act No. 8187 of the Philippines** - Paternity Leave Act of 1996
- **Republic Act No. 7877 of the Philippines** - Anti-Sexual Harassment Act of 1995
- **Republic Act No. 7192 of the Philippines** - Women in Development and Nation-Building Act
- **Republic Act No. 11313 of the Philippines** - Safe Spaces Act

# OBJECTIVES

This Toolkit, which is primarily designed for use by human resource managers and practitioners in the public sector, and collaboratively put together by various gender focal points from both PCSC's Central and Regional Offices and members from ASEAN Members States (AMS), may also be used by other sectors, guided by domestic laws, regulations and policies, as it aims to:

**1** Serve as a guide in the assessment of gender mainstreaming initiatives in four Human Resource (HR) program areas: Recruitment, Selection, and Placement (RSP); Performance Monitoring (PM); Learning and Development (L&D); and Rewards and Recognition (R&R).

**2** Identify the learning needs of different organizations, human resources, and other relevant offices.

**3** Monitor the implementation of policies, interventions, programs, projects, and enabling mechanisms continuously being developed in order to address specific areas for improvement across gender mainstreaming initiatives.

**4** Align standards of the AMS' human resource with the countries in the ASEAN region, along with various global and regional requirements which are instituted to promote women's rights and gender equality.

# How to Accomplish the Toolkit

**The Toolkit covers four (4) areas in Human Resource Management (HRM) namely, Recruitment, Selection, and Placement (RSP); Performance Management (PM); Learning and Development (L&D); and Rewards and Recognition (R&R). Each area is provided with a definition, purpose, program, and brief overview of relevant issues.**



The first step in accomplishing the Toolkit is the identification of gender, diversity, and inclusion issues within the user's office, agency, or organization, which is critical in the establishment of baseline data. Ideally, the baseline data should include the most current sex, age, disability, religion, ethnicity, religion, disaggregated data, if available, as well as ongoing gender mainstreaming initiatives. Indicators are provided in every key area, which could be confirmed by checking yes, no, or partial. If learning needs and interventions are needed, such as the conduct of capacity development or training programs on gender sensitivity, responses may be provided in the last column.

The responses that will be obtained from the Toolkit will serve as among the bases in the development of the agency's plan for gender mainstreaming, guided by domestic laws, regulations and policies. The tool should be frequently used to continuously check whether areas with 'no' or 'partly' responses have been addressed by the institution.



## FOUR (4) AREAS IN HUMAN RESOURCE MANAGEMENT (HRM)

### A. Recruitment, Selection, and Placement: Processes of Attracting, Screening, Selecting, and Onboarding Qualified Persons

Recruitment can be defined as the process of seeking and engaging qualified candidates who meet both the qualifications standards (QS) and competency requirements for the positions, and generating a pool of qualified candidates from which the organization can select the most fitting candidates for the job. This is done through a selection process which includes but not limited to testing, interviewing, and background checking.

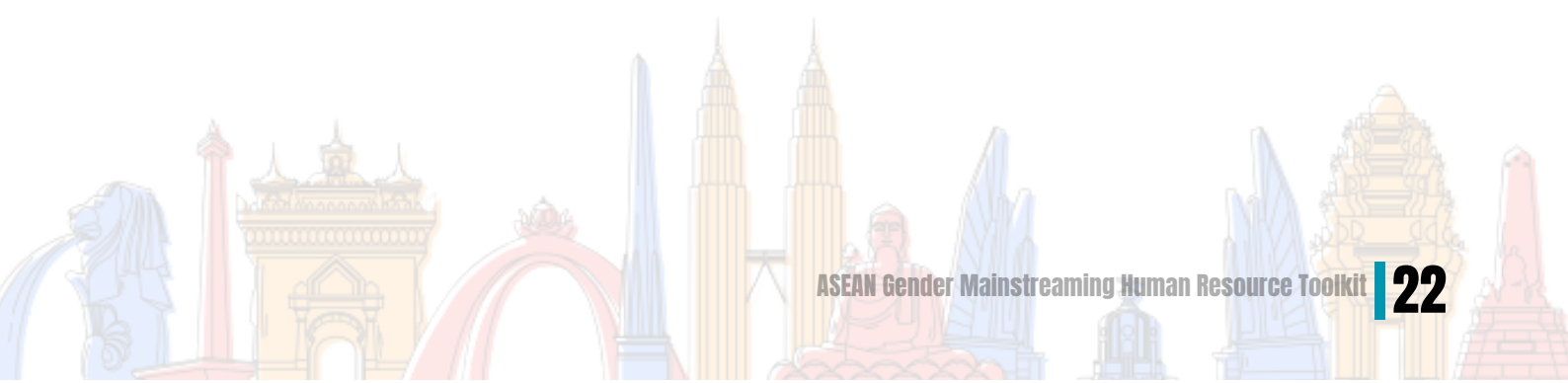
### PURPOSE

The recruitment selection policy, which is related to other HR systems, serves as a standard to the recruitment, selection, and placement processes undergone by employees, and assesses the fulfillment of the organization's commitment toward equality, fairness, transparency, meritocracy, diversity, inclusivity, gender responsiveness, and nondiscrimination.

**Issue:** As the majority of the qualification standards (QS) place high importance on the aspects of educational attainment and capacity development, women, persons with disabilities, and indigenous peoples are left behind because of the traditional reproductive roles, patriarchy, and unequal power relations. Lack of access to information and intimidation when it comes to processes also contribute to the disparity in the representation of women and men, in the bureaucracy. Levelling the playing field would ensure that the most qualified candidates are recruited for public service. Language also plays a crucial role in perpetuating traditional roles such as the use of chairman for position titles, which could denote that only male candidates are considered for such positions, and could be addressed by promoting gender-fair language.

