NATIONAL PUBLIC SERVICE

GENDER EQUITY and SOCIAL INCLUSION

Rise up, Step up, Speak up

GESi TOOLKIT

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Acknowledgements

Glossary of terms

Alesco Data Base	A detailed data based containing personal information of public servants
DV	Domestic Violence
GESI	Gender Equity and Social Inclusion
GO	The Public Service General Orders
GBV	Gender Based Violence
HAMP ACT	HIV/AIDS Management and Protection Act
HIV	Human Immunodeficiency virus
NPS	National Public Service
LMCF	National Public Service Ethics and Value - Based Executive Leadership & Management Capability Framework
Mainstreaming	The process of assessing the implications for women and men of any planned action, including legislation, policies or programs in all areas and at all levels
PSECC	Public Service Code of Ethics and Conduct
PSMA	Public Service Management Act

Violence against women is any act of gender based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private.

Family Violence is abuse that is physical, emotional, psychological or sexual. It includes intimidation or threats of violence. It covers wife beating , physical/sexual abuse of children in the household, bride price related violence and violence related to exploitation within the home/family context. Family, domestic or gender based violence can also include controlling behaviour such as not allowing access to finances, refusing freedom of association or refusing a partner permission to travel.

The National Public Service Gender Equity and Social Inclusion Policy was launched on the 30th of January, 2013. The policy has its foundations in the Public Service Management Act, the Public Service Code of Business Ethics and Conduct and The General Orders, specifically GO 20. The policy is consistent with the guiding principles articulated in the National Policy for women and Gender Equality 2011–2015 and focuses on public service officers.

This toolkit is a guide and a compilation of strategies, suggestions, processes and guidelines which have been sourced through consultation with PNG government agencies. It offers best practice but not complete solutions or options to developing workplace policies and practices in support of the National Public Service Gender Equity and Social Inclusion (GESI) Policy. Individual workplaces need to develop their own plans and strategies aligned with and evidenced based assessment to enable the most effective implementation of GESI activities to address local needs

These tools in this toolkit can be used:

- As a training tool
- To guide further research
- As a reference
- To collect data
- To create policies at a level where workgroups can benefit

The use of this toolkit is;

a. Supporting the implementation of the NPS Gender Equity and Social Inclusion (GESI) policy and creating pathways to your own research.

b. Offering practical guidelines, references and prompts for developing your own workplace policies and strategies.

c. Providing training information for officers and the compilation of learning and development opportunities.

d. Provides guidelines on data collection

e. Promotes consistent gender equity and socially inclusive behaviours and attitudes of staff in your work place.

The toolkit has been designed to be interactive and practical so officers and managers can design and implement their own systems and processes in support of the National Public Service General Orders and the National Public Service Gender Equity and Social Inclusion Policy.

This tool kit is not intended to re-write policy or override existing processes, but instead to provide some ideas, sparks of innovation to light the fires of change thus enabling enthusiastic leadership and drive for embracing these important principles and values.

Background

Background

Papua New Guinea's record in equal opportunity and social inclusion remains disproportionately low in comparison to other countries in the world. Our progression is further reflected in our low development index rankings amongst other south pacific neighbours. PNG's high instance of gender based violence is often justified by cultural traditions; the lack of representation of women in decision making roles; and low rates of economic empowerment which also contributes to our poor response to looking after the human rights of women.

The task of improving the status, opportunities, health and well- being of women, children, disadvantaged, disabled or those from diverse or marginalised backgrounds is intrinsically linked to our history and reflected in the PNG Constitution. Accordingly, the country's long term and medium term strategic goals reflect this commitment, allocation of resources and human capital.

In 2012, the Public Service General Orders was reviewed, launched and rolled out across government agencies in NCD and throughout the provinces. Amendments to the General Orders 20 set the standards in changing attitudes and behaviours in the Public Service. As a result, these amendments have led to the development of the National Public Service Gender Equity and Social Inclusion (GESI) Policy. This policy and its implementation plan provides some pathways and guidance to committing our workforce and public service to renewing our commitment to not only principles of fairness and equality but to what we should do to provide for those who have been disadvantaged and continue to be disadvantaged.

The goal of the GESI toolkit

This list was compiled by 14 representatives of Central and Provincial Public Service Agencies and Department members at a workshop to design the GESI toolkit. The groups were asked to firstly generate a list of the top issues that were affecting gender equality and social inclusion in workplaces. They were then asked to rate these issues combining the criteria of critical importance and urgency of need. The results should be seen as consistent across the public service and confronting for what they reveal.

1. **Leadership**
2. **Lack of ownership**
3. **Gender Blindness**
4. **Communication and collaboration**
5. **Harassment of staff in the workplace**
6. **Lack Policy and laws**
7. **Lack of GESI capacity**
8. **Disability Access**
9. **Management of resources**
10. **Nepotism (Wantokism)**
11. **Lack of Training**
12. **Review Language used in policy and workplace**
13. **Need to review systems and processes**
14. **Safety in the workplace**

These themes were highlighted in the GESI policy and now the toolkit will bring about more learning on these issues. What these results show is that people in the agencies want action! We want to understand what inequality and injustice are and then we want to be equipped to take action to stop it. This policy and the toolkit will help us focus on the issues that matter.
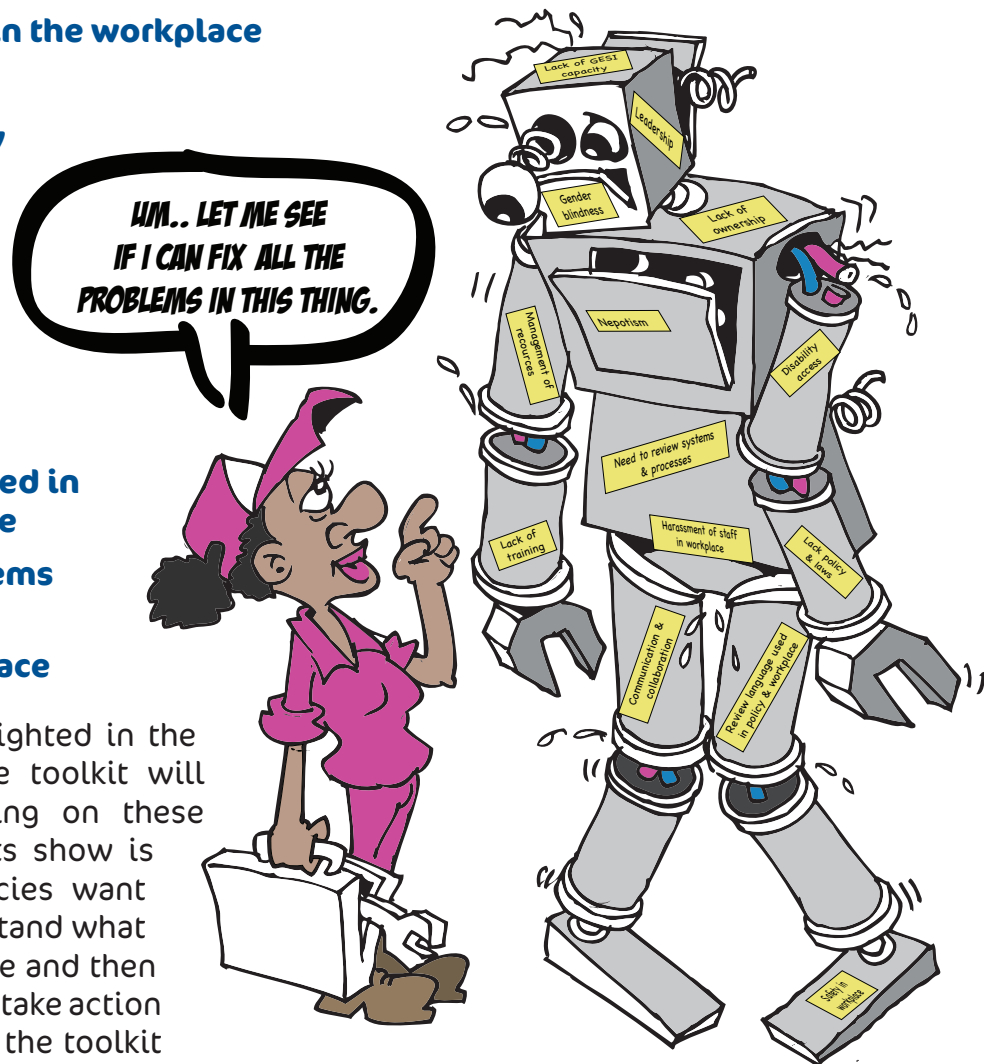
PUBLIC SERVICE MECHANISM

The GESI toolkit is designed to be a practical and "hands on" resource for managers and officers in producing workplace policy, practices and processes relating to Gender Equity and Social Inclusion. The resource is designed to assist mainstreaming gender equality and socially inclusive practice into existing processes used by our agencies. These processes include both internal and external staff administration, management and leadership in the important work of the public service; that is each department's unique service delivery to stakeholders, customers and the community at large.

This toolkit has been developed recognising the wealth of talent and expertise we already have in our organisation. The extensive consultation has endeavoured to capture what has worked best as well as identifying what we can do better.

The toolkit should be read with the corresponding references to the PSMA, PSGO, LMCF, GESI Policy and the Public Service General Orders.

Importantly, as an organisation committed to learning and leadership in our public service, this tool kit will remain a work in progress and should be revised and changed regularly. Feedback about the toolkit is a top priority for the public service. As new discoveries emerge, efficiencies identified, research released, policies embedded, our processes should evolve and change as well. Our commitment to learning and change will remain at the forefront of our work as we seek a fairer and healthier community and society for every citizen.

