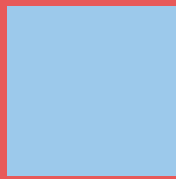
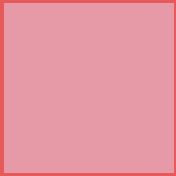
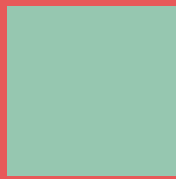
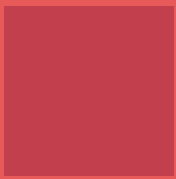
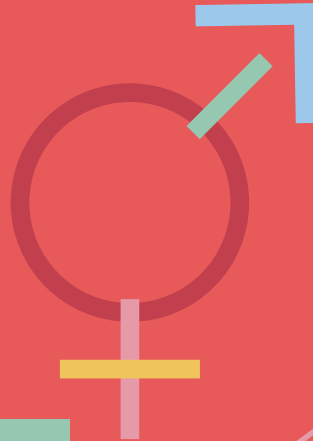


IMPLEMENTATION GUIDE

OLACEFS POLICY ON GENDER EQUALITY AND NON-DISCRIMINATION






Guide for the implementation of the Policy on Gender Equality and Non-Discrimination of the Latin American and Caribbean Organization of Supreme Audit Institutions.

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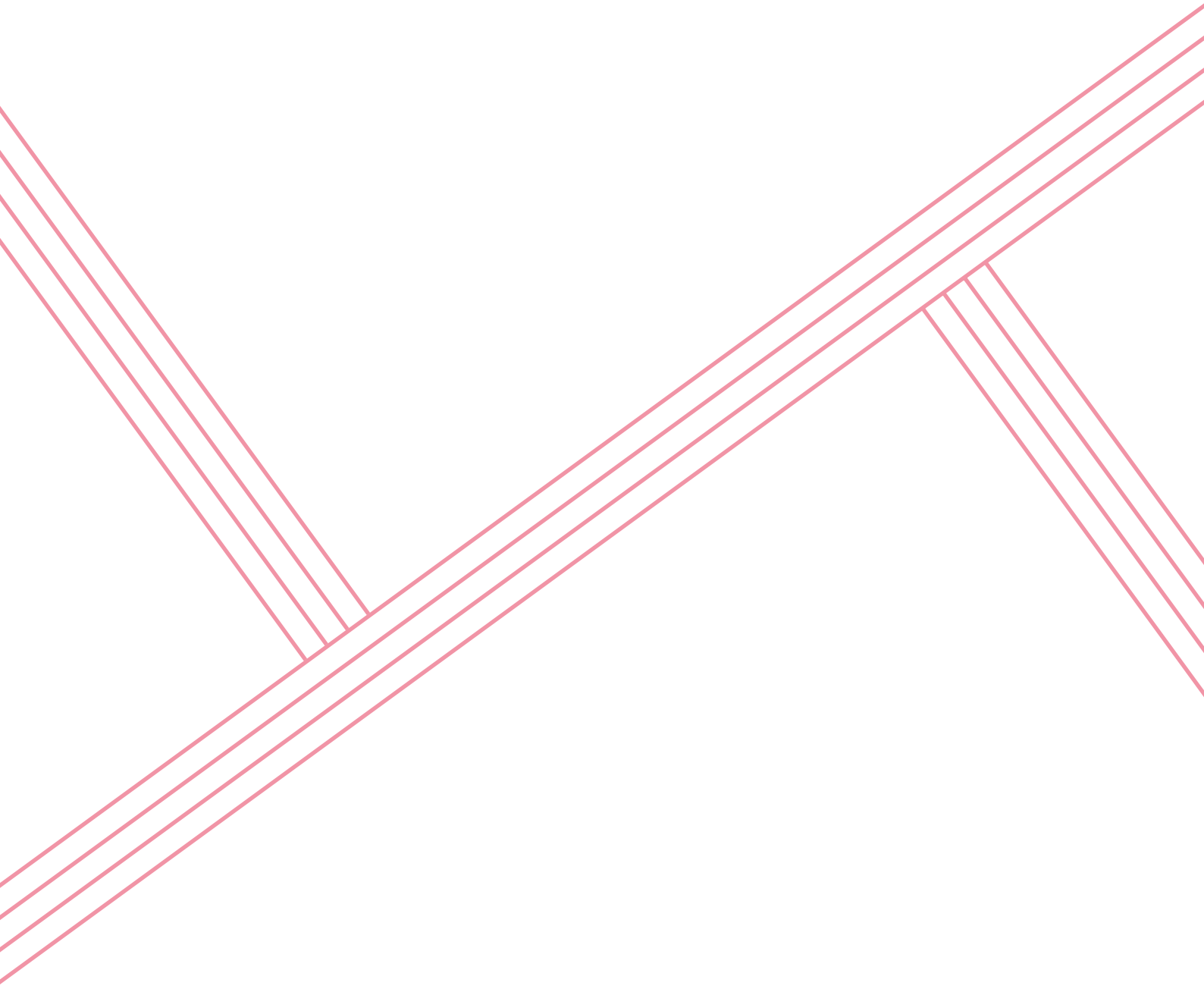
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Región Metropolitana, Chile
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Implementation Guide

OLACEFS Policy on Gender Equality and Non-Discrimination



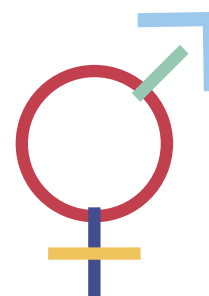
| | |
|--|-----------|
| Acronyms | 10 |
| Guide for the implementation of the Policy on Gender Equality and Non-Discrimination of the Latin American and Caribbean Organization of Supreme Audit Institutions | 12 |
| Monitoring | 14 |
| Institutional assessment for the implementation of the recommendations of the Gender and Non-Discrimination Policy | 16 |
| Cross-cutting recommendations | 20 |
| R. I | 21 |
| R. II | 22 |
| R. III | 23 |
| R. IV | 24 |
| R. V | 25 |
| R. VI | 26 |
| R. VII | 27 |
| R. VIII | 28 |
| R. IX | 29 |
| R. X | 30 |
| I. Ethical culture | 31 |
| R. 1.1 | 32 |
| R. 1.2 | 33 |
| R. 1.3 | 34 |
| R. 1.4 | 35 |
| R. 1.5 | 36 |
| R. 1.6 | 37 |
| R. 1.7 | 38 |
| R. 1.8 | 39 |
| R. 1.9 | 40 |
| R. 1.10 | 41 |
| R. 1.11 | 42 |
| R. 1.12 | 43 |
| R. 1.13 | 44 |
| R. 1.14 | 45 |

| | |
|------------------------------------|-----------|
| R. 1.15 | 46 |
| R. 1.16 | 47 |
| R. 1.17 | 48 |
| R. 1.18 | 49 |
| II. Organizational Culture | 50 |
| R. 2.1 | 51 |
| R. 2.2 | 52 |
| R. 2.3 | 53 |
| R. 2.4 | 54 |
| R. 2.5 | 55 |
| R. 2.6 | 56 |
| R. 2.7 | 57 |
| R. 2.8 | 58 |
| R. 2.9 | 59 |
| R. 2.10 | 60 |
| R. 2.11 | 61 |
| R. 2.12 | 62 |
| R. 2.13 | 63 |
| R. 2.14 | 64 |
| R. 2.15 | 65 |
| R. 2.16 | 66 |
| R. 2.17 | 67 |
| III. People Management Axis | 68 |
| R. 3.1 | 69 |
| R. 3.2 | 70 |
| R. 3.3 | 71 |
| R. 3.4 | 72 |
| R. 3.5 | 73 |
| R. 3.6 | 74 |
| R. 3.7 | 75 |
| R. 3.8 | 76 |
| R. 3.9 | 77 |
| R. 3.10 | 78 |
| R. 3.11 | 79 |
| R. 3.12 | 80 |

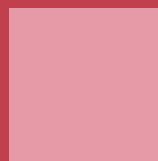
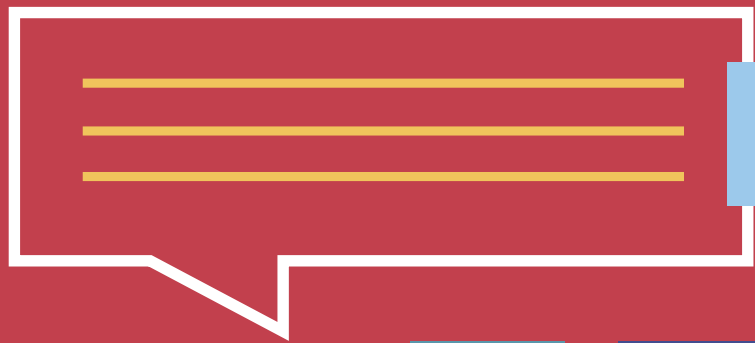
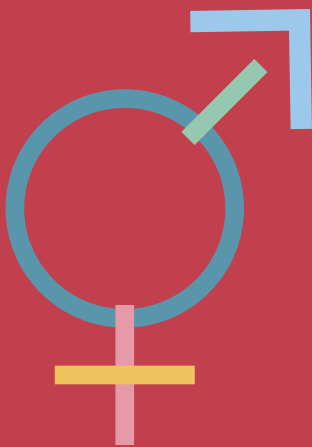
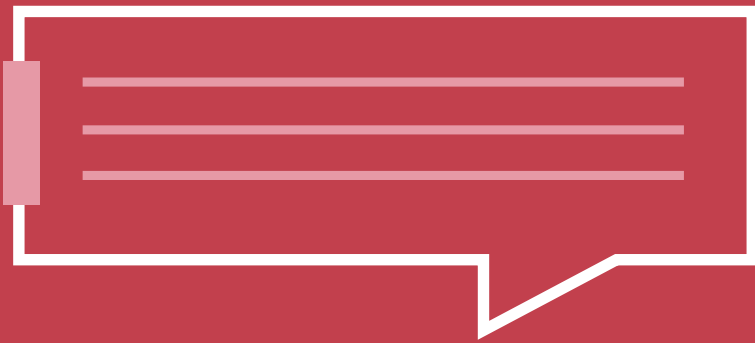
| | |
|---|------------|
| R. 3.13 | 81 |
| R. 3.14 | 82 |
| R. 3.15 | 83 |
| R. 3.16 | 84 |
| R. 3.17 | 85 |
| R. 3.18 | 86 |
| R. 3.19 | 87 |
| R. 3.20 | 88 |
| R. 3.21 | 89 |
| R. 3.22 | 90 |
| R. 3.23 | 91 |
| R. 3.24 | 92 |
| R. 3.25 | 93 |
| IV. Sexual and/or workplace harassment/harassment axis | 94 |
| R. 4.1 | 95 |
| R. 4.2. | 96 |
| R. 4.3 | 97 |
| R. 4.4 | 98 |
| R. 4.5 | 99 |
| R. 4.6 | 100 |
| R. 4.7 | 101 |
| R. 4.8 | 102 |
| R. 4.9 | 104 |
| R. 4.10 | 105 |
| R. 4.11 | 106 |
| R. 4.12 | 107 |
| R. 4.13 | 108 |
| V. Inclusion Axis | 110 |
| R. 5.1 | 111 |
| R. 5.2 | 112 |
| R. 5.3 | 113 |
| R. 5.4 | 114 |
| R. 5.5 | 115 |
| R. 5.6 | 116 |
| R. 5.7 | 117 |

| | |
|----------------------------------|------------|
| R. 5.8 | 118 |
| R. 5.9 | 119 |
| R. 5.10 | 120 |
| R. 5.11 | 121 |
| R. 5.12 | 122 |
| R. 5.13 | 123 |
| R. 5.14 | 124 |
| R. 5.15 | 125 |
| VI. Audit functions axis | 126 |
| R. 6.1 | 127 |
| R. 6.2 | 128 |
| R. 6.3 | 129 |
| R. 6.4 | 130 |
| R. 6.5 | 131 |
| Glossary | 132 |
| Economic abuse | 133 |
| Physical Abuse | 133 |
| Psychological abuse | 133 |
| Sexual Abuse | 133 |
| Abuse | 134 |
| Universal accessibility | 134 |
| Training activity | 134 |
| Online harassment. | 134 |
| Workplace harassment | 134 |
| Gender-Based Harassment | 135 |
| Harassment | 135 |
| Coordinated audits | 135 |
| Wage gap | 135 |
| Training | 135 |
| Feminized positions/functions | 136 |
| Masculinized positions/functions | 136 |
| Work climate | 136 |
| Sex/gender disaggregated data | 136 |
| Ethical dilemmas | 136 |
| Disability | 137 |

| | |
|---|-----|
| Employment Discrimination | 137 |
| Cultural diversity | 137 |
| Racial stereotypes | 137 |
| Ethnicity | 138 |
| Exclusion | 138 |
| People Management/Human Resources Management | 138 |
| Vulnerable groups | 138 |
| Harassment / Sexual Harassment | 138 |
| Inclusion | 139 |
| Inclusive/Encompassing | 139 |
| Institutionalization of the gender perspective/approach | 139 |
| Integral measure | 139 |
| Migrants/Migrant persons | 140 |
| Parity | 140 |
| Disabled person | 140 |
| Non-binary / gender fluid person | 140 |
| Refugees | 141 |
| Gender perspective | 141 |
| Racism | 141 |
| Race | 142 |
| Gender roles | 142 |
| Segregation | 142 |
| Awareness raising | 142 |
| Sexism | 143 |
| Sex | 143 |
| Caregiving Tasks | 144 |
| Unpaid work | 144 |
| Ethical values | 144 |
| Victimization | 144 |
| Violence in the workplace | 144 |
| Psychological violence | 145 |
| Violence | 145 |



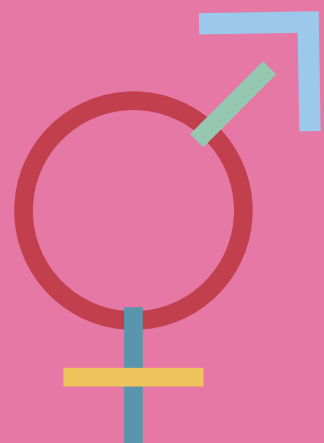
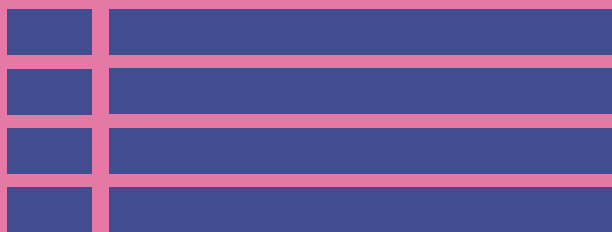
Acronyms



| | |
|----------------|--|
| ASOSAI | Asian Organization of Supreme Audit Institutions |
| IDB | Inter-American Development Bank |
| SAI | Supreme Audit Institutions |
| EUROSAI | European Organization of Supreme Audit Institutions |
| GIZ | German Cooperation, Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH |
| GTG | OLACEFS Working Group on Gender Equality and Non-Discrimination |
| IDI | INTOSAI Development Initiative |
| INTOSAI | Asian Organization of Supreme Audit Institutions |
| OECD | Organization for Economic Co-operation and Development |
| OLACEFS | Latin American and Caribbean Organization of Supreme Audit Institutions |
| PASAI | Pacific Organization Supreme Audit Institution |
| EIGE | European Institute for Gender Equality |
| AFROSAI | African Organization of Supreme Audit Institutions |
| CAAF | Canadian Audit and Accountability Foundation |
| NDA | National Disability Authority |

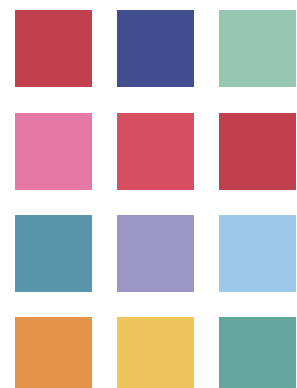


Guide for the
implementation
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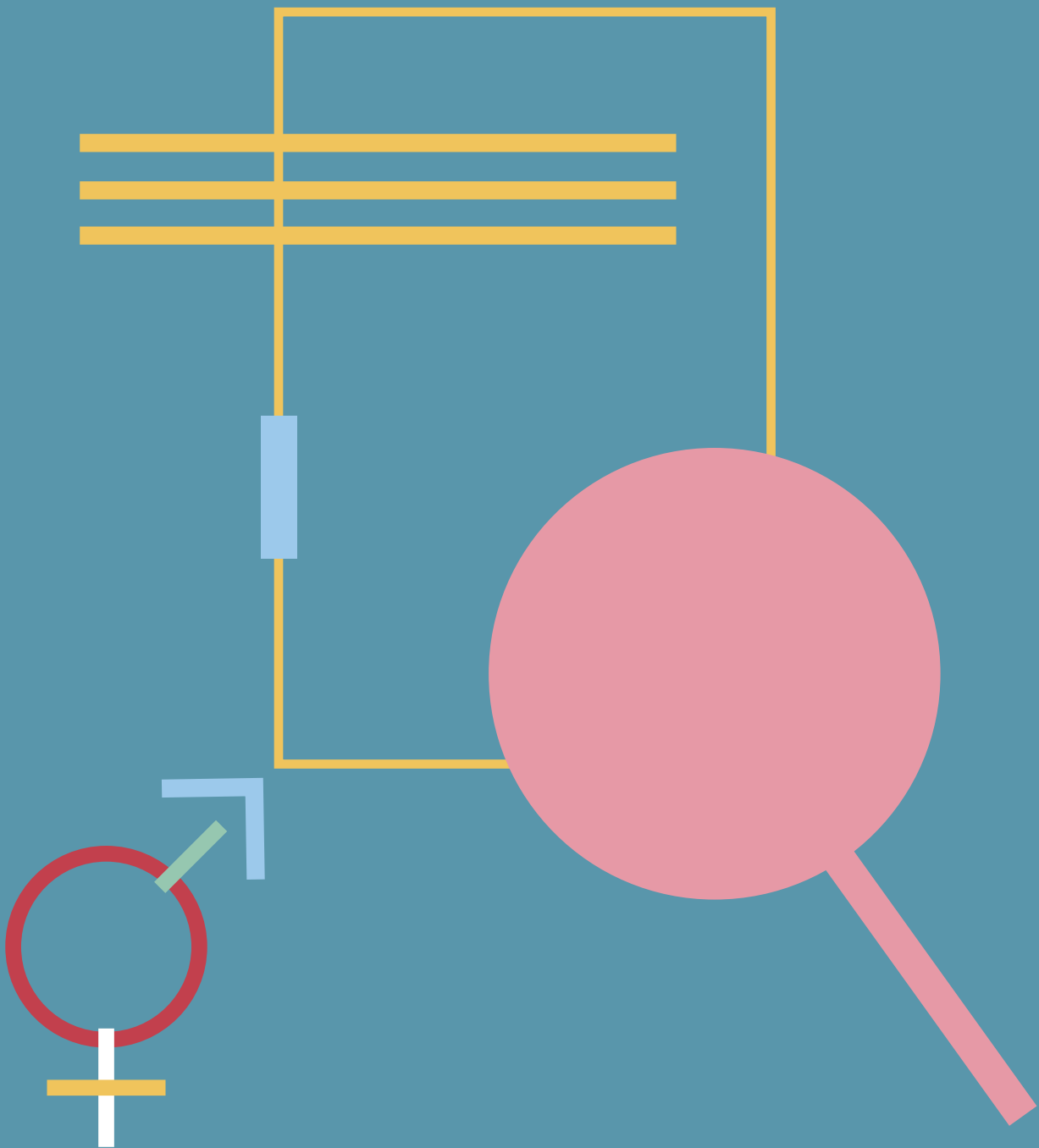


This guide for implementation is an integral part of the Policy on Gender Equality and Non-Discrimination of the Latin American and Caribbean Organization of Supreme Audit Institutions (OLACEFS). For practical purposes it is presented as a separate document.

The following document is provided to Supreme Audit Institutions to guide and support the process of implementing the Policy. Thus, for each recommendation we present: (1) examples, which illustrate how the recommendations can be carried out; (2) available resources, which due to their relevance are useful to have at hand to complement and analyze the good practices of other organizations; and, (3) indicators, which allow guiding the evaluation and monitoring of the implementation of these recommendations, with a flexible approach that adapts to the particular needs and characteristics of each Supreme Audit Institution.



Monitoring



Monitoring is a fundamental part of the implementation of policies, strategies and other instruments that seek to impact the daily work of an institution. As mentioned in ECLAC's Manual on Formulation, Evaluation and Monitoring of Social Projects, "it is directly related to administrative management and consists of a continuous or periodic review that takes place during the implementation of the project" (n.d. Pp, 12).

This is why, in the preparation of the Gender and Non-Discrimination Policy, indicators were generated for each recommendation to monitor its correct implementation in the SAIs.

The creation of the indicators does not consider in any case compliance amounts, established dates or fixed application structures, but, on the contrary, it considers the level of compliance according to the annual planning established by each SAI. In this way, each institution will be able to plan according to its capacity and scope.

The indicators are characterized by four relevant elements: integral, simple, self-explanatory and non-dissuasive. In other words, this instrument is intended to be an input that facilitates the measurement of the recommendations adopted, without being in itself an indicator that acts as a deterrent to the implementation of certain recommendations.

For each recommendation, four categories were generated for consideration:

- **An indicator that shows how to measure the correct implementation of what is proposed, through percentages of compliance with the annual planning established by each SAI**
- **A means of verification, which serves to demonstrate what is mentioned in the indicator, in the expectation of seeing specific actions or documents carried out by the SAI.**
- **One or more risks associated with the implementation of the recommendation that could eventually jeopardize the correct implementation.**
- **One or more means of contingencies, whose objective is to correct those risks identified, thus avoiding the identified risks.**

It is expected that, in the case of each recommendation, the SAI may apply this form of measurement, without prejudice to the fact that, in order to evaluate each case, the SAI may include the indicators deemed necessary to achieve a correct measurement of the main indicator provided in this instrument. In other words, if the SAI deems it necessary to subdivide the main indicator into different measurement categories, the instrument will not be an impediment, but rather a facilitator that provides flexibility to achieve the final objective of the Gender and Non-Discrimination Policy.

Institutional assessment for the implementation of the recommendations of the Gender and Non-Discrimination Policy



The Gender Equality and Non-Discrimination Policy of the Latin American and Caribbean Organization of Supreme Audit Institutions (OLACEFS) seeks to be a flexible instrument that adapts to the reality of each member country of this organization, being a guide to accompany SAIs to reduce inequality gaps, thus promoting a culture of greater respect in the region.

Taking into account that each country in Latin America experiences a different situation, an institutional assessment of the recommendations has been designed so that each Supreme Audit Institution (SAI) that so wishes can evaluate in whole or in part how these recommendations will be applied in their country.

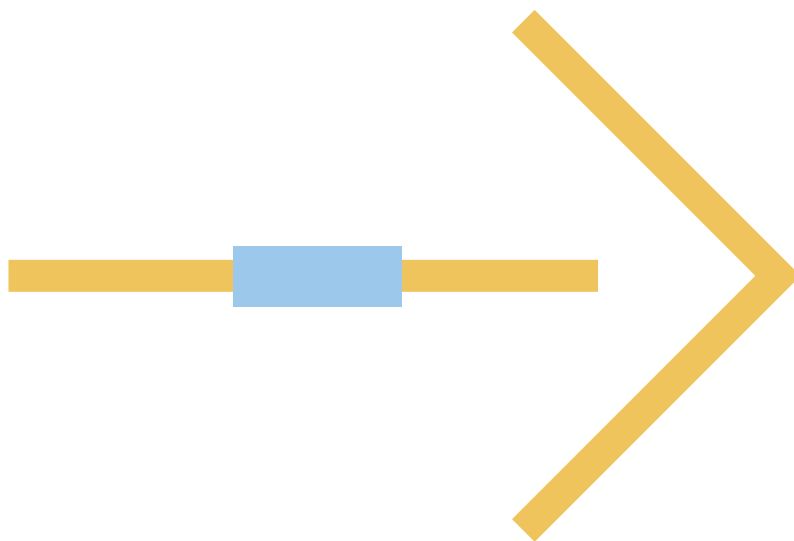
The institutional assessment of the recommendations is an instrument that aims to evaluate each of the recommendations itself and how they will be applied in the particular reality of each country.

The assessment is structured to be applied to each of the recommendations separately. In each case, 15 questions structured in 5 axes are applied, these are:

- **Regulatory capacity**
- **Management capacity**
- **Technical capacity**
- **Financial capacity**
- **Inter-institutional collaboration**

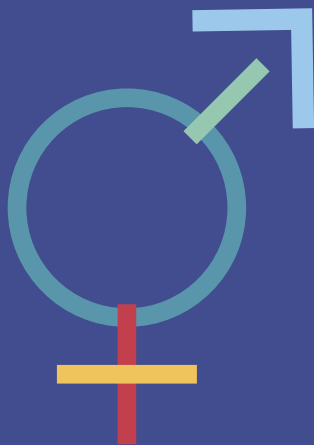
In this way, it is expected to generate a global analysis of those recommendations that the SAI decides to apply, in order to take into account important elements such as human capacity, financial resources, regulatory capacity or the timeframe in which the process is expected to be carried out. In addition, with this analysis, the SAI will be able to know how long it will take to achieve results and who the beneficiaries will be.