Baseline					
Key Areas	Indicators	Check			Learning needs Intervention needed Remarks
		YES	NO	PARTIAL	
	<b>1. Does the agency have a Human Resource plan?</b>				
<b>Human Resource Planning</b>	<b>1.1 Is the HR plan:</b>				
<b>Job Description/ Terms of Reference (TOR) and Qualification Standards</b>	1.1.a Gender responsive				
	1.1.b Inclusive				
	1.1.c Empowering				
	1.1.d Participatory				
	1.1.e Consultative				
	1.1.f Non-discriminatory				
	1.1.g Encouraging of diversity				
	<b>1.2 Is the job description based on the agency's HR Plans?</b>				
	<b>2. Are the following documents articulated in a language which is gender fair, inclusive, empowering, non-discriminatory, and encouraging of diversity?</b>				
	2.1 Job Description , Position Description Form (PDF) (whichever is applicable)				

	2.2 Terms of Reference (TOR)				
	2.3 Qualification Standards				
<b>Talent Planning</b>	<b>1. Does the agency have a talent plan?</b>				
	2. Is the talent plan:				
	2.1 Gender-responsive				
	2.2 Inclusive				
	2.3 Participatory				
	2.4 Empowering				
	2.5 Consultative				
	2.6 Non-discriminatory				
	2.7 Encouraging of diversity				
<b>Talent Sourcing (Publication)</b>	1. Is the notice of vacancy timely published across spaces, both physical and digital, and various platforms which are accessible to women, persons with disabilities and indigenous people.				
	2. Is the notice of vacancy containing complete information on requirements and processes, including duration, and following the Universal Design standards?				

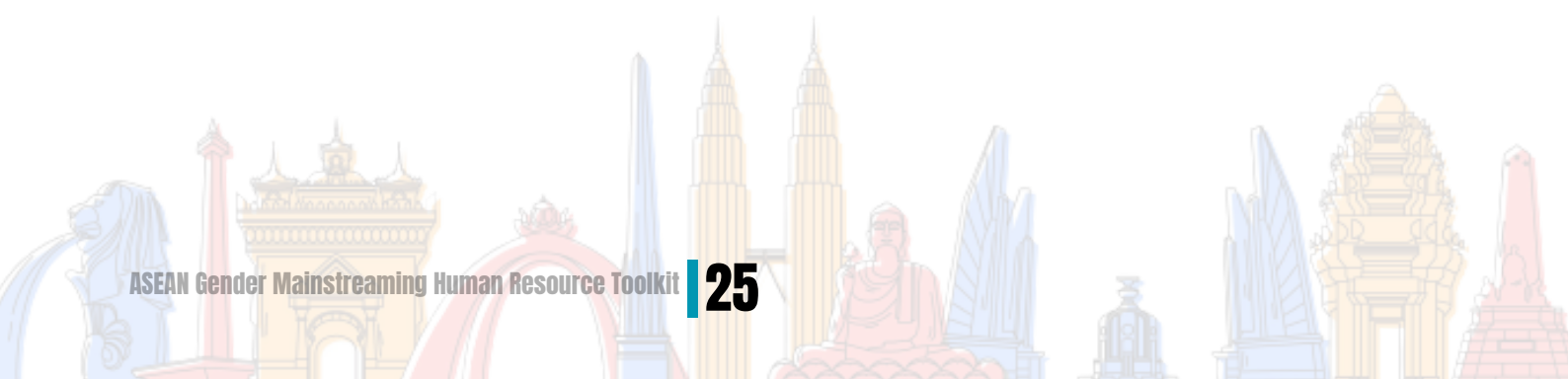


	3. Does the notice of vacancy explicitly encourage qualified individuals, regardless of sex, age (based on limits prescribed by law), and personal disabilities?				
	4. Are there other efforts or mechanisms which encourage affirmative actions in explicitly encouraging vulnerable groups (e.g, going to a targeted group/sector/organization to attract and engage prospective talents)				
<b>Governance (Composition of the selection committee)</b>	<b>1. Is there a fair, equitable, and unbiased representation of women, men, persons with disabilities and indigenous people, in the composition of the selection committee?</b>				
	<b>2. Is the selection process undergone by the committee:</b>				
	2.1 Fair				
	2.2 Transparent				
	2.3 Gender responsive				
	2.4 Inclusive				
	2.5 Empowering				
	2.6 Non-discriminatory				
	2.7 Encouraging of diversity (e.g, access and provision given to persons with disabilities)				
	<b>3. Are members of the selection committee capacitated on the Equal Opportunity Principle (EOP)?</b>				
<b>Talent Selection (Candidate Selection)</b>	<b>1. Are there specific and competency-based provisions and guidelines in the rules and regulations providing for the inclusion of qualified women (including pregnant women), men, persons with disabilities and indigenous people, in the shortlist.</b>				



	<b>2. Are there adequate guidelines promoting affirmative action in the implementation of the Equal Opportunity Principle (EOP) in terms of the selection of candidates?</b>				
	<b>3. Are the applicants provided and updated with information in a manner which is timely and would reach them regardless of their circumstances, about the status of their application, within a specific timeline?</b>				
<b>Talent Selection (Written Exam / Testing)</b>	<b>1. Are test questions using language which is:</b>				
	1.1 Gender fair				
	1.2 Inclusive				
	1.3 Empowering				
	1.4 Non-discriminatory				
	1.5 Encouraging of diversity				
	1.6 Are test questions accessible and following the Universal Design standards?				
	<b>2. Is the testing facility inclusive in terms of:</b>				
	2.1 Accessibility;				
	2.2 Safety;				
	2.3 Security; and				
	2.4 Confidentiality (e.g. accessibility of the venue in terms of transportation and mobility options, possibility of online testing, and provisions for persons with disabilities, such as ramps, elevators, Braille or audio test)				
<b>Talent Selection (Interview)</b>	<b>1. Is the interview process:</b>				
	1.1 Gender responsive				
	1.2 Inclusive				
	1.3 Empowering				
	1.4 Participatory				
	1.5 Consultative				
	1.6 Encouraging of diversity				
	1.7 Non-discriminatory				
	<b>2. Do interviewers undergo capacity development and training programs on Gender Equality, Disability, and Social Inclusion (GEDSI) responsive interviewing techniques?</b>				