As the largest employer in Papua New Guinea, getting gender equity and social inclusion right will have a profound effect on our community. The process of trying to 'get it right' in itself will generate the conversations, raise the questions, identify the prejudices, challenge the norms, create the dialogue and open the pathways to change. All of our employees have families, extended families, clans, tribes and villages. As we extend ourselves into our other social networks such as our churches, schools, sports clubs and other groups, our people will be will taking these messages and learning with them.
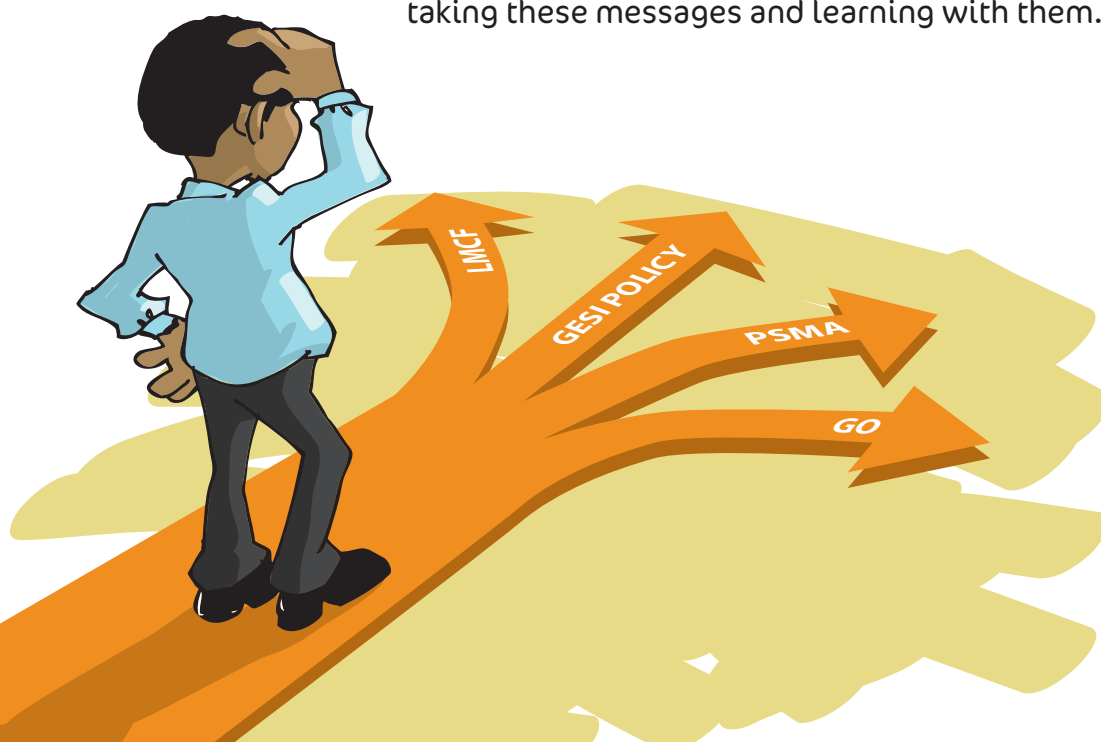
GESI values and principles

Upholding, exploring and embracing gender equity principles and values provide a strong base from which mainstreaming of ethical and fair behaviours and attitudes of employees can be embedded. Whilst this list is not exhaustive it gives us a real insight into what we want as our public service brand, what we want to be known for and what kinds of things we stand for both as individuals and as an organisation.

- Equal access to opportunities
- Recruitment and promotion based on merit
- Inclusive policy and practices displayed in the workplace
- Recognition and acceptance of the principle of equality of opportunity for all people
- Demonstrating fair and participative decision making
- Demonstrating an active freedom from bias
- Transparent processes
- Striving to making reasonable adjustments to remove barriers to employment
- Looking to engaged employees performing to their full potential
- Respectful, open and honest communication between all staff at all levels
- Demonstrated, more democratic leadership
- Personal and organisational responsibility for learning, self- development and education
- The well-being and safety of employees being paramount
- Equal access for learning and development
- Equal opportunities for decision making
- Women feeling they have the freedom to speak and express themselves

Mainstreaming

The NPS GESI policy defines gender mainstreaming as *"...the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels."*

Policies or programs are the systems we use every day in our work. In many cases they are already in place. In most cases they will have some reporting and accountability around them. Inevitably there will be some reports or forms to be compiled. Mainstreaming GESI into these systems makes GESI principles and values part of our everyday work. The easiest way to ensure mainstreaming is effective is to incorporate GESI in these forms or reports. In this way, consideration of GESI becomes part of our work and the way we think.

How to Mainstream

STEP 1	Identfy the existing business process and how it is done from start to finish.
STEP 2	Use the GESI and values as guide to identify where GESI can be included at each step.
STEP 3	Capture what was done in steps 1 and 3 and work to permanently reflect GESI principles and values in or practice and policy.
STEP 4	Make a submission, write a minute or get someone in authority or your executive management team to sponsor your mainstreaming in order to have the process recorded for future use.

Gender Equity and Social Inclusion Tool Kit
November 2013

How do we increase the numbers of women coming into the public service by 15% and those in decision making roles by 30%?

How do we increase the numbers of women coming into the public service by 15% and those in decision making roles by 30%?

In the public service today, women are under-represented not only at the Executive Management and Leadership level but also in other areas that require leadership and decision making. It is important that women be given the knowledge and experience of leadership in lower level management positions to ensure they can progress to executive leadership roles. Having more women enables a better public service. One that is more likely to take into account the needs of women and one that is more representative of the community that we serve.

At the launch of the NPS GESI policy on the 30th of January, 2013,the Public Service Minister reading from the prime ministers speech gave the following commitments.

"We must commit to increasing the number of women in the Public Service by 15% and increase the numbers of women in leadership and decision making by 30%".

If a department has 250 female employees a 15% increase over the life of the policy would mean the number would be increased to 287.

Increasing the numbers of women in the public service will provide opportunities for more women to progress into decision making and leadership roles.

Roles of leadership and decision making are most often referred to positions that attract a designation of Manager or first Assistant Secretary and above for National Agencies whilst in a Provincial context supervisory positions may extend down to supervisory positions.

In 2013, in the public service, only three women hold Secretary or Agency head positions and only twelve women hold Deputy roles.

Recent statistics via the government data base reveal there are 92000 staff in the public service. Of this number female staff representation is only 34466 which is only 37% of the public sector workforce.

(HRIS Data Base, Alesco, June 2013)

Case Study

To highlight what is required, one central government agency has 93 decision making roles for officers over Manager or first Assistant Secretary level. Currently they have a total of 25 female representatives in decision making roles. This department would need to target a figure of 33 women in decision making roles to reach a 30% increase over the life of the policy. Obviously vacancy rates are something that is difficult to control, however knowing what targets to aim at can only help in planning activities to support these outcomes.

 To obtain the statistics of the numbers of men and women in your agency and what positions they hold, contact your HR payroll section who will have access to the Alesco Database.

These statistics can provide a clear view of a department's progress towards more equal representation of men and women in our workplace.

The diagram below shows the format in which this data is presented.

You may take a number of snapshots of this data to monitor your department or divisions progress on these important targets.

Example Only.

Department	Grade	Female	Male	N/A
	PS18	-	3	-
	PS19	-	1	-
Department X		25	76	-
	EX03	-	1	-
	EX04	-	2	-
	EXL5	-	4	-
	EXL6	-	2	-
	PS16	6	20	-
	PS17	8	8	-
	PS18	7	15	-
	PS19	4	17	-
	PS20	-	7	-
Department Y		7	41	-
	EXL6	-	1	-

The following are all strategic innovations and ideas that may assist your department in reaching these important goals of encouraging women into our workforce and into leadership and decision making roles.

Recruitment

Recruitment processes should include ensuring job descriptions have commitments to gender equity and social inclusion principles and values.

- ▶ Job descriptions need to articulate and reflect a commitment to abide by GESI principles and values and codes of behaviour and conduct as reflected in the General Orders 20.

- ▶ Advertising – making statements that encourage women to apply. Making statements on job advertisements that are standard with all jobs.

  Suggestions could be;
  - ➧ "The National Public Service is an equal opportunity employer"
  - ➧ "Women are encouraged to apply for this position"
  - ➧ "Family friendly work environment"
  - ➧ "Flexible working hours available
  - ➧ Job applications to include a statement of commitment to GESI principles and values

▶ Application forms may have a signed acknowledgement that applicants understand the obligations of Public Service Employees to abide by the General Orders and the principles and values of GESI as articulated in the NPS GESI Policy.

▶ Panel questions that will ensure those being recruited understand GESI principles and values. Scenario questions can provide situations for the panel to assess reactions and judge them according to the GESI principles and values.

▶ Ensuring diversity on the panel with women or independent individuals participating on interview panels.

▶ You may even consider an independent recruitment section or department.

▶ Panel members committing to not having a conflict of interest with regard to selection.

▶ Having to specify in the recruitment or panel selection report how GESI was included in the process of recruitment.

▶ Ensuring the recruiting policy or process map is articulated to include these steps.

▶ Embedding this process into business processes and induction training.

Leadership Style

As leaders in the public service we must remain committed to promoting inclusivity and equality in our work and fight against discrimination Refer General Orders 20.71,20.72,20.73,20.74.

The NPS Ethics and Values-Based Executive Leadership & Management Capability Framework describes a commitment to Six Leadership Values of:

1. Honesty
2. Integrity
3. Accountability
4. Respect
5. Wisdom
6. Responsability

▶ Leadership through GESI principles and values should also be collaborative and consultative.

▶ Communication style should allow for everyone to participate freely.

▶ Leadership is less hierarchical and acknowledges leadership as an action and not just for those in appointed positions.

▶ Providing positive or hard feedback and encouragement to women.

Action for leaders to take

- Leadership is about action and change.
- Leadership must display ownership at implementation level.
- Leaders will take the initiative for change.
- Removal of unnecessary bureaucratic processes.
- Trust in your people and empower them.
- People in positions of power and authority should view GESI part of core business and not extra work.
- Resources should be managed to support the advancement of women.
- Child care, flexible working hours and part time work should be explored and promoted.
- Appointment of women to acting decision making roles and allocating women challenging projects.
- Consideration of family friendly resources including transport.
- Leaders in positions of power should appoint women into acting positions and provide feedback on performance.
- Listening and learning from our people. Utilising evidence based approaches to GESI. Eg. Requesting "Alesco" data base breakdown of the numbers of men and women in agencies and their positions.
- Analysing this data regularly to recognise trends.
- Discussing with others strategies to improve representation of women.
- Being open to feedback and learning and to be flexible and responsive to change.
- Establishing feedback loops as a part of business processes.

- Search wide for recruits and understand that skills are often transferable across different workgroups and departments. Good people are good people wherever you find them.
- Conduct a recruitment seminar and be proactive and selective in your approaches.
- Getting the best people into the right roles should be our goal.
- Refer General Orders 20.73, 20.74.

Mentoring

- Internal and external mentoring networks and programs should be established.
- Seeking out senior women and to act as mentors to women.
- A network of peer support women to provide counsel and dialogue around challenges for women.
- Inspiring all to embrace change and accept women as important contributors to our work.

