

ITUC-AP Gender Equality and Pay Equity Verification Manual

A Trade Union Guide on Participatory Gender Audit



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Foreword

ITUC-AP developed the first edition of the Gender Audit Manual (GAM) in 2007. It was understood that GAM and all other related tools would evolve through time.

At the 8th Meeting of the ITUC-AP Regional General Council (2012), affiliates recommended developing new gender audit tools to reflect developments in gender equality and women's rights issues in the region over the course of 7-8 years.

This publication is a response to this call. It is a culmination of nearly two years of iterative and extensive consultation process of developing the ITUC-AP Workplace Gender Equality and Pay Equity Verification Tools.

The whole initiative progressed with the cooperation, contribution and hard work of affiliates and the Working Parties on Gender Equality and Pay Equity Audit Manuals. We appreciate the opportunity to work closely with the Working Parties and other collaborators for their dedication over the past two years.

This manual and the accompanying verification tools are but an initial step in a larger, wider and important work in constructing more caring, gender equal and compassionate workplaces. With this additional resource material, affiliates will have an opportunity to accelerate what these new tools aim to do – assess, review, implement and learn how to do better gender auditing and more.

Note that they are not meant to be, nor were they developed, as the only tools that can be used to identify barriers, act on them, and evaluate progress toward achieving gender equality, particularly at the workplace. They could be a good starting reference. In fact, the verification checklists have been designed as dynamic tools to enable affiliates to customize interventions or tools which reflect specific needs and requirements and the local context in which affiliates operate.

We hope that affiliates will find this manual useful and inspire their work to greater awareness on gender equality issues and effective action, as well as better implementation of gender audit particularly at the workplace.

ITUC-AP will continue to build on the experiences of affiliates and find ways to better improve our engagements, develop and innovate programs suited to the gender equality needs and realities in this region.

We wish affiliates success and we look forward with great interest on progress of activities. As always, the ITUC-AP Secretariat is ready to support affiliates' efforts in this process.



Noriyuki Suzuki
General Secretary
ITUC-Asia Pacific

Singapore, July 2015

Acknowledgments

This publication, in particular, the main contents, the Workplace Gender Equality Verification Checklist (**QUENCH**) and Workplace Pay Equity Verification Checklist (**WATER**), reflect the collaborative efforts of affiliates, Working Parties, and many individuals involved.

First and foremost, heartfelt appreciation is expressed to the Working Parties on Gender Equality and Pay Equity Audits composed of affiliates from Bangladesh, Cambodia, Fiji, Indonesia, India, Israel, Japan, Nepal, Pakistan, South Korea, Sri Lanka and Turkey.

In particular, our thanks go to individual members of the Working Parties who worked tirelessly and often under pressing deadlines to review and refine the audit framework, pre-test and pilot test the experimental versions of checklists and collect sample responses.

These including the validation workshops and the inaugural training for trade union gender coordinators obtained feedback from a much richer and wider variety of potential users than could ever have been hoped for. Their willingness to learn, share and help in many ways were crucial in the development of this manual.

Sincere appreciation is similarly extended to the members of the ITUC-AP Women's Committee (2011-2015) for the valuable advice, suggestions and guidance at all stages of the development process.

Special thanks are also due to affiliates in Australia, Indonesia, Nepal, New Zealand and South Korea. Those actual gender equality initiatives, issues and practical experiences derived from these in-country consultations contributed to how the tools should be developed and used and further enriched and shaped the contents of the manual.

We are also grateful to the volunteer reviewers whose time, expertise, experience and verbal and written comments contributed to enhancing the quality and responsiveness of the tools.

The development of this publication benefitted greatly from concepts and approaches contained in several existing gender audit manuals, including various related reports, articles and working papers. The verification checklists in particular, heavily draw inspirations from four main sources, as follows: (1) related international instruments and standards; (2) ILO Committee of Experts' review of country-specific observations and direct requests relating to compliance with various ILO gender equality-related Conventions and Recommendations; (3) country reports and general recommendations of the UN Committee on the Elimination of Discrimination against Women (CEDAW); and (4) related ITUC, ILO and other studies and literatures.

Finally, the overall guidance and continuous support of the ITUC-AP Regional General Council, were key to the completion and implementation of this important initiative.

Abbreviations

BPFA	Beijing Declaration and Platform for Action
CBAs	Collective Bargaining Agreements
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
DW	Domestic Workers
FFWAs	Family Friendly Work Arrangements
FGDs	Focused Group Discussions
GAM	Gender Audit Manual
GE	Gender Equality
GES	Gender Equality Score
GBV	Gender-Based Violence
IASC	International Accounting Standards Committee
ILO	International Labour Organization
IS	Informal Sector
ITUC	International Trade Union Confederation
MLB	Maternity Leave Benefits
MW	Minimum Wage
O-GES	Overall Gender Equality Score
O-PES	Overall Pay Equity Score
PAGE	Platform of Action for Gender Equality
PE	Pay Equity
PGA	Participatory Gender Audit
QUENCH	Workplace Gender Equality Verification Checklist
SH	Sexual Harassment
SPSS	Statistical Package for the Social Sciences
UN	United Nations
USAID	US Agency for International Development
WATER	Workplace Pay Equity Verification Checklist
WFRs	Workers with Family Responsibilities

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1.1 Introduction

This 2015 edition of the ITUC-Asia Pacific Gender Equality and Pay Equity Verification Manual is intended to serve as supplementary resource that affiliates, regardless of current level of gender integration, can use to complement existing tools in conducting gender audits at the workplace. Specifically, it aims to guide and provide affiliates with the necessary tools and information in conducting each step of the gender audit process.

A **Participatory Gender Audit (PGA)** is a self-assessment tool for identifying workers' perceptions of the current status of gender equality or how gender issues and considerations are addressed and being integrated into programs, policies and practices of an organization or enterprise. It is also a process to identify opportunities, challenges and key areas that need strengthening.

This manual is organized into three parts, as follows:

- **Part I** introduces the manual, its background and place in the overall ITUC-AP Framework on Gender Equality and describes the general stages in gender audit with brief instructions on each step; and
- **Part II** introduces the two types of verification checklists, the Workplace Gender Equality Verification Checklist (QUENCH) and the Workplace Pay Equity Verification Checklist (WATER). The QUENCH is divided into two parts, with the first part further divided into four headings, namely, (a) Rights to Maternity Protection; (b) Rights of Workers with Family Responsibilities (WFRs); (c) Elimination of Discrimination Against Women; (d) Elimination of Gender-Based Violence (GBV); and (2) Women in Trade Unions.

This section also contains instructions for completing/administering the Checklists including practical tips on how to analyse the information collected, interpret and present the audit results.

- **Part III** includes related references, templates and practical guides to help affiliates put the gender audit process in place.

The verification tools incorporate key gender issues from: (1) related international instruments and standards; (2) ILO Committee of Experts' review of country-specific observations and direct requests relating to compliance with various ILO gender equality-related Conventions and Recommendations; (3) country reports and general recommendations of the UN Committee on the Elimination of Discrimination against Women (CEDAW); and (4) related ITUC, ILO and other studies and literatures.

The tools were further developed and refined as a result of regional and national workshops, sample and pilot tests, learning visits to affiliates and meetings/discussions including with the

20-member ITUC-AP Working Parties on Gender and Pay Equity Audits¹ and the ITUC-AP Women's Committee.



As a regional/broad template, a number of concepts/terms presented in the verification checklists may not be relevant or similar to affiliates' own circumstances. Affiliates are free to use the tools as reference for developing their own tools based on country-specific context and situations. We assure ITUC-AP's readiness to be of assistance.

¹ Constituted in June 2013, are composed of affiliates from Bangladesh, Cambodia, Fiji, Indonesia, India, Israel, Japan, Nepal, Pakistan, South Korea, Sri Lanka and Turkey.

1.2 ITUC-AP Framework on Gender Equality

Realizing gender equality and women's empowerment is central to the ITUC-AP and affiliates' fight for fundamental workers and trade union rights. Following this constitutional mandate, all actions were oriented toward five (5) strategic objectives:

- Increase women's participation and representation in decision-making and to gain support from male counterparts in this respect;
- Enhance both women and men's awareness and understanding of gender equality issues;
- Assist ITUC-AP affiliates in their efforts at promoting gender equality;
- Assist ITUC-AP affiliates in gender policy formulation; and
- Build the capacity of young women and men to succeed in union work and leadership.

Platform of Action for Gender Equality (PAGE)

The ITUC-AP and its affiliates' Action Programme on Women are further developed, implemented and progress monitored through the PAGE (see **Appendix A**). The Platform, a balanced, flexible and focused document, provides the framework for the region's wider policy and action work towards the achievement of gender equality.

What is the Participatory Gender Audit for?

The rationale for an ITUC-AP Gender Audit lies on the premises that *(1) gender gaps may exist but the extent of, including the factors which may be driving the gaps are difficult to know; and (2) enterprises, institutions, including unions, are committed to getting their processes, policies and practices aligned with gender principles and standards, but might need help to get started.* The answer is a simple tool that can (1) document how gender equality is being realized ("**good practices**"); and (2) identify further areas in need of more work ("**areas for improvement**").

Approach

ITUC-AP recognizes that gender equality is a process, thus gender audit should utilize an iterative, participatory and interactive approach which facilitate full involvement, participation and self-reflection of workers at various levels. The *ILO's Manual for Gender Audit Facilitators (2007): The ILO Participatory Gender Audit Methodology*, is a good reference for a comprehensive guidance in the process of conducting a participatory gender audit.

1.3 Stages in Gender Audit

This manual follows a three (3) general steps model in undertaking a participatory gender audit in a union/workplace setting. Each general step provides further information on what to do relating to that step.

I. **Preparing for a Gender Audit** – pertains to activities that need to be undertaken prior to conducting a gender audit, such as preliminary meetings with concerned union officials and company personnel, development of a communications strategy, gender audit plan and training. At least one individual (*a Gender Officer or Gender Focal Point*) is assigned to oversee details of coordinating each step of the audit process.

- **Planning Gender Audit** – the Gender Audit Plan should clearly specify and communicate the following: specific areas to be audited (scope); objectives and benefits of the audit; who will be interviewed and how they will be selected; the audit process with timeframe and deadlines; responsible persons and the specific tasks to be done.

In selecting respondents, some considerations could be:

- *how many responses do you require;*
- *why do you decide on this number;*
- *who are you going to administer the survey to;*
- *why would you like to focus on this type of respondents.*

Reflecting the perspectives of a wider/cross section of the company/organization (i.e., levels, departments, positions, employment status) will increase and build organizational understanding, ownership of the process and readiness to act on findings of the audit.

- **Formation of Gender Audit Teams/Committees** – this involves equipping the team (*this can be an existing team of trained gender audit facilitators or a new coordinating structure specifically set up to carry out the audit*) with the necessary attitude, skills and knowledge of the gender audit process.

The following is a sample “**Terms of Reference for Gender Audit Team**”:

1. To present an objective analysis and evaluation of the state and promotion of gender equality in the subject enterprise, union or organization.
2. To facilitate the development and implementation of appropriate policies, strategies and activities to address identified gender gaps.
3. To document, report and monitor progress in the implementation of action plans.

II. Implementation – pertains to the actual conduct of the gender audit and other related activities:

1. Conducting the audit using the following data collection methods, among others:
 - Desk review of key internal and public documents
 - In-depth key informant interviews using the ITUC-AP QUENCH and WATER
 - Focused group discussions (FGDs)
 - Participatory workshop exercises
 - Dialogue with key stakeholders

Letter Templates are provided in **Appendix B** to assist with introducing the gender audit and inviting respondents to participate in a survey and interview.

2. Organizing a review meeting to feedback and analyse the findings.
3. Gender action planning sessions with key union and company officials to present the audit results and develop the **Gender Action Plan** (the sample in **Appendix H** outlines **WHAT** activities will be conducted, **WHO** will be responsible for their implementation and the **RESOURCES** required for the work).
4. Presentation of the Gender Action Plan to the union members using any or all of the following: (1) at a regularly scheduled membership meeting; (2) through the union's newsletter, if any; or (3) in an internal email document.

III. Follow-through – involves devising a periodic review to monitor progress and to ensure that the recommendations and activities contained in the action plan are carried out, evaluated and reviewed.



Important Tip: For detailed information about the stages of a gender audit process, you may refer to the *ILO's Manual for Gender Audit Facilitators (2007): The ILO Participatory Gender Audit Methodology*, for guidance.

2.1 Instructions for Completing and Administering the ITUC-AP QUENCH and WATER

1. The checklists may not be completed in one sitting or at the first contact, given the wide range of questions, particularly the QUENCH. For practical reasons, you may decide to carry out the audit in stages, completing one section after another.
2. While QUENCH is divided into five (5) parts, each part is stand alone. However, when doing an audit for the first time, it is highly recommended to cover all sections of the checklists.
3. It may be necessary to interview one or more workers (ensure, as much as possible, balanced representation of men and women, particularly for WATER) in order to get as much information and perspectives as possible about the subject company/union.
4. Other data collection methods would be useful such as focused group discussions, or participatory workshop exercises.
5. If you will use an online, internet or email format for administering the checklists, be sure that target respondents have access to a computer and the internet and have the skills necessary to complete an online or email survey.
6. Reassure respondents that their responses will be confidential and that their names and identities will not be revealed in reports or any other materials.

