



N° II

GUIDE TO MAINSTREAMING GENDER AND DISABILITY IN EUROPEAN SOCIAL FUND PROGRAMMES









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GUIDETO MAINSTREAMING GENDER AND DISABILITY IN EUROPEAN SOCIAL FUND PROGRAMMES







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Disability Hub Europe for Sustainable Growth and Social Innovation (DHub), is a European multi-stakeholder initiative led by Fundación ONCE, co-funded by the European Social Fund (ESF) aimed at building a reference space ("hub") for best practice exchange, dissemination, mutual learning and raising awareness on the binomial Disability and Sustainability. DHub, operating until 2020, involves relevant organizations from different European countries, representing the business sector, civil society and the disability movement, and reference entities and platforms on CSR and Sustainability. The final aim of DHub is to foster social and labour inclusion of people with disabilities in Europe while promoting inclusive and sustainable businesses.

DHub is aligned with the Agenda 2030 and the Sustainable Development Goals, specifically with goals 8 "Decent work and economic growth", 10 "Reduced inequalities" and 17 "Partnerships for the goals". Furthermore, this publication is a specific contribution from DHub to "Goal 5: Achieve gender equality and empower all women and girls", introducing the intersectionality perspective in order to consider disability.

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FOREWORDS

ONCE Foundation for Cooperation and Social Inclusion of Persons with Disabilities has enjoyed a close partnership with the European Union since 2000 as managers of projects co-financed by the European Social Fund. During these 19 years the Spanish government and European institutions have renewed their trust in the Foundation, thus enabling us to triple and expand our efforts to promote social and labour inclusion for people with disabilities.

Of course, throughout this journey we at ONCE Foundation have always been acutely aware that our target group –persons with disabilities— is composed of women and men who, as we all know, do not always enjoy equal opportunities. For this reason, in our daily business as an institution and in our planning, as well as in managing programmes co-funded by the European Social Fund, we have considered the gender dimension.

Having said this, we have not always had specific and practical instruments for our professional staff to incorporate this perspective in their daily work and to ensure it is, in all respects, inclusive and equitable. In the past we have taken great strides in this direction and, by publishing this guide, we aim to secure a qualitative leap by offering a practical tool not only for our own use, but also to contribute to the task of designing and developing gender-sensitive labour inclusion programmes for people with disabilities, to be delivered by



organisations of persons with disabilities and their families from the disability movement, social economy actors, and any other private —or public— sector organisations engaged either directly or indirectly in such activities.

This guide was originally applicable to the Spanish context (and published in Spanish) and it has been adapted to a wider European escenario, producing this new version.

Through this guide, in short, the goal is to take a firm step towards implementing the cross-cutting principle of equality between men and women and non-discrimination, as laid down in article 7 of Regulation (EU) No 1303/2013 on implementing European funds and in articles 7 and 8 of Regulation (EU) 1304/2013, specifically addressing the European Social Fund.

The groundwork in drafting the original Spanish guide focused on the Social Inclusion and Social Economy Operational Programme (POISES) 2014-2020 and the work carried out by ONCE Foundation through *Inserta Empleo* within the programme (in particular as beneficiaries). However, the approach adopted and the practical recommendations can be applied widely in other settings involving initiatives to promote the labour inclusion of people with disabilities in ESF programmes in different EU countries.

In conclusion and as we explain throughout the guide, the purpose of this initiative is none other than to improve the effectiveness, efficiency, quality, sustainability and excellence of our work by equipping ourselves with an applicable and transferrable tool to make our tasks complete, make us better professionals and enhance our skills and those of all the organisations and bodies involved in fostering the social and labour inclusion of persons with disabilities. From a wider perspective, we also hope this contribution will play its part in fostering a more intelligent, sustainable and inclusive Europe 2020 and global 2030 Agenda which will leave behind no man or woman with disabilities.

José Luis Martínez Donoso General Director. Fundación ONCE The United Nations Convention on the Rights of Persons with Disabilities, ratified by Spain in 2008 and by the EU in 2011, enshrines equality between men and women as one of its general principles. Furthermore, it considers the specific situation faced by women with disabilities, recognising that we are subject to multiple forms of discrimination and underlining the need to adopt measures to ensure we may exercise our rights and liberties fully. All this is stated in articles 3 and 6 of the UNCRPD respectively.

In the field of work, it is a well-known fact that we women with disabilities find ourselves in a disadvantageous situation as regards activity, employment and unemployment in comparison with both men with disabilities and women without disabilities. For example, the employment rate is 19% for women with disabilities compared to 28% for men with disabilities (vs 46.6% for women without disabilities and 61.9% for men without disabilities). We can, therefore, state that in the case of women with disabilities there are at least two factors driving exclusion and discrimination: disability and gender.

Addressing these two factors jointly is precisely the aim of this guide, which is written using an intersectional approach. This approach, set out in more detail in part one of the guide, is an extremely useful but, to date, underused method of understanding and visibilising the interrelationship between two or more grounds for discrimination by considering the concrete realities caused by these grounds, which go beyond a simple sum of the individual factors, and to

¹ Data according to Gender Equality Index 2017, as for FTE (full time equivalent employment rate). https://eige.europa.eu/gender-equality-index/2015/domain/work/disabilit



identify the implications, in this instance, in the areas of training and employment as means to accomplish social inclusion.

There is a need to continue progressing, from the disability viewpoint, towards a deeper and more cross-cutting gender perspective, and to adopt a more inclusive and disability-sensitive perspective from the gender equality viewpoint. This is the direction this guide moves in, focussing on designing, planning and delivering labour inclusion activities and grounded on the knowledge that employment is one of the keys to personal autonomy and social inclusion. It is published as part of a wider trend and an unstinting institutional commitment by ONCE Foundation and the whole ONCE Social Group to equal opportunities for men and women, developed from a variety of programme and operational levels.

By presenting this practical instrument, we hope to equip ourselves and offer to others additional resources so that the disability sector, led by the European Disability Forum in the EU, may strive to become exemplary in terms of inclusion and equality. It is no mere coincidence that this guide is the result of the partnership between ONCE Foundation and CERMI² Women's Foundation. To all, men and women alike, I wish you a fruitful reading.

Teresa Palahí Juan General Secretary, ONCE Foundation

²CERMI: The Spanish Committee of Representatives of Persons with Disabilities.

INTRODUCTION

a) The guide: purpose, goals, target group and structure

This guide is a revised edition –adapted to the European context– of the ONCE Foundation publication 'Guide to mainstreaming the gender and disability perspectives in European Social Fund programming', co-funded by the European Social Fund in the (Spanish) framework of the Social Inclusion and Social Economy Operational Programme (POISES) 2014-2020. The purpose of the original guide was to improve processes for the social and labour inclusion of people –both men and women– with disabilities by incorporating the gender approach in procedures and activities related not only to POISES but to European Social Fund programmes in general.

The underlying assumption is that achieving goals in relation to sustainable employability, active inclusion, fostering independence, accessibility or improving the lives of people –both men and women– with disabilities will prove difficult if we fail to consider the limitations placed on women with disabilities by gender roles. In the face of inaction, cross-cutting mainstreaming of the gender approach, as an active strategy to overcome limitations, stands out as the most effective method to improve the way in which we address interventions to foster the social and labour inclusion of people with disabilities.



