

# Evaluation of Civil Servants' Capability on Gender Equality and Policy Suggestions: Focus on the Senior Civil Service

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## I . Introduction

### 1. Research necessity and purpose

Recent innovation of the government and the effect of Me\_Too campaigns requires the changes in the status and role of senior civil service(henceforth SCS). In particular, there is a high demand to include the improvement of gender discrimination and gender equal environment as agenda of innovation in the organizational culture of the government (EIGE, 2016a; UN Women Training Centre, 2016: 10; Lee et al., 2017: 17). 40 per cent of agendas which were raised for the national petition to the Blue House and gained more than 200,000 people's consent have turned to be about gender related issues (KWDI press release, 5<sup>th</sup> July 2019: 1-2). As gender issues have become the major agenda for the innovation of the government, the demand that organizational culture in the government should improve gender discrimination and build gender

equal environment is getting higher.

SCS are the primary decision maker of policies in office and bureau, and at the same time a role model for junior civil servants to look at and learn from, making a great impact on public offices. As such, it is necessary for SCS to enhance the awareness of gender equality and strengthen capability of gender equality (De Beeck and Hondeghem, 2010: 12-17; EIGE, 2016b: 6-7).

Also, in order to increase institutional effectiveness of gender mainstreaming, which aims to achieve substantial gender equality, it is necessary to evaluate the current gender equality capability of civil servants and find the ways to strengthen it. In particular, it needs to study on SCS who have a large entitlement of decision making and play a primary role in forming organizational culture.

This study aims to evaluate the gender equality capability(henceforth, GEC) of SCS at central administrative bodies and metropolitan councils and examine policy needs so as to find policy suggestions to strengthen GEC.

## 2. Research contents

### ○ Mapping a GEC model of SCS

- It explores factors of GEC required for SCS at the level of heads of offices and bureaus in central administrative bodies and metropolitan councils and analyses cases of a capability model from a gender perspective.

### ○ Evaluation of SCS's GEC and examination of policy needs

- Using the GEC model, it evaluates GEC of SCS and does research



on policy needs required to strengthen capability.

- Examination and analysis on domestic and overseas cases to strengthen GEC of SCS
  - Examination and analysis on domestic and overseas good institutions or education programmes to learn lessons from to strengthen GEC of SCS
- Finding policy suggestions to strengthen GEC of SCS

### 3. Research methods

- Literature review and collection and analysis of administrative documents on SCS and GEC
- Interviews with 25 experts as well as SCS at the level of heads of offices and bureaus in central administrative bodies and metropolitan councils
- Questionnaires with 524 general civil servants under grade 5 as well as SCS at the level of heads of offices and bureaus in central administrative bodies and metropolitan councils
- Domestic and international case studies about GEC of SCS
- Consultant meeting with experts

### 4. Expected effects and limits

- It has made a GEC model focused on SCS in central administrative bodies and metropolitan councils, and developed evaluation tool(questionnaires).

- It has evaluated GEC of SCS in central administrative bodies and metropolitan councils, and examined policy needs. .
- While defining the concept and composing factors of GEC of SCS, there is a limit that differences in types of affiliated bodies between SCS at the national level and SCS at the level of heads of offices and bureaus in metropolitan councils have been thoroughly reflected.

## II . Theoretical discussion on the capability model of senior civil service and its evaluation

### 1. Concept of senior civil service(SCS) and the changes in its roles

#### ☐ Concept of SCS

- In this study, SCS is defined as those who take a position higher than at the level of heads of offices and bureaus in central administrative bodies and metropolitan councils

#### ☐ Changes in the role of SCS with changes in administrative environments

- Occurrence and intensification of new administrative demands
- Increase in the demands to improve performance-focused organizational operation
- Increase in the demands to strengthen civil servants' individual capability and professionalism

## 2. Conceptualization of the gender equality capability of senior civil service and the tools of evaluation

□ Definition and composing factors of gender equality capability(GEC)

○ Examining the definitions of GEC suggested by the European Institute for Gender Equality(2016a), the Gender Competence Center in Germany(2020), the Victorian State Health Promotion Foundation in Australia(VicHealth, 2016:1-3), and the UN Women Training Centre(2016), this study conceptualizes GEC as follows.

- GEC of SCS means the capability to take responsibility for the achievement of gender equality while playing a primary role as SCS in organizational management, leading changes, achieving goals of governmental administration, to undertake gender mainstreaming with aim to achieve gender equality in policies and society, and to manage the organization gender equally.
- Composing factors of GEC are responsibility for gender equality, methodological professionalism to undertake gender mainstreaming, and gender equal organizational management.

〈Table 1〉 Definition and Composing Factors of Gender Equality Capability of Senior Civil Service

Categories		Gender Equality Capability of Senior Civil Service
Definition		<ul style="list-style-type: none"> <li>• The capability to take responsibility for the achievement of gender equality while playing a primary role as SCS in organizational management, leading changes, achieving goals of governmental administration, to undertake gender mainstreaming with aim to achieve gender equality in policies and society, and to manage the organization gender equally</li> </ul>
Composition	Responsibility for gender equality	<ul style="list-style-type: none"> <li>• Capability to regard gender equality as a primary task of organization and oneself and take responsibility for the achievement of gender equal society</li> </ul>

Categories		Gender Equality Capability of Senior Civil Service
	Methodological professionalism	<ul style="list-style-type: none"> <li>• Capability to comprehend and use adequate methods and tools to undertake gender mainstreaming, to examine and produce, if necessary, data to judge gender discrimination or gender equality, and to apply it to one's job</li> </ul>
	Gender equal organizational management	<ul style="list-style-type: none"> <li>• Capability to build up and operate governance to pursue organizational policies toward gender equality, to examine different gender features necessary to manage organizational management and culture, and to manage the organization gender equally</li> </ul>

#### □ Evaluation tool and features of GEC

- Based upon the KAS(Knowledge, Attitudes, Skills) model to evaluate GEC, developed by the UN Women Training Centre(2016), and the conception and composing factors of GEC of SCS, we have developed the evaluation tool for GEC of SCS.

