TECHNICAL ASSISTANCE FOR PROMOTING DECENT FUTURE OF WORK APPROACH WITH A FOCUS OF GENDER EQUALITY

GENDER MAINSTREAMING GUIDELINE

HRD OS
HUMAN RESOURCES
DEVELOPMENT
OPERATING STRUCTURE

WEglobal

REPUBLIC OF TURKEY
MINISTRY OF LABOUR
AND SOCIAL SECURITY

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THE OBJECTIVE OF THIS GUIDELINE

This Guideline provides a basic understanding of gender mainstreaming, together with a roadmap to integrate gender into any policy. While it draws from many learned reference documents, it is intended to provide a no-nonsense, quick and practical guide for policy-makers, to ensure that the gender issue is not overlooked but is embedded in the design of new policies and strategies.

SOME BASIC CONCEPTS

Gender equality means that the rights, responsibilities and opportunities of individuals do not depend on whether they are born male or female. **Gender mainstreaming** is not a policy in itself, but a **strategy**, a **tool** to reach Gender Equality in the society. It enables policies respond more effectively to the needs of all citizens – women and men, girls and boys. A **political commitment** for gender equality and **a compatible legal framework** are the basic conditions for the development of a successful gender mainstreaming strategy. In addition to concrete objectives and targets in the strategy, gender mainstreaming requires **a clear action plan.**

It has to be acknowledged that, at the present time, despite efforts to redress imbalances and inequalities, women remain under-represented in business globally – just one example is the fact that fewer than 25% of board members of Fortune 500 companies are women. Gender mainstreaming seeks to shine a spotlight on women's issues and gender equality, and to embody these into all social and economic policy developments. The Fortune 500 experience shows that those countries which have already adopted gender mainstreaming as a core policy function, have to accept that it is still 'work in progress' and that there is a long way to go before the ideal of full equality will be achieved.

Women's empowerment concerns women gaining power and control over their lives. It is another important strategy to reach gender equality. Gender mainstreaming and women's empowerment are therefore two complementary strategies. Implementing gender mainstreaming initiatives in an organisation does not imply that targeted activities are no longer needed. Women's empowerment efforts should continue together with gender

mainstreaming efforts. Gender mainstreaming should be carried out in a manner which is empowering for women.[1]

A DEFINITION OF GENDER MAINSTREAMING

The United Nations (UN) define gender mainstreaming as:

"… the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to reach Gender Equality."[2]

According to the European Institute for Gender Equality (EIGE), gender mainstreaming has **two main dimensions**: i) integrating a gender perspective into the content of the different policies, and ii) addressing the issue of representation of women and men in the given policy area.

Gender responsive content means how gender relates to the content of policy measures, to gain a better understanding of how women and men would benefit from them. A gender responsive policy ensures that the needs and interests of all citizens, women and men, are equally addressed. To identify gender inequalities, it is also important to consider the impact of gender-based stereotypes and traditional gender roles. In education, this could mean gender stereotypes might influence subjects that girls and boys choose to study and can affect their future career choices; this can also lead occupational segregation among women and men.

Still in the field of education, it is important to look at the proportion of women and men teachers and the proportion of women and men in decision-making

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[1] UNDP Gender Mainstreaming Made Easy: Handbook For Programme Staff
[2] The Report of the Economic and Social Council for 1997. United Nations, 1997

positions: more balanced representation of both women and men would bring in different experiences and improve decision-making process.

GLOBAL COMMITMENTS TO GENDER MAINSTREAMING

The UN's Beijing Declaration and Platform for Action (PFA) on Gender Equality and Women's Empowerment, (1995) provided the first global commitment to gender mainstreaming as the methodology by which women's empowerment and gender equality will be achieved in societies. The PFA identified 12 areas of critical concern - education, health, violence against women, conflict, power and decision making, institutional mechanisms, human rights, media, management of natural resources and children and youth. It requires that "an active and visible policy of mainstreaming a gender perspective into all policies and programmes should be promoted so that before decisions are taken an analysis is made of the effects on women and men respectively"[3].

The European Union (EU) recognises equality between women and men as a fundamental right, a core value of the EU and a necessary condition for the achievement of the EU objectives of growth, employment and social cohesion. The European Commission's (EC) Gender Equality Strategy (2020-2025) adopts mainstreaming gender perspective in all EU policies and programmes as an essential tool to reach the goal of gender equality.