	<b>3. Does the whole selection process (i.e., schedule) allow applicants to attend to various gender concerns and other special needs (e.g.: provision of additional 30 minutes for applicants who are in their pregnancy, administration of examinations on the ground floor for persons with disabilities, etc.)</b>				
	<b>4. Are the applicants provided and updated with information in a manner which is timely and would reach them regardless of their circumstances, about the status of their application, within a specific timeline</b>				
<b>Human Resource (HR) Data</b>	1.1. Are data on recruitment, selection and placement continuously maintained and updated?				
	1.2. Are data on RSP stored and managed in accordance with existing Data Privacy Laws in your respective country?				
	2.1 Are there Gender Equality, Disabilities, and Social Inclusion (GEDSI)-disaggregated data on RSP?				
	2.2 Are there Gender Equality, Disabilities, and Social Inclusion (GEDSI)-disaggregated data on RSP utilized in the planning and decision-making process?				
	<b>3. Does performance related data, such as ratings, affect RSP?</b>				



## FOUR (4) AREAS IN HUMAN RESOURCE MANAGEMENT (HRM)

### B. Learning and Development: Development and Learning vis-a vis Agency Objectives

Learning and Development (L&D) are 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.

These are activities occurring within an agency enabling learning, skills enhancement, and professional development, which are designed to develop the performance and realization among employees, in line with the agency's objectives.

### PURPOSE

Knowledge, leadership, capacity development, and professional development are key factors which ensure that public service is well equipped to face the challenges of the 21st century. The acquisition of knowledge and skills, and the development of bureaucratic, organizational, and leadership competencies are critical toward the effective management of public service, which would serve as the framework of a gender-responsive, inclusive, non-discriminatory, participatory, empowering, accountable, and innovative government. Learning and development (L&D) should always be taken as an opportunity to develop gender perspective among employees. It should also ensure equal and equitable access to opportunities in terms of career development and advancement, continuing education, and non-traditional education among women, men, persons with disabilities and indigenous people. In order to ensure that learning and development takes into consideration the profile of the learners and their differential needs, various modalities of learning delivery should be continuously introduced and utilized, and the Universal Design standards should be adhered to. Furthermore, women, men, persons with disabilities and indigenous people should participate in the identification of the relevant individual or personal interventions.



**Issue:** Gender stereotyping and other forms of discrimination limit and deprive qualified officials and employees from learning and development opportunities and interventions. Leadership training programs are usually offered to men. The lack of adequate mechanisms to support women's reproductive work and address challenges brought about by multiple burdens discourages them from participating in training and capacity development programs and from pursuing further studies. Experiences during the COVID-19 pandemic surfaced critical issues faced by learners with special needs, in terms of access, location, technology, age, digital divide, and gender, among others.

#### Baseline

Key Areas	Indicators	Check			Learning needs Intervention needed Remarks
		YES	NO	PARTIAL	
Governance	<b>1. Are learning and development (L&amp;D) policies:</b>				
	1.1 Gender responsive				
	1.2 Inclusive				
	1.3 Empowering				
	1.4 Participatory				
	1.5 Consultative				
	1.6 Non-discriminatory				
	1.7 Encouraging of diversity				
	<b>2. Are there policies in leadership training programs which are:</b>				
	2.1 Gender responsive				
	2.2 Inclusive				
	2.3 Empowering				
	2.4 Participatory				
	2.5 Consultative				
	2.6 Non-discriminatory				
	2.7 Encouraging of diversity				

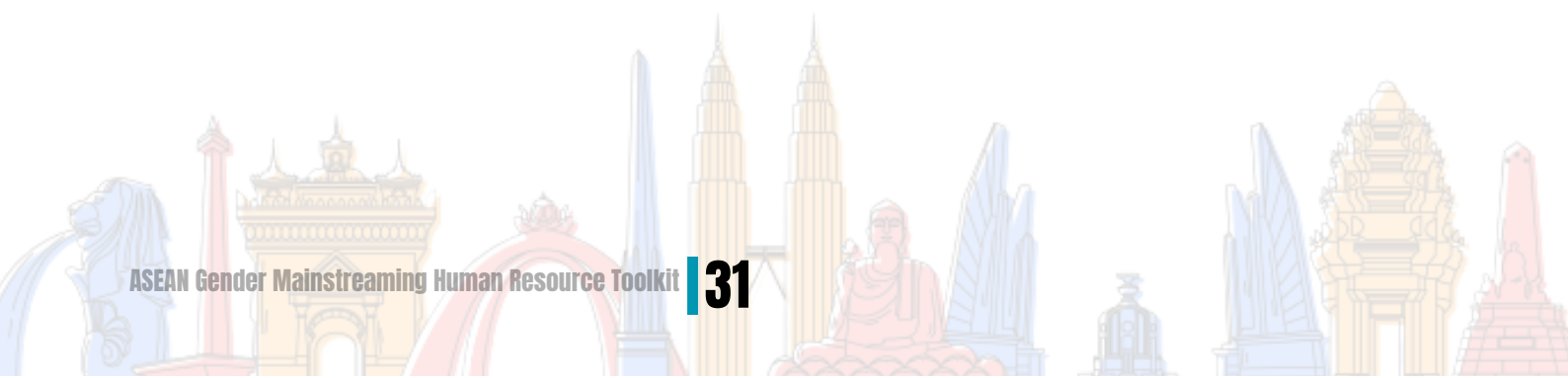
<b>Learning and Development (L&amp;D) Planning and Monitoring and Evaluation (M&amp;E) Needs Analysis</b>	<b>1. Are learning needs analysis and questions:</b>				
	1.1 Gender fair				
	1.2 Inclusive				
	1.3 Empowering				
	1.4 Participatory				
	1.5 Consultative				
	1.6 Non-discriminatory				
	1.7 Encouraging of diversity				
	<b>2. Are learning needs analysis questions accessible using the Universal Design standards?</b>				
	<b>3. Are learning gaps generated and analyzed from perspectives which are:</b>				
	3.1 Gender responsive				
	3.2 Inclusive				
	3.3 Empowering				
	3.4 Participatory				
	3.5 Consultative				
	3.6 Non-discriminatory				
	3.7 Encouraging of diversity?				
	<b>4. Are the various modes of reskilling and upskilling appropriate and responsive to the special and differential needs of learners?</b>				
<b>Development of Learning and Development (L&amp;D) Materials</b>	<b>1. Are L&amp;D materials (printed and digital) including manuals, infographics, slide decks, and videos free from gender stereotypes, sexist undertones, and other discriminatory elements?</b>				
<b>Learning and Development (L&amp;D) Design</b>	<b>2. Are learning objectives:</b>				
	2.1 Gender responsive				
	2.2 Inclusive				
	2.3 Empowering				
	2.4 Participatory				
	2.5 Consultative				
	2.6 Non-discriminatory				
	2.7 Encouraging of diversity				

