

San Francisco CEDAW Task Force/
Commission on the Status of Women

GUIDELINES FOR A GENDER ANALYSIS: HUMAN RIGHTS WITH A GENDER PERSPECTIVE

**IMPLEMENTING THE CONVENTION ON THE
ELIMINATION OF ALL FORMS OF
DISCRIMINATION AGAINST WOMEN
(CEDAW)**

**STEPS 1-5
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DEFINITIONS OF USEFUL TERMS

CEDAW: The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) is an international treaty that was adopted by the United Nations General Assembly in 1979. CEDAW provides a universal definition of discrimination against women and brings attention to a whole range of issues concerning women's human rights. Although more than 165 countries have ratified CEDAW, the United States still has not done so; consequently, it is not subject to CEDAW's obligations. San Francisco is the first city in the United States to begin to implement CEDAW locally.

Best Practices: Departmental practices and/or policies that best meet the needs of all persons. In the context of CEDAW, best practices ensure the human rights of women and men, girls and boys, by ensuring all persons equitable access to programs and services that meet their different needs. Examples of best practices are a customer service approach that integrates gender and race, or a family-friendly workplace policy such as job sharing for employees with elder care responsibilities.

Discrimination: CEDAW defines discrimination against women and girls as any “distinction, exclusion, or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of marital status, on the basis of equality between women and men, of human rights or fundamental freedom in the political, economic, social and cultural, civil, legal or any other field.”

Disaggregated Data/Demographics: Disaggregated data is data collected and analyzed by categories (e.g., by sex) in order to identify the gaps between women and men for a given situation. This data is essential to designing and delivering effective and equitable services, creating fair employment practices, and ensuring equitable budget allocations. Whenever possible, the data should include related categories of race, immigration status, language, sexual orientation, disability, age, and other attributes in order to understand and meet the specific needs of all women and men.

Family Friendly Policies: A Family Friendly policy is any program that increases the ability to balance the needs of work and family or personal life.

Flexible Work Options: This is a broad term that refers to creative employment schedules that go beyond the traditional 8 a.m. - 5 p.m. norm. It also includes job sharing, part time work, and other inventive employment arrangements.

Gender Analysis: Gender analysis is a framework for analyzing the cultural, economic, social, civil, legal, and political relations between women and men. A gender analysis recognizes that women and men have different social roles, responsibilities, opportunities, and needs. It addresses the underlying relationship between women and men over time and across cultures. The dynamics of this relationship permeate how society is structured and how decisions are made. This framework takes into account the important links between gender and other social relations such as race, immigration status, language, sexual orientation, disability, age, and other attributes.

Gender and Sex: Gender is a term used to explain how society constructs the difference between women and men, whereas sex identifies the biological differences between women and men. Looking at gender, therefore, does not focus primarily on women or on men, but rather on the relationship between their different roles, responsibilities, opportunities, and needs.

Gender Equality and Gender Equity: Gender equality between the sexes guarantees equal rights for both women and men. The objective of gender equality is to correct laws and practices that are discriminatory and to promote fairness in an affirmative way, especially to ameliorate the conditions of the most disadvantaged. Gender equity applies to the development of policies and the distribution of resources to differently situated women, e.g., race, class, immigration status, language, sexual orientation, disability, and other attributes. The goal of gender equity is to redress historic discrimination and ensure conditions that will enable women to achieve full equality with men.

Gender Sensitive: A gender sensitive service, policy, program, or budget is one that recognizes the fundamental importance of promoting gender equality and equity. Using a gender sensitive approach to

analyze, design, implement, and evaluate departmental policies and programs takes into account fully the different needs and opportunities of women and men.

Gender Sensitive Indicators: These are measures that evaluate the effectiveness of practices and programs in promoting gender equality and equity.

Gender Specific Services: These are services that meet the different needs of people based on gender. For example, gender specific services for young women and girls are not simply services offered to girls, but are designed, implemented, and evaluated to serve the specific needs of girls.

Human Rights with a Gender Perspective: This perspective recognizes that differences in life experiences based on gender often results in social, economic, political, and other inequities for women and girls. This view, when applied to policy development and service delivery, promotes positive change in the lives of women and girls. For example, a home-based English as a Second Language program would allow immigrant mothers who care for their children at home to learn English and function in their new surroundings.

Indirect Services: Indirect services, such as street lighting, are provided generally to the public as a whole, rather than to specific individuals. Despite the general nature of the services, they can impact individuals or groups differently. For example, poor street lighting is a particular hazard for women who may be targeted for sexual assault.

Labor Pool: This term is used to determine the availability, in a specific geographic area, of individuals with particular characteristics (e.g., race or gender) for employment in a designated field. For the City of San Francisco this information is usually provided to departments by the Human Resources Department.

Sex Specific: Sex is biologically determined. Sex specific describes a service, facility, or program that is only available to a particular sex, such as a women's or girls' bathroom. It is not interchangeable with "gender specific."

Sustainable: This term is used in this context to indicate that a program will last longer than a short period, e.g. that there is funding other than a one year grant that is secure and long term.

Telecommuting: Telecommuting enables regular employees, in specific job categories and/or with specific functions, to work at home or at an alternate work site during some or all of their regularly scheduled hours. This is done according to a formal understanding between the employee and the employer. Telecommuting is both environmentally and employee friendly.

WHAT IS GENDER ANALYSIS?

WHY IS THE CITY AND COUNTY OF SAN FRANCISCO IMPLEMENTING A GENDER ANALYSIS?

In April 1998, the City and County of San Francisco passed an ordinance (Chapter 12K of the Administrative Code) to implement The Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) at the local level. This requires the City to ensure the protection of human rights, which includes the elimination of discrimination against women and girls. The Ordinance requires city departments to undergo a gender analysis in three areas: (1) budget allocations, (2) service delivery, and (3) employment practices.

OBJECTIVES OF THE GENDER ANALYSIS

- To fully integrate women's needs and concerns in the policies and practices of City government;
- To document the differential impact of services, employment practices, and budgetary allocations on women and men; and
- To facilitate ways for the department to address these areas together with department staff, unions, customers/clients, and women's and community groups.

Completing this gender analysis is by no means simple and needs the commitment of departments to this process. It is a learning experience that takes time and resources. The gender analysis guidelines are tools to encourage and institutionalize a gender sensitive approach to public policy. The aim is not to produce yet another departmental report but to put a process in motion that will integrate gender into policy decisions, program planning, and employment on an ongoing basis.

WHAT IS CEDAW?

The Convention on the Elimination of All forms of Discrimination Against Women is an international human rights treaty adopted by the United Nations General Assembly in 1979 which provides a universal definition of discrimination against women and brings attention to a whole range of issues concerning women's human rights. CEDAW defines discrimination against women and girls as any "distinction, exclusion, or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of marital status, on the basis of equality between women and men, of human rights or fundamental freedom in the political, economic, social and cultural, civil, legal or any other field."⁷

WHAT IS GENDER?

Gender is a term used to explain how society constructs the differences between women and men. Sex identifies the biological differences between women and men. Looking at gender, therefore, does not focus primarily on women or men, but rather on the relationship between their different roles, responsibilities, opportunities, and needs.

⁷ The Convention on the Elimination of All Forms of Discrimination Against Women ("CEDAW"), opened for signature 12/18/79, entered into force 9/3/81. The entire text is available online at <http://www.un.org/womenwatch/daw/cedaw/content.htm>.

SUMMARY OF GENDER ANALYSIS PROCESS

Gender analysis is a framework for analyzing the cultural, economic, social, civil, legal and political relations between women and men in society. A gender analysis recognizes that women and men have different social roles, responsibilities, opportunities, and needs. It addresses the underlying power relationship between women and men over time and across cultures. The dynamics of this relationship permeates how society is structured and how decisions are made. This framework takes into account the important links between gender and other social relations such as race, immigration status, language, sexual orientation, disability, age, and other status.