〈Table 2〉 Evaluation tool of GEC of SCS

Composition	Example of detailed index	Criteria
Responsibility for gender equality	K : Understanding the necessity of leadership considering gender features A : Listening to opinions of men and women staffs S : Using diverse methods to address issues of gender discrimination	1-5
Methodological professionalism	K : Understanding institutions of gender-sensitive data, gender impact assessment, and gender budget A : Usefulness of institutions such as gender impact assessment to pursue gender equality policies S : Skill to collect, use, and interpret gender equality related data	1-5
Gender equal organizational management	K : Responsibility of organizational management to reduce stereotypes of conventional gender roles A : Consideration of gender equality policies in the allocation of budget and human resources S : Building organizational culture with gender equal partnership	1-5

Composition	Example of detailed index	Criteria
Organizational capability for gender equality	<p>K : Vision or goal for the achievement of gender equality</p> <p>A : Preparation for institutional mechanism to increase SCS's responsibility for gender equality</p> <p>S : Development of gender equality policies to address the issues of gender discrimination</p>	Yes/ No

### III. Evaluation of gender equality capability of senior civil service and the results of research on policy demands

#### 1. Research outline

##### A. Outline of interviews

- It has undertaken interviews with 25 experts as well as SCS at the level of heads of offices and bureaus in central administrative bodies and metropolitan councils.

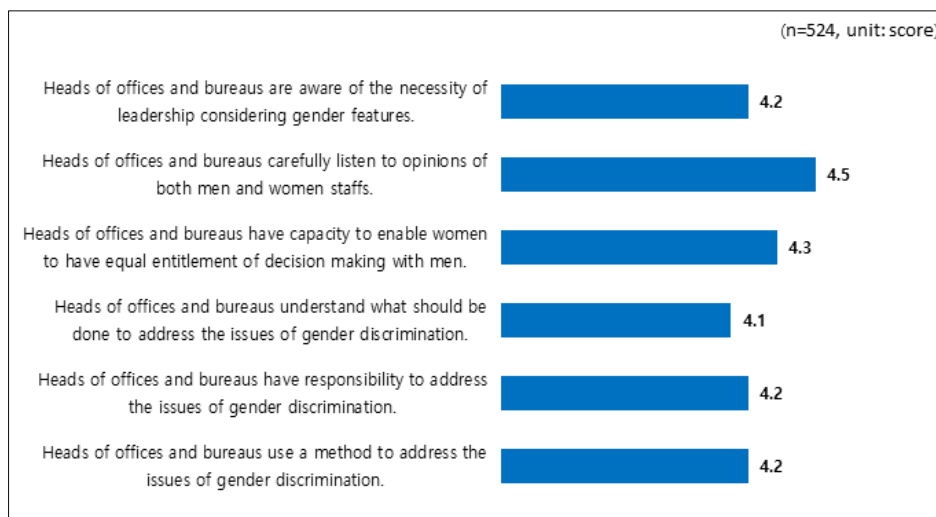
##### B. Outline of questionnaires

- In order to comprehend GEC of SCS at the level of heads of offices and bureaus and policy demands to strengthen their GEC, it has done a survey with general civil servants under grade 5 as well as SCS at the level of heads of offices and bureaus in central administrative bodies and metropolitan councils with the total 524 respondents.

## 2. Evaluation of gender equality capability of senior civil service: Individual capability

### A. Responsibility for gender equality

- Capability of responsibility for gender equality is to regard gender equality as a primary task of organization and oneself and take responsibility for the achievement of gender equal society. In the results of six questions, all responses turn higher than four scores out of the full score five.



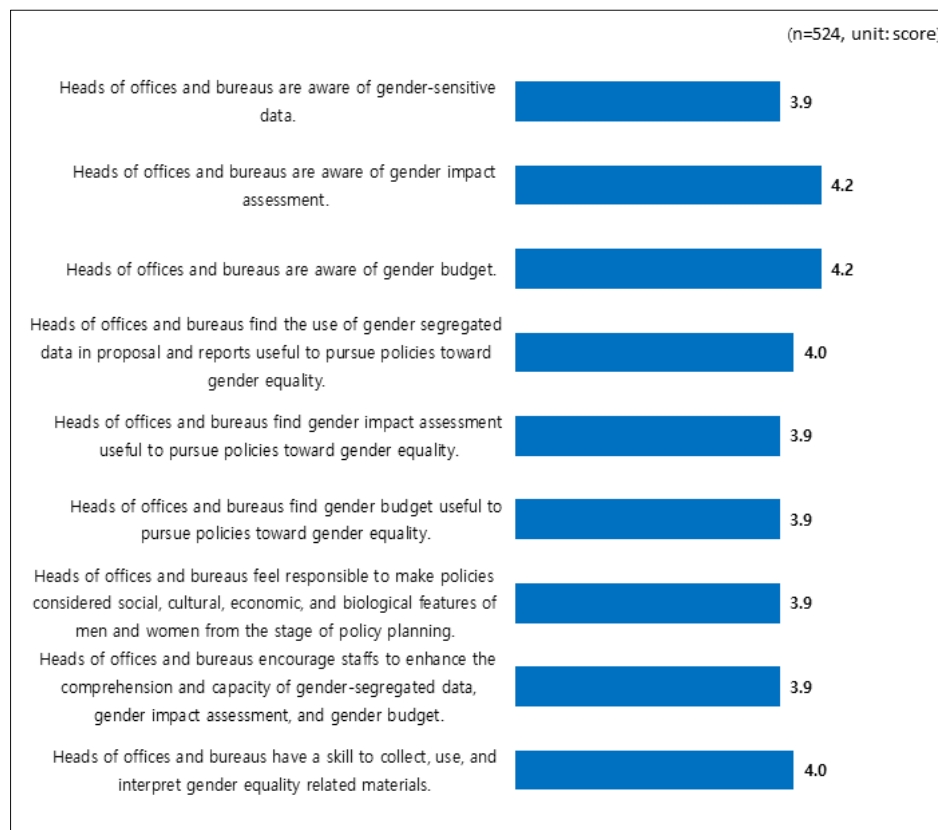
Footnote: 1. Absolutely Not ~ 5. Absolutely