	<b>3. Are the contents of the training design devoid of gender stereotypes, sexist undertones, and other discriminatory elements?</b>				
	<b>4. Does the methodology of the training design consider the level of preparedness of all sectors, as well as special and differential needs of learners?</b>				
	<b>5. Is the selection process of the participants:</b>				
	5.1 Gender responsive				
	5.2 Inclusive				
	5.3 Empowering				
	5.4 Participatory				
	5.5 Consultative				
	5.6 Non-discriminatory				
	5.7 Encouraging of diversity				
<b>Execution</b>	<b>1. Are the following services and facilities within the venue (physical or digital) readily available, accessible (in terms of the Universal Design standards,) gender responsive, diverse, inclusive, empowering, and non-discriminatory such as flashing lights or vibrations for the deaf and hearing impaired employees during emergencies?</b>				
	1.1 Ramps				
	1.2 Well-lit facilities				
	1.3 Toilets (e.g.: persons with disabilities, all gender, diaper changing)				
	1.4 Wheelchairs				
	1.5 Interfaith space: allow and respect sufficient prayer times plus prayer spaces.				
	1.6 Lactation				
	1.7 Child minding corners/rooms				
	1.8 First aid clinic				
<b>Learning Service Providers (LSPs), Trainers, and Resource Persons</b>	<b>1. Is having awareness, understanding, and recognition of the principles related to Gender Equality, Disability, and Social Inclusion (GEDSI) one of the criteria in the selection of Learning Service Providers (LSPs)?</b>				
	<b>2. Do resource speakers and facilitators engaged in programs and activities within and outside the organization act and communicate using gender sensitive and gender fair language?</b>				



Learning Management	1. Do instructional designers consult experts in the provision of capacity development programs related to GEDSI and allow them to review the overall design and other resource materials to ensure gender responsiveness, inclusivity, empowerment, participation, consultation, non-discrimination, and diversity?				
	2. Do the members of the learning and development (L&D) team undergo capacity development and training programs on gender sensitivity and Gender Equality, disabilities, and Social Inclusion (GEDSI) within the last five (5) years?				
	3. Do offices conduct regular sensitivity training to educate employees about Islamic gender practices and cultural norms, especially emphasizing on specific groups such as the Muslim women – i.e. dress code, gender interaction, fasting during the month of Ramadan and Islamic sacred days like Aidil Fitri and Aidil Adha.				
Evaluation Tool	1. Does the learning and development (L&D) monitoring tool (mastery of subject matter, time management, professional conduct, and methodology) explicitly include items and questions which are focused on gender? (LSPs usage of gender sensitive and gender fair language on shared anecdotes and parodies which make use of sex as its subject)				
	2. Are submitted outputs analyzed and monitored using principles which are:				
	2.1 Gender fair				
	2.2 Inclusive				
	2.3 Empowering				
	2.4 Participatory				
	2.5 Consultative				
	2.6 Non-discriminatory				
	2.7 Encouraging of diversity				

	<b>3. Are learning action plans monitored and analyzed using principles which are:</b>				
	3.1 Gender fair				
	3.2 Inclusive				
	3.3 Empowering				
	3.4 Participatory				
	3.5 Consultative				
	3.6 Non-discriminatory				
	3.7 Encouraging of diversity				
	<b>4. Are reasons for compliance and non-compliance in the submission of post learning and development (L&amp;D) action plans monitored and identified using principles which are:</b>				
	4.1 Gender fair				
	4.2 Inclusive				
	4.3 Empowering				
	4.4 Participatory				
	4.5 Consultative				
	4.6 Non-discriminatory				
	4.7 Encouraging of diversity				
<b>Various Modes of Learning and Development</b>	<b>1. Are coaching and mentoring mechanisms and processes (whether directive or supportive) which assist employees in performance improvement:</b>				
	1.1 Gender-fair				
	1.2 Inclusive				
	1.3 Empowering				
	1.4 Participatory				
	1.5 Consultative				
	1.6 Non-discriminatory				
	1.7 Encouraging of diversity				



	<b>2. Are there other learning and development (L&amp;D) interventions and opportunities available and taking into account the differential needs among all employees such as secondment, agency exchanges, job rotation, detail, and reassignment, among others, which are:</b>				
	2.1 Consultative				
	2.2 Gender fair				
	2.3 Inclusive				
	2.4 Empowering				
	2.5 Participatory				
	2.6 Consultative				
	2.7 Non-discriminatory				
	2.8 Encouraging of diversity				
<b>Human Resource Information System</b>	<b>1. Are data on learning and development (L&amp;D) maintained and updated?</b>				
	<b>2. Are data disaggregated according to sex, gender, ability, age, ethnicity, and socioeconomic status, among others?</b>				
	<b>3. Are data obtained from the HRIS analyzed and used in planning and redesigning of HR interventions:</b>				
	3.1 Gender fair				
	3.2 Inclusive				
	3.3 Empowering				
	3.4 Participatory				
	3.5 Consultative				
	3.6 Non-discriminatory				
	3.7 Encouraging of diversity				
<b>Human Resource (HR) Data</b>	<b>1. Are data on learning and development continuously maintained and updated?</b>				
	1.1. Are data on L&D stored and managed in accordance with existing Data Privacy Laws in your respective country?				
	<b>2. Are there Gender Equality, Disabilities, and Social Inclusion (GEDSI)-disaggregated data on L&amp;D?</b>				
	2.2 Are there Gender Equality, Disabilities, and Social Inclusion (GEDSI)-disaggregated data on L&D utilized in the planning and decision-making process?				
	<b>3. Does performance related data, such as ratings, affect L&amp;D?</b>				

## FOUR (4) AREAS IN HUMAN RESOURCE MANAGEMENT (HRM)

### C. Performance Management: Managing and Measuring Employee's Performance in the Agency

Performance Management is a firmly established, inclusive, and comprehensive system describing the practices which drive decisions about the processes of performance, remuneration, promotion, disciplinary procedure, termination, transfer, and development needs within the organization.