Our experience over several decades of work in this area shows us that despite the undeniable progress accomplished to date –and in particular in making gender equality visible and regulating to achieve it– many challenges remain:

- On the one hand, and moving beyond general statements, the real inclusion of the gender perspective principles in projects addressing employment and disability is still considered incomplete and is viewed at times as difficult and irrelevant.
- On the other hand, and as we shall see later using concrete facts and
 figures, the impact in terms of improving the situation of women with
 disabilities has been limited and statistics continue to show inequalities
 linked to the way in which gender and disability reinforce each other to
 produce a clear impact on the lives and employment opportunities of
 women with disabilities.

Starting from this baseline, the **overarching aim** of this guide is to deliver a document with practical recommendations on how to mainstream the gender perspective in initiatives to promote employment within the European Union, and to offer practitioners in all EU countries a helpful tool to include the gender approach in practise in their working methods and in the actions they carry out to foster inclusion in the labour market of persons with disabilities. These practitioners form the main target audience because they have the opportunity and important responsibility to contribute to overall improvements in processes and promote the social and labour inclusion of people with disabilities by mainstreaming the gender perspective.

The task is certainly not an easy one:

"(...) there is no standard 'formula'. Applying the gender prism in our work is a complex process based on learning new ways of thinking and, from there, make what we learn applicable in each and every context and each and every single intervention". (Peñascal Foundation and Sartu Federation, 2010)



The beneficiaries are ultimately women and men with disabilities, who will see how their chances of inclusion in the labour market will increase thanks to the systematic incorporation of the gender approach in programmes.

Taking this into account, the guide has the following **specific goals**:

- To set out an overall framework for action based on a study of current rules and regulations and the priorities stemming from them, taking into consideration recent developments in addressing these issues from a theoretical and methodological viewpoint.
- To visibilise inequalities generated by gender relations intersected with disability in order to identify focus areas for interventions to improve the employability and labour market integration of people with disabilities.
- To add to the current knowledge of those involved in managing programmes and activities in employment and education so that they systematically and comprehensively consider promoting equality between men and women from a gender and disability perspective and, therefore, enhance their professional skills in this area.
- To put forward recommendations and guidelines to identify and apply
 the gender approach in professional practises, and ensure it is
 mainstreamed systematically in everyday working processes and in key
 activities to deliver processes aimed at promoting inclusion in the labour
 market for persons with disabilities.

To achieve these goals, the guide is **structured in three parts** (in addition to this introduction):

• In **part one** we set out the general framework on which interventions in gender equality and disability are based, that is to say the framework laid down in regulations and the priority action areas stemming from them. We also explain why an **intersectional approach** is the best way to approach intervention in this area, both theoretically and methodologically. Finally, and to conclude the first part, we identify the



main gender inequalities in employment among people with disabilities, drawing a picture of the real-life context in which the guide is to be implemented.

- In part two we focus specifically on offering guidelines on how to include the gender approach in professional practises, considering two dimensions of the latter: 'internally', in normal working procedures or procedures employed in almost all activities; and 'externally', in activities carried out in different areas of intervention in the field of employment for people with disabilities. This section of the guide is intended to be highly practical and, in addition to offering recommendations and practical examples, it includes checklists so that users can assess and visibilise improvements in their actions in this area.
- Part three is a selection of the literature used to draw up the guide.

b) Ground-breaking nature of the guide

This guide has a significant **innovative dimension** for several reasons:

- In the first place, it is based on **intersectionality**, a theoretical and practical framework which has, up to now, rarely been used in social inclusion programmes for people with disabilities. This approach is very useful for visibilising and explaining the interrelationships between two or more types of discrimination (principally on the grounds of gender and disability) and their ramifications in the field of training and employment as tools for social inclusion.
- Secondly, the guide is not drawn up 'in a void'; it is based on **prior assessments** which have brought to light valuable information as we seek to portray the current state of play, explain the real situation and find where difficulties exist and what areas can be improved when mainstreaming the gender approach in this action area.
- Thirdly, because we are not starting from scratch: we build on expertise
 accumulated over several decades of work in the field of equality
 between women and men in employment and attempt to take advantage
 of the synergies between this area and outputs in the field of gender
 equality and disability.



- One of the key added values this guide brings is that it suggests ways to apply the strategy of gender mainstreaming practically in projects promoting inclusion in employment for persons with disabilities. As a result, in addition to offering specific guidelines for each of the actions or stages of the inclusion process, the guide includes an entire section on how to incorporate the gender approach in cross-cutting working procedures which are generally found in all areas in this type of project.
- In the same way, many of the key areas and elements of the **quality approach** are used in planning and in interventions involving people with disabilities. Each of the recommendations and proposals put forward in the guide can be viewed as constituent elements of an overall process to enhance quality through knowledge, analysis and restructuring procedures and activities by including the gender approach.

c) Methodology

The following steps were applied when drawing up the guide:

- the original Spanish version of the guide was revised;
- the guide was adapted to the European context;
- the guide was translated into English.

Bearing in mind visibility in the drafting processes and the involvement of ONCE Foundation, the following is the methodology used to draw up the original guide in Spanish:

- 1. **Study of secondary sources** in order to compile, select, analyse and organise information relevant for the following purposes:
 - to explain the current regulatory and programming context;
 - to identify gender and disability inequalities to be able to paint a profile of the target population for programmes to foster inclusion in employment where we hope this guide will have an impact;



- to familiarise ourselves with the actions delivered in ONCE Foundation and *Inserta Empleo*³ training and employment programmes. These projects form the basis of the classification in the second part of the guide and are transferrable to all other organisations working on social inclusion and inclusion in employment in the European Union;
- to enhance the usefulness and practicality of the guide.
- 2. **Face-to-face and telephone interviews** with key figures in ONCE Foundation and *Inserta Empleo*⁴ to implement a questionnaire on the following aspects:
 - institutional commitment to gender equality;
 - programme, project and activities planning;
 - developing and managing activities;
 - monitoring and evaluating projects and activities.

These interviews provided insight on the organisation's real baseline situation and the initial position of decision makers, and they enabled us to draw up a series of recommendations by analysing the information gathered. This is the direct precedent for the guide.

The work processes followed to prepare the original guide can be summarised in the following stages:

DESIGN	Study of secondary sources				
	Design of the methodology for gathering primary data.				
EXECUTION	3. Fieldwork.				
	 Analysis and systematic arrangement of t information gathered. 				
DRAFTING	5. Preparation of draft.				
STAGE	Check draft with co-ordinating team.				
	7. Preparation of final version of guide.				

³ Inserta Empleo is a non-profit entity of ONCE Foundation for training and employment of people with disabilities, beneficiary of programs co-financed by the European Social Fund.

⁴All of INSERTA's regional offices (with the exception of the Murcia office) participated. Interviews were also conducted with the ONCE Foundation CEO, the General Secretary, the Director for Training, Employment, Projects and Partnerships, the Head of the European Programmes Department, technical staff from the same department and the Director for Internal Auditing and Management Control. From INSERTA HQ the Secretary General and CEO, the Programmes Director, the Marketing and Communications Director, the Inserta Programme Director and the Co-ordinator of the External Talent Unit responded to the questionnaire.

PART ONE: FRAMEWORK FOR IMPLEMENTING THE GUIDE

I. 1. THEORETICAL FRAMEWORK: BROADENING OUR HORIZONS TOWARDS INTERSECTIONALITY

This section of the guide begins with an overview of recent developments in theories concerning the study of social inequalities and discrimination: the intersectional approach. This approach, while still evolving⁵, appears to hold huge potential and have widespread implications in terms of transforming the way in which gender and disability inequalities have been addressed up to the present time.