The following are other tips in conducting a face-to-face interview:

- **Before the interview**
 - Read the checklists completely and thoroughly.
 - Familiarize yourself with the salient features of the checklist.
 - Prepare the checklists, recording equipment, if any.
 - As there are two sets of checklists that need to be filled up, it is advisable to arrange an interview with your target respondent/s in advance.
 - Inform your target respondent/s that the interview might take some time.
- **During the interview**
 - Explain the purpose of the interview and the checklists, the structure of the interview, as well as the risks and benefits of their participation.
 - Reassure your respondent/s that their responses will be kept confidential and that their names and identities will not be revealed in reports or any other materials.
 - Inform the respondent/s that you will ask them a series of questions.
 - Ask permission to take notes or to record the interview.
 - Ask your respondent/s if they have any questions before you start the interview.
 - Use the checklists carefully.
 - Ask questions exactly as written (or translate them into local language if necessary).
 - Follow the order of questions. Ask every question as written.
 - Put **Y (YES), N (NO) or N/A (not applicable)** in the 3rd column of the checklists.
 - Encourage more information by asking for elaboration, if necessary (especially for those items with notation “*specify*” or “*others, specify*”).

- Put additional information in the **remarks box** (4th column) of the checklists.
 - Record responses as they are being stated by your respondents.
 - You don't have to write down every single word – just record key phrases or quotes.
 - In closing, provide the respondent with a name and phone number to contact with any questions.
- **After the interview**
- Write down observations or any further notes about how the interview went.
 - Go through your notes and make any comments and observations.

Other important notes:

- Always record the date, location, and specifications of the focused group discussion or interview, the number of people in attendance, sex of participants, at the start of the meeting.
- You may want to record other demographic details such as: age range, occupation or livelihood activity, marriage status (e.g. single, widowed, divorced, etc.), and number of children. You will need to include this information, particularly the number of women and men who participated in interviews and focused groups, in your final report.



To assist with preparation for the interview, several templates are provided such as **Survey Interview Planning/Implementation Checklist (Appendix C)** and **Sample Interview Checklist (Appendix D)**.

To ensure that you document all the necessary demographic details, it is recommended that you include an **Activity Work Sheet** (a sample is provided in **Appendix E**) for each interview and FGD, and assign one person to be responsible for completing it.

Sample **FGD questions** and **Agenda** in **Appendix E** outline how an FGD session is typically structured.

2.2 Analysing, Interpreting and Presenting Gender Audit Results

Once sufficient data and responses to the verification checklists are obtained, it is time to transform them into actionable findings/information. Ideally, it is recommended to do data analysis at every stage of the gender audit process. In addition to the responses to the checklists, also refer to notes, transcribe audio recordings and summarize initial observations and preliminary conclusions.

Steps in data analysis include: (i) editing/cleaning survey data; (ii) inputting them into the computer; (iii) doing basic analysis, such as frequency distribution and means analysis and generating insights; (iv) testing hypothesis where pertinent, and, if needed; and (v) using more complex data analysis such as correlation (e.g., SPSS, Stata).

You will have to decide what data analysis system works best for you. It can be as simple as making tables, graphs or conducting in-depth comparisons between items to identify trends. For practical purposes, this manual focuses on simple techniques to analyse gender audit results.

1. O-GES and O-PES Scores

Workplace Gender Equality Verification Checklist (QUENCH)
(Sample Table 1)

	Section	Total Audit Items	"Yes" Score	"No" Score	No Answer	G.E. Score	GES Value in %
Part 1							
1	Rights to Maternity Protection	70	28	14	28	0.40	40%
2	Rights of Workers with Family Responsibilities	62	25	9	28	0.40	40%
3	Elimination of Discrimination Against Women	63	13	10	40	0.21	21%
4	Elimination of Gender-Based Violence	49	23	10	16	0.46	46%
Part 2							
	Women in Trade Unions	77	36	3	38	0.47	47%
O-GES		321	125	46	150	0.39	39%



No answer may be interpreted as "No", as respondent should be aware of the item if it really existed.

**Workplace Pay Equity Verification Checklist (WATER)
(Sample Table 2)**

	Section	Total Audit Items	“Yes” Score	“No” Score	No Answer	G.E. Score	GES Value in %
1	Compensation and Benefits	37	15	6	16	0.41	41%
2	Performance/Productivity and Bonus Payments	26	11	7	8	0.42	42%
3	Career Development and Promotion	22	8	7	7	0.36	36%
4	Measures that Balance Work and Family Life	18	7	1	10	0.39	39%
5	Equal Pay Activities and Mechanisms for Equal Pay Complaints	21	10	6	5	0.48	48%
O-PES		124	51	27	46	0.41	41%



No answer may be interpreted as “No”, as respondent should be aware of the item if it really existed.

Guide for analysis and interpretation

This method allows generating a general or overall indication of gender responsiveness of audited company/organization vis-à-vis pre-determined “gender equality indicators” in the checklists.

The score of 1.0 with the value of 100% means promotion of gender equality is “achieved”.

“Yes” response is a point for gender equality while “No” response indicates potential area for improvement and where further action is needed.

In the above example (**Sample Table 2**), the sample company is said to be just 41% “gender compliant” in terms of pay equity or with a gap score of 59% (i.e., 100%-41%).

2. Descriptive analysis using frequency or cross tables

The most straightforward form of analysis, and one that often supplies much of the basic information needed, is to tabulate responses, question by question, as ‘one-way tables’. This can be done using an original questionnaire and writing on it the frequency or number of people who ‘ticked each box’. This method is often a first step where a quick and/or simple summary can be obtained.

For example, when we calculate descriptive statistics for the following questions (see the table below), you may find results as:

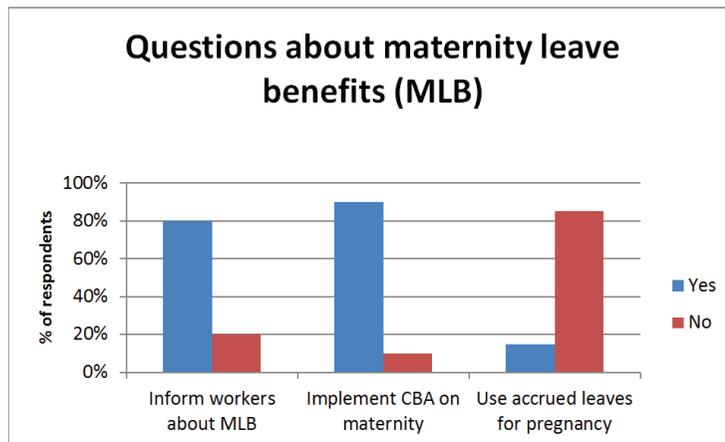
Sample Table 3

n=20

Question	Yes (%)	No (%)
1. Does the company inform workers about maternity leave benefits (MLB)	16 (80%)	4 (20%)
2. Does the company implement the provisions of CBA on maternity protection	18 (90%)	2 (10%)
3. Does the company allow workers to use accrued leaves for pregnancy or child-related reasons	3 (15%)	17 (85%)

n – total number of respondents

Guide for analysis and interpretation



Computing these percentages is straightforward. You count the number of respondents who said “yes” or “no” for each question. The totals for each question can then be translated into percentages by dividing that number by the total number of respondents. In the above example of 20 respondents, for Question 1, 16 respondents said yes which translates to 80% (or 16 divided by 20 x 100). A majority 80% of respondents say that their company

inform workers about maternity leave benefits. It is recommended to translate the number of responses into percentages since they facilitate comparisons across questions.

The other example below break downs the question “Do company representatives ask women applicants regarding ...” into sub-questions (what percentage of respondents said “yes” or “no”).

Sample Table 4

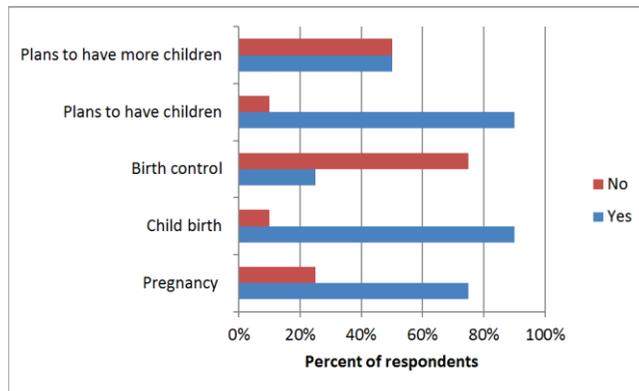
“Do company representatives ask women applicants regarding...”

n = 20

Answer option	Yes		No	
	Count	%	Count	%
Pregnancy	15	75%	25	25%
Child birth	18	90%	2	10%
Birth control	5	25%	15	75%
Plans to have children	18	90%	2	10%
Plans to have more children	10	50%	10	50%
Others				

n – total number of respondents

Guide for Analysis and Interpretation



In analysing this question, you will be determining what percentage of respondents checked each answer option. What responses were checked the most often? You can rank them from high to low (in the example above, women applicants are commonly asked questions regarding *child birth* closely followed by *plans to have children*).

Incidentally, this high percentage indicates that majority of companies are violating regulations on gender.

4. Narrative Responses

Narrative (those question items with notation “please specify”, other verbal or written responses and results of FGDs) responses, i.e., qualitative data, should be reviewed and tallied to get a greater sense of respondents’ range of answers including knowledge of gender issues.

Collation of this type of data can be done using qualitative analysis matrices. These formats reveal insights into and allow better understanding of what data is telling (for example, the similarities, the differences, etc.) and are helpful for grouping findings into common themes, typically by topic/question and source/respondent, as shown in the sample format below.

Respondents’ Perspectives Narrative Responses (Qualitative)
(Sample Table 5)

Topics/question	Respondent	Respondent’s stakeholder group	Comments from respondents
The company informs workers about maternity leave benefits	1	Union officer	“Some workers don’t know about maternity leave benefits”.
	2	HR personnel	“The employee’s handbook contains information about maternity leave benefits”.
	3	Employee	“I don’t know if I am qualified for maternity leave benefits”.
	4	Employee	“I don’t know when and how to apply for maternity leave benefits?”

Important instructions: (a) retain the respondents’ language; (b) include short verbatim excerpts, when appropriate; (c) keep all quotes in “quotation marks”; and (d) include the interviewer’s comments or observations (in a different colour).

Once summarized, priority issues can be identified from qualitative information based on the responses expressed most frequently. Then, it’s helpful to enter the summarised information

and interpretations into electronic form in a manner that facilitates analysis and drawing of conclusions.



Key take home points

Given the type of scale measurement used (i.e., nominal) in the checklists, analysing data using frequency tables is sufficient.

After analysing your survey data, write a report of your findings. Visuals such as Microsoft PowerPoint presentation, are best suited for simple findings. These graphical reports are best when they are light on text and heavy on graphs (see examples on pages 10-11) and charts. As you will be working with categorical data (e.g., yes/no, gender), bar graphs, line graphs and pie charts are useful for displaying this type of data.

As the audit would target both male and female respondents, you can also do simple cross-tabulations. This would allow comparison of the results on two mutually exclusive groups of respondents. An example would be comparing the responses of male and female respondents (see **Sample Table 6**).

Suppose you wanted to see if there is a relationship between the gender of the survey respondents and if WFRs, regardless of employment status, have equal access to opportunities for promotion.

Using the survey data, count the number of males and females who said that WFRs *have* equal access, and the number of males and females who said WFRs *have no* equal access. You then take this information and put them in table form, which displays how often the observations appear. Suppose that there are 50 respondents (26 women; 24 men) who completed the survey. Here is how the cross tabulation would look like:

Sample Table 6

	Women	Men	Total
WFRs <i>have</i> equal access to opportunities for promotion	4 (15%)	17 (71%)	21 (42%)
WFRs <i>don't have</i> equal access to opportunities for promotion	22 (85%)	7 (29%)	29 (83%)
Total	26	22	50

The table shows that more women (22/26, or 85%) believe that WFRs *don't have* equal access to opportunities for promotion than those (4/26, or 15%) who believe WFRs *have* equal access.

The table also shows that more men (17/24, or 71%) believe that WFRs *have* equal access to opportunities for promotion than those (7/24, or 29%) who believe WFRs *don't have* equal access to opportunities for promotion.

From this analysis, we see the large difference in perception among women and men: men are more likely than women to believe that WFRs have equal access to opportunities for promotion.

2.3 ITUC-Asia Pacific QUENCH and WATER

2.3.1 WORKPLACE GENDER EQUALITY VERIFICATION CHECKLIST

Aim and Scope

This workplace gender verification checklist mainly aims to assess the extent to which enterprise/organization embraces and integrates gender into its operations, policies, procedures and practices including in CBA, if any, vis-à-vis international standards and identify potential areas for improvement and trade union action/campaigns.

Checklist Scoring

Scoring

For scoring purposes, only the “yes/no” items in the checklist will be counted. Score box summary is provided at the end of every section. **Note however that no/blank answer may be interpreted as “no”, as respondent should be aware of the item if it really existed.**

The items not answerable by “yes” or “no” will be used together with the “yes/no” items for a wholistic assessment and analysis of the status of the promotion of gender equality within the enterprise/organization.

Instructions

1. Sum up all “yes”; “no” and **no/blank responses** per section and put in designated space in the score box summary provided at the end of every section.
2. Divide the “yes” score by the **total number of items answerable by “yes/no” in each section**. The result is the **gender equality score (GES)** in that particular section. The QUENCH’s **Gender Equality Score Sheet** (see **Appendix G**) provides information on the total number of items answerable by “yes/no” in each section.
3. Summarize the scores per section using the QUENCH Gender Equality Score Sheet.
4. Finally, sum up all the **subtotal “yes” scores** and divide by the **total number of items answerable by “yes/no”**. The result is the **overall gender equality score (O-GES)** of the respondent enterprise/organization.

Overall Gender Equality (O-GE) Score

O – GE Score	Yes	No ²

² This includes those no/blank answers.