#### PURPOSE

Performance Management defines the relationship which should exist between the supervisors and supervisees. It is an interactive, participative, and consultative process where the management communicates the agency's strategic vision and objectives across managers, supervisors, and supervisees, who collectively develop programs, as well as division and individual goals which are designed to achieve the agency's strategic objectives. The agency's strategic objectives should be interventional, developmental, and competency-based, cascaded to every employee in a perspective which is enabling a clear path connecting these individual goals towards the agency plan. In order to ensure efficiency, employees must have awareness, understanding, and appreciation of the importance of their work and how it contributes to the success of the organization.



**Issue:** Transparency within the performance management process and in the consideration of individual competencies are crucial to both the retention and promotion of women, men, persons with disabilities and indigenous people. This could be further strengthened by having clear performance objectives and indicators, fair distribution of assignments, non-discrimination, consideration of mobility and the Universal Design standards for persons with disabilities, removal of gender biases in performance assessment, and recognition of reproductive roles, parental responsibilities, and men's participation in reproductive roles, for optimal performance. It is also important to consider that the promotion of safe and conducive workspaces should be made requisite and essential if employees are expected to perform and deliver.

#### Baseline

Key Areas	Indicators	Check			Learning needs Intervention needed Remarks
		YES	NO	PARTIAL	
Governance	<b>1. Do you have a performance management system?</b>				
	1.1 Do you have a policy?				
	1.2 Does the policy or implementing guidelines of performance management adhere to the Equal Opportunity Principle (EOP) (e.g.: Omnibus Rules on Appointments and Other Human Resource Action (ORAOHRA), ASEAN Guideline on Gender Mainstreaming in Labor Employment Guidelines (2022) etc.)?				
	1.3 Does the policy prohibit unjust dismissal, movement, reassignment, and other HR actions on account of one's gender or other attributes?				
	1.4 Is there equal representation and composition among members of the performance management committee (e.g.: women, men, persons with disabilities and indigenous peoples.)				
	<b>2. Does the assessment process ensure that employees on maternity, paternity, and other gender-related leaves (e.g.: solo parent, Violence Against Women and Children (VAWC), Magna Carta of Women (MCW), etc.) will not be subjected to discrimination?</b>				

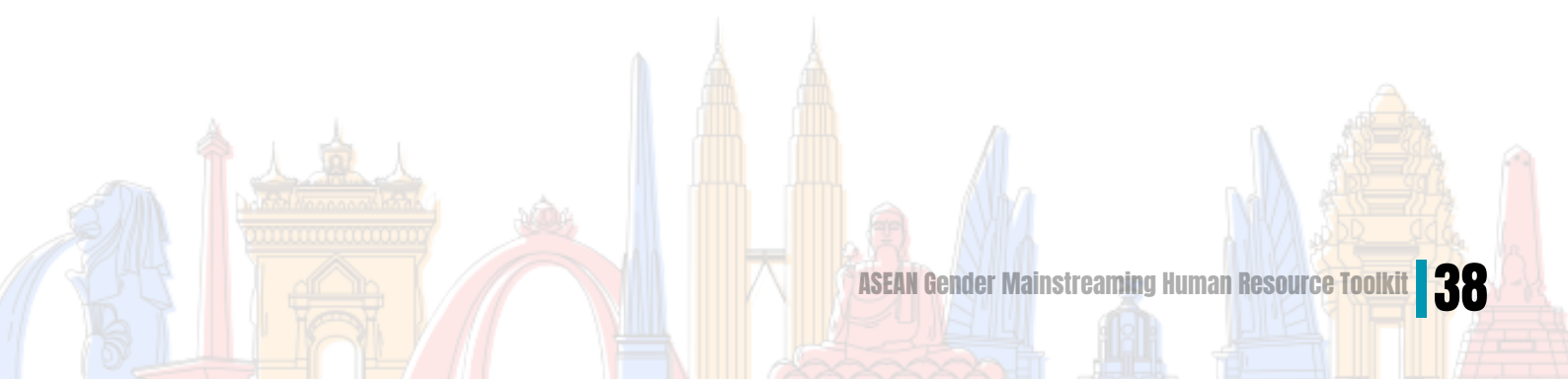
	<b>3. Is there an existing policy on Gender-Based Violence (GBV) and anti-office bullying?</b>				
	<b>4. Does HR brief the appointing authority on gender issues on a specific appointment, if any?</b>				
<b>Performance Planning and Commitment</b>	<b>1. Are test questions using language which is:</b>				
	1.1 Gender fair				
	1.2 Inclusive				
	1.3 Empowering				
	1.4 Non-discriminatory				
	1.5 Encouraging of diversity				
	<b>2. Are test questions accessible and following the Universal Design standards?</b>				
	<b>3. Is the testing facility inclusive in terms of</b>				
	3.1 Accessibility				
	3.2 Safety				
	3.3 Security; and				
	3.4 Confidentiality (e.g. accessibility of the venue in terms of transportation and mobility options, possibility of online testing, and provisions for persons with disabilities, such as ramps, elevators, Braille or audio test)				
	<b>4. Are the performance objectives in the following documents articulated in a manner which is clear, gender fair, inclusive, empowering, participatory, consultative, non-discriminatory, and encouraging of diversity ?</b>				
	4.1 Individual Performance and Commitment Review (IPCR)				
	4.2 Office Performance and Commitment Review (OPCR)				
	4.3 Other related documents				
	<b>5. Are the performance measurement standards agreed upon between the supervisors and supervisees? (Equitable and fair distribution of target or workload)</b>				
	<b>6. Are commitments and outputs included in the performance commitment and assessment:</b>				