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[3] Beijing Platform for Action on Gender Equality and Women's Empowerment (1995)

SOME PRACTICAL EXAMPLES OF GENDER BIAS IN LANGUAGE

Language not only reflects the way we think but also shapes the thinking of listeners or readers and influences their beliefs and behaviour. Language can be divided into gender-discriminatory and gender-neutral, as illustrated by the following examples:

Gender-Discriminatory Language	Gender-Neutral Language
Mankind	Humanity
Men - Man	People
He	He and she, He/she
Ombudsman	Ombudsperson, Ombud's, Ombud
Congressmen	Members of Congress
Girlfriend, Boyfriend	Partner, Significant other
Wife, Husband	Spouse
'The official shall carry out his duties'	Use plural forms: 'Officials shall carry out their duties'
Chairman	Chair
Spokesman	Press officer, a representative for ..., speaking for …
Businesswoman, Businessman	Businessperson, Business Executive
Steward or Stewardess	Flight Attendant
Bayan	Kadın*

*A classical example of gender-insensitive language, in Turkish, is to call a woman 'bayan' (lady) instead of 'kadın' (woman) while calling a man 'erkek' (man) in the same context.

Gender-neutral language is not gender-specific and considers people in general, with no reference to women or men. It is also called gender-blind language.

Gender-discriminatory language is the opposite of gender-neutral language. It includes words, phrases and/or other linguistic features that foster stereotypes, or demean or ignore women or men. At its most extreme it fails to treat the genders as equal in value, dignity, integrity and respect. **Sexist language** is the same as gender-discriminatory language. However, there is a subtle difference in how people use the terms: sexist language is commonly seen as language that the user intends to be derogatory.[4]

Indirect gender discrimination reinforces stereotypical roles and prejudices – the idea that a woman's place is in the home, caring for her family. 'We are looking for a deliveryman with full availability to work in the area of...', implies that the job can only be fulfilled by a man, since a woman is less likely to drive and to be available because she will have family responsibilities which will impact on her availability. By the same token, women are often not considered as candidates for jobs as mechanics, operators, electricians, or other jobs traditionally carried out by men. Conversely, men can be excluded as applicants for jobs traditionally done by women, such as childcare, domestic work, and office cleaning.

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[4] https://eige.europa.eu/sites/default/files/20193925_mh0119609enn_pdf.pdf

A WORD ABOUT STEREOTYPES

Stereotypes are generalised images about people within a society. A gender stereotype assigns characteristics and determines roles to women and men that are limited by their gender. Stereotypes about gender often take one of two forms:

- ✓ Assuming all members of an occupation share a gender - e.g. assuming all engineers are men, all secretaries are women, all doctors are men and all nurses are women.

- ✓ Assuming that all members of a gender share a characteristic ('all women love shopping', 'boys don't cry').

It can be hard to avoid stereotyping people. It's easy to generalise, saying 'the English are always polite' or 'all the French love food' or 'Italians are dreadful drivers': it's a form of linguistic shorthand. When applied to gender, however, stereotypes can become a real problem. Saying 'women are less practical than men' can create an environment in which girls grow up to assume that they may, indeed, be less practical and this can limit the choices they make for their futures. Hence, it may come as no surprise that far fewer women enrol onto technical courses in Turkey than men. Given that future work is likely to be more focussed towards engineering and ICT, this is not a healthy situation.

INTEGRATING GENDER INTO THE POLICY-MAKING PROCESS[5]

Gender mainstreaming builds a gender dimension explicitly in all policy sectors. Gender equality is no longer viewed as a 'separate question', rather it becomes a concern for all policies and programmes. Furthermore, a gender mainstreaming approach does not look at women in isolation, but looks at women and men both as actors in the development process, and as its beneficiaries.

Women and men have different experiences in life and their needs in public life are also different. Gender mainstreaming makes public policies respond more effectively to the needs of all citizens — women and men, girls and boys. Gender mainstreaming makes public interventions more effective and ensures that inequalities are not perpetuated.

Practical gender mainstreaming is about running through a checklist of questions to ensure you have not overlooked anything. It is **about asking the right questions** so that you can see where limited resources should best be diverted. Gender mainstreaming is a necessary process for achieving gender equality in the most effective and efficient manner.

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[5]http://www.undp-aciac.org/publications/other/undp/gender/RBEC_GM_manual.pdf.

