



National Commission
for the Promotion
of Equality for
Men And Women

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PREPARE THE GROUND FOR
ECONOMIC INDEPENDENCE

National Commission for the Promotion of Equality

Training to Career Advisors



Rights, Equality and Citizenship Programme 2014 -2020

Project part-financed by the European Union

Co-financing rate: 80% EU funds; 20% National Funds





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NCPE's Assistance to the public and other stakeholders

- Complaints
 - Investigated by Commissioner
 - Assisted by Complaints Officer
- Requests for Information
 - Giving of information - remit & equality general
 - Guiding to correct entity
- Training
 - To: Primary/ Secondary Students, Teachers, Equality Committees, Police Force, Individuals looking for work, CDRT, Private and Public Sector Management and Employees, University Students.
 - On: Equality Issues in various sectors, Sexual Harassment, NCPE's Remit and Role, Equality Legislation, Specific Requests.
- Assistance in policy development
 - Assistance in drafting Sexual Harassment and Equality Policies tailored to needs of organisation/ entity.
- Feedback to National Policies:
 - For example, Pensions Reform, Pre- Budget Documents etc



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Maltese Equality Legislation



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Maltese Equality Legislation

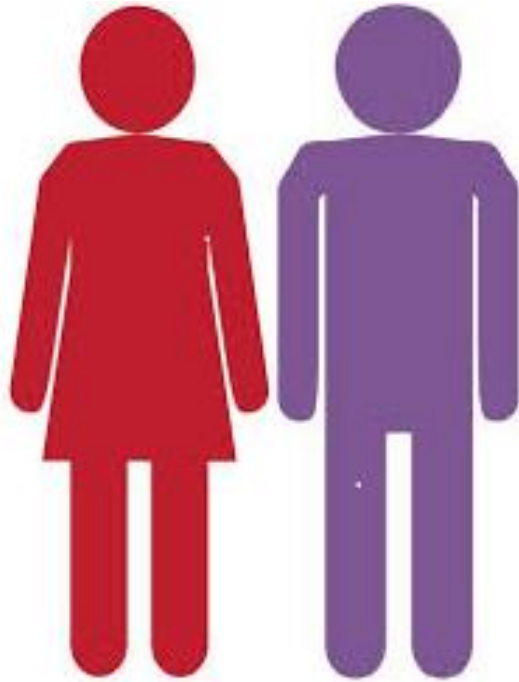
- The Maltese anti-discrimination law establishes NCPE as the national equality body
- Chapter 456 covers discrimination in employment, education and banks/financial services on the following grounds:



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Sex and Family Responsibilities

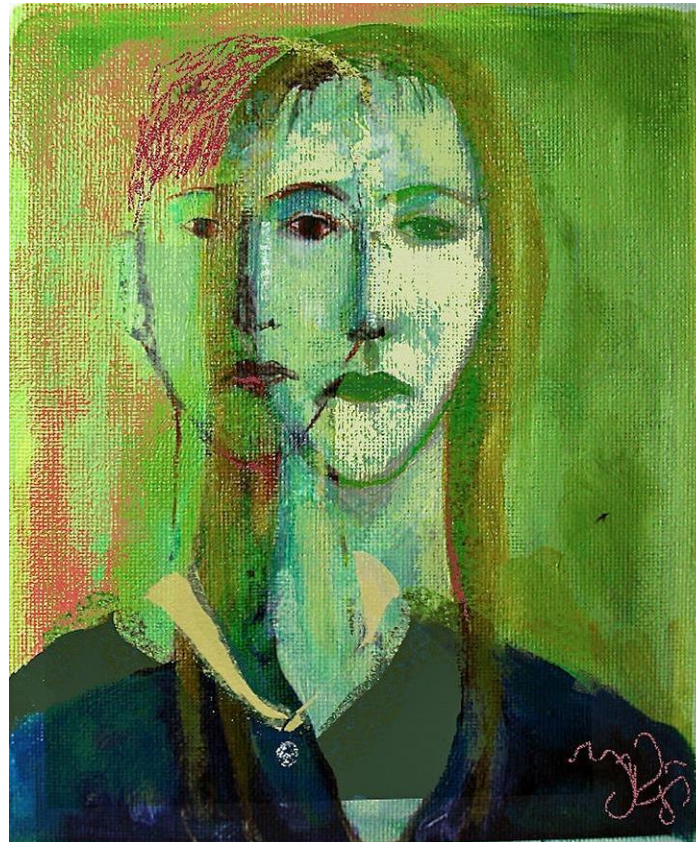




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Gender Identity, Gender Expression and Sex Characteristics