Awards

- Rewards for officers embracing GESI principles and values.
- Innovation recognised with GESI achievements
- Reflecting GESI in our existing rewards and recognition systems
- Encouraging GESI innovation in Private Sector partnerships

Male advocacy

- Male advocacy programs to be encouraged.
- A human rights based approach is recommended.
- Allocation of male advocacy resources and innovation.
- Male advocacy programs and activities to be supported and encouraged. Eg: Male bystander approaches and violence prevention activities including themed breakfasts, workshops, reclaim the night rallies and pledge signing.

Induction at agency and job level

- Agency commitment to the advancement of women in their agencies should be highlighted.
- Expectations for employees in GESI principles and values articulated.
- Education and capacity building both internal and external should be included in the cross cutting issues component unit dealing with GESI.
- Utilising specialist service providers and presenters is recommended. For example, HIV presentations could be presented by medical staff or experienced NGO officers.

Sexual harassment and workplace bullying

Sexual harassment and workplace bullying

Research identifies the bases of bullying and harassment is unfair treat of an individual or a group. Sexual harassment and workplace bullying can take on different forms. It is important to differentiate bullying and harassment from the rights of a manager fairly and respectfully managing staff in circumstances that relate to their roles, appointments, contracts and duties. We know those who do discriminate in this way single out a person's attributes or personal circumstances. Victims of work-place sexual harassment can suffer ongoing emotional and psychological trauma, illness, absenteeism or even a complete inability to return to work. Cases of sexual harassment or stalking may end up in court or a formal discipline hearing.

Sexual Harassment

Sexual harassment is when an individual makes an unwelcome sexual advance, an unwelcome request for sexual favours, or engages in in other unwelcome sexual conduct in relation to another person; in circumstance in which a reasonable person, having regard to all the circumstances would have anticipated that the other person would be offended, humiliated or intimidated. Refer General Orders 20.53, 20.54, 20.55.

Sexual Harassment has an unmistakable personal relationship characteristic. It crosses personal boundaries and is often linked to a power imbalance between the perpetrator and the victim.

- This can take the form of repeated unwanted sexual advances or requests for dates, gifts, letters, emails, phone calls or demands.
- Inappropriate comments about a person's appearance or sexual orientation.
- Displaying of sexually explicit material, images or crude jokes or comments.
- Unnecessary physical intimacy, such as brushing up against someone. It should be noted that indecent assault is also a criminal offence - as well as criminal prosecution Public Servants are also subject to the Disciplinary process.
- Linking employment or promotion opportunities to the provision of sexual favours.
- It is usual that a person in position of power is the perpetrator of sexual harassment.
- Sexual harassment and gender based violence find their origins in social constructions and interpretations of gender roles and beliefs in stereotypes that situate men as superior and women as inferior.
- Perpetrators find comfort and continue when they are not held accountable for their actions. Refer General Orders 20.56.

Violence against women is any act of gender based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private.

MI TOK NOGAT PINIS NA EM I WOK LONG ASKIM MI YET LONG SILIP WANTAIM. MI LES PINIS LONG DISPELA PASIN.

THAT IS SEXUAL HARASSMENT!
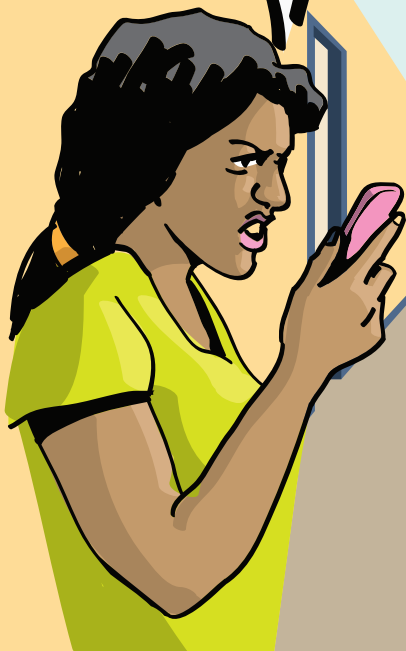
Workplace bullying

Bullying is a repeated type of harassment and can take the form of unreasonable or unfair work requests, inconsistent application of workplace policy, disrespectful language, exclusionary tactics, private information being shared or confidentiality being breached. Refer General Orders 20.54.

- Victims may find themselves the butt of jokes, disrespected or experience other forms humiliation.

- Perpetrators may behave in an unreasonable manner and can be threatening or use a raised voice.

- Harassment can be conducted by a single person or by a group. Unreasonable behaviour can be experienced as offensive, humiliating, degrading or threatening.

- Victims are subjected to unwelcome verbal or physical suggestions which interfere with work and make a person feel intimidated.

- Note People being managed reasonable or held to account for work delegated to them is not bullying.

I WANT TO TAKE THE PROMOTION BUT MY BOSS IS SUGGESTING I NEED TO SLEEP WITH HIM. I DON'T THINK THAT'S OK.

Conflict of interest

An employee may have conflict of interest where he or she has a close relationship with another person and exploits their professional or official capacity to benefit that other person.

Such a conflict may exist in selection, disciplinary process or allocation of tenders or contractors in the public service.

This is often referred to as Nepotism or Wantokism.

> THIS IS MY NEPHEW KILA. HE'S YOUR NEW BOSS.

It often involves a gain for the person who has a conflict of interest. The gain need not be in monetary value or in gifts and may be due to strong cultural interpretations of family, obligations and wantokism.

In a situation where a conflict of interest is recognised an individual should declare such a conflict and manage the conflict. This management may include the individual disqualifying themselves from any process that involves a personal benefit.

Institutionally, we should be looking at as much transparency in our processes as possible by declaring conflicts of interest and nominating independent people to oversight.

Case study

Titus is a Deputy Secretary of a department and Steven is well known to him through a close family connection. Steve is applying for a position in Titus's department. During the selection process Deputy Secretary Titus, who is chairman of the selection panel influences the other panel members to appoint Steven to the position although there were many stronger and more qualified candidates including women.

Comment: Titus has a clear conflict of interest and should have declared his close family connection to Steven and disqualified himself from the panel to allow Steven to compete for the role on merit. The selection committee in itself could also be made up of others outside the department who are directly aligned to the area where selection is being made.

Develop a process to deal complaints before they escalate to a formal discipline process

Develop a process to deal with complaints before they escalate to a formal discipline process

Whilst there is a formal disciplinary system dealing with complaints, a gap seems to exist as there is no complaints process outside the disciplinary system. Often our managers will be able to satisfy a complaint, manage a complainant's expectations and the alleged perpetrator without the need to progress to a formal complaint process. A manager should be open to listening and be proactive in identifying and acting on unacceptable employee behaviour.

The following are some suggestions for developing your own local process in response to GESI complaints.

- Develop your own agency policy with regard to complaints or allegations regarding GESI.

- Consider specific complaint management training for staff/managers.

- A 'quality circles' group could meet regularly and discuss issues around workplace harassment and make recommendations to management. Whilst complaints can be received verbally or anonymously, accountability around complaints and action taken is important.

- Standard complaint forms that record action taken can be produced for use in the department.

- A complaint history report form could be attached to the file to ensure accountability as to who is dealing with the complaint. There is a clear chain of accountability.

- A centralised management GESI team, separate committee or a standing agenda item at high level management meetings could be established to review complaints and actions taken.

- Where performance management is required this committee could recommend to the departmental head on what measures could be taken to develop or remediate an individual or workplace.

The following is a suggested process that may assist when looking to design a workplace procedure for dealing with complaints before a complaint would progress to an official disciplinary investigation. It is designed to encourage early intervention and manager's accountability in appropriately taking action before issues escalate. It is also appropriate so managers can take remedial action quickly to address inappropriate behaviours and attitudes that affect the health and well-being of staff.

Process map – management of workplace complaints prior to any discipline investigation.

Staff to be encouraged to report threatening or harrassing behaviour to Immediate Supervisor or Focal Point. →	**A support person should be allowed to be present.** →	**Complaints can be received written or verbally. Confidentiality Assured.** →	**Anonymous complaints have to be accepted investigated and outcomes recorded.** ↓
Complaint is referred to the alleged perpetrators supervisor or manager for action. ←	**Open avenues for feedback and learning should be created. We should learn how to learn and address any capacity needs with regard to behaviour or office culture.** ←	**Whistle blowers have to be protected. Serioius consequences for any ongoing victimisation to complainants.** ←	**Serious assaults, sexual assault, stalking, ongoing harassment causing mental or emotional distress should go toformal discipline process and/or police.**
↓ **If alleged perportrator is the complainants supervisor or manager, the next line supervisor must handle complaint.** →	**Complainants requested outcomes are recorded. Consider standard complaint forms for manager to record.** →	**Outcomes may be the behaviour to stop. Apology (without compensation) Internal/external mediation or a formal discipline process.** →	**Managers will address the complaint as per the complainants request.** ↓
Managers should continue to monitor the workplace for the welbeing of the complainant. ←	**Complainant is informed of the outcome and asked if they are satisfied with the action taken.** ←	**Where this record is kept and maintained is an important consideration.** ←	**Record the outcomes of any action. This is important if any further incidents occur with the complainant or alleged perpetrator.**

What is the role of GESI focal points?

What is the role of GESI focal points?

The creation of GESI focal points will assist in building capacity in your agency. The following may provide you with some ideas for structure of these positions and the duties you may want them to perform. A person may be appointed to this role by an agency to assist in the implementation of GESI into agencies and workplaces.

- ▶ Focal points should be the eyes and ears for the progression and promotion of GESI principles and values into the business of departments.

- ▶ Consideration should be given to having representation of focal points at agency level down to workgroup level.

- ▶ In a Provincial and District context this representation may include service providers.

- ▶ Focal points should have sponsorship and authority from those in appointed leadership roles in departments.

GESI focal points;

- ➧ Can be a catalyst for change in the workplace or in your workplace community.

- ➧ Should be meeting regularly with each other and across agencies.

- ➧ Can provide advice to agency heads.

- ➧ Can undertake a training role.

- ➧ Should receive ongoing training in their role.

- ➧ Facilitate and advocate for GESI in the workplace.

- ➧ Provide role modelling and mentorship in GESI principles and values.

- ➧ Provide innovation, education and learning with regard to GESI. ie. the setting up of a toll free number or a advice line for those needing advise on GESI issues.

- ➧ Another idea is the setting up of an established body of GESI advocates or focal points. For example a "Gender" themed Community of practice has been set up.

- ➧ Can play a role in reporting, information, advice to agency or departmental heads.

- ➧ Act as a conduit for information dissemination.