[Figure 1] SCS's Capability of responsibility for gender equality

### B. Capability of methodological professionalism to undertake gender mainstreaming

- Nine questions have been suggested to examine SCS's Capability of Methodological professionalism to undertake gender mainstreaming with a scale of five scores. The results show that there are four

questions to have responses with more than four scores out of the full score five on average, and the rest five questions all have 3.9 scores on average.



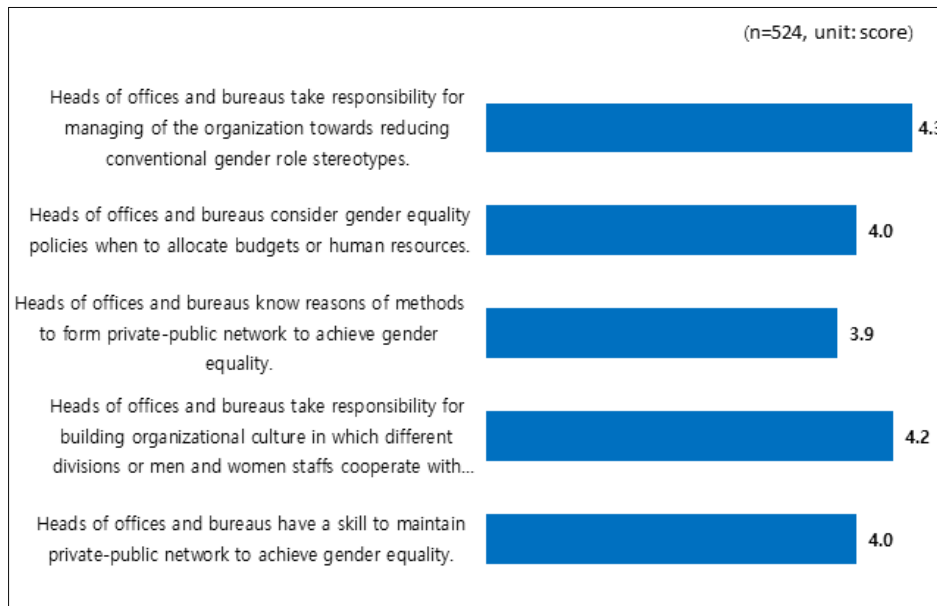
Footnote: 1. Absolutely Not ~ 5. Absolutely

[Figure 2] SCS' Capability of methodological professionalism to undertake gender mainstreaming

### C. Capability of gender equal organizational management

- Five questions have been suggested to examine SCS's capability of gender equal organizational management with a scale of five scores. The results show that there are four questions to have responses with

more than four scores out of the full score five on average except one with 3.9 scores on average.



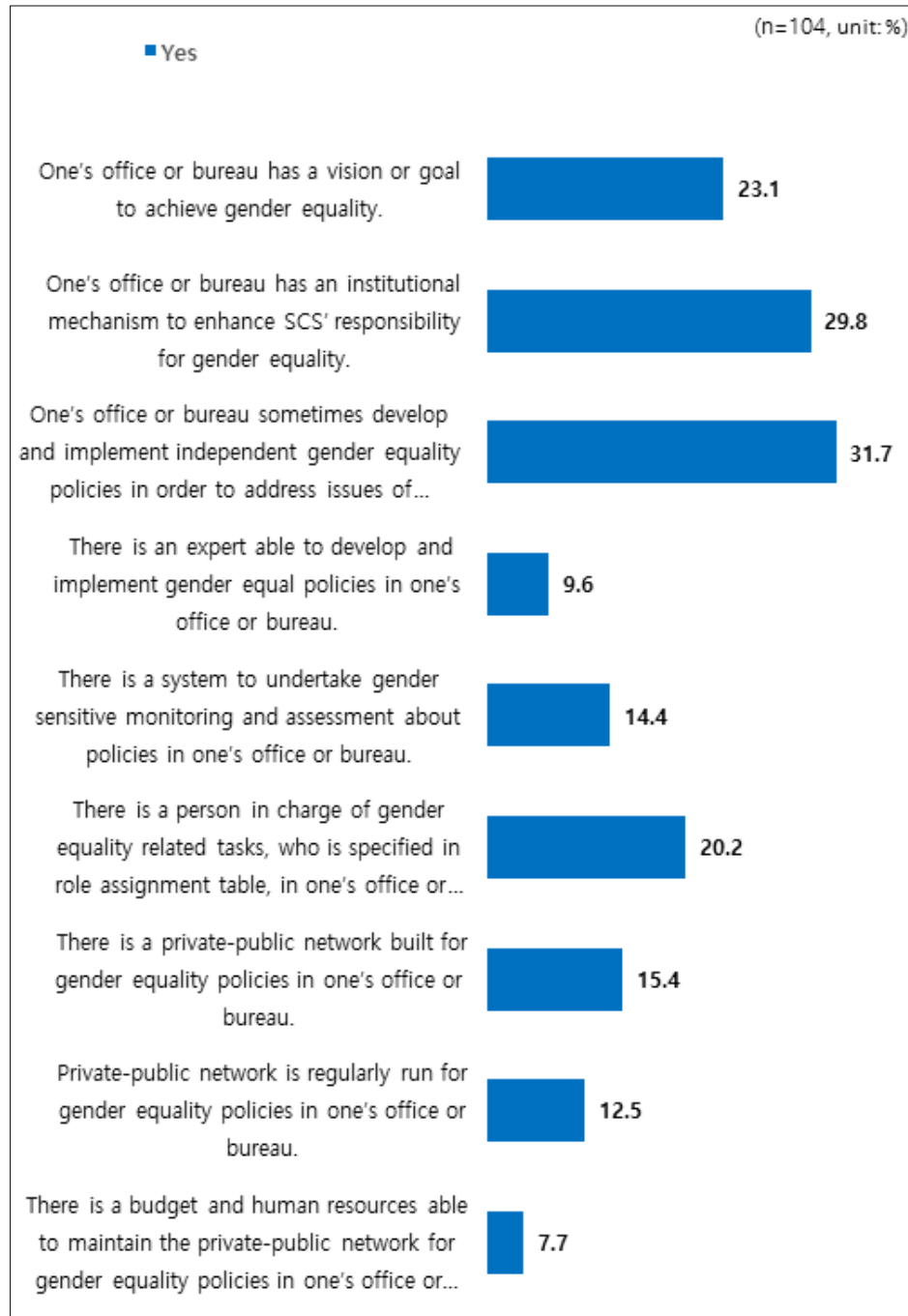
Footnote: 1. Absolutely Not ~ 5. Absolutely