A five-step process has been designed to lead the department from data collection through implementation and monitoring. Throughout this five step process, division/bureau heads are strongly encouraged to create a participatory process among their staff and, where relevant, with women's and community groups to collect responses to the gender analysis guidelines. This participation is crucial to ensure that the outcomes reflect the needs and concerns of the entire department as well as the communities it serves, and to institutionalize a gender sensitive approach in the long term.

STEP ONE: COLLECTING DISAGGREGATED DATA & REPORTS

The step focuses on collecting data in three areas of a department's work: *budget allocation, service delivery, and employment practices*. A quantitative and qualitative picture of budget allocations, existing services, and employment practices is gathered together for analysis.

STEP TWO: CONDUCTING THE GENDER ANALYSIS USING HUMAN RIGHTS PRINCIPLES

During the second step, the department analyzes the information gathered using human rights principles to understand how gender is integrated into the day-to-day operations of the department as well as its impact on the department's employees and communities served.

STEP THREE: FORMULATING RECOMMENDATIONS

During the third step, the department formulates specific recommendations to remedy human rights deficiencies and gender inequities.

STEP FOUR: IMPLEMENTING RECOMMENDATIONS THROUGH AN ACTION PLAN

Department develop a "best practices" Action Plan to implement recommendations.

STEP FIVE: MONITORING THE ACTION PLAN AND CEDAW IMPLEMENTATION

Annually, the department will prepare a report on the progress and implementation of the Action Plan, and present the report to the CEDAW Task Force.

HOW TO USE THE GENDER ANALYSIS GUIDELINES: A FIVE-STEP PROCESS

STEP ONE: COLLECTING DISAGGREGATED DATA & REPORTS

The first step in conducting the gender analysis is data collection. The data requested herein is designed to gain an overview of your department and an understanding of your department's budget allocation, services and programming, and workforce and employment practices. Ultimately, these are all tied together. These guidelines, consisting of an outline and a series of questions, provide you with an organized means to gather information necessary to conduct a human rights analysis with a gender perspective.

Data collection involves collecting both quantitative data and qualitative data. When collecting *quantitative data*, such as employment statistics and information from client service statistics, it is critical to disaggregate the data by as many categories as possible, as described below. *Qualitative data* includes descriptive information such as, information from focus groups with employees and members of the public, and interviews with department staff.

As suggested in several of the following questions, input from and participation by clients, customers, and community organizations is critical to ensuring that human rights are met. Indeed, one objective of this gender analysis is to facilitate equitable policy-making among department staff, unions, and women's and community groups. In addition to asking departments about this input and participation, various questions are to be asked directly of community groups, clients, and customers. COSW staff will provide technical assistance and training on how to conduct focus groups, whom to invite to focus groups, and how to analyze the resulting information.

Collecting the requested information and answering these questions (STEP ONE) will provide you with the information necessary to conduct a human rights analysis with a gender perspective (STEP TWO). For STEP ONE, please provide the information requested using the charts provided. If you have the data available in a different format, which includes all of the information requested, you may provide that instead. Wherever we ask for disaggregated data, we are asking for this in as many categories as possible, as described below.

COLLECTING DISAGGREGATED DATA

Disaggregated data is data collected and analyzed by categories (e.g., by sex and race) in order to identify the gaps between women and men, and between women and men of various ethnicity, for a given situation. Wherever possible, the data should include related categories of gender, race, immigration status, parental status, language, sexual orientation, disability, age, and other attributes in order to understand and meet the specific needs of all women and men.

“The way in which information is collected and analyzed is critical to the development and application of a gender perspective. Appropriate procedures in this regard will assist the users of information to recognize patterns in violations of the human rights of women

and to recognize the gender dimensions of all human rights violations.”⁸ “The value of gender-disaggregated data cannot be over-estimated, and steps should be taken to ensure that data collection and reporting processes in the field of human rights routinely conform to this standard.”⁹

A human rights analysis understands the important links between gender and other social identities such as race, immigration status, parental status, language, sexual orientation, disability, age, and other status. Gender analysis is a framework for analyzing the cultural, economic, social, civil, legal and political relations between women and men in society. A gender analysis recognizes that women and men have different social roles, responsibilities, opportunities, and needs. It addresses the underlying power relationship between women and men over time and across cultures. The dynamics of this relationship permeate how society is structured and how decisions are made.

Where possible, data should be collected so that it is disaggregated by these and other criteria. Disaggregating solely on the basis of gender or race is often insufficient to reveal all forms of discrimination. For example, without knowing if one is a parent, it is difficult to determine trends in promotions of women or men with children. If race or sexual orientation is hidden from the analysis, biases can also remain undetected.

At the same time, we recognize the limitations of available data. First, the City and County of San Francisco only requires that certain data be collected and maintained. While departments are free to collect additional data beyond what is required, few do. Second, collecting certain types of data (e.g., sexual orientation or parental status) must be done with sensitivity to legal issues. Departments must ask for this information on a voluntary and confidential basis, and must adopt procedures to ensure that the information is not misused to discriminate against employees and clients.

Ultimately, data collection procedures must be changed citywide to ensure meaningful human rights analysis for all women and men. Until this happens, we encourage departments to collect data from clients, community groups, and employees in as many categories as possible, at times on a voluntary and confidential basis.

See Data Collection Questions (Page 16).

STEP TWO: CONDUCTING THE GENDER ANALYSIS USING HUMAN RIGHTS PRINCIPLES

Step One of **A Gender Analysis: Human Rights with a Gender Perspective** involved collecting disaggregated data. In Step Two, departments analyze the information collected. Step Two is designed to help departments understand how gender is addressed

⁸ New Zealand Gender Analysis Guidelines, Essential Elements in the Development of A Gender-Sensitive Approach in the United Nations Human Rights Activities, paragraph 23.

⁹ New Zealand Gender Analysis Guidelines, Essential Elements in the Development of A Gender-Sensitive Approach in the United Nations Human Rights Activities, paragraph 25.

in day-to-day operations, as well as its impact on the department's employees and the communities it serves.

Actions

Step Two starts with a Human Rights training, to enable the analysis to be conducted in the context of human rights with a gender perspective. The training involves background on human rights terminology and concepts. Human rights are intended to improve the conditions in society that protect the dignity, well being, and humanity of all people. The operations of a department are reviewed using principles and language from relevant human rights documents (such as CEDAW and the San Francisco CEDAW Ordinance). Interactive exercises apply CEDAW principles to the work of the department in the areas of services, employment and budget.

Next, the information collected in Step One is reviewed in Step Two, involving an analysis of:

- 1) **the raw data** (including the information collected for Step One's questions on budget, services, and employment); and,
- 2) **employee and public concerns** (including the information from the employee and community focus groups/surveys).

Step Two involves much reflection and brainstorming. Even more than Step One, Step Two is an analytic and interactive process, best done in group settings. COSW staff will provide technical assistance throughout this process. The format envisioned includes a number of sessions, over a period of time, consisting of employees (both management and staff) analyzing the material together. These sessions can be supplemented by interviewing different level employees to get their input. Step Two concludes with a report written by the department that summarizes the key findings of both Step One (data) and Step Two (analysis). The report is reviewed by the CEDAW Task Force for feedback and counsel and made available to the public.