- ➧ Identify key players and officers who can sponsor and support the implementation of GESI in the workplace.

- ➧ Identify solutions to problems through dialogue, discussion and analysis.

- ➧ Promote GESI achievements using media and marketing strategies.

- ➧ Identify referral networks for those suffering domestic violence.

Gender Equity and Social Inclusion Tool Kit
November 2013

How do we plan for GESI implementation?

A Simple Action Plan

- Departmental Head to make a statement of support and sponsorship for the implementation of GESI and the appointment of focal points.
- Allocation and appointment of resources both human and material.
- Identify what outcomes of GESI you need in your agency.
- Brainstorm what needs to be done.
- Time lines for implementation.
- In the corporate planning process management action plans to include GESI implementation.
- GESI implementation activities to be included in the budget process.
- Allocation and distribution of tasks.
- People appointed as in charge of tasks.
- Regular meetings to check on progress.
- Regular reporting updates to sponsors and supporters.
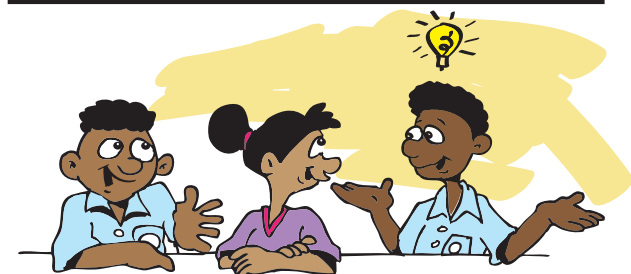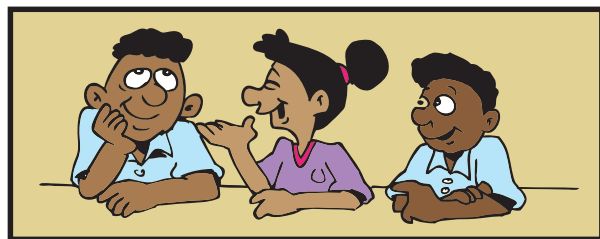
How do we respond to gender based or work place violence?

How do we respond to gender based or work place violence?

Gender based violence or Domestic violence can occur at home, on the way to work or even in the workplace. Domestic violence is not a private matter, it is now a crime.

Family Violence is abuse that is physical, emotional, psychological or sexual. It includes intimidation or threats of violence. It covers wife beating, physical/sexual abuse of children in the household, bride price related violence and violence related to exploitation within the home/family context. Family, domestic or gender based violence can also include controlling behaviour such as not allowing access to finances, refusing freedom of association or refusing a partner permission to travel.

Overwhelmingly women and men who experience violence experience it at the hands of a man. Not all men are violent but those who choose to exercise power and control over their partners often use violence, threats of violence or coercion as a way to exercise control over them.

Our employees may come to work in distress having had experienced violence prior to arriving at work. We have a duty and obligation to support these people and assist where we can.

We also have an obligation to protect our employees whilst they are at work.

Violence in the workplace can take place during work hours, after work hours, on duty travels or travelling to and from the workplace.

It may be useful to explain how our workplace can extend beyond work hours and into social settings where workers may be meeting. The definition is very fluid with the common interpretation being any place where people from a workplace may be together. So why is this interpretation important? The extension of workplace puts us all on notice that in a workplace there are expectations about how we treat and behave towards others.

Using one's position of power to influence free choice, sexually coerce or blackmail another is a serious breach of GESI principles and values and the Public Service Code of Ethics and Business Conduct.

There are also instances where people from outside the workplace will victimise and harass our workers whilst they are in our workplace.

Importantly we need to recognise that we are not trained counsellors or domestic violence workers. We do need to be good listeners and good referrers. Referring victims of this violence is the best way for them to make informed decisions about their future. Refer General Orders 20.59, 20.60,20.61, 20.62, 20.63, 20.64.

> The causes of domestic violence, is not about jealousy, drinking, poker machines, mobile phones, house work, child care, misunderstandings, flirting or infidelity. These are all reasons that couples might argue but they are not the reason why one partner will end the argument using power, control, violence, threat or other forceful or oppressive actions. Domestic violence is a tactic used to control another person.
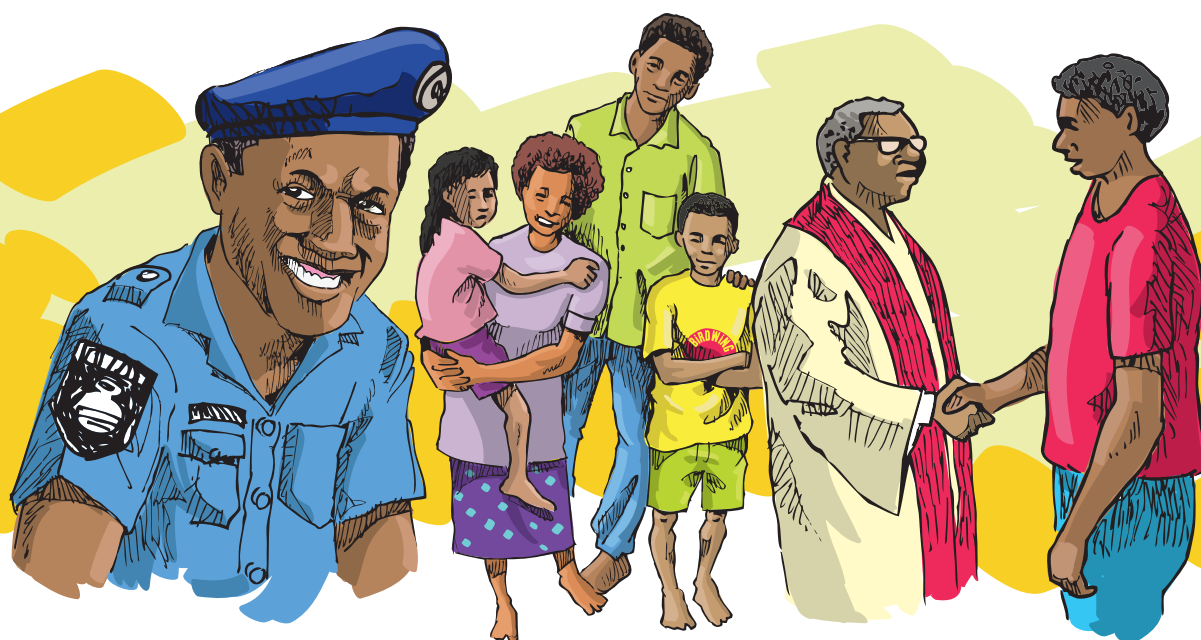
Responding to an incident

The following are some ideas to help you create your own responses to gender based or work place violence against your employees.

- ▶ Use a GESI focal point as a contact and a person to consult on these plans.
- ▶ Advertise who these people are and how to contact them.
- ▶ Consider training for contact people. They need skills and knowledge in how to respond.
- ▶ Identify resources, establish relationships and options to assist victims to make a choice on what they want to do.

  Including;

  - ➧ Emergency housing
  - ➧ Police, including specialist family violence and sexual assault officers and justice contacts
  - ➧ Re Family Protection orders
  - ➧ Counselling
  - ➧ Mediation (churches)
  - ➧ NGOs
  - ➧ Medical support services
  - ➧ Directory of service providers to be compiled and available
  - ➧ Record incidents and how you responded to them and how you could do better again. Refer General Orders 20.61, 20.62, 20.63.

Speech bubble: MAN BILONG MI…SOB…SAVE PAITIM MI NOGUT TRU…SOB….MI NO SAVE WANEM SAMTING LONG WOKIM….EM I BAGRAPIM LAIP BILONG MI…MI WARI LONG BIHAIN TAIM BILONG MI…

Creation of a Gender Based Violence (GBV) Response Plan which should include;

▶ People in the workplace knowing what that plan is and where resources are able to be obtained.

▶ The ability to handle a gender based violence incident for contact staff.

▶ Reporting GBV to management.

▶ Have specific instructions to all staff.

- Reflect a preparedness by management to facilitate non- contact with perpetrators. ie changing contact details, phones, start and finish times, time off, not allowing family members in the workplace and even placements to different work areas.

- Establishing relationships and contact details with local church counselling or NGO counselling, emergency housing for referral.

- A zero tolerance for perpetrators. There are consequences for domestic violence.

- Reflecting the relationships and have contact details of local domestic and sexual violence police units or trusted police members and gain a commitment from them for appropriate and timely response.

- Drawing attention to building fortification and safe access and egress routes from the work place are important.

- One way glass, intercom systems, pass cards, pre booked appointments, phone confirmations will assist.

- Direct security personnel need to know the identity of high risk people. Suggest a photograph be provided. Note. High risk people may have unwanted associations with staff or be banned through legal intervention orders.

- Allocates responsibility to the most senior person in the workplace at the time to take charge of any incident where GBV may be presenting in workplace. This person may be allocated duties including;

  - Notify security and police immediately.

  - Instruct security they must eject people immediately who are asked to leave by management prior to any incident that takes place.

  - Compiling reports of incidents and briefing management.

  - Review of incidents and learning to inform alterations to plans.

  - Education and learning workshops to inform staff of plans.

  - Providing options to victims and a case/support officer should be appointed to the victim.

  - Commitment to further training and education about the causes of Gender based violence.

  - Promoting messages to the workforce that DV and Gender Based violence are not tolerated by the organisation.

  - Posters with information of contact points and allocated DV contact person and GESI focal points. Refer General Orders 20.61.

Managers

- Managers should show that you take the issue of sexual abuse and exploitation seriously.
- Discuss the relevant policies and programmes at staff meetings.
- Make sure employees and supervisory staff who report to you are aware of what action to take if sexual abuse or exploitation occurs.
- Provide training opportunities for staff
- Set appropriate standard of conduct through your own behaviour.
- Put a stop to offensive jokes or comments: remove unacceptable posters, cartoons or objects from the workplace.
- Include discussions of the policy and code of conduct in orientation sessions.
- Raise the issue in dialogue with partners- both government and NGO'S.

Recognition of GESI achievers

Recognising GESI achievers

Rewards and recognition of leadership and innovation can be a powerful motivator in regard to changing behaviours and attitudes. As part of our own leadership there are many things that can be done to improve our own knowledge of GESI.

Using the guidelines of GESI principles and values, we can reward officers who have promoted GESI.