[Figure 3] SCS' capability of gender equal organizational management

### 3. Evaluation of organizational capability for gender equality in affiliated office and bureau

- Nine questions have been given only to SCS, in order to understand institutional and environmental capability necessary for policies and implementing strategy in offices and bureaus to enhance gender equality and women's entitlement with either yes or no choices.
- The rate to respond that all nine questions are relevant turns very low with 7.7 to 31.7 per cent.



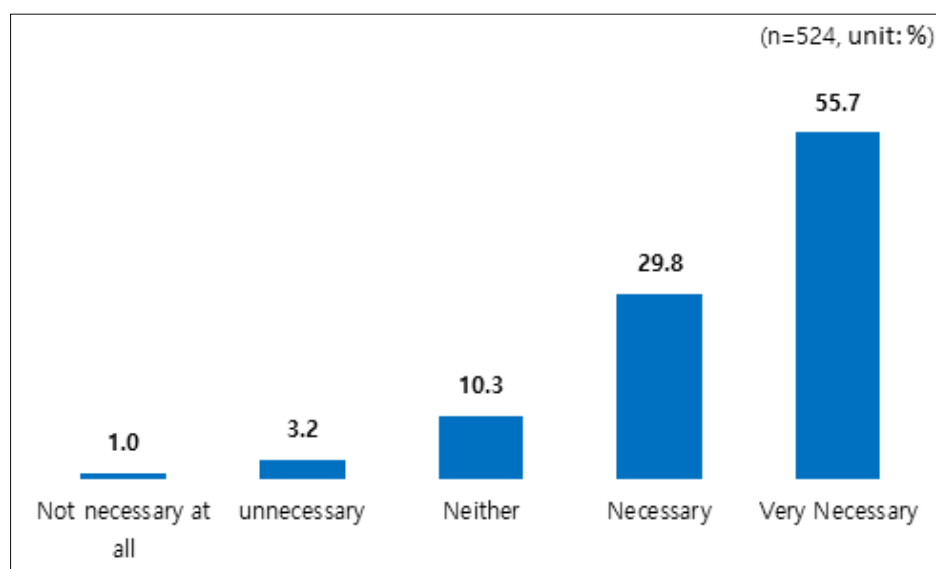


[Figure 4] Capability of gender equality in affiliated office and bureau

#### 4. Necessity to strengthen the gender equality capability of senior civil service and policy needs

##### A. Necessity to strengthen GEC

- As for the question of how necessary they think to strengthen GEC with a spectrum of five scores, the response turns very high with 4.4 scores on average.



Footnote: 1. Not Necessary At all ~ 5. Very Necessary

[Figure 5] Necessity for SCS to strengthen GEC

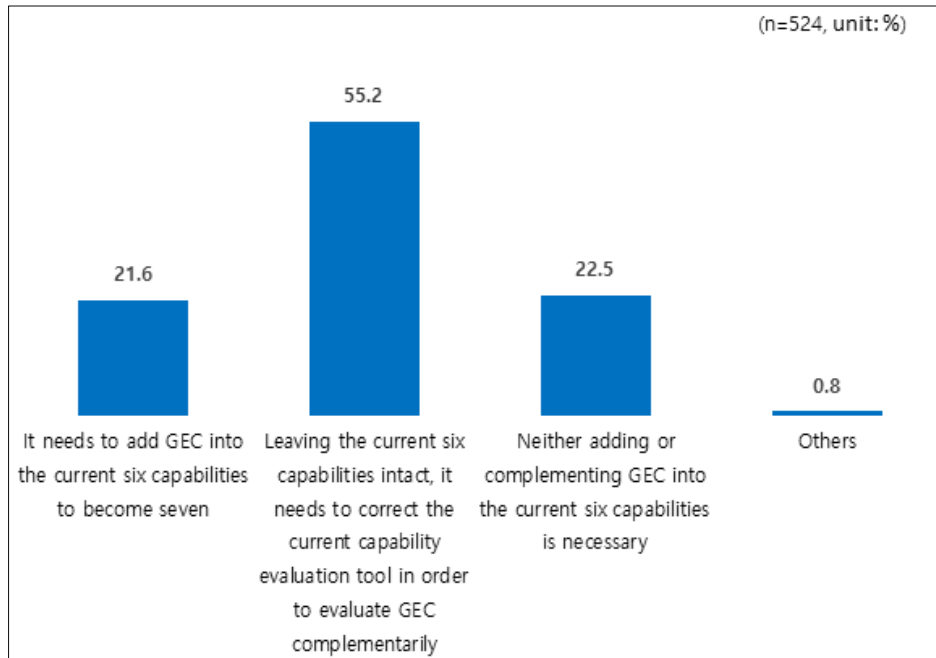
- As for the question of how necessary they think to strengthen GEC, most respondents have pointed social demands for gender equality and changes in policy themes, the expansion of women in public offices for primary motivations.
- Basic attitude and awareness of civil servants cannot be treated as personal problem, but the capability to lead a change in line

with social changes and the policy theme of the government project.