	6.1 Gender responsive				
	6.2 Inclusive				
	6.3 Empowering				
	6.4 Participatory				
	6.5 Consultative				
	6.6 Non-discriminatory; and				
	6.7 Encouraging of diversity				
<b>Performance Monitoring and Coaching</b>	<b>1. Is the feedback and coaching mechanism:</b>				
	1.1 Gender responsive				
	1.2 Inclusive				
	1.2 Inclusive				
	1.3 Empowering				
	1.4 Participatory				
	1.5 Consultative				
	1.6 Non-discriminatory				
	1.7 Encouraging of diversity				
	1.8 Timely				
	1.9 Accessible				
	<b>2. Is there a provision to adjust work assignments and/or performance indicators related to the principles of:</b>				
	2.1 Gender responsiveness				
	2.2 Inclusivity				
	2.3 Empowerment				
	2.4 Participation				
	2.5 Consultation				
	2.6 Non-discrimination				
	2.7 Diversity				
	2.8 Employees well-being				
	<b>3. Is there a mechanism to guide and resolve disagreement between supervisors and supervisees?</b>				
	<b>4. Does the performance management system consider intervening events and circumstances during performance monitoring?</b>				
	<b>5. Are intervening assignments considerate of employees' well-being, especially for women and persons with disabilities?</b>				

<b>Performance Review and Evaluation</b>	<b>1. Is there a performance evaluation tool?</b>				
	1.1 Is the performance evaluation tool:				
	1.1.a Gender responsive				
	1.1.b Inclusive				
	1.1.c Empowering				
	1.1.d Participatory				
	1.1.e Consultative				
	1.1.f Non-discriminatory				
	1.1.g Encouraging of diversity				
	<b>2. Does the performance evaluation tool adhere to the principles of:</b>				
	2.1 Gender responsiveness				
	2.2 Inclusivity				
	2.3 Empowerment				
	2.4 Participation				
	2.5 Consultation				
	2.6 Non-discrimination				
	2.7 Diversity				
	<b>3. Is there a policy in place which ensures individuals with diverse backgrounds are protected from discrimination in the assessment process?</b>				
	<b>4. Are there mechanisms which ensure objectivity and transparency of the assessment results gender responsive, inclusive, empowering, participatory, consultative, non-discriminatory, and encouraging of diversity?</b>				
<b>Development Planning</b>	<b>1. Are there clear GEDSI-responsive competency- based development needs indicators established between supervisors and supervisees?</b>				
<b>Conducive, decent, and safe working environment</b>	<b>1. Are there Gender Equality, Disability, and Social Inclusion (GEDSI) or Gender Sensitivity Seminar (GSS) related orientations and training programs which are required for new hires, discussing topics such as gender-based violence and anti- office bullying (both physical and digital)?</b>				



	<b>2. Are employees empowered with practical and useful information on how to prevent gender-based violence and anti-office bullying (both physical and digital)?</b>				
	2.1 Are there formal and informal avenues which are used to inform, educate and communicate to employees the policies and guidelines on gender-based violence and anti-office bullying?				
	<b>3. Is there a committee which handles reporting, investigation, and resolution for cases of gender-based violence and anti-office bullying?</b>				
	3.1 Are there available and appropriate intervention services (e.g.: counseling, psychosocial, legal aid, etc.) available to both the victim-survivor and offender?				
	<b>4. Are there existing and operational grievance machineries to address concerns related to gender responsiveness, inclusivity, empowerment, participation, consultation, non-discrimination, and diversity?</b>				
	<b>5. Do the members of the committee handling gender-based violence and grievance cases undergo gender responsive and survivor-centered orientation and capacity development programs?</b>				
	<b>6. Is the work environment safe, gender responsive, inclusive, empowering, participatory, consultative, non discriminatory, and encouraging of diversity for women, men, persons with disabilities and indigenous people.</b>				
	6.1 Are the following services and facilities readily available, accessible (in terms of the Universal Design standards), gender responsive, inclusive, empowering, non-discriminatory, and encouraging of diversity?				
	6.1.a. Ramps				



	6.1.b. Well-lit facilities				
	6.1.c Toilets (e.g, persons with disabilities, all gender, diaper changing)				
	6.1.d Wheelchairs				
	6.1.e Interfaith space: allow and respect sufficient prayer times plus prayer spaces.				
	6.1.f Lactation				
	6.1.g Childminding corners/rooms				
	6.1.h First aid clinic				
	6.1.i Others				
	6.2 Are there provisions and mechanisms taking place in ensuring that the workplace is safe, gender responsive, inclusive, empowering, participatory, non-discriminatory, and encouraging of diversity among women, men, persons with disabilities, and indigenous people such as flashing lights or vibrations for the deaf and hearing impaired employees during emergencies.				
	<b>7. Are there policies and provisions in place to ensure adherence to health and safety standards?</b>				
	<b>8. Ensure availability of Halal and vegetarian food options in the workplace cafeterias and during events.</b>				
<b>Human Resource (HR) Data</b>	1.1. Are data on performance management (PM) continuously maintained and updated?				
	1.2. Are data on PM stored and managed in accordance with existing data privacy laws in your respective country?				
	2.1 Are there Gender Equality, Disabilities, and Social Inclusion (GEDSI) disaggregated data on PM?				
	2.2 Are there Gender Equality, Disability, and Social Inclusion (GEDSI) disaggregated data on PM utilized in the planning and decision-making process?				
	<b>3. Does performance related data, such as ratings, affect PM?</b>				

## FOUR (4) AREAS IN HUMAN RESOURCE MANAGEMENT (HRM)

### D. Rewards and Recognition: Retaining and Valuing Contributions of People in the Agency

Rewards are given to employees following the occurrence of a certain behavior, with the intention of acknowledging its positive nature and encouraging its sustenance and continuity. In terms of its nature, rewards can either be intrinsic, which are internal to the individual, such as contributing to a common good, mentorship or 'giving back'; or extrinsic, which are external to the individual, such as payments and promotions (tangible) or praise and public recognition (intangible). Recognition, on the other hand, is an expression of appreciation or gratitude toward individual or group accomplishment or achievement, which are beneficial to the development of both the employees and the organization.