Such rewards may include;

- Further training and learning opportunities in GESI.
- Appointment of these officers into mentoring roles and receiving specialist mentoring.
- Use internal and external publicity to promote such good work. Eg Flyers, newsletters, web sites, media.
- Providing extra resources, equipment, office space, funding for further innovation and GESI activities.
- Participation of a reward and recognition committee.
- Explore possibility of external sponsorship and partnerships with the private sector.
- Acknowledgement in the form of a prize or certificate of recognition presented by management.
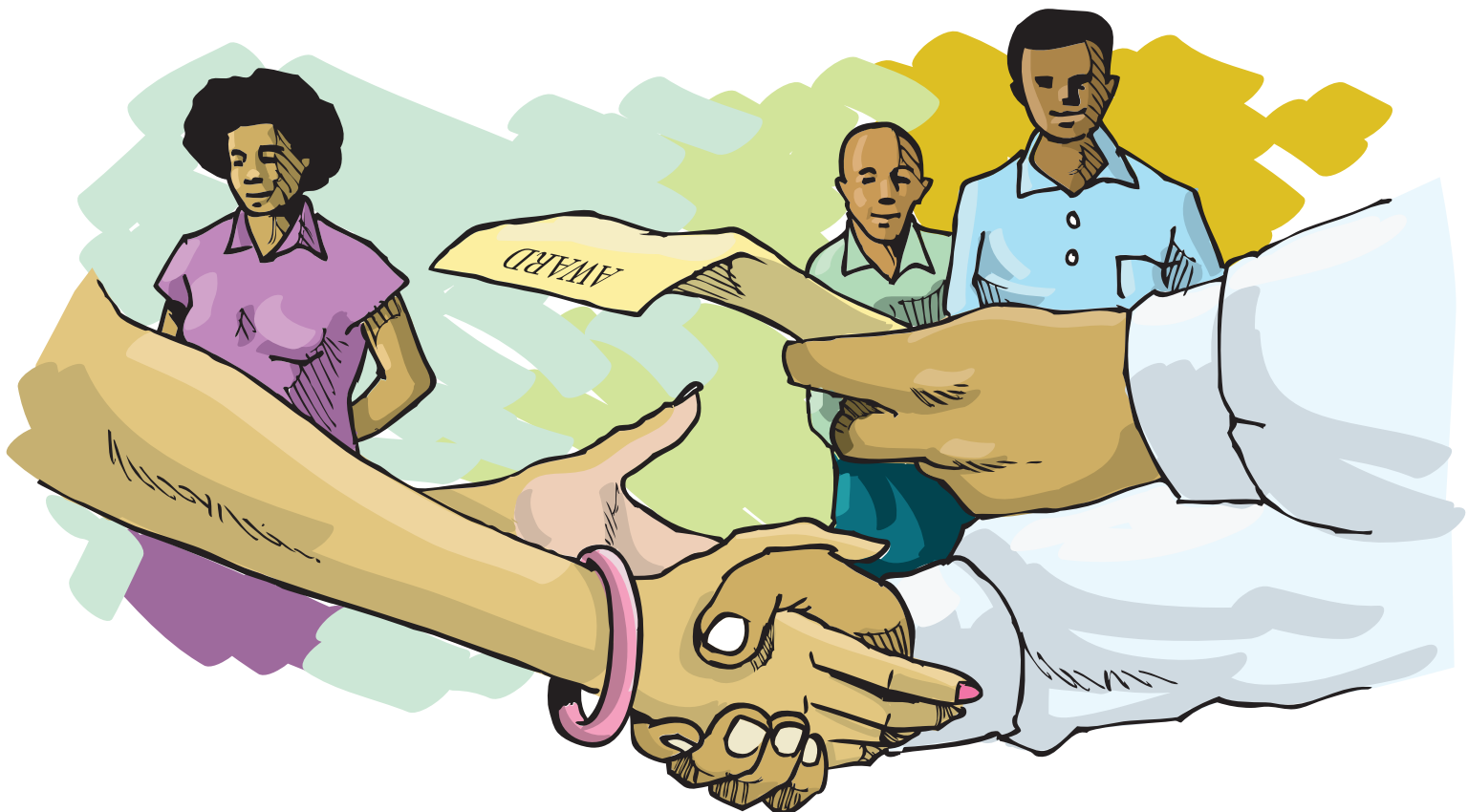
Staff appraisals/performance management

Staff appraisals/performance management

As members of the public service our job descriptions should contain a commitment to upholding the principles and values of gender equity and social inclusion. As such our workplace performance can be held to account to standards that demonstrate our understanding and adherence to GESI values and principles.

Like all training and learning deficiencies HR departments should develop mechanisms to evaluate capacity needs.

Work places should;

- Ensure that performance appraisals include monitoring workplace behaviour around GESI.

- Acknowledge failure to adhere to these principles and values may attract a negative performance review and incur subsequent penalty such as non- payment of increments and effect an opportunity for promotion and advancement.

- Recognise people who are excelling in this area should receive appropriate recognition in their performance appraisal.

- Identify lack of GESI awareness may be attended to by the provision of additional learning and capacity building exercises, courses and training.

- Demonstrate impartiality and fairness should be demonstrated in all public service duties and decision making processes.

- Conduct performance appraisal and should be aware of a conflict of interest.

- Include GESI in decisions and appraisals made of others who are from different regional backgrounds to our own or where preference is given due to Wantokism.

How do you conduct a GESI health and well-being assessment of your workplace?

How do you conduct a GESI health and well-being assessment of your workplace?

The World Health Organization (WHO) defined health and well-being in its broader sense as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity." *(WHO 1948)*

In the sense of social well- being and mental health feelings of safety security, belonging, opportunity, respect and optimism for the future become areas to explore for management. For the purpose of this tool kit what is being proposed is that we view health and well- being through the GESI lens.

Our employee's mental wellbeing is obviously governed by their relationships with others and can include prospects for one's own financial security.

In regard to this, obtaining feedback on how the application of Gender Equity Social inclusion principles and values is gaining traction is important.

Sample template

It is proposed that agencies and workplaces could request some feedback from its employees. Accordingly the following areas may be covered in anonymous or targeted surveys to staff.

- The questions should be referred to a specific period of time.
- Answers could include a ratings or Likhart scale.

Examples are highlighted below.

Q. If you made a complaint to your supervisor regarding GESI, how confident would you be the complaint would be dealt with appropriately ? (tick as appropriate)

No confidence	Not sure	Confident	Very confident

Q. Does your agency demonstrate fairness and equal opportunities for all people in relation to (tick as appropriate)

	Not at all	Sometimes	Regularly	At all times
Recruitment				
Induction				
Performance reviews				
Promotion				
Training opportunities				
Safety				
Report harassment				
Communication				

Sample questions

- Do you feel safe in your workplace?
- Are you included in decision making?
- How respectful is communication in your workplace?
- Do you feel as though you have a say in the work you are doing?
- If you made a complaint to your supervisor about your well -being do you think it would be appropriately attended to?
- Are you optimistic about your future in the public service so far as progression and promotion at your work?
- Do you feel you have adequate opportunities for development, education and learning?
- Do you suffer from a disability?
- Does your workplace cater for workers living with a disability?
- Is your workplace a safe and harmonious environment?
- Do you think your workplace is conducive to your health?

- Does your workplace recognise your effort that you put into your work and reward you accordingly?

- Have you in the past 12 months been you subjected to sexual harassment?

- So far as harassment goes do you feel safe in the workplace?

- How often does your agency organise health checks for officers?

- Does your workplace encourage health checks?

- Does the workplace provide adequate support and assistance on employee's health issues?

- Do you feel free to share your workplace problems or issues with colleagues/ supervisors?

- Do you feel that you have adequate work-life balance?

- Do you feel as if you have been discriminated against due to gender, disability, age, place of origin, religion, race, ethnicity or sexual orientation?

- If you have been discriminated against how has this occurred?

Gender Equity and Social Inclusion Tool Kit
November 2013

How should we deal with HIV/AIDS in the national public service?

How should we deal with HIV/AIDS in the National Public Service?

HIV and Aids is an important cross cutting issue in PNG and the spread of the disease also can be affected by interpretations of Gender. By the end of 2010, it was estimated that there were around 31,609 people living with HIV/AIDS in PNG, and the numbers are increasing by 15-30% every year. Beyond the suffering it imposes on individuals and their families, the epidemic will profoundly affect the social and economic fabric of PNG society. Many children will become orphans. Most people infected are aged between 15-34, (the most economically productive age group). In accordance with the National HIV and Aids Strategy 2011 and in relation to the workplace, a number of guiding standards are highlighted.

Education, knowledge and awareness is widely recognised as the key to prevention, successful detection and timely and successful treatment.

The workplace should be an area where staff can have access to information about HIV/AIDS. The following suggestions may be helpful.

- Employers should provide or facilitate awareness about HIV/AIDS, its causes and prevention
- Awareness material, information and resources are available through the:

National Aids Council of PNG
Email: info@nacs.org.pg
Ph: (675) 3236161
Fax: (675) 3231619
http://www.nacs.org.pg

- Employers should provide or facilitate access to available community counselling services
- Employers should provide or facilitate access to condoms and other prevention measures
- Training in infection control guidelines should be part of OHS programs in the workplace, and appropriate marketing material displayed.
- Employers should encourage voluntary testing with pre- and post-test counselling. There should be no mandatory pre-employment or general workplace screening for HIV
- Employees need some information about how gender plays a part exacerbating the risk of infection from HIV/AIDS. Eg; Men's interpretation of masculinity and not using condoms, having multiple partners, using breadwinner and financial controller status to use money engage in high risk behaviours. Women who are marginalised with no financial independence involved in prostitution or women who have been subjected to rape.

Those workers in the public service who have contracted HIV should be treated respectfully in accordance with the GESI Principles and Values.

Useful Information

Employees who believe they have suffered discrimination based on:

- ► HIV status or
- ► A presumption that they are infected which may be correct or incorrect or
- ► The fact that they are associated with an infected person such as a spouse, chid or wantok or
- ► The fact that they are presumed to be associated with someone presumed to have HIV;

Have rights under the HIV/AIDS Management and Prevention Act, 2003. This Act forbids discrimination or stigmatisation based on the HIV status or to take a test for HIV.

- ▶ Human rights and equal opportunity principles should be respected at all times in the workplace.

- ▶ There should be no discrimination against employees with HIV in job applications, promotions, training, access to sickness and retirement benefits etc.

- ▶ Employees with HIV should be allowed to continue working so long as their physical condition permits normal work performance standards.