- Those interviewees who have been former and current SCS state that the interests and will of the National Assembly, the Blue House, the head of the organization are critical for SCS at the level of heads of offices and bureaus to have a gender perspective, and that they are affected by the articles dealt with issues of gender equality or written from a gender perspective by the press.

#### B. Necessity to improve the current SCS' capability model

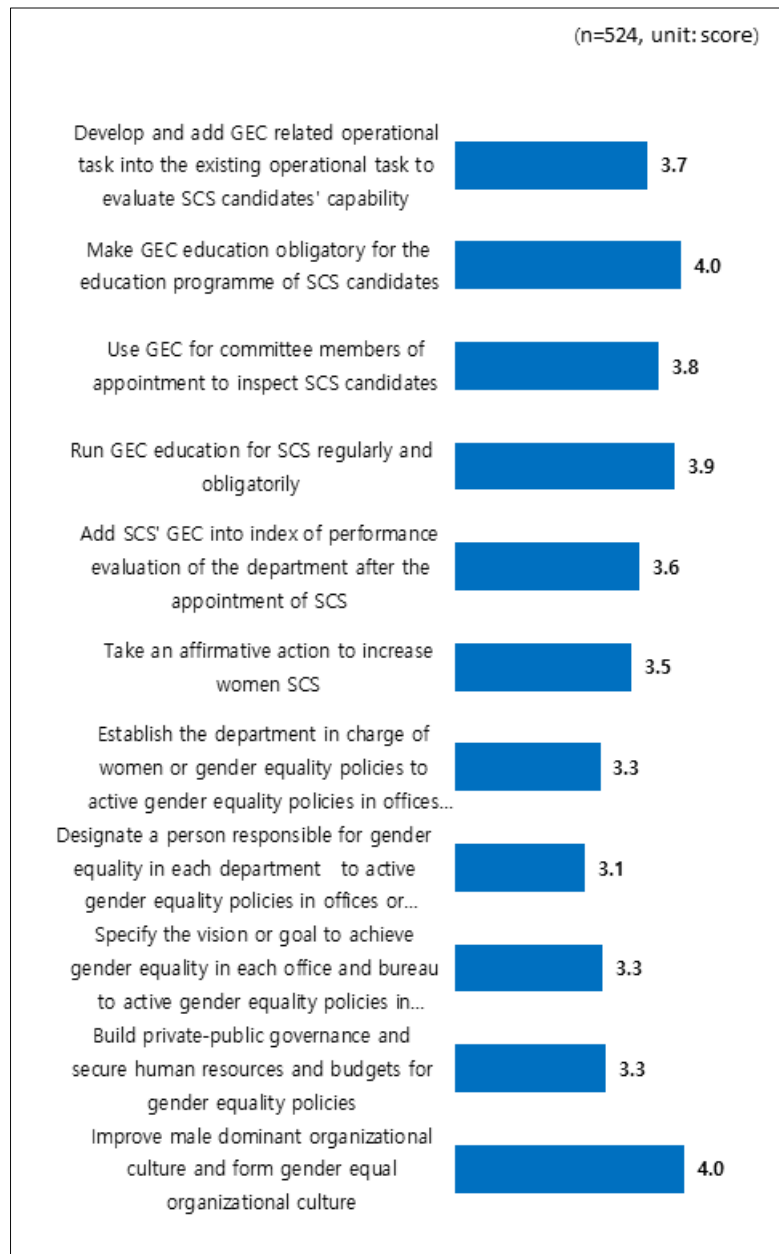
- The questionnaire in this study has asked if it is necessary to add a factor of GEC into the current capability models, which are employed to the SCS at the national level and to the 3<sup>rd</sup> ranked local civil servants, in order to strengthen GEC.
- As a result, the rate of the response that while the current six capabilities remain intact, it needs to correct the current capability evaluation tool in order to evaluate GEC complementarily, appears the highest with 55.2 per cent. The response that it is necessary to add GEC into the current six capabilities to become seven also turns high with 21.6 per cent.
- In order to strengthen GEC of SCS, 76.8 per cent of the total respondents have agreed that the current capability model needs improving so as to adequately verify GEC even from the stage to appoint SCS.



[Figure 6] Necessity to improve the current SCS' capability model

### C. Policy needs to strengthen SCS' GEC

- Eleven questions which have been developed through interviews with civil servants, literature review, and consultant with experts, have been suggested to ask what policies are necessary to strengthen SCS' GEC with a spectrum of five scores. There are two questions with four scores on average, five with 3.5 to 3.9 on average, and four with 3.1~3.4 on average.



Footnote: 1. Not Necessary At all ~ 5. Very Necessary

[Figure 7] Policy needs to strengthen SCS' GEC

- It examines on which policies amongst 11 policy tasks suggested to strengthen SCS' GEC need to be put the most priority with three choices.
  - The results of the questionnaires show that make GEC education obligatory for the education programme of SCS candidates has the highest response with 27.3 per cent, followed by improve male dominant organizational culture and form gender equal organizational culture (for instance, democratic communication, improvement of drinking culture) with 26.0 per cent, develop and add GEC related operational task into the existing operational task to evaluate SCS candidates' capability with 14.1 per cent, run GEC education for SCS regularly and obligatorily (for instance, four hours annually) with 12.6 per cent.
  - In the results of interviews, emphasis has been placed on the need to give gender education to SCS and improve the ways to evaluate capability in the stage of appointing SCS.