WORKPLACE GENDER EQUALITY VERIFICATION CHECKLIST

Name of Company: _____ Location: _____
 Proximate Total Number of Workers: _____ Male: _____ Female: _____
 Sex of Respondent: _____ Age: _____ Position: _____ Date Accomplished: _____

Item No.	Checklist Item	Compliance (Y, N, N/A)	Comments/Remarks
1.0	RIGHTS TO MATERNITY PROTECTION		
1.1	<p>Do</p> <ul style="list-style-type: none"> • women workers • all women workers, regardless of employment status <p>enjoy maternity leave according to national law or regulations?</p> <p>Does the company inform workers about maternity leave benefits?</p> <p>Does the company implement the provisions (<i>specify</i>) of CBA on maternity protection, if appropriate?</p>		<p><i>Specify duration before and/or after birth</i></p> <p><i>How?</i></p>
	<p>Does the company allow pregnant workers to take time off for:</p> <ul style="list-style-type: none"> • morning sickness³, <i>specify duration</i> • prenatal⁴ check-ups, <i>specify duration</i> • other, <i>specify</i> <p>Are these considered compensable time?</p> <p>Does the company allow workers to use accrued leaves⁵ for pregnancy or childbirth-related reasons? <i>Specify</i></p>		<p><i>Specify allowed number of time-off or maximum duration and requirements if any</i></p>
	<p>Does the company allow extended leaves in case of (medically-certified) conditions arising from pregnancy and/or other related conditions?</p> <p><i>Check all that apply:</i></p> <ul style="list-style-type: none"> • <i>Before</i> childbirth in case of illness <i>arising out of pregnancy</i> • <i>After</i> childbirth in case of illness <i>arising out of confinement/childbirth,</i> • Extended leave if birth occurs before or after the due date 		<p><i>Indicate duration and whether paid or unpaid</i></p>

³ Nausea and vomiting in pregnancy, typically occurring in the first few months

⁴ Visits to a midwife or doctor for women during pregnancy

⁵ Leaves which were not used and accumulated during a given year.

	<ul style="list-style-type: none"> Multiple births (e.g., twins) Breastfeeding leave Abnormal births (e.g., miscarriage, stillbirth) Other, <i>specify</i> 		
1.2	<p>Do</p> <ul style="list-style-type: none"> women workers all women workers <p>receive maternity cash benefits according to national law or regulations?</p> <p>Does the maternity cash benefit cover the entire period of the legally-mandated maternity leave?</p> <p>Do workers receive other maternity benefits under CBA, if appropriate? <i>Provide examples.</i></p>		<p><i>Specify amount, rate or percent of what wage</i></p> <p><i>Specify the number of days paid if not paid in full</i></p>
	Do workers receive their maternity cash benefits before they take their leave?		<i>Specify other arrangements</i>
	Are there other types of maternity cash benefits that companies are not required to provide under the law but choose to provide to their workers?		<i>Provide examples</i>
1.3	<p>Do male workers enjoy paternity leaves⁶</p> <ul style="list-style-type: none"> when their wife gives birth in case the mother dies after child birth in case of sickness or hospitalization of the mother after child birth other circumstances, <i>specify</i> 		<i>Specify duration and whether paid or unpaid</i>
	<p>Does the company allow fathers to decide when and how the paternity leave can be taken?</p> <p>Are fathers allowed to use any of the following leaves as paternity leave? <i>Check all that apply</i></p> <ul style="list-style-type: none"> special leave⁷, <i>specify</i> emergency/casual leave⁸ family leave⁹ other, <i>specify</i> 		<i>Specify duration and whether paid or unpaid</i>
1.4	Does the company provide basic <u>maternity</u>		<i>Specify</i>

⁶ Type of leave granted to a father after or shortly before the birth of his child.

⁷ Defined as any type of leave to which other leave categories such as sick leave do not apply

⁸ The object of this leave is to enable an employee to attend some urgent or unforeseen contingencies

⁹ Type of leave for an employee to attend to family concerns (as a serious illness or the care of an infant)

	health services to workers (e.g., free check-ups by company doctor)?		
	Does the company <ul style="list-style-type: none"> • assess all the risks; and • take specific measures to ensure the health, safety and welfare, <i>specify</i> of pregnant women, new mothers or nursing/breastfeeding women? 		<i>How?</i>
	Do <ul style="list-style-type: none"> • pregnant women • new mothers • nursing/breastfeeding women enjoy extra or longer breaks?		<i>Specify duration and requirements, if any</i>
	Does the company implement specific work restrictions (e.g., over time, night work) and/or prohibited tasks for <ul style="list-style-type: none"> • women • pregnant workers; • new mothers • nursing/breastfeeding women • mothers or fathers with children of a certain age, <i>specify</i> • other, <i>specify</i> 		<i>Specify including duration of prohibition or limitation,</i>
1.5	Do formal procedures/criteria and whether <ul style="list-style-type: none"> • exist for transferring women¹⁰ to more appropriate tasks/assignments • these procedures/criteria are clear to workers • the transfer assure no loss in pay or benefits • they are allowed to return to their former position/job or similar level when it is safe to do so? 		
1.6	Are returning women allowed <ul style="list-style-type: none"> • to go back to work • to their former position or similar level • at the same pay, benefits or conditions after maternity? 		
	Does the company provide specific assistance (e.g., retraining) to returning women? <i>Provide examples</i>		
1.7	Does the company provide breastfeeding		<i>Specify duration and</i>

¹⁰ pregnant women, new mothers, nursing/breastfeeding women

	<p>breaks¹¹ and whether</p> <ul style="list-style-type: none"> • breaks are paid • paid at the same rate as normal working time, <i>specify</i> • all employees are entitled, <i>specify those excluded, if any</i> • limited to a certain period (e.g., up to 1 year only) • duration is different for succeeding births, <i>specify</i> 		<i>frequency of breaks</i>
	<p>Does the company provide longer breastfeeding breaks</p> <ul style="list-style-type: none"> • for nursing mothers with more than 1 young child • when there is no nursery¹² at the workplace • other circumstances (e.g., special cases), <i>specify</i> 		<i>Specify duration</i>
	<p>Does the company provide workers with</p> <ul style="list-style-type: none"> • other related breaks (e.g. child care¹³, feeding), <i>specify</i> • assistance (e.g., breastfeeding training), <i>specify</i> • feeding breaks for fathers with a child • other, <i>specify</i> 		
1.8	<p>Does the company provide the following:</p> <ul style="list-style-type: none"> • nursing/breastfeeding facilities¹⁴ • day care facilities¹⁵ • other, <i>specify</i> <p>Is access to day care facilities free?</p> <p>Do all workers, regardless of employment status, have (free) access to such facilities?</p>		<p><i>If yes, indicate if adequate</i></p> <p><i>Specify those excluded, if any.</i></p>
1.9	<p>Does the company provide free or subsidized sexual and reproductive health or family planning¹⁶</p> <ul style="list-style-type: none"> • information, <i>specify</i> • education 		

¹¹ Type of break granted to new mothers to express breast milk at work or feed their infants

¹² A place where young children and babies are taken care of while their parents are at work

¹³ Type of break to attend to the needs of infants, toddlers and young children

¹⁴ Could be private rooms with amenities (e.g., fridge) for mothers to feed their babies or to express milk for storage and later use.

¹⁵ A place, program, or organization that takes care of children or sick adults during the day usually while their family members are at work

¹⁶ Refers to the planning of when to have and how many children, and the use of birth control

	<ul style="list-style-type: none"> • products, <i>specify</i> • services, <i>specify</i> • other, <i>specify</i> 		
1.10	<p>Has any worker experienced any unfavorable treatment after</p> <ul style="list-style-type: none"> • telling the employer about getting pregnant, <i>specify</i> • returning from maternity, <i>specify</i> • attending to child care, <i>specify</i> 		

1 – GE Score	Yes	No	No Answers

Findings: (Problems/Issues Identified)

Recommendation/s:

Item No.	Checklist Item	Compliance (Y, N, N/A)	Comments/Remarks
2.0	RIGHTS OF WORKERS WITH FAMILY RESPONSIBILITIES¹⁷ (WFRS)		
2.1	Does the company <ul style="list-style-type: none"> • ask job applicants questions about or • whether the company job application form contains questions about <ol style="list-style-type: none"> a) marital status¹⁸ b) number and ages of children or dependents c) other, <i>specify</i> 		
2.2	Does the company have written gender-neutral ¹⁹ <ul style="list-style-type: none"> • policies and/or • programs for workers with family responsibilities? Are workers aware of these policies and/or programs?		<i>Specify</i>
2.3	Does the company have formal guidelines on work arrangements for WFRs? If yes, does the guidelines specify: <ul style="list-style-type: none"> • eligibility criteria • requirements • procedures for accessing • other, <i>specify</i> Are workers aware of these guidelines?		

¹⁷ Workers with Family Responsibilities Convention, 1981 (No. 156) applies to men and women workers with responsibilities in relation to their dependent children and other members of their immediate family who clearly need their care or support (e.g., single/solo parents, etc.)

¹⁸ One's situation with regard to whether one is single, married, separated, divorced, or widowed.

¹⁹ Describes the idea that policies, language, and other social institutions do not distinguish roles according to people's sex or gender

2.4	<p>Does the company allow or provide one or more of the following family-friendly work arrangements (FFWAs)²⁰? <i>Check those that apply</i></p> <ul style="list-style-type: none"> • paid educational leave • exemption from overtime • exemption from night work • flexible work schedule²¹, <i>specify</i> • job share arrangements²² • work from home • reduction in daily work hours or work days, <i>specify duration</i> • reduction in number of work hours during child care leave, <i>specify maximum allowable reduction</i> • reduction of overtime, <i>specify duration</i> • other, <i>specify</i> <p>Are workers</p> <ul style="list-style-type: none"> • aware of what work options are available • encouraged to take advantage of such arrangements? <i>How?</i> <p>Are such arrangements available to</p> <ul style="list-style-type: none"> • all genders WFRs • all workers, regardless of employment status (e.g., temporary workers) • at all levels including management or senior positions? 		<i>Specify maximum duration of this arrangement</i>
2.5	<p>Does the company encourage male WFRs to avail of FFWAs?</p> <p>Are there many men who take up FFWAs? <i>If not many, why?</i></p>		<i>If yes, how?</i>
2.6	<p>Does the company allow WFRs to work part time either as a</p> <ul style="list-style-type: none"> • permanent change or • for a limited period of time? <i>Specify duration, if appropriate</i> <p>Can part time WFRs return to full-time employment when a vacancy arises?</p>		
2.7	Does the company provide <u>special leaves</u> for		<i>Indicate duration and whether</i>

²⁰ Defined as those workplace arrangements that assist employees to combine paid employment with their caring responsibilities and personal lives

²¹ Allows the employee to choose the start and finish time of the working day within core hours

²² Is a form of regular part-time work in which two people share the responsibilities of one regular, full-time position

	<p>WFRs? <i>Check all that apply</i></p> <ul style="list-style-type: none"> • parental leave²³ • leave in the case of a sick dependent child • leave in the case of sick member of the worker's immediate family • child care leave²⁴ • elder care²⁵ • family leave²⁶ • adoption leave²⁷ • other, <i>specify</i> <p>Are such leaves available to</p> <ul style="list-style-type: none"> • all genders WFRs • all WFRs regardless of employment status? <p>In terms of child care, parental or other related leaves, is there any disparity in the duration of leaves between men and women? <i>Specify</i></p>		<i>paid or unpaid.</i>
2.8	<p>Does the company provide any of the following</p> <ul style="list-style-type: none"> • child care services/assistance²⁸, <i>specify</i> • child care facilities, <i>specify</i> • family services and facilities²⁹, <i>specify</i> • other, <i>specify</i> <p>Are such services/facilities available to</p> <ul style="list-style-type: none"> • all genders WFRs • all WFRs regardless of employment status? 		<i>If yes, indicate if adequate</i>
2.9	<p>Do WFRs, regardless of employment status, have equal access to opportunities for</p> <ul style="list-style-type: none"> • promotion • transfer • work-based training³⁰ or • other benefits related to employment? 		<i>Specify those who are excluded, if any</i>

²³ Paid or unpaid leave that parents use to look after their children or attend family commitments. This may refer to include maternity, paternity and adoption leave.

²⁴ This refers to leave taken by the employee to spend time with his/her child.

²⁵ Leave to enable employees to attend to special needs and requirements of elderly or disabled parents or family members.

²⁶ Type of leave to enable employees to fulfill family obligations such as birth, marriage, critical illness, death.