The term intersectionality was coined in the eighties by the activist and human rights professor Kimberlé Crenshaw. It refers to the various forms of discrimination that operate on the basis of different elements of the human identity and which may interact to generate new and different forms of discrimination which have an impact on people within this specific reality. The approach emerged in the framework of critical race theory and has paved the way for highly-significant new theories and practises⁶.

⁵ Several authors have pointed out that this approach is not in fact a new one –although its conceptualisation is– and that feminist theory "had already addressed the problem without naming it" (Viveros Vigoya, 2016). ⁶ The repercussions were felt particularly in the black feminist movement, which, taking up the call, posed the question "Am I not a woman?" as a powerful vehicle for political mobilisation. The question has inspired many other activists, including organised women with disabilities, who have expressed concrete demands which go beyond those put forward by the mainstream feminist movement.



When applied to gender and disability inequalities, this approach has great potential to explain and it re-positions the viewpoint to that of women (in plural) in order to visibilise multiple discriminations, in this case intersected by sex and disability, where other life situations or conditions may converge, such as socio-economic class, legal status, family responsibilities, types of employment and remuneration, sexual options and orientation, etc., as shown in the following diagram:



In principle, being a woman and having a disability, themselves conditions which are stereotyped and stigmatised by society, place women at a clear disadvantage in terms of achieving their life projects. In addition, within the population of women with disabilities there are several groups who are particularly vulnerable because of the convergence of a series of variables which can lead to multiplied discrimination and generate new types of exclusion; these variables include living in a rural area, being a girl or older woman with disabilities, immigrant status, being unemployed, and being a victim of some type of gender-based violence, including neglect or abandonment.

There are two main reasons why it is difficult to identify the discrimination women with disabilities face:



- The needs and demands of women with disabilities have been treated
 as those of a 'vulnerable group' within another 'vulnerable group'
 (persons with disabilities) in respect of men with disabilities and within
 the patriarchal system of domination we encounter in all areas where
 power is exercised.
- Gender and disability have been addressed in isolation by the women's
 movement and the disability movement themselves, and the two
 movements have remained distanced from one another.

Faced with this reality, the concept of intersectionality offers a more appropriate method to address the reality of women with disabilities. Intersectionality highlights the limitations of policies hitherto which spoke of 'overlapping' interventions differing according to the focal point of the inequality. It provides a more comprehensive policy that takes as its starting point the common *structural* conditions and establishes criteria to determine the links and interdependencies between the different forms of inequalities. We cannot say that the intersectional approach has truly been implemented to date (Expóxito Molina, 2012), and this poses a challenge when developing public policies based on the premise of the intersection between inequalities without forgetting the underlying structural conditions, for which the gender mainstreaming strategy is still the most suitable approach.

I. 2. GENDER AND DISABILITY IN THE POLICY AND REGULATORY FRAMEWORK

This section provides an overview of some of the main policy and regulatory instruments in the field of gender equality and disability at international and European level. It concludes by highlighting the commitment made by ONCE and ONCE Foundation to gender equality.

a) International overview

Globally, the 2006 United Nations Convention on the Rights of Persons with Disabilities is the key reference framework for disability policies and, as a particular priority area, employment. In article 27, the Convention



recognises the right of persons with disabilities to employment under equal conditions, and the right to earn a living by performing a job freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities.

To accomplish this, States Parties must safeguard and promote the realisation of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps to outlaw discrimination in employment on the grounds of disability.

Article 27 also sets out the following States Parties' obligations: to protect the rights of persons with disabilities to just and favourable conditions of work; to ensure they are able to exercise their labour and trade union rights on an equal basis with others; to enable persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training; and to promote employment opportunities and career advancement for persons with disabilities in the labour market, as well as assistance in finding, obtaining, maintaining and returning to employment.

The Convention also urges States Parties to do the following: foster opportunities for entrepreneurship and self-employment and allow persons with disabilities to create co-operatives and start their own businesses; employ persons with disabilities in the public sector and boost employment of persons with disabilities in the private sector; ensure that reasonable accommodation is provided to persons with disabilities in the workplace; promote the acquisition by persons with disabilities of work experience in the open labour market; and promote vocational and professional rehabilitation, job retention and return-to-work programmes for persons with disabilities.

Another key benchmark is **article 6 of the Convention**, **addressing women with disabilities**, the first part of which states that:



"States Parties recognize that women and girls with disabilities are subject to multiple discrimination, and in this regard shall take measures to ensure the full and equal enjoyment by them of all human rights and fundamental freedoms."

It is true that the Convention does not go on to mention gender equality in employment explicitly, so we must read and interpret the entire text, linking each article with the content of the preamble and the principle of gender equality which, as we know, is one of the underlying principles of the whole Convention.

In relation to article 27 of the Convention (Work and employment), the **General Comment** on article 6 (Women with disabilities) issued recently by the **Committee on the Rights of Persons with Disabilities** regrets the fact that the gender perspective is missing from disability policies and expresses concern about the lack of a disability-rights perspective in gender policies. It points out that specific measures to promote education and employment among women with disabilities are insufficient.

The Committee also notes that in addition to the general barriers faced by people with disabilities in their efforts to exercise their right to work, women with disabilities also encounter unique obstacles to equal participation in the workplace, including sexual harassment and unequal pay as well as physical barriers and barriers to information and communication

Tools such as this guide aim to visibilise and act as a call for action to fight to break down these barriers, as well as contribute to realising the recommendations above

b) Gender and disability in European Union employment policies

European Union employment policy is based on article 3, section 3 of the Treaty on European Union (TEU) and on articles 8-10, 145-150, 156-159 and 162-164 of the Treaty on the Functioning of the European Union (TFEU).



During the eighties and nineties, employment action programmes focused on specific groups and a variety of different mechanisms were put in place to monitor and document progress. The European Social Fund (ESF) was set up at the beginning of the sixties and was the main instrument to combat unemployment.

With a view to promoting free movement and helping people to find jobs in other Member States, the old system was updated in 1992 and became known as EURES (European Employment Services). EURES is a network for co-operation involving the Commission, public employment services within the Member States of the European Economic Area (plus Switzerland), and other partner organisations.

From this point on, EU employment policies were based on the following policy outline documents:

- White paper on growth, competitiveness and employment (1993);
- Treaty of Amsterdam (1997);
- Luxembourg process: European Employment Strategy (1997-2004);
- Lisbon strategy (2000-2010);
- Europe 2020 strategy (2010-2020).

Europe 2020, a strategy for growth and employment in the EU, expresses concern at the low levels of employment among women, but only mentions persons with disabilities in passing in a reference to the European Platform against Poverty and to initiating programmes to boost social innovation "for the most vulnerable", such as, for example, persons with disabilities.

Moreover, the **European Social Fund** has acted as a key vehicle for progress in policies to secure equality between men and women. Article 7 of Regulation (EU) No 1303/2013 of the European Parliament and of the Council of 17 December 2013 laying down common provisions on the European Regional Development Fund, the European Social Fund, the Cohesion Fund, the European Agricultural Fund for Rural Development and the European



Maritime and Fisheries Fund and laying down general provisions on the European Regional Development Fund, the European Social Fund, the Cohesion Fund and the European Maritime and Fisheries Fund and repealing Council Regulation (EC) No 1083/2006, on promoting equality between men and women and non-discrimination, states that:

"The Member States and the Commission shall ensure that equality between men and women and the integration of gender perspective are taken into account and promoted throughout the preparation and implementation of programmes, including in relation to monitoring, reporting and evaluation.