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Sexual Orientation





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Age





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Religion and Belief





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Race and Ethnic Origin





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Legal Notice 85/2007 and Legal Notice 181/2008 cover discrimination on the basis of **gender** and **race/ethnic origin** in the provision of, and access to, goods and service



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Direct Discrimination

A person is treated less favourably than another person in a comparable situation

Indirect Discrimination

Where an apparently neutral provision (criteria or practice) would put a person at a particular disadvantage compared with other persons.



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Harassment

Behaviour with the purpose or effect of violating the dignity of a person and of creating an intimidating, hostile, degrading, humiliating or offensive environment

Sexual Harassment

Unwelcome sexual conduct



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Definition of Equality



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Causes of Inequality

Complex web of forces:

Structural and historical: Some groups had their identities devalued and face structural inequalities



Social and cultural: Some norms, attitudes and behaviour contribute to social inequalities

Stereotypes: Generalizations or assumptions that people make about the characteristics of all members of a group, based on an image (often wrong) about what people in that group are like



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Mainstreaming

Same treatment vs. mainstreaming

Treating everybody in the same way does not achieve substantial equality because the models we have in society are built around a norm that does not apply for everybody





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Gender Mainstreaming

Definition

Gender mainstreaming is the (re)organisation, improvement, development, evaluation of policy processes, so that a gender equality perspective is incorporated in all policies, at all levels and at all stages, by the actors normally involved in policy making



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Gender Mainstreaming

Policy decisions that appear gender neutral often have a differential impact on women and men, girls and boys, even when such an effect was neither intended nor envisaged.



Gender impact assessment is carried out to avoid unintended negative consequences, ensure *de facto* equality and improve the quality and efficiency of policies/actions.

(Council of Europe, 2009)



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Gender Mainstreaming

Gender Impact Assessment

- Gather any available gender disaggregated statistics, facts and information being addressed by the proposed action/ objective. Identify what is known about the different experiences, situations and roles of men and women using qualitative and quantitative measurement
- Identify norms and values
- Consult with women and men who are likely to be affected
- Devise a number of questions about the possible impacts that policies may have in your area of work:
 - What are the likely or actual impacts of the proposed policy, programme or activity on men/women/girls/boys?
 - Will the benefits of the existing/ potential policy, programme or activity be equitable for women and men, girls and boys?



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Gender Mainstreaming

Gender Analysis

A systematic analytical process used to identify, understand, and describe gender differences and the relevance of gender roles and power dynamics in a specific context. It involves the collection of sex-disaggregated or gender-sensitive data - look at **time, space** and **resources**

Gender analysis examines the different roles, rights, and opportunities of men and women and relations between them. It also identifies disparities, examines why such disparities exist, determines whether they are a potential impediment to achieving results, and looks at how they can be addressed.



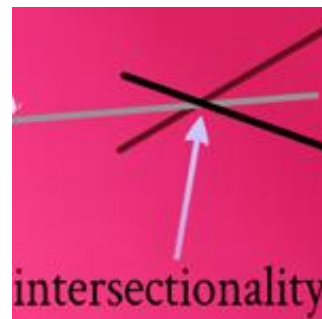
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Equality Analysis

Intersectionality

Mutually constitutive inequalities produce an effect which is different from what each of their dimensions would produce separately, and also different from the addition of their separate parts together.





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Education

Gender equality in education and training continues to be affected by a number of factors:

- gender-based different choices across study fields
 - the feminisation of the teaching profession v. the masculinisation of teaching in tertiary education
 - gender stereotypes in education
 - gender and low achievement in school
 - gender and early school leaving
 - gender and training
 - gender-based violence and harassment at school.
-



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Gender Equality



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Sex/Gender

The existing differences between women and men are of a biological and social nature

Sex refers to the biologically determined differences between men and women, that are universal

Gender refers to the social differences between women and men that are learned and change over time





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Sex and Gender

Example

While only women can give birth, biology does not determine who will raise the children





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The Gender Pay Gap

Definition

The relative difference in the **average gross hourly earnings** of women and men within the economy as a whole