- ▶ Where an employee with HIV is no longer able to work to normal performance standards, the infection should be treated like any other life threatening illness, in assessing the employee's reclassification, assignment to lighter duties, retirement etc.

- ▶ A person with HIV should not be required to inform his or her employer

- ▶ Confidentiality of employees' medical and insurance information must be maintained

- ▶ Co-workers should not refuse to work or withhold their services from fear of working with an HIV-infected employee

- (NAC 2011)

No one can be denied a job or dismissed from their job because of their HIV status. Under current laws an interviewer is not allowed to ask you about your HIV status and no one is required to disclose their HIV status to their boss or co-workers. If a staff member chooses to disclose their HIV status to their boss this information must not be passed on to anyone else.

As HIV/AIDs is a cross cutting issue in PNG. We should be providing education and learning for our people.

- ▶ How the disease is transmitted.

- ▶ How and where to obtain testing where people have been put at risk.

- ▶ The positive prognosis for those who are diagnosed early.
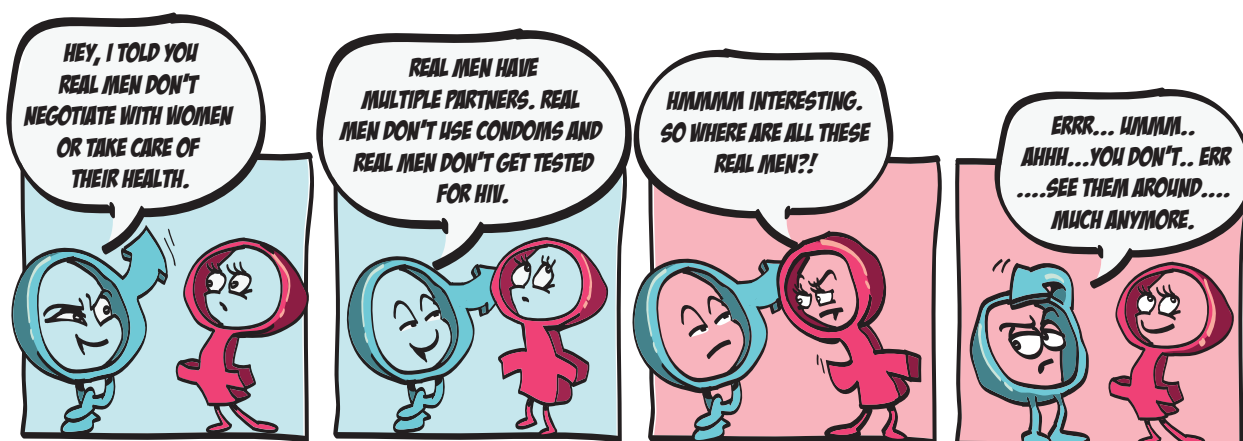
How do we support people living with disabilities?

How do we support people living with disabilities?

Disability refers to people with special needs who require special attention, care and support in their families, communities and workplace. And encouragement to determine the full potential in life and refers to the needs created by the interaction between a person with impairment and the environmental and attitudinal barriers he/she may face. People experience disability in many ways from mobility, to lack of sight and hearing or being struck down by physical illness Mental disorder, illness and Psychological and emotional distress can also occur as a result of exposure to traumatic or threatening situations. Whilst many people living with some form of disability are unable obtain employment, the public service has people in our midst that need opportunity and support to do their work. The Rights-based model upholds that people living with disability have the same human rights to anything and everything that able bodied people have. Persons with disabilities have the right to exercise their human rights. The Rights-based model is also alluded to as Citizenship model. The Convention on the Rights of Persons with Disabilities is very much based on this model.

The following are ideas about how we can best support people who may be living with disability.

- ▶ Adopt legislation and administrative measures
- ▶ Review legislation and other measures to abolish discrimination
- ▶ Protect and promote the rights of persons with disabilities
- ▶ Stop any practices that impinge on their rights
- ▶ Ensure the public awareness on their rights
- ▶ Undertake research
- ▶ Promote training
- ▶ Consult with and involve persons with disabilities in developing and implementing policies and programmes.

Goals of these strategies are to;

- ➧ Reduce poverty and enhance employment prospects
- ➧ Promote participation in political processes and in decision making
- ➧ Enhance access to the physical environment, public transportation, knowledge and information and communication
- ➧ Strengthen social protection
- ➧ Expand early intervention and education of children with disabilities
- ➧ Ensure gender equality and women's empowerment

- Ensure inclusion of disability perspectives in disaster preparedness and management

- Improve disability data

- Accelerate the ratification and implementation of the Convention on the Rights of Persons with

- Disabilities and harmonization of national legislation with the Convention

- Risk assessments of work places with regard to access and mobility of those living with disability including clients

- Risk assessments of work places with regard to access and mobility of those living with disability including clients

- Assess the needs of workers who are living with disabilities and ensure they have what is required

- Attention to Buildings and physical structures, access and egress. Eg wider, doorways or ramps

- In service delivery ensure contracts demonstrate a sensitivity to allowances and projects that cater for those living with disability

- Local authorities to incorporate "access issues" into their compliance and monitoring processes

- Ensure recruiting processes do not discriminate against people who are living with disability. Seeing people for their abilities and not their disabilities

- Aim for a target of the number of people you want to recruit who have a disability

- Ensuring those with disability have appropriate equipment to do the job. Eg. Lights, screens, larger monitors

- Education and awareness programs build capacity and tolerance of staff in regard to disability and diversity

WHY CAN'T PEOPLE SEE PAST MY DISABILITY AND SEE MY ABILITY TO DO THE JOB?
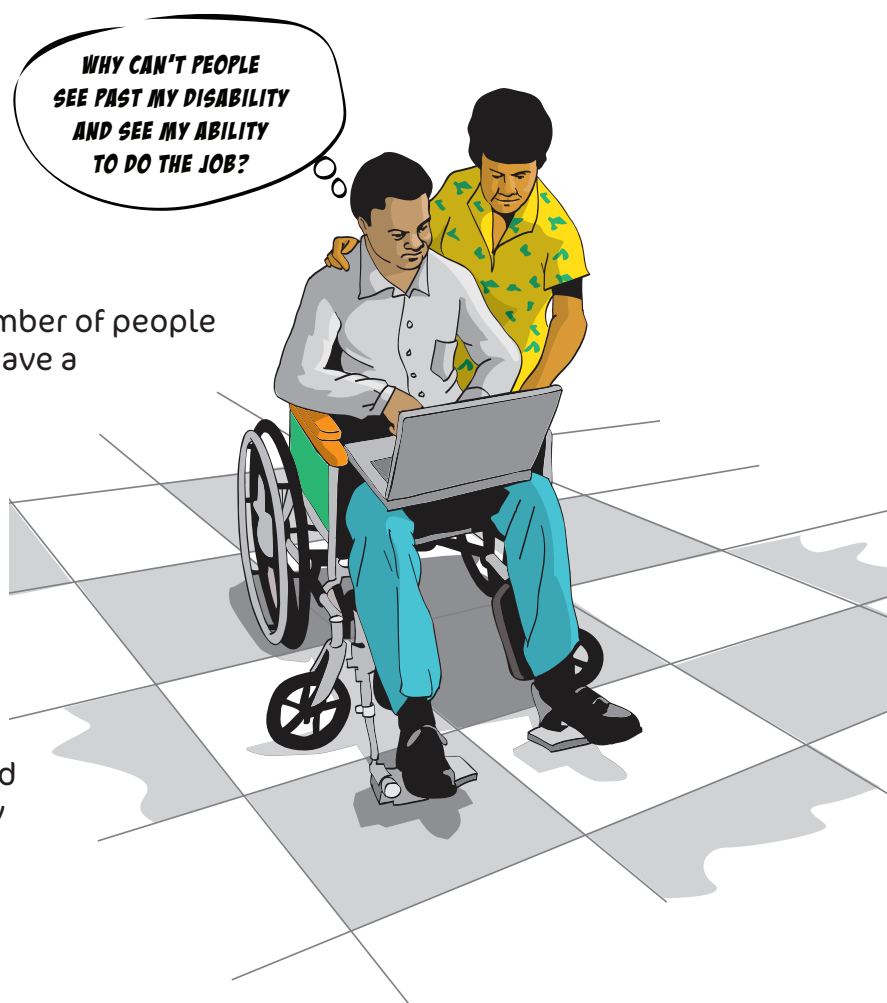
How do we incorporate GESI into service delivery?

How do we incorporate GESI into service delivery?

The function of the public service is not only to provide service delivery internally to employees and officers but also to provide many services to the extended community. Our community includes all men, women, children, those living with a disability and all people regardless of their place of origin or ethnicity. The National Public Service supports service delivery that explicitly addresses the specific needs, interests and priorities of all people in our community.

Checklist

- Do we have a GESI service delivery plan?
- How is the plan delivered and who is in charge?
- What is your agency's core business?
- Who are the beneficiaries, clients, customers to focus service delivery?
- Is the attribution of service delivery evidence and needs based and equitable and fair?
- Is your service delivery referent to internal and external service delivery?
- Do decision makers allocating resources and service delivery give priority to address GESI?
- Are health and well- being issues such as gender based violence, maternal and infant mortality and economic and educational empowerment for women considered? *Often these issues are most prominent at provincial and district levels.
- Do we identify our services as GESI compliant?
- Are contracts and services with external agencies and clients reflective of our GESI principles and values? Eg Building contracts to consider disability access and equal opportunity applied in the tendering process.
- Do we have fair and transparent processes to ensure equitable outcomes in service delivery?
- Are we providing reasonable access for all our clients, for example an open door policy and provide appointments and honour this commitment?
- Are we regularly seeking feedback to identify barriers for learning and improve service delivery?

Gender Equity and Social Inclusion Tool Kit
November 2013

Gender budgeting

Gender budgeting

Gender budgeting is a new concept that is gaining popularity with aid programs and governments. It is used as part of the gender mainstreaming strategy to achieve gender equality outcomes in development programmes. It does not only look at money but equal distribution of resources between men and women and leads to greater transparency and accountability. Sometimes the term gender budgeting makes people think that it means separate budget for women and men or dividing the budget 50-50 between women and men but this not what gender budgeting means.