Below is a list of questions and axes that must be applied to each recommendation.



| Dimensions | Question | Type of Question |
|-----------------------------|---|---|
| | SAI Latin America | Dropdown list |
| Management | 1. Is this measure currently applied in the institution? | (Yes/No/NA) |
| | 2. (Only if yes in the previous question) Is it applied totally or partially? | (Partially/Totally) |
| | 3. Rating of the recommendation | Likert scale, where 1 is irrelevant and 5 is totally relevant |
| | 4. Indicate who is (are) responsible for implementing the recommendation (you can check more than one option) | Management Area/ Operational Area(s)/ OLACEFS/ Other/ Not Applicable |
| | 5. Indicate who is (are) the beneficiary person(s) of the implementation of the recommendation (you can check more than one option) | Civil servants of the SAI/ External persons of the SAI/ Target group/Other |
| | 5. Does the institution have the management capacity to implement this measure? | (Yes/No/NA) |
| Regulatory capacity | 6. Does the institution's mandate allow this measure to be applied? | (Yes/No/NA) |
| Technical capacity | 7. Does the institution have the human resources to implement this measure? | (Yes/No/NA) |
| | 8. Does the institution have the material resources to implement this measure? | (Yes/No/NA) |
| | 9. Do civil servants involved in the recommendation have the knowledge to do the job? | Likert scale, where 1 is "No Type of Knowledge" and 5 is "High Level of Knowledge" |
| | 10. Are there conditions in the organizational culture to implement the recommendation? | (Yes/No/Partial/NA) |
| Financial capacity | 11. The implementation of the recommendation is feasible within (Time) | 1 to 6 months/ 6 to 12 months/ 12 to 18 months/ 18 to 24 months/ More than 24 months/ Not applicable |
| | 12. Does the measure imply use of financial resources? | (Yes/No/NA) |
| | 13. Are resources available or must they be managed? | (Available Resources/ To be managed/ No financial resources) |
| Institutional collaboration | 14. In the event that the measure requires inter-institutional collaboration, is there corresponding support? | (Yes/No/NA) |
| | 15. If you have any recommendations or comments, please include below | Open Ended Response |

Cross-cutting recommendations



R. I

Mainstream the gender and non-discrimination perspective within SAIs, so that they constitute an integral and permanent dimension of policy and institutional work.

Example: Integrate and actively promote the gender, inclusion and non-discrimination perspective in all the activities carried out by the SAI (events, communications, speeches, team building) in such a way that it permeates the organizational culture of the institution.

Available resource(s):

- UNDP, (2006) Guide for gender mainstreaming in UNDP Chile. Retrieved from: https://www.undp.org/content/dam/chile/docs/genero/undp_cl_genero_guia_tg_2014.pdf
- UN Women. (2002) Gender Mainstreaming (available in English only). Retrieved from: <https://www.un.org/womenwatch/osagi/pdf/e65237.pdf>
- EIGE. (2013) Mainstreaming gender into the policies and the programs of the institutions of the European Union and EU Member States (available in English only). Retrieved from: <https://eige.europa.eu/publications/good-practices-gender-mainstreaming>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|-------------------------------|---|--|
| Compliance greater than or equal to 60% of the annual planning of the implementation of the recommendations selected by the SAI for the year in question. | Results consolidation report. | There is no annual planning appropriate to the capacity and context of the SAI, for the implementation of the Policy recommendations. | An effective annual planning for the implementation of the policy, based on an assessment of the environment and institutional capacity, establishing deadlines and responsible persons. |

R. II

Consider ethics and values associated with integral and non-discriminatory professional behavior as a cross-sectional criterion for people management processes, which will have equality and merit as guiding principles since they allow promoting equal opportunities.

Example: To formally and in practice install ethical behavior, integrity and non-discrimination as principles for the different processes developed by the SAI's people management unit.

Available resource(s):

- INTOSAI. (2019) ISSAI 130: Code of Ethics. Retrieved from: <https://www.issai.org/wp-content/uploads/2019/08/ISSAI-130-C%C3%B3digo-de-%C3%89tica.pdf>
- EUROSAI. (2017) How to implement ISSAI 30 (Code of Ethics). Retrieved from: <https://www.olacefs.com/wp-content/uploads/2019/11/TFAE-Guidelines-to-implement-ISSAI-30-ES.pdf>
- WHO. (2001) Equity, equal opportunities, gender and organization performance. Retrieved from: <https://www.who.int/hrh/documents/en/Equity.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|---|---|
| The people involved in people management processes have a notion about ethical behavior and the principles of integrity, non-discrimination, equality and merit. | Perception study on the principles of integrity, non-discrimination, equality and comparative merit. | Non-representative sample, biased response by civil servants. | Correct planning of the implementation of Information collection. |

R. III

Create, or where appropriate, strengthen a Unit responsible for promoting gender, diversity and inclusion issues within the organizational structure. This strategic unit must have sufficient powers to fulfill its mandate, reporting directly to the authority(ies) of the SAI. This unit will be responsible, among other things, for communicating the actions to address sexual harassment and violence to the public, with reservation of the identity of the people involved.

Example: Unit, division, department, person in charge or gender, diversity and inclusion officer that fulfills the work of the recommendation.

Available resource(s):

- CEDOC. (n.d.) Gender Unit. Retrieved from: http://cedoc.inmujeres.gob.mx/ftpg/NL/nlmeta6_1.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---|---|---|
| Existence of an operational unit responsible for the promotion of gender, diversity and inclusion issues. | Decree, signature, regulations that create or strengthen the Unit. Report of implementation and monitoring of the Unit. | Lack of institutional commitment to create or strengthen unity. | Include in the annual goals of the institution the strengthening of the Unit dedicated to the promotion of gender issues. |



R. IV

Establish a permanent observatory of gender-sensitive statistics to, inter alia, collect and analyze information on the gender, inclusion and diversity situation in member SAIs.

Example: Person or a group of people, with or without a digital platform with its own mandate and regulations. This observatory will have the objectives of collecting, systematizing, analyzing and monitoring data in order to plan strategies that contribute to gender equality and non-discrimination within the SAIs of OLACEFS.

Available resource(s):

- United Nations Gender Equality Observatory. (n.d.) Retrieved from: <https://oig.cepal.org/es>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|---|---|
| Observatory of statistics with a gender perspective, aimed at the study on the situation of gender, diversity and inclusion in OLACEFS. | Resolution of the OLACEFS General Assembly on the creation of the Observatory. | There is no sense of commitment on the part of the authorities. | Meetings coordinated with the highest authorities of the SAI to involve them in the work. |



R. V

Raise awareness among SAls staff about the importance of using neutral and inclusive language.

Examples:

- Internal outreach campaigns to encourage changes or use of inclusive and non-sexist language;
- Seminars with case studies of companies or institutions or that have implemented or encourage the use of neutral and inclusive language, and;

Available resource(s):

- European Parliament. (2018) Gender-neutral language in the European Parliament. Retrieved from: https://www.europarl.europa.eu/cmsdata/187095/GNL_Guidelines_EN-original.pdf
- United Nations (2019) Guidelines for the use of gender-inclusive language in Spanish. Retrieved from: <https://www.un.org/en/gender-inclusive-language/guidelines.shtml>
- Consejo Nacional de la Cultura y las Artes (National Council for the Arts and Culture) (2016) Gender-inclusive language guide. Retrieved from: <https://www.cultura.gob.cl/wp-content/uploads/2017/01/guia-lenguaje-inclusivo-genero.pdf>
- Government of Spain (2015) Guidelines for the non-sexist use of language. Retrieved from: https://www.inmujeres.gob.es/servRecursos/formacion/GuiasLengNoSexista/docs/Guiaslenguajenosexista_.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---------------------------|---|---|
| 60% or more compliance with the annual planning of activities on the impact of attitudes, behaviors, language on the organizational culture, the work environment and especially people. | Attendance lists, photos. | Low interest in participating, ineffective actions. | Carry out an adequate outreach campaign; carry out a correct needs assessment, people trained to implement these actions. |

R. VI

Promote the elimination of gender stereotypes and roles, as well as the reduction of discriminatory practices in the workplace, through -continuous and periodic- awareness-raising and capacity-building actions.

Example: Plan for the eradication of stereotypes, gender roles and discriminatory treatment, including an assessment, concrete socialization actions, outreach campaigns, training activities, and a follow-up study on the perception of civil servants.

Available resource(s):

- OHCHR (2014) Gender stereotypes and Stereotyping and women's rights Retrieved from: https://www.ohchr.org/documents/issues/women/wrgs/onepagars/gender_stereotyping.pdf
- United Nations. (2002) Gender Mainstreaming: An overview. Retrieved from: <https://www.un.org/womenwatch/osagi/pdf/e65237.pdf>
- (2017) Guide for the prevention and eradication of discrimination against women. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf
- IACHR. (2019) Compendium on equality and non-discrimination. Retrieved from: <http://www.oas.org/en/cidh/informes/pdfs/Compendio-IgualdadNoDiscriminacion.pdf>
- ILO. Discrimination (Employment and Occupation) Convention. Retrieved from: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_Ilo_Code:C111
- ILO. Information document on protection against sexual orientation, gender identity and expression and sexual characteristics (SOGIESC) discrimination Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/publication/wcms_700556.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|----------------------|---|
| More than or equal to 60% of the annual planning of training and awareness-raising campaigns in the promotion of the elimination of gender stereotypes and roles and the reduction of discriminatory practices in the workplace of SAIs. | Attendance lists, photos, informative mails, informative videos, among others. | Ineffective actions. | Before and after evaluation of the possible training to be carried out. Correct collection of information on the best ways to communicate to the civil servants of the SAI. |

R. VII

Consider gender parity and diversity as an institutional imperative, not an isolated issue. All civil servants, regardless of their gender and vulnerability, must defend diversity and its benefits for SAIs.

Example: Formation of all types of committees, bodies and working groups on an equal basis at all institutional levels. Send a clear message about the importance and value of diversity and inclusion in the context of the SAI and its institutional work.

Available resource(s):

- IACHR. (2019) Compendium on equality and non-discrimination. Retrieved from: <http://www.oas.org/en/cidh/informes/pdfs/Compendio-IgualdadNoDiscriminacion.pdf>
- ILO. Discrimination (Employment and Occupation) Convention. Retrieved from: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_Ilo_Code:C111
- ILO. Information document on protection against sexual orientation, gender identity and expression and sexual characteristics (SOGIESC) discrimination Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/publication/wcms_700556.pdf
- United Nations. (2002) Gender Mainstreaming: An. Retrieved from: <https://www.un.org/womenwatch/osagi/pdf/e65237.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|--|---|
| Incorporate in the institutional strategic plans, actions, activities, and objectives that consider gender parity and diversity as an institutional imperative. | Signature of the appropriate authority. Means to prove that the strategic plan contains actions, activities or objectives that consider gender parity and diversity as an institutional imperative. | The highest authorities do not consider this a priority for their respective SAIs. | Commitment of the SAIs through the signing of the Cartagena Assembly. |

R. VIII

Ensure that work environments recognize and value the diversity of people and respect for them, generating safe and inclusive environments.

Example: Study in a disaggregated way (on gender, and identification with a historically violated group) the perception of diversity and inclusion within the SAI in attention to treatment and respect in the work environment.

Available resource(s):

- ILO. (2014) Gender equality and non-discrimination in employment management. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf
- Sáez, C. (2016) Gender equality at work: Strategies and proposals. Retrieved from: <http://fundacionjyg.org/wp-content/uploads/2018/09/iGUALDAD-DE-GENERO-EN-EL-TRABAJO.-ESTRATEGIAS-Y-PROPUESTAS.pdf>
- Instituto Andaluz de la Mujer. (n.d.) Towards an equal working environment. Retrieved from: https://www.juntadeandalucia.es/institutodelamujer/ugen/system/files/documentos/Manual_14_Entorno_Laboral_igualitario.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|---|---|
| Awareness-raising plan that involves the needs raised to promote the recognition and appreciation of diversity in work environments, including outreach campaigns and the analysis of the reality of the environments of each SAI. | Monitoring report on the implementation of the awareness-raising plan. | Ineffective actions, low interest in participating. | Correct survey of needs. Persons trained in the matter to implement the recommendation. |

R. IX

Include the principle of equality and non-discrimination in the mission, strategy, principles, values or other institutional instruments of SAls.

Example: The SAI's vision, strategy and values include the principles of equality and non-discrimination in a restrictive manner and are socialized at all levels of the organization. This is done through technological means, networks, edict boards, etc.

Available resource(s):

- IACHR. (2019) Compendium on equality and non-discrimination. Retrieved from: <http://www.oas.org/en/cidh/informes/pdfs/Compendio-IgualdadNoDiscriminacion.pdf>
- Office of the Comptroller of the Commonwealth of Puerto Rico. Mission, Vision and Values. Retrieved from: <https://www.ocpr.gov.pr/nostra-mision-vision-y-valores/>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--------------------------------------|--|---|
| Proposal to include the principle of equality and non-discrimination in the mission, strategy, principles, values or other instruments of SAls. | Signature of the relevant authority. | The highest authorities do not consider this a priority for their respective SAls. | Commitment of the SAls through the signing of the Cartagena Assembly. |



R. X

Raise awareness and train around gender stereotypes and roles attributed to men and women and their impact on the work of people working in SAls.

Examples:

- Workshops and/or campaigns on gender stereotypes and roles.
- Conduct periodic surveys to be able to measure changes in perception of them within SAls.

Available resource(s):

- ACNUHD. (2014) Gender stereotypes and Stereotyping and women's rights. Retrieved from: https://www.ohchr.org/documents/issues/women/wrgs/onepagere/gender_stereotyping.pdf
- UN Women. (2008) Methodological guide for gender awareness: A didactic tool for training in public administration. Retrieved from: https://trainingcentre.unwomen.org/participacionpolitica/wp-content/uploads/2017/12/004_Guia_Metodologica_Sensibilizacion_Genero.pdf
- Instituto Jalisciense de las Mujeres. (2008) Gender Awareness Manual. Retrieved from: <http://cedoc.inmujeres.gob.mx/ftpg/Jalisco/jal04.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---------------------------|---|---|
| 60% or more compliance with annual training planning around gender stereotypes and roles. | Attendance lists, photos. | Low participation by civil servants, ineffective actions. | Carry out an adequate outreach campaign, Carry out a correct needs assessment, people trained to implement these actions. |

I. Ethical culture



R. 1.1

Implement actions to prevent, eliminate and punish any form of violence, harassment, abuse, mistreatment, discrimination and segregation both within the organization and with external users.

Example: Educational campaign and prevention of any type of violence within the SAI. This can be in digital format, on the institution's intranet, or through brochures and/or activities.

Available resource(s):

- IACHR. (2019) Compendium on equality and non-discrimination. Retrieved from: <http://www.oas.org/en/cidh/informes/pdfs/Compendio-IgualdadNoDiscriminacion.pdf>
- ILO. Discrimination (Employment and Occupation) Convention. Retrieved from: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_Ilo_Code:C111
- ILO. Information document on protection against sexual orientation, gender identity and expression and sexual characteristics (SOGIESC) discrimination Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/publication/wcms_700556.pdf
- Presidential Secretariat for Women (2019) Guide for the Comprehensive Approach to Workplace and Sexual Harassment in Public Institutions in Guatemala. Retrieved from: <https://seprem.gob.gt/wp-content/uploads/Gui%CC%81a-orientadora-para-el-abordaje-integral-del-acoso-laboral-y-sexual-en-el-a%CC%81mbito-del-trabajo-en-las-instituciones-pu%CC%81blicas-de-Guatemala-.pdf>
- ILO. (2018) End violence and harassment against women and men in the world of work. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_554100.pdf
- INSAFORSP. (2017) Guide for the prevention and eradication of discrimination against women. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|---|---|
| 60% or more compliance with annual action planning to prevent, eliminate and punish any form of violence, harassment, abuse, mistreatment, discrimination and segregation. | Lists of attendance, Photos, Change of internal regulations (when applicable) general secretariat. | Low participation by civil servants; ineffective actions. | Carry out an adequate outreach campaign, Carry out a correct needs assessment, people trained to implement these actions. |

R. 1.2

Conduct awareness and outreach campaigns in order to prevent, eliminate and punish possible cases of exclusion, discrimination, mistreatment or incidences of bias, associated with the particular conditions of people working within the SAI or with whom they relate.

Example: Educational campaign on discrimination and incidences of stereotypical biases (gender, racial, religious, among others), which points to the effects that these behaviors have on people and the environment.

Available resource(s):

- Latin American Centre for Development Administration (2019) Integrity and Ethics in the Public Service. Retrieved from: <http://cidseci.dgsc.go.cr/datos/Integridad%20y%20Etica2.pdf>
- Instituto Andaluz de la Mujer. (n.d.) Awareness-raising campaigns Retrieved from: <https://ws097.juntadeandalucia.es/ventanilla/index.php/mas-informacion/campanas-de-sensibilizacion>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---|----------------------|---|
| Compliance greater than or equal to 60% of the annual planning of awareness-raising and outreach campaigns. | Publications, events, outreach, intranet. | Ineffective actions. | Carry out a correct needs assessment, people trained to carry out awareness and outreach campaigns. |



R. 1.3

Develop and/or update the code of ethics, incorporating the gender, diversity and inclusion perspective, through an equal, participatory and inclusive process that contemplates the internal perception of SAIs and that is in turn socialized with the external stakeholders.

Example: Institutional code of ethics that incorporates the gender, diversity and inclusion perspective. The methodology of preparation and/or updating must ensure a broad assessment, and equal participation in the drafting of the instrument, ensuring the support of specialists in issues of gender, diversity and inclusion in the process.

Available resource(s):

- INTOSAI. (2019) ISSAI 130: Code of Ethics. Retrieved from: <https://www.issai.org/wp-content/uploads/2019/08/ISSAI-130-C%C3%B3digo-de-%C3%89tica.pdf>
- EUROSAI. (2017) How to implement ISSAI 30 (Code of Ethics). Retrieved from: <https://www.olacefs.com/wp-content/uploads/2019/11/TFAE-Guidelines-to-implement-ISSAI-30-ES.pdf>
- INMUJERES (2010) Code of Institutional Ethics with a gender focus. Retrieved from: http://cedoc.inmujeres.gob.mx/ftpg/Sonora/sonmeta13_2.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|----------------------------------|-------------------------------|--|--|
| Have the updated code of ethics. | Highest authority of the SAI. | Code without a concrete implementation plan that does not consider all the levels mentioned by the recommendation. | The code of ethics must contain an implementation and monitoring plan. Professionals with the right knowledge to generate the code of ethics. Commitment of the SAI authorities. |



R. 1.4

Draft the code of ethics in neutral, inclusive and non-sexist language.

Examples:

- The institutional code of ethics considers a neutral, inclusive and non-sexist language.
- The integrity system considers the support of a person skilled in gender issues.

Available resource(s):

- Fundación ONCE. (2018) Guide to a non-sexist use of language. Retrieved from: <https://www.cermi.es/sites/default/files/docs/novedades/GUIA.pdf>
- European Parliament. (2018) Gender-neutral language in the European Parliament. Retrieved from: https://www.europarl.europa.eu/cmsdata/187095/GNL_Guidelines_ES-original.pdf
- United Nations. United Nations (2019) Guidelines for the use of gender-inclusive language in Spanish. Retrieved from: <https://www.un.org/es/gender-inclusive-language/guidelines.shtml>
- Consejo Nacional de la Cultura y las Artes (National Council for the Arts and Culture) (2016) Gender-inclusive language guide. Retrieved from: <https://www.cultura.gob.cl/wp-content/uploads/2017/01/guia-lenguaje-inclusivo-genero.pdf>
- Government of Spain. (2015) Guidelines for the non-sexist use of language. Retrieved from: https://www.inmujeres.gob.es/servRecursos/formacion/GuiasLengNoSexista/docs/Guiaslenguajenosexista_.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|--|---|
| Have the code of ethics with inclusive language. | Corresponding signature for the approval of the code of ethics. | Inclusive language poorly implemented. | Professionals with the right knowledge. |



R. 1.5

Explanation in the Code of Ethics and/or Conduct as unethical: gender-based violence, workplace harassment, harassment, sexual harassment and discrimination.

Example: The code of ethics includes gender-based violence, workplace harassment, harassment, sexual harassment and discrimination as serious ethical misconduct.

Available resource(s):

- Presidential Secretariat for Women (2019) Guide for the Comprehensive Approach to Workplace and Sexual Harassment in Public Institutions in Guatemala. Retrieved from: <https://seprem.gob.gt/wp-content/uploads/Guia-orientadora-para-el-abordaje-integral-del-acoso-laboral-y-sexual-en-el-ambito-del-trabajo-en-las-instituciones-publicas-de-Guatemala-.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--------------------------|---|---|
| Inclusion of gender-based violence, workplace harassment, harassment, sexual harassment and discrimination in the code of ethics. | Code of Ethics document. | Exclusion of any of these topics in the drafting of the code of ethics. | Train the professionals responsible for drafting the code on gender perspectives. |



R. 1.6

[SAI authorities should] Establish and promote at all levels a gender and non-discrimination approach as an explicit priority for the institution.

Example: Communications and/or official communications from the SAI authority, which poses the gender and non-discrimination perspective as a principle in the achievement of objectives at different levels in the institution.

Available resource(s):

- ILO. (2014) Gender equality and non-discrimination in employment management. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/--sro-san_jose/documents/publication/wcms_326274.pdf
- Contraloría General de Cuentas (2017) ISSAI Government Audit Standards. Retrieved from: <https://www.contraloria.gob.gt/index.php/issai-gt-2/>
- IACHR. (2019) Compendium on equality and non-discrimination. Retrieved from: <http://www.oas.org/es/cidh/informes/pdfs/Compendio-IgualdadNoDiscriminacion.pdf>
- ILO. Discrimination (Employment and Occupation) Convention. Retrieved from: https://www.ilo.org/dyn/normlex/es/f?p=NORMLEXPUB:12100:0::NO::P12100_Ilo_Code:C111
- ILO. Information document on protection against sexual orientation, gender identity and expression and sexual characteristics (SOGIESC) discrimination. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/--normes/documents/publication/wcms_700556.pdf
- Presidential Secretariat for Women (2019) Guide for the Comprehensive Approach to Workplace and Sexual Harassment in Public Institutions in Guatemala. Retrieved from: <https://seprem.gob.gt/wp-content/uploads/Gui%CC%81a-orientadora-para-el-abordaje-integral-del-acoso-laboral-y-sexual-en-el-a%CC%81mbito-del-trabajo-en-las-instituciones-pu%CC%81blicas-de-Guatemala-.pdf>
- ILO. (2018) End violence and harassment against women and men in the world of work. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_554100.pdf
- INSAFORSP. (2017) Guide for the prevention and eradication of discrimination against women. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--------------------|--|--|
| Include a gender and non-discrimination approach as a priority in the strategic plan. | Strategic plan. | The SAI authority is not involved in the process of creating the strategic plan. | Meetings coordinated with the highest authority in the drafting of the strategic plan. |

R. 1.7

[SAI authorities should] Reinforce gender-responsive and non-discriminatory integrity through clear, consistent and consistent messages.

Example: The SAI authority incorporates the gender approach as a relevant issue in communications with civil servants and people outside the organization.

Available resource(s):

- ILO. (2014) Gender equality and non-discrimination in employment management. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf
- Contraloría General de Cuentas (2017) ISSAI Government Audit Standards. Retrieved from: <https://www.contraloria.gob.gt/index.php/issai-gt-2/>
- IACHR. (2019) Compendium on equality and non-discrimination. Retrieved from: <http://www.oas.org/en/cidh/informes/pdfs/Compendio-IgualdadNoDiscriminacion.pdf>
- ILO. Discrimination (Employment and Occupation) Convention Retrieved from: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_Ilo_Code:C111
- ILO. Information document on protection against sexual orientation, gender identity and expression and sexual characteristics (SOGIESC) discrimination Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/publication/wcms_700556.pdf
- ILO. (2018) End violence and harassment against women and men in the world of work. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_554100.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|---|
| 60% approval of the perception of integral work with a gender and non-discrimination approach by the heads of the SAI. | Perception study on integrity work with a gender and non-discrimination approach of the heads of the SAI. | Non-representative sample, biased response by civil servants. | Correct planning of the implementation of Information collection. |

R. 1.8

[SAI authorities should] Use inclusive, non-sexist, respectful and non-discriminatory discourse, both in the products being produced and in everyday communication.

Example: Speeches by SAI authorities incorporate a gender perspective and seek to make them inclusive, non-sexist and non-discriminatory.

Available resource(s):

- Contraloría General de Cuentas (2017) ISSAI Government Audit Standards. Retrieved from: <https://www.contraloria.gob.gt/index.php/issai-gt-2/>
- European Parliament. (2018) Gender-neutral language in the European Parliament. Retrieved from: https://www.europarl.europa.eu/cmsdata/187095/GNL_Guidelines_EN-original.pdf
- United Nations (2019) Guidelines for the use of gender-inclusive language in Spanish. Retrieved from: <https://www.un.org/en/gender-inclusive-language/guidelines.shtml>
- Consejo Nacional de la Cultura y las Artes (National Council for the Arts and Culture) (2016) Gender-inclusive language guide. Retrieved from: <https://www.cultura.gob.cl/wp-content/uploads/2017/01/guia-lenguaje-inclusivo-genero.pdf>
- Government of Spain (2015) Guidelines for the non-sexist use of language. Retrieved from: https://www.inmujeres.gob.es/servRecursos/formacion/GuiasLengNoSexista/docs/Guiaslenguajenosexista_.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|--|--|
| At least 60% of the institutional greetings –both internal and external– from the highest authority of the SAI, have a gender and non-discrimination approach. | Speeches by the highest authority of the SAI. | A gender and non-discrimination approach is not a priority for the highest authority of the SAI. | Train senior management on gender and non-discrimination issues. |

R. 1.9

[SAI authorities should] Promote an environment in which staff experience equal treatment and foster good relations among colleagues.

Example: Equity is a central principle in the work environment and is communicated this way in team meetings.

Available resource(s):

- Contraloría General de Cuentas (2017) ISSAI Government Audit Standards. Retrieved from: <https://www.contraloria.gob.gt/index.php/issai-gt-2/>
- ILO. (2014) Gender equality and non-discrimination in employment management. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf
- Instituto Andaluz de la Mujer. (n.d.) Towards an equal working environment. Retrieved from: https://www.juntadeandalucia.es/institutodelamujer/ugen/system/files/documentos/Manual_14_Entorno_Laboral_igualitario.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|---|
| 60% approval of the perception of an environment in which staff experience equitable treatment and foster good relations among colleagues. | Perception study of integrity work with a gender approach and non-discrimination of SAI management. | Non-representative sample, biased response by civil servants. | Correct planning of the implementation of Information collection. |



R. 1.10

[The authorities of the SAIs should] Seek a peer configuration in the instances and/or activities that should lead or designate the participation of staff under their charge.