HOW TO CONDUCT THE ANALYSIS

The goal of Step Two is to use the collective input of many people to best serve the human rights of women and girls in San Francisco. Begin by reviewing the definition of **Gender Analysis Using a Human Rights Perspective**. Gender analysis examines the social status of women and men in civil, cultural, economic, social, legal, and political contexts. This type of analysis understands the important links between gender and other social identities such as race, immigration status, parental status, language, sexual orientation, disability, age, etc. A gender analysis recognizes that gender identity is constructed and differs by culture. It accepts that women and men have been assigned different social roles and responsibilities and therefore have different opportunities and needs. This analysis recognizes that differences in life experiences often result in social, economic, and political inequities for women and girls that permeate our society and determine how decisions are made. By applying gender analysis to policy development, employment, budget, and service delivery, the City can promote positive change in the lives of women and girls.

Follow these guidelines for each area (Overview, Budget, Service & Employment) and for all the subsections within these areas. Questions are designed to guide the department through a review and analysis of the data collected in Step One. Some questions will not

have definitive answers but are designed to raise issues and explore new ways of thinking that will convey an awareness of gender issues.

FIRST: Review the data collected in Step One for relevant statistical data and information collected from public or employee concerns (focus groups or survey information). In reviewing this data, identify trends or patterns in terms of gender, race and other identities. Review guideline questions in each subsection to assist in the identification of trends and relevant matters. This information should be listed for the next phase of the analysis. *The purpose of this step is to gain an understanding of who holds which positions in your department, who uses services, how the budget is allocated, and any patterns that emerge. You will want to identify groups both in terms of their gender breakdown (x% are women, y% are men), and in terms of other identifying factors. These include, age, race/ethnicity, parental status, sexual orientation, disability, and any other factors your department has highlighted in gathering information. Clearly laying out this information will be valuable for the next phase of the analysis.*

SECOND: Identify practices that *promote* the human rights of women and girls (best practices). The purpose of this step is to determine ways in which your department is supportive of the CEDAW Ordinance’s human rights principles. *By identifying these, your department identifies a template for future approaches, as well as highlighting the ways in which the department is already working in concert with the CEDAW Ordinance.*

THIRD: Identify practices that may *limit* the human rights of women and girls. **Analyze why this practice exists and brainstorm** ways to best serve the human rights of all, particularly women and girls with a focus on correcting any deficiencies or public/employee concerns that emerge. The purpose of this step is to determine whether or not the status quo, as evidenced by the patterns you identify, is in keeping with the human rights principles expounded by the CEDAW Ordinance. *For this step, you will want to look closely at the trends you see in your department and ask, “Are these trends evocative of human rights principles? And if not, what causes them to inhibit human rights? Next, what can we do about it?” Think about where the department can go in the future, and in what ways the department can shift its thinking and practices to more fully support women and girls’ human rights. For this step, you may want to gather personnel from various positions and levels in your department for a discussion, in order to ensure diversity and depth of ideas and understanding.*

EXAMPLE: EMPLOYMENT (Management)

First:

Review data

- ❑ Forty (40) % of managers are women and sixty (60)% are men.
- ❑ Of the women managers, 90% are white, 10% women of color. There was no data available on age, sexual orientation, family status, disability, or other factors.
- ❑ Of the male managers, 60% are white and 40% men of color. There was no data available on age, sexual orientation, family status, disability, or other factors.
- ❑ Employee concerns (focus group material): Women employees noted that while most of women managers are white, most of the female employees are women of color.

Second:

Identify practices that promote the human rights of women and girls.

- ❑ The department found that it is exceeding the identified labor pool of women managers for their specific job category: in the City, the labor pool data showed that there is an availability of 30% women managers and the department has 40% women managers.

Third:

Identify practices that limit the human rights of women and girls and brainstorm what can be done.

- ❑ The department analyzed the underrepresentation of women of color among women managers. The department found that very few women of color had applied for senior level managerial jobs. It noted that women of color who did apply for senior managerial positions were qualified except for the number of years they had held lower level managerial positions.
- ❑ The department looked at the criteria required of applicants for promotion and hiring for senior managerial positions. They questioned whether the current required number of years for an applicant to hold a managerial position was necessary.
- ❑ The department reviewed whether other factors could be taken into greater consideration to expand the pool, including the number of employees managed, types of responsibilities, and programs developed by the applicant.
- ❑ The department also discussed developing a mentorship program to assist in fostering and promoting women of color in managerial positions.

EXAMPLE: SERVICES (Little League Program)

First:

Review data

- ❑ Of all participants in the Little League baseball program, 84% were boys and 16 % were girls.
- ❑ Girls mentioned during the focus groups that they do not feel comfortable participating in the Little League program and that they prefer softball.

Second:

Identify practices that promote the human rights of women and girls

- ❑ The department noted that there was a wide participation of youth from diverse backgrounds and that youth and their families consistently rated the Little League program as being one of the most popular summer programs.

Third:

Identify practices that limit the human rights of women and girls and brainstorm what can be done

- ❑ The department analyzed the underrepresentation of girls in the program and examined whether safety concerns might be inhibiting girls from participating.
- ❑ The department brainstormed designing a small survey to be distributed to girls at neighborhood centers to see what could be done in the Little League to make girls feel more comfortable and safe or what other programs might meet the needs of these girls.

EXAMPLE: BUDGET (Revenue Source)

First:

Review data

- ❑ 80% of department budget is from the general fund.
- ❑ 10% of department budget is from fees & licenses.
- ❑ 10 % of department budget is from grants and other soft money sources and serves primarily women and girls focused programs.

Second:

Identify practices that promote the human rights of women and girls

- ❑ The department noted 90% of its funding is generated from secure funding sources.

Third:

Identify practices that limit the human rights of women and girls and brainstorm what can be done

- ❑ The department analyzed the soft funded programs and realized they were all new or pilot programs.
- ❑ The department brainstormed how to make these particular programs part of the permanent general fund. Reprioritizing, holding a public hearing, changing licensing and fee legislation were each reviewed.

STEP THREE: FORMULATING RECOMMENDATIONS

In Step Three, the department formulates specific recommendations to implement the principles of CEDAW and prevent discrimination against women and girls in City practices and policies. The completed data collection from Step One and the analysis report from Step Two are given to the Commission on the Status of Women and the CEDAW Task Force for review and analysis. They will then make recommendations for implementing the principles of CEDAW in each department. Some of the feedback might call for further analysis or information gathering before formulating department recommendation.

The departments should also seek input from the public, including clients, customers, unions and community groups. Each department submits its gender analysis report to its own department's Commission (or other public body) and asks that the report be placed as an agenda item at the next public meeting. Each department will then solicit members of the public and community to comment on the analysis. During this time, the department, COSW, and CEDAW Task Force all work together to ensure a representative body is present at the hearing.

Using the department's analysis, feedback from COSW, CEDAW Task Force recommendations, and public comment, the department formulates recommendations. Recommendations may include continuing a "best practice", or revising, expanding, or creating mechanisms to ensure the human rights of women and girls. The goal is to promote gender equity and positive change in the lives of women and girls in San

Francisco. Recommendations also focus on ensuring gender is integrated into the operations, policy, and programs for both employees and clients.