Gender budgeting is important for public sector budgets because it tries to ensure gender equality outcomes in development services and programs. Gender budgeting is also called gender sensitive budgets or gender responsive budgets. People who work within governments have a duty to ensure gender lens is applied in the budgeting process.
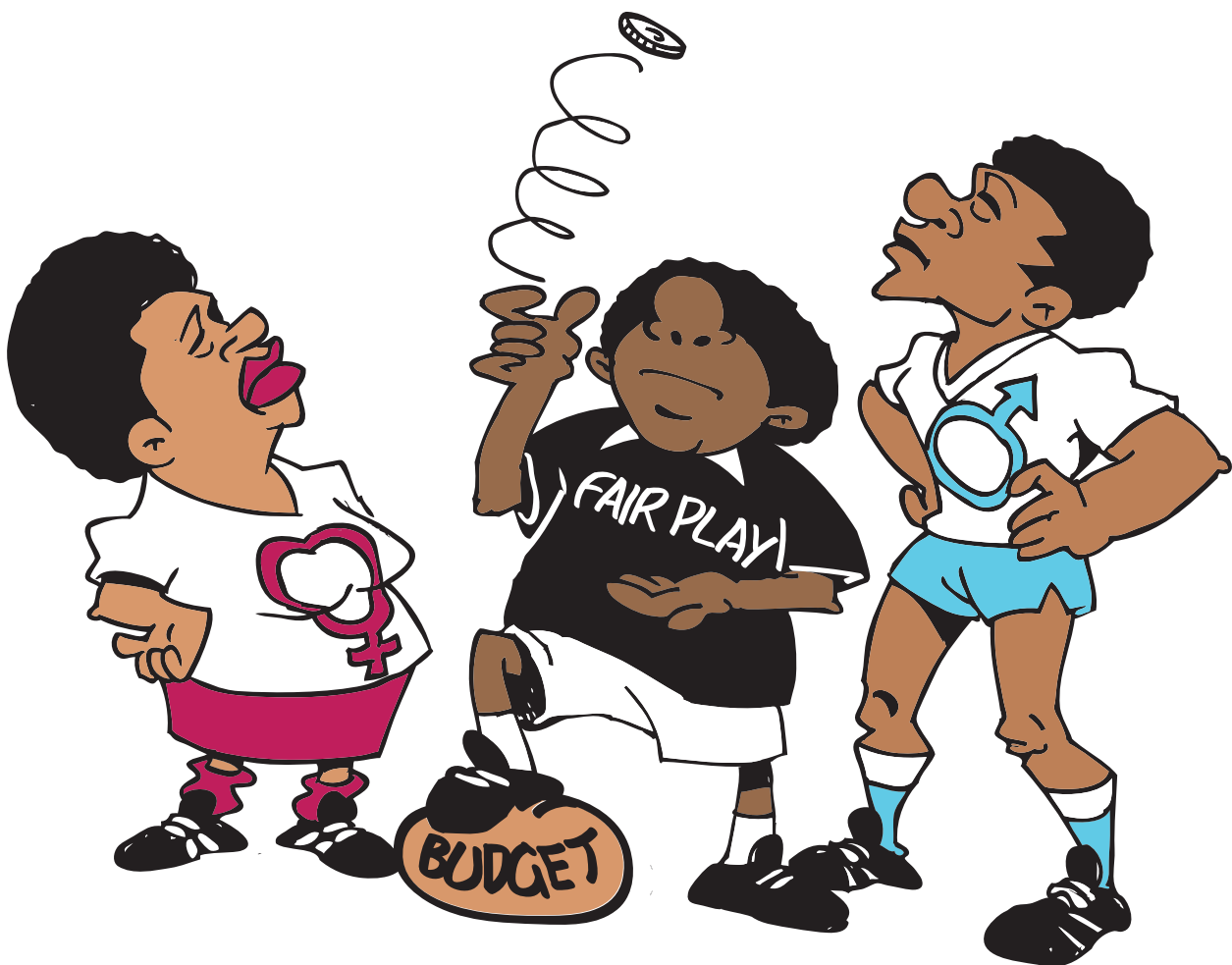
In Summary Gender Budgeting:

- is the application of gender mainstreaming to the distribution of financial resources;
- Involves gender budget analysis, identifying the different impacts of budget revenues and expenditures on men, women and children and on gender equality;
- is a process of disaggregation of budgets by gender to discover the extent to which policies and budgets are fair and there is equitable distribution of benefits to both sexes and vulnerable members of our society;
- helps to increase transparency and accountability in the overall Government budget process, helps to track expenditures, gender and development commitments, ensures that women and men participate at all levels of the budget formulation processes and that their needs and priorities are represented.

PNG National Public Service budgeting processes incorporates both the recurrent and development budget.

Recurrent budgets

The recurrent budget is fixed and includes administration costs, salary, office rental, utilities, leave fares, transport, maintenance and materials.

In a recurrent budget process the following checklist can be applied;

- Ensure that a gender perspective is included at all stages of the budget cycle from (and appraisal to implementation, monitoring and evaluation)
- At the budget planning stage, allocate human and financial resources to include gender expertise.
- Take into account the needs of and the potential benefits for women and men, girls and boys.
- If gender inequalities exist, allocate an adequate amount of budget for gender-social inclusion specific activities.
- At the budget review stage, analyse to what extent men and women, boys and girls benefit from the resources allocated: to what extent the resource allocations meet the needs and priorities of the beneficiaries of both sexes.
- If gender impact is found to be inequitable eg In the case of limited or unfair access to opportunities a reallocation of resources may be necessary.

Development budget

The Development budget looks at new services, innovations and programs that are integrated into the planning and project cycle of government.

In a development budget process the following checklist can be applied;

- All development projects should reflect a budget that is adequate to accommodate cross cutting issues.

- Gender perspective should be included at all stages of the budget cycle. (and appraisal to implementation, monitoring and evaluation)

- At the budget planning stage, allocate human and financial resources to include gender expertise.

- Take into account the needs of and the potential benefits for women and men, girls and boys.

- If gender inequalities exist, allocate an adequate amount of budget for gender-social inclusion specific activities.

- At the budget review stage, analyse to what extent men and women, boys and girls benefit from the resources allocated: to what extent the resource allocations meet the needs and priorities of the beneficiaries of both sexes.

- If gender impact is found to be inequitable eg In the case of limited or unfair access to opportunities a reallocation of resources may be necessary.

COMMITTING TO GENDER EQUITY AND SOCIAL INCLUSION STRENGTHENS OUR EGALITARIAN VALUES AND ETHICS, THE QUALITY OF OUR RELATIONSHIPS, THE EFFICIENCY OF OUR WORK AND OUR ECONOMIC PROSPERITY.
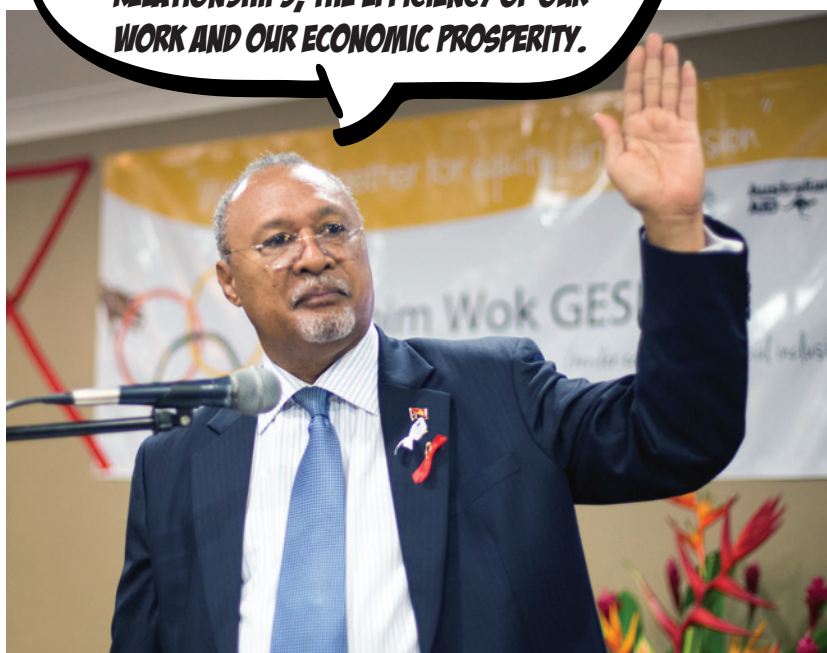
How to mainstream GESI in project design and implementation

How to mainstream GESI in project design and implementation

Program logic budget

- ▶ Problem needs clients assessments/gendered analysis
    - ✦ Who is the target group that the project/program is addressing and what is the gender composition of the beneficiaries?
    - ✦ What is the population and is the data sex disaggregated?
    - ✦ What is the situation of men, women, girls and boys, elderly and disability at the target location or area? Are they urban or rural based?
    - ✦ Are there gender specific needs of the community?
    - ✦ Was the community consulted and were the women involved?

- ▶ Do the problems identified by the project represent the views and priorities of both men and women (not just of men only or women only)?

- ▶ Have any existing gender inequalities been identified in the community or workplace, area or sector?

- ▶ Does the problem analysis reflect an understanding of the gender relations in the community or workplace, economic sector or occupation?
    - ✦ For example, identifying customs, traditions, cultural or religious beliefs that affect the way in which men and women, boys and girls play a role in the family or workplace and in community life.

- ▶ Design of Program/Project Strategy and Intervention
    - ✦ Who will benefit from this program/project and how?
    - ✦ In what ways will the project or program and resource allocations affect men and women?
    - ✦ Have the views of both men and women who are potential beneficiaries and stakeholders been sought in the consultative process?
    - ✦ Are there clear strategies and/or institutional mechanisms to ensure that women and men will equally participate and benefit?
    - ✦ Is awareness raising on gender equality promotion included explicitly as one of the project strategies?
    - ✦ If gender inequalities exist, are any gender-specific strategies and practical measures built into the project (that will address the practical and strategic needs of women and men and reduce the gaps)?

- During project implementation do staff seize opportunities to raise awareness on promotion of gender equality and social inclusion demonstrate that the participation of women alongside men in development is beneficial to everyone?

- Due to household chores and family care responsibilities often assigned to women and girls, they tend to have less time to participate in project activities. Is this concern taken into account when organizing activities?

  For example, consider and select a suitable location, physical arrangements, timing and duration of programme activities, childcare facilities if necessary, so that women and girls can participate.

Staff Inputs/money allocated & expenditures

- ▶ Do all staff and partners have an understanding and commitment to contribute to gender equality in the project?

- ▶ Do project managers do the following?
  - provide active leadership on gender equality promotion
  - take note and address early warning signs of gender inequalities
  - ensure specific gender guidance and expertise is provided as necessary

- ▶ Have sufficient human and financial resources been allocated for the gender components of the project?