Example: Working committees designated, by the authority of the SAI, considering gender parity as a criterion.

Available resource(s):

- ILO. (2014) Gender equality and non-discrimination in employment management. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/--sro-san_jose/documents/publication/wcms_326274.pdf
- Contraloría General de Cuentas (2017) ISSAI Government Audit Standards. Retrieved from: <https://www.contraloria.gob.gt/index.php/issai-gt-2/>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|--|---|
| At least 60% of the commissions, committees, working groups and/or activities with parity. | List of participants in the different instances and activities. | There is no gender parity in terms of the level of knowledge required of the participants. | Ensure parity in training to promote knowledge among people regardless of gender. |



R. 1.11

[SAI authorities should] Critically address anti-inclusion and/or discriminatory conduct.

Example: Behaviors, actions and expressions that do not conform to the principles of inclusion and/or non-discrimination are recognized and condemned by the authorities.

Available resource(s):

- Contraloría General de Cuentas (2017) ISSAI Government Audit Standards. Retrieved from: <https://www.contraloria.gob.gt/index.php/issai-gt-2/>
- Presidential Secretariat for Women (2019) Guide for the Comprehensive Approach to Workplace and Sexual Harassment in Public Institutions in Guatemala. Retrieved from: <https://seprem.gob.gt/wp-content/uploads/Gui%CC%81a-orientadora-para-el-abordaje-integral-del-acoso-laboral-y-sexual-en-el-a%CC%81mbito-del-trabajo-en-las-instituciones-pu%CC%81blicas-de-Guatemala-.pdf>
- ILO. (2018) End violence and harassment against women and men in the world of work. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_554100.pdf
- INSAFORSP. (2017) Guide for the prevention and eradication of discrimination against women. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|---|
| 60% approval on the measures adopted with respect to anti-inclusion behaviors and/or discriminatory behaviors. | Perception study on integrity work with a gender and non-discrimination approach of SAI management. | Non-representative sample, biased response by civil servants. | Correct planning of the implementation of Information collection. |



R. 1.12

Provide training to leadership, both senior and middle management, in matters related to gender perspective, inclusion and diversity.

Example: Training activities in matters of gender perspective, inclusion and diversity in which the leadership, both senior and middle management participate, as part of the annual planning of the institution.

Available resource(s):

- Contraloría General de Cuentas (2017) ISSAI Government Audit Standards. Retrieved from: <https://www.contraloria.gob.gt/index.php/issai-gt-2/>
- ILO. (2014) Gender equality and non-discrimination in employment management. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf
- UN Women. (2008) Methodological guide for gender awareness: A didactic tool for training in public administration. Retrieved from: https://trainingcentre.unwomen.org/participacionpolitica/wp-content/uploads/2017/12/004_Guia_Metodologica_Sensibilizacion_Genero.pdf
- Ministry of Women's Affairs and Gender Equality (2017) Proposal for training in theoretical and practical tools for the design, implementation and evaluation of public policies for gender equality and equity. Retrieved from: <https://minmujeryeg.gob.cl/doc/estudios/MMEG-2017-Propuesta-para-la-capacitaci%C3%B3n-en-g%C3%A9nero.pdf>
- COPRED. (2017) Course - workshop: Equality and non-discrimination - Training manual. Retrieved from: <https://copred.cdmx.gob.mx/storage/app/uploads/public/595/9c6/23b/5959c623ba83f165076477.pdf>
- GIZ. (n.d.) Peru: Gender awareness-raising campaigns: "Knowing and exercising our rights." Retrieved from: <https://gender-works.giz.de/competitions/campanas-de-sensibilizacion-en-genero-conociendo-y-ejerciendounuestros-derechos/>
- Instituto Jalisciense de las Mujeres. (2008) Gender Awareness Manual. Retrieved from: <http://cedoc.inmujeres.gob.mx/ftpg/Jalisco/jal04.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|--|--|
| Compliance greater than or equal to 60% of the annual planning of the leadership training plan. 60% of the leadership trained within the training plan. | Training plan for the leadership. Attendance lists. | Low or no participation of the leadership. | Correct outreach, Training plan associated with goals. |

R. 1.13

Disseminate, raise awareness and train staff in the promotion of essential ethical values, including a gender and non-discrimination approach. These activities must be continuous and carried out with real and tangible examples.

Example: Socialization material of ISSAI 130, the SAI code of ethics and its relationship with the gender perspective, and how these principles translate into an ethical and integral daily action within the institution.

Available resource(s):

- UNDP, (2017) World Day Against Discrimination. Retrieved from: <https://www.gt.undp.org/content/guyside/es/home/presscenter/articles/2017/03/06/d-a-mundial-contra-la-discriminaci-n.html>
- ACNUHD. (2014) Gender stereotypes and Stereotyping and women's rights. Retrieved from: https://www.ohchr.org/documents/issues/women/wrgs/onepagars/gender_stereotyping.pdf
- UN Women. (2008) Methodological guide for gender awareness: A didactic tool for training in public administration. Retrieved from: https://trainingcentre.unwomen.org/participacionpolitica/wp-content/uploads/2017/12/004_Guia_Metodologica_Sensibilizacion_Genero.pdf
- Ministry of Women's Affairs and Gender Equality (2017) Proposal for training in theoretical and practical tools for the design, implementation and evaluation of public policies for gender equality and equity. Retrieved from: <https://minmujeryeg.gob.cl/doc/estudios/MMEG-2017-Propuesta-para-la-capacitaci%C3%B3n-en-g%C3%A9nero.pdf>
- COPRED. (2017) Course - workshop: Equality and non-discrimination - Training manual. Retrieved from: <https://copred.cdmx.gob.mx/storage/app/uploads/public/595/9c6/23b/5959c623ba83f165076477.pdf>
- GIZ. (n.d.) Peru: Gender awareness-raising campaigns: "Knowing and exercising our rights." Retrieved from: <https://gender-works.giz.de/competitions/campanas-de-sensibilizacion-en-genero-conociendo-y-ejerciendo-nuestros-derechos/>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|---|
| Compliance with 60% or more of the activities and different instances of the annual planning of the training plan. | Training, awareness-raising and outreach plan on the promotion of essential ethical values, including a gender and non-discrimination approach. | Low participation, ineffective actions. | Carry out an adequate outreach campaign; Carry out a correct needs assessment, people trained to implement these actions. |

R. 1.14

Implement mechanisms to address ethical dilemmas, which should include issues associated with gender and/or discrimination.

Examples: Informative brochures to address ethical dilemmas that include issues associated with gender and/or discrimination.

Available resource(s):

- Presidential Secretariat for Women (2019) National System for Equity. Retrieved from: <http://seprem.gob.gt/wp-content/uploads/Sistema-Nacional-para-la-Equidad-entre-Hombres-y-Mujeres.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|--|---|
| Compliance greater than or equal to 60% of the actions planned in the action plan. | Action plan to address ethical dilemmas within the integrity system, including issues associated with gender and/or discrimination. | The action plan does not cover the full range of issues associated with discrimination based on gender, sexual diversity and other individual characteristics. | Action plan supervised by experts in these areas. |



R. 1.15

Ensure that the composition of ethics committees and/or ethics advisory network is equal and inclusive.

Examples:

- The Ethics Committee of the institution is made up of 5 women and 5 men.
- The Ethics Committee of the institution is made up of 6 women and 4 men or vice versa.
- The Ethics Committee of the institution is made up of 5 women and 4 men or vice versa.

Available resource(s):

- Contraloría General de Cuentas (2021) Training Plan. Retrieved from: <https://www.contraloria.gob.gt/index.php/plan-de-capacitacion-aep/>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|---|
| Compliance equal to or greater than 60% of the instances and/or activities with parity conformation. | List of participants of the different instances and activities. | There is no gender parity in the level of knowledge required in the participants. | Ensure equal training to promote knowledge among people regardless of gender. |



R. 1.16

Generate instances in which ethical and integral action is promoted in which staff adhere to the importance of safeguarding and promoting equality, respect and non-discrimination.

Example: Participatory training activities on the ethical principles of the institution and its relationship with gender perspective, equality, respect and non-discrimination.

Available resource(s):

- United Nations. (2020) Commitment to respect, promote and accompany the full exercise and fulfillment of the rights of indigenous peoples. Retrieved from: <https://guj.un.org/es/87286-compromiso-con-el-respto-promocion-y-acompanamiento-el-pleno-ejercicio-y-cen-cumplimiento-de-los>
- Office of the Comptroller General of Accounts Guatemala (2021) Training Plan. Retrieved from: <https://www.contraloria.gob.gt/index.php/plan-de-capacitacion-aep/>
- Red DIE. (2017) Guide to good practices: "More effective measures for equal opportunities between women and men." Retrieved from: https://www.igualdadenlaempresa.es/recursos/monograficos/docs/BBPP_mejores_medidas_para_igualdad.pdf
- INSAFORP. (2017) Guide for the prevention and eradication of discrimination against women. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf
- Instituto Jalisciense de las Mujeres. (2008) Gender Awareness Manual. Retrieved from: <http://cedoc.inmujeres.gob.mx/ftpg/Jalisco/jal04.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|---|---|
| Equal or higher compliance with the activities and different instances of the annual planning of the training plan. | Action plan to promote ethical and integral action in which staff adhere to the importance of safeguarding and promoting equality, respect and non-discrimination. | Low participation, ineffective actions. | Carry out an adequate outreach campaign, Carry out a correct needs assessment, people trained to implement these actions. |

R. 1.17

Generate instances of cooperation associated with the search for and construction of good practices with other public and/or civil society institutions, linked to the promotion of integrity with a focus on gender, diversity and inclusion.

Example: Discussion, seminar or forum with other public entities and/or civil society organizations, around good practices in integrity and gender perspective, inclusion and diversity in institutional contexts.

Available resource(s):

- Office of the Comptroller General of Accounts Guatemala (2021) Training Plan. Retrieved from: <https://www.contraloria.gob.gt/index.php/plan-de-capacitacion-aep/>
- Red DIE. (2017) Guide to good practice: "More effective measures for equal opportunities between women and men." Retrieved from: https://www.igualdadnlaempresa.es/recursos/monograficos/docs/BBPP_mejores_medidas_para_igualdad.pdf
- INSAFORP. (2017) Guide for the prevention and eradication of discrimination against women. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|---|---|
| Report to the annual meeting of the GTG on the cooperation arrangements made by each SAI. | Hold meetings to exchange experiences and knowledge on the subject, through national and international bodies. Minutes delivered at the annual meeting of the GTG. | Do not hold fruitful meetings where experiences and knowledge on integrity with a gender, diversity and inclusion approach are exchanged. | Generate instances of cooperation with other institutions and civil society organizations within the annual planning. |



R. 1.18

Conduct institutional self-assessments to identify good practices and/or windows of opportunity in the field of ethics, including recommendations to promote equity, equality, diversity and inclusion.

Example: Participatory survey of good practices concerning ethical behavior and integrity, with a gender perspective, within the SAI.

Outreach and awareness-raising campaigns to promote the widespread adoption of good practices.

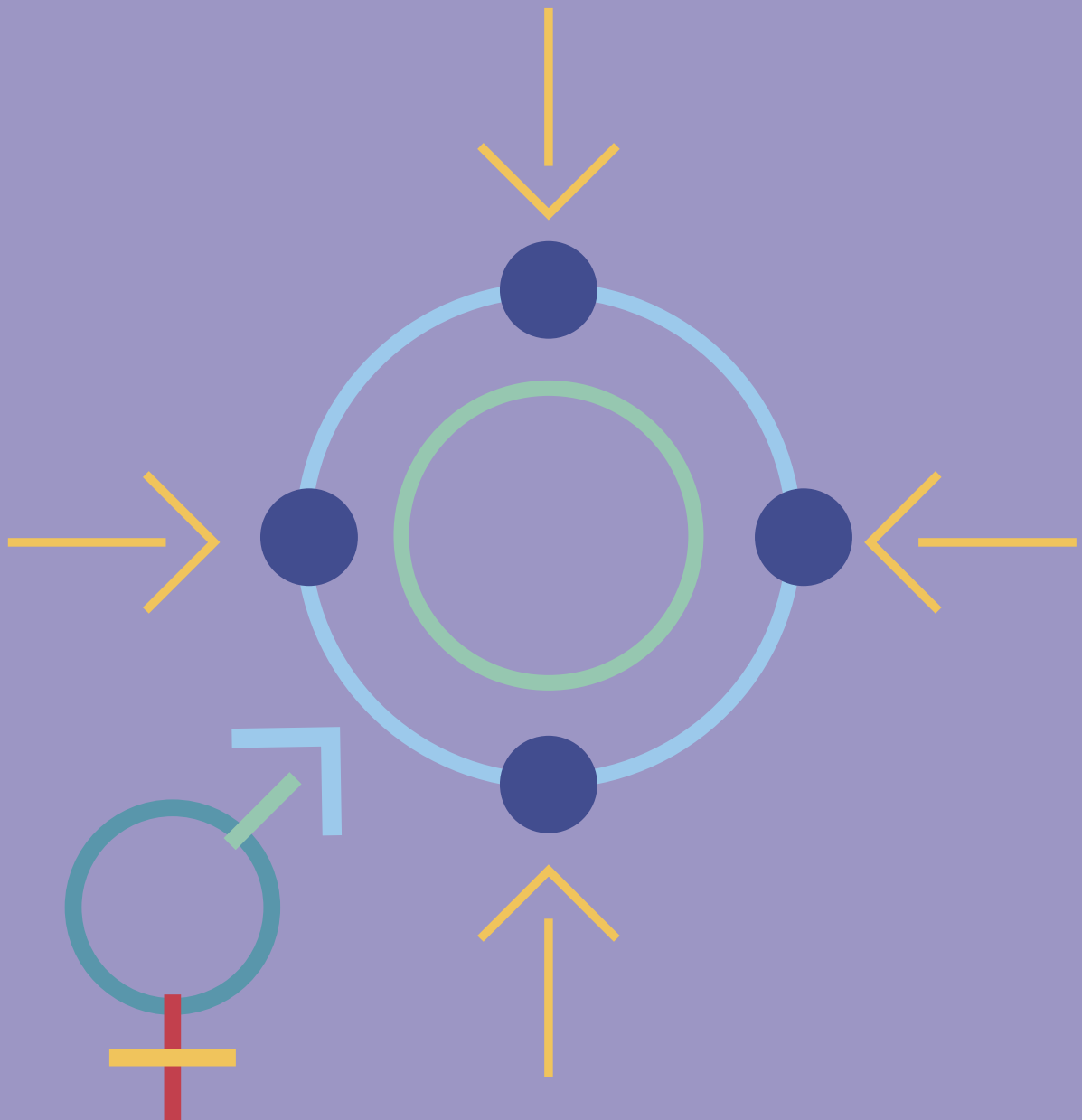
Available resource(s):

- Office of the Comptroller General of Accounts Guatemala (2021) Training Plan. Retrieved from: <https://www.contraloria.gob.gt/index.php/plan-de-capacitacion-aep/>
- Red DIE. (2017) Guide to good practice: "More effective measures for equal opportunities between women and men." Retrieved from: https://www.igualdadenlaempresa.es/recursos/monograficos/docs/BBPP_mejores_medidas_para_igualdad.pdf
- INSAFORP. (2017) Guide for the prevention and eradication of discrimination against women. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf
- GIZ. (n.d.) Peru: Gender awareness-raising campaigns: "Knowing and exercising our rights." Retrieved from: <https://gender-works.giz.de/competitions/campanas-de-sensibilizacion-en-genero-conociendo-y-ejerciendo-nuestros-derechos/>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|---|
| 60% or more participation of the selected sample to raise good practices and/or windows of opportunity in the field of ethics. | Perception study on integrity work with a gender and non-discrimination approach of the heads of the SAI. | Non-representative sample, biased response by civil servants. | Correct planning of the implementation of Information collection. |

II. Organizational Culture



R. 2.1

Promote the elimination of gender stereotypes and roles, and the reduction of discriminatory practices in the workplace of SAIs, through training, webinars and/or periodic workshops over time.

Examples:

- Workshops and training that promote the reduction of practices of arbitrary discrimination within SAIs, incorporating the gender dimension, violence due to sexual orientation and gender identity, racism, and other violence in these instances.
- Positive mechanisms that encourage participation in them.

Available resource(s):

- ACNUHD. (2014) Gender stereotypes and Stereotyping and women's rights. Retrieved from: https://www.ohchr.org/documents/issues/women/wrgs/onepaggers/gender_stereotyping.pdf
- UN Women. (2008) Methodological guide for gender awareness: A didactic tool for training in public administration. Retrieved from: https://trainingcentre.unwomen.org/participacionpolitica/wp-content/uploads/2017/12/004_Guia_Metodologica_Sensibilizacion_Genero.pdf
- IACHR. (2019) Compendium on equality and non-discrimination. Retrieved from: <http://www.oas.org/en/cidh/informes/pdfs/Compendio-IgualdadNoDiscriminacion.pdf>
- ILO. Discrimination (Employment and Occupation) Convention Retrieved from: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_Ilo_Code:C111
- ILO. Information document on protection against sexual orientation, gender identity and expression and sexual characteristics (SOGIESC) discrimination Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/publication/wcms_700556.pdf
- ILO. (2018) End violence and harassment against women and men in the world of work. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_554100.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|---|--|
| More than or equal to 60% compliance with activities and different instances aimed at the elimination of stereotypes and gender roles, and the reduction of discriminatory practices in the workplace. | Attendance lists, photos and publications of the activities carried out. | Low participation by civil servants. Ineffective actions. | Carry out an adequate outreach campaign, carry out a correct needs assessment, and have people trained to implement these actions. |

R. 2.2

[For SAIs] Carry out awareness-raising campaigns on the issue of gender, diversity and inclusion to all its staff. Also, where possible, suggest that such awareness should include audited entities, civil society organizations and the general public;

Example: Annual training program that includes a comprehensive audiovisual outreach campaign with an emphasis on gender, diversity and inclusion, that reaches all staff, and that is published in turn on institutional social networks.

Available resource(s):

- UN Women. (2008) Methodological guide for gender awareness: A didactic tool for training in public administration. Retrieved from: https://trainingcentre.unwomen.org/participacionpolitica/wp-content/uploads/2017/12/004_Guia_Metodologica_Sensibilizacion_Genero.pdf
- Ministry of Women's Affairs and Gender Equality (2017) Proposal for training in theoretical and practical tools for the design, implementation and evaluation of public policies for gender equality and equity. Retrieved from: <https://minmujeryeg.gob.cl/doc/estudios/MMEG-2017-Propuesta-para-la-capacitaci%C3%B3n-en-g%C3%A9nero.pdf>
- COPRED. (2017) Course - workshop: Equality and non-discrimination - Training manual. Retrieved from: <https://copred.cdmx.gob.mx/storage/app/uploads/public/595/9c6/23b/5959c623ba83f165076477.pdf>
- GIZ. (n.d.) Peru: Gender awareness-raising campaigns: "Knowing and exercising our rights." Retrieved from: <https://gender-works.giz.de/competitions/campanas-de-sensibilizacion-en-genero-conociendo-y-ejerciendo-nuestros-derechos/>
- Instituto Jalisciense de las Mujeres. (2008) Gender Awareness Manual. Retrieved from: <http://cedoc.inmujeres.gob.mx/ftpg/Jalisco/jal04.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|----------------------|--|
| Compliance greater than or equal to 60% of the annual planning of awareness-raising campaigns on gender, diversity and inclusion for all staff and audited entities, civil society organizations and the general public. | Publications, events, outreach and intranet. | Ineffective actions. | Carry out a correct needs assessment, and have people trained to carry out awareness-raising and outreach campaigns. |

R. 2.3

[For OLACEFS] Promote the holding of workshops for all SAIs staff, within the framework of the commemorative days of March 8 "International Women's Day" and November 25, "International Day for the Elimination of Violence against Women."

Examples: Outreach campaign and commemorative activities related to the theme of gender equality and non-discrimination, for the days "International Women's Days," on March 8, and "International Day for the Elimination of Violence against Women," on November 25, for SAI civil servants.

Available resource(s):

- OLACEFS (2021) In commemoration of #8m, roundtable analyzed How are we doing at home? <https://olacefs.com/en-conmemoracion-del-8m-conversatorio-analisis-como-andamos-por-casa/>
- OLACEFS (2020) International Day for the Elimination of Violence against Women: Launch of the Working Group on Gender Equality and Non-Discrimination <https://olacefs.com/dia-internacional-de-la-eliminacion-de-la-violencia-contra-la-mujer-lanzamiento-del-grupo-de-trabajo-sobre-igualdad-de-genero-y-no-discriminacion-de-la-olacefs/>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|---|
| 100% compliance with the workshops designed for the commemorative days of March 8 and November 25. | Lists of attendance, publications and outreach. | Low participation by civil servants. Actions are ineffective. | Carry out an adequate outreach campaign and a correct needs assessment. Have people trained to implement these actions. |



R. 2.4

Conduct awareness-raising activities on the sexual division of labor and promote its eradication;

Examples:

- Workshops and/or forums aimed at raising awareness about the role of women in the organization, with a special focus on the sexual division of labor.
- Audio-visual material on the importance of co-responsibility for caregiving tasks, and the situation of the division and distribution of positions in the SAI disaggregated by gender.

Available resource(s):

- Instituto Jalisciense de las Mujeres. (2008) Gender Awareness Manual. Retrieved from: <http://cedoc.inmujeres.gob.mx/ftpg/Jalisco/jal04.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|---|---|
| Compliance greater than or equal to 60% of the annual planning of awareness-raising campaigns on the sexual division of labor and its eradication. | Attendance lists, publications and outreach campaigns. | Low participation by civil servants. Actions are ineffective. | Carry out an adequate outreach campaign, based on a needs assessment, and have people trained to implement these actions. |



R. 2.5

Design, implement and monitor effective institutional policies to reconcile working life with personal and/or family life, and raise awareness of the need to make working hours and methods of work more flexible for this purpose.

Example: Policies, protocols and/or practices within SAIs, which contribute to effectively responding to the challenges of reconciling the family, personal and work lives of SAI civil servants.

Available resource(s):

- European Union. (2019) Policies for reconciling work, personal and family life. Retrieved from: <https://unaf.org/wp-content/uploads/2019/10/Informe-UNAF-Poli%CC%81ticas-de-conciliacio%CC%81n-en-la-Unio%CC%81n-Europea.pdf>
- Inmujer. (n.d.) From reconciliation to co-responsibility: Good practices and recommendations. Retrieved from: <https://www.inmujeres.gob.es/observatorios/observIgualdad/estudiosInformes/docs/010-conciliacion.pdf>
- Ministries of education (2015) Protocol on the reconciliation of work, personal life and family life of civil servants of the Ministry of Education. Retrieved from: https://bibliotecadigital.mineduc.cl/bitstream/handle/20.500.12365/14924/Protocolo%20Vida%20laboral_personal_familiar.pdf?sequence=1&isAllowed=y

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|--|--|
| Policy of reconciliation of work life with personal and/or family life; implemented and monitored. | Decree, signature, regulations approving the policy. | Politics is not widely known by leadership and staff. The policy is not implemented. | Carry out an adequate outreach campaign. Planning of implementation monitoring and compliance with the policy. |



R. 2.6

[GTG] Carry out a survey and/or survey in the OLACEFS countries, with disaggregated data that analyzes the situation of gender, diversity and inclusion in the member SAls.

Example: Gender Equity, Diversity and Inclusion Index for OLACEFS, which is continuously measurable.

Available resource(s):

- UN HABITAT (2021) What are sex-disaggregated data? Retrieved from: <https://onuhabitat.org.mx/index.php/que-son-los-datos-desagregados-por-sexo>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|----------------------------------|---|--|
| Study of gender, diversity and inclusion of SAls. | Final report, results databases. | Incorrect collection of information, with inadequate methodology. Non-representative specimen. | Correct planning of the methodology for a good collection of information. Inclusion in the GTG Annual Operating Plan. |



R. 2.7

Promote that SAIs review and, as the case may be, promote a change in their internal regulations to ensure the integration of women and underrepresented groups in all positions, ensuring, in the case of hierarchical and leadership positions, at least parity and/or representation of the SAI's general staff.

Example: Affirmative actions that ensure parity in access to posts and senior positions, and leadership.

Available resource(s):

- United Nations (2012) Improvement of the status of women in the United Nations system. Retrieved from: https://www.un.org/ga/search/view_doc.asp?symbol=A/67/347&Lang=S

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|--|---|
| Regular assessment of the situation before and after the implementation of the agreed measures. | Study/comparative report of the situation before and after the implemented measures. | The selected sample is not representative of the SAI and its organizational culture. | Correct methodological planning, prior to the application of the instruments. |



R. 2.8

Encourage SAIs to evaluate and, as the case may be, adapt their internal regulations with a perspective that takes into account equitable and inclusive representation on commissions, committees, activities and similar instances.

Examples:

- Survey of OLACEFS member SAIs on the distribution of jobs and positions, and how this is affected in terms of gender, diversity and inclusion.
- Affirmative actions to ensure parity in access to posts and senior positions and leadership based on the results of this instrument.

Available resource(s):

- United Nations (2012) Improvement of the status of women in the United Nations system. Retrieved from: https://www.un.org/ga/search/view_doc.asp?symbol=A/67/347&Lang=S

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---------------------|--|---|
| Periodic evaluation defined by each SAI, to examine the situation before and after the implementation of the agreed measures. | Comparative Report. | The selected sample is not representative of the SAI and its organizational culture. | Correct planning of the methodology, prior to the application of these instruments. |



R. 2.9

Encourage the Internal Audit body to include compliance with gender, inclusion and diversity regulations in its audits.