²⁷ Adoption leave refers to leave given to an employee in connection with the adoption of a child by the employee [Australia]

²⁸ The supervision and nurturing of a child, including casual, informal or more formal services provided by an organized child care center

²⁹ Services provided for children with special needs and their families

³⁰ Refers to any formal education learning that is based wholly or predominantly in a work setting, either at the workplace or in a vocational institution

	Do training programs take into consideration situations and special needs of WFRs (e.g., accessibility of venue)?		
2.10	<p>Can WFRs return to work following family/childcare leave and whether</p> <ul style="list-style-type: none"> • they can return to same or equivalent position³¹ • same level of pay/benefits • no loss of seniority³² or benefits? <p>Does the company have a priority hiring or re-employment system for workers who have resigned due to family responsibilities? <i>Specify</i></p>		
2.11	<p>Has any worker experienced any unfavorable treatment³³ on the basis of family responsibilities?</p> <p>Has any WFRs been</p> <ul style="list-style-type: none"> • “encouraged” to leave the company, • resign “voluntarily” or • to retire early • other, <i>specify</i> 		<i>Provide example</i>
	<p>Are there other company</p> <ul style="list-style-type: none"> • policies, • practices, • requirements or • conditions <p>which disadvantage workers with family responsibilities?</p>		<i>Specify</i>

2 – GE Score	Yes	No	No Answers

³¹ Is one that is virtually identical to the employee's former position in terms of pay, benefits and working conditions, including privileges, perquisites and status

³² Seniority is the length of time that an individual has served in a job or worked for an organization

³³ Treating an employee differently in terms of wages, other working conditions, etc. because of family responsibilities

Findings: (Problems/Issues Identified)

Recommendation/s:

Item No.	Checklist Item	Compliance (Y, N, N/A)	Comments/Remarks
3.0	ELIMINATION OF DISCRIMINATION AGAINST WOMEN		
3.1	Do company representatives ask women applicants questions regarding <ul style="list-style-type: none"> • pregnancy • child birth • birth control³⁴ • plans to have children • plans to have <i>more</i> children • other, <i>specify</i> 		
	Does the company require women applicants to <ul style="list-style-type: none"> • undergo pregnancy test • use some form of contraception³⁵ • sign an employment contract which prohibit them from marrying or getting pregnant as conditions of hiring? 		
3.2	Does the company have <ul style="list-style-type: none"> • a written equality policy • an internal equality complaints procedure and/or • designated person/unit responsible for gender issues including equality complaints? <i>specify</i> Is the equality policy/procedures ³⁶ <ul style="list-style-type: none"> • clearly communicated to workers, <i>how</i> • developed in consultation with <ol style="list-style-type: none"> a) workers, b) workers' representative, c) union, d) other, <i>specify</i> 		
	Are (all genders) <ul style="list-style-type: none"> • workers, • workers' representative, • union, • other, <i>specify</i> involved in developing <u>equality actions</u> at the company? <i>How?</i>		<i>Specify level of involvement</i>

³⁴ The practice of preventing unwanted pregnancies, especially by use of contraception

³⁵ Artificial methods or other techniques to prevent pregnancy

³⁶ Written document which sets out organization's commitment to tackle discrimination and promote equality and diversity in areas such as recruitment, training, management and pay

	Do concerned company personnel have the necessary training and expertise on gender equality issues?		
3.3	<p>Does the company have a written policy, objective criteria³⁷ on</p> <ul style="list-style-type: none"> • recruitment • promotion • compensation • regularization • transfer • training and development • disciplinary actions • termination • retirement • other, <i>specify</i> <p>Does this policy/criteria apply equally to all genders?</p> <p>Is the above policy/criteria</p> <ul style="list-style-type: none"> • clearly communicated to workers, <i>how</i> • developed in consultation with <ul style="list-style-type: none"> a) workers, b) workers' representative, c) union, d) other, <i>specify</i> 		
3.4	<p>Does the company have a</p> <ul style="list-style-type: none"> • formal merit³⁸ selection process or • other methods used to evaluate candidates for promotion? <i>Specify</i> 		
	<p>Does the company have other strategies for</p> <ul style="list-style-type: none"> • recruiting or • promoting women <p>into senior management positions?</p>		<i>Specify</i>
3.5	<p>Do female workers benefit equally from company-sponsored training/skills development programs?</p> <p>Does attendance in such training programs lead to</p> <ul style="list-style-type: none"> • promotion • points for promotion or • pay rise? 		

³⁷ Selection is based on a clear system without regard to gender, marital or employment status, etc.

³⁸ Merit system - is the process of promoting and hiring employees based on their ability to perform a job irrespective of gender, marital status, etc.

	<p>Are these training</p> <ul style="list-style-type: none"> • adapted to needs and situations of women, <i>specify</i> • available to all women regardless of employment status? 		<i>Specify those excluded, if any</i>
	<p>Does the company have a mentoring scheme/program³⁹ specific for women?</p>		<i>Specify</i>
3.6	<p>Does the company provide women, regardless of their employment status, with options to work ---</p> <ul style="list-style-type: none"> • at night • overtime • on days off • holidays • other, <i>specify</i> 		
	<p>Are there any company practices which</p> <ul style="list-style-type: none"> • restrict the hours of work of women or • restrict the range of jobs or positions that women can hold • are sexist⁴⁰ or make women uncomfortable? <p>Do women occupy specific jobs/positions at the company (e.g., administration)?</p>		<i>Specify</i>
3.7	<p>Does the company practice the principle of “last in, first out”⁴¹ in retrenchment⁴²?</p> <p>Has any female worker experience any unfavorable treatment</p> <ul style="list-style-type: none"> • for filing a charge of discrimination • participating in an investigation • for helping someone else complain about discrimination, or • opposing discriminatory practices? 		
3.8	<p>Does the company implement different retirement ages for men and women under</p> <ul style="list-style-type: none"> • mandatory retirement⁴³ 		

³⁹ Scheme in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person

⁴⁰ Practices which demean, ignore, or stereotype members of either sex or that needlessly call attention to gender.

⁴¹ Last In, First Out (LIFO) - means the junior employee would have to leave the employment before the senior could be directed to leave (Ramasamy, 2002)

⁴² Refers to the termination of an employee's employment through no fault of and without prejudice to the employees. In many cases, retrenchment must comply with certain requirements for it to be valid

	<ul style="list-style-type: none"> • voluntary retirement⁴⁴ • optional schemes⁴⁵ • other, <i>specify</i> <p>Are there any company practices which specifically encourage early retirement among women workers? <i>Specify</i></p> <p>Are there any other company</p> <ul style="list-style-type: none"> • policies • practices • requirements or • conditions <p>which are disadvantageous to women?</p>		<i>Specify</i>
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3 – GE Score	Yes	No	No Answers

Findings: (Problems/Issues Identified)

Recommendation/s:

⁴³ Is the set age at which persons who hold certain jobs or offices are required by industry custom or by law to leave their employment, or retire

⁴⁴ Are programs offered by employers to provide retirement benefits to long-term employees before the employees' projected retirement dates

⁴⁵ The employee chooses to retire under normal circumstances, the eligibility requirements may be different than voluntary retirement.

Item No.	Checklist Item	Compliance (Y, N, N/A)	Comments/Remarks
4.0	ELIMINATION OF GENDER-BASED VIOLENCE (GBV)⁴⁶		
4.1	<p>Does the company have a written policy for the prevention and elimination of GBV at the workplace?</p> <p>Is this policy</p> <ul style="list-style-type: none"> • posted in clearly visible places inside company premises • written in a language workers understand • explained to workers? 		
	<p>Are any of the following prohibited at the workplace?</p> <ul style="list-style-type: none"> • sexual harassment⁴⁷ • domestic/spousal violence⁴⁸ • bullying/mobbing⁴⁹ • verbal abuse⁵⁰ • client abuse⁵¹, <i>specify</i> • other, <i>specify</i> 		
4.2	<p>Does the company have a written policy or guidelines against sexual harassment (SH)?</p> <p>Does the SH policy/guidelines set out</p> <ul style="list-style-type: none"> • a confidential process for reporting complaints • formal procedures to resolve complaints • disciplinary rules and penalties • assistance for complainants? 		
	<p>Do workers</p> <ul style="list-style-type: none"> • understand that they are not to be subjected to SH of any kind • know where & how to file complaints? 		

⁴⁶ Refers to violence that targets individuals or groups on the basis of their gender.

⁴⁷ Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that tends to create a hostile or offensive work environment.

⁴⁸ Can take many forms including physical, sexual, financial, verbal or emotional abuse by family or household members including partner (live-in, dating) or spouse or those in lesbian /homosexual relationships.

⁴⁹ Involves negative behaviour being targeted at an individual, or individuals, repeatedly and persistently over time

⁵⁰ As words that attack or injure an individual, words that cause one to believe an untrue statement, or words that speak falsely of an individual

⁵¹ Refers to any violence or aggression displayed by a client of a service, towards the workers, when trying to provide support services to the client

4.3	Does the company have <ul style="list-style-type: none"> • specialized person/s, <i>how many</i> • unit/department, <i>specify</i> or • committee, <i>specify</i> that handles complaints/incidents of SH?		
	Are <ul style="list-style-type: none"> • women, <i>how many</i> • union representative, <i>how many</i> represented in the SH Committee/body?		
	Are there other channels where workers can report SH incidents anonymously? (e.g., suggestion boxes)		<i>Specify</i>
	Are SH incidents or complaints documented? <i>Provide examples of common complaints</i>		
4.4	Are any of the following company facilities separated by gender: <ul style="list-style-type: none"> • toilets • washing facilities • changing rooms • lockers • meal rooms • first aid/"sick"/wellness rooms • sleeping/resting rooms • child care centre • other, <i>specify</i> 		
4.5	Are acts of SH committed by <ul style="list-style-type: none"> • suppliers • customers • clients • guests covered by company's SH policy/process?		
	Are acts of SH committed against <ul style="list-style-type: none"> • suppliers • customers • clients • guests covered by company's SH policy/process?		
4.6	Has any female worker experienced unfavorable treatment for <ul style="list-style-type: none"> • filing a charge of SH • helping someone else complain • opposing SH practices? 		<i>Provide examples</i>
4.7	Does the company have		

	<ul style="list-style-type: none"> • programs in SH prevention, <i>specify</i> • protective measures for SH complainant? <i>Specify</i> 		
	<p>Does the company provides SH complainants with free access to any of the following:</p> <ul style="list-style-type: none"> • counselling • legal advice or representation • financial assistance • medical assistance • paid leaves • other, <i>specify</i> 		

4 – GE Score	Yes	No	No Answers

Findings: (Problems/Issues Identified)

Recommendation/s:

Item No.	Checklist Item	Compliance (Y, N, N/A)	Comments/Remarks
5.0	WOMEN IN TRADE UNIONS		
	PART I		
5.1	<p>Does the union's constitution and by-laws contain provisions on</p> <ul style="list-style-type: none"> women's participation and representation in decision-making bodies and leadership positions? <p>Does the union have a separate gender equality policy?</p> <p>Are members</p> <ul style="list-style-type: none"> aware of and educated on the policy? <p>Is the policy</p> <ul style="list-style-type: none"> being implemented and monitored? <i>How?</i> 		<i>Specify specific allocation or target (in % or number)</i>
5.2	Is there a formal selection policy or criteria for participation/representation in union decision-making and leadership bodies?		<i>Specify</i>
5.3	<p>Is the current union president a woman?</p> <p>If the current president is not a woman, has the union ever had</p> <ul style="list-style-type: none"> a woman President women who held other leadership roles? <p><i>Examples of positions held</i></p>		<i>Indicate what year/s</i>
5.4	<p>Are gender perspectives⁵² integrated in all union's education programs?</p> <p>Does the union have guidelines on gender equality for</p> <ul style="list-style-type: none"> CBA negotiators, CBAs wage negotiations other, <i>specify</i> <p>Has the union successfully negotiated gender issues in its recent CBA? <i>Provide examples</i></p>		

⁵² As a way of looking at situations and issues taking into account the respective roles and contributions of men and women in society

5.5	<p>Does the union have programs or activities specifically targeted towards gender equality? <i>Specify</i></p> <p>Do these programs equally target male and female members?</p> <p>Does the union hold women’s conference/s? <i>Specify frequency</i></p>		
5.6	<p>Do union activities or meetings take into consideration special needs or situations of women members/leaders, especially those with family responsibilities?</p> <p>Does the union have other strategies to encourage women to participate in union’s activities?</p>		<p><i>Specify</i></p> <p><i>Specify</i></p>
5.7	<p>Does the union have policies and procedures to encourage and support women to participate in or access leadership and decision-making positions?</p>		<i>Specify</i>
5.8	<p>Does the union</p> <ul style="list-style-type: none"> • collect • maintain • analyse/use • publish <p>sex-disaggregated data⁵³?</p>		<i>Indicate what kind of data are generated & how often</i>
	<p>Does the union conduct</p> <ul style="list-style-type: none"> • periodic gender audits and/or surveys • researches/studies or • produce information materials on women’s issues? 		<i>Specify types & frequency</i>
5.9	<p>Does the union have access to company’s data regarding (<i>segregated by gender</i>)</p> <ul style="list-style-type: none"> • workers hired • promoted • dismissed • workers in different job categories • salary levels⁵⁴ • other, <i>specify</i> 		

⁵³ Data that are collected and presented separately on men and women

⁵⁴ Showing the rates of pay for employees working at each level of an organization. It also shows the increases in pay an employee gets when they spend a certain length of time at a particular level

PART 2																											
5.10	<p>In your union, indicate the total no. and gender composition of your members.</p> <p>In your union, specify the total number and gender composition of your leaders:</p>		<table border="1"> <thead> <tr> <th>Total</th> <th>M</th> <th>W</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Total</th> <th>M</th> <th>W</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Total	M	W				Total	M	W															
Total	M	W																									
Total	M	W																									
5.11	<p>Does your union have other current women officials? <i>Check all that apply:</i></p> <ul style="list-style-type: none"> • Vice President/s • General Secretary/ies • Deputy/Asst. General Secretary/ies • Regional/Industry Secretary/ies • Other Senior Officials, <i>specify</i> <table border="1"> <thead> <tr> <th>Position</th> <th>Total</th> <th>M</th> <th>W</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Position	Total	M	W																						
Position	Total	M	W																								
5.12	<p>Does the union have women</p> <ul style="list-style-type: none"> • organizers • CBA negotiators • union educators • other, <i>specify</i> <p>If “no” to any of the above, have women been encouraged? <i>How?</i></p>		<table border="1"> <thead> <tr> <th>Total</th> <th>M</th> <th>W</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Total	M	W																					
Total	M	W																									
5.13	<p>Are women represented in the following decision-making bodies/structures?</p> <ul style="list-style-type: none"> • General Assembly • Council, <i>specify</i> • Board, <i>specify</i> • Committee, <i>specify</i> <p>How many women are:</p> <ul style="list-style-type: none"> • elected • appointed <p>in the above bodies?</p>		<table border="1"> <thead> <tr> <th>Total</th> <th>M</th> <th>W</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Total</th> <th>M</th> <th>W</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Total	M	W													Total	M	W						
Total	M	W																									
Total	M	W																									
5.14	<p>Is there a policy or target for women representation in the following:</p> <ul style="list-style-type: none"> • In unions’ General Assemblies/Congresses • In various tripartite bodies • In bargaining teams 		<table border="1"> <thead> <tr> <th rowspan="2">Policy</th> <th colspan="3">Actual</th> </tr> <tr> <th>Total</th> <th>M</th> <th>W</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Policy	Actual			Total	M	W																	
Policy	Actual																										
	Total	M	W																								