CASE STUDY 1: UK LAWS ON RECRUITMENT

- ✓ To encourage greater inclusivity in the labour market, the UK introduced a series of Laws over time, including the Equality Act of 2010.
- ✓ Under this Law, employers are forbidden to discriminate on grounds of gender, age or physical ability when advertising or interviewing for vacancies: failure to comply can lead to stiff financial penalties.
- ✓ During the interviewing process, the principle is that no question can be asked of a woman that would not be asked of a man – e.g. 'are you married?'; 'do you have children?'; 'who looks after your children when you're at work?'; do you expect to start a family?'.
- ✓ If a woman (or a person with disabilities or an older candidate) considers that the questioning at interview was discriminatory, they have the right to sue the company/organisation and seek financial redress through industrial tribunals.

CASE STUDY 2: CHILE'S LAW ON POSTNATAL PARENTAL LEAVE

- ✓ In Latin America, women are regarded as caregivers from childhood, which often excludes them from education and employment and creates for them a future without social protection.
- ✓ Chile introduced modern instruments of labour legislation to promote shared care among employees: Law 20545/2016 modifies rules on maternity and paternity postnatal leave.
- ✓ Objectives pursued: more time for women workers to spend with their children; the extension of care guarantees to more women workers; and the power for fathers to participate more actively in the care of their children.
- ✓ The State became the guarantor of the right for co-responsibility and regulated frameworks and mechanisms for articulation of supply
- ✓ Businesses are compelled to adhere to regulations and provide private services with quality standards or face financial penalties.
- ✓ Civil society is involved in policy monitoring.

CASE STUDY 3: BRAZIL'S PENSION SCHEME

- ✓ Women are in the majority among older adults in Latin America but, with a few exceptions, they are underrepresented among the pensioned population. Brazil has been a pioneer in affirmative action since 1999.
- ✓ Brazil enshrined social security as a right for all and provided that social security benefits cannot be lower than the minimum wage. It also instituted mandatory coverage for rural women workers (previously social security covered only male heads of family) and for domestic workers.
- ✓ The resulting pension system is a Pay-As-You-Go scheme but with defined contributions. In this system, people can retire for reasons of age (still different for women and men) or length of contribution (into the pension scheme) period.
- ✓ Women need to make 5 fewer years of contributions, as an affirmative action measure to compensate for inequalities.
- ✓ The benefits calculation in the general regime applies a pension factor. This is a mandatory calculation formula for pensions based on the contribution period and it uses a gender-neutral mortality table.
- ✓ In the case of retirement for age reasons, the pension factor can be applied if the beneficiary so wishes. The reference value for calculating the pension is 80% of the best monthly earnings (and not those of the last, or last few, months) - of special importance to women whose earning may have been affected by maternity breaks.

TURNING THEORY INTO PRACTICE

In this Guideline, the gender mainstreaming process is divided into **10 steps,** with every step described with the help of tools, checklists and exercises, and all steps linked to the policy-drafting process. At each step there are some questions to answer and to act as guides along the gender mainstreaming path. These steps help to translate the theory of gender mainstreaming into practice. These Guidelines as a whole can be seen as a **checklist** to identify what activities you have implemented and what activities you need to implement further.

Step 1. A Mainstreaming Approach to Stakeholders - The Initial Questions

At this first step you need to identify your stakeholders. The stakeholders and their approach to gender issues will determine the outcome of your policy or project. For this purpose, you need to ask 4 main questions:

- ✓ Who are the stakeholders?
- ✓ Do they include individuals or groups with a "gender perspective"?
- ✓ Is there gender balance among the involved institutions in policy making?
- ✓ Where is gender expertise available?

For gender mainstreaming you need to identify the 'gender' stakeholders and include them throughout the policy or project cycle. Multiple stakeholders will bring greater accountability, their different views will provide 'checks and balances', and negotiating these competing views will result in better policy-making. If your stakeholders do not have gender perspective and are reluctant to integrate gender concerns into policy-making then you need to convince them about the importance of gender and justify why gender should be integrated in policy.

Your policy-making group should consist equal number of women and men. If there is strong gender imbalance among stakeholders or in policy-making group, you need to involve more people from under-represented gender - women or men. Otherwise, it will prove very difficult to reflect different needs and opinions of women and men in the policy-making process.

Stakeholders with gender expertise will help you to identify suitable entry points for gender mainstreaming and to implement a mainstreaming approach in project and policy-making cycle. Even bringing this expertise is a basic step of mainstreaming. Gender expertise might be internal, but the use of special external expertise might be considered as well.

Step 2. Mainstreaming a Gender Agenda - What is the Issue?

For this step you need to identify the main development issue. The appropriate questions to be asked are:

- ✓ What is the subject of your project or the policy?
- ✓ Does this issue affect men and women in different ways?