Examples:

- Inclusion in the annual operational plan, internal audit actions referring to compliance with existing regulations on gender, inclusion and diversity.
- Internal Audit drafts a report with the results of gender, inclusion and diversity regulations to be presented to the highest authorities of the SAI and available to all staff. This report includes recommendations, and establishes the follow-up of these recommendations.

Available resource(s):

- EIGE (n.d.) Gender Audit. Retrieved from: <https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-audit>
- CAFF (n.d.) Practice Guide to Auditing Gender Equality. Retrieved from: <https://www.caaf-fcar.ca/en/gender-equality-concepts-and-context/the-importance-of-auditing-for-gender-equality>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|--|---|
| Compliance greater than or equal to 60% of the annual target for gender mainstreaming, inclusion and diversity in SAIs' internal audits. | Report of internal audits on compliance with standards oriented to issues of gender, inclusion and diversity. | The auditors do not apply this review in their audits. | Continuous training for auditors and those in charge of implementation, on the relevance of these issues. |



R. 2.10

Create an environment and/or educational setting on issues related to equality and non-discrimination policies.

Examples:

- Participation in training on equality and non-discrimination, provided by other agencies, for SAI civil servants..
- Training and workshops related to gender issues in the institution's annual training plan.

Available resource(s):

- UN Women. (2008) Methodological guide for gender awareness: A didactic tool for training in public administration. Retrieved from: https://trainingcentre.unwomen.org/participacionpolitica/wp-content/uploads/2017/12/004_Guia_Metodologica_Sensibilizacion_Genero.pdf
- Ministry of Women's Affairs and Gender Equality (2017) Proposal for training in theoretical and practical tools for the design, implementation and evaluation of public policies for gender equality and equity. Retrieved from: <https://minmujeryeg.gob.cl/doc/estudios/MMEG-2017-Propuesta-para-la-capacitaci%C3%B3n-en-g%C3%A9nero.pdf>
- COPRED. (2017) Course - workshop: Equality and non-discrimination - Training manual. Retrieved from: <https://copred.cdmx.gob.mx/storage/app/uploads/public/595/9c6/23b/5959c623ba83f165076477.pdf>
- GIZ. (n.d.) Peru: Gender awareness-raising campaigns: "Knowing and exercising our rights." Retrieved from: <https://gender-works.giz.de/competitions/campanas-de-sensibilizacion-en-genero-conociendo-y-ejerciendounuestros-derechos/>
- Instituto Jalisciense de las Mujeres. (2008) Gender Awareness Manual. Retrieved from: <http://cedoc.inmujeres.gob.mx/ftpg/Jalisco/jal04.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|--|--|
| 60% or more compliance with the planning of activities aimed at fostering an educational environment and/or setting on issues related to equality and non-discrimination policies. | Activity planning, outreach, attendance lists when appropriate and photos. | Lack of interest on the part of responsible persons. Lack of interest on the part of SAI civil servants. | Correct outreach to the target group of the recommendation. Continuous training to the persons in charge of the implementation on the relevance of these issues. |

R. 2.11

Encourage SAIs to review and, as the case may be, formalize general anti-discrimination policies as well as those focused on specific dimensions, such as: gender, race, ethnicity and disability, among others.

Examples:

- Institutional guidelines aimed at promoting anti-discrimination practices in areas such as gender, race, ethnicity and disability.
- Human resources guidelines focused on promoting equitable participation and access in all work activities.

Available resource(s):

- ECLAC (2004) Gender policies in the European Union and some notes on Latin America. Retrieved from: https://repositorio.cepal.org/bitstream/handle/11362/5928/1/S046520_en.pdf IACHR. (2019) Compendium on equality and non-discrimination. Retrieved from: <http://www.oas.org/en/cidh/informes/pdfs/Compendio-IgualdadNoDiscriminacion.pdf>
- ILO. Discrimination (Employment and Occupation) Convention. Retrieved from: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_Ilo_Code:C111
- ILO. Information document on protection against sexual orientation, gender identity and expression and sexual characteristics (SOGIESC) discrimination Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/publication/wcms_700556.pdf
- ILO. (2018) End violence and harassment against women and men in the world of work. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_554100.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---------------------|--|--|
| Regular assessment of the situation before and after the implementation of the agreed measures. | Comparative Report. | The selected sample is not representative of the SAI and its organizational culture. | Correct methodological planning, prior to the application of the evaluation tools. |



R. 2.12

Generate and/or adapt both internal and external communication policy, in such a way that it incorporates the gender perspective, and is inclusive and non-sexist.

Example: Toolkit for communication in inclusive and non-sexist language.

Available resource(s):

- United Nations (2019) Checklist for using Spanish in a gender-inclusive manner. Retrieved from: https://www.un.org/es/gender-inclusive-language/assets/pdf/Lista%20de%20verificaci%C3%B3n%20para%20el%20uso%20del%20espa%C3%B1ol%20inclusivo%20en%20cuanto%20al%20g%C3%A9nero_v2.pdf
- Fundación ONCE. (2018) Guide to a non-sexist use of language. Retrieved from: <https://www.cermi.es/sites/default/files/docs/novedades/GUIA.pdf>
- European Parliament. (2018) Gender-neutral language in the European Parliament. Retrieved from: https://www.europarl.europa.eu/cmsdata/187095/GNL_Guidelines_EN-original.pdf
- United Nations. United Nations (2019) Guidelines for the use of gender-inclusive language in Spanish. Retrieved from: <https://www.un.org/en/gender-inclusive-language/guidelines.shtml>
- Consejo Nacional de la Cultura y las Artes (National Council for the Arts and Culture) (2016) Gender-inclusive language guide. Retrieved from: <https://www.cultura.gob.cl/wp-content/uploads/2017/01/guia-lenguaje-inclusivo-genero.pdf>
- Government of Spain. (2015) Guidelines for the non-sexist use of language. Retrieved from: https://www.inmujeres.gob.es/servRecursos/formacion/GuiasLengNoSexista/docs/Guiaslenguajenosexista_.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---|--|---|
| Communication policy with gender perspective, inclusive and non-sexist. | Corresponding signature for the approval of the policy. | Lack of interest on the part of responsible persons. Lack of interest on the part of SAI civil servants. There is no effective application of the Policy. The people in charge of the design and implementation of the communication policy are not trained in gender issues and neutral language. | Correct outreach to the target group of the recommendation. Continuous training to the persons in charge of the implementation on the relevance of these issues. Monitoring planning of the effective implementation of the policy. Review of the communication policy by a person skilled in gender issues and neutral language. |

R. 2.13

Encourage SAIs to review and, as the case may be, adapt their regulations to install the use of neutral, inclusive and non-sexist language in daily interactions, as well as in the institution's documentation and tools, replacing the use of the masculine grammatical gender.

Examples:

- Neutral, inclusive, and nonsexist language guide for use by SAI staff.
- Communication booklet that includes neutral language for internal and external institutional outreach.
- Training of press and communication staff in the use of neutral, inclusive and non-sexist language.

Available resource(s):

- European Parliament. (2018) Gender-neutral language in the European Parliament. Retrieved from: https://www.europarl.europa.eu/cmsdata/187095/GNL_Guidelines_EN-original.pdf
- United Nations (2019) Guidelines for the use of gender-inclusive language in Spanish. Retrieved from: <https://www.un.org/en/gender-inclusive-language/guidelines.shtml>
- Consejo Nacional de la Cultura y las Artes (National Council for the Arts and Culture) (2016) Gender-inclusive language guide. Retrieved from: <https://www.cultura.gob.cl/wp-content/uploads/2017/01/guia-lenguaje-inclusivo-genero.pdf>
- Government of Spain (2015) Guidelines for the non-sexist use of language. Retrieved from: https://www.inmujeres.gob.es/servRecursos/formacion/GuiasLengNoSexista/docs/Guiaslenguajenosexista_.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|--|
| Change management plan, for the transversal installation of neutral, inclusive and non-sexist language in the SAI. Periodic evaluation of the situation before and after the implementation of the agreed measures to install the use of neutral, inclusive and non-sexist language. | Plan approved by the appropriate authority. Comparative Report. | The recommendation is not a priority in the annual planning of the SAI. | Ongoing training to those responsible for implementation on the relevance of these issues. |

R. 2.14

Disseminate and raise awareness within the SAI of the changes in the regulations that establish the use of inclusive and non-sexist language.

Example: Outreach campaign on the new regulations and good practices related to the use of inclusive and non-sexist language, through personal e-mail, institutional networks, posters, common spaces, etc.

Available resource(s):

- United Nations Guidelines for gender-inclusive language in English. Retrieved from: <https://www.un.org/en/gender-inclusive-language/guidelines.shtml>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|---|
| Compliance greater than or equal to 60% of the annual planning of outreach campaigns on the regulations that establish the use of inclusive and non-sexist language. | Outreach campaigns, posters, emails and informative videos. | Outreach campaigns do not permeate among civil servants of the SAI. | Survey of information before and after the outreach campaigns to check their effectiveness. |



R. 2.15

[For OLACEFS] Develop a guide for the use of inclusive and non-sexist language that favors gender equality, diversity and inclusion.

Example: Guide for the use of inclusive and non-sexist language that favors gender equality, diversity and inclusion for OLACEFS.

Available resource(s):

- European Parliament. (2018) Gender-neutral language in the European Parliament. Retrieved from: https://www.europarl.europa.eu/cmsdata/187095/GNL_Guidelines_EN-original.pdf
- United Nations (2019) Guidelines for the use of gender-inclusive language in Spanish. Retrieved from: <https://www.un.org/en/gender-inclusive-language/guidelines.shtml>
- Consejo Nacional de la Cultura y las Artes (National Council for the Arts and Culture) (2016) Gender-inclusive language guide. Retrieved from: <https://www.cultura.gob.cl/wp-content/uploads/2017/01/guia-lenguaje-inclusivo-genero.pdf>
- Government of Spain (2015) Guidelines for the non-sexist use of language. Retrieved from: https://www.inmujeres.gob.es/servRecursos/formacion/GuiasLengNoSexista/docs/Guiaslenguajenosexista_.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|--|---|
| Guide, constantly updated, on the use of inclusive and non-sexist language, which favors gender equality, diversity and inclusion. | Guide approved by the Board of Directors of OLACEFS. Campaign to disseminate the guide: publications, communications, informative mails, among others. | The guide does not have a time extension or monitoring for its proper updating. The guide is not known or implemented by all SAIs. | Set an objective in the guide indicating a deadline for updating and monitoring the instrument. |



R. 2.16

Promote SAIs to have a safe, supportive and inclusive environment for all people that addresses gender discrimination, inequality and harassment in the workplace.

Examples:

- Feedback culture that relies on suggestions from civil servants for continuous improvement of the work environment through an anonymous survey, and/or a safe space for dialogue on issues of gender equality, non-discrimination and inclusion.
- Interdisciplinary committee to address situations of gender discrimination, inequality and harassment.

Available resource(s):

- Ansoleaga, E. (2021) Occupational violence: Contributions for recognition, prevention and intervention. Retrieved from: https://pepet.udp.cl/wp-content/uploads/2021/01/guia_violencia_laboralv2.pdf
- Sáez, C. (2016) Gender equality at work: Strategies and proposals. Retrieved from: <http://fundacionjyg.org/wp-content/uploads/2018/09/iGUALDAD-DE-GENERO-EN-EL-TRABAJO.-ESTRATEGIAS-Y-PROPUESTAS.pdf>
- National Women's Institute (2018) Guide for the prevention and intervention of situations of violence against women in organizations. Retrieved from: <https://www.argentina.gob.ar/sites/default/files/guiaprevencionsituacionesviolenciaenorganizaciones.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---------------------|--|--|
| Regular assessment of the situation before and after the implementation of the measures designed and agreed by each SAI to promote a safe, supportive and inclusive environment. | Comparative Report. | The selected sample is not representative of the SAI and its organizational culture. | Correct planning of the methodology, prior to the application of both instruments. |

R. 2.17

Raise awareness among SAIs staff about the impact of attitudes, behaviors and language on the culture of the organization, the work environment and, especially, people.

Examples:

- Workshops with experts in organizational culture and gender issues to explain how the culture of an institution can influence gender inequality, discrimination and non-inclusion. These address conscious and unconscious prejudices or biases to understand how behaviors and attitudes impact.
- Awareness-raising campaign that promotes behaviors and attitudes of mutual respect among civil servants.

Available resource(s):

- Words at Work. (2016) Building inclusion through the power of language. Retrieved from: https://www.dca.org.au/sites/default/files/dca_wordsatwork_overall_guide.pdf
- European Parliament. (2018) Gender-neutral language in the European Parliament. Retrieved from: https://www.europarl.europa.eu/cmsdata/187095/GNL_Guidelines_EN-original.pdf
- United Nations. United Nations (2019) Guidelines for the use of gender-inclusive language in Spanish. Retrieved from: <https://www.un.org/en/gender-inclusive-language/guidelines.shtml>
- Consejo Nacional de la Cultura y las Artes (National Council for the Arts and Culture) (2016) Gender-inclusive language guide. Retrieved from: <https://www.cultura.gob.cl/wp-content/uploads/2017/01/guia-lenguaje-inclusivo-genero.pdf>
- Government of Spain. (2015) Guidelines for the non-sexist use of language. Retrieved from: https://www.inmujeres.gob.es/servRecursos/formacion/GuiasLengNoSexista/docs/Guiaslenguajenosexista_.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---------------------------|---|---|
| 60% or more compliance with the annual planning of activities on the impact of attitudes, behaviors, language on the organizational culture, the work environment and especially people. | Attendance lists, photos. | Low interest in participating, ineffective actions. | Carry out an adequate outreach campaign; carry out a correct needs assessment, people trained to implement these actions. |

III. People Management Axis



R. 3.1

Incorporate gender, inclusion and diversity perspectives into people management policies and practices.

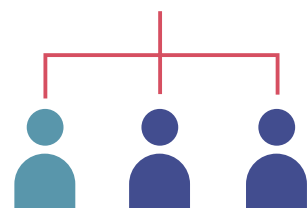
Example: People management policies, practices and processes that consider in their design how they are experienced by people with different gender identities, and especially by women and people with diverse or non-normative gender identities and expressions.

Available resource(s):

- ILO. (2009) Guidelines on gender in employment policies. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/instructionalmaterial/wcms_103611.pdf
- ILO. (2014) Gender equality and non-discrimination in employment management. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf
- INMUJERES (2010) Sharing the best practices of the Gender Equity Model. Retrieved from: http://cedoc.inmujeres.gob.mx/documentos_download/101189.PDF
- Red DIE. (2017) Guide to good practice: "More effective measures for equal opportunities between women and men." Retrieved from: https://www.igualdadenlaempresa.es/recursos/monograficos/docs/BBPP_mejores_medidas_para_igualdad.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---|---|---|
| Plan for gender mainstreaming, inclusion and diversity in people management policies and practices. | Report on the implementation of the plan. | The gender mainstreaming, diversity and inclusion plan is not complete. | There is the support and/or review of a person specializing in gender and diversity issues. |



R. 3.2

Identify traditionally feminized or masculinized roles and/or positions and promote policy changes to ensure gender parity.

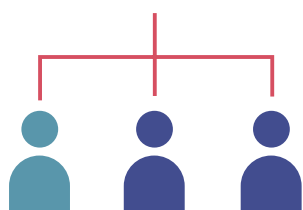
Example: Assessment of tasks that are usually performed by women or men in the SAI. Socialize the results with the civil servants, and especially the leadership of the institution.

Available resource(s):

- Confederação geral dos trabalhadores. (2008) Value of work and gender equality – guide to applying a methodology for assessing the value of work free from gender bias. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---ilo-lisbon/documents/genericdocument/wcms_651201.pdf
- ILO. (2014) Gender Equality and Non-Discrimination in Employment Management: A Guide to Action. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|---|--|
| Incorporate in the document of guidelines and good practices with a gender perspective, inclusion and diversity in people management, the correction of those positions and roles that are traditionally feminized and masculinized in the SAI. | Survey of information to identify feminized and masculinized positions in the SAI. | Biased response on the part of the people who are going to answer the instrument; Survey without a cross-cutting perspective that considers the reality of the SAI. | Planning and implementation of the instrument with the appropriate methodology to ensure reliable information. |



R. 3.3

Train the staff involved at all stages of the recruitment and selection process on gender equality, inclusion and diversity with the purpose of preventing and eradicating discriminatory practices.

Example: Training plan for people involved in recruitment and selection of staff, on gender equality, inclusion and diversity, specifically in relation to these processes. This training should provide the tools to prevent and eradicate the incidence of gender bias, stereotypes and discriminatory treatment in the recruitment and selection processes.

Available resource(s):

- ILO. (2009) Guidelines on gender in employment policies. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/instructionalmaterial/wcms_103611.pdf
- Confederação geral dos trabalhadores. (2008) Value of work and gender equality – guide to applying a methodology for assessing the value of work free from gender bias. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---ilo-lisbon/documents/genericdocument/wcms_651201.pdf
- COPRED. (2017) Course - workshop: Equality and non-discrimination - Training manual. Retrieved from: <https://copred.cdmx.gob.mx/storage/app/uploads/public/595/9c6/23b/5959c623ba83f165076477.pdf>
- GIZ. (n.d.) Peru: Gender awareness-raising campaigns: "Knowing and exercising our rights." Retrieved from: <https://gender-works.giz.de/competitions/campanas-de-sensibilizacion-en-genero-conociendo-y-ejerciendo-nuestros-derechos/>
- UN Women. (2008) Methodological guide for gender awareness: A didactic tool for training in public administration. Retrieved from: https://trainingcentre.unwomen.org/participacionpolitica/wp-content/uploads/2017/12/004_Guia_Metodologica_Sensibilizacion_Genero.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---|---|--|
| 80% of compliance with annual planning training for the management team of people involved in the recruitment and selection process on gender issues. | Lists of attendance and outreach, audiovisual material of the training. | Low participation by civil servants; ineffective actions. | Carry out an adequate outreach campaign; Carry out a correct needs assessment, and have people trained to implement these actions. |

R. 3.4

Use inclusive, neutral and non-sexist language in the publication of advertisements and/or calls for positions in the Institution.

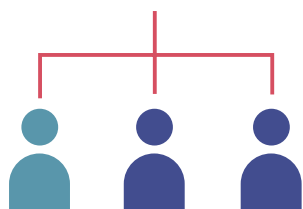
Example: Announcements and/or calls for charges from the institution are not drafted using generalized male pronouns.

Available resource(s):

- Ministry of Women's Affairs and Gender Equality (2016) Illustrated guide for communication without gender stereotypes. Retrieved from: <https://minmujeryeg.gob.cl/doc/estudios/2016-guia-il-com-sin-esteretipos-genero-mmeg-msgg.pdf>
- European Parliament. (2018) Gender-neutral language in the European Parliament. Retrieved from: https://www.europarl.europa.eu/cmsdata/187095/GNL_Guidelines_EN-original.pdf
- United Nations (2019) Guidelines for the use of gender-inclusive language in Spanish. Retrieved from: <https://www.un.org/en/gender-inclusive-language/guidelines.shtml>
- Consejo Nacional de la Cultura y las Artes (National Council for the Arts and Culture) (2016) Gender-inclusive language guide. Retrieved from: <https://www.cultura.gob.cl/wp-content/uploads/2017/01/guia-lenguaje-inclusivo-genero.pdf>
- Government of Spain. (2015) Guidelines for the non-sexist use of language. Retrieved from: https://www.inmujeres.gob.es/servRecursos/formacion/GuiasLengNoSexista/docs/Guiaslenguajenosexista_.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---|--|---|
| 100% of the publications of the announcements and/or calls using an inclusive, neutral and non-sexist language. | Announcements and calls to occupy positions in the institution drafted and published in inclusive, neutral and non-sexist language. | Staff without specialized knowledge in matters of gender equality and use of inclusive, neutral and non-sexist language. | Continuous training in inclusive, neutral and non-sexist language for the people responsible for the publication of announcements and/or calls. |



R. 3.5

Ensure the use of objective criteria for selection, such as technical knowledge, functions, responsibilities and essential requirements that avoid discrimination based on sex, sexual orientation, gender expression and/or identity, age, pregnancy status and/or family situation, physical strength, political opinion, religion, disability, membership of indigenous people and/or people of African descent, immigration status, among others.

Example: Selection commissions that consider a criterion of gender parity in their composition. Use a blind curriculum and conduct regular job interviews, without personal questions and free from gender bias or discrimination.

Available resource(s):

- ILO. (2009) Guidelines on gender in employment policies. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/instructionalmaterial/wcms_103611.pdf
- Confederação geral dos trabalhadores. (2008) Value of work and gender equality – guide to applying a methodology for assessing the value of work free from gender bias. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---ilo-lisbon/documents/genericdocument/wcms_651201.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|--|
| Integrate into the plan for gender mainstreaming, inclusion and diversity in people management policies and practices, objective criteria and non-discrimination based on sex, sexual orientation, gender expression and/or identity, age, pregnancy status and/or family situation, physical strength, political opinion, religion, disability, membership of indigenous and/or Afro-descendant people, immigration status, among others. | Document approved by the authority in charge of people management. Plan implementation report. | Not all the above-mentioned factors of discrimination are considered in the drafting of the document. | External review of the document in draft format by specialists in each of the factors of discrimination. |

R. 3.6

Provide information in the induction process on measures of time flexibility, actions and programs of reconciliation of work and personal life, use of parenting rights, mechanisms for reporting situations of discrimination and/or labor and/or sexual harassment provided by the SAI as well as this Policy.

Example: Document and/or protocol guide for joining the institution, with the relevant information in order to share it with the new civil servants at the beginning of the employment relationship.

Available resource(s):

- ILO. (2009) Guidelines on gender in employment policies. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/instructionalmaterial/wcms_103611.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|--|---|
| 100% of the inductions carried out in the period of one year include information on measures for flexible working hours, actions and programs for reconciling work and personal life, use of parenting rights, mechanisms for reporting situations of discrimination and/or labor and/or sexual harassment provided by the SAI as well as this Policy. | Incorporate, in the systematization of induction processes, the computerization of measures for flexible working hours, actions and programs for reconciliation of work and personal life, use of parenting rights, mechanisms for reporting situations of discrimination and/or labor and/or sexual harassment provided by the SAI as well as this Policy. Use of means or resources to verify the delivery of this information (documents, mailings, inductions, talks, etc.). | Insufficient induction process with the requirements raised. | Constant and continuous evaluation by the people who carry out the induction process. |

R. 3.7

Adapt, in the case of the integration of persons with disabilities, the information, communications and materials delivered to the specific support needs of each person (as required and/or type of disability);

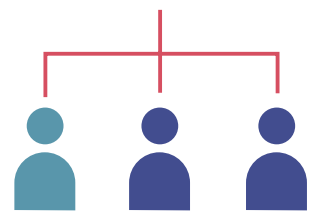
Example: Plan for the adaptation of induction processes for people with disabilities, including all the resources used during the process, making a prior survey of the process, its characteristics and elements. Include a perception survey for people with disabilities, on the satisfaction of this process and its aspects to improve.

Available resource(s):

- Inclusive. (n.d.) Retrieved from: https://empresainclusiva.cl/_lib/file/doc/MBPP.pdf
- UNPRPD. (2020) Guide for hiring people with disabilities. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf
- Network of Companies for Diversity. (2015) Guide to employment inclusion of people with disabilities for companies. Retrieved from: http://ciapat.org/biblioteca/pdf/1219-Guia_de_inclusion_laboral_de_personas_discap_para_empresas.pdf
- ILO. (2016) Guide for the inclusion of people with disabilities in the workplace. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|---|---|
| Plan for the integration of persons with disabilities. | Document approved by the authority in charge of people management. | The integration plan does not consider all the aspects necessary for the correct induction of this group of people. | External review of the document in draft format by an accessibility specialist. |



R. 3.8

Incorporate the figure of a guide person in this process who is previously trained in matters relating to good treatment, autonomy and independent living. The role of guide person should provide the necessary assistance to people with disabilities during the required time, supporting socialization, integration and the use of information systems.

Example: Identify at least one civil servant who can assume the role of a guide in the onboarding of a person with a disability to the institution. This must be formed in accordance with the guide and protocol that is stipulated for this process.

Available resource(s):

- Inclusive. (n.d.) Retrieved from: https://empresainclusiva.cl/_lib/file/doc/MBPP.pdf
- UNPRPD. (2020) Guide for hiring people with disabilities. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf
- Network of Companies for Diversity. (2015) Guide to employment inclusion of people with disabilities for companies. Retrieved from: http://ciapat.org/biblioteca/pdf/1219-Guia_de_inclusion_laboral_de_personas_discap_para_empresas.pdf
- ILO. (2016) Guide for the inclusion of people with disabilities in the workplace. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|---|--|
| 100% Training for staff who carry out the tasks of a guide in the units where it is required. | Records that prove that each time a person with a disability is incorporated, training is carried out for someone on the team to assume the role of a guide. | Incorrect planning of the functions of the guide, which complicates the entry of the person who needs it. | Early designation of the guide and inclusion of this work in his/her duties. |

R. 3.9

Eradicate gender bias and discrimination in the performance appraisal process, using behavior-based objective criteria, and observable, measurable and quantifiable indicators.

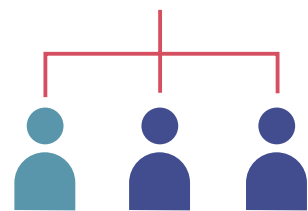
Example: Evaluation guideline with a gender focus, and guidance to managers in the evaluation of performance free of bias and discrimination.

Available resource(s):

- INMUJERES (2010) Sharing the best practices of the Gender Equity Model. Retrieved from: http://cedoc.inmujeres.gob.mx/documentos_download/101189.PDF
- ILO. (2014) Gender Equality and Non-Discrimination in Employment Management: A Guide to Action. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|---|
| 100 per cent of the headquarters receive continuous training aimed at conducting performance evaluations without gender bias and discrimination. | Training plan for managers aimed at a performance evaluation without gender bias and discrimination. Training approval record (assessment of learning on the subject). | The performance appraisal tool contains gender bias and discrimination. | Generate an evaluation document without any bias and discrimination to be applied in performance evaluations. |



R. 3.10

Ensure that all formats and media associated with people management processes are universally accessible.