	<ul style="list-style-type: none"> In unions' local education programs In international conferences Other, <i>specify</i> <p>Trade union secretariat:</p> <ul style="list-style-type: none"> Employees who work as technical staff <ul style="list-style-type: none"> Legal team Heads of departments/units Administrative positions⁵⁵ Other, <i>specify</i> <p>Departments/Committees in the union (except Women's/Equality):</p> <table border="1" data-bbox="346 733 901 959"> <thead> <tr> <th>Name</th> <th>Total</th> <th>M</th> <th>W</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Name	Total	M	W																					<table border="1" data-bbox="1123 218 1482 333"> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table> <table border="1" data-bbox="1123 442 1482 666"> <thead> <tr> <th>Total</th> <th>M</th> <th>W</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>													Total	M	W															
Name	Total	M	W																																																					
Total	M	W																																																						
5.15	<p>Does the union have a</p> <ul style="list-style-type: none"> women/equality committee, <i>specify</i> women/equality department, <i>specify</i> person/s working exclusively and/or full time on gender issues other structures, <i>specify</i> <p>Is this/are these structures</p> <ul style="list-style-type: none"> statutory (created by law/policy/constitution) or informal structures? <p>Are members of the committee</p> <ul style="list-style-type: none"> elected, <i>how many</i> appointed, <i>how many</i> trained on gender equality represented in the union's governing bodies, <i>specify in what body</i> <p>Does the committee/department/unit</p> <ul style="list-style-type: none"> have a decision-making authority have a separate/specific budget regular meetings, <i>how often?</i> 	<table border="1" data-bbox="1123 994 1482 1185"> <thead> <tr> <th>Total</th> <th>M</th> <th>W</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Total	M	W																																																			
Total	M	W																																																						
5.16	<p>Are women members represented or involved in any of the following:</p> <ul style="list-style-type: none"> occupational health, safety and environment committees 	<table border="1" data-bbox="1123 1880 1482 2027"> <thead> <tr> <th>Total</th> <th>M</th> <th>W</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Total	M	W																																																			
Total	M	W																																																						

⁵⁵ Employees responsible for organizing, supervising and managing the office

<ul style="list-style-type: none"> • in grievance-handling procedures • as shop stewards⁵⁶ • as union board members • as works council/joint committee members⁵⁷ • on company boards⁵⁸ where there is employee representation • in government statutory bodies⁵⁹ as workers' representatives, <i>specify</i> • other, <i>specify</i> 				

5 – GE Score	Yes	No	No Answers

Findings: (Problems/Issues Identified)

Recommendation/s:

⁵⁶ A person elected by workers, for example in a factory, to represent them in dealings with management.

⁵⁷ A body or committee composed of employer and employees that discusses working conditions, wages, etc., within a plant or business

⁵⁸ Is a body of elected or appointed members who jointly oversee the activities of a **company** or organization

⁵⁹ Self-governing/independent government agencies set up by special legislation to perform specific functions

2.3.2 WORKPLACE PAY EQUITY VERIFICATION CHECKLIST

Aim and Scope

The workplace pay equity verification checklist mainly aims to review existing workplace policies, procedures, requirements and practices and identify where gender pay inequalities may exist within the organization/enterprise and possible factors which might be partly responsible for those gaps.

Checklist Scoring

Scoring

For scoring purposes, only the “yes/no” items in the checklist will be counted. Score box summary is provided at the end of every section. **Note however that no/blank answer may be interpreted as “no”, as respondent should be aware of the item if it really existed.**

The items not answerable by “yes” or “no” will be used together with the “yes/no” items for a wholistic assessment and analysis of the status of the promotion of pay equality within the enterprise/organization.

Instructions

1. Sum up all “yes”; “no” and **no/blank responses** per section and put in designated space in the score box summary provided at the end of every section.
2. Divide the “yes” score by the **total number of items answerable by “yes/no” in each section**. The result is the **pay equity score (PES)** in that particular section. The WATER’s **Gender Equality Score Sheet** (see **Appendix G**) provides information on the total number of items answerable by “yes/no” in each section.
3. Summarize the scores per section using the WATER Gender Equality Score Sheet.
4. Finally, sum up all the **subtotal “yes” scores** and divide by the **total number of items answerable by “yes/no”**. The result is the **overall pay equity score (O-PES)** of the respondent enterprise/organization.

Overall Pay Equity (O-PE) Score

O – PE Score	Yes	No ⁶⁰

⁶⁰ This includes those no/blank answers.

WORKPLACE PAY EQUITY VERIFICATION CHECKLIST

Name of Company: _____ Location: _____
 Proximate Total Number of Workers: _____ Male: _____ Female: _____
 Sex of Respondent: _____ Age: _____ Position: _____ Date Accomplished: _____

Item No.	Checklist Item	Compliance (Y, N, N/A)	Comments/Remarks
1.0	Compensation and Benefits		
1.1	Does the company have a <ul style="list-style-type: none"> • written and/or • transparent/open compensation <ul style="list-style-type: none"> a) policies⁶¹ b) system/structure⁶² and c) practices in place? Do workers <ul style="list-style-type: none"> • know about and • clearly understand these policies, system and practices? 		
1.2	Does the company have a standard method or formula in determining starting pay ⁶³ for each position? <i>Specify</i> Does it apply consistently to all workers, regardless of employment status?		
	Are men and women hired for the same position/level start with the same basic starting pay? If there are differences, are these determined on the basis of certain criteria (e.g., skills, experience)?		<i>Specify</i>
1.3	Are men and women doing similar work but under different job titles have different pay rates ⁶⁴ ? If there are differences, are these determined on the basis of certain criteria (e.g., job requirements)?		<i>Specify</i>

⁶¹ Refer to the policies that govern the calculation of salary and benefit entitlement for all employees.

⁶² Is the configuration and scale that determines how people get paid in an organization

⁶³ An employee's initial rate of pay when starting a particular type of job

⁶⁴ Is the rate of pay payable to the employee for his or her ordinary hours of work, excluding incentives, bonuses, overtime, allowances, etc.

1.4	<p>Are there restrictions or limit on</p> <ul style="list-style-type: none"> the amount of overtime (per day/week/month) by women, <i>specify</i> working hours of women working at night (e.g., 10pm-6am), <i>specify</i> overtime for workers in certain position/level? <i>Specify</i> 		
	<p>Are there any differences in payment rates between men and women for:</p> <ul style="list-style-type: none"> over time shift pay⁶⁵ night work/shift on call, stand-by or waiting time⁶⁶ payment for additional responsibilities⁶⁷ other, <i>specify</i> 		<i>Specify</i>
1.5	<p>Do women, regardless of employment status, qualify and receive the same amount or rate/level of payment as men for the following government mandated or company-provided additional payments:</p> <ul style="list-style-type: none"> bonuses (<i>i.e.</i>, 13th and 14th month pays, holiday bonuses, allowances for leaves not taken, etc.); additional allowances (<i>e.g.</i>, cost of living, ravel, transport, housing, allowance for dependents); fringe benefits⁶⁸ (<i>e.g.</i>, medical coverage, company transport, life/disability insurance, etc.) other benefits in kind (<i>e.g.</i>, uniforms, laundering work, accommodation, food, medical insurance, menstruation leave, etc.) <p>Does the company apply similar eligibility requirements or criteria for the above benefits between men and women? <i>Specify</i></p>		<i>Indicate differences and specify those who are excluded, if any</i>

⁶⁵ A premium paid to employees who work the less desirable hours (e.g., at night, on weekends, etc.) when a business must operate.

⁶⁶ Payment for the periods of time when the employee is not actually performing work but is required to remain at, near or able to return to a duty station when called upon.

⁶⁷ Are made to employees who are taking on additional responsibilities over and above those set out in their job description.

⁶⁸ An extra benefit supplementing an employee's money wage or salary

1.6	Are there benefits that are: <ul style="list-style-type: none"> • only given to men, <i>specify</i> • only given to women, <i>specify</i> 		
1.7	Does the company have <ul style="list-style-type: none"> • any guidelines/policy on pay increases after probation⁶⁹ and • whether these guidelines equally apply to all genders? 		
1.8	Does the company include periods of paid or unpaid <ul style="list-style-type: none"> • maternity, • paternity, • parental, • child care leaves, etc. in calculating seniority payments ⁷⁰ ?		
1.8	Are there any other company <ul style="list-style-type: none"> • policies • procedures • requirements • practices which may disadvantage women workers with regard to compensation and work-related benefits?		

1 – PE Score	Yes	No	No Answers

⁶⁹ The probationary period is the initial period of employment, a kind of “trial period”, during which the supervisor carefully considers whether the employee is able to meet the standards and expectations of the job and if the employee should be retained as a regular employee

⁷⁰ Are payments made to employees based on their level of experience, the amount of which is dependent upon their years of service and other qualifications.

Findings: (Problems/Issues Identified)

Recommendation/s:

Item No.	Checklist Item	Compliance (Y, N, N/A)	Comments/Remarks
2.0	Performance/Productivity and Bonus Payments⁷¹		
2.1	<p>Does the company have a transparent/open job performance review system⁷²?</p> <p>If yes, are</p> <ul style="list-style-type: none"> • all levels of work/position in the company and/or • all categories of workers, regardless of their employment status included in the review system? 		<p><i>Specify frequency of the review</i></p> <p><i>Specify those who are excluded, if any</i></p>
2.2	<p>Does the company use similar job performance criteria/standards for</p> <ul style="list-style-type: none"> • men and women • different categories of workers? <p>Is gender included in the performance criteria?</p> <p>Do workers</p> <ul style="list-style-type: none"> • know about and • clearly understand the criteria? 		
	<p>Do the performance criteria contain any requirements which could be disadvantageous to women? <i>Specify</i></p> <p>Are (<i>all genders</i>)</p> <ul style="list-style-type: none"> • workers • unions or • workers' representatives • other, <i>specify</i> <p>involved in developing the job performance criteria? <i>How?</i></p>		
2.3	<p>Do the criteria clearly specify how performance-related pay and bonuses are determined?</p> <p>Are men and women with similar levels of performance awarded bonuses with the same percentage increases? <i>If not, what are the reasons for the difference?</i></p>		

⁷¹ These are payments made for rewarding performance at the sole discretion of the company or employer.

⁷² A systematic and periodic process that assesses an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives.

	<p>Does the company reward employees fairly based on performance?</p> <p>Do</p> <ul style="list-style-type: none"> women on maternity leave and those in flexible working arrangements⁷³ have access to performance bonus opportunities? 		
2.4	<p>Are there differences in targets or quota between men and women doing similar jobs? <i>Specify</i></p>		
	<p>Do jobs done by men have more access to bonus/commission⁷⁴ than those done by women? <i>Specify</i></p> <p>Are men assigned projects or tasks with high commission/bonus potential on a consistent basis?</p> <p>Are there specific</p> <ul style="list-style-type: none"> categories of workers or positions <p>who are entitled to certain bonuses or commissions?</p>		<i>Specify</i>
2.5	<p>Are there any other company</p> <ul style="list-style-type: none"> policies procedures requirements practices <p>which may disadvantage women in relation to access performance-related pay and bonuses? <i>Specify</i></p>		

2 – PE Score	Yes	No	No Answers

⁷³ Refers to work arrangements that provide employees with flexibility to better manage their work responsibilities and personal commitments

⁷⁴ A fee paid for services, usually a percentage of the total cost

Findings: (Problems/Issues Identified)

Recommendation/s:

Item No.	Checklist Item	Compliance (Y, N, N/A)	Comments/Remarks
3.0	Career Development⁷⁵ and Promotion		
3.1	Do all workers, regardless of employment status, have access to work-based training opportunities?		<i>Specify those who are excluded, if any</i>
	Does the company have a written policy or objective criteria ⁷⁶ for selecting participants?		<i>Specify the criteria</i>
	Does the company inform workers about currently available training courses? Are available training programs mostly for male-specific jobs?		<i>How?</i>
3.2	Does the company have a specific cut-off age requirement for participation in training? <i>Specify</i>		<i>Specify the differences in the cut off age between genders, if any</i>
	Do women have equal access to company's <u>training-related support</u> (e.g., training fee, food, transportation), if any?		<i>Specify</i>
3.4	Does the company give all workers, regardless of their employment status, equal opportunities for promotion? Does the company apply <ul style="list-style-type: none"> • similar criteria and • eligibility requirements⁷⁷ for promotion to all genders?		<i>Specify those who are excluded, if any</i>
	Is promotion based or partly based on length of service ⁷⁸ ?		<i>Specify other criteria, if any</i>
3.5	Does the company <ul style="list-style-type: none"> • apply a standard percentage increase for promotions and whether • this standard increase applied equally to all genders? 		
3.6	Are women mostly concentrated in a <ul style="list-style-type: none"> • particular job category/position or 		<i>Specify</i>

⁷⁵ Is the series of activities or the on-going/lifelong process of developing one's career

⁷⁶ Selection is based on a clear system without regard to gender, marital or employment status, etc.