The subject needs to be examined from a gender perspective in order to identify and justify necessary gender mainstreaming initiatives.

If women and men are differently affected by a particular development issue then these differences need to be analysed. Gender Analysis is a vital part of clarifying the gender dimension of the issue.

GENDER ANALYSIS

Gender analysis, enables you to understand whether your interventions are really contributing to the promotion of gender equality and socially just human development or not. You need to carry out gender analysis in every stage of the gender mainstreaming process:

Writing a project/policy document:
- ✓ Will the proposed project/policy contribute to existing gender inequalities?
- ✓ Does the proposed project/policy break down or challenge existing gender inequalities?
- ✓ What options should be considered to strengthen a gender perspective?

Monitoring a project/policy:
- ✓ Is the process of implementation gender equitable?
- ✓ Is there any progress towards the gender equality objectives articulated in the project design?

Evaluating any gender issues that have arisen:
- ✓ To what extent have the gender equality objectives met?
- ✓ Have there been any unexpected or unintentional gendered effects of the project/policy?

Like the whole gender mainstreaming process, gender analysis is also about asking right questions and answering them. Gender analysis differs from other research or analyses because it is specifically informed by baseline theories about gender roles, relations and equality. The application of baseline gender theories is supported by **specific analytic tools** which are known as gender analysis frameworks such as:

- Harvard Analytical Framework,
- DPU Frameworks Gender Analysis Matrix (Moser Framework, Levy Framework),
- Longwe Equality and Empowerment Framework,
- Capacities and Vulnerabilities Framework (CVA),
- People-Oriented Framework,
- Social Relations Framework).

In Step 2, you need to identify gender issues in the policy area you are looking at - you start to look through the 'gender lens'.

Step 3. Moving Towards Gender Equality - What is the Goal?

Following identification of the subject of your policy or project you need to identify your goal and ensure that it is gender-sensitive, asking yourself:

- Is the goal disaggregated by gender?
- Does the goal include a broader commitment to improving gender equality?

If women and men have different needs then the goal of the policy or project should meet the needs of both women and men. These are "corrective goals" which meet the practical needs of both men and women.

The policy and project goal should also be examined in the light of gender equality. If elements of the institutions, structures or principles hinder de factor gender equality then goals should address these elements. These are "transformative goals" which transform institutions and structures to reach gender equality. Goals will be converted into targets and objectives then you will develop concrete policy interventions.

Step 4. Mapping the Situation - What Information Do We Have?

In order to assess your level of knowledge about the concerned policy area you need to map the current situation. A mapping exercise helps you to identify 'what you know' and 'what you don't know' about that policy area and prior, ongoing and planned interventions in the same sector or policy area.

Mapping the situation will indicate where a gender mainstreaming perspective is required: either existing policies may need to be amended to include a gender perspective or new policies may need to be developed. It also identifies where gaps exist in your current level of information regarding the concerned policy area.

Mapping Exercise

It helps you fill the gaps by undertaking necessary research but avoiding "reinventing the wheel". You need to review the researches and studies which have already been done. It will not suggest possible policy solutions or interventions rather it will help you understand the "tools" you have to work with in order to ensure gender mainstreaming. E.g. government documents, government policy and legislation, research reports, indicators, NGO activities).

Policy Review from a Gender Perspective

Once mapping the situation an in-depth policy review from a gender perspective should be carried out to assess the gender sensitivity of current public policy and programmes. For the policy review you need to ask three questions:

- Is there a statement of political will for enhancing gender equality at the national (regional and local) level?

   A policy document (national, regional or local) which states the government's commitment to gender equality is an important document. It will provide justification for gender mainstreaming efforts in sectoral policies. So, you need to review gender equality commitments of government then identify who is assigned to carry out gender mainstreaming and how.

- Do ministries or departments have specific policies for gender mainstreaming?

   Review relevant policy documents (Ministerial or Sectoral) for commitment to gender equality. Check *who is* assigned to carry out gender mainstreaming and *how*; see if there are concrete goals, objectives and indicators of success.

- Do policies in each sector or policy area reflect a gender perspective?

   Review all policies and programmes in a specific sector or policy area in order to assess their gender sensitivity.

Legislative Review from Gender Perspective

A review of legislation should also be carried out to assess the gender sensitivity of current legislations. This review can be outsourced to someone with both legal and gender expertise.

(*Different gender-related self-assessment questionnaires can be found in the Gender Assessment Tool (on page 30, 46, 72) listed in the Bibliography of this Guideline*).