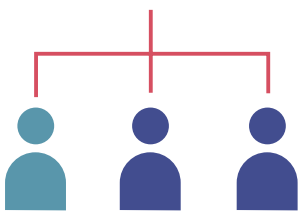
Example: Identify the means of dissemination used in the different people management processes, to ensure that all people, regardless of their disability, can access the information through them.

Resources available:

- NDA. What is Universal Design. Retrieved from: <https://universaldesign.ie/what-is-universal-design/>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|--|
| Compliance greater than or equal to 60% of the planning is complied with so that formats and media are universally accessible. | Videos, campaigns, infographics, among other media. | The products do not have all the characteristics that universal language should consider. | External review of the document in draft format by a specialist in universal language inclusion. |



R. 3.11

Design and implement comprehensive gender, inclusion and diversity training programs that reflect needs identified in different areas of this policy. These programs should be evaluated and monitored considering results segregated by gender.

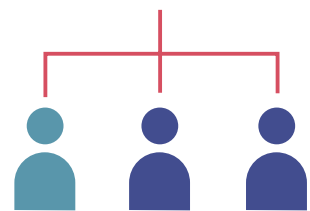
Example: Comprehensive training plan on gender, inclusion and diversity, including annual and long-term planning and measurable objectives.

Available resource(s):

- Red DIE. (2017) Guide to good practice: "More effective measures for equal opportunities between women and men." Retrieved from: https://www.igualdadenaempresa.es/recursos/monograficos/docs/BBPP_mejores_medidas_para_igualdad.pdf
- INSAFORP. (2017) Guide for the prevention and eradication of discrimination against women. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf
- COPRED. (2017) Course - workshop: Equality and non-discrimination - Training manual. Retrieved from: <https://copred.cdmx.gob.mx/storage/app/uploads/public/595/9c6/23b/5959c623ba83f165076477.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|---|
| Compliance greater than or equal to 60% of the annual planning of gender, inclusion and diversity training programs. | Attendance lists, photos, final evaluation where gender differences are considered. | Monitoring results for training improvement are not considered. | One of the objectives of the plan considers the monitoring of the results and their implementation. |



R. 3.12

Plan training activities taking into account the realities of civil servants, in order to guarantee equal access to them.

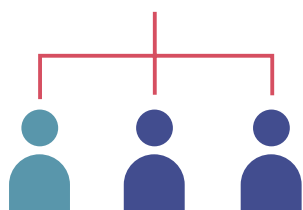
Example: Planned training activities considering the realities of civil servants.

Available resource(s):

- UNDP. Preparing a draft capacity development plan. Retrieved from: <https://www.undp-capacitydevelopment-health.org/en/capacities/capacity-development-process/3-preparing-a-draft-capacity-development-plan/>
- United Nations (2012) Resources and tools for capacity development on gender mainstreaming within the united nations system. Retrieved from: https://www.un.org/womenwatch/ianwge/repository/UN_system_GE_chart_resources_tools.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|---|--|
| Compliance with or equal to 60% of the activities carried out take into consideration equal access to them. | Attendance lists, photos, schedules of the activity and/or scheduling that accounts for the execution (place and times). | Low participation by civil servants, ineffective actions. | Carry out an adequate outreach campaign. Carry out a correct needs assessment, and have people trained to implement these actions. |



R. 3.13

Plan training activities taking into account the realities of civil servants, in order to guarantee equal access to them.

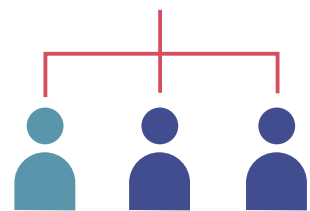
Example: Planned training activities considering the realities of civil servants.

Available resource(s):

- UNDP. Preparing a draft capacity development plan. Retrieved from: <https://www.undp-capacitydevelopment-health.org/en/capacities/capacity-development-process/3-preparing-a-draft-capacity-development-plan/>
- United Nations (2012) Resources and tools for capacity development on gender mainstreaming within the united nations system. Retrieved from: https://www.un.org/womenwatch/ianwge/repository/UN_system_GE_chart_resources_tools.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|---|--|
| Compliance with or equal to 60% of the activities carried out take into consideration equal access to them. | Attendance lists, photos, schedules of the activity and/or scheduling that accounts for the execution (place and times). | Low participation by civil servants, ineffective actions. | Carry out an adequate outreach campaign. Carry out a correct needs assessment, and have people trained to implement these actions. |



R. 3.14

Define mechanisms to evaluate jobs objectively and free of stereotypes in order to establish equitable remuneration, incentives and/or benefits for jobs of equal or similar value.

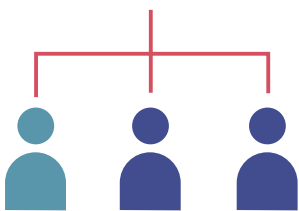
Example: Job evaluation and assessment mechanisms designed with a gender perspective. The people in charge of this should be trained in these issues.

Available resource(s):

- Confederação geral dos trabalhadores. (2008) Value of work and gender equality – guide to applying a methodology for assessing the value of work free from gender bias. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---ilo-lisbon/documents/genericdocument/wcms_651201.pdf
- ILO. (2014) Gender Equality and Non-Discrimination in Employment Management: A Guide to Action. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---|---|---|
| 100% of jobs are evaluated by objective and stereotype-free remuneration scale. | Remuneration scale, incentives and/or benefits based on objective criteria and free of stereotypes. | The construction of the remuneration scale does not include a gender perspective. | The construction of the remuneration scale is supervised by an expert in gender issues. |



R. 3.15

Conduct an ongoing study to identify, measure and close different types of gender wage gaps and vulnerable groups.

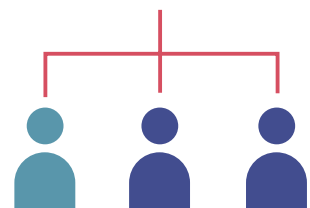
Example: Indicators to identify and measure wage gaps between genders or vulnerable groups. Establish a regularity for the monitoring of these indicators.

Available resource(s):

- ILO. (2014) Gender Equality and Non-Discrimination in Employment Management: A Guide to Action. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf
- Confederação geral dos trabalhadores. (2008) Value of work and gender equality – guide to applying a methodology for assessing the value of work free from gender bias. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---ilo-lisbon/documents/genericdocument/wcms_651201.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|---|---|
| Survey and analysis of information on types of gender wage gaps and vulnerable groups with a frequency agreed by each SAI. | Information collection database. End of results report. | Non-representative sample, biased response by civil servants. | Correct planning of the implementation of Information collection. |



R. 3.16

Use objective criteria in the promotion processes, which motivate all people to present themselves regardless of their gender. These criteria must be based on the characteristics of the job and the requirements, qualities and skills necessary for its proper performance.

Example: Promotion processes designed with a gender focus and free from bias.

Available resource(s):

- Confederação geral dos trabalhadores. (2008) Value of work and gender equality – guide to applying a methodology for assessing the value of work free from gender bias. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---ilo-lisbon/documents/genericdocument/wcms_651201.pdf
- Red DIE. (2017) Guide to good practice: "More effective measures for equal opportunities between women and men." Retrieved from: https://www.igualdadenaempresa.es/recursos/monograficos/docs/BBPP_mejores_medidas_para_igualdad.pdf
- Godoy, Lorena, & Mladinic, Antonio. (2009). Gender Stereotypes and Roles in the Labor and Personal Evaluation of Men and Women in Management Positions. *Psyke (Santiago)*, 18(2), 51-64. <https://dx.doi.org/10.4067/S0718-22282009000200004>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|---|---|
| Creation or strengthening of a promotional instrument with criteria independent of the gender of the applicants, which is incorporated with part of the current policies and/or regulations of the SAI. | Approval of the update and/or creation of a document that incorporates the objective criteria, as appropriate. | The instrument does not have promotional elements that ensure a parity application. | Pre-assessment of the instrument to ensure its correct objective. |

R. 3.17

Introduce measures that encourage flexibility in the distribution of working time, in order to reconcile working hours with family and personal needs.

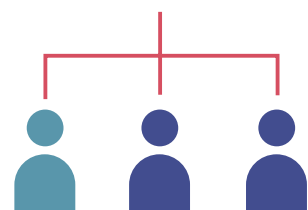
Example: Teleworking measures that account for hours worked and not the schedule.

Available resource(s):

- INMUJERES (2010) Sharing the best practices of the Gender Equity Model. Retrieved from: http://cedoc.inmujeres.gob.mx/documentos_download/101189.PDF
- Red DIE. (2017) Guide to good practice: "More effective measures for equal opportunities between women and men." Retrieved from: https://www.igualdadenaempresa.es/recursos/monograficos/docs/BBPP_mejores_medidas_para_igualdad.pdf
- UNDP, (2009) Work and family: Towards new forms of reconciliation with social co-responsibility. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_111376.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|---|---|
| Creation or strengthening of measures that encourage flexibility in the distribution of working time. | Measures approved by the relevant authority of each SAI. | Incorrect collection of information on family and personal needs. | Correct planning of the implementation of information collection. |



R. 3.18

Disseminate the measures of reconciliation and flexibility of hours available to the institution to balance work with personal and family life.

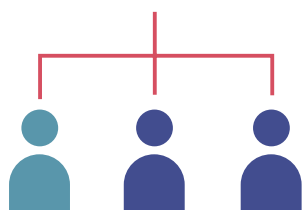
Example: Campaign aimed at socializing the SAI's work-life balance and work flexibility measures through mailings or the institution's interface. Flexibility measures especially for people who are responsible for dependent caregivers.

Available resource(s):

- Red DIE. (2017) Guide to good practice: "More effective measures for equal opportunities between women and men." Retrieved from: https://www.igualdadenaempresa.es/recursos/monograficos/docs/BBPP_mejores_medidas_para_igualdad.pdf
- ILO. (2014) Gender Equality and Non-Discrimination in Employment Management: A Guide to Action. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|--|
| Conduct 80% of the outreach campaigns contemplated for time flexibility and reconciliation measures. | Outreach campaigns, videos, emails, infographics, among others. | The outreach campaign does not achieve the desired scope. | Planning and prior study of SAI staff to assess the best mechanisms to disseminate reconciliation measures and flexibility of hours. |



R. 3.19

Introduce non-presential work modalities, with a focus on rights and gender, to improve people's quality of life and performance.

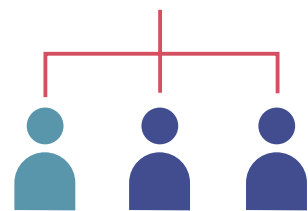
Example: Assessment of the work modalities that would increase performance and better reconcile the work and personal life of employees. Design a plan to progressively incorporate these measures in the institution.

Available resource(s):

- ILO. Promoting diversity and inclusion through workplace adjustments - A practical guide Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_560782.pdf
- UNDP, (2009) Work and family: Towards new forms of reconciliation with social co-responsibility. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_111376.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---|---|---|
| Implementation of non-presential work measures appropriate to the rights and gender approach. | Measures approved by the corresponding authorities and means of verifying their implementation. | There is no evaluation of the opportunities that arise from the implementation of these measures. | Correct monitoring of teleworking measures applied from a gender perspective. |



R. 3.20

Generate measures that make it possible to reconcile work with dependent care tasks in order to reduce the extra workload of personnel with these responsibilities.

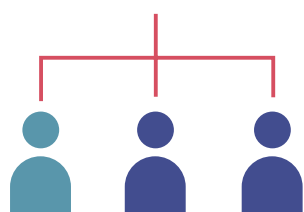
Example: Expand or create childcare quotas for staff members' children.

Available resource(s):

- INMUJERES (2010) Sharing the best practices of the Gender Equity Model. Retrieved from: http://cedoc.inmujeres.gob.mx/documentos_download/101189.PDF
- Red DIE. (2017) Guide to good practice: "More effective measures for equal opportunities between women and men." Retrieved from: https://www.igualdadenaempresa.es/recursos/monograficos/docs/BBPP_mejores_medidas_para_igualdad.pdf
- ILO. Promoting diversity and inclusion through workplace adjustments - A practical guide Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_560782.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|---|
| Creation of the necessary measures that allow reconciling work with the work of caring for dependents, and in the case of existing measures, assessing that the measures are sufficient. | Measures approved by the appropriate authority of each SAI and means of verifying the revision or updating of existing measures (where applicable). | Incorrect collection of information on the needs of staff members who perform caregiving functions. | Correct planning of the implementation of Information collection. |



R. 3.21

Evaluate work environments, through the application of instruments that allow identifying gaps in the quality of life between people of different genders, workload, dysfunctional leadership and situations that violate the dignity of people.

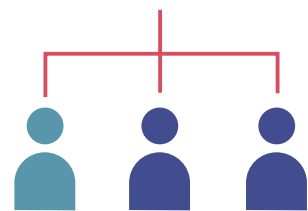
Example: Continuous survey, disaggregated by gender, on the perception of the quality of life of SAI employees in the areas of: work environment, leadership, and workload.

Available resource(s):

- ILO. Promoting diversity and inclusion through workplace adjustments - A practical guide Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_560782.pdf
- UNDP, (2009) Work and family: Towards new forms of reconciliation with social co-responsibility. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_111376.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|---|
| 100% of the selected sample responds to the evaluation instrument. | Gender-sensitive perception study on work environments, especially regarding quality of life, workload, leadership and discrimination situations. | Non-representative sample, biased response by civil servants. | Correct planning of the implementation of Information collection. |



R. 3.22

Follow up on the results of the "Survey on the impact of the COVID-19 pandemic on the staff of the SAIs members of OLACEFS."

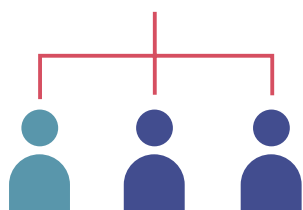
Example: Retake this survey within the SAIs to assess progress on the issues that emerged from the first survey.

Available resource(s):

- OLACEFS, 2020. Survey results <https://genero.olacefs.com/pdf/Enquesta-sobre-el-impacto-de-la-pandemia-del-COVID-19-en-el-personal-de-las-EFS-miembros-de-OLACEFS.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|--|--|
| Survey application for the year 2022, and in the event that the situation warrants it, the continuity of the study is evaluated. | Databases of the survey application, final results report. | Selected sample is not representative of SAIs. | Correct planning methodology prior to the application of both instruments. |



R. 3.23

Inform the conditions and causes of discharge and termination at the beginning of the employment relationship, in accordance with current legal regulations and through the appropriate mechanisms and/or means that guarantee universal accessibility.

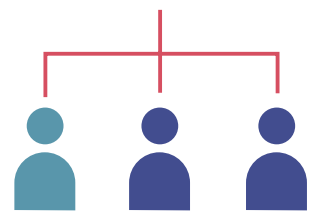
Example: Document of induction to work activity in the SAI, which incorporates an item focused on the conditions and causes of discharge and termination from the employment relationship.

Available resource(s):

- ILO. (2014) Gender Equality and Non-Discrimination in Employment Management: A Guide to Action. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|--|--|
| 100% of the people who carry out the induction process sign the informed knowledge about the conditions and causes of discharge and termination. | Supports that account for the informed knowledge of the explanatory document of the conditions and causes of discharge and termination in the induction process. | Failure to inform civil servants about the timely updating of the document according to current legal regulations. | Provide the civil servants with a new document that includes the modifications to the current legal regulations. |



R. 3.24

Adopt, in the years leading up to retirement, a readiness program to provide retirement age staff with elements to deal with this new stage. They should be provided with information on their rights and obligations as pensioners, options for continuing their professional activity and measures to combat the effects of ageing.

Example: Pre-retirement program for civil servants who are about to go through that process.

Available resource(s):

- Sirlin, C. (2007). Retirement as a situation of change: Preparation for retirement as a strategic action for its approach. *Social Security Comments*, 16, 47-73. Retrieved from: <https://www.bps.gub.uy/bps/file/1671/1/la-jubilacion-como-situacion-de-cambio.-c.--sirlin.pdf>
- Michelle, D. C., Rodríguez Cifuentes, L. P., & Rosales Pereyra, R. (2012). Design of an advisory and training plan prior to disengagement due to age limit "Plan 60: A world ahead." Retrieved from: https://repositorioacademico.upc.edu.pe/bitstream/handle/10757/606877/Delacroix_CM.pdf?sequence=11&isAllowed=y
- Estacio, M. E. G. (2013). Preparation for retirement: design of a psychological accompaniment program. *Managerial Vision*, (1), 103-122. Retrieved from: <https://www.redalyc.org/pdf/4655/465545895003.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|--|--|
| Creation of a preparation plan to provide retirement age staff with elements to face this new stage, in the event that a plan already exists in the SAI, evaluate its revision and/or update. | Measures approved by the relevant authority of each SAI. | The elements granted to face this new stage do not contemplate the different situations and social contexts of people. | Planning of the preparation plan with adequate space for adaptation according to the socio-cultural context of the people in question. |

R. 3.25

Create and/or update a protocol for the discharge and termination of employees that considers objective criteria, avoiding any discrimination based on gender, disability, diversity and/or any other reason. Procedures must be established to document the elements that support the decision and ensure the principles of impartiality, equality, transparency and proper treatment

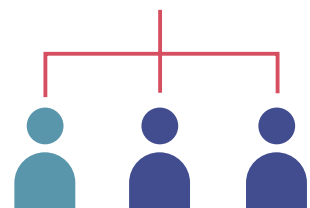
Example: Protocol that specifies the process of discharge and termination, contemplating the legal framework, observing a gender approach and the elimination of any arbitrary discrimination.

Available resource(s):

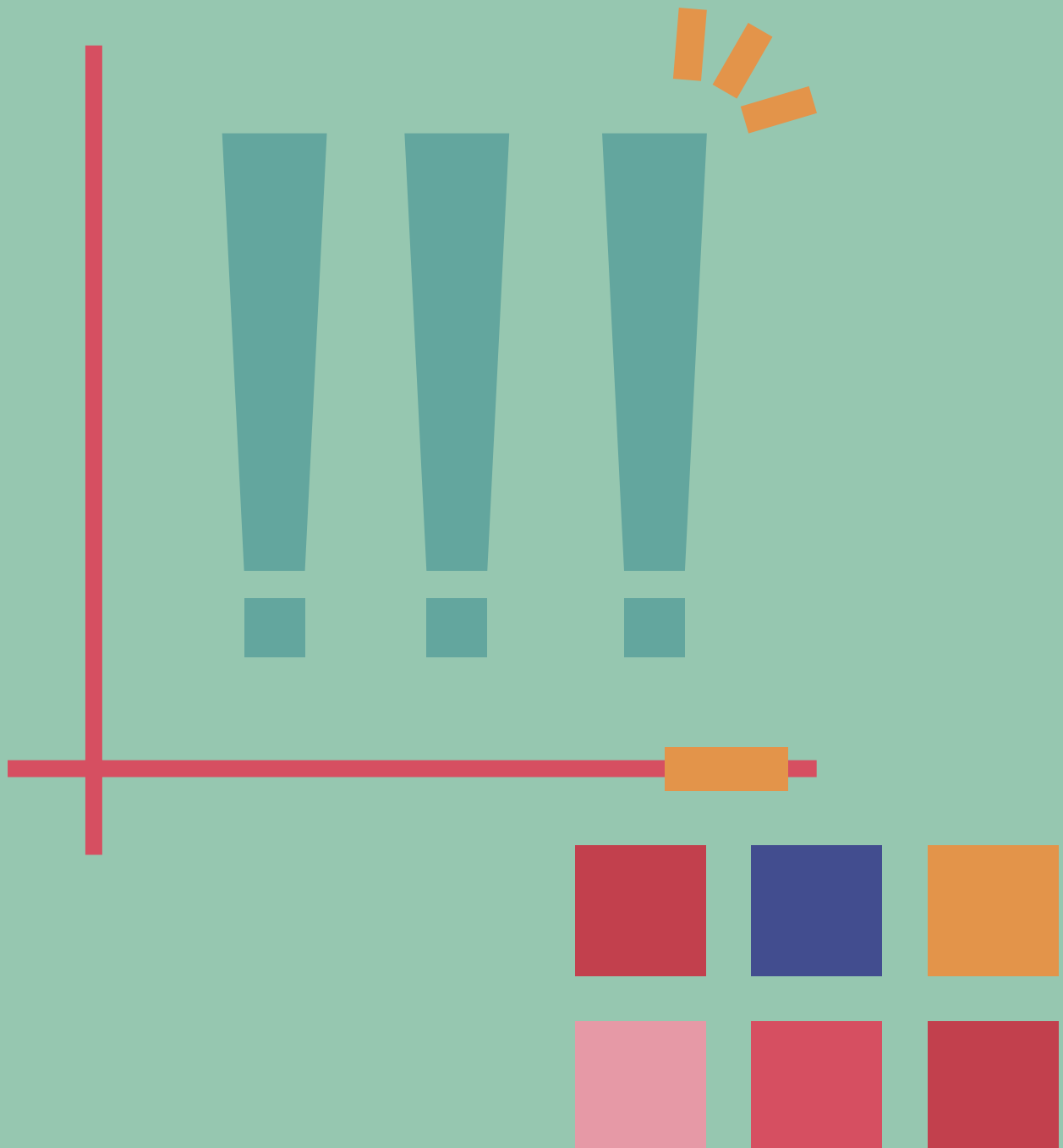
- ILO. (1982) C158 - Termination of Employment Convention. Retrieved from: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_Ilo_Code:C111
- The South African Labor Guide. (n.d.) The Code of Good Practice – Dismissal. Retrieved from: <https://www.laborguide.co.za/download-top/261-code-of-good-practice-dismissalpdf/file>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|---|--|
| Creation of discharge and termination protocol with objective criteria for individuals, if a protocol exists, evaluate possible updates or improvements. | Measures approved by the relevant authority of each SAI. | The protocol contains biases of discrimination in some of the areas mentioned above. The document does not consider intersectionality discrimination. | External revision of the document in draft format by a specialist in the area. |



IV. Sexual and/ or workplace harassment/ harassment axis



R. 4.1

Ensure, through its institutional policies and management tools, zero tolerance towards violence in the workplace.

Example: Institutional guidelines in which the SAI commits to zero tolerance of workplace violence.

Available resource(s):

- Superintendency of Social Security (2020) Occupational violence: contributions for recognition, prevention and intervention. Retrieved from: https://pepet.udp.cl/wp-content/uploads/2021/01/guia_violencia_laboralv2.pdf
- ILO. Workplace Harassment towards women. (n.d.) Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf
- Dublin: The European Foundation for the Improvement of Living and Working Conditions. (2003) Preventing violence and harassment in the workplace. Retrieved from: <http://edz.bib.uni-mannheim.de/www-edz/pdf/ef/02/ef02109en.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|---|
| Plan for SAI policies and management tools to ensure zero tolerance of workplace violence. | Analysis report that accounts for policies and instruments with zero tolerance. | Not all instruments are considered in the planning of the recommendation. | Analysis of all management policies and instruments that are part of the SAI. |



R. 4.2

Conduct periodic assessments that allow the prior identification of factors that may contribute to the existence of violence, in any of its expressions.

Example: Surveys on the perception of civil servants about situations of violence, abuse or discrimination in the performance of their duties. This instrument covers all types of situations involving violence in order to obtain a comprehensive picture of the current situation in this area, and includes questions related to how the situation was addressed and what type of solutions it had.

Available resource(s):

- Ministry of Public Health; Sonora Health Services. (2010) Assessment on workplace violence. Retrieved from: http://cedoc.inmujeres.gob.mx/ftpg/Sonora/sonmeta13_3.pdf
- ILO. (2021) Assessment on violence and harassment in the electricity sector. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/--ilo-buenos_aires/documents/publication/wcms_825049.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|------------------------|---|---|
| Assessment of biennial identification of factors that contribute to violence in the SAI. | End of results report. | Collection of information without considering the different realities throughout the country. | Adequate planning of a methodology that accounts for the situation in the country of the SAI. |



R. 4.3

Conduct an awareness-raising campaign on violence in all its forms once a year .

Examples:

- Distribute brochures or information electronically or in print.
- Posters in visible places on the subject.
- Conduct workshops with specialists in the subject.

Available resource(s):

- UNDP, (2014) Guía para organizaciones: Empresas libres de violencia: Prevención, detección, atención y sanción de la violencia basada en género y el acoso sexual y laboral. Retrieved from: <https://americalatinagenera.org/newsite/images/guiaprevencionviolencia.pdf>
- IECM. (n.d.) Workplace Harassment and Harassment Campaign. Retrieved from: <https://www.iecm.mx/www/sites/paridad/01/docs/violencialaboral01.pdf>
- GIZ. (n.d.) Peru: Gender awareness-raising campaigns: "Knowing and exercising our rights." Retrieved from: <https://gender-works.giz.de/competitions/campanas-de-sensibilizacion-en-genero-conociendo-y-ejerciendounuestros-derechos/>
- UN Women. (2008) Methodological guide for gender awareness: A didactic tool for training in public administration. Retrieved from: https://trainingcentre.unwomen.org/participacionpolitica/wp-content/uploads/2017/12/004_Guia_Metodologica_Sensibilizacion_Genero.pdf
- IACHR. (2019) Compendium on Equality and Non-Discrimination: Inter-American Standards. Retrieved from: <http://www.oas.org/en/cidh/informes/pdfs/Compendio-IgualdadNoDiscriminacion.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---|---|--|
| Annual awareness-raising campaign on violence in all its forms. | Informative mails, posters, videos, among others. | Outreach campaigns do not permeate the civil servants of the SAI. | Collection of information before and after outreach campaigns to verify their effectiveness. |

R. 4.4

Guarantee the existence of open channels of communication for civil servants and citizens, in the event of a complaint of cases of violence in any of its expressions. These channels must be part of the structure of the institution and must be formalized through internal regulations.