Malta – pay gap increased

- from 5.2% in 2006
- to 12.2% in 2017

(Eurostat, latest available date)

Factors leading to the Gender Pay Gap

- Pay discrimination (unequal pay)
- Frequency of career interruptions for women
- Horizontal and vertical gender segregation in the labour market



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The Gender Pension Gap

Definition

The difference in average gross pension income for women and men receiving state pension

Malta – pension gap of 44.1%



The gender gap in pensions can be understood as the sum of gender inequalities over a lifetime, including

- differences in the life-course
- segregated labour market
- gendered social norms and stereotypes



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Equal Pay for Work of Equal Value

Definition (ILO, 2013)

Non-discrimination in pay, relating to the **full range of payments and benefits**, including basic pay, non-salary payments, bonuses and allowances

It is ***not limited to comparing people performing the same or similar tasks***. It also applies to those cases where men and women perform work that

- is different in content
- involves different responsibilities, requiring different skills or qualifications, and
- is performed under different conditions ***but is overall of equal value.***





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Effects of Unequal Pay

Unequal pay

- widens the **gender pension gap**, since it means that, during their life cycle, women are earning less compared to men performing work of the same value
- discourages participation of women in the labour market, leaving a **negative impact on economic growth**





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How does unequal pay occur?

It can occur on three levels:

- Pay discrimination on the ***basis of sex*** between persons performing same or similar tasks in a particular organisation
- Tasks and jobs that are associated with females are ***valued less*** compared to those associated with males, because of gender bias
- Mechanisms related to overall pay increases that give ***undue weight to overtime and seniority***, since women tend to do less overtime and have more career interruptions



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Job Evaluation

Example: A tool for job evaluation

Factor: **Qualifications**

Sub-Factors:

Interpersonal skills;
Communication skills;
Physical skills.

Factor: **Effort**

Sub-Factors:

Emotional effort;
Mental effort;
Physical effort.

Factor: **Responsibility**

Sub-Factors:

Responsibility for people;
Responsibility for human resources;
Responsibility for confidentiality;
Financial responsibility;
Responsibility for material resources.

Factor: **Working Conditions**

Sub-Factors:

Physical Environment;
Psychological conditions.





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Labour Market Segregation

Horizontal Segregation

Concentration of women and men in different sectors and occupations

Occupation	2016		2017		2018 (Q3)	
	M%	F%	M%	F%	M%	F%
Armed Forces	1.6	:	1.5	:	:	:
Managers	11.8	6.9	12.2	7.4	13.0	7.7
Professionals	13.4	22.2	15.0	21.2	15.6	22.2
Technicians and associate professionals	15.1	13.8	15.6	13.2	16.5	13.5
Clerical support workers	7.6	15.7	6.6	16.5	7.9	14.8
Service and sales workers	16.2	29.6	15.0	28.8	13.4	28.5
Skilled agricultural, forestry and fishery workers	1.7	:	1.7	:	2.4u	:
Craft and related trades workers	15.5	1.3	15.7	1.6	15.1	:
Plant and machine operators and assemblers	7.2	3.5	7.1	3.9	6.2	4.0u
Elementary occupations	9.7	6.9	9.6	7.3	8.6	7.7

: Unreliable - less than 20 sample observations

u Underrepresented - between 20 and 49 sample observations



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Labour Market Segregation

Vertical Segregation

Concentration of women and men in different grades, levels of responsibility or positions

Gender balance in largest listed companies: presidents, board members and employee representatives

	2015	2016	2017
Malta	10.4	11.0	12.2
EU (28 countries)	16.5p	16.3p	16.0p
EU (27 countries)	16.6p	16.3p	16.1p