### PURPOSE

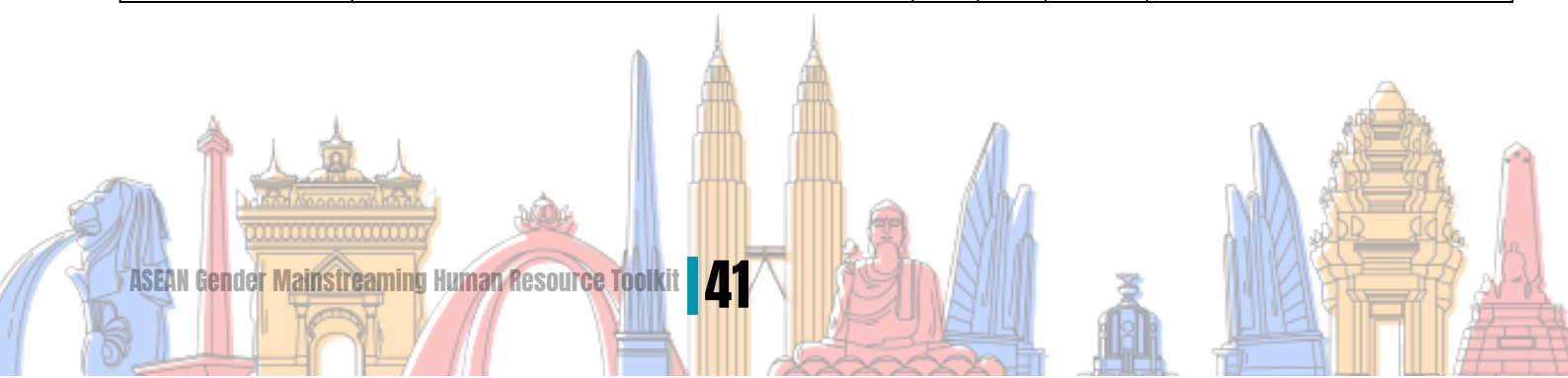
Rewards and recognition are affirmations and acknowledgment of excellent performance and achievement among women, men, persons with disabilities and indigenous people with the end goal of contributing to the agency in pursuing its strategic goals and objectives using creative, flexible and meaningful rewards. A critical consideration in rewards and recognition is enabling affirmative actions through the integration of advocacies which address gender equality, disability, and social inclusion (GEDSI) and other disparities, and elevating the status of women among patriarchal and male dominated organizations. Initiatives for continuous and sustained improvement and development in terms of the full integration of GEDSI concepts in rewards and recognition should be strengthened.

As described in Article 4 of the CEDAW (Convention on the Elimination of All Forms of Discrimination against Women), temporary special measures, which seek to achieve the acceleration of de facto equality between women and men, should not be regarded as discrimination. The convention also highlighted the critical importance of the provision of an equal start to all women, as well as of an enabling environment, in order to attain equality in outcomes. The diversity between women and men, biologically, socially, and culturally, should also be taken into consideration. Within specific situations and conditions, the provision of non-identical treatment between women and men will be necessary in order to address disparities.

**Issue:** Selection criteria which are based on unrealistic expectations may lead to social exclusion. For instance, the deficiency of acceptable and decent facilities for women, persons with disabilities, indigenous peoples, assigned in fieldwork, sidelines them in the promotion process, which may result in high and fast turnover rate and low morale among employees. A diverse, inclusive, gender responsive, empowering, participatory, consultative, and non-discriminatory process of formulating and finalizing the selection criteria should be practiced, and should involve and engage all employees.

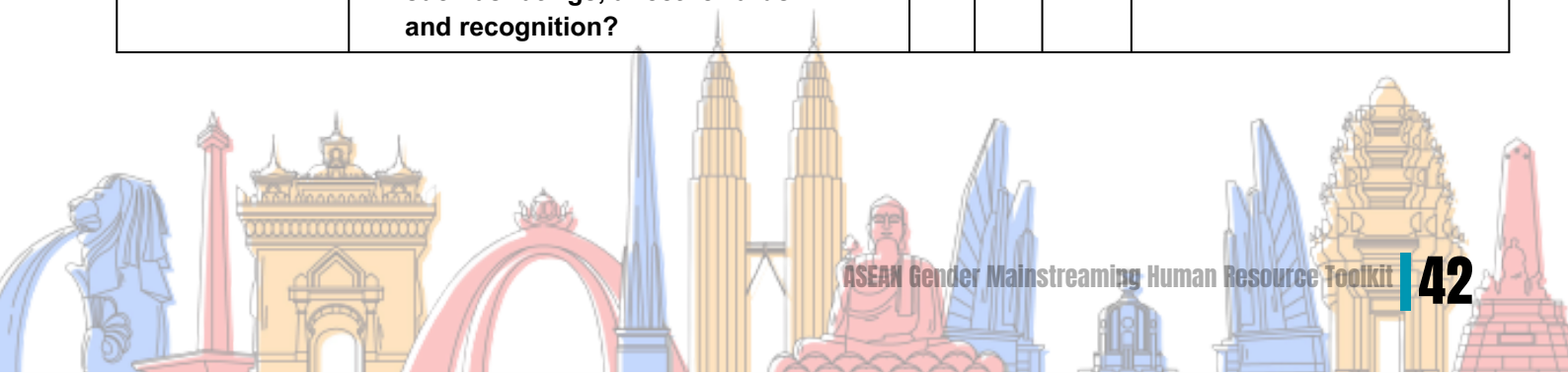
#### Baseline

Key Areas	Indicators	Check			Learning needs Intervention needed Remarks
		YES	NO	PARTIAL	
Governance	<b>1. Are the criteria for rewards and recognition drafted and articulated in a manner which is:</b>				
	1.1 Competency-based				
	1.2 Gender fair				
	1.3 Inclusive				
	1.4 Empowering				
	1.5 Participatory				
	1.6 Consultative				
	1.7 Non-discriminatory				
	1.8 Encouraging of diversity				
	<b>2. Are members of the rewards and recognition committee capacitated on the Equal Opportunity Principle (EOP) and on principles related to Gender Equality, Disability, and Social Inclusion (GEDSI)?</b>				
	<b>3. Is the selection criteria undergone by the committee during the process related to the provision of rewards and recognition impartial, transparent, gender fair, inclusive, empowering, participatory, consultative, non-discriminatory, and encouraging of diversity?</b>				