Step 5. Refining the Issue - Research and Analysis

After mapping the current situation and identifying where gender mainstreaming is required then you need to conduct a research to fill the existing information gaps.

↘ Identify research question:

You need to identify a concrete and specific question for policy making.

↘ Determining necessary inputs:

Research can be conducted in-house or can be outsourced. You need to decide according to your budget, technical capacity and expertise.

↘ Commissioning research:

You can use a checklist to evaluate research proposals:

- Actors.
- Subjects.
- Methodology.
- Analytical Axes.
- Theoretical Framework.
- Credibility.

Step 6. Formulating Policy/Project Interventions from a Gender Perspective

Following the completion of the research (data collection and analyses), you will have the appropriate evidence to help you reach your goal. To ensure a gender perspective, a gender impact assessment (GIA) should also be conducted for each policy option. GIA evaluates the social consequences and impacts of a public policy, before its implementation, in order to see its possible outcomes in terms of gender inequality. It also examines how men and women are (or will be) differently affected by actions or situational factors. The results of GIA should be considered when weighing each policy option.

Gender Impact Assessment Checklist:
- ✓ What benefit will the option bring to both men and women?
- ✓ What cost will the option inflict on both men and women?
- ✓ How do both female and male stakeholders perceive the option in terms of its costs, benefits, acceptability and practicality?
- ✓ What might be the wider consequences be of failing to adopt gender-sensitive option?

After weighing these factors, you can formulate your intervention. At this step you need to develop a policy or project document.

Step 7. Arguing Your Case - Gender Matters!

Developing arguments is an important aspect of gender mainstreaming. Because decision-makers may resist to devote scarce resources to gender equality, you need to be able to convince them that gender is an important focus, and that an investment in gender equality will pay off.

There are different arguments for adopting a gender approach and for promoting gender equality in projects and policies. These arguments fall into one of the six categories:
- ✓ Justice and equality
- ✓ Credibility and accountability
- ✓ Efficiency and sustainability
- ✓ Quality of life
- ✓ Alliances
- ✓ Chain reaction

Step 8. Monitoring - Keeping a (Gender-Sensitive) Eye on Things

Monitoring is an indivisible aspect of gender mainstreaming. You need to set goals and develop indicators to measure the progress towards meeting those targets.

Three aspects of monitoring include:

⮮ Levels of Monitoring

✓ Monitoring **progress** towards fulfilling goals and objectives: you need to develop indicators which tracks the delivery of outputs (activities) and outcomes (impact).
✓ Monitoring the implementation **process:** you need to develop targets and indicators which track the gender sensitivity of the process itself.

⮮ Gender-Sensitive Monitoring Plans

Plans for monitoring is essential to monitor the progress and the implementation process so, you should develop and include them in outline of your intervention.

✓ Who is responsible for monitoring?
✓ How other stakeholders will participate in monitoring?
✓ When monitoring will take place?
✓ What tools will be used to record observations and review progress?

⮮ Gender-Sensitive Targets and Indicators

Targets make our **goals** concrete. Concrete **targets** will also increase the possibility to divert concrete resources. Your targets should be progressive but realistic; time-bound and measurable. They should also be gender-sensitive: they need to consider the needs of both women and men in a policy area.

Progress in achieving targets can be monitored by the help of **indicators**. Effective indicators should be comparable over time; comparable with other countries/ regions/ audiences; measurable; precise; selective and representative.

In gender mainstreamed policies and projects all indicators should be disaggregated by gender wherever possible.

In order to develop (quantitative and qualitative) indicators, you need to:

- ✓ Ask the right questions.
- ✓ Determine the information needed to answer the question.
- ✓ Identify the source of such information.

Step 9. Evaluation - How/What Did We Do and What Happened?

Following the monitoring you need to evaluate what you have monitored. Evaluation is essential for identifying good practices and lessons learned from your initiative and for improving initiatives in the future. It is also important for accountability of used resources. Three levels of evaluation include:

- ✓ Evaluation of outputs (Have objectives been met?)
- ✓ Evaluation of outcomes (To what extent has the development goal been achieved?)
- ✓ Evaluation of process (How were outputs and outcomes delivered?)

After the completion of integrating gender into policy-making, gender issues should be kept in the policy agenda. Once they are marginalized from mainstream policy agenda the objective of transformation of gender roles and relations will be very hard to reach. So, feedback should be provided after evaluation and follow-ups should be carried out for future policy making initiatives.