The Member States and the Commission shall take appropriate steps to prevent any discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation during the preparation and implementation of programmes. In particular, accessibility for persons with disabilities shall be taken into account throughout the preparation and implementation of programmes."

To achieve these goals, Member States are urged to:

- Describe the measures they intend to adopt, and especially related to selecting operations, setting objectives for intervention and provisions concerning monitoring and reporting. They must also perform gender analyses where appropriate.
- Ensure the participation of the relevant bodies responsible for promoting gender equality and non-discrimination in the partnership and ensure suitable structures are in place in accordance with national practices to advise on gender equality, non-discrimination and accessibility, in order to provide the necessary expertise in preparing, monitoring and evaluating ESI Funds.
- Undertake evaluations or self-assessment exercises, in coordination with the monitoring committees, focusing on the application of the gender mainstreaming principle.



 Address, in an appropriate manner, the needs of disadvantaged groups to enable them to better integrate into the labour market, and thereby facilitate their full participation in society.

Annex I.5.3 of Regulation 1303/2013 also refers to the obligation of the Member States and the Commission to pursue the objective of equality between men and women and to take appropriate steps to prevent any discrimination during the preparation, implementation, monitoring and evaluation of operations in the programmes co-financed by the European Structural and Investment Funds (ESI Funds). Furthermore, articles 7 and 8 of Regulation (EU) No 1304/2013 of the European Parliament and of the Council of 17 December 2013 on the European Social Fund and repealing Council Regulation (EC) No 1081/2006 highlights the need to promote equality between men and women.

European Union policies on the rights of women and gender equality, in the same way as policies in many Member States, have dragged their heels over the past decades in terms of including the intersectional gender and disability perspective. Women with disabilities continue to find themselves in a clearly disadvantageous position in society and they face discrimination in all walks of life; among the disadvantages are those related to socio-economic status, social isolation, violence against women, forced sterilisation and forced abortions, lack of access to community-based services, low quality housing, institutionalization, poor medical care and being denied the opportunity to contribute to and participate actively in society.

Faced with this reality, the principle of equality between men and women and EU gender equality policies, such as the European Pact for Gender Equality (2011-2020), the Strategic Engagement for Gender Equality 2016-2019⁷ and the Gender Action Plan 2016-2020 do not explicitly reference the rights of women and girls with disabilities. The European Institute for Gender

⁷ To give continuity and follow on from the Strategy for Equality between Women and Men 2010-2015.



Equality, created in 2006 and operational in 2010, also fails to make the intersectional connection between gender equality and disability⁸.

The situation is the same in the European Disability Strategy 2010-2020: a Renewed Commitment to a Barrier-Free Europe, in which the concept of gender as a category worthy of mention does not appear and the only two references to women are in the introduction⁹ and in the section on employment¹⁰.

As a result, it can be said that addressing gender and disability separately in European Union policies has led to the inequalities that also occur between women and men with disabilities remaining invisible.

In this respect, it is worth mentioning the 2nd Manifesto on the Rights of Women and Girls with Disabilities in the European Union: a toolkit for activists and policymakers¹¹. The Manifesto, in a clear reference to the 'absence' of women with disabilities in the principle adopted by the movement of persons with disabilities, issued a call for 'nothing about women with disabilities without women with disabilities' and captured this principle in several demands related to employment and work, among many other areas, that succinctly encapsulate all the issues that need to be addressed in this field.

⁸ In the glossary of terms on the official web site of the Institute multiple discrimination appears as such and is defined in the following way: "Certain groups of women, due to the combination of their sex with other factors, such as their race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status, are in an especially vulnerable position. In addition to discrimination on the grounds of sex, these women are often subjected simultaneously to one or several other types of discrimination." https://eige.europa.eu/es/gender-mainstreaming/concepts-and-definitions.

⁹ "This strategy provides a framework for action at European level, as well as with national action to address the diverse situation of men, women and children with disabilities." Pages 3-4.

¹⁰ "It will improve knowledge of the employment situation of women and men with disabilities, identify challenges and propose remedies." Page 7.

¹¹ The Manifesto was adopted by the General Assembly of the European Disability Forum in Budapest on May 28th-29th 2011, following a proposal by the EDF Women's Committee and with the endorsement of the European Women's Lobby. 2nd Manifesto on the Rights of Women and Girls with Disabilities in the European Union: a toolkit for activists and policymakers, 2011.



More recently, the exploratory opinion requested by the European Parliament on *The situation of women with disabilities* (11th July 2018)¹², drafted by rapporteur Gunta Anča and issued by the European Economic and Social Committee (EESC), a body that represents organised civil society in Europe, calls on European institutions and EU Member States to step up their efforts to protect women and girls with disabilities, who continue to be subjected to multiple forms of discrimination in Europe leading often to social exclusion due both to their gender and to their disability.

The EESC points out that the EU and its Member States currently lack a strong legal framework to protect, promote and ensure all human rights of all women and girls with disabilities. The EU and its Member States have also failed to include disability in their gender equality policies and disability strategies do not take into account the gender perspective, thus infringing current disability legislation.

The Committee also urges the EU and its Member States to implement the United Nations Convention on the Rights of Persons with Disabilities, and in particular article 6 on women with disabilities, and calls for EU funds to be used to help Member States foster accessibility and non-discrimination for women and girls with disabilities.

Although women with disabilities constitute 16% of the total population of women in Europe and number 40 million, it is among the most vulnerable and marginalised groups in European society¹³. Too often women and girls with disabilities are left out of inclusive education. Also, training and employment rates are low; only 18.8% of women with disabilities are employed, while the figure for men with disabilities is 28.1%. Women with disabilities do not reach leadership positions and their participation in political and public life is insufficient. All of the above facts place women and girls with disabilities at greater risk of social exclusion and poverty.

¹² https://www.eesc.europa.eu/en/news-media/news/europe-must-do-more-protect-women-disabilities.

¹³ Discrimination and Access to Employment for Female Workers with Disabilities. European Union, Directorate-General for Internal Policies (European Parliament). 2017



It is clear that equal opportunities for women and men is a principle that must be applied in all EU policies and actions. To date, efforts have been made to facilitate gender mainstreaming in initiatives within the framework of the European Social Fund, but the issue remains to introduce an intersectional approach that takes into consideration the specific situations leading to exclusion which occur when different grounds for discrimination, such as gender and disability, meet and interact. In employment policies this is extremely important because it has implications for the struggle by women and men with disabilities to achieve personal independence and effective access to social and economic rights.

The ONCE Social Group¹⁴ has long track record in promoting equal treatment and opportunities for women and men at all levels and in all areas of the organisation and has embraced gender mainstreaming. In this respect, setting up the ONCE Social Group Equal Opportunities Observatory led to an initial action plan covering the period 2011-2015 and subsequently extended in line with the ONCE Social Group government programme for the 11th term of office.

The plan considers national and EU gender equality legislation and takes on board the instruments adopted by the disability movements of which ONCE Social Group is part, such as the Spanish Committee of Representatives of Persons with Disabilities (CERMI) and the European Disability Forum (EDF). These instruments analyse and address in detail how to put into practise the principles of equal opportunities and non-discrimination between men and women in organisations of persons with disabilities.