⁷⁷ Conditions an applicant must fulfill

⁷⁸ How long a person has worked at a company or has belonged to an organization

	<ul style="list-style-type: none"> • lower paying jobs/positions? <p>Are part time workers mostly concentrated in a</p> <ul style="list-style-type: none"> • specific section or • job category? 		<i>Specify</i>
3.7	<p>Do male workers get promoted faster?</p> <p>Does the company have a specific target for promotion of women for different levels and positions? <i>Specify</i></p>		<i>What's the reason behind this?</i>
3.8	<p>Are there any other company</p> <ul style="list-style-type: none"> • policies • procedures • requirements • practices <p>which may disadvantage women in relation to access to training and promotion opportunities? <i>Specify</i></p>		

3 – PE Score	Yes	No	No Answers

Findings: (Problems/Issues Identified)

Recommendation/s:

Item No.	Checklist Item	Compliance (Y, N, N/A)	Comments/Remarks
4.0	Measures that Balance Work and Family Life		
4.1	<p>Does the company allow family-friendly work arrangements⁷⁹ (FFWAs) primarily to certain</p> <ul style="list-style-type: none"> • departments, <i>specify</i> • positions, <i>specify</i> or • categories of workers? <i>Specify</i> <p>Does the company include FFWAs in employment contracts?</p> <p>Does the workplace culture support FFWAs?</p>		<i>If yes, how?</i>
	<p>Do any eligibility requirements for FFWAs disadvantage</p> <ul style="list-style-type: none"> • part time⁸⁰ • casual⁸¹ • other workers in temporary contracts⁸²? 		
4.2	<p>Are part time work arrangements available to managers and those at senior levels?</p> <p>Do part time workers enjoy proportional (<i>in pro rata</i>⁸³)</p> <ul style="list-style-type: none"> • benefits, • conditions and • status as full time workers? <p>Do temporary workers enjoy the same benefits as permanent workers?</p>		
4.3	<p>Do workers in FFWAs have access to the same opportunities for</p> <ul style="list-style-type: none"> • salary increases • benefits • work-based training • advancement and promotion as any other workers? 		

⁷⁹ Defined as those workplace arrangements that assist employees to combine paid employment with their caring responsibilities and personal lives

⁸⁰ Someone who works fewer hours than a full-time worker

⁸¹ Those who are hired to work on an as-and-when required basis

⁸² Sometimes employed on fixed term contracts. A fixed term contract is a contract of employment for a definite period, set in advance

⁸³ In proportion to hours worked. For example, if a full-time worker gets a USD1,000 Christmas bonus, and a part-time worker works half the number of hours, they should get USD500

	Does the company take into account family responsibilities when <ul style="list-style-type: none"> • reassigning or • transferring workers to remote workplaces⁸⁴? 		
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4 – PE Score	Yes	No	No Answers

Findings: (Problems/Issues Identified)

Recommendation/s:

⁸⁴ An office other than the employer workplace or any other imaginable environment (e.g., construction site hotel, etc.)

Item No.	Checklist Item	Compliance (Y, N, N/A)	Comments/Remarks
5.0	Equal Pay Activities and Mechanisms for Equal Pay Complaints		
5.1	<p>Has the company ever</p> <ul style="list-style-type: none"> conducted own pay equity audit/survey⁸⁵ in the past participated in a government-initiated pay reviews or inspection? <p><i>If yes,</i></p> <ul style="list-style-type: none"> has the union been engaged or participated in the conduct of such audit/s or inspection were the audit/s findings used to address pay equity issues, if any? <p><i>If no, does the company have any plans to conduct a review in the future?</i></p>		<i>When, if any and results</i>
5.2	<p>Does the company have any mechanism (e.g., pay equity officer, department) for communicating compensation policies or pay practices to workers? <i>Specify</i></p> <p>Are workers comfortable approaching management or concerned personnel with questions or observations about salaries or working conditions?</p> <p>Does the company allow workers to discuss salaries or other job conditions with co-workers?</p>		
5.3	<p>Does the company have</p> <ul style="list-style-type: none"> a written complaint procedures for a pay equity committee/unit an officer who handles other mechanisms to handle, <i>specify pay equity complaints?</i> <p>Do workers</p> <ul style="list-style-type: none"> know about and clearly understand these procedures? 		
5.4	Has any female worker experienced unfavorable treatment for		<i>Provide examples, if any</i>

⁸⁵ Is a detailed analysis of payroll data to identify where gender pay differences and gender pay issues exist within a workplace

	<ul style="list-style-type: none"> • filing a charge of pay discrimination • helping someone else complain • opposing pay inequality practices? <p>Has the company ever had equal pay complaints filed against it?</p>		<i>Provide examples, if any</i>
5.5	<p>Are pay equity concerns included in collective bargaining negotiations?</p> <p>Do women workers participate in</p> <ul style="list-style-type: none"> • formulating pay equity collective bargaining proposals and/or • public consultations on petitions for wage increases? 		

5 – PE Score	Yes	No	No Answers

Findings: (Problems/Issues Identified)

Recommendation/s:

Appendix A: **Platform of Action for Gender Equality 2015 - 2019**

Appendix B: **Letter Templates**

Appendix C: **Survey/Interview Planning/Implementation Checklist**

Appendix D: **Sample Interview Checklist**

Appendix E: **Sample Activity Work Sheet**

Appendix F: **Sample FGD Agenda and Questions**

Appendix G: **Gender Equality Score Sheets**

Appendix H: **Gender Action Plan Template and Sample**

Appendix I: **What Do All These Terms Mean**

Appendix A

ITUC-AP Gender Equality and Pay Equity Verification Manuals

Trade Union Guide to Participatory Gender Audit

Platform of Action for Gender Equality 2015 - 2019

**International Trade Union Confederation-Asia Pacific (ITUC-AP)
Platform of Action for Gender Equality (PAGE 2015 - 2019)
“Agenda for Protecting the Gains and Accelerating Progress Towards
Gender Equality and Women Empowerment in Asia-Pacific”**

I. CONTEXT AND BACKGROUND

1. Trade unions have led the struggle to achieve gender equality in the workplace, in society and in their own policies, and structures. Gender equality has been and continues to be one of the fundamental principles of ITUC and ITUC-AP. The Constitutions of ITUC and ITUC-AP form the basis of the region’s gender equality work, and sets out the aims and objectives including for affiliates. Specifically, the ITUC-AP Constitution expressly guarantees the full integration of women in trade unions and the promotion of full gender parity in leadership bodies and in activities at all levels.
2. ITUC-AP and its affiliates set out their vision for gender equality through the Platform of Action for Gender Equality (PAGE). The Platform which forms part of the ITUC-AP policies and action programme, laid the foundation for the region’s wider policy and action work towards the achievement of gender equality. The Platform was updated in 2011 to reflect emerging gender equality issues in the region. The update provided a framework for strategic interventions for the period 2011-2015.

PAGE also builds on other relevant UN instruments, conventions, recommendations and decisions on human rights and gender equality such as the Universal Declaration of Human Rights (1948), the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979), the Beijing Declaration and Platform for Action (BPfA, 1995), the Optional Protocol to the Convention on the Elimination of All Forms of Discrimination Against Women (1999), the UN Millennium Declaration/8 Millennium Development Goals (2000-2015), ILO Conventions and Recommendations (Nos. 100, 111, 156, 183, 189), among others.

3. The ITUC-AP, working with affiliates and partners, has carried out a number of strategies and approaches in support of gender-equality goals, objectives and key priorities as set down by the ITUC Congress Decision and the Platform of Action for Gender Equality (PAGE) 2011-2015.

Regional and national activities concentrated on building the institutional capacity of affiliates to take the lead in designing and implementing women-dedicated organising, capacity building and member-servicing programmes, building awareness, advancing

gender-equality issues in tripartite and social dialogue processes, increasing political and legislative pressure to improve enforcement of existing gender-equality laws and regulations and promoting the integration and balanced participation and representation of women in public and political life, and especially in unions.

4. After four years, there are visible signs of progress, often as a result of trade union-led campaigns, advocacy and representation, particularly in the following key areas:
 - i. **Increased membership of women in unions** – women now comprise 38% of total ITUC-AP affiliates' union membership in 2014, up from 36% in 2011; new domestic workers' unions formed (e.g., India, Pakistan, Sri-Lanka); targeted organising of women workers in highly feminised sectors (e.g., agriculture, home-based, care work, informal sector, domestic workers);
 - ii. **Helped secure passage of new or strengthened laws, legal precedents or policies on gender equality and non-discrimination**—equal pay litigations (e.g., Australia, New Zealand); anti-sexual harassment (e.g., Bangladesh, India, Indonesia, Israel, Malaysia, Pakistan, Singapore); support for workers with family responsibilities (e.g., Bahrain, Cook Islands, Israel, Japan, New Zealand, Singapore; South Korea); enhanced maternity protection & benefits (e.g., Bangladesh, Bahrain, Indonesia, Israel, Malaysia, Oman, Singapore, Turkey); domestic workers' protection (e.g., Hong Kong, India, Philippines, Singapore, Thailand, Vietnam); statutory MW (e.g., Hong Kong, Malaysia); women in union decision-making bodies (e.g., Bangladesh, Pakistan); limiting restrictions on types of jobs for women (e.g., Bahrain, Mongolia, Jordan);
 - iii. **More collective bargaining agreements incorporating the principles of gender equality** – paid domestic violence leave (e.g., Australia, New Zealand); maternity protection (e.g., Indonesia);
 - iv. **Improved delivery and provision of services to women members and their families** – counselling services (e.g., Israel, Japan, South Korea); training and job placement (e.g., Hong Kong, Philippines, Singapore); education, shelter (e.g., Israel); migrant workers' support (Hong Kong, Korea, Malaysia, Nepal); workers inquiry lines established (e.g., Japan);
 - v. **Growing number of affiliates implementing measures and initiatives to help ensure equal opportunity and treatment** –mentorship; leadership and gender sensitisation courses; conferences focused on leadership; dedicated training for women (e.g., leadership, training of trainers, negotiating skills, participatory gender audit; formal and informal networks with multi-sectoral partners established (e.g., India, Japan, Nepal, New Zealand, Pakistan, Philippines, South Korea); increased engagement of men in gender equality programs; and
 - vi. **Increased commitments to women's leadership roles in unions** – increased roles of women's structures (e.g., Afghanistan, Indonesia, India, Nepal, Pakistan, Turkey); amendments in unions' constitutions (e.g., Indonesia, Sri Lanka); women leaders and members in government bodies (e.g., Nepal, Palestine, Sri Lanka); periodic conduct of

gender audits and surveys; affirmative measures, i.e., quotas, reserved seats, targets, etc. (e.g., India, Japan, Nepal, South Korea).

II. CURRENT AND EMERGING CHALLENGES

5. Although progress has been made in promotion of gender equality and women's empowerment, the pace of change has been slow and highly uneven both within and between countries in the region. Stubborn and often profound gaps persist and threaten to push back hard-won successes and gains for women and girls. The data are clear:
- The region has closed just 67% of the gender gap. Inequalities in education, the labour market and insecurity persist, particularly in South Asia. In fact many countries, regardless of economic size, remain badly placed in narrowing the gender gap -- Indonesia (95th), India (101st), Malaysia (102nd), Cambodia (104), Japan (105th), South Korea (111th), Nepal (121), and Pakistan (135th)⁸⁶.
 - The gender gap in labour participation is highest in South Asia, exceeding 45 percentage points while rates for countries in South-East Asia and the Pacific range from 25-40 percentage points⁸⁷.
 - Women still earn 38.2% less than men, almost 5 percentage points higher than the global average of 33.6%⁸⁸.
 - In East Asia and the Pacific, vulnerable employment continues to affect women more than men (63.1% for women compared to 56% for men in 2013)⁸⁹.
 - On average, women's political representation is lowest in the Pacific sub-region (excluding Australia and New Zealand) at 3.65%, compared to the global average of 20%⁹⁰.
 - In one survey of 100 listed companies around the region, female directors accounted for fewer than 10% of company board members, with more than half of the boards surveyed in India, Japan, New Zealand, Singapore and South Korea having none at all⁹¹.
 - The disparity exists despite the fact that half of the region's university graduates are women.
 - More women are also dropping out in the transition from middle to top management roles --70.24% (Japan), 52.88% (China), 48.3% (Hong Kong SAR, China) and 45.90% (Singapore)⁹².
 - The region has a "particularly low level" of conformity with the ILO standards on maternity leave (duration, benefits provided, and source of funding)⁹³.
 - Small surveys covering Japan, Malaysia, the Philippines and South Korea indicate that 30 to 40% of women workers report some form of harassment – verbal, physical or sexual⁹⁴.

⁸⁶ 2013 Global Gender Gap Report

⁸⁷ Asia-Pacific Labour Market Update, ILO Regional Office for Asia and the Pacific | April 2013

⁸⁸ Euromonitor, 2013

⁸⁹ Adapted from ILO, Global Employment Trends, 2014

⁹⁰ Inter-Parliamentary Union

⁹¹ Korn/Ferry International's 2013 survey

⁹² Grant Thornton, Women in Senior Management: Still Not Enough (London: Grant Thornton International, 2012)

⁹³ Maternity and paternity at work: Law and practice across the world, ILO, 2014

⁹⁴ Violence against Women Factsheet: United Nations, Secretary General's Campaign, UNiTE, 2012

6. With these developments and continuing challenges, an updated PAGE (2015-2019) has been developed to continue, expand and scale up ITUC-AP and affiliates' implementation, promotion and coordination of gender equality programs and activities in the region. Specifically, the Platform aims to enable the ITUC-AP and its affiliates to make continual and measured progress towards gender equality including:
 - ensuring that gender equality is reflected in all its operations, policies, programs, processes and activities; and
 - contributing to the creation of an enabling environment in the region [in workplaces, in unions, in society] in which women and men enjoy equal opportunities, rights and obligations.
7. The Platform is a companion strategy document to the ITUC-AP Action Programme and is in line with the ITUC Strategic Framework and aims to operationalize the priorities and objectives in those strategic documents.