Example: An anonymous means to report cases of violence either through an email, a link on the institutional website or an office that collects them.

Available resource(s):

- ANDALUSIAN INSTITUTE FOR WOMEN (2020) Resource guide for the care of women in situations of gender violence during the state of alarm due to COVID-19. Retrieved from: https://violenciagenero.org/sites/default/files/guia_de_recurso_para_la_atencion_de_mujeres_iam.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|--|---|
| Existence of open communication channels for civil servants and citizens. | Annual results report of the complaint channels. | The channels are not known to civil servants and citizens. | Outreach campaigns, information mails, posters, among others. |



R. 4.5

Seek the communication of the principles and posture of zero tolerance to situations of workplace violence to the agencies in which services are provided according to the assigned audit tasks, in order to obtain the commitment of these agencies to guarantee the dignified treatment by the leadership and civil servants of the same towards the audit teams.

Example: Inclusion in the documentation communicating the audit to the audited body, information on the policy of zero tolerance to situations of violence, harassment or discrimination of the SAI's employees. Request that, prior to the start of the tasks, the authority of the agency be aware of this position and commit to respect it. In the event that the audit team's tasks are continuous and this document is not produced, the SAI may send an official letter to the respective agencies informing them of the adoption of this policy and the principles included in it.

Available resource(s):

- UN WOMEN (2018) Towards the end of sexual harassment: the urgency and need for change in the #metoo era. Retrieved from: <https://www.unwomen.org/sites/default/files/Headtenstein/Attachments/Sections/Library/Publications/2018/Towards-an-end-to-sexual-harassment-en.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|--|---|
| 60% or more of the audit processes report on the principles and position of zero tolerance to situations of workplace violence of SAIs. | Include information on zero tolerance to situations of violence in audit planning. | Not all audit processes include this information within their development. | Signature of the audited counterparty that reports that it is aware of the information. |



R. 4.6

Implement measures to guarantee equality and non-discrimination in the work environment, which safeguard the equal impact on decision-making and participation in work teams, of all people independent of their gender.

Examples:

- Internal regulations and/or regulations, which include measures that pursue equality and non-discrimination.
- Workshops and/or working groups in which there is a balance in the composition of its members.

Available resource(s):

- Instituto Andaluz de la Mujer. (n.d.) Towards an equal working environment. Retrieved from: https://www.juntadeandalucia.es/institutodelamujer/ugen/system/files/documentos/Manual_14_Entorno_Laboral_igualitario.pdf
- ILO. (2014) Gender equality and non-discrimination in employment management. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf
- Sáez, C. (2016) Gender equality at work: Strategies and proposals. Retrieved from: <http://fundacionjyg.org/wp-content/uploads/2018/09/iGUALDAD-DE-GENERO-EN-EL-TRABAJO.-ESTRATEGIAS-Y-PROPUESTAS.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---|---|---|
| Comprehensive plan to promote equality and non-discrimination in the work environment of the SAI. | Gender-sensitive perception study on work environments, especially regarding quality of life, workload, leadership and discrimination situations. | Non-representative sample, biased response by civil servants. | Correct planning of the implementation of Information collection. |

R. 4.7

Adopt and/or strengthen institutional regulation so that there are no opportunities for harassment, including online harassment via technological resources

Example: The code of ethics, harassment protocols, or other similar documents, in line with zero tolerance of harassment in all its forms.

Available resource(s):

- Court of Auditors of Spain. (2013) Protocol for action against situations of sexual harassment, harassment on grounds of sex and harassment at work in the Court of Auditors. Retrieved from: <https://www.tcu.es/tcu-de-cuentas/export/sites/default/.galleries/pdf/protocollo-Acoso-aprobado-por-el-Pleno-de-23-diciembre-2013.pdf>
- IACHR. (2019) Compendium on Equality and Non-Discrimination: Inter-American Standards. Retrieved from: <http://www.oas.org/en/cidh/informes/pdfs/Compendio-IgualdadNoDiscriminacion.pdf>
- ILO. (2018) End violence and harassment against women and men in the world of work. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---elconf/documents/meetingdocument/wcms_554100.pdf
- Inmujer. (n.d.) Protocol for dealing with cases of sexual harassment and harassment. Retrieved from: http://cedoc.inmujeres.gob.mx/documentos_download/protocolo_coah.pdf
- UN WOMEN (2018) Towards the end of sexual harassment: the urgency and need for change in the #metoo era. Retrieved from: <https://www.unwomen.org/sites/default/files/Headtenstein/Attachments/Sections/Library/Publications/2018/Towards-an-end-to-sexual-harassment-en.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--------------------------------------|---|---|
| Updated regulations within two years and with high standards, for the elimination and punishment of harassment in all its forms. | Entry into force of the regulations. | Staff without specialized knowledge in matters of harassment, gender issues, online harassment. | Ongoing training of those responsible for the recommendation on harassment and gender parity. |

R. 4.8

Establish guidelines that clearly identify a situation of workplace harassment in order to avoid and prevent it.

Examples: Information is disseminated to civil servants and the public about the different situations that are considered harassment, specifically:

- Screaming, bullying, or insulting the victim.
- Offensive or insulting expressions against the person, with the use of dirty words or with reference to race, gender, family or national origin, political preference or social status;
- Assigning objectives or projects with deadlines that are known to be unreachable or impossible to accomplish, and tasks that are manifestly endless at that time;
- The requirement to work excessive hours with respect to the contracted or legally established working day, the surprising changes in the work shift and the permanent requirement to work on non-working days without any objective basis in the needs of the company, or in a discriminatory manner with respect to other civil servants;
- Continuously threatening or coercing the victim;
- Removing key areas of responsibility;
- The imposition of duties ostensibly unrelated to work obligations, the openly disproportionate demands on the performance of the work entrusted and the abrupt change of the workplace or contracted work without any objective basis regarding the technical necessity of the company;
- Ignoring or excluding (as if invisible);
- Withholding information crucial to your job or manipulating it to mislead you in your job performance, and accusing you after negligence or professional misconduct;
- Defaming the victim, spreading malicious rumors through the company that undermine their reputation, image or professionalism;
- Ignoring professional successes or attribute them to other people or elements outside of him/her, such as chance, luck, market situation, etc.;
- Continuously criticizing their work, ideas, proposals, solutions, etc.;
- Punishing harshly or preventing any decision-making or personal initiative within the framework of their powers;
- The notoriously discriminatory treatment of other civil servants with regard to the granting of labor rights and privileges and the imposition of labor duties;

- Clearly unjustified refusal to grant leave, sick leave, ordinary leave and holidays, when the legal, regulatory or conventional conditions for requesting them exist;
- Ridiculing their work, their ideas or the results obtained before other workers, caricatured or parodied;
- Mockery of physical appearance or dress code;
- The public allusion to acts pertaining to the privacy of the person;
- The sending of anonymous telephone calls and virtual messages with abusive, offensive or intimidating content or the submission to a situation of social isolation, and;
- Encouraging other colleagues to participate in any of the above actions through persuasion, coercion or abuse of authority.

Available resource(s):

- ILO. (2019) Convention on Violence and Harassment. Retrieved from: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_Ilo_Code:C111
- ILO. (2018) End violence and harassment against women and men in the world of work. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---elconf/documents/meetingdocument/wcms_554100.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|--|
| Guidelines for Identifying a Workplace Harassment Situation. | Publication of guidelines in institutional media. | Not all SAI staff are aware of this instrument. | Outreach campaign, with territorial responsibility for reporting on this instrument. |



R. 4.9

Establish mechanisms to inform, raise awareness and train civil servants and those who maintain labor ties with the agency on the issue of workplace harassment and on their position regarding the approach to these situations;

Example: Include courses and/or workshops on workplace harassment in the annual training plan. The content of these programs should include information on the protocol for action in cases of harassment, the early identification of harassment situations, and systematic training in assertive and interpersonal skills to deal with such situations. Likewise, it is about raising awareness among civil servants about the motivations and behaviors of the harassers, the responsibility of all those involved and the possible responses at the intra- and extra-organizational levels. Among the target audiences of these programs, priority should be given to persons belonging to minorities, young people, women, temporary contracts, etc.

Available resource(s):

- IACHR. (2019) Compendium on Equality and Non-Discrimination: Inter-American Standards. Retrieved from: <http://www.oas.org/en/cidh/informes/pdfs/Compendio-IgualdadNoDiscriminacion.pdf>
- ILO. (2018) End violence and harassment against women and men in the world of work. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---elconf/documents/meetingdocument/wcms_554100.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|---|--|
| Compliance greater than or equal to 60% of the annual training planning for SAI civil servants on workplace harassment, and the institution's 0-tolerance posture towards it. | Attendance lists, photos, final evaluation where the differences are considered before and after the training. | Low participation by civil servants, ineffective actions. | Appropriate outreach plan according to the organizational culture. |

R. 4.10

Orient and train staff in relation to zero tolerance for sexual harassment.

Example: Physical and/or virtual outreach material as well as training on zero tolerance against sexual harassment in the workplace. These actions include the definition and classification of behaviors, attitudes and actions constituting sexual harassment and how to proceed in the event of suffering, witnessing or suspecting a sexual harassment situation.

Available resource(s):

- ILO. (2020) Sexual harassment in the world of work. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/briefingnote/wcms_740225.pdf
- IACHR. (2019) Compendium on Equality and Non-Discrimination: Inter-American Standards. Retrieved from: <http://www.oas.org/en/cidh/informes/pdfs/Compendio-IgualdadNoDiscriminacion.pdf>
- ILO. (2018) End violence and harassment against women and men in the world of work. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---elconf/documents/meetingdocument/wcms_554100.pdf
- UN WOMEN (2018) Towards the end of sexual harassment: the urgency and need for change in the #metoo era. Retrieved from: <https://www.unwomen.org/sites/default/files/Headtenstein/Attachments/Sections/Library/Publications/2018/Towards-an-end-to-sexual-harassment-en.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|---|---|
| Compliance greater than or equal to 60% of the annual training planning for SAI civil servants on sexual harassment, and the institution's 0-tolerance posture towards it. | Attendance lists, photos, final evaluation where the differences are considered before and after the training. | Low participation by civil servants, ineffective actions. | Carry out an adequate outreach campaign, carry out a correct needs assessment, people trained to implement these actions. |

R. 4.11

Adopt and/or update protocols or regulations that accurately address harassment situations that may arise in the work environment. The latter should establish a procedure for making the appropriate complaints. The protocol or regulation to be adopted should contain the elements identified in recommendation 4.15.

Example: Internal protocols and/or regulations that refer to harassment and/or discrimination in the work environment have a rights-based approach and consider an effective and safe procedure for reporting these situations.

Available resource(s):

- Court of Auditors of Spain. (2013) Protocol for action against situations of sexual harassment, harassment on grounds of sex and harassment at work in the Court of Auditors. Retrieved from: <https://www.tcu.es/tq-de-cuentas/export/sites/default/.galleries/pdf/protocollo-Acoso-aprobado-por-el-Pleno-de-23-diciembre-2013.pdf>
- ILO. (2004) Sexual harassment policy and procedures. Retrieved from: [https://www.un.org/womenwatch/osagi/UN_system_policies/\(ILO\)Circular_on_Sexual_Harassment.pdf](https://www.un.org/womenwatch/osagi/UN_system_policies/(ILO)Circular_on_Sexual_Harassment.pdf)
- Ministry of Tourism of Mexico. (2018) Protocol to Prevent and Address Harassment and Sexual and/or Occupational Harassment of the Ministry of Tourism of Mexico. Retrieved from: <http://fundacionjyg.org/wp-content/uploads/2018/09/Protocolo-para-Prevenir-y-Atender-el-Acoso-Sexual-y-laboral.pdf>
- Institute of Public Health (2020) Guide for the detection and prevention of workplace harassment. Retrieved from: <https://www.ispch.cl/wp-content/uploads/2021/02/Guia-para-la-Detecci%C3%B3n-y-Prevenci%C3%B3n-del-Acoso-Laboral-v1.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|---|--|
| Creation of a protocol that addresses harassment situations that may arise in the work environment. | Measures approved by the relevant authority of each SAI. | The protocol does not consider all possible harassment situations to occur in the work environment. | External review of the document in draft format by a specialist in the area. |

R. 4.12

Include in the protocols that refer to the different aspects of violence at work: -The procedure to be followed to carry out the corresponding complaints and investigations;- How to guarantee the safety of the people affected and those linked to it; -The principles of diligence, speed; and,- The adoption of measures to protect complainants, victims, witnesses and those who report, against victimization and reprisals.

Examples:

- Existence of secure avenues to file the complaint, ensuring that the formality in the process is not an impediment to its effective treatment.
- Have a commission and/or person responsible for carrying out these procedures, who applies the rights approach in their work.

Available resource(s):

- ILO. (2018) End violence and harassment against women and men in the world of work. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---elconf/documents/meetingdocument/wcms_554100.pdf
- ILO. (2013) Harassment or sexual harassment. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_227404.pdf
- Ministry of Tourism of Mexico. (2018) Protocol to Prevent and Address Harassment and Sexual and/or Workplace Harassment of the Ministry of Tourism of Mexico. Retrieved from: <http://fundacionjyg.org/wp-content/uploads/2018/09/Protocolo-para-Prevenir-y-Atender-el-Acoso-Sexual-y-laboral.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|-----------------------------------|---|---|
| The protocols relating to violence in the workplace include: -The procedure to be followed to carry out the corresponding complaints and investigations;- How to guarantee the safety of the people affected and those linked to it; -the principles of diligence, speed; and,- the adoption of measures to protect the complainants, victims, witnesses and those who report, against victimization and reprisals. | Entry into force of the protocol. | Staff without specialized knowledge in matters of violence at work. | Ongoing training of the persons responsible for the recommendation on workplace violence. |

R. 4.13

Adopt administrative or disciplinary measures, as appropriate, in those cases of violence and/or harassment within the scope of its competence, as well as any other measure necessary to establish or restore a harmonious work environment so that people can work effectively, in an environment in accordance with the principles of this Policy.

Examples:

- Ensure that the complainant and the reported person do not share the same physical space and/or working hours in order to restore a harmonious working environment.
- Existence of a disciplinary regime with a graduation of sanctions corresponding to the severity of the case in question, which may range from suspension to dismissal.
- Documentation of sanctions in the harasser's employment file.
- Preventive measures that prevent situations of sexual harassment within the SAI.

For the adoption of sanctions in cases of sexual harassment, it is recommended to take into account the following variables:

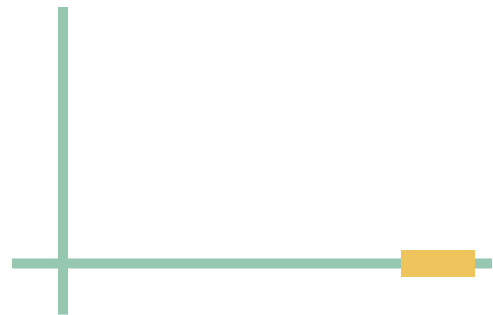
- Severity of the incident for measuring the effects on the harassed person;
- Duration of incidents (one isolated or one continuous series);
- Abuse of authority
- Position of the person presenting the case and the accused person (age, level of experience, position in the organization);
- Type of sexual harassment and most especially, whether the harassment is verbal or physical;
- Whether there have been similar acts in the past;
- The weight of evidence, and;
- Awareness and knowledge of the harasser about whether his/her behavior constitutes a violation of human rights, in general and of a law and an institutional policy, in particular.

Recurso(s) disponible(s):

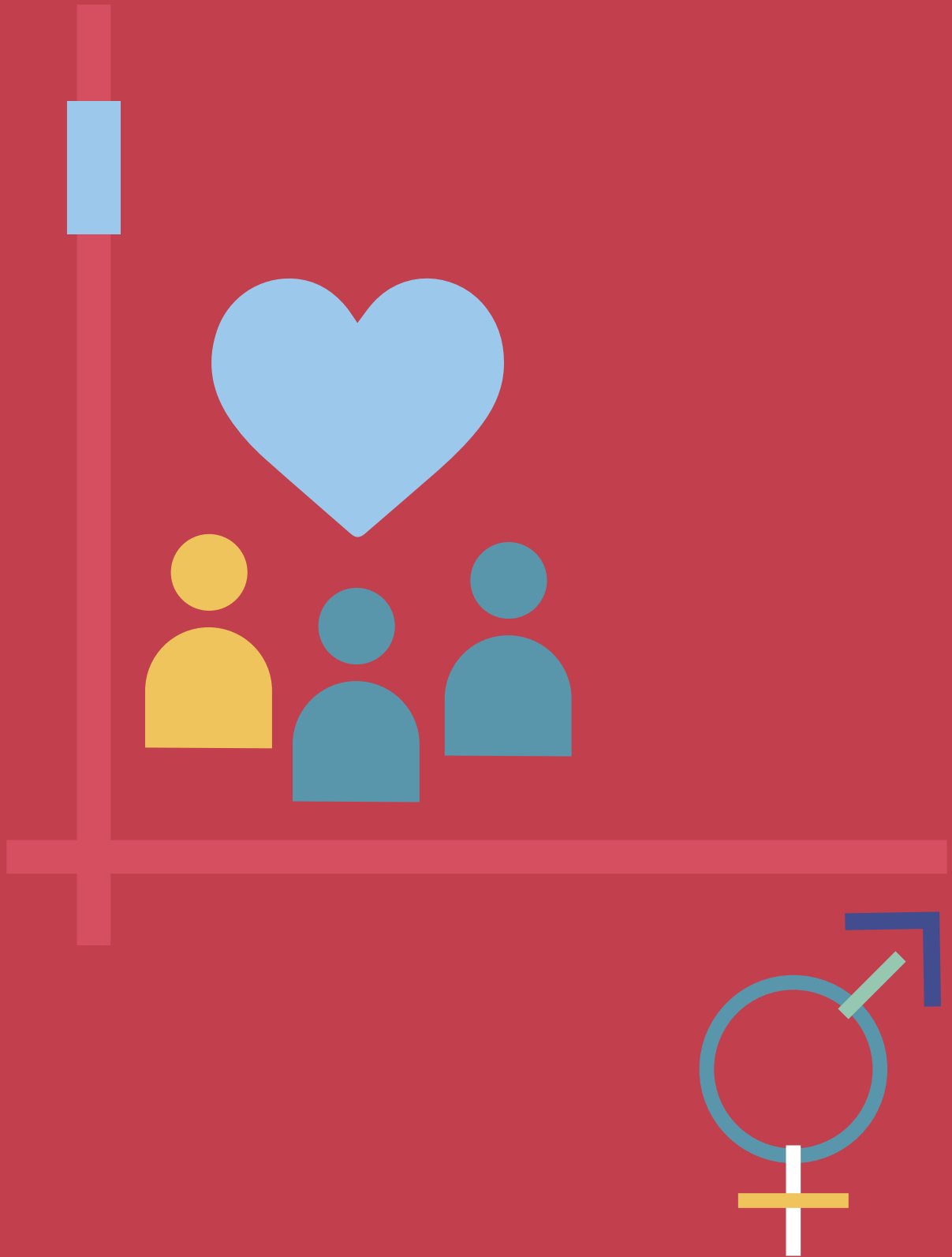
- ILO. (2019) Convention on Violence and Harassment. Retrieved from: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_Ilo_Code:C111
- Guatemalan Judiciary (2020) Protocol for the Prevention, Care and Punishment of Sexual and Occupational Harassment in the Guatemalan Judiciary. Retrieved from: https://www2.unwomen.org/-/media/field%20office%20americas/documentos/publicaciones/2020/07/gu%201583721175235_protocollo%20acoso%20laboral%20y%20sexual%20diagramado%20v2-compressed.pdf?la=en&vs=4601

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---|---|---|
| Creation of a committee that recommends disciplinary or administrative measures to the highest authority of the SAI in those cases that correspond. | Existence of internal rules established by the committee. | Proposals are not appropriate for case studies. | Ongoing training for staff part of the committee. |



V. Inclusion Axis



R. 5.1

Implement spaces, policies, programs and necessary measures to ensure that people of sexual and gender diversity exercise their right to express their personality and identity, sexual orientation, gender expression and identity without discrimination.

Example: Communication campaign that carries messages to create and highlight the importance of safe and comfortable environments for people with diverse gender identities and expressions, and non-heteronormative sexual orientations.

Available resource(s):

- IACHR. (2019) Compendium on equality and non-discrimination.
Retrieved from: <http://www.oas.org/en/cidh/informes/pdfs/Compendio-IgualdadNoDiscriminacion.pdf>
- ILO. Information document on protection against sexual orientation, gender identity and expression and sexual characteristics (SOGIESC) discrimination
Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/publication/wcms_700556.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|--|
| Compliance greater than or equal to 60% of the actions contemplated in the annual planning, aimed at the free expression of personality and identity, sexual orientation, gender expression and identity without discrimination. | Informative mails, posters, outreach campaigns. | Civil servants do not perceive that they can exercise their right to free expression. | Constant and continuous evaluation by civil servants of their right to expression. |



R. 5.2

Review manuals, work methodologies, and products emanating from the SAI, to identify any type of discrimination due to sexual orientation, gender identity, gender expression, or body diversity, and reverse it.

Examples:

- All units and departments of the SAI, especially communications and/or publications, have gender, inclusion and non-discrimination as principles in the preparation of documents.
- Generate a review plan of existing manuals and guides, and a guideline of criteria and bases for this task.

Available resource(s):

- OEA. (2021) Inclusive communication guide for the OAS General Secretariat. Retrieved from: <http://www.oas.org/es/cim/docs/GuiaComunicacionInclusivaOEA-ES.pdf>
- International Organization for Migration (2017) Manual on Migration and Lesbian, Gay, Bisexual, Trans and Intersex (LGBTI) Populations. Retrieved from: <https://publications.iom.int/es/books/migracion-y-poblaciones-lesbianas-gays-bisexuales-trans-e-intersexuales-lgbti>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|-----------------------|---|---|
| Compliance with 60% or more of the planning for the review of documents (manuals, working methodologies and products on discrimination due to sexual orientation, gender identity, gender expression or body diversity) internal to the SAI. 100% compliance with the planning to adopt measures to mitigate this problem. | Final Results Report. | Lack of adequate planning and methodologies to execute the review of instruments and documents. | Verification plan for internal documents and those emanating from SAIs, to identify any type of discrimination due to sexual orientation, gender identity, gender expression or body diversity. This plan should include deadlines and prioritization appropriate to the capacity and context of the SAI. |

R. 5.3

Develop coordinated strategies in the SAIs of the region, articulating initiatives that tend to guarantee the rights of people of sexual and gender diversity.

Example: Development of instances that aim to make visible the structural violence and difficulties that exist in the region against people of sexual and gender diversity, and non-heteronormalized sexual orientations, and the opportunities and responsibilities of SAIs for the eradication of this.

Available resource(s):

- IACHR. The daily construction of youth inequalities in Latin America. Retrieved from: <http://www.oas.org/en/cidh/informes/pdfs/ViolenciaPersonasLGBTI.pdf>
- IACHR. (2018) Progress and challenges towards the recognition of the rights of LGBTI people in the Americas. Retrieved from: <http://www.oas.org/en/cidh/informes/pdfs/LGBTI-ReconocimientoDerechos2019.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---|---|--|
| Compliance equal to or greater than 60% of the annual planning of events and/or projects coordinated with other SAIs in the region aimed at guaranteeing the rights of people of sexual and gender diversity. | Attendance lists, photos, final evaluation where gender differences are considered. | There is no timely planning of coordinated activities among SAIs in the region. | Effective annual agenda of events and projects coordinated among SAIs in the region. |



R. 5.4

Promote workshops and institutional communication campaigns to publicize good practices on the appropriate and correct treatment towards their peers with disabilities, how to address the person with disabilities and their possible companion.

Example: Institutionalization of an annual day specifically aimed at disseminating information on the proper and correct treatment of people with disabilities in the workplace.

Available resource(s):

- United Nations. (a) The Standard Rules on the Equalization of Opportunities for Persons with Disabilities. Retrieved from: <https://www.ohchr.org/SP/ProfessionalInterest/Pages/PersonsWithDisabilities.aspx>
- United Nations. (2019) Accessibility and status of the Convention on the Rights of Persons with Disabilities and its Optional Protocol. Retrieved from: <https://undocs.org/es/A/74/146>
- United Nations. (2018) United Nations Strategy for the Inclusion of Disability. Retrieved from: https://www.un.org/en/content/disabilitystrategy/assets/documentation/UN_Disability_Inclusion_Strategy_spanish.pdf
- United Nations. Convention on the Rights of Persons with Disabilities. Retrieved from: <https://www.un.org/esa/socdev/enable/documents/tccconvs.pdf>
- ILO Office for the Andean Countries. (2016) Guide for the inclusion of people with disabilities in the workplace. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san-jose/documents/publication/wcms_631775.pdf
- OEA. Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities. Retrieved from: <https://www.oas.org/juridico/spanish/tratados/a-65.html>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|---|
| 60% or more compliance with the annual planning of workshops and institutional communication campaigns on good practices in disability issues. | Informative mails, posters, outreach campaigns, among others. | The outreach campaign does not achieve the desired scope. | Planning and prior study of SAI staff to assess the best mechanisms for outreach campaigns. |

R. 5.5

Adapt the facilities by removing access barriers for both civil servants and users, as well as providing the technological tools that ensure compliance with national legal accessibility requirements.

Examples:

- The units of the SAI have elements such as signs and indications in Braille language, as well as a reading software if required.
- The infrastructure of the SAIs has ramps, elevators, railings and other adaptations aimed at universal access for all civil servants and users.