- ▶ Has a gender budget analysis been done to assess and analyze the possible different impact of project expenditures on female and male.

- ▶ Has an assessment been made to what extent gender expertise is required in personnel inputs? If so, gender expertise must be explicitly stated in personnel job descriptions.

- ▶ Is there a commitment in project policy and practices:
  - to achieve an equal balance among male and female project staff
  - at all levels and provide equal remuneration for men and women for work of equal value?

- ▶ To promote the use of proper contracts and ensure the
  - observance of fundamental labour standards and maternity
  - protection in personnel, equipment and subcontracting policies and procedures?

Outputs and activities (services planned and delivered)

Did all stakeholders and targeted groups participate and benefit from the project/ services?

- ▶ Does the activities provide equal access and opportunity for all groups to benefit?
- ▶ Can the expenditures be assessed in terms of who/ what groups have benefited the most?
- ▶ If the service is designed for both sexes to what extent have all men and women benefited from the services?
- ▶ Does the budget address economic empowerment of women and gender inequality?
- ▶ Do the objectives and outcomes clearly identify the intended beneficiaries and stakeholders by sex (as men and women, boys and girls)?

Impact

- ▶ What is the impact of the program on the goals of the project?
- ▶ Are both women and men represented in decision making bodies, such as project advisory, steering or management committees?
- ▶ Do the outputs reflect priority concern respond to the practical and strategic needs of male and female beneficiaries?
- ▶ How has it impacted on men and women in terms of impact on their livelihoods?
- ▶ Does it meet the strategic needs of women and men do they benefit equally etc?
- ▶ What interest groups have benefited more from the project?

Monitoring and evaluation

Monitoring and evaluation

Monitoring and Evaluation is an important part of any policy, planning and implementation and the GESI policy is no exception. The following templates have been designed so you can conduct your own monitoring and evaluation of your programs in the workplace. The examples are centred around some key focus areas and activities articulated in the policy and provide some grounding from which you could design your own.
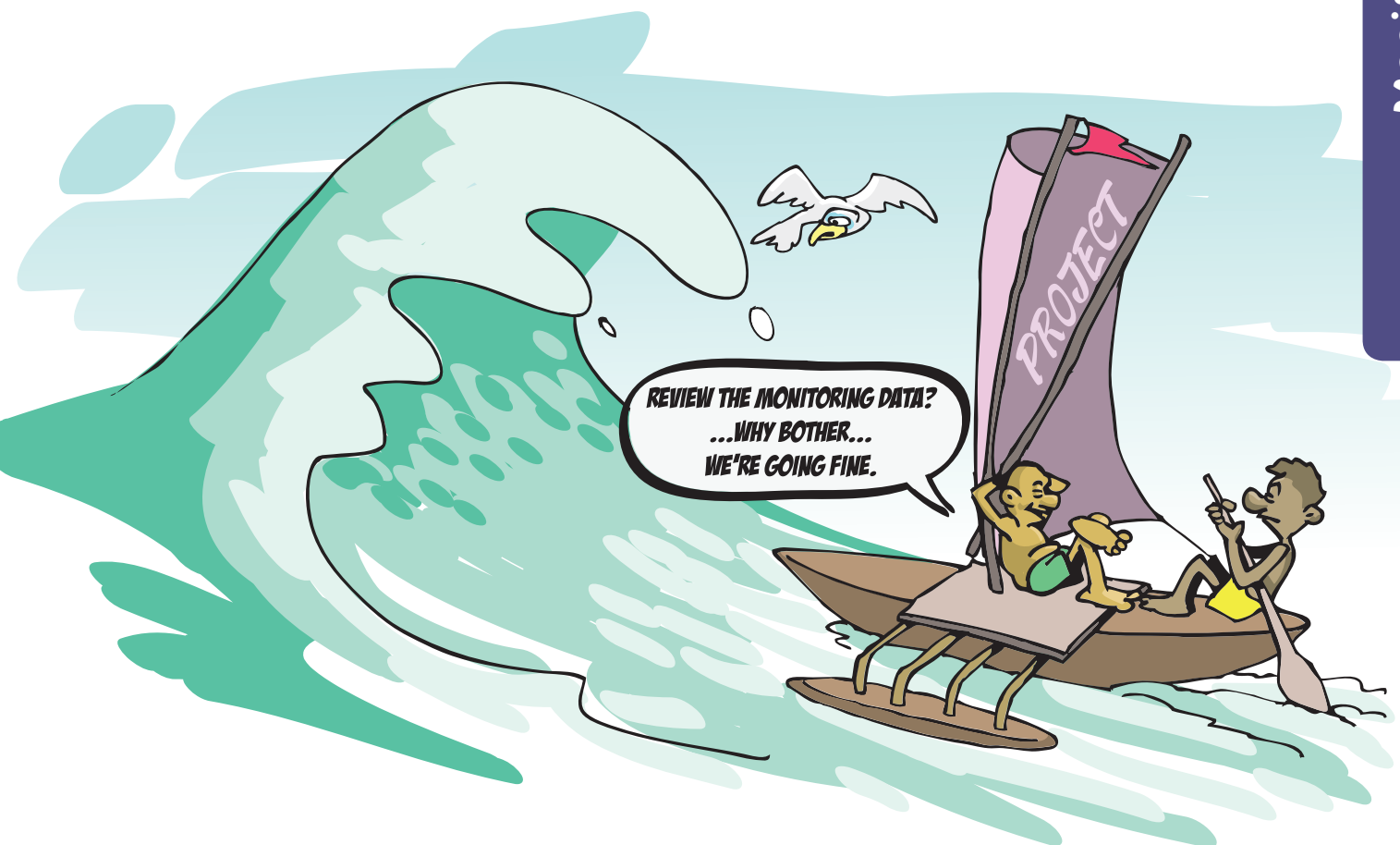
Remember M & E information is useful only if it is used!

COMPLAINTS (Form One)

Background

The GESI policy recommends that a Complaints process be established within the organisations. The following template provides a guide to collecting and analysing data of complaints and completed by manager appointed to this area.

M&E template

1. Has a Complaints policy been developed by the agency?

    Yes ☐

    No ☐

2. Has the Complaints process been implemented?

    Yes ☐

    No ☐

    If Yes to Question 2, complete the following two Tables.

    If No, go to Question 3.

Number and type of complaint by quarter

Complaint	Verbal	Physical	Sexual	Mental
By female against male				
Female against female				
Male against female				
Male against male				

Number of actions taken by type of complaint

Type	Notify only	Warning	Mediation	Apology	Formal discipline
Sexual					
Verbal					
Physical					
Mental					

What are the reasons for a Complaints policy not being developed or implemented?

What actions need to be taken to establish a Complaints process in the organisation?

COMPLAINTS (Form Two)

This survey form could be completed by staff who have made a complaint to management.

M&E template

1. Were you happy with the management response to the complaint?

   Yes ☐

   No ☐

   If yes, answer Questions 2-3

   If No, answer Questions 4-5

2. What action was taken?

3. Has this resolved the complaint?

   Yes ☐

   No ☐

4. What were you unhappy about the handling of the complaint?

5. Has the basis of the complaint continued?

GESI FOCAL POINTS

The following is a survey that could be completed by focus group participants or staff in your organisation.

Background

A focal point facilitates the progression and promotion of GESI principles and values into the overall business of the organisation.

M&E template

1. Has your organisation established a GESI Focal Point?

    Yes ☐

    No ☐

    If yes, answer Questions 2-9

    If no, answer Questions 10-14

2. When was the group established?

3. Does it have clear objectives and roles and responsibilities?

4. How many people and what level are in the group

5. Does membership reflect all divisions of your organisation?

6. What is the ratio of men and women in the group?

7. What major activities has the group undertaken?

8. Has any M&E been done on the success or otherwise of these activities?

9. What else needs to be done?

10. Why has a focal point not been established?

11. Have there been attempts to establish such a focal point in the past

12. What went wrong?

13. What are the barriers stopping a focal point from being established?

14. How might these be overcome?

GENDER BUDGETING

The following template could be used as an interview or modified to suit your particular needs. The completed surveys will need to be analysed by aggregating data.

Background

Gender budgeting refers to the identification and planned allocation of funds directed at promoting gender within an organisation.

M&E template

1. How is the recurrent budget developed within your organisation?

    Committee representative of all divisions ☐

    A small number of senior executives ☐

    The chief financial officer ☐

    Other ☐

2. Do women have a role in developing the recurrent budget for this agency?

    Yes ☐

    No ☐

3. What is the extent of that involvement?

4. Does your organisation have a separate line item for Gender activities?

5. How much is spent on gender activities on an annual basis?

6. What is the trend in spending on gender activities over the past three years?

7. What does this allocation tell us in terms of agency priorities?

STAFFING AND RECRUITMENT

This is a survey that could be completed by HR staff or staff within the organisation.

Background

Human resources consist of recruitment processes and human resource development.

Staffing

1. What is the approved establishment level for the organisation?

2. What is the total number of staff at present by gender?

3. What are staffing numbers by division and by gender?

4. How many women hold PS Level 16 or higher positions in the organisation?

Recruitment

5. Does you agency have a HR policy relating to recruitment?

    Yes ☐

    No   ☐

    Don't know   ☐

    If Yes, answer Questions 6-10

6. What is the membership of the Staffing Committee by gender?

7. Does the agency's advertising include statements that encourage women to apply?

    Yes ☐

    No   ☐

8. Are applicants for jobs required to include a statement of commitment to GESI principles and values?

    Yes ☐

    No   ☐

    Does the selection panel include questions that ensure applicants demonstrate understanding of GESI principles and values?

    Yes ☐

    No   ☐

9. Do women, or independent individuals, participate on interview panels?

    Yes ☐

    No   ☐

10. Are all appointments to the organisation based on merit?

    Yes ☐

    No   ☐

A Gender Equitable and Socially Inclusive Workforce will:

- Reflect the community profile
- Have a demonstrated acceptance and integration of difference in the workplace
- Have no barriers to employment or other work opportunities
- Acknowledge and appreciate diverse skills and knowledge used in the workplace
- Show that employees not being disadvantaged due to their individual differences
- Have Inclusive policies, practices and behaviours
- Have a work/life balance and alternative work arrangements in place to meet the diverse needs of employees
- Provide a place where workers will demonstrate a commitment to learning for personal development and the development of the organisation.

References

References

Web Sites and contact details

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Gender Equity and Social Inclusion Tool Kit
November 2013