Moreover, the internal Equality Plan (ONCE Foundation, 2016) was adopted to build on the 2010 strategy to mainstream gender equality in the organisation's employment policies. The plan acknowledges that while it is not a legal obligation (as the Foundation is formally exempt), it is necessary to ensure "consistency with our goals and organisational culture". To this end,

¹⁴ONCE Social Group is formed by ONCE, the ONCE Foundation and ILUNION.



the plan sets out a range of measures covering the following areas: policies and culture; social responsibility; gender representation; recruitment and hiring; training and promotion; salary policies and structures; balancing personal, family and professional lives; internal and external communications; working conditions; health and safety in the workplace; and prevention of workplace and sexual harassment and sex-based harassment.

These good practises in arrangements for personnel management are recognised with the Family-friendly Company Certification and with the Equality Mark.

Furthermore, and to prevent and eliminate gender-based violence against women members, the Observatory published the Strategy to Combat Gender-based Violence. The strategy is founded on national and international standards and was adopted by the ONCE General Council (board) in March 2013.

Significant efforts have also been made to ensure that these principles of equal opportunities, non-discrimination, positive action and universal accessibility are mainstreamed in all activities undertaken by ONCE Social Group, both internally and externally.

Some areas for improvement have been identified in the fieldwork carried out beforehand to establish the baseline in terms of implementing the goals and principles the organisations are committed to achieving in the field of inclusion in the labour market of persons with disabilities, which is the purpose of this guide¹⁵. Far from considering them shortfalls in implementation, these areas are, instead, a good indication of the level of commitment to equality within the organisation and a sign of willingness to continue to seek a deeper understanding of the situation and, above all, find ways to improve actions and results in this field. This guide is just one example of this work and of the efforts within ONCE Foundation in this respect, as well as of the willingness to learn in order to act and to act in order to improve.

¹⁵ These are principally related to standardising the level of training and implementation of the gender perspective among personnel working in labour inclusion programmes, where discrepancies and, on occasion, confusion concerning concepts and methodology were detected.



I. 3. STARTING POINT: GENDER AND DISABILITY INEQUALITIES IN THE LABOUR MARKET

The following is a brief overview of the key dimensions and indicators used to analyse the situation and status of women and men with disabilities in the labour market in the European Union. These indicators underline evident inequalities and the ultimate aim of intervention in the areas of gender and disability is to eliminate such inequalities.

The European Health & Social Integration Survey (EHSIS) provides data on the socio-economic characteristics of persons with disabilities in Europe. For more statistical data visit:

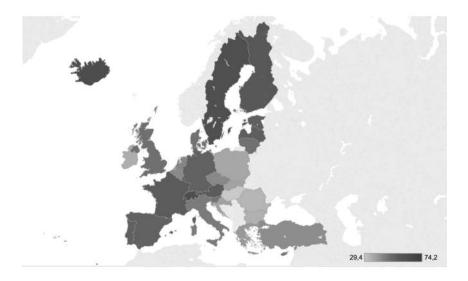
https://ec.europa.eu/eurostat/statisticsexplained/index.php/Disability_statistics_background_-_European_health_and_social_integration_survey

According to the summary report from ODISMET, the Observatory on Disability and the Spanish Labour Market, a comparison with the 2011 international (European) level data compiled by Eurostat shows that the highest activity rates among persons with disabilities and the smallest differences in relation to people without disabilities are found in Iceland, Switzerland, Sweden and Finland. In Spain the activity rate for persons with disabilities is slightly above the average for EU-28, and we can observe a bigger gap between the activity rates for people with and without disabilities ¹⁶.

¹⁶ Observatory on Disability and the Spanish Labour Market (ODISMET, 2017). 2nd Report of the ONCE Foundation Observatory on Disability and the Spanish Labour Market, page 136, https://www.odismet.es/sites/default/files/import/reports_and_publications/25_2.pdf. Taken from the 2017 Olivenza Report, page 166 (148-169),

https://observatoriodeladiscapacidad.info/attachments/article/110/Informe%20Olivenza%202017%20v5.7.pdf. Original report available only in Spanish.





According to the report **Discrimination and Access to Employment for Female Workers with Disabilities**¹⁷ by the European Union Directorate-General for Internal Policies of the European Parliament, disability represents a barrier for both men and women when accessing the labour market¹⁸. The following are some of the key conclusions:

The report highlights how disability is a barrier to accessing the labour market in EU countries for both women and men: only 43.9% of women with difficulties in basic activities are employed. The figure is even lower –36%–for those with an employment disability, compared to 60.7% and 61.5% respectively among women without disabilities. While the disability gap in employment rates among women was present in all Member States, there are differences across countries concerning the employment gender gap among people with disabilities.

¹⁷ Discrimination and Access to Employment for Female Workers with Disabilities, European Union Directorate-General for Internal Policies, European Parliament 2017:

http://www.europarl.europa.eu/RegData/etudes/STUD/2017/602067/IPOL_STU(2017)602067_EN.pdf.

¹⁸ Annex 2 of the report offers a more detailed description of the data related to the labour market: http://www.europarl.europa.eu/RegData/etudes/STUD/2017/602067/IPOL_STU(2017)602067(ANN01)_EN.pdf.



There is an employment disability gap between women with and without disabilities in all Member States. The countries with the lowest disability gaps are France, Sweden, Italy, Malta, Latvia and Finland, However, while the low disability gap registered in Sweden may be ascribed to the capacity of the country to ensure high employment rates for both women with and without disabilities, in the case of Italy and Malta the opposite is true, and the relatively low disability gaps result from the very low employment rates of women in general. Sweden presents the highest employment rates among the EU28 Member States for women with disabilities whatever the definition adopted (64.3% and 74.9% respectively), while the lowest employment rates are reported in Hungary (24.4%) for women with basic activity difficulties, and Bulgaria (16.1%) for women with limitations in work. In addition, countries with similar employment rates for non-disabled women present large differences for women with disabilities. For example, while Romania and Luxembourg have similar employment rates for women without basic activity difficulty (56.8% and 57%, respectively), the disability gaps are 28.2 percentage point for Romania compared to 0.5 for Luxembourg. (Table 10a below compares the employment rates for women aged 15-64 with and without disabilities).

Women are in a disadvantaged position in accessing the labour market with respect to men. This is true on average for both women with and without disabilities and independently of the definition adopted. Interestingly, the gender gap in employment rates is higher among women and men without disabilities than among those with disabilities, due to the barriers to employment also faced by men with disabilities.

In the EU28, more than half the working-age population of women with disabilities, regardless of the definition, were inactive. As a result, they face a higher risk of economic and social marginalisation compared to both women without disabilities and men with disabilities. There is a significant difference in activity rates between women with and without disabilities across Member States



Unemployment rates: Women with disabilities are more likely to be unemployed than women without disabilities in almost all the EU Member States, but less likely compared to men with disabilities.

The EU28 unemployment rate for women aged 15-64 with basic activity difficulties (definition 1) is 12%, compared to 9.8% for women without disabilities. The unemployment rates for women with disabilities range from 23.1% in Spain to 5.9% in Austria (see Table 11a)¹⁹.

Young women with disabilities are more likely than men with disabilities and women without disabilities to be 'not in education, employment or training' (NEET). Almost one-third (32.1%) of young women aged 15-34 with a basic activity difficulty were neither in employment nor in any education or training (NEET) in the EU28 (2011), compared to 29.3% of young men having a basic activity difficulty and 19.3% of young women without disability.