EXAMPLES OF RECOMMENDATIONS FROM PREVIOUS GENDER ANALYSES INCLUDE:

Enhance Recruitment and Professional Development

- **Conduct focus groups across all bureaus to gather the needs and concerns of employees on employment practices such as recruitment practices, professional development opportunities, and the evaluation and promotion processes.**
- **Implement the department's five-year recruitment plan. Plan to hire and train women for professional and management positions. Form a Process Improvement Team among existing employees. Visit high schools, colleges, and job fairs.**
- **Expand training and recruitment for underrepresented groups, with particular attention to recruiting tradeswomen, in consultation with unions and community groups.**
- **Expand the current internship and apprenticeship programs with human and financial resources.**
- **Expand employees' professional development by creating more formalized training and mentoring opportunities, such as a training program on leadership skills for women managers and their mentees, as well as other professional and technical training programs for women and men in all occupational categories, particularly those in the Operations Division.**
- **Implement the performance review process on career advancement, including access to work assignments that enhance the potential for promotion for all persons.**
- **Expand the "Women Engineers' Caucus" by publicizing it to all employees and by creating similar programs throughout the department.**

The department develops recommendations in each area. The gender analysis report with the department recommendations, public comment, and CEDAW Task Force recommendations is submitted to the Mayor, the Board of Supervisors, CEDAW Task Force and the COSW. Each department will be given an opportunity to make a presentation of this report to the respective bodies.

See Gender Analysis Questions (Page 30).

STEP FOUR: IMPLEMENTING RECOMMENDATIONS THROUGH AN ACTION PLAN

The Action Plan begins with a short narrative summarizing department's actions and plans. *The Action Plan shall address any and all deficiencies found in the gender analyses, what measures the CEDAW Task Force recommends to correct those deficiencies, how the departments should implement the local principles of CEDAW and*

any further action it recommends that the City take to implement the local principles of CEDAW.¹⁰

COSW staff will work with department staff to develop a “best practices” action plan to implement recommendations. The department and COSW will review all the recommendations and then develop the Action Plan. Each recommendation should include:

- ◆ specific steps to be taken,
- ◆ who is to do what tasks,
- ◆ budget,
- ◆ human resources needs, and a
- ◆ timeframe to implement the changes.

Below is an example of a recommendation formulated by the Department of Public Works.

Recommendation	Greater awareness of issues that are critical to women and girls in the built environment.
Specific activities	Provide gender awareness training to architects and engineers, as well as practical ways to ensure safety for women and girls within buildings as well as on streets and parks.
Estimated budget	\$10,000-\$20,000
Potential source of revenue	Grant
Staff allocation	1 staff member at x hours/week for a three month period
Indicators used to measure results	Evaluation of learning from trainings, improvements in safety
List steps to be taken and (i.e. women’s and community groups, contacted partners, other city departments)	Consultants who have worked in this area should be contacted so that training is focused and useful to the design process.
Timetable	Three month period after funding is in place for trainings

The Action Plan begins with a narrative summary of the proposed actions and explanation in each area. Each action is then outlined including all of the above steps and includes the specifics of each action and timeplan. Once the Action Plan is completed the CEDAW Task Force, in conjunction with the department, will establish a timetable for review and monitoring.

STEP FIVE: MONITORING THE ACTION PLAN AND CEDAW IMPLEMENTATION

The Action Plan, created with the assistance of the Commission on the Status of Women, is submitted to the Board of Supervisors and the CEDAW Task Force. A public hearing is scheduled before Finance Committee of the Board of Supervisors. *The Board of*

¹⁰ SF CEDAW ORDINANCE Section 12K.3 (b) (3)
CEDAW Gender Analysis

*Supervisors committee responsible for considering the City's Budget shall hold a hearing to receive the gender analyses, Action Plan and any other recommendations and reports of the Commission on the Status of Women and/or CEDAW Task Force.*⁵

The CEDAW Task Force is charged with monitoring implementation and in consultation with the department will set a schedule for monitoring the implementation of the action plans and principles of CEDAW. *“To recommend to the Mayor, the Board of Supervisors, and the Commission on the Status of Women a schedule for a detailed review of progress made on the implementation of the recommendations contained in the Action Plan.”*⁶

Annually the department’s liaison will prepare a report and present to the CEDAW Task Force on the progress and implementation of the Action Plan. In turn, the CEDAW Task Force reports every six months to the Mayor, the Board of Supervisors, or its designated committee and the Commission on the Status of Women on local implementation of CEDAW. The Commission on the Status of Women will follow up and meet with department management to review any difficulties regarding implementation.

⁵ SF CEDAW ORDINANCE Section 12K.3 (b) (4)

⁶ SF CEDAW ORDINANCE Section 12K.4 (c) (7)

QUESTIONS FOR STEP ONE DATA COLLECTION

A. BUDGET QUESTIONS

The CEDAW Ordinance requires that the City does not discriminate against women in “allocation of funding.”⁷ The department’s budget can be characterized as supporting the department’s programming or its administrative expenses. In order for services (e.g., an environmental program) or employment practices (e.g., anti-discrimination training) to ensure the human rights of women and girls, this funding must be analyzed from a gender perspective. The following questions ask your department to first gather data about how budgeting occurs, who is involved in this process, and who benefits from various allocations. The questions are structured to lead into the later sections concerning services and employment practices. In addition to all that is requested below, please include any additional information that provides an overview of your department.

Strategic Plan

- A1) Organizational structure: Please provide a chart or document outlining the organizational structure within your department. Provide names/titles of all senior management level employees and their demographics (gender, race, ethnicity, etc.).
- A2) Please provide your last two annual reports.
- A3) Please provide additional marketing materials, such as brochures, fact sheets, etc.
- A4) Please include a copy of your department's strategic plan.
- A5) How was your strategic plan developed? Please explain the process.
- A6) Who was involved in developing your strategic plan? Include the job title, gender, race, and other disaggregated data about the various individuals involved in the planning process, including what role each person had in the process.
- A7) How is the overseeing body of the department (e.g., Trial Courts, Commission) involved in the determination of the mission statement, strategic goals and objectives, performance measures, and budget priorities?
- A8) What is the process by which the public (e.g., customers, clients, and/or community groups) are involved in the decision making? Include information on the types of outreach conducted to involve various members of the public. Please explain.
- A9) If a process exists for receiving public input, is gender used in the analysis of the input? Yes No Please explain.

Mission

- A10) Please include a copy of your department’s mission statement.

⁷ CEDAW Ordinance, Section 12K.2.
CEDAW Gender Analysis

A11) Was gender considered in drafting your mission statement? Yes No Please explain.

Budget Development

A12) Please provide your completed annual budget (your budget approved for annual appropriations) for the last two fiscal years.

A13) Please describe in detail your budget planning process. How were the budget criteria/priorities/goals and objectives determined?

A14) Please list your department’s strategic budget goals and objectives/criteria. Include any major criteria that are used to evaluate budget priorities Was gender used in the determination of strategic issues?

Criteria	How used? (e.g., weight or priority of criteria)	Is gender a factor? Yes <input type="checkbox"/> No <input type="checkbox"/> Please explain.
1.		
2.		

A15) Please provide data disaggregated by job title, gender, and race/ethnicity of the various individuals involved in the budget planning process. Explain also how each of these persons is involved in the budget planning process.

Job Title	Gender	Race/Ethnicity
Job Title	Gender	Race/ethnicity

A16) What is the process by which the public (e.g., customers, clients, and/or community groups) are involved in the planning the budget? Include information on the types of outreach conducted to involve the public. Please explain.

Performance Measures

A17) Please list your department’s performance measures.

Performance Measure	FY 98-99 Target	FY 98-99 Actual	FY 99-00 Target

A18) How are performance measures determined? Was gender used in the determination of the performance measures? Yes No Please explain.

A19) Do you measure outcomes for each major program? Yes No Please explain.

Reports (Internal & External)

A20) Please list and provide copies of all reports, audits and/or studies prepared within the last five years, in progress, or under consideration, that in any way focused on gender or discrimination. Include reports prepared internally (by the department), and externally (e.g., by other City or government entities, women's and community groups, unions, media, researchers). For each report, provide the following information:

- a) Summarize the key findings and recommendations that emerged from these reports.
- b) How did the department respond or take action to implement the recommendations? If no response or action was taken, please explain why not.
- c) How were these responses and actions evaluated? Who (including level of authority, employees and/or public, gender, race/ethnicity, etc.) participated in these evaluations?
- d) How much funding, if any, was used for implementation of the reports?