Step 10. Goal Achieved – Now Communicate

Communication is the last step of gender mainstreaming. Communication with stakeholders necessary in all stages of the process as it will influence the success of your project or policy.

You should design and implement effective communication strategies to help bridge the information gap among

- ✓ top-level policy makers and decision makers.
- ✓ other policy-makers.
- ✓ civil society groups.
- ✓ donors and development partners.

There are several strategies to bridge the communication gap:

- ✓ Preparation of an annual report on gender
- ✓ Use of electronic media
- ✓ Establishment of a Gender Policy Resource Centre.

It is also especially important to use a gender perspective to design communication strategies: they should highlight ways in which men and women respond different messages.

CASE STUDY: URUGUAY'S APPLICATION OF THE 10-STEP APPROACH IN DEVELOPING A NATIONAL INTEGRATED CARE POLICY

Step 1. A Mainstreaming Approach to Stakeholders - The Initial Questions

The issue of care started to be addressed by NGOs and academia to influence a change in public policy: these stakeholders have a gender perspective and gender expertise.

Step 2. Mainstreaming a Gender Agenda - What is the Issue?

The growing deficit in the capacity to provide care that Uruguayan society was experiencing was associated with profound changes in the labour market (structure of employment, the growth of the female activity rate, and the significant amount of unpaid work implies that a significant number of women work double and triple shifts).

Step 3. Moving Towards Gender Equality - What is the Goal?

The aim was to generate a co-responsible model of care, between families, the State, the community, and businesses. It also sought to encourage greater cooperation between men and women with regard to caring responsibilities.

Step 4. Mapping the Situation: What Information Do We Have?

Uruguay recognised that an increasing number of people needing care while fewer people had time for caregiving. Also, they saw stark inequalities between a) those with family arrangements and/or purchasing power for care work and those who had neither, and b) those who undertook care functions on a paid basis and those who were unpaid.

From a gender perspective, there were no legally enforceable care policies which protected women. The eventual adoption of the Care Law (Law 19353) was the consequence.

Step 5. Refining the Issue - Research and Analysis

Research was undertaken by various NGOs and academics which identified that gender mainstreaming was required to fill existing information gaps. This research showed a demographic change in the country: an increase in the number of elderly people and a significant number of women striving for inclusion in the labour market. Recommendations were made to address these issues, through an integral inclusion of those who found themselves in a situation of dependency and the promotion of greater female participation in the labour market.

Step 6. Formulating Policy/Project Interventions from a Gender Perspective

The Law on Care created the institutional structure of the Care System Programme. Within this framework, a National Care Board was created (made up of different government bodies), with a National Care Secretariat responsible for coordinating and articulating the entire system. A Care Consultative Committee was created, comprising organised civil society, specialised academia and private entities that provide care services) as an advisory body. During 2015, the National Care Plan 2016 - 2020 was drawn up.

Step 7. Arguing Your Case - Gender Matters!

The main arguments put forward were: justice, equality and the quality of life.

Step 8. Monitoring - Keeping a (Gender-Sensitive) Eye on Things

The National Care Plan was monitored with a Gender-Sensitive Monitoring Plan. Monitoring was made through the identification and characterisation of situations of dependency through the application of the 'Dependency Scale.

Step 9. Evaluation – How/What Did We Do and What Happened?

As care is part of everyone's daily life, the Care System aims to be a universal policy, which gradually advances access and fair quality standards for all people, regardless of their condition. In 4 years, the Care System has already reached more than 80,000 families, through different instruments such as the Care Portal, a National Care Registry, a training network and regulatory mechanisms.

Step 10. Goal Achieved - Now Communicate

Communication of the policy is based entirely on the promotion of the right to care and the cultural transformation of the population in terms of care. This has led to cultural change which allows people to share the system in an egalitarian way, within and outside the country. Slogans such as 'Together we care better' and 'Sharing care brings us closer to equality' underpinned the communication drive.

SUMMARY

The key messages contained in this Guideline are:

- Ask gender-related questions at all stages in the policy-making processes;
- Avoid gender-discriminatory language and gender stereotypes in what you write and how you think.

Gender mainstreaming is here to stay. Not only is there global commitment to it, it makes sense. Building gender equality into policies is the way to ensure that no-one is left behind as we face up to the challenges of an ever-changing world of work.
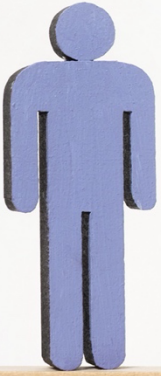
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