¹⁹ Discrimination and Access to Employment for Female Workers with Disabilities, European Union, Directorate-General for Internal Policies (European Parliament). 2017



Table 10a: Employment rates (%), by definition of disability, gender and Member State (EU28, 2011) 20

able 104:	Employment rates (70), by definition of disability, gender and Member State (EUZs, ZOLL)	y definition	n or disabil	ity, genuer	апа метрег э	tate (EUZO, ZU)	(1)	
:	Difficulty in		No difficulty in	.≘ ;	Limitation in work caused by a health condition	i in work alth condition	No limitation in work caused by a health condition	in work th condition
MS	basic activities		basic activities	ies	or difficulty in a basic activity	basic activity	or difficulty in basic activities	sic activities
	Men Women	Mc	Men	Women	Men	Women	Men	Women
EU28	51.3 43	43.9	73.0	2'09	40.7	36.0	73.8	61.5
Belgium		9.9	71.7	61.0	34.7	32.3	72.6	61.8
Bulgaria		29.9	64.3	59.2	19.9	16.1	64.6	29.7
Czech Republic		4.2	77.1	9.65	37.4	32.0	78.0	60.3
Denmark		4.5	79.8	76.3	42.8	40.5	81.4	78.5
Germany		7.4	77.7	2.99	37.1	34.6	78.0	8.99
Estonia	45.7 52	2.5	71.8	9:29	30.8	35.9	73.1	67.9
Ireland		27.7	64.6	57.1	21.9	21.2	66.2	58.2
Greece		9.8	69.3	47.5	35.7	24.5	70.0	47.7
Spain		9.3	66.3	54.5	40.8	28.8	67.4	56.4
France		2.7	71.1	6.09	62.4	57.3	73.0	65.9
Croatia		8.4	62.4	49.5	37.0	26.4	61.4	48.8
Italy		8.1	9.69	48.2	44.6	31.0	70.0	48.6
Cyprus		1.8	76.8	65.4	48.6	35.1	77.5	999
Latvia		52.6	62.9	62.3	38.0	42.5	62.9	63.2
Lithuania	37.1 42.9	2.9	62.8	63.5	29.7	34.8	63.6	64.2
Luxembourg		6.5	72.1	52.0	52.7	45.2	74.2	59.5
Hungary		3.4	6.99	55.3	17.6	18.6	2'99	55.2
Malta		(*)	75.3	42.3	35.7	25.1	77.0	43.0
Netherlands		9.6	84.3	75.7	41.9	37.7	84.5	76.0
Austria		54.9	81.2	70.1	53.0	43.5	82.0	70.8
Poland		1.3	71.1	9.95	28.7	23.8	71.3	9.95
Portugal	54.6 48	48.3	70.9	64.5	46.1	42.5	72.5	9.99
Romania		28.6	70.1	26.8	26.5	22.1	71.2	58.1
Slovenia		44.3	71.4	65.3	46.0	41.7	73.4	0.79
Slovakia	34.5 29	9.5	9.69	55.5	31.5	27.2	70.4	56.3
Finland		1.6	75.4	70.9	49.3	21.7	76.7	72.8
Sweden	69.0	64.3	77.4	73.8	64.1	265	78.1	74.9
United Kingdom	50.5	5.1	80.4	70.3	37.6	34.7	81.1	70.8
Notes: (*) Low	reliability							

People aged 15-64. Sources: LFS - AHM, 2011



Table 11a: Unemployment rates (%) by definition of disability, gender and Member State (EU28, 2011) 21

er State Mer	activities fen W 12.2 9.0 15.1(*) 14.5	ties	activities	ties	act	activity	basic activities	vities
Mer 2 15 2 2 4 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	12.2 9.0 14.5 11.3							
apublic 15.	12.2 9.0 1(*) 14.5	Women	Men	Women	Men	Women	Men	Women
apublic 15	9.0	12.0	9.5	8.6	17.71	17.1	6.9	9.4
epublic 15	14.5	11.4	6.1	6.1	13.6	13.9	5.8	5.9
kepublic rk ry	14.5	13.6(*)	12.4	6.6	20.3(*)	23.2(*)	12.3	9.7
ıy ıy	11.3	17.1	5.4	7.4	20.7	21.2	2.0	7.0
λί		10.4	7.5	6.7	15.2	11.6	7.1	6.5
	12.4	12.0	6.7	6.1	23.2	20.0	6.4	5.8
	23.2	14.6	12.0	11.0	33.8	21.7	11.6	10.5
	19.5	16.0	18.1	10.7	28.1	16.0	17.9	10.6
Greece	13.3	16.2	13.9	20.6	15.2	15.8	13.8	20.5
Spain	23.6	23.1	21.5	22.5	26.2	30.0	21.3	21.9
	10.5	13.8	8.2	9.3	18.6	21.3	7.3	8.5
Croatia 16.	16.9(*)	15.5(*)	13.7	13.4	14.3(*)	21.7(*)	14.0	13.0
Italy	9.8	7.5	7.0	9.3	12.4	10.3	8.9	9.1
Cyprus 10.	10.1(*)	10.3(*)	2.6	6.8	11.1	11.6(*)	7.5	6.8
Latvia	22.4	14.0	20.3	14.5	25.9		20.2	13.9
Lithuania	26.5	21.6	18.4	11.7	31.7	23.1	18.1	11.9
Luxembourg 3.	3.6(*)	6.1	4.2	6.7	8.2(*)	7.9(*)	3.7	6.2
Hungary	20.2	18.6	10.3	10.3	26.0	24.1	10.2	10.1
Malta	(:)	(:)	8.9	8.4	(:)	(3)	9.5	8.2
Netherlands 10.	10.4(*)	7	4.0	4.1	11.9(*)	7.6(*)	4.0	4.0
Austria	6.1	5.9	3.6	4.0	6.9	0.6	3.7	3.8
	12.0	11.0	8.8	10.2	14.6	15.3	8.7	10.0
Portugal	14.2	14.6	12.4	12.6	16.6	16.2	12.2	12.2
Romania	9.6	6.7	9.7	7.2	10.5	7.8	7.6	7.2
	10.7(*)	(*)6	7.7	7.3	12.1(*)	11.1(*)	7.4	6.8
Slovakia	19.4	18.6	13.2	12.5	23.0	20.2	13.0	12.3
Finland	10.8	2.6	8.1	6.9	11.8	10.1	8.2	6.5
Sweden	6.6	9.3	7.4	7.2	11.9	11.0	7.2	6.9
United Kingdom	12.0	9.3	8.5	7.1	16.9	13.2	8.3	6.9

People aged 15-64. Sources: LFS - AHM, 2011

²¹ Discrimination and Access to Employment for Female Workers with Disabilities, El Dato correcto es: European Union, Directorate-General for Internal Policies (European Parliament). 2017, p. 51.



Horizontal occupational segregation²² can be observed and is becoming more pronounced (following a negative trend) in employment for persons with disabilities. According to the aforementioned report, on average in the EU28 the biggest share of women with disabilities (according to definition 1) is employed in human health and social work activities (20.8%, compared to 5.3% of men with disabilities), while men with disabilities are employed above all in the manufacturing sector (21.2%, compared to 9.6% of women with disabilities). The share of women with disabilities employed in human health and social work activities is also higher than that of women without disabilities (17.8%), while fewer are employed in the other 'female' sector of wholesale and retail trade sector.

The glass ceiling is particularly stringent for women with disabilities. They are less likely to be employed in high- and medium-skilled occupations compared to both men with disabilities and women without disabilities. On average, at the EU28 level more than one-third of women with disabilities (38.5%, compared to 16.6% of men with disabilities according to definition 1) are employed as clerical support workers or service and sales workers, while most men with disabilities work as skilled manual workers (40.8%, compared to 10.7% of women with disabilities).