Department Outreach to Employees and Public

The following three questions are to be answered through focus groups, surveys, or other such methods that directly solicit information from employees and/or members of the public (e.g., clients, customers, and/or community organizations). COSW will provide technical assistance on how to solicit this information.

- A21) What concerns do *employees at various levels* express regarding their involvement in the development of the department’s strategic plan, mission statement, goals and objectives, and budget allocation process (including any concerns about performance or outcome measures)? Do employees express different concerns based on gender, race, and other disaggregated criteria? Please explain.
- A22) What concerns do *members of the public* express regarding their involvement in the development of the department’s strategic plan, mission statement, goals and objectives, and in the budget allocation process (including any concerns about performance or outcome measures)? Do members of the public express different concerns based on gender, race, and other disaggregated criteria? Please explain.

B. SERVICE QUESTIONS

In its groundbreaking Ordinance, San Francisco has pledged “to protect the human rights of women and girls by addressing discrimination, including violence, against them and implement, locally, the principles of CEDAW.”⁸ The CEDAW treaty in turn requires that government take action in “all fields, in particular in the political, social, economic and cultural fields...to ensure the full development and advancement of women.”¹¹ Government action is broad, and includes “all appropriate measures, including legislation”⁹ to ensure the human rights of women and girls.

⁸ City and County of San Francisco, The United Nations Convention on the Elimination of All Forms of Discrimination Against Women Ordinance (hereinafter “CEDAW Ordinance”), Ordinance No. 128-98 (Approved April 13, 1998), Section 12.K.1, subdivision (c).

¹¹ The United Nations Convention on the Elimination of All Forms of Discrimination Against Women (“CEDAW”), opened for signature 12/18/79, entered into force 9/3/81, Article 3.

⁹ The United Nations Convention on the Elimination of All Forms of Discrimination Against Women (“CEDAW”), opened for signature 12/18/79, entered into force 9/3/81, Article 3.

For the women and girls of San Francisco, this means that both Citywide and within City departments, an analysis must be done to determine if the human rights of women and girls are being met in all areas – including politics, social relations, economics, and cultural mores. On an operational level, this analysis asks questions about the relative roles of all persons in these areas, paying particular attention to the participation, or lack thereof, of women and girls. For example, who is making decisions within departments about what services will be offered? What role do women and girls have in evaluating these services? As to culture, do the services offered reinforce stereotypical roles for women and men? If so, how might these services be changed? This type of analysis is required by the CEDAW Ordinance, and reflects CEDAW’s proactive approach towards discrimination that has been adopted by the City and County of San Francisco. The following questions reflect this proactive approach.

Budget for Services/Programs

B1) Please answer this question with the Revenue and Expenditures charts provided below. Please itemize all resources for the last two fiscal years along with revenue source. For each program/service within your department, please list the program with its budget. *Revenues and Expenditures should balance.*

Fiscal Year		Revenue		
Program Title	Dollars	Source (Title of source and source--federal, state, other grant, dedicated fund, general fund)	Source Limitations (e.g., a grant can only be used for anti violence work).	% of Total
1				
2				
3				
Total Departmental Budget				

Fiscal Year		Expenditures		
Program Title	Description of Dollars (administrative, contract, salaries, other, etc.)	Dollars	Source (Title of source and source--federal, state, other grant, dedicated fund, general fund)	% of Total
1				
2				
3				
Other				
Total Departmental Expenses				

B2) If no separate budget exists for each program/service, how is each program/service evaluated for its financial impact? Please give whatever financial information you have on each program/service.

Program/Service Explanation

B3) Please use the chart below to answer this question (or if you prefer in text format providing the same information). Describe the services that are provided by your department. You may list the services as they are organized within your department, be that by *Program Title* (as listed in the previous chart), division, bureau, program, project, or other means of organization. However, please state which services are included under each *Program Title*. Where possible, please list the name, aim, specific activities, staff allocation, and criteria/evaluation measures used for each service/project.

Name of service/project	e.g. Landscape and architecture project
Aim of the service/project	e.g. Design a city park
Specific activities	e.g. Create a safe public space where women/girls can “see and be seen” and “hear and be heard” to prevent any threats to their security; install public and emergency telephones; ensure that foliage does not obstruct visibility
Staff allocation	e.g. Number of staff and hours per week; staffing costs if implemented by partners (number of staff and FTE amount)
Criteria/evaluation measures used to determine results	e.g. Numbers of women/girls and men/boys using service and higher quality of life in annual City Citizen Survey, both quantitative (e.g., numbers serviced, materials distributed) and qualitative (e.g., needs met, recidivism reduced, whatever factors you use to measure success of program)

B4) Who are your clients and/or customers? Describe the population that currently uses these services. Please provide disaggregated data as available, including gender, race, and other criteria (e.g., sexual orientation, immigration status, language(s) spoken, disability, age, and other status).

Sex	Black	White	Asian & Pacific Islander	Hispanic	Native American	Total	Total %
Female							
Male							
Percent							
What is the impact of this service on women/girls?			e.g. Increased relative use of the park by women and children throughout the day				
What is the impact of this			e.g. Shared use of park by men/boys and women/girls.				

B5) Who are the community organizations, Commissions, other departments, and/or other entities that you work with on a regular basis?

Designing and Implementing Services

B6) How does the department set priorities for services provided? Who is involved in this process? Please provide disaggregated data, including gender, race, occupational category, and job classification, about those involved.

B7) Are programs that will be used by women and/or girls designed in collaboration with the women and/or girls who will use the services? Please explain.

B8) Has the department conducted any needs assessment(s) in the last five years? Yes No Please explain.

B9) Provide a copy of your department's most recent needs assessment.

B10) Describe, in detail, how your department's needs assessment was conducted and summarize the results. Include what individuals/groups, were assessed including gender, race or other disaggregated data.

B11) Was gender a factor in conducting the needs assessment? Yes No Please explain.

B12) What training, if any, is provided to department staff that implements services? How, if at all, does this training integrate gender concerns? Please describe, in particular, any training that integrates gender, including issues covered, who on staff is trained, time spent on training, and whether the training is mandatory or optional.

Evaluating Services

B13) How does the department evaluate services? What issues has the department uncovered from its evaluations? Have any of these issues focused on gender, race, or other such criteria?

B14) Who is involved in the evaluation process? What populations who use the services are *not* currently involved in the evaluation process? Please provide disaggregated data, including gender and race.

B15) Are programs evaluated in collaboration with women and/or girls who use the services? Please explain.

B16) What is the department's customer service approach? Does this customer service approach involve the clients, customers and/or community organizations who use the services or with whom you regularly work (as you have identified above)?

B17) How does the public (e.g., clients, customers, and/or community organizations) voice complaints to the department? Through a departmental procedure? Through

the Mayor's Office or Board of Supervisors Offices? Through other City departments? Through the media or other public venues? Please explain.

- B18) In reviewing the complaints over the last two years, what are the major issues that have arisen? How, if at all, do complaints by men and women differ? Please disaggregate by gender, race, and other criteria.