#### IV. Overseas and domestic cases to form the foundation to strengthen gender equality capability of senior civil service

##### 1. Domestic cases of institutional operation

- The Department of Personnel Renovation is implementing Five-year Plan to Appoint Women Managers (2018-2022), which increase the proportion of appointed women SCS from 6.8 per cent in 2018 to 10 per cent in 2022, based on the first Basic Plan of the Balanced Personnel (2018-2022).

- In order to carry out a systematic and organizational implementation of gender equality policies, eight central government departments establish and run a gender equality policy officer in the Ministry of Education, the Ministry of Justice, the Ministry of National Defence, the Ministry of Culture, Sports and Tourism, the Ministry of Health and Welfare, the Ministry of Employment and Labor, the Supreme Prosecutor's Office, and the National Police Agency.

## 2. Overseas cases

- ☐ European Institute for Gender Equality(EIGE): Guideline for the institutional transformation through gender mainstreaming
- It suggests the approach of the institutional transformation to the substantial achievement of gender mainstreaming and put forwards a guideline for each stage in which the practical process to lead to the institutional transformation in the policy making is divided into thirteen stages including plan, implementation, and evaluation and follow-ups (EIGE, 2016a: 12-46).
- ☐ Gender mainstreaming education of the Finnish government: Project of Gender Glasses
- The project of Gender Glasses is three staged gender mainstreaming education project done to civil servants in all the department from 2007 to 2011, which aims to enable staffs in administrative bodies to have a basic understanding of the principles of gender mainstreaming and to have a skill to evaluate how gendered impacts can occur in the policy making process (EIGE, 2020).

## V. Policy suggestions to strengthen gender equality capability of senior civil service

### 1. Reflection of gender equality capability in the capability model of senior civil service

- ☐ Maintaining the current SCS capability model: Improvement of the definition of capability
- ☐ Leaving six components for the current SCS model intact, it is to incorporate a perspective of gender equality into the explanation to define each capability.

〈Table 3〉 Maintaining the current SCS capability model: Improvement of definition

Type of capability		Improvement of definition
Thinking	Identifying a problem	<ul style="list-style-type: none"> <li>- Capability to perceive and identify a problem through understanding and analysing information, and to clarify the essence of the problem by analysing diverse issues related to the problem.</li> <li>◦ Capability to perceive and identify a problem through understanding and analysing information on gender issues, and to clarify the essence of the gender problem by analysing diverse issues related to the problem.</li> </ul>
	Strategic thinking	<ul style="list-style-type: none"> <li>- Capability to set up a long-term vision and goal, and to assure the ways to take an initiative by clarifying the priorities of alternatives in order to implement it.</li> <li>◦ Capability to set up a long-term vision and goal for gender equality, and to assure the ways to take an initiative by clarifying the priorities of alternatives in order to implement it.</li> </ul>
Work	Outcome-oriented	<ul style="list-style-type: none"> <li>- Capability to seek for diverse ways to maximize outcome of a given task, and to pursue effectiveness and efficiency in the process of achieving the goal.</li> <li>◦ Capability to seek for diverse ways to get outcome of a given task gender equally attained, and to provide a equity of opportunity so as not to prevent a certain sex from being excluded or biased and achieve the goal of outcome.</li> </ul>



Type of capability		Improvement of definition
	Management of changes	<ul style="list-style-type: none"> <li>- Capability to understand the direction and trend in circumstantial changes, and to enable an individual or organization adequately to get accustomed or react to the changed situation.</li> <li>◦ Capability to understand the demands of the times and trend to make the society substantially gender equal in circumstantial changes, and to enable an individual or organization adequately to get accustomed or react to the changed situation about gender.</li> </ul>
Relation ship	Customer satisfaction	<ul style="list-style-type: none"> <li>- Capability to recognize the other party as customer, to understand what he or she wants, and to make an efforts to meet their needs.</li> <li>◦ Capability to acknowledge that the other parties are women and men, to recognize that they may have disparities in social, economic, and cultural realities and biological differences, to understand that their needs may vary by gender, and to make an efforts to meet their needs reflected of such differences.</li> </ul>
	Coordination and integration	<ul style="list-style-type: none"> <li>- Capability to identify interests of stake-holders and conflicts and to suggest a rational solution by judging from a balanced perspective.</li> <li>◦ Capability to identify if there are gender differences in interests of stake-holders and conflicts and to suggest a rational solution by judging from a balanced perspective.</li> </ul>

Footnote: In the improvement of definition, contents in ‘-’ are the definition suggested in the current capability model, and those in ‘◦’ have an additional definition related to GEC.

☐ Expanding the SCS capability model: Adding GEC

○ It is a solution to add GEC separately into the current SCS capability model with three areas and six capabilities, so that it is composed of four areas and nine capabilities.