III. STRATEGIC ACTIONS 2015 - 2019

8. There have been considerable developments since the adoption of PAGE in 2011, many of the issues and actions in the 2011 - 2015 editions still resonate strongly within the region. However, given the magnitude of challenges and opportunities facing the region, it is critically important to keep the level of engagement high as well as to rapidly accelerate focus on concerted and targeted strategic priorities which complement PAGE 2011.
9. Accordingly, this updated Platform incorporating the experiences within and across countries in the region as well as the voices of men and women of the trade union movement and lessons learnt, will pay particular attention to the following key action areas:
 - i. Increasing women's labour force participation and access to decent work
 - ii. Building a union leadership with a minimum of 30% women representation
 - iii. Organising informal, precarious and domestic workers
 - iv. Recruiting and organising young women workers
10. The main features of the PAGE 2015-2019 are increased focus on measurable targets and results-oriented objectives, including defined sets of key performance indicators and action plans for implementation, monitoring and evaluation. These elements will describe how the ITUC-AP and its affiliates intend to achieve the objectives, and are described in greater detail.
11. PAGE 2015-2019 defines the scope of the work of ITUC-AP and its affiliates on gender equality for the next four years. For the most part, actions are built around three (3) overarching strategies: *union organising, advocacy for social protection and decent wages for all and shaping an enabling environment for gender equality and women's empowerment*. These strategies relate to each of the priority areas outlined earlier and are key drivers for achieving the goals of PAGE.
12. A number of other cross-cutting strategies run throughout the proposed actions:
 - Addressing multiple areas of change (cultural, traditional beliefs, norms, attitudes to individuals, institutions and laws)

- Improving the methodology to integrate and mainstream gender considerations in ITUC-AP and affiliates' decisions, operations, programs, processes, activities and practices
- Allocate resources for gender equality initiatives and dedicated structures for gender mainstreaming
- Organising joint women and youth programs, activities and initiatives
- Building support (among trade union leaders, men and women in unions) for women's capacity and leadership and ensuring their full participation in decision-making and in implementation of those decisions
- Sustaining advocacy and lobbying campaigns at all levels
- Building and strengthening institutional partnerships and alliances across sectors and with wider civil society to advance gender equality
- Engaging men and boys as gender equality advocates at various levels of society
- Producing and disseminating gender responsive materials
- Collecting, maintaining and using gender-responsive indicators and sex-disaggregated baseline data and information to support the planning, implementation and evaluation of activities and interventions

THEMATIC PRIORITIES

1. Increasing women's labour force participation and access to decent work

While progress has been made in closing the gender gaps in most areas, the prevalence of discrimination in various forms remains within countries and across countries in the region, in many sectors, in workplaces. In particular, progress in access to quality and choice of employment, better working conditions, adequate social protection particularly access to essential maternal health and income security around childbirth and publicly-funded care services (including child and elderly care), wage parity, protection from discrimination and gender-based violence including sexual harassment, among others, has been painfully slow. The workplace offers a particularly critical setting for facilitating a gender-inclusive and violence-free environment and workers together with unions can be powerful agents in driving and influencing decisions towards that direction.

Strategic Objective: Reducing discrimination and valuing diversity

Performance Indicators	Key Actions
1. Number of new or strengthened laws and policies on gender equality and non-discrimination	<ul style="list-style-type: none"> • Promote women's equal access to employment opportunities in and skills development particularly for traditional male-dominated industries • Push Advocate for more and qualified labour inspectors to focus on discrimination • Pressure companies through e.g., collective bargaining agreements to implement more transparent hiring, promotion and compensation policies

	<p>and decisions</p> <ul style="list-style-type: none"> • Campaign to encourage men to take greater share of family responsibilities including through the adoption of appropriate policies • Encourage family-friendly and work-life reconciliation policies (e.g., leave)
2. Number of new ratifications of relevant ILO and other related instruments (e.g., ILO Conventions Nos. 100, 111, 156, 183, 189)	<ul style="list-style-type: none"> • Assess best practices and intensify in-country, regional and global campaigns to promote the ratification of relevant international instruments • Push for national policies and strategies as necessary steps towards their ratification • Align gender equality-related national laws and policies with international standards • Lobby governments for an ILO instrument on gender-based violence
3. Number of workplace policies and activities against gender-based violence	<ul style="list-style-type: none"> • Encourage employers to commit to zero-tolerance against workplace violence • Fully engage male workers and members in the fight against workplace violence • Push for setting up of anti-sexual harassment structures/bodies at the workplace
4. Increase in the number of CBAs integrating gender-equality clauses	<ul style="list-style-type: none"> • Include care provisions including paternity and parental leaves, maternity protection, equal pay, family-friendly workplace policies, etc. in CBAs • Bargain for protection against sexual harassment and other forms of gender-based violence and support for survivors of domestic violence
5. Increased engagement of affiliates in gender equality and women's empowerment	<ul style="list-style-type: none"> • Use of pay audits to identify discriminatory policies and practices • Train workplace representatives to develop skills to recognise and report discrimination • Develop campaigns on equal pay for work of equal value and on creation of decent jobs in the care sector • Utilise litigation and other related avenues to address pay and other forms of discrimination

	<ul style="list-style-type: none"> • Intensify collaboration with civil society and media against gender-based violence
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2. Building a union leadership with minimum of 30% women representation

Women’s participation and representation in politics, public and private sectors and elsewhere remain limited. Women continue to dominate lower levels of leadership and roles where they have the least influence or have limited access to making and implementing policies and decisions.

This particular challenge concerns unions as well. In the region, despite increasing membership in unions, women remain a minority (ranging from just 2%-50%) in decision-making bodies in unions. The average is 13%, way below the ITUC constitutional principle of at least 30%. Unions could do more and unions are committed to do more. The ITUC global (Count Us In!) campaign which aims to reach out to, organise and mobilise more women and to promote them in leadership positions is a key step to accelerating the constitutional commitment into action, particularly at the national level.

Strategic Objective: Implementing gender parity in participation, representation and leadership at all levels of union decision and policy-making structures

Performance Indicators	Key Actions
1. Level of compliance with the constitutional provision on women’s representation (starting at 30%) in leadership and decision-making positions in unions	<ul style="list-style-type: none"> • Adopt a policy on women’s equitable representation in tripartite bodies and in unions at all levels • Develop strategic plans to ensure women’s equitable representation in unions at all levels • Review unions’ internal rules and statutes to ensure that these do not present barrier to women’s participation/access to decision-making positions • Create/strengthen gender equality-dedicated structures with decision-making authority (e.g., women’s committees) and monitoring mechanisms • Establish targets, reserved seats, temporary goals or quotas and other affirmative measures as appropriate • Make Encourage unions to practice family-friendly measures, e.g., meeting times • Document best trade union practices on increasing women’s representation at leadership level • Collect and publish data on women’s participation in unions

2. Increase in the number of women members participating actively in unions at all levels	<ul style="list-style-type: none"> • Develop/strengthen gender-responsive programs including training to enhance women’s leadership • Organise a dedicated mentoring/coaching program for young women in trade unions • Promote the appropriate participation of women as trade union negotiators and organisers
3. Enhanced gender balance in union programs and activities at all levels	<ul style="list-style-type: none"> • Adopt gender sensitive criteria for participation in unions activities • Put in place policies to ensure equal participation of women and men in training, meetings, programs and activities at all levels

3. Informal, precarious and domestic workers need unions too!

The participation of women in the labour market in the region has been growing steadily in recent years. It is apparent however that many of these women remain outside the scope and protection of labour laws, often working as contributing family or own-account workers, in informal-based activities or in extremely precarious employment including domestic work which lacks security and benefits.

ITUC has long taken the political decision to organise workers in these sectors. Given the current anti-workers and anti-union movement, strengthening the political power, influence and relevance of the labour movement requires unions to organise workers more strongly than ever. Informal and domestic workers constitute a huge, unorganised workforce with great potential for membership. Trade unions should demonstrate better leadership in protecting and promoting the rights and interests of informal and domestic workers.

Strategic Objective: Organising informal (IS), precarious and domestic workers (DW) and enhancing their rights and protection

Performance Indicators	Key Actions
1. Increase in women’s membership in unions and increased participation of IS, precarious and domestic workers	<ul style="list-style-type: none"> • Develop and improve union organising methods suited to needs of IS and DW • Develop highly-focused organising plans and targets • Mainstream the Labour Rights for Women and 12 by 12 campaign methods to organise and empower women • Innovate, experiment with new, and expand existing forms of recruitment, participation and membership • Intensify in-country and cross-border solidarity and alliances to organise

	domestic workers
2. New or improved national, regional and global legal frameworks for organising	<ul style="list-style-type: none"> • Campaign for new or stronger national legal frameworks particularly those relating to freedom of association and collective bargaining for IS and DW • Promote ratification of ILO Conventions 177 and 189 on homeworkers and domestic workers, respectively • Lobby for ILO instrument on facilitating transitions from the informal to the formal • Lobby to bring existing national laws into compliance with ILO C189
3. Increase in the dedicated resources and structures for organising informal and domestic workers	<ul style="list-style-type: none"> • Commit adequate resources for organising • Create/strengthen dedicated-organising structures within unions • Strengthen the capacity of union organisers to reach out to women in informal economy and domestic workers
4. Number of new laws or policies enhancing rights and protection for informal and domestic workers	<ul style="list-style-type: none"> • Advocate at all levels of government to bring IS and DW under the protection of labour laws • Advocate decent wages, better working conditions and adequate social protection • Work closely with organisations that are active in the field of the informal economy and domestic work

4. Our future depends on them: Recruit and organise young women workers now!

Over 60% of the world's young people live in Asia and the Pacific, which translates into more than 750 million young women and men aged 15 to 24 years⁹⁵. While youth unemployment is a main concern in the region, the low quality of work and lack of decent work opportunities remains a bigger problem⁹⁶. Lacking economic and social opportunities, young people are often forced into high-risk, precarious and informal employment where jobs are characterized by low insecurity, low wages and benefits, poor working conditions and lack of social protection. They are also mostly found in sectors less covered by unions and collective bargaining agreements (e.g., agriculture, services, informal sector).

Such vulnerabilities disproportionately affect young women. Based on school-to-work surveys⁹⁷ carried out in 2012-2013 among young people in Bangladesh, Cambodia, Nepal, Samoa and Vietnam, the unemployment rate of young women was on average 8 percentage

⁹⁵ <http://www.adb.org/great-expectations/index.html>

⁹⁶ http://www.ilo.org/asia/info/public/pr/WCMS_302603/lang--en/index.htm

⁹⁷ Labour market transitions of young women and men in Asia and the Pacific, August 2014

points than their male counterparts in all five countries. Young women are also more likely to be engaged in informal employment including in temporary, non-regular, lower-skilled, poorly-remunerated occupations. Unionisation rates remain lower among young workers. Many affiliates have taken the challenge of organising young people with a variety of organisational approaches. Current initiatives and strategies need tweaking to meet the expectations, aspirations and needs of young people. As the traditional strongholds of union membership continue to shrink, unions are challenged to open up towards new employment realities and organise young workers particularly those in non-regular forms of employment. This requires substantial organisation and political changes.

Strategic Objective: Reaching out to the next generation of workers and potential members

Performance Indicators	Key Actions
1. Increase in young women workers membership in unions	<ul style="list-style-type: none"> • Mainstream Decisions for Life campaign methodology to organise and empower young women • Develop Establish a training program to develop skills for organising and campaign drives • Adapt existing manuals on workers' action to the range of different employment conditions • Campaign against casualization of work
2. Increase in the number of affiliates with dedicated financial, personnel and the political space for young women workers	<ul style="list-style-type: none"> • Change constitutions, policies to ensure equal representation of young workers in unions decision-making bodies at all levels taking into account gender balance policy • Introduce targets or quota for young workers participation in training programs, conventions, conferences and in decision-making bodies • Build or strengthen mechanisms to support young people's leadership and participation in decision-making (e.g., mentorship)
3. Increase in the number of activities conducted by young workers themselves	<ul style="list-style-type: none"> • Conduct conferences/fora focusing on youth issues • Increase involvement of young people and build responsibility and leadership • Utilise non-traditional methods in engagement/ holding meetings (e.g., use of social media) • Build and provide support for networks of young women workers at all levels • Build and strengthen solidarity among

	youth through alliances across sectors and with youth and other civil society organisations
4. Increase in the number of activities conducted by affiliates dedicated for young members	<ul style="list-style-type: none"> • Develop targeted organising campaigns around youth-specific issues • Courses or short training sessions targeting young members, e.g., organising skills, negotiation skills, basic leadership skills, public speaking • Involve teacher affiliates to hold courses on gender, trade unionism • Provide scholarships for union education • Build awareness of youth issues within unions and union membership

IV. IMPLEMENTATION MODALITIES

At the ITUC-AP level, PAGE will be primarily implemented through the activities of the Women and Projects Department, as well as in the activities of all other Units of the ITUC-AP Secretariat. The ITUC-AP Women’s Committee will assist with promoting, monitoring, reviewing and analysing periodic reports and assessing outcomes achieved.

The ITUC-AP Secretariat will use two complementary approaches to facilitate the achievement of desired outcomes:

- Explicit integration of gender equality in its policies, programs and projects (gender mainstreaming); and
- Support affiliates’ activities and own work to develop or implement national strategies and actions plans which specifically target the promotion of gender equality (targeted measures for women’s empowerment).

The Secretariat will support affiliates by:

- Providing advice and technical assistance in the development of gender equality policies and programmes
- Developing relevant training and resource materials on gender equality as appropriate
- Facilitating the sharing and exchange of regional experiences and best practices on PAGE strategic objectives
- Promoting, strengthening and expanding women’s participation in ITUC-AP programs and activities

At the national level, affiliates will be encouraged to align their on-going work towards achieving gender equality with the shared priorities identified in the Platform and to take progressive steps to implement them. Monitoring and evaluation of the implementation of PAGE will be continuous at all levels, through periodic audits, etc.

The measures in the Platform may be augmented as necessary.