Department Outreach to Employees and Public

The following questions are to be answered through focus groups, surveys, or other such methods that directly solicit information from employees and/or members of the public (e.g., clients, customers, and/or community organizations). COSW will provide technical assistance on how to solicit this information

- B19) What concerns do *employees at all levels* express regarding their participation in service delivery (including any concerns about design, implementation, or evaluation of services)? Do employees express different concerns based on gender, race, and other disaggregated criteria? *Please answer this question specific to each program.*
- B20) What concerns do *members of the public* (e.g., clients, customers, and/or community organizations) express regarding their participation in service delivery (including any concerns about *design, implementation, or evaluation of services*)? In particular, do members of the public (disaggregated by gender, race, and other criteria) express that their needs are not being met? *Please answer this question specific to each program.*
- B21) What concerns have *members of the public* expressed regarding the needs assessment process? Do they feel the process is appropriate to their needs? Do members of the public express different concerns based on gender, race, and other disaggregated criteria? Please explain.

C. EMPLOYMENT QUESTIONS

As with services, both the CEDAW Treaty and the CEDAW Ordinance require that government take proactive steps to advance the human rights of women and girls. “*The City and County of San Francisco shall take all appropriate measures to eliminate discrimination against women and girls in the city of San Francisco in employment and other economic opportunities,*” including ensuring the following rights:

- the right to the same employment opportunities
- the right to promotion, job security and benefits, regardless of parental status
- the right to equal remuneration, and
- the right to protection of health and safety in working conditions.¹¹

The following questions help translate these rights into an analysis of the women and girls of San Francisco, with a focus on City employees. For example, the right to the same employment opportunities means that women must have equal access to all jobs,

¹¹ CEDAW ORDINANCE, Section 12K.2 subsection(a)
CEDAW Gender Analysis

including jobs in which they are traditionally underrepresented. Where women are underrepresented, there follows questions about the departments training and professional development programs. With regard to promotion, these guidelines include questions about who is making decisions within the departments, and other questions about how taking family leave impacts promotional opportunities. With regard to equal remuneration, the guidelines ask for a comparison of job classifications, duties, and salaries.

In answering the following questions, please provide data disaggregated by as many categories as possible, including gender and race. Also, wherever you list occupational categories or job classifications, please describe what these criteria mean to your department. For example, when listing job classifications, state that a “2998 Representative” is a Policy Analyst.

Employee Data

C1) Please provide overall workforce composition data disaggregated by gender, race, and other criteria (e.g., immigration status, language, sexual orientation, disability, age and other status). The following table is one format in which to provide this data¹²:

Sex	Black	White	Asian & Pacific Islander	Hispanic	Native American	Total	Total %
Female							
Male							
Percent							

C2) Please also provide this workforce composition data by occupational categories, i.e., (A) Officials and Administrators; (B) Professionals; (C) Technicians; (D) Protective Services; (E) Paraprofessionals; (F) Office/Clerical; (G) Skilled Craft; (H) Service/Maintenance; (I) Elected or Exempt. Please include a brief description regarding what these categories represent to your department. The following tables present one format in which to provide this data¹³:

Categ. (A)	Sex	Black	White	Asian & Pac. Islander	Hispanic	Am. Indian	Total	Total %
	Female							
	Male							
	Percent							

Over and Under Representation

You may wish to refer to labor pool data¹⁴ or similar data to respond to the following questions.

¹² This information is generally provided by the Human Resources Department.

¹³ This information is generally provided by the Human Resources Department.

¹⁴ This information is generally provided by the Human Resources Department.

- C3) For each occupational category listed above which has over 10 employees in the classification and in which women or men are more than 60% of the classification, list the job descriptions and qualifications.
- C4)) For each occupational category listed above, what is number and percentage of women and men in the available labor pools? In which categories are women underrepresented (less than their percentage in the available labor pools)? Please specify job classification if possible.
- C5) In which categories are men underrepresented (less than their percentage in the available labor pools)? Please specify job classification if possible.
- C6) Among temporary employees (employees who are not permanent civil service), what number and percentage of employees are women and men?

Hiring and Promotions

- C7) Who has been hired by your department in the last two years? Please provide disaggregated data, including gender and race. In which occupational categories and classifications are women being hired? are not being hired?
- C8) Who has resigned, been fired, or otherwise left employment with your department in the last two years? Please provide disaggregated data, including gender and race.
- C9) What percentage of women were promoted (i.e. moved to a higher paying classification) in each occupational category during the last fiscal year? In which occupational categories and classifications are women being promoted?
- C10) What percentage of men were promoted (i.e. moved to a higher paying classification) in each occupational category during the last fiscal year? In which occupational categories and classifications are men being promoted?

Salary

- C11) Please provide the salary range based on the full time employment (FTE) equivalent salary for each occupational category by sex and race. The following table presents one format in which to provide this data. You may wish to duplicate the following table for each of the eight occupational categories. Please provide disaggregated data, including gender and race.

Occupational Category (fill in) _____

Salary Range* *(FTE)	Black		White		Asian & Pacific Islander		Hispanic		Native American	
	M	F	M	F	M	F	M	F	M	F
Under \$25,000										

\$25 – 39,999										
40 – 59,999										
60 – 79,999										
80 – 99,999										
Over, 100,000										

C12) Who are among the highest paid employees (Top 10% please no names)? Please provide disaggregated data, including occupational category, classification, gender, and race.

Recruitment

C13) Please describe, with specificity, your department’s recruitment process. Include a discussion of maintenance and tracking of statistics, advertising of positions (where, when, and how), phone or personal follow-up, involvement with professional or community-based organizations, and/ or any specific efforts to ensure equal opportunity.

C14) Please describe any special efforts to address discrepancies between the availability of particular groups in the labor pool and the underrepresentation of such groups in your department.

C15) Who among department staff is involved in recruitment? Please provide disaggregated data, including occupational category, classification, gender, and race.

C16) How are required qualifications for jobs reviewed to ensure that women and men have equal opportunity to each position?

C17) What is the process of creating interview panels? What measures are taken to ensure a diverse panel?

C18) What training is provided for department staff involved in recruitment? How is staff trained to be sensitive to issues of discrimination and/or equal opportunity?

C19) Do you have a budget for your department’s recruitment efforts? If so please detail its amount, and what it covers in terms of staff and program. If you have no specific budget for recruitment, please estimate the amount of time each staff (specify job classification and title) spends on recruitment. List any out of pocket expenses, such as ads, services of executive search consultant, job fairs, etc.

Internship and/or Apprenticeship Programs

C20) Does your department administer any internship and/or apprenticeship programs? If so, please describe each program, including its aim. How and when was each program created? What partners, if any, (e.g., unions, community groups, schools, other departments) are involved with each program? Include all vocational training programs, outreach and education of young women, joint projects with tradeswomen's associations, etc.

- C21) Over the past few years, who participated in each internship and/or apprenticeship program? What number and percentage of women and/or girls participated in each program? Please provide disaggregated data, including gender and race.
- C22) How are program results and/or outcomes measured?
- C23) Do you have a budget for each program? If so please detail its amount, and what it covers in terms of staff and program. If you have no specific budget, please estimate the amount of time each staff (specify job classification and title) spends on internships and/or apprenticeship programs such as any out of pocket expenses.
- C24) Do any of these programs address the underrepresentation of groups in the labor pool? If so which programs and which groups?

Professional Development

- C25) What programs exist for employee career advancement? Please include a detailed discussion of access to assignments, in-house training, external training, mentorship programs, trade association memberships, career counseling and any other such activity. Please describe how each activity leads to career advancement.
- C26) For each of the above programs, who participates in the programs? What number and percentage of women participate in each program? What number and percentage of men participate in each program? Please provide disaggregated data, including occupational category, job classification, gender, and race.
- C27) Do you have a budget for your department's training and development? If so please detail its amount, and what it covers in terms of staff and program. If you have no specific budget for training and development, please estimate the amount of time each staff (specify job classification and title) spends on training and development. List any out of pocket expenses, such as special training for staff, outside seminars and workshops, conference expenses, trade association memberships.