〈Table 4〉 Expanding the SCS capability model: Adding GEC

Type of capability		Definition
Thinking	Identifying a problem	– Capability to perceive and identify a problem through understanding and analysing information, and to clarify the essence of the problem by analysing diverse issues related to the problem.
	Strategical thinking	– Capability to set up a long-term vision and goal, and to assure the ways to take an initiative by clarifying the priorities of alternatives in order to implement it.
Work	Outcome-oriented	– Capability to seek for diverse ways to maximize outcome of a given task, and to pursue effectiveness and efficiency in the process of achieving the goal.
	Management of changes	– Capability to understand the direction and trend in circumstantial changes, and to enable an individual or organization adequately to get accustomed or react to the changed situation.
Relation ship	Customer satisfaction	– Capability to recognize the other party as customer, to understand what he or she wants, and to make an efforts to meet their needs.
	Coordination and integration	– Capability to recognize the other party as customer, to understand what he or she wants, and to make an efforts to meet their needs.
(added) gender equality	Responsibility for gender equality	– Capability to designate gender equality as a primary task of the organization and oneself and to take responsibility for making society gender equal.
	Methodological professionalism	– Capability to comprehend and use adequate methods and tools to undertake gender mainstreaming, to examine and produce, if necessary, data to judge gender discrimination or gender equality, and to apply it to one's job
	Gender equal organizational management	– Capability to build up and operate governance to pursue organizational policies toward gender equality, to examine different gender features necessary to manage organizational management and culture, and to manage the organization gender equally

## 2. Development and use of practical assignment to assess gender equality capability of senior civil service

☐ Example to develop an operational task to evaluation SCS' GEC

- Since GEC of SCS has a strong tendency about value and attitude, an operational task which is composed of a task of a one-to-one performance, such as presentation and a role play, have been developed.

〈Table 5〉 An example of an operational task (imaginary): Outline one to one performance

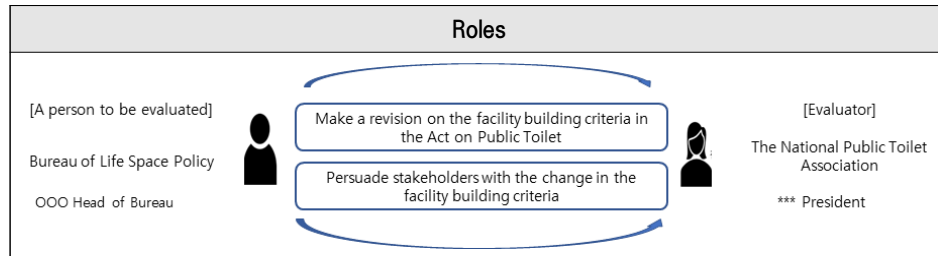
Outline one to one role performance		
<input type="checkbox"/> Expected task <ul style="list-style-type: none"> <li>○ Theme of presentation: Making criteria to establish public toilets</li> <li>○ Theme of a role play: Interview about the changes in the criteria to establish public toilets</li> </ul>		
<input type="checkbox"/> Capability to evaluate one to one performance <ul style="list-style-type: none"> <li>○ Presentation is to evaluate responsibility for gender equality, methodological professionalism, and a role play to evaluate gender equal organizational management.</li> </ul>		
Capability to evaluate	Presentation	Role play
Responsibility for gender equality	○	
Methodological professionalism	○	○
Gender equal organizational management		○
<input type="checkbox"/> Operation of one to one role playing (provisional) <ul style="list-style-type: none"> <li>○ Comprehension and writing up (90 mins)</li> <li>○ Preparation for interviews (20 mins)</li> <li>○ Evaluation (25 mins) <ul style="list-style-type: none"> <li>- Presentation (7 mins)</li> <li>- Q&amp;As about presentation (5 mins)</li> <li>- Role play (13 mins)</li> </ul> </li> </ul>		

〈Table 6〉 An example of an operational task (imaginary): Introduction of a task

Introduction of a task
<p><input type="checkbox"/> This task is one to on role play</p> <ol style="list-style-type: none"> <li>1. A person to be evaluated identifies diverse references about an imaginary situation,</li> <li>2. Reads reference documents requiring oneself to make a decision, and comprehend the contents,</li> <li>3. Make a presentation about solutions on the currents issues related to a task and persuade.</li> </ol> <p><input type="checkbox"/> Guide of evaluation process</p> <ul style="list-style-type: none"> <li>• 90 mins : Comprehension of a task and writing up of answer</li> <li>• 7 mins : Presentation</li> <li>• 5 mins : Q&amp;As</li> <li>• 1 mins: Role play</li> </ul> <p><input type="checkbox"/> Cautions for a person to be evaluated</p> <ul style="list-style-type: none"> <li>• The reference suggested in this task has reflected reality and reformulated to be relevant to the purpose of evaluation. Even if the content is somewhat different from the reality, you should make a solution with regard to given situation.</li> <li>• Please consider yourself as the person of the role suggested by the reference, and make your best to complete the task.</li> </ul>

〈Table 7〉 An example of an operational task (imaginary): Mock situation and role

Mock situation
<p>It is Tuesday, 9<sup>th</sup> December 2025</p> <p>You are ***, the head of the Bureau of Life Space Policy(BLSP) in the Ministry of Interior and Safety. As the former head was transferred, you were appointed a week ago. The department has gender equal culture settled and is in the middle of making a positive introduction of gender impact assessment in order to incorporate a gender perspective into the process of policy implementation. In this regard, the BLSP has decided to make an entire change of the criteria to build facilities, such as toilet, when the Act of Public Toilet is reformed. Then you should explain why it is necessary to change the criteria of building facilities like toilet and announce a specific building criteria.</p> <p>And it is necessary to go and see the president *** of the National Public Toilet Association, which is a main stakeholder in the process of changing criteria of building facilities like toilet due to the reform of the Act on Public Toilet. Hence, you, as the head of the BLSP, need to identify the stances of stake holders about the new facility-building criteria and draw a mediation plan which is possible to make a consensus by answering questions of the president *** and persuading him or her.</p>



□ An example of a rating scale to evaluate SCS' GEC(provisional)

○ When one to one role play is employed to the evaluation SCS' GEC as an operational task, the evaluator observes behavioral features of the person to be evaluated, makes an assessment with a scale of five scores, and writes up the explanation of the assessment.