p = provisional



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Segregation in Education

Gender segregation in education

Gender gap in educational choices

University of Malta

Faculty / Institute	2017/18				Change in Percentage		
	Males	Females	Total	M	F		
Faculty of Arts	129	33.9%	251	66.1%	380	+	-
Faculty for the Built Environment	119	56.1%	93	43.9%	212	-	+
Faculty of Economics, Management and Accountancy	296	49.4%	303	50.6%	599	+	-
Faculty of Education	49	23.0%	164	77.0%	213	+	-
Faculty of Engineering	91	77.1%	27	22.9%	118	-	+
Faculty of Health Sciences	80	24.4%	248	75.6%	328	-	+
Faculty of Information and Communication Technology	88	76.5%	27	23.5%	115	-	+
Faculty of Laws	115	38.3%	185	61.7%	300	-	+
Faculty of Medicine and Surgery	116	44.1%	147	55.9%	263	-	+
Faculty of Science	52	49.1%	54	50.9%	106	+	-
Faculty for Social Wellbeing	92	28.8%	228	71.3%	320	+	-
Institute of Digital Games	6	75.0%	2	25.0%	8	+	-
Centre for Entrepreneurship and Business Incubation	8	47.1%	9	52.9%	17	-	+
Centre for Labour Studies	0	0.0%	8	100.0%	8	-	+
Others	234	43.6%	303	56.4%	537	-	+
Total	1,475	41.9%	2,049	58.1%	3,524	+	-



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Segregation in Education

MCAST

Level 6	Males		Females		Total
Institute for the Creative Arts	55	51.4%	52	48.6%	107
Institute of Applied Sciences	19	54.3%	16	45.7%	35
Institute of Business Management and Commerce	27	40.3%	40	59.7%	67
Institute of Community Services	0	0.0%	11	100.0%	11
Institute of Engineering and Transport	44	83.0%	9	17.0%	53
Institute of Information and Communication Technology	54	91.5%	5	8.5%	59
Centre for Professional Development	/	/	/	/	/
Total	199	59.9%	133	40.1%	332



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Gender Stereotypes and Roles



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Stereotypes and Roles

Definition

A generalised view or preconception about attributes or characteristics that are or ought to be possessed by women and men, or the roles that they should perform





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Stereotypes and Roles

Gender-based stereotypes and roles limit women's or men's capacity to

- develop their personal abilities
- pursue their professional careers and make choices about their lives and life plans.

Both negative or seemingly benign stereotypes can be harmful

Example: based on the stereotype that women are more nurturing, child rearing responsibilities often falls exclusively on them



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Stereotypes and Roles

Examples

Personality traits - Women are often expected to be accommodating and emotional, while men are usually expected to be self-confident and aggressive.

Domestic behaviours - Women expected to take care of the children, cook, and clean the home, while men take care of finances, work on the car, and do the home repairs.

Occupations - Assume that teachers and nurses are women, and that pilots and engineers are men

Physical appearance - Women are expected to be thin and graceful, while men are expected to be tall and muscular. Men and women are also expected to dress and groom in ways that are stereotypical to their gender



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Stereotypes and Roles

Stereotypes can be present in:

- School books
- Teaching material
- Activities
- Attitudes
 - From parents
 - Between students
 - From educators





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Stereotypes and Roles

- Avoid them
- Point it out
- Speak up
- Encourage critical thinking





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Gender-Sensitive Career Guidance



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Gender Bias

- Assumptions about abilities and aspirations of boys and girls
- Reproducing gender stereotypes and roles
- Attitudes





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What conditions “choices”?

- Students’ attitudes towards learning behaviour in school
- Leisure time
- Confidence they have – or do not have – in their own abilities
- Social norms
- Education, peers, media, family etc.



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Fostering critical thinking

- “Denormalize” stereotypes and roles (in conversations, in educational material, in social activities etc.)
 - Ensure exposure to different professions and activities
 - Involvement of parents
 - Independent problem solving
-



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Choosing a Career Path: A Gender Perspective



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Work-life Balance

- The balance that a working individual needs between time allocated for work and other aspects of life, including the family
- Family-friendly measures
- Applies to both women and men





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Part-Time Work

- Can contribute to work-life balance
- Associated with
 - Less training
 - Fewer opportunities for upward occupational mobility
 - Lower pay
- Impact on pay and pensions gap





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What else to consider...

- Job satisfaction
- Financial package and conditions of work
- Pension





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Addressing Gendered Employment Challenges



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Male-Dominated Workplaces

Challenges in Male-Dominated Workplace Cultures

- Male networks
- Patronizing attitudes
- Sexual harassment
- Stereotypes
- Exclusion





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Glass Ceiling

Definition

Unacknowledged barrier to advancement in a profession, especially affecting women

- Old-boys network
- Stereotypes
- Opportunities for training
- Career interruptions
- Discrimination
- Sticky floor



Close the gender pay gap
<http://ec.europa.eu/equalpay>



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What to do

- Know your rights
- Confidence
- Assertiveness
- Work-life balance

Does the “lean in” approach work?



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THANK YOU

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