Performance Reviews

- C28) Please describe briefly the department's process for conducting performance reviews. Include a discussion of frequency, content, structure, employee input, and peer review. Please attach forms used if different from the standard City form.
- C29) Are Equal Employment Opportunity compliance and employee development included in the performance review of managers? Are complaints or grievances of employees reviewed when doing a management review?

Family Friendly Policies

- C30) What family friendly policies does your department offer? Please explain each policy, and include how assessments are made of employee childcare and/ or family care needs.

- C31) Does the department offer other flexible work options to its employees? Yes No If so, please describe in detail the kinds of flexible work options available to employees, such as flextime, part time work, job sharing, and telecommuting. Include any limits on hours or participation or employees ineligible for these programs and the reasons why. Please include any written policies and/or materials.
- C32) Who uses flexible work options within the department? For each specific program, please provide disaggregated data, including, gender, race, occupational category, job classification and title, parental/ family status (if known), and any other criteria maintained by the your department. If there are any other limits on flexible work options (e.g., flextime is only allowed between the hours of 7 a.m. and 6 p.m.), please state these limits.)
- C33) What criteria does the department use to determine who receives priority for flexible work options?
- C34) Have any employees requested but been denied flexible work options? Please provide disaggregated data, including gender.
- C35) Are there job classifications for which the department has found it difficult to permit flexible work options? If so, please list job classification and/or title.
- C36) Does the department have access to a childcare center near where most employees work? Yes No Please explain.
- C37) Does the department assist employees with resources and/or referrals for childcare and/ or family care? Yes No If so, please describe the assistance and/ or type of referrals given. Who utilizes this assistance? Please provide disaggregated data, including gender, race, and parental/family status.
- C38) What provisions, if any, are made for employees who have early morning or graveyard shifts that may conflict with family care responsibilities (e.g., a back up system, permission to come in late with notice when childcare/family care system is not working, extra compensation, priority for different shift)? What are the percentages of men and women who fill graveyard shifts? Early morning shifts (prior to 8 a.m.)?
- C39) Does the department maintain any data about employees taking family leave? In the past year, how many employees have taken family leave?
- C40) Please provide data on family leave by gender and duration in the last two fiscal years, include duration and for what (e.g., pregnancy, parental/child illness, etc.)
- C41) Over the last five years to the best of your knowledge and with available data, how often are employees who have childcare or family care responsibilities promoted to a higher job classification? How many of these employees have taken family (parental) leave? Please provide disaggregated data about these employees to the best of your ability. Describe a few specific instances.

Safety at Work

- C42) Does your department have a stated policy on violence in the workplace? Yes No If so, how is this information communicated to employees? How is this policy enforced?
- C43) Please describe training and provisions in this area, in particular any interventions or training regarding employees who may be in abusive relationships, and/or to training to prevent violence at work.
- C44) What particular provisions exist to protect the physical safety of department staff who work early morning, late night, or graveyard shifts? What particular provisions exist to protect the physical safety of department staff who work at remote locations or with potentially hostile clients?

Employee Grievances and Anti-Discrimination Complaints

- C45) How are employees informed of the employee grievance process?
- C46) Who within the department is responsible for receiving employee grievances?
- C47) Has an evaluation of the types or nature of the grievances been done in the last five years? Yes No If so what were the results? Please include any differences based on gender. If no assessment has been done, please describe the department's grievance process and detail the types of grievances filed by women and men in the last two years.
- C48) Aside from the grievance process, does the department have more informal ways of hearing employee complaints? Yes No If so, what is this process? Who responds to these complaints? Please detail the types of informal complaints filed by women and men in the last two years.
- C49) How are employees informed of the department's anti-discrimination policies and procedures? Include information on training, in particular any training regarding sexual harassment prevention.
- C50) Are any staff trained about anti-discrimination issues? Yes No If so, how regular is this training? Describe the training (e.g., half day for all managers includes definitions, prevention, how to handle complaints). In particular, are any staff trained about sexual harassment and/or sex discrimination? Yes No Please explain and describe the training.

Department Outreach to Employees and Public

The following questions are to be answered through focus groups, surveys, or other such methods that directly solicit information from employees and/or members of the public (e.g., clients, customers, and/or community organizations). COSW will provide technical assistance on how to solicit this information.

- C51) What concerns do employees express about recruitment and/or hiring? About apprenticeship programs? About internships? How, if at all, are concerns different based on gender, race, sexual orientation, parental status, or other such criteria?
- C52) How are female managers perceived by employees vis-à-vis male managers?
- C53) What concerns do employees express about the evaluation and promotion process? How, if at all, are concerns different based on gender, race, parental/family status, or other such criteria?
- C54) What concerns do employees express about professional development? How, if at all, are concerns different based on gender, race, or other such criteria?
- C55) What concerns do employees express about flexible work options, such as flextime, part time work, job sharing, and telecommuting? How, if at all, are concerns different based on gender, race, or other such criteria?
- C56) What concerns do employees express about safety while at work? How, if at all, are concerns different based on gender, race, or other such criteria?
- C57) What concerns do employees express about child care/family care? How, if at all, are concerns different based on gender, race, parental/family status, or other such criteria?
- C58) What concerns do employees express about family leave benefits (including parental leave)? How, if at all, are concerns different based on gender, race, parental/family status, or other such criteria?
- C59) What concerns do employees express about discrimination-related issues? Sexual harassment? Grievance procedures? How, if at all, are concerns different based on gender, race, or other such criteria?
- C60) Does a “glass ceiling” exist in your organization ? Is there a level beyond which women are not being promoted at the same rate men are being promoted?
- C61) Are there certain job categories in which women are under represented? Over-represented? What are your concerns about this?
- C62) Are there concerns about equal pay for equal work in your department? (i.e. are there job categories that are filled primarily by men that are equivalent to job categories filled primarily by women but the pay is more for the primarily male categories?)

QUESTIONS FOR STEP TWO GENDER ANALYSIS

In Step One, your department gathered data. References to the Step One data collection numbers are included in *italics* after each section for ease in identification of collected data. Analysis questions are designed to guide the department through a review and analysis of the data collected in Step One. Some questions will not have definitive answers but are designed to raise issues and explore new ways of thinking that will convey an awareness of gender issues. In Step Two, each separate subject area in this section, the gender analysis is accomplished as follows:

FIRST: Review the data collected in Step One for relevant statistical data and information collected from public or employee concerns (focus groups or survey information). In reviewing this data identify trends or patterns in terms of gender, race, and other identities. Review guideline questions in each subsection to assist in the identification of trends and relevant matters.

SECOND: Identify practices that *promote* the human rights of women and girls (best practices).

THIRD: Identify practices that may *limit* the human rights of women and girls. **Analyze why this practice exists and brainstorm** ways to best serve the human rights of all, particularly women and girls, with a focus on correcting any deficiencies or public/employee concerns that emerge.

A. BUDGET

Strategic Plan: (*Step One Questions A4-A9*)

- Were women involved at the highest levels?
- How and when were women involved in the process?
- Has the presence or absence of women had an impact on decision making? How?
- Was a diverse representation of women, including women from the public, involved?

Mission: (*Step One Questions A10 & A11*)

- What impact has the presence or absence of gender in your mission statement had on your work?

Budget Development: (*Step One Questions A12 - A16*)

- How does gender equity relate to your strategic goals and objectives?
- Were the voices of a diverse community, in particular women and girls, represented in your budget development process? Were women from the community included? Are women involved at the highest levels? Do they have any budgetary control?
- Do any of your budget priorities (issues) speak to gender equity? How?
- How has the presence or absence of gender in your criteria affected your budget?
- How does gender affect the way your department advocates for a strong budget?
- If your department had additional resources, what additional programs/services would you create to promote gender equity?