While both men and women with disabilities are very rarely employed in high- and medium-skilled occupations, the share of women with disabilities working as 'managers' is 2.2 percentage points lower than the share of men with disabilities, according to both definitions of disability. They are instead more likely than men to work as 'professionals' and 'technicians, and associate professionals', or in 'elementary occupations'.

Cuervo, Biencinto López et al., 2007).

²² The concept of 'occupational segregation' refers to "the situation in which a certain group occupies only part of the total occupations or professions" and manifests itself in two ways: *horizontal segregation* (concentration in a limited range of professions or areas of activity); and *vertical segregation* (access to management and decision-making positions) There is clearly horizontal segregation based on sex in the labour market and, by occupation type, women are largely found in those positions which have traditionally been considered 'feminine' (education, social services, health and clerical positions) and are the most overcrowded in the labour market. This is what we call horizontal occupational segregation by sex (Alonso



- Trends in the statistics show that segregation has deepened over the past years: employment for women with disabilities has only shown a more positive evolution in sectors and occupations traditionally linked to the role of females (the service sector and, within it, only in certain occupations), and we have observed what is happening in male sectors; they are becoming more and more so.
- Finally, women with disabilities are more likely to experience relative poverty (defined as disposable income under 60% of the average in the country of residence), so it becomes particularly important to revisit their priority status in social and economic policies, which have, to date, largely failed to consider their status and guarantee their right to a decent standard of living and effective social protection.
- In 2014, about one-third (31%) of women aged 16 or more in the EU28 and having an activity limitation was at risk of poverty or social exclusion, compared to 28.8% of men with an activity limitation and 22.4% of women with no limitation. In general terms, we can see how people with disabilities, and in particular women with disabilities, face a greater risk of exclusion from the labour market. Insecurity and poverty are facts of life for women and this is an issue that should concern public powers, authorities and society as a whole²³.

The key challenge highlighted by the data is how to activate women with disabilities. The concept of 'economically active' does not take into account the economic dimension of domestic labour, despite it being vital to the economy as a whole. If domestic work were to be included in official statistics, the huge contribution made by women in general and women with disabilities in particular would become apparent. This approach would reveal not only the value of their contribution, but also the lack of domestic labour by men in our society, a clear sign that an economic model based on the gender division of labour continues to prevail.

²³ Discrimination and Access to Employment for Female Workers with Disabilities, European Union, Directorate-General for Internal Policies (European Parliament). 2017, p. 71.



The combination of a range of factors²⁴ —such as a lack of competitive training, the gender digital gap, high inactivity rates, lack of access to the labour market, undertaking unpaid activities, the gender salary gap, obstacles related to difficulties in conciliating family and professional lives, women's longer life expectancy and, overall, the different forms of discrimination on the grounds of gender and disability—means that women with disabilities are one of the poorest and most excluded groups in society.

Since the end of the 1980s, training, guidance and placement programmes have been in place, as well as active support measures to help these groups find employment. Large sums of money have been invested to foster certain sectors in the economy that were viewed as priorities.

The gender perspective has not always been included in these initiatives from the outset and, as a result, while in absolute terms the impact of these programmes to enhance employability within certain groups has been positive, at times they have helped to widen and strengthen the gap between men and women, as has happened with men and women with disabilities. This trend has not just affected the disability sector but has been the general rule for many other groups, where policies to boost employment have been rolled out without considering gender inequalities. Fortunately, this experience has served to bring about the introduction of corrective measures and indicators that take into account the uneven starting point for women and men in the labour market, and this guide is an example of such measures.

Publishing this guide on mainstreaming the gender and disability perspectives in European Social Fund programming will enable us to address simultaneously two large-scale social constructs –gender and disability– and make visible very specific forms of inequality that are generally ignored in the vast majority of initiatives to tackle social exclusion.

²⁴ On this topic we recommend section 1.3 of the guide *Equal Opportunities for women with disabilities: the role of trade unions* (Directorate-General for People with Disabilities, Andalusia regional government), which provides a clear and succinct explanation of the main factors and obstacles in discrimination against women with disabilities in the labour market. Available only in Spanish.

PART TWO: MAINSTREAMING THE GENDER PERSPECTIVE IN LABOUR MARKET INCLUSION ACTIVITIES CO-FUNDED BY ESF

II.1. PRELIMINARY REMARKS AND GENERAL RECOMMENDATIONS FOR IMPLEMENTATION

II.1.a) Why include the gender perspective in labour market inclusion programmes for people with disabilities?

Despite a clearly-established regulatory obligation to do so, the reality is that many activities in the area of employment and disability either do not consider the gender perspective or include it only partially. It is, therefore, more and more common to find references to incorporating the gender perspective (generally in the project design and in the shape of general remarks on equal opportunities, women, etc.), but difficult to find projects that view the gender perspective as a cross-cutting dimension that touches upon each and every action and concrete commitments to progress in gender equality.

Numerous efforts have been made to increase the presence of women and men with disabilities in the labour market and significant progress has been made over the past years; overall, then, results have been positive. However, if the look at these same results through the optic of gender we see how inequalities between men and women have persisted and hardened. The problem is not limited to this area, but in this field and because of the intersection of inequalities, the consequences are magnified and manifest



themselves at all levels (economic, social, work, family, health, etc.), meaning that women with disabilities remain at a disadvantage not only in comparison with men with disabilities but also in relation to women and men without disabilities.

Avoiding these consequences is the main reason for initiating projects to boost inclusion that, in general terms, consider the real needs of women and men with disabilities, are able to apply this approach practically in each case, and ensure progress in this respect. This is the main reason, but there are many more²⁵.

• *Compliance:* there are of course legal and programming rules and regulations that underline the need to include the gender approach in this area and make it obligatory to do so. Putting in place effective processes to incorporate the gender perspective is an ideal way both to ensure compliance and guarantee we meet our project goals, as well as ensure mechanisms to be able to demonstrate and provide evidence for compliance.



²⁵ We refer here to some of the criteria used in the relevant literature concerning assessing the impact of gender programmes and projects.



• *Strategic interest:* mainstreaming the gender approach in our labour market inclusion projects aimed at persons with disabilities enables us to intervene in a strategic area –employment– and influence the structural causes for discrimination against people with disabilities. This will have a direct and positive impact on the life conditions of the project beneficiaries

These are also wide-ranging projects both in terms of the financial resources involved and the number of men and women for whom they are delivered. In considering scope, we should also consider the direct impact on staff within the organisation of efforts to incorporate the gender perspective; they will also benefit from enhanced procedures introduced by mainstreaming the gender approach.

- *Differentiation:* while this is not a new field for intervention, what is new is the intersection of the gender and disability perspectives within the field. The lack of prior references to efforts to address the labour market inclusion of persons with disabilities from a gender perspective gives this guide added value. Moreover, inasmuch as it aims to be a source of innovation, quality and improvement, the guide will appeal to organisations, centres and groups who wish to differentiate themselves, and this may act as a multiplier for the gradual mainstreaming of the gender perspective in this area.
- Quality and profitability: the growing importance of quality management processes in service providers provides an excellent entry point for processes to incorporate the gender approach. Insofar as the gender approach focuses on a commitment to and analysis and study of work processes and how to optimise, systematise and assess their impact on achieving the goals we have set for the intervention, gender equality creates synergies and quality and improvements mutually reinforce each other (Rosa Gómez Torralbo, 2006). A more efficient management which is more finely tuned to the realities of the beneficiaries will, in turn, lead to a more efficient use of invested resources.