Appendix B

ITUC-AP Gender Equality and Pay Equity Verification Manuals

Trade Union Guide to Participatory Gender Audit

Letter Templates

a. Letter request to interview

Dear X,

_____ [name of union/organization] is conducting an audit of [name of company/organization] to better understand the extent to which the _____ [name of company/organization] embraces and integrates gender into its operations, policies, procedures and practices.

In this regard, we would like to invite you to participate in an interview, which will last for approximately one to two hours. The interview will include a series of questions regarding your experience, knowledge or perceptions about the status of integration of gender equality in the [name of company/organization].

The results of the gender audit will help in the design of recommendations and will identify areas for further improvement in this area.

Your participation in the survey is voluntary and you may refuse to participate at any time. Rest assured that your name and any other identifying details will not be revealed in any publication of the results of the audit. Any information provided will remain confidential and will not be disclosed to anyone.

Should you have any questions, please contact [name] at [phone number] or email at [insert email].

We appreciate the time that you will spend with us.

Sincerely,

[Insert Name]

Title

Organization

b. Email survey script

Dear Participant,

I am writing on behalf of [national center/organization]. We are conducting an audit of [name of company/organization] to better understand the extent to which the _____ [name of

company/organization] embraces and integrates gender into its operations, policies, procedures and practices.

We would like to invite you to participate in this voluntary survey. The validity of the gender audit is dependent upon strong employees' participation and we would very much appreciate your time in completing the survey. We estimate that it will take you one to two hours to complete the survey.

A copy of the survey is attached. Rest assured that your responses will be anonymous and all information you provide will be kept completely confidential. Moreover, the results of the survey will be reported in a summary format, so again no one would be able to know your responses.

Thank you in advance for your participation. Should you have any questions or concerns about the survey or would prefer to complete a paper survey, please contact **[name]** at **[phone number]** or email at **[insert email]**.

Sincerely,

[Insert Name]

Title

Organization

c. Sample confirming letter

Dear X,

Thank you for agreeing to participate in our survey. Your responses will be very valuable to the gender audit process.

To help you get ready for our interview, I have enclosed two sets of questionnaires that I would like you to go through before we meet. These questionnaires will help us both; it will help you get your thoughts organized for the meeting, and it will help us deepen our understanding of gender equality issues in the _____ **[name of the company/organization]**.

Rest assured that all information provided will be kept completely confidential. You can expect the interview itself to be informal and to last 1 to 2 hours.

Our interview is scheduled on _____ **[insert day and date]** at _____ **[insert name and address of venue]**. If the schedule changes, I can be reached at _____ **[insert phone number]**.

I look forward to meeting you.

Sincerely,

[Insert Name]

Title

Organization

Appendix C

ITUC-AP Gender Equality and Pay Equity Verification Manuals

Trade Union Guide to Participatory Gender Audit

Survey/Interview Planning/Implementation Checklist

1. Interview Preparation

To Do	Remarks
Determine the number of interviews needed to obtain adequate information	
Identify target respondents/audience for interviews	
Make a list of contact details of interviewees	
Send to target respondents formal requests for interview	
Send confirmation letters of interviews (with advance copy of the survey questionnaires)	
The day before the scheduled interview, call/email to re-confirm the day/time/venue	
Print sufficient copies of QUENCH and WATER	
Orient/train the assistant note taker, if any	
Find a quiet, distraction-free, private place to talk, as much as possible	

2. Supplies and Tools

Supplies and Tools	Remarks
QUENCH and WATER	
Recorder	
Site and area maps	
Sample Activity Work Sheet (see Appendix E)	
Directions to each appointment	
Daily appointment schedule (for multiple interviews)	
Confirmation letter/s (if interviews are to be held inside the company premises)	
Identification card, if applicable	
Interviewee/s contact numbers	
Business cards	

3. After the Interviews

To Do	Remarks
Provide the respondent with a name and phone number to contact with any questions	
Write down notes about how the interview went immediately after the interview or at the end of the interviewing day (<i>use a different colour pen to distinguish them from the notes made during the interview</i>)	
Send thank you letters/emails/notes to interviewees	

Appendix D

ITUC-AP Gender Equality and Pay Equity Verification Manuals

Trade Union Guide to Participatory Gender Audit

Sample Interview Checklist

What to do	How to do it
1. MAKE A GOOD FIRST IMPRESSION	<ul style="list-style-type: none">• Do your best to make the respondent feel at ease (“ice-breakers”).• Move closer to the person, but do not cross over any personal boundaries.• Open the interview with a smile and greeting such as “good morning” or “good afternoon”.• Proceed with your introduction [who you are].• Outline the reason for the interview: (1) why you want to talk to them; (2) what you wish to find out; (3) the way it will be conducted; and (4) how it is to be recorded (seek permission to record or write as you go along).
2. DON'T FORGET TO MENTION THOSE “ETHICAL ISSUES”	<ul style="list-style-type: none">• The introduction to an interview is crucial. A good introduction can effectively gain the respondent's co-operation and a good interview. Bad introduction could result in refusal to co-operate or biased responses.• Obtain the respondent's informed consent.• Assure the respondent that participation in the survey is completely voluntary and that they may refuse to answer any questions or stop the interview at any point.• Never say “Are you too busy”. Such statement invites refusal before you start.• Rather thank the respondent for taking time to talk to you.• State the estimated duration of the interview. Indicate your willingness to return at another time if it is more convenient for the respondent to answer questions then.• If the respondent is hesitant about responding to the interview or asks what the data will be used for, explain that the information you collect will remain confidential, no individual names will be used for any purpose, and all information will be grouped together for the report.• Never mention other interviews you've had, or show completed questionnaires.• Ask the respondent if they have any questions before you begin the interview.

SAMPLE INTRODUCTIONS

Hello. My name is _____ and these are my colleagues: _____ and _____.
We are with the **(name of national center/organization)**.

We are conducting an audit of the **(name of company/organization)** to better understand how gender is incorporated into the **(name of company/organization)** policies, procedures and practices.

We would like to get your thoughts and perceptions on some gender equality issues at the company.

We will ask you series of questions. Please note that this is not a test – there are no right or wrong answers. It is your insights and feedback we are seeking. Overall, this interview should last about one to two hours.

The results of the gender audit will help in the design of recommendations and will identify areas for further improvement in this area.

In order to allow in-depth analysis of the results, I'd like to take notes and record the interview with your permission. We will take pictures at several points during our conversation. If you do not wish to be photographed, please let us know.

Rest assured that your name and any other identifying details will not be revealed in any publication of the results of the audit and any information you provide will remain confidential and will not be disclosed to anyone.

Wrap up and Closing

Thank you for your participation.

If you have any questions later on, you may reach me by email at **[insert email address]** or by phone at **[insert phone number]**.

3. VERY IMPORTANT REMINDERS

- Minimize outside distraction (e.g., banging doors, telephones ringing, other people's conversations being heard).
- Where possible, pick a fairly public/informal place to talk but one with few distractions.

4. BE NEUTRAL THROUGHOUT THE INTERVIEW

- Maintain eye contact.
- You don't have to stare fixedly at the respondent. Look away now and then.
- Act as if "you've heard it all before".
- Never, either by expression on your face or by the tone of your voice, allow the respondent to think that he/she has given the "right" or "wrong answer to the question.
- Never appear to approve or disapprove of any of the respondent's replies.
- Always read the whole question as it is written.
- Keep your posture open by keeping your arms unfolded and uncrossed.

	<ul style="list-style-type: none"> • Do not provide any personal information that might imply any particular values or preferences or any feedback with respect to the specific content of the respondent's answers.
5. PROBES, PROBES, PROBES AND REFLECT	<ul style="list-style-type: none"> • Ask questions such as: <ul style="list-style-type: none"> ○ Can you explain a little more? ○ Anything else? ○ I did not quite hear you, could you please tell me again. ○ What do you mean when you say ○ There is no hurry. Take a moment to think about it. Your opinion is very important. • Encourage and elicit responses with non-committal body language, such as nodding, or murmuring "hmmmm", "uh huh", "yes", "I see", "go on". • Reflect by paraphrasing <ul style="list-style-type: none"> ○ What I'm hearing is ○ Sounds like you are saying
6. NEVER DO ANY OF THESE	<ul style="list-style-type: none"> • If a respondent's answer is not relevant to a question, do not prompt by saying something like "I suppose you mean that... Is that right?" • Don't put words in the respondent's mouth, and let them choose their own vocabulary and phrasing. • Do not change the wording or sequence of questions. • If the respondent is giving irrelevant or elaborate answers, do not stop them abruptly or rudely, but listen to what they have to say. Try to steer them gently back to the original question. • Do not mentally criticize what the respondent is saying. • Don't spend the time planning what to say next. • Do not hurry the interview.
7. CLOSING	<ul style="list-style-type: none"> • Summarize key points, if appropriate. • Ask if they have any additional questions, comments or concerns at the end. • Provide a name or phone number for any questions.
8. AFTER THE INTERVIEW	<ul style="list-style-type: none"> • Go over your notes and make sure you can read your writing while it is still fresh in your memory.

Congratulations! You have engaged in first-hand research 😊

Appendix E

ITUC-AP Gender Equality and Pay Equity Verification Manuals

Trade Union Guide to Participatory Gender Audit

Sample Activity Worksheet – Face-to-Face Interviews and FGDs

(This form is to be completed by the assigned note taker for each interview or FGD)

Date:

Location of interview or FGD:

Start time:

End time:

Facilitator Name (responsible for leading the discussion with the participants, asking questions, introducing the verification tools):

Recorder Name:

Translator name, if any:

Participants:

Number of women:

Number of men:

Group (Check all that apply):

	Women	Men
Union officers/Union members		
Company officials/personnel		

Appendix F

ITUC-AP Gender Equality and Pay Equity Verification Manuals

Trade Union Guide to Participatory Gender Audit

Sample FGD Agenda and Questions

FGD Agenda

- A. Welcome & introductions
- B. Review gender audit objectives, timeline and process
- C. Present preliminary findings
- D. Discuss focused group questions
- E. Recap of major points in discussion

FGD Questions

1. Which findings were you most concerned about?
2. Were there findings that surprised you?
3. What do you recommend that your company/organization do to build on its strengths and address remaining challenges?
4. What is your vision of gender equity for the company or your organization?

Source: Adopted from *InterAction's The Gender Audit Handbook: A Tool for Organizational Self-Assessment and Transformation* (p 47-48) with minor modifications.

Appendix G

ITUC-AP Gender Equality and Pay Equity Verification Manuals

Trade Union Guide to Participatory Gender Audit

Gender Equality Score Sheets

Workplace Gender Equality Verification Checklist (QUENCH)

	Section	Total Audit Items	"Yes" Score	"No" Score	No Answer	G.E. Score	GES Value in %
Part 1							
1	Rights to Maternity Protection	70					
2	Rights of Workers with Family Responsibilities	62					
3	Elimination of Discrimination Against Women	63					
4	Elimination of Gender-Based Violence	49					
Part 2							
	Women in Trade Unions	77					
O-GES		321					

Workplace Pay Equity Verification Checklist (WATER)

	Section	Total Audit Items	"Yes" Score	"No" Score	No Answer	G.E. Score	GES Value in %
1	Compensation and Benefits	37					
2	Performance/Productivity and Bonus Payments	26					
3	Career Development and Promotion	22					
4	Measures that Balance Work and Family Life	18					
5	Equal Pay Activities and Mechanisms for Equal Pay Complaints	21					
O-PES		124					

Appendix H

ITUC-AP Gender Equality and Pay Equity Verification Manuals

Trade Union Guide to Participatory Gender Audit

Gender Action Plan and Sample

The employees of _____ (name of company/organization) envision a company/organization where....

(Reflect several of the visions identified in the focused group discussions that capture the key essence of what your “gender equitable” organization looks like)

Sample Gender Action Plan

Name of company/organization: _____

Gender Action Plan (write in year) _____

Developed by: _____ Date: _____

ACTIVITIES (WHAT)	TIME SCHEDULE (WHEN)		RESPONSIBLE PERSON/S & WITH WHOM (WHO)	RESOURCES
	When to start	When to complete		
Build capacity of Gender Team			Human resources, GAD coordinators, union	Training budget, materials, travel
Review and implement a performance appraisal system			Human resources, union	Core time
Update gender strategy, develop gender equality policy			Human resources, union	Core time, materials, funds

Source: Adopted from *InterAction’s The Gender Audit Handbook: A Tool for Organizational Self-Assessment and Transformation* (p 47-48) with minor modifications.

Appendix I

ITUC-AP Gender Equality and Pay Equity Verification Manuals

Trade Union Guide to Participatory Gender Audit

What Do All These Terms Mean

Gender: Refers to the social differences and opportunities associated with being male and female that are learned, changeable over time and have wide variations both within and between societies and cultures.

Gender Analysis: Gender analysis is a systematic analytical process used to identify, understand, and describe the impact that a development policy, program, project or other activity may have on women, men, boys and girls and on the economic and social relations between them.

Gender Audit: is a self-assessment tool for identifying workers' and organizations' perceptions of the current status of gender equality or how gender issues and considerations are addressed and being integrated into programs, policies and practices of an organization or enterprise. It is also a process to identify opportunities, challenges and key areas that need strengthening.

Gender Equality: Refers to equal rights, responsibilities and opportunities for women and men, girls and boys. Equality does not mean that women and men are the same but that their enjoyment of rights, opportunities and life chances are not governed or limited by whether they were born male or female (IASC 2006:12).

Gender Integration: Involves identifying and then addressing gender differences and inequalities during program and project design, implementation, monitoring and evaluation (USAID).

Pay Equity: Is also known as equal pay for work of equal value. Its goal is to stop discrimination related to the under-valuation of work traditionally performed by women.

Women's Empowerment: Refers to a bottom up process of transforming gender power relations, through individuals or groups developing awareness of women's subordination and building their capacity to challenge it.

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