Available resource(s):

- ILO. (1984) Employment Policy Recommendation (Supplementary Provisions) (R169). Retrieved from: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_INSTRUMENT_ID:312507:NO
- ILO. (2019) Good practice guide for the employment of persons with disabilities. Retrieved from: https://www.ilo.org/global/topics/disability-and-work/WCMS_732536/lang--en/index.htm
- ILO. (2017) What companies should do to support the rights of people with disabilities. Retrieved from: https://www.ilo.org/global/topics/disability-and-work/WCMS_587479/lang--en/index.htm
- ILO. (2016) Guide for business on the rights of persons with disabilities. Retrieved from: https://www.ilo.org/global/topics/disability-and-work/WCMS_633424/lang--en/index.htm
- TCU. (2019) build an accessible environment in public organizations Recovered from: <https://www.tst.jus.br/documents/24442774/26845715/Como+Constru+um+Environment+Acess%C3%ADvel+NAS+Organize%C3%A7%C3%B5es++2%C2%AA+Edi%C3%A7%C3%A3o.pdf/3d742670-2af4-c6a1-0780-06e8eada677a?t=1605560113531>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|---|--|
| Biennial plan with internal goals for its fulfillment. | Approval of the plan by the appropriate authority. | Insufficient assessment: not all potential physical and technological barriers to universal accessibility are considered. | Comprehensive assessment of accessibility to all units of the SAI. |

R. 5.6

Establish measures that ensure the understanding of people with disabilities, identifying the main forms of communication and outreach of information that allows the cultural strengthening of respect.

Example: Assessment to identify the most basic and transcendental measures for greater inclusion of people with disabilities both in events and activities, as well as for outreach material, information channels, among others, and establish them as a custom for the design, management and outreach of them.

Available resource(s):

- ILO. Vocational Rehabilitation and Employment Convention (Disabled Persons), 1983 Retrieved from: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_Ilo_Code:C111
- ILO. Promoting diversity and inclusion through workplace adjustments - A practical guide A Practical Guide Retrieved from: https://labordoc.ilo.org/discovery/delivery/41ILO_INST:41ILO_V2/1247199440002676?lang=en&viewerServiceCode=AlmaViewer
- ILO, SOFOFA and Government of Chile. (2020) Practical Guide for the Labor Inclusion of Persons with Disabilities. Retrieved from: https://empresainclusiva.cl/_lib/file/doc/MBPP.pdf
- ILO. (2020) Key issues on promoting employment of persons with disabilities. Retrieved from: https://www.ilo.org/global/topics/disability-and-work/WCMS_741706/lang--en/index.htm
- ILO. (2016) Promoting diversity and inclusion through workplace adjustments: A practical guide. Retrieved from: https://www.ilo.org/global/topics/equality-and-discrimination/WCMS_536630/lang--en/index.htm

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|--|--|--|
| Compliance greater than or equal to 60% of the annual Training Plan in the cultural strengthening of respect. | Attendance lists, photos, final evaluation where the differences are considered before and after the training. | Low participation by civil servants. Ineffective actions. | Adequate outreach plan according to the organizational culture, capacities and context of the SAI. |

R. 5.7

Create means so that all people can work and access information in its entirety, either through the availability of screen reader software, the adequacy of the furniture, or any necessary adaptation.

Example: Practical guide to the basic and necessary conditions for civil servants to access and perform in their normal workplace.

Resources available:

- NDA. What is Universal Design. Retrieved from: <https://universaldesign.ie/what-is-universal-design/>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|----------------------------|---|--|
| Assessment of the situation of SAI civil servants. Project to gradually and annually increase the percentage of civil servants who can work without hindrance. | Project Monitoring Report. | Insufficient assessment: not all potential physical and technological barriers to universal accessibility are considered. | Comprehensive assessment of accessibility in the daily work of civil servants. |



R. 5.8

Promote the constant monitoring of staffing, ensuring the participation of people with disabilities in recruitment processes and seeking to guarantee the laws of quota systems. For SAIs that hire through the process of curriculum analysis and interviews, ensure that advertising is targeted and actively seek out entities that have résumé databases of unemployed people with disabilities looking for work (active seeker).

Example: Design a plan to monitor the staffing of the institution, taking into account the number of people with disabilities that are part of the institution. Seek instances such as information exchange agreements with national entities in charge of promoting the rights of people with disabilities, to encourage the application of people with disabilities to competitions and/or job opportunities in the SAI.

Available resource(s):

- ECLAC. (2018) Good Jobs for All in a Changing World of Work. Retrieved from: <https://www.oecd.org/employment/jobs-strategy/about/good-jobs-for-all-in-a-changing-world-of-work-9789264308817-en.htm>
- Eurosocial (2020) Promotion of employment of people with disabilities. Compilation of regulations and good practices in some countries of Europe and Latin America. Retrieved from: https://eurosocial.eu/wp-content/uploads/2020/03/32_PROMOCION_DEL_EMPLEO-1.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---|--|---|
| Creation of a promotion instrument with criteria that ensure the participation of people with disabilities. | Instrument for the promotion of job applications. | The instrument does not have promotion elements to ensure an application without arbitrariness according to the applicant's country of origin. | Pre-evaluation of the instrument to ensure its correct objective. |



R. 5.9

Generate a volunteer program so that retired staff, who wish to do so, participate in knowledge transfer projects, so that the SAI uses its experience to train staff and improve methodologies and work processes.

Example: Program for retired staff of the institution to participate in certain training and education activities in the SAI.

Available resource(s):

- ILO. (1980) Recommendation on Older Workers (R162). Retrieved from: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_Ilo_Code:C111
- ECLAC and ILO. (2018) Labor Situation in Latin America and the Caribbean. The insertion of older people into the workforce. Needs and options. Retrieved from: https://repositorio.cepal.org/bitstream/handle/11362/43603/1/S1800398_en.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--------------------------------------|--|---|---|
| Volunteer program for retired staff. | Attendance lists, photos, training programs. | The volunteer program is not disseminated in the right way. | Introduce the knowledge transfer program to all people starting the retirement process. |



R. 5.10

Promote interculturality and recognize the multiculturalism of our countries, through awareness-raising, sensitization and promotion of the rights of indigenous people to eradicate the expressions of racism and discrimination that exist in the institution.

Example:

- Awareness-raising campaign on indigenous peoples.
- Training for civil servants on the indigenous peoples of each country.

Available resource(s):

- United Nations. (2007) United Nations Declaration on the Rights of Indigenous Peoples. Retrieved from: https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf
- Indigenous Program Spanish Agency for International Development Cooperation (AECID). (n.d.) Retrieved from: <https://www.aecid.es/ES/d%C3%B3nde-cooperamos/alc/programas-horizontales/programa-indigena>
- Government of Mexico (Sf) Support Program for Indigenous Education. Retrieved from: <https://www.gob.mx/inpi/acciones-y-programas/programa-de-apoyo-a-la-educacion-indigena#:~:text=El%20Programa%20apoya%20la%20permanencia,ni%C3%B1as%20ni%C3%B1os%20y%20j%C3%B3venes%20ind%C3%ADgenas.&text=Apoyar%20la%20permanencia%20en%20la,opciones%20educativas%20en%20su%20comunidad>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|--|--|
| Compliance greater than or equal to 60% of the country's annual activities to promote interculturality and multiculturalism. | Outreach campaigns, training, attendance lists, photos. | The outreach campaign does not achieve the desired scope, low participation, low commitment of the people enrolled in the participation. | Adequate planning of activities, which includes the prior study of SAI staff to evaluate the best mechanisms for outreach campaigns. |

R. 5.11

Incentivize labor supply specifically aimed at indigenous people, through affirmative action, as well as adopt measures to facilitate their promotion and reduce wage gaps.

Examples:

- Quota system for the incorporation of indigenous people into the SAI.
- Incorporation in the outreach of material job offers in the most spoken indigenous languages, and promote the integration of indigenous people into the institution in audiovisual resources.

Available resource(s):

- ILO. (1989) Indigenous and Tribal Peoples Convention (C169). Retrieved from: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_INSTRUMENT_ID:312314
- ILO. (2013) ILO Tripartite Principals Handbook: Understanding the Indigenous and Tribal Peoples Convention, 1989 (No. 169). Retrieved from: https://www.ilo.org/public/libdoc/ilo/2013/113B09_17_span.pdf
- ILO. (2020) Laws and public policies regarding indigenous and tribal peoples: Profiles of Latin American countries that have ratified the Convention on Indigenous and Tribal Peoples. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_758166.pdf
- ILO. (2019) Extracts from reports and comments of the ILO Supervisory Bodies: Applying the Convention on Indigenous and Tribal Peoples. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---ilo_aids/documents/publication/wcms_711717.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---|---|---|
| Creation and implementation of a promotion instrument with criteria to ensure the participation of indigenous people. | Instrument for the promotion of job applications. | The instrument does not have promotion elements to ensure an application without arbitrariness according to the applicant's town of origin. | Pre-evaluation of the instrument to ensure its correct purpose. |

R. 5.12

Publish the conclusions of their audit reports (or simplified reports) translated into the most widely spoken indigenous languages in their respective territories, especially those that audit budgets or public policies aimed at indigenous communities, or regarding infrastructure works developed in their ancestral territories. The publication should be accompanied by audiovisual material in indigenous languages, presenting the work of the SAI and the conclusions of such reports.

Example: Inclusion of translations of audit reports into the most widely spoken indigenous languages in the country, translating the audiovisual material in these languages.

Available resource(s):

- UNICEF (2009) Sociolinguistic atlas of indigenous peoples. 1. Al-Ghamdi A, Al-Rajhi A, Wagoner MD. Retrieved from: <https://www.unicef.org/lac/media/9791/file/PDF%20Atlas%20sociolinguistico%20de%20pueblos%20ind%C3%ADgenas%20en%20ALC-Tomo%201.pdf>
- UNICEF (2009) Sociolinguistic atlas of indigenous peoples. VOLUME 2. Retrieved from: <https://www.unicef.org/lac/media/9796/file/Atlas%20sociolinguistico%20de%20pueblos%20ind%C3%ADgenas%20en%20ALC-Tomo%202.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---------------------|---|---|
| Progressive plan for the translation of audit reports into the most widely spoken indigenous languages in the country. | SAIs audit reports. | Lack of correct translation in audit reports. | Consider linguistic specialists in this task. |



R. 5.13

Promote the eradication of racial stereotypes and stereotypes of people of African descent through communication campaigns within SAIs. These should contribute to the recognition of the existence of racism, intolerance and racial discrimination, alleviating their effects on people of African descent.

Example: Educational communication campaign about the meaning of racism, its daily expressions, effects and ways of addressing them, as well as the position of the SAI in relation to these behaviors and sanctions associated with them.

Available resource(s):

- UN. Committee on the Elimination of Racial Discrimination (2011) General Comment No. 34. Retrieved from: https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CERD%2fC%2fGC%2f34&Lang=en
- OEA. (2016) Plan of Action for the Decade for People of African Descent in the Americas (2016 - 2025). Retrieved from: https://www.oas.org/es/sadye/documentos/PA_Afrodesc_ESP.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|--|
| Compliance greater than or equal to 60% of the annual planning of communication campaigns on equal treatment, eradicating racial stereotypes and stereotypes of people of African descent. | Informative mails, posters, outreach campaigns, among others. | The outreach campaign does not achieve the desired scope. | Planning and prior study of SAI staff to assess the best mechanisms for the agreed outreach campaigns. |



R. 5.14

Incentivize labor supply for people of African descent through affirmative action, as well as take measures to facilitate their promotion and reduce existing wage gaps.

Examples:

- Quota system for the incorporation of people of African descent into the SAI.
- Audiovisual resources for the outreach of job offers for the incorporation of people of African descent into the SAI.

Available resource(s):

- ILO. (1989) Indigenous and Tribal Peoples Convention (C169). Retrieved from: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_INSTRUMENT_ID:312314
- Secretaría General Iberoamericana Report on Good Practices in Public Policies for People of African Descent 2004 - 2019. Retrieved from: <https://www.segib.org/wp-content/uploads/Informe-BPAs-AAFF-ok.pdf>
- ILO. (2007) Guide to Convention No. Eliminating discrimination against indigenous and tribal peoples in employment and occupation Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/publication/wcms_700556.pdf
- Nucleus of Afro-Brazilian Studies (NEAB), at home Dona Vilma (Brazil) <http://www.uel.br/neab/pages/o-neab/casa-dona-vilma-ya-mukumby.php>
- ILO. (2019) Extracts from reports and comments of the ILO Supervisory Bodies: Applying the Convention on Indigenous and Tribal Peoples. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---ilo_aids/documents/publication/wcms_711717.pdf

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|--|---|
| Creation of a promotion instrument with criteria that ensure the participation of people of African descent. | Instrument for the promotion of job applications. | The instrument does not have promotion elements that ensure an application without arbitrariness according to their ethnic-racial affiliation. | Pre-evaluation of the instrument to ensure its correct objective. |

R. 5.15

Consider making adjustments -to the extent that each country's policy framework allows- to facilitate migrants' access to employment opportunities.

Examples:

- Quota system for the incorporation of migrants into the SAI.
- Audiovisual resources for the outreach of job vacancies for the incorporation of migrants into the SAI.

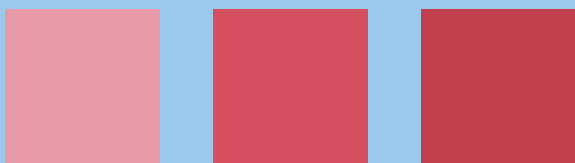
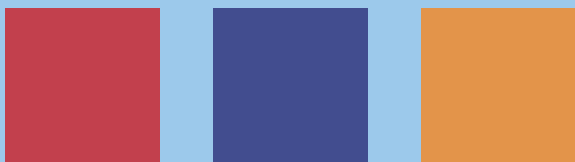
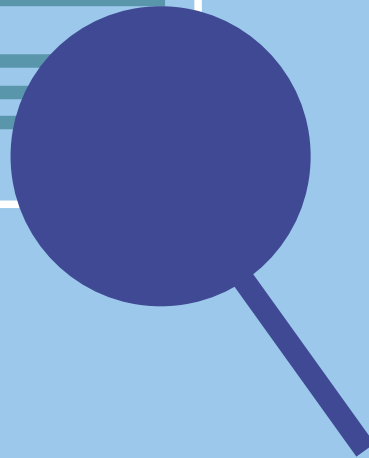
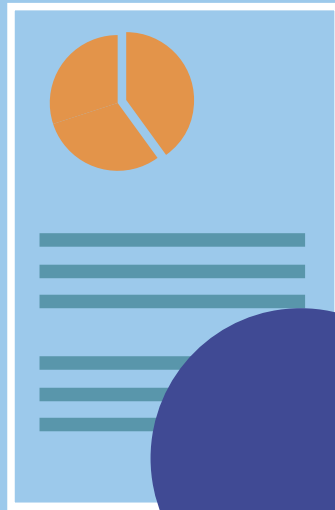
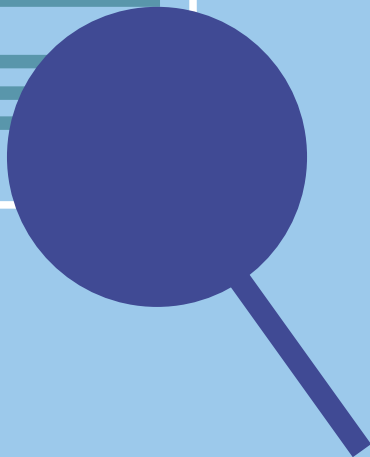
Available resource(s):

- UN. International Convention on Migrants, International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families Retrieved from: <https://www.ohchr.org/sp/professionalinterest/pages/cmw.aspx>
- International Organization for Migration. (2020) Basic manual for hiring migrants in Mexico. Retrieved from: <https://publications.iom.int/books/manual-basico-para-contratar-personas-migrantes-en-mexico>
- International Organization for Migration. (2020) Information Manual: challenges and opportunities in hiring migrants in Mexico. Retrieved from: <https://kmhub.iom.int/es/manual-informativo-desafios-y-oportunidades-en-la-contratacion-de-personas-migrantes-en-mexico>
- ILO. Labor migration in Latin America and the Caribbean. Assessment, strategy and lines of work in the ILO in the region. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_631775.pdf
- Ministry of Inclusion, Social Security and Migration and Asylum, Migration and Integration Fund. (2020). Manual of good practices in the management of cultural diversity. Retrieved from: <https://www.accem.es/wp-content/uploads/2021/02/MANUAL-DE-BUENAS-PRA%CC%81CTICAS-EN-GESTIO%CC%81N-DE-LA-DIVERSIDAD-CULTURAL.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---|--|---|
| Creation of a promotion instrument with criteria that ensure the participation of migrants. | Instrument for the promotion of job applications. | The instrument does not have promotion elements that ensure an application without arbitrariness according to the applicant's country of origin. | Pre-evaluation of the instrument to ensure its correct objective. |

VI. Audit functions axis



R. 6.1

Encourage SAIs to conduct coordinated audits with a focus on gender, inclusion and diversity as well as to share their audit reports with the INTOSAI community, regional organizations and other stakeholders.

Examples:

- Coordinated audit where OLACEFS SAIs audit some gender-related issue.
- Evaluation of the performance of national public policies aimed at preventing and/or eradicating violence against women.
- Encourage SAIs that perform audits with a gender focus or in contribution to SDG 5 to share them in the ODS.OLACEFS application and SDG Atlas.

Available resource(s):

- OLACEFS (2018) Ibero-American Audit on Gender Equality. Retrieved from: <https://www.olacefs.com/wp-content/uploads/2019/09/INFORME-ODS-5.pdf>
- of Mexico. (2019) Performance Audit Report 1587-DS "Evaluation of Public Policy on Gender Equality." Retrieved from: <https://cutt.ly/DEInBoE>
- SAI of Namibia. (2018) Performance Audit Report on Gender Based Violence. Retrieved from: <https://afrosai-e.org.za/2018/05/06/performance-audit-report-on-gender-based-violence-namibia-2018/>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|---|---|----------------------------|---|
| Carrying out coordinated audits with a coordinated periodicity among the SAIs, with a focus on gender, inclusion and diversity. | Attendance list and recordings of the coordinated audit planning and results consolidation workshops, as well as the consolidated audit report. | Low participation of SAIs. | Coordinated meetings with the highest authorities of the SAIs on the relevance of the recommendation. |

R. 6.2

Promote roundtables between OLACEFS and other regional organizations (such as EUROSAI, ASOSAI and PASAI, among others) and cooperating organizations (such as GIZ, OECD, INTOSAI, IDI, IDB and World Bank, among others), to exchange good practices and lessons learned in audits with a focus on gender, diversity and inclusion.

Examples:

- Roundtable between OLACEFS and AFROSAI-E, since the secretariat of this regional organization is in the process of developing a gender policy, and some SAIs that are members of this organization have also developed gender policies within them.
- Roundtable with cooperating partners such as GIZ and CAAF, since both have carried out activities and/or supported initiatives in the area of gender. Exchange ideas with Transparency International or U4 Anti-Corruption Resource Centre, who carry out studies on sextortion and corruption and gender, respectively.

Available resource(s):

- AFROSAI. (2021) AFROSAI-E conducts gender equality virtual session. Retrieved from: <https://u-intosai.org/news/afrosai-e-conducts-gender-equality-virtual-session/>
- GIZ. (2016) AFROSAI-GIZ Women Leadership Academy is launched in Gabon. Retrieved from: <https://www.giz.de/en/worldwide/38489.html>
- GIZ. (2021) Gender & COVID-19 – Gender Week 2021. Retrieved from: <https://gender-works.giz.de/videos-2018/>
- CAAF. (2021) Practice Guide to Auditing Gender Equality. Retrieved from: <https://www.caaf-fcar.ca/en/gender-equality-concepts-and-context/gender-equality-and-development>
- TI. (2020) Breaking the silence around sextortion: The links between Power, Sex and Corruption. Retrieved from: <https://www.transparency.org/en/publications/breaking-the-silence-around-sextortion>
- U4. (2021) Corruption and Gender Equality. Retrieved from: <https://www.u4.no/publications/corruption-and-gender-equality-hd.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|--|---|
| Roundtables between OLACEFS and other regional and cooperating organizations within two years. | Attendance lists, meeting minutes, photos. | The issues of gender, diversity and inclusion do not have the necessary relevance in the roundtables between OLACEFS and other international bodies. | OLACEFS should promote experience in gender audits as a relevant point in the table of topics of the roundtables. |

R. 6.3

Promote impact learning activities (such as technical visits, internships) to share among SAIs experiences in audits with a gender, inclusion and diversity approach, as well as in national programs or policies on the subject.

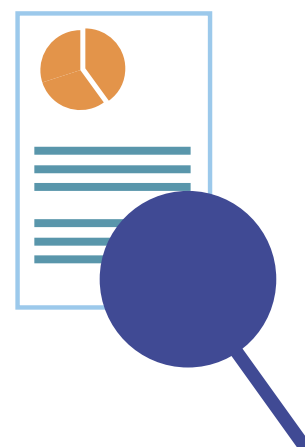
Example: Internships and/or technical visits (virtual or face-to-face) where staff from one SAI provides support to staff from other SAIs for the incorporation of gender issues.

Available resource(s):

- UN WOMEN. (2018) Towards the end of sexual harassment: the urgency and need for change in the #metoo era. Retrieved from: <https://www.unwomen.org/sites/default/files/Headtenstein/Attachments/Sections/Library/Publications/2018/Towards-an-end-to-sexual-harassment-en.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|--|---|--|
| 100% compliance of coordinated instances for the one-year timeframe. | Photos, attendance lists, annual final report of activities carried out. | The activities carried out are not accounted for in a coordinated manner. | Report to the GTG on the activities carried out for annual registration. |



R. 6.4

Promote the active collaboration of SAIs with civil society organizations, particularly those focused on the promotion of gender equality, diversity, inclusion and non-discrimination, in order to incorporate these approaches in the different stages of auditing.

Example: Roundtables with civil society organizations focused on gender issues, in order to exchange ideas on how SAIs can have a more active participation in the promotion of gender equality through their audit work.

Available resource(s):

- CAAF. (2021) How the Supervisory Entities collaborate with civil society. Retrieved from: <https://www.olacefs.com/wp-content/uploads/2021/05/05-CAAF-0206-%E2%80%93-Survey-Results-ESP-FINAL-May-10.pdf>
- INTOSAI. (2021) Engagement With Civil Society – A Framework for SAI. Retrieved from: <https://www.intosaicbc.org/sai-civil-society-engagement-framework-now-available/>
- World Bank, ACIJ and OLACEFS. (2015) Introduction to citizen participation in Supreme Audit Institutions. Retrieved from: <https://www.efsy Ciudadania.org/e-participatoryaudit/esp/module-01/index.php>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|---|---|
| Compliance equal to than or higher 60% with the planning of annual activities where civil society organizations focused on the promotion of gender equality, diversity, inclusion and non-discrimination are included. | Attendance lists, photos, minutes of the meeting. | Civil society organizations are not interested in participating in this type of forum. SAIs and/or civil society organizations are not interested in participating in such instances. | The SAI should promote the participation of civil society organizations in different social spaces. |

R. 6.5

Call on SAIs to consider auditing care programs for women, people of sexual and gender diversity, people with disabilities, elderly people, indigenous people, people of African descent, migrants and refugees, as well as compliance with international commitments and recommendations of international human rights bodies, as well as the provisions of the 2030 Agenda, in order to leave no one behind.

Examples:

- Training courses for staff, both managerial and operational, of SAIs, in order to deepen their understanding of gender issues and how to incorporate them into their audit work.
- Exchange with other SAIs, civil society organizations, cooperating organizations or stakeholders with experience in the field.

Available resource(s):

- CAAF. (2016) Practice Guide to Audit Gender Equality. Retrieved from: <https://www.caaf-fcar.ca/images/pdfs/practice-guides/Practice-Guide-to-Auditing-Gender-Equality.pdf>

Indicator:

| Indicator | Verification means | Risks | Means of contingency |
|--|---|--|--|
| Declaration approved by the OLACEFS general assembly, which calls for auditing programs aimed at women, people of sexual and gender diversity, people with disabilities, older adults, indigenous people, people of African descent, migrants and refugees, as well as compliance with international commitments and recommendations of international human rights organizations, as well as the provisions of the 2030 Agenda, in order to leave no one behind. | Declaration of the OLACEFS General Assembly endorsed by the SAIs. | That the declaration is not signed by all SAIs, or that it is signed but is not effective or followed up in a timely manner. | The chair of the GTG should promote this type of audit with the highest authorities of the SAIs prior to the general assembly. |

Economic abuse

Economic or financial abuse includes any conduct that maintains power and control over finances, such as preventing a partner from obtaining or maintaining a job position, making a partner ask for money for every expense, limiting a partner's access to funds and knowledge of family finances, controlling a partner's funds, damaging a partner's credit, etc.¹

Physical Abuse

Physical abuse can range from that which causes bruises to that which causes homicide. Often, physical abuse escalates to frequent and serious assaults.

The following are some examples of physical abuse: hitting, punching, biting, burning, restricting movement, strangulation (causing suffocation), damage to property or valuables, etc.²

Psychological abuse

Psychological or mental violence includes any action that affects the mental health and well-being of a partner, such as: the use of insults, constant criticism, harassment, blaming everything on the victim, being possessive and jealous in the extreme, keeping you away or without contact with family and friends, intimidation and humiliation.