	<b>4. Are policies, plans, and programs associated with the provision of rewards and recognition disseminated among all employees, in a manner which is:</b>				
	4.1 Gender fair				
	4.2 Inclusive				
	4.3 Empowering				
	4.4 Participatory				
	4.5 Consultative				
	4.6 Non-discriminatory				
	4.7 Encouraging of diversity				
<b>Special Awards</b>	<b>1. Are there initiatives integrated in the regular awards system which are:</b>				
	1.1 Gender-fair				
	1.2 Inclusive				
	1.3 Empowering				
	1.4 Participatory				
	1.5 Consultative				
	1.6 Non-discriminatory				
	1.7 Encouraging of diversity				
<b>Human Resource (HR) Data</b>	<b>1. Are data on rewards and recognition continuously maintained and updated?</b>				
	<b>2. Are data on rewards and recognition stored and managed in accordance with existing data privacy laws in your respective country?</b>				
	2.1. Are there Gender Equality, Disability, and Social Inclusion (GEDSI) disaggregated data on rewards and recognition?				
	2.2. Are there Gender Equality, Disability, and Social Inclusion (GEDSI) disaggregated data on rewards and recognition utilized in the planning and decision-making process?				
	<b>3. Does performance related data, such as ratings, affect rewards and recognition?</b>				



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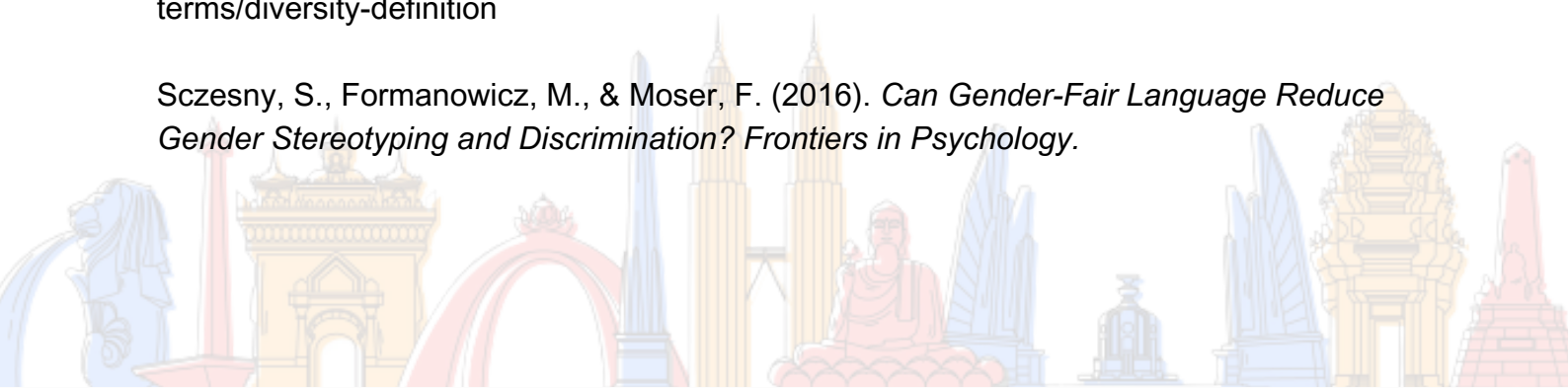
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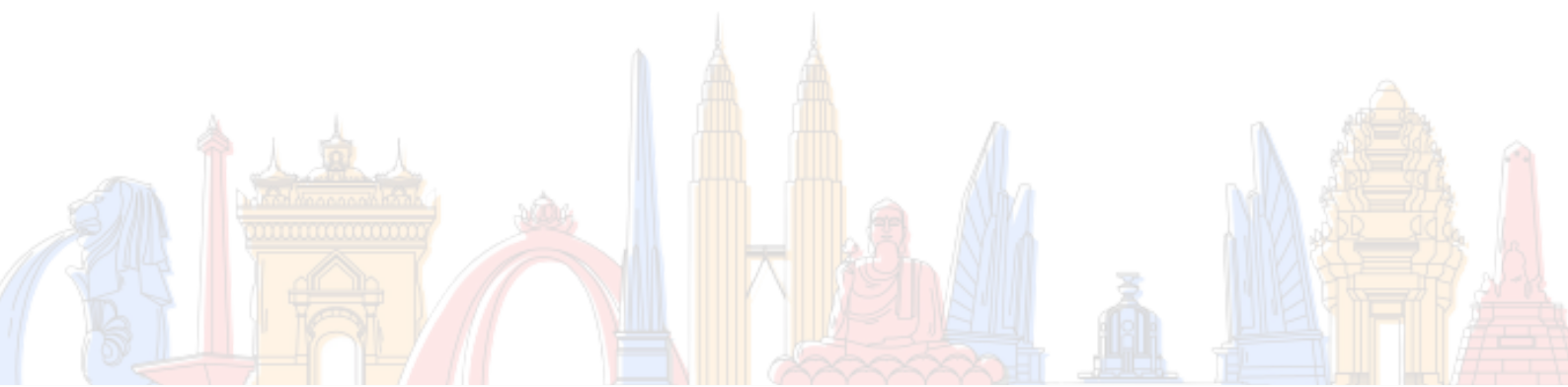
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