〈Table 8〉 Rating scale to evaluate SCS' GEC(provisional)

Scale of 5 scores	Definition	Explanation of evaluation
5	Excellent	<ul style="list-style-type: none"> <li>Based on the clear understanding of the shift toward gender equal society, one can explain the necessity of changing criteria of building a public toilet or of establishment of centre to support the growth of social enterprise at a village level with objective materials.</li> <li>One can make a systematic suggestion of implementation plan necessary to achieve the goal of gender equality and of optimized plan by analysing pros and cons of alternatives.</li> <li>With thorough understanding about stakeholders' stances, one can suggest a mediated plan, in which all get involved in the shift toward gender equal society, therefore making a partnership.</li> </ul>
4	Good	<ul style="list-style-type: none"> <li>In between excellent and neither</li> </ul>
3	Neither	<ul style="list-style-type: none"> <li>One's understanding of the shift toward gender equal society is ordinary, and one can make a suggestion on the necessity of changing criteria of building a public toilet or of establishment of centre to support the growth of social enterprise at a village level; however, the rationale is somewhat ambiguous.</li> <li>One can make a suggestion of implementation plan necessary to achieve the goal of gender equality, but the criteria to select the optimized plan and the rationale are somewhat insufficient.</li> </ul>

Scale of 5 scores	Definition	Explanation of evaluation
		<ul style="list-style-type: none"> <li>One identifies the stances of stakeholders and puts forward a mediated plan. Yet, the suggestion of the mediated plan to get those stakeholders involved is somewhat weak.</li> </ul>
2	Not very good	<ul style="list-style-type: none"> <li>In between neither and poor</li> </ul>
1	Poor	<ul style="list-style-type: none"> <li>One lacks the understanding of the shift toward gender equal society, and has failed to make a suggestion on the necessity of changing criteria of building a public toilet or of establishment of centre to support the growth of social enterprise at a village level.</li> <li>There is no systematic structure in the implementation plan necessary to achieve the goal of gender equality, and neither analysis on pros and cons of alternatives nor suggestion of an optimized plan.</li> <li>One has failed to identify the stances of stakeholders and to suggest a mediated plan to get those stakeholders involved.</li> </ul>

### 3. Development and use of checklist for self-evaluation of gender equality capability of senior civil service

- It is suggested to develop and use self-checklist that SCS candidates or current SCS can measure one's level of GEC and based upon its result, they can enhance insufficient capabilities.

〈Table 9〉 Example of SCS GEC self-checklist

I usually do my job like this		Not all ..... Very much				
		1	2	3	4	5
1	I allocate programmes or budgets with consideration of a departmental goal of gender equality.					
2	I am aware of the necessity of leadership considered gender features.					
3	I feel responsible to consider social, cultural, economic, and biological features of men and women in making policies from a stage of planning.					
4	I carefully listen to opinions of men and women staffs.					

I usually do my job like this		Not all ..... Very much				
		1	2	3	4	5
5	I feel responsible to reduce conventional gender role stereotypes in the management of the organization; for instance, paternity leave and strengthening of women staff's leadership.					
6	I find the use of gender statistics in relevant proposals or evaluation reports useful in order to implement policies for gender equality.					
7	I feel responsible to address the issues of gender discrimination.					
8	I feel responsible to build an organizational culture with a gender equal partnership and cooperation between departments and between men and women staffs.					
9	I use methods to address the issues of gender discrimination; for instance, allocation of women to primary tasks, improvement of group dining culture, and so on.					
10	I find gender impact assessment useful to pursue policies toward gender equality.					
11	I encourage staffs to enhance the comprehension and capacity of gender-segregated data, gender impact assessment, and gender budget; for instance, the provision of participating in education, encouragement of analysis and assessment, and so on.					
12	I find gender budget useful to pursue policies toward gender equality.					
13	I have a skill to make women's decision-making power equal to men's.					
14	I have a skill to collect, use, and interpret gender equality related materials.					
15	I am aware of reasons and methods to build private-public networks with aim to achieve gender equality.					

〈Table 10〉 Example of scoring results of self-checklists of SCS GEC

Specific capabilities	Number of items	Evaluation scores	Total sum of specific capabilities	Total sum
Responsibility for gender equality	2			Total sum of converted scores (1 to 3)
	4			
	7			
	9			
	13			
Converted scores 1(Total sum of specific capabilities/5)				
Methodological professionalism	3			
	6			
	10			
	12			
	14			
Converted scores 2(Total sum of specific capabilities/5)				
Gender equal organizational management	1			
	5			
	8			
	11			
	15			
Converted scores 3(Total sum of specific capabilities/5)				

#### 4. Development and implementation of education programme to strengthen gender equality capability of senior civil service

- Make the GEC education to SCS and SCS candidates obligatory and increase the hours of related education
- Develop the contents for GEC for SCS candidates or new and current SCS



- Develop teaching methods that are optimized to SCS and effective to GEC
- Foster profession lecturers who can give GEC to SCS
- Support a budget to activate SCS' GEC

#### **5. Inclusion of gender equality capability in the assessment of performance management of senior civil service**

- In order to activate GEC in the SCS' actual working process, GEC should be included and inspected in the system of performance evaluation, such as a goal of SCS performance management or a rating scale of work performance.
- As SCS are supposed to be evaluated according to Article 7(evaluation targets) and 7.2(evaluation items) in the Regulation on the Evaluation of Civil Servants' Performance, it can be suggested that GEC should be reflected into the composition of evaluation items.

#### **6. Building up infrastructure to enhance organizational capability for gender equality**

- Planning and implementation of systematic education to strengthen GEC to all civil servants by each position
- Formation of gender equal organizational culture
  - As the results of interviews and questionnaires articulate that it is urgent to improve male dominant organizational culture and form gender equal organizational culture, it is necessary to identify

organizational culture that all organizational members take part in changing, and find the ways and make efforts to improve.

- In order to enhance SCS' GEC, it is identified in the interviews and questionnaires that it is very critical to make the composition of organization gender-balanced. Hence, a systematic management should be made to enable women civil servants to continue to develop leadership capability and build a career in the main tasks, in order to increase women's representation.

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