Performance Measures: (*Step One Questions A17-A19*)

- What performance measures, if any, would indicate that your department does its work in gender-equitable ways?

- What documentable outcomes for each major program relate to women and girls?

Reports (Internal and External): *(Step One Questions A20)*

- Have any past discrimination issues highlighted in these reports been resolved?
- What has been the department follow-up and implementation in these cases?
- Has this been successful in eradicating the problems?
- Are there past recommendations that have not been implemented? Why or why not? Should or can these recommendations be implemented?

B. SERVICE QUESTIONS

Budget for Services/ Programs: *(Step One Questions B1 & B2)*

- Which programs are the most vulnerable in terms of source? Programs funded through the general fund are more secure than those funded by a one time grant or allotment. Are these programs that serve women and/or girls?
- Which programs receive both the highest and lowest percentage of your budget? Who do these programs serve?

Program/ Service Explanation: *(Step One Questions B3-B5)*

- Which programs are and are not being utilized by women and girls? By a racially and ethnically diverse group of women and girls?
- Which groups (by gender, race, and other disaggregated categories) seem to have or not have access to these services? Why or why not?
- Review the criteria/evaluation of programs *that are not being utilized by women and girls*. Is gender used as a criteria?
- How many of your community partners (including community organizations, Commissions, other departments, and/or other entities that you work with on a regular basis) represent women and/or girls? How has the presence or absence of community partners with a particular focus on women and/or girls affected your services?
- Review staffing of programs. Are programs that primarily serve women and girls adequately staffed? Why or why not?

Designing and Implementing Services: *(Step One Questions B6-B12)*

- How are *gender equality* and *gender equity* integrated into the process of developing programs and services?
- Do services that are used by women and/or girls meet their particular needs? How? Is the department meeting the needs of women and girls of different races and other disaggregated categories?
- How has the collaboration of programs designed with women and/or girls who will use the services impacted program effectiveness? How has its absence affected programs?
- What are the obstacles to designing programs in collaboration with women and girls?
- What actions has the department taken, when designing services, to address stereotyping of women/men and girls/boys? Which programs are designed to give opportunities for nontraditional work for both men and women?
- During the needs assessment process, how did the department address the needs of women and/or girls? How, if at all, did these needs differ from the needs of men and/or boys?

- Does training for service providers address the potentially different needs of women/men and girls/boys?

Evaluating Services: *(Step One Questions B13-B18)*

- How are *gender equality* and *gender equity* integrated into the process of evaluating programs and services?
- How are women and/or girls consulted about the evaluation of the services they utilize? What different groups are contacted?
- Does this evaluation assess whether their needs are being met?
- What are obstacles to evaluating services for women and girls?
- What are the major issues that have arisen in customer complaints over the last two years?

C. EMPLOYMENT QUESTIONS

Employee Data: *(Step One Questions C1-C2)*

- Look in detail at trends that emerged from the disaggregated data. Are women concentrated primarily in certain jobs? Which ones? Are they significantly absent from others? Which ones?
- When brainstorming, focus on ways the department can address concerns raised as well as increase gender and racial diversity throughout the workplace from, low level to top level employees.
- Are women and men receiving equal pay with respect to work of equal value an issue in your department? Did this come up in the employee focus groups?

Over and Under Representation: *(Step One Questions C1-C6)*

- For areas in which women are either underrepresented or overrepresented, compare job classifications, duties, and salaries. Is equal pay for equal work an issue?
- Is there a glass ceiling?
- Have you met or exceeded available labor pool statistics? In classifications where very few women exist, what can your department do to increase the number of women both internally (department workforce) and externally (in the labor pool)?
- Are your temporary employees primarily women? If so, why, and what does this indicate? How does this compare with the gender composition of permanent employees?

Hiring and Promotions: *(Step One Questions C2-C10)*

- How well are women and men represented in management within your department?
- Look for examples illustrating how women exercise their decision-making powers.
- How do employees perceive female managers vis-à-vis male managers? If there are differences, why? How can the department address employee perceptions?
- Who has left the department in the last two years? Are women leaving in any significant numbers? If so, why? Have exit interviews been conducted?
- Is there a difference in the percentages of female and male employees promoted?

Salary: *(Step One Questions C11-C12)*

- Are certain demographic factors prevalent among the highest paid employees? If so, why are these factors prevalent? In responding to this question, please consider the CEDAW Gender Analysis

possible impacts of recruitment, seniority, equal opportunity efforts, and discrimination.

- How do race and gender correlate with high salaries? With the lowest salaries?

Recruitment: *(Step One Questions C13-C19)*

- What impact have your recruitment efforts had in establishing a workforce that is diverse in terms of race and gender, from top to bottom?
- What percentage of your budget is devoted to recruitment? What percentage is devoted to recruitment of underrepresented categories?
- When brainstorming about recruitment, have you considered better training for recruitment staff, more time spent on recruitment, expanded outreach efforts, participation in a variety of diverse professional organizations, job fairs, recruiting at trade schools and colleges, community events, and placing advertisements in diverse newspapers and magazines?
- Are there Civil Service rules that your department feels hinders efforts for recruitment? Please explain in detail.
- Are your job qualification and/or interview panel development processes possible hindrances to hiring more women? Why or why not?

Internship and/or Apprenticeship Programs: *(Step One Questions C20-C24)*

- Is there a strong emphasis on racially diverse women and girl participants in your current internship and apprenticeship programs?
- Are interns and apprentices being trained effectively? Does your evaluation of internship and apprenticeship programs consider whether women and girls have acquired a job as a result, or in conjunction with, a successful internship or apprenticeship?
- What internships could the department create to improve representation in specific job categories? What resources exist? What barriers exist?

Professional Development: *(Step One Questions C25-C27)*

- Are there any professional development programs specifically for women? Please describe. What percentage of the overall budget are these programs? Is there any specific budget for the professional development of underrepresented individuals?
- Is the department's budget for training and development sufficient to ensure effective professional development of women? Do professional development programs occur regularly? Is there a pattern to who is not participating in these programs?

Performance Reviews: *(Step One Questions C28-C29)*

- Are performance reviews used as an opportunity for career development?
- Are training options and career choices discussed in performance reviews?
- Is a manager's EEO compliance included in each review of supervisors?

Family Friendly Policies:

(Step One Questions C31-C41)

- What trends indicate who does and does not utilize current family friendly policies? Why or why not?
- Are there negative consequences for the employee that takes advantage of flexible work options? How can the department minimize negative consequences to

employees using flexible work options? Is there a pattern to who is most often denied access to flexible work options?

- Taking family leave can impact professional development opportunities, the assignment of choice prospects and other conditions. When brainstorming and analyzing trends, look for these tendencies and explore how the department can minimize or eliminate these consequences.
- What additional family friendly policies could your department offer, such as job sharing, part time work, telecommuting, flexible work schedules, child/elder care information and referral, etc.? If not, why?
- How are employees notified of these policies? Is it possible to expand these programs to be more inclusive?

Safety At Work: *(Step One Questions C42-C44)*

- How can the safety policies that address gender be expanded?
- Does the violence in the workplace program include violence against women (domestic violence) component?

Employee Grievances and Discrimination Complaints:

(Step One Questions C45-C50)

- Examine the nature and trends regarding both official and unofficial employee complaints and grievances.
- Are training efforts in discrimination and harassment prevention successful in creating a safe and respectful work environment? Why or why not?

Department Outreach to Employees and Public: *(Step One Questions C51-C62)*

- Are there additional concerns expressed by employees or members of the public that have not been previously addressed in these guidelines?
- What actions can the department take to alleviate the expressed concerns of employees? What obstacles, if any, does the department face in taking these actions?