Another type of emotional abuse is stalking, which can be a pattern of seemingly innocent behavior or obviously criminal actions that cause victims to fear for their safety or the safety of their loved ones.³

Sexual Abuse

Sexual abuse includes forcing a partner to perform sexual acts against their will, hurting a partner during sex, coercing a partner to have sex without protection against pregnancy or sexually transmitted diseases, and attempting to engage in sexual activity when the victim is not fully conscious, or is afraid to say no.⁴

1 Woman Against Abuse (n.d.) Types of abuse. Retrieved from: <https://www.womenagainstabuse.org/en-espanol/tipos-de-abuso>

2 Woman Against Abuse (n.d.) Types of Abuse Retrieved from: <https://www.womenagainstabuse.org/en-espanol/tipos-de-abuso>

3 Woman Against Abuse (n.d.) Types of abuse. Retrieved from: <https://www.womenagainstabuse.org/en-espanol/tipos-de-abuso>

4 Woman Against Abuse (n.d.) Types of abuse. Retrieved from: <https://www.womenagainstabuse.org/en-espanol/tipos-de-abuso>

Abuse

The term abuse "is used to indicate all behaviors that deviate from reasonable behavior and involve the improper use of physical or psychological force."⁵

Universal accessibility

It is the activity by which environments, processes, goods, products, services, objects, instruments, devices or tools are conceived or designed, from the origin, in such a way that they can be used by all people to the greatest extent possible.⁶

Training activity

Activity aimed at the acquisition and/or improvement of professional competencies and qualifications, which can be structured in several training modules with their own objectives, contents and duration.⁷

Online harassment

Consists of using technology to threaten, embarrass, intimidate or criticize another person (s) or group of people through personal attacks, disclosure of confidential or false information or other actions. Acts of cyber aggression have specific characteristics which are the anonymity of the aggressor, its speed and scope.⁸

Workplace harassment

Any action, incident or behavior that departs from reasonable conduct in which a person is assaulted, threatened, harmed, injured in the course of or as a direct result of his or her work.⁹

5 Chappell & Di Martino . (2006) Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/meetingdocument/wcms_222231.pdf

6 Accessible City Corporation. (2017) Universal accessibility and design. Retrieved from: <https://www.ciudadaccesible.cl/wp-content/uploads/2017/04/Ficha-1-Accesibilidad-y-dise%C3%B1o-universal.pdf>

7 <https://aenao.com/definiciones-de-formacion-profesional-para-el-empleo/>

8 UNICEF. (n.d.) Cyberbullying: What it is and how to stop it. Retrieved from: <https://www.unicef.org/en/end-violence/ciberacoso-que-es-y-como-detentarlo>.

9 ILO. (2013) Work-related violence and its integration into existing surveys. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/meetingdocument/wcms_222231.pdf

Gender-Based Harassment

Designates violence and harassment that is directed against persons because of their sex, gender identity or gender expression, or that disproportionately affects persons of a particular sex, gender identity or gender expression, and includes sexual harassment.¹⁰

Harassment

Harassment is any inappropriate and unwelcome conduct that could reasonably be expected or perceived to offend or humiliate another person. Harassment may take the form of words, gestures or actions that tend to annoy, alarm, abuse, degrade, intimidate, belittle, humiliate or embarrass another or that create an intimidating, hostile or offensive work environment.¹¹

Coordinated audits

Audit executed by different SAIs that allows to analyze different perspectives on the same topic and, at the same time, to present an overview of how the topic is treated at the national or regional level.¹²

Wage gap

The gender wage gap is the percentage resulting from dividing two quantities: the difference between men's and women's salaries divided by men's salaries. In other words, the wage gap is the lower percentage of salary a woman receives for doing the same job as a man.¹³

Training

A process that enables the trainee to appropriate certain knowledge, capable of modifying the behavior of individuals and the organization to which they belong.

Training is a tool that makes learning possible and therefore contributes to the correction of personnel attitudes in the workplace.¹⁴

10 ILO. Convention 190 (June 2019) Retrieved from: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_code:C190

11 UN WOMEN . (2008) Prohibition of discrimination, harassment, including sexual harassment, and abuse of authority Retrieved from: <https://www.un.org/womenwatch/uncoordinated/antiharassment.html>

12 OLACEFS CCC. (2020) Coordinated Audits Manual, p. 6. Retrieved from: https://docs.google.com/viewerng/viewer?url=https://www.olacefs.com/wp-content/uploads/2020/07/Manual-de-Auditorias-Coordinadas-de-la-OLACEFS_2020.pdf&hl=en

13 UN WOMEN. What is the gender pay gap? Retrieved from: <https://lac.unwomen.org/es/que-hacemos/empoderamiento-economico/epic/que-es-la-brecha-salarial>

14 Maria Jaureguiberry. (n.d.) What is Training? Retrieved from: <https://www.fio.unicen.edu.ar/usuario/segumar/Laura/material/Que%20es%20la%20Capacitaci%F3n.pdf>

Feminized positions/functions

It refers to those positions that have traditionally been held by women, for reasons external to the institution and/or the SAI, for example, cultural factors, greater number of female applicants, or feminization of the type of studies.¹⁵

Masculinized positions/functions

It refers to those positions that have traditionally been held by men, for reasons external to the institution and/or the SAI, e.g. cultural factors, greater number of male applicants, or masculinization of the type of studies.¹⁶

Work climate

Perceptions shared by members of an organization regarding its policies, practices and procedures, both formal and informal.¹⁷

Sex/gender disaggregated data

Data to which cross-classification by gender is applied, thus presenting separate information for each gender. Gender-disaggregated data reflect the roles, actual situations, and general conditions of different people in each aspect of society. When data are not disaggregated, it is more difficult to identify actual and potential inequalities. Disaggregated data are necessary for effective gender analysis.¹⁸

Ethical dilemmas

A decision that requires a choice between competing sets of values and principles, often in complex situations. Ethical dilemmas may arise from equally attractive options that might be justified as "right" in particular situations, and it may not be so easy to discern which might be the "right" option and which might be the "wrong" option or whether the action is legal or illegal. Thus, the ethical choice will be between right and right rather than right and wrong.¹⁹

15 Source: Own creation.

16 Fuente: Creación propia CGR.

17 Reichers & Schneider. (1999), cited in Contreras, Reynaldos and Cardona (2015) Retrieved from: <http://scielo.sld.cu/pdf/enf/v31n1/enf071115.pdf>

18 UN Women. (2016) Let's deepen in terms of gender. Retrieved from: http://onu.org.gt/wp-content/uploads/2017/10/Guia-lenguaje-no-sexista_onumujeres.pdf

19 European Court of Auditors. (2006) Ethics Matters, https://www.eca.europa.eu/Other%20publications/ETHICS/ETHICS_EN.PDF; Cranston, N., Kimber, M., 2004, Public Sector Managers and Ethical Dilemmas

Disability

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.²⁰

Employment Discrimination

Any distinction, exclusion, restriction or preference based on race, color, sex, religion, political opinion, national extraction or social origin which has the effect of nullifying or impairing equality of opportunity or treatment in employment and occupation; (b) any other distinction, exclusion or preference which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation which may be specified by the Member concerned after consultation with representative organizations of employers and workers, where such organizations exist, and with other appropriate bodies.²¹

Cultural diversity

Refers to the multiplicity of forms in which the cultures of groups and societies express themselves. These expressions are transmitted within and between groups and societies. Cultural diversity is manifested not only in the diverse ways in which the cultural heritage of humankind is expressed, enriched and transmitted through the variety of cultural expressions, but also through different modes of artistic creation, production, dissemination, distribution and enjoyment of cultural expressions, whatever the means and technologies used.²²

Racial stereotypes

Preconceptions and generalized prejudices about the attributes or characteristics possessed by people of a certain group, based on the color of their skin, and which sustain limitations to the capacities and faculties of people of a group to make decisions, develop activities and exercise their rights, as well as the persistence of economic, social and political gaps. They are socially defined and shaped by culture and their subsequent naturalization is due to socioeconomic, political, cultural and historical determinants.^{23 24}

20 Convention on the Rights of Persons with Disabilities. <https://www.un.org/esa/socdev/enable/documents/tcccovns.pdf>

21 ILO. Discrimination (Employment and Occupation) Convention Retrieved from: https://www.dt.gob.cl/legislacion/1624/articles-87385_recurso_1.pdf

22 UNESCO. (2005) Convention on the Protection and Promotion of the Diversity of Cultural Expressions, Article 4.1, https://en.unesco.org/creativity/sites/creativity/files/2811_16_passport_web_espdf

23 ECLAC. (2020) Afro-descendants and the matrix of social inequality in Latin America, p. 26, https://repositorio.cepal.org/bitstream/handle/11362/46191/S2000226_en.pdf?sequence=4

24 Inter-American Commission on Human Rights (2019) Compendium on equality and non-discrimination. Inter-American Standards, OEA/Ser.L/V/II.171.Doc. 31, p. 115. Retrieved from: <http://www.oas.org/es/cidh/informes/pdfs/CompendioIgualdadNoDiscriminacion.pdf>

Ethnicity

It refers to a human group that shares an ancestry, as well as customs, and a territory, beliefs, a cosmovision, a language or dialect and a similar symbolic approach to the world, and these shared elements allow it both to identify itself and to be identified by others. It alludes to a collective identity that confers strength as a cultural group both inwardly and outwardly, which does not detract from the fact that it contains within itself its own social, economic and political differentiations.²⁵

Exclusion

It means that certain individuals or groups of people have unequal or disadvantageous conditions in the access to certain goods, services or resources in relation to other people or social groups, who are in privileged positions. In exclusion, marginalized people do not have access (or experience serious difficulties in gaining access) to employment, training, cultural or political opportunities in the society in which they live, to basic services, to the health or social protection system.²⁶

People Management/Human Resources Management

The area of institutional management oriented to the development of people during the working life cycle, the purpose of which is to enhance the talent, motivation and performance of staff members with a view to achieving institutional objectives.²⁷

Vulnerable groups

Certain groups or sectors of society that suffer discriminatory treatment due to a particular condition or situation of historical discrimination. These include indigenous peoples, women, migrants, refugees, stateless persons, victims of human trafficking and internally displaced persons, children and adolescents (hereinafter NNA), human rights defenders, Afro-descendants, persons deprived of liberty, gay, bisexual, lesbian, trans and intersex persons (hereinafter LGBTI persons), persons with disabilities and the elderly.²⁸

Harassment / Sexual Harassment

"Behavior based on sex, of an unpleasant and offensive nature for the person who suffers it. For it to be sexual harassment, the confluence of both negative aspects is necessary: unwanted and offensive."²⁹

25 ECLAC. (2011) *Toolbox for the Inclusion of Indigenous Peoples and afro-descendants in population and housing censuses*. Retrieved from: https://repositorio.cepal.org/bitstream/handle/11362/1446/3/S2011512_en.pdf

26 Ana Arriba González de Durana. (January 2002) *The concept of exclusion in social policy*

27 Source: Own creation.

28 IACHR (2019) *Equality and Non-Discrimination*. Retrieved from: <https://www.oas.org/es/cidh/informes/pdfs/Compendio-IgualdadNoDiscriminacion.pdf>

29 International Labor Organization. (ILO) *Harassment or Sexual Harassment (n.d.)* Retrieved from: <https://www.ilo.org/wcmsp5/>

Inclusion

A process to identify and respond to the diversity of people's needs to improve their skills, opportunities and promote their dignity, especially those who are disadvantaged or vulnerable so that they can participate on an equal footing in society. It is a tool that allows the full realization of rights and the improvement of economic, social, cultural and political conditions for the full participation of all people in society.^{30 31}

Inclusive/Encompassing

That which is adapted or accepted by all people, considering their contexts and diversity, and which promotes the realization of their rights and guarantees their access, permanence and participation in all aspects of public life, as well as in services and opportunities. It involves a set of actions aimed at removing the barriers that limit their equal participation.^{32 33}

Institutionalization of the gender perspective/approach

The gender perspective becomes institutionalized when this approach is integrated into a natural practice within an institution, manifesting itself both at the level of objectives and in its formal and informal activities and rules. It implies recognition of the existence of an unequal system of power relations between genders, and the need to design positive actions to mitigate gender gaps. Institutionalization should not be limited to inclusion or addition to existing structures and objectives, but rather be conceived under a cross-cutting and intersectoral approach.³⁴

Integral measure

An integral measure is understood as one in which different problems are articulated jointly in order to solve an initial situation. In this way, the different areas under consideration are respected, without leaving out central elements such as the reconciliation of private and working life.³⁵

groups/public/---americas/---ro-lima/---sro-san_jose/documents/publication/wcms_227404.pdf

- 30 World Bank. (2013) Social inclusion: key to prosperity for all. Retrieved from: <https://openknowledge.worldbank.org/bitstream/handle/10986/16195/817480WP0Spani0IC00InclusionMatters.pdf?sequence=6&isAllowed=y>
- 31 UN. (2018) United Nations Disability Inclusion Strategy, page 23. Retrieved from: https://www.un.org/en/content/disabilitystrategy/assets/documentation/UN_Disability_Inclusion_Strategy_spanish.pdf
- 32 United Nations Organization. (2018) United Nations Disability Inclusion Strategy, p. 23, https://www.un.org/en/content/disabilitystrategy/assets/documentation/UN_Disability_Inclusion_Strategy_english.pdf
- 33 World Bank. (2013) Social inclusion: key to prosperity for all. C.7, 11. Retrieved from: <https://openknowledge.worldbank.org/bitstream/handle/10986/16195/817480WP0Spani0IC00InclusionMatters.pdf?sequence=6&isAllowed=y>
- 34 OEA. (2021) Institutionalization of a gender approach in the ministries of labor of the Americas. p.3 Retrieved from: <https://www.oas.org/en/CIM/docs/SeguimientoTalleres-G%C3%A9neroTrabajoDecente-EN.pdf>
- 35 Cullin-Grau, N. (2014) Intersectionality in new social policies: an analytical-conceptual approach. Retrieved from: http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1405-10792014000100001

Migrants/Migrant persons

Any person who moves away from his or her usual place of residence either within a country or across an international border, temporarily or permanently, for various reasons.^{36 37 38}

Parity

A political strategy that aims to ensure gender-balanced participation in all spheres of society, particularly in decision-making. In practice, parity translates as the opening of greater spaces for the political participation of women and other sexual and gender diversities.³⁹

Disabled person

A person who has long-term physical, mental, intellectual or sensory conditions that, in interaction with various barriers, may hinder his or her full and effective participation in society on an equal basis with others.^{40 41 42}

Non-binary / gender fluid person

These are people who do not identify solely or completely as female or male; that is, who transcend the female-male binary. Non-binary identities bring together, among other identity categories, people who identify with a single fixed gender position other than female or male, people who partially identify as such, people who flow between genders for periods of time, people who do not identify with any gender, and people who dissent from the very idea of gender.^{43 44 45}

36 International Organization for Migrants. Fundamental Terms on Migration, United Nations Organization. Retrieved from: <https://www.iom.int/es/terminos-fundamentales-sobre-migracion>

37 Organización de las Naciones Unidas Global. Challenges, Migration. Retrieved from: [https://www.un.org/es/global-issues/migration#:~:text=La%20organizaci%C3%B3n%20internacional%20para%20las%20migraciones%20\(OIM\)%20define%20a%20un,2\)%20el%20car%C3%A1cter%20voluntario%20o](https://www.un.org/es/global-issues/migration#:~:text=La%20organizaci%C3%B3n%20internacional%20para%20las%20migraciones%20(OIM)%20define%20a%20un,2)%20el%20car%C3%A1cter%20voluntario%20o)

38 International Organization for Migrants. (2006) International Migration Law. Glossary on migration, United Nations, p. 41. Retrieved from: <https://www.corteidh.or.cr/sitios/Observaciones/11/Anexo4.pdf>

39 Instituto Nacional de las Mujeres. (2007), Gender Glossary, Mexico, Instituto Nacional de las Mujeres, p. 102.

40 Pan American Health Organization, Disability. Retrieved from: <https://www.paho.org/en/themes/disability>

41 Convention on the Rights of Persons with Disabilities. 1.(n.d.) Retrieved from: <https://www.un.org/esa/socdev/enable/documents/tccconvs.pdf>

42 Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities. 1.1 Retrieved from: <https://www.oas.org/juridico/spanish/tratados/a-65.html>

43 Inter-American Commission on Human Rights. (2021) International Day of Trans Visibility: the IACHR calls on States to guarantee the right to gender identity of non-binary persons. Retrieved from: <https://www.oas.org/es/CIDH/jsForm/?File=/es/cidh/prensa/comunicados/2021/079.asp#:~:text=En%20ese%20marco%2C%20la%20CIDH,dentro%20del%20binario%20mujer%20hombres.>

44 Inter-American Commission on Human Rights. (2020) Report on Trans and Gender Different Persons and Their Economic, Social, Cultural and Environmental Rights, OEA/Ser.L/V/II.Doc.239, p. 44. Retrieved from: <https://www.oas.org/es/cidh/informes/pdfs/PersonasTransDESCA-es.pdf>

45 International Organization for Migration and UN Refugee Agency. (2017) Briefing on LGBTI material for participants. Working with lesbian, gay, bisexual, transgender and intersex (LGBTI) people in forced displacement and in a humanitarian context, United Nations, p. 7. Retrieved from: <https://www.acnur.org/5dddec324.pdf>

Refugees

A person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.⁴⁶

Gender perspective

Analytical category focused on describing and highlighting the differences between the life experiences that people have depending on their biological sex and/or gender identity, and which are directly linked to ideas and/or social, cultural, political, economic and legal structures and intersubjectivities, and which impose certain stereotypes and behaviors on biological or gender categories. The gender perspective makes it possible to recognize the differentiated reality experienced by people, due to the system of patriarchal intersubjectivities in force in a social environment, which historically disadvantages women, relegating them to a position inferior to that of men.⁴⁷

Racism

Theory, doctrine, ideology or set of ideas that enunciate a causal link between phenotypic or genotypic characteristics of individuals or groups and their intellectual, cultural and personality traits, including the false concept of racial superiority and that gives rise to racial inequalities and to the notion that discriminatory relations between groups are morally and scientifically justified.⁴⁸

46 United Nations. (1951) Convention relating to the Status of Refugees, art. 1, sect. A, para. 2. Retrieved from: <https://www.acnur.org/5b0766944.pdf>

47 OHCHR. (2015) Tool for the incorporation of the human rights approach and the gender perspective, in the development of sentences related to crimes of femicide and other forms of violence against women. Retrieved from: https://www.ohchr.org/Documents/Issues/Women/WRGS/Herramienta_DHVSG_alta.pdf

48 United Nations. (2002) World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance. Declaration and Program of Action, paragraph 2, page 13. Retrieved from: https://www.ohchr.org/Documents/Publications/DurbanDecProgAction_enp.pdf

Race

Concept that has been constructed and used to justify the differentiations between human groups based on phenotypical aspects, and that alludes to the taxonomic division of the human genus based on biological, morphological and physiological distinctions. As Stavenhagen (2001) argues, the term "race" has been used "not as an empirically demonstrated biological referent, but as a social construction that takes as classification criteria some visible biological traits." However, genetic biology has proven that the human species does not possess this racial division, and that all human beings share the same biological traits.⁴⁹

Gender roles

Set of behaviors and expectations that condition the activities, tasks and responsibilities of people and hierarchize and value them in a differentiated manner according to biological sex. They are divided into productive roles (activities carried out in the public sphere to produce goods and services that generate income and recognition), reproductive roles (social reproduction activities that guarantee the well-being and survival of the family, such as domestic and care activities), community management roles (activities that ensure the provision and maintenance of resources for collective consumption) or community policy roles (leadership at the community level, which generates power or status).^{50 51}

Segregation

Marginalization, exclusion or discrimination to which a person or group of people may be subjected on racial, social, political, religious or cultural grounds. Segregation can manifest itself in selective access to work, health, education, basic resources or private property by privileged social groups to the detriment of others.⁵²

Awareness raising

A way of generating awareness of an issue among staff members through different activities.⁵³

49 ECLAC. (2011) Toolbox for the Inclusion of Indigenous Peoples and afro-descendants in population and housing censuses. Retrieved from: https://repositorio.cepal.org/bitstream/handle/11362/1446/3/S2011512_en.pdf

50 International Labor Organization, What are gender roles? (n.d.) Retrieved from: <https://www.oitcenterfor.org/en/p%C3%A1gina-libro/%C2%BFqu%C3%A9-son-roles-g%C3%A9nero#:~:text=Son%20los%20comportamientos%20aprendidos%20en,y%20valorizarlas%20de%20manera%20diferenciada.>

51 Instituto Nacional de las Mujeres, Glossario para la igualdad, consulta en línea. (n.d.) Retrieved from: <https://campusgenero.inmujeres.gob.mx/glosario/terminos/roles-de-genero>

52 Inter-American Commission on Human Rights (February 2019) Compendium on equality and non-discrimination: inter-American standards.

53 The UN Agency for Refugees (2018) Awareness raising: why is it necessary? Retrieved from: https://eacnur.org/blog/sensibilizacion-por-que-es-necesaria-tc_alt45664n_o_pstn_o_pst/

Sexism

Any act, gesture, visual representation, spoken or written word, practice or behavior, developed in the public or private sphere, that has as its basis the idea that a person or group of people is inferior because of their sex, that occurs in the public or private sphere, online or in person, with the purpose or effect of:

- i. violating the inherent dignity or rights of a person or group of persons; or
- ii. to cause physical, sexual, psychological or socioeconomic harm or suffering to a person or group of persons; or
- iii. creates an intimidating, hostile, degrading, humiliating or offensive environment; or
- iv. that constitutes an obstacle to the autonomy and full realization of the human rights of a person or group of persons; or
- v. maintains and reinforces gender stereotypes.

Sexism results in humiliation and a degrading social environment for those who suffer it, limiting their opportunities and activities, whether in the work environment, in the public or private sphere, or online.⁵⁴

Sex

Biologically determined characteristics, with genetic, hormonal, anatomical and physiological particularities on the basis of which people are classified at birth as male or female. Intersex persons are those whose body has a combination of male and female biological characteristics.^{55 56 57}

54 Council of Europe. (2019) Recommendation CM/Rec(2019)1 of the Committee of Ministers to member States on preventing and combating sexism. Retrieved from: <https://rm.coe.int/cm-rec-2019-1e-sexism/1680a217ca>

55 Lampert Grassi, María del Pilar (2017) Evolución del concepto de género: Identidad de género y la orientación sexual, Biblioteca del Congreso Nacional de Chile. Retrieved from: <https://www.camara.cl/verDoc.aspx?prmTIPO=DOCUMENTOCOMUNICACIONCUENTA&prmID=56104>

56 Organization of American States (2012) Sexual Orientation, Gender Identity, and Gender Expression: Some Relevant Terms and Standards, p. 3. Retrieved from: http://www.oas.org/dil/esp/cp-cajp-inf_166-12_esp.pdf

57 Organization of American States (2019) Guide for the comprehensive care of LGBTIQ+ adults, victims of human trafficking in Guatemala, p. 10. Retrieved from: <https://www.oas.org/ext/es/seguridad/red-prevencion-crimen/Recursos/Biblioteca-Digital/ArtMID/1698/ArticleID/2693/userid/-1/Gu%C3%ADa-para-la-Atenci%C3%B3n-Integral-a-People-LGBTIQ-Major-de-Edad-V%C3%ADctimas-de-Trata-de-People>

Caregiving Tasks

Activities that regenerate people's physical and emotional well-being on a daily and generational basis. It includes the daily tasks of managing and sustaining life, such as maintaining domestic spaces and goods, caring for bodies, educating and training people, maintaining social relations or providing psychological support to family members. Care giving activities are usually associated with women and girls, and are not compensated monetarily.⁵⁸

Unpaid work

Those activities that are performed without payment. It mainly includes domestic work and care work for children, the elderly, people with disabilities and/or sick people.⁵⁹

Ethical values

They define what is important and should drive the decisions of SAIs and SAI staff, thus, they are a guide for behavior incorporating them in daily work and particular situations. ISSAI 130 sets out 5 core ethical values, namely integrity, integrity, integrity and objectivity, competence, professional behavior, confidentiality and transparency.⁶⁰

Victimization

The Policy adopts this term in reference to the phenomenon called "secondary victimization" which refers to "negative psychological, social, legal and economic consequences resulting from the interaction between the victim and the criminal legal system," in this case, the criminal legal system would be the one where the victim comes to report. If this interaction causes psychological harm or suffering to the victims involved on the part of the institutions in charge of providing care and responding to the complaint, it should be considered "a serious undesirable effect of the justice system and an instance of secondary victimization of the victims."⁶¹ Likewise, the following are considered part of these effects: lack of speed in the procedures; stigmatization and questioning of the information provided by the victim; lack of privacy at the time of filing the complaint, as well as in any other procedure that leads to avoid the complaint or to abandon the one already filed.⁶²

58 Care in Latin America and the Caribbean in times of COVID 19. Towards comprehensive systems to strengthen response and recovery"- UN Women - ECLAC (2020) https://www.cepal.org/sites/default/files/publication/files/45916/190829_en.pdf

59 UN-Women (2015) Recovered from: <https://onuhabitat.org.mx/index.php/labores-de-cuidado-y-trabajo-domestico-no-remunerado>

60 INTOSAI (2019) ISSAI 130, <https://www.issai.org/pronouncements/issai-130-code-of-ethics/>

61 Frank Steward Orduz Gualdrón. (2015) VICTIMIZATION and SEXUAL VIOLENCE IN the ARMED CONFLICT IN COLOMBIA, p. 5. Retrieved from: <https://www.redalyc.org/pdf/3396/339643529009.pdf>

62 Universidad de Concepción. Retrieved from: <https://protocolo.fondefgeneroudec.cl/glosario/>

Violence in the workplace

Violence in the workplace is defined as when the personnel of a workplace suffer abuse, threats or attacks in circumstances related to their work activity, which implicitly or explicitly endanger their safety, well-being or health (physical and/or psychological). It includes both physical violence (physical aggression on the worker or causing damage to the person's property) and psychological violence (intimidation, threats, and other behaviors likely to cause psychological and moral damage).⁶³

Psychological violence

Intentional use of power, including the threat of physical force, against another person or group that may cause harm to physical, mental, spiritual, moral or social development. Includes verbal abuse, intimidation/harassment, harassment and threats.⁶⁴

Violence

Intentional use of physical force or power, actually or threatened, self-inflicted, or against another person or a group or community, that causes or has a high likelihood of causing injury, death, psychological harm, developmental impairment or deprivation.⁶⁵

63 ILO. (2002) Framework Guidelines for Addressing Occupational Violence in the Health Sector.

64 International Labor Office. (2013) Work-related violence and its integration into existing surveys https://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/meetingdocument/wcms_222231.pdf

65 WHO. (2002) World Report on Violence and Health.



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