- *Transferability:* most of the recommendations in this guide concern cross-cutting procedures (information and communications management, dissemination and awareness raising with key actors, procedures concerning representation and participation, etc.) which are applicable in almost every area where disability is present, meaning they can easily be adapted to fit other projects and contexts involving different target groups, different active employment strategies or different action areas involving people with disabilities. Thanks to the cross-cutting nature and applicability of the methodology we suggest, it can be easily transferred to other areas or general policies (for instance equality, employment or disability policies).
- The fact that the methodology is transferrable also makes it **sustainable** and, as it can be transferred to and introduced structurally within standard working practices, its impact on labour market inclusion for men and women can be maintained over time and, as a result, can generate longer-term changes.

II.1.b) General recommendations for implementation

Before we begin to move into the specific content of the guide, it is vitally important to understand that the gender approach is not merely a technical procedure to be applied aseptically in all action areas; on the contrary, mainstreaming the gender approach generates its own specific dynamics (synergies as well as resistance and barriers) which need to be considered if we are to be successful. Far from being a handicap, it is worthwhile studying and taking into account the dynamics to discover how to take best advantage of them (synergies) or face up to them (resistance and barriers). To help with this task, we now offer a brief overview of some of the most important ones:

Facilitating elements and how to make the most of them.

There are several elements that can contribute and make it easier to introduce initiatives to include the gender approach; we should take advantage of them (and even use them as reasons to press ahead) to face up to potential resistance and identify partnerships to foster implementation. The following are some of these key elements:



- 1. Alignment of approaches: many of the basic elements, goals and working methods used in the fields of gender equality and disability equality are shared, making understanding easier and propitiating a more positive attitude from the outset, both of which are needed when introducing processes to mainstream the two approaches.
- 2. Robustness of the rules: this is an area where there are clear regulations concerning the need to mainstream the gender approach. The goals, priorities and strategies to achieve mainstreaming are also clearly identified. Unfortunately, experience shows that having favourable rules and standards —what was known at one time as 'formal equality'— does not necessarily guarantee positive outcomes —so-called 'real equality'. Nevertheless, a regulatory and programmatic framework supporting the inclusion of the gender approach and disability is an important source of legitimacy and a driving force for success (and perhaps one of the most important).
- 3. Consolidated action area: fortunately, there is a long tradition of work to introduce the gender approach in employment. In fact, it was one of the first areas for intervention and has traditionally been considered a priority action area. Most public policies to foster equality between women and men have focused their efforts in this area. European Community programmes such as NOW and then EQUAL were key elements in this movement, which has left behind a legacy of organisations, experiences, tools and material that are still vitally important for any new initiative in the area of gender and disability equality in employment. In addition, one element –a small but highly significant one- of these projects was transferred to public employment policies and is now an integral part of work in the area. On the other hand, the gender approach has become increasingly more important within the disability movement, and there are organisations with a very strong track record in this respect. All of this means we are not dealing with a 'new action area', but rather one where we can identify key partners and practical support.



Barriers and how to overcome them.

The decision to mainstream the gender approach may trigger some elements which, like the other side of the same coin, more often than not tend to block progress. Here are some of the key elements:

- 1. Superimposition versus intersection: aligning the gender and disability perspectives, mentioned above as a facilitating element, may also result in controversy regarding which of the two approaches takes priority. Often, instead of considering the intersections, gender and disability are viewed as two superimposed reasons for inequality (this is something we have witnessed both at theoretical level and in regulations and programmes) and, depending on which area we find ourselves in, it is felt one should be given priority over the other. The intersectional approach argues precisely that all inequalities are interlinked and share common structural causes which, in this case, exclude women with disabilities from the labour market and/or force them into poorer working and life conditions. Far from diluting one category into the other or seeking 'competition' between the two approaches, we should, ideally, identify the causes and find converging elements within the two approaches to enable us to join forces rather than split them.
- 2. Impartiality versus gender relevance: the way in which employment is shaped as the best place to develop the skills created by the male model of socialisation means that it is more difficult for women to find jobs and they have fewer opportunities to enjoy decent working conditions. This is because the market-dictated factors affecting employability benefit men. Studies carried out on working processes in employment arrangements and their impact on men and women with and without disabilities have shown that an apparently neutral treatment (which in Spain we refer to as 'equal treatment for men and women') allows factors leading to inequalities to operate as they please, with the result



that the starting position is repeated over and over again. Along the same lines, research has also shown that the majority of people working in employment arrangements perceive their actions to be *neutral* as far as gender is concerned, that is to say they "neither hurt nor benefit women or men" (Ángeles González González, *et al.*, 2005). One of the tools which has proven to be most effective in combatting this *false impartiality* is the gender relevance analysis, which enables us to discover links between an action or procedure and promoting gender equality and equality for persons with disabilities, and demonstrate the potential impact on the initial equality or inequality of introducing the action or procedure. Making this visible is the first step towards initiating the gender mainstreaming process as proposed by this guide.

3. The illusion of equality versus the persistence of inequality: in gender equality circles the expressions 'illusion of equality' or 'faked normalisation' have been coined to refer to a phenomenon which holds that gender inequalities 'belong to the past' or, if they do exist, will iron themselves out over time. In an area like this one, we have witnessed several variations on these viewpoints in the positions of those who do recognise that inequalities exist, but do not feel it is appropriate to do anything about them for two reasons: one reason displaces the causes of inequalities 'elsewhere' (in society, the family, companies, etc.) so, in this case, little can be done because the solution is outwith our grasp. Another variation which is becoming more and more widespread is that we are *already* working from a position of equality, and the conclusion is the same as the previous one: no more action is needed in this area. These positions, apart from being based on fallacies that are easily refuted using facts and figures, are serious obstacles when we attempt to put in motion transformative actions.

Fortunately, significant progress has been made in availability of information and indicators allowing us to prove inequalities and show how they are repeated, as well as carry out ever more tailored research on how employment programmes are contributing to improving the lot



of women and men with disabilities. Data are, in short, perhaps one of the most powerful weapons in our armoury as we seek to legitimise the need to introduce measures to mainstream the gender and disability approaches in our efforts to foster labour inclusion.

Whatever the case may be, confronting these and other obstacles when attempting to implement this guide can only be done by those involved with the backing of their organisations and support from expert technical structures with suitable training in gender and disability equality. Educating and training decision-makers before and technical support during implementation are undoubtedly the key factors in terms of identifying obstacles and resistance, seeking practical solutions and, in short, improving the guide and the ways to implement it.

II.1.c) The logic behind the structure of the guide

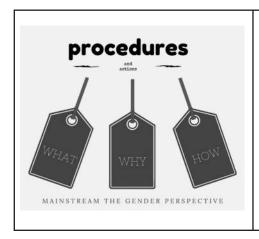
With these opening considerations in mind, this guide sets out two ways in which to address the mainstreaming of the gender approach in labour inclusion for women and men with disabilities.

- an 'internal' dimension, or how to incorporate the approach in everyday working procedures and ensure it is part of almost all actions;
- a dimension we shall call 'external', meaning actions undertaken in different intervention areas in training and employment for women and men with disabilities.

To distinguish between the two, Fundación ONCE carried out a detailed analysis of activities taking place within the framework of the Social Inclusion and Social Economy Operational Programme 2014-2020, a programme managed by this Foundation in Spain as a beneficiary entity together with Inserta Empleo, looking for gender relevance in each and every action. This experience can be transferrable to European civil society organisations which manage projects co-funded by the European Social Fund, as well as to public administrations and other types of entities.



Following this process, we are able to differentiate between cross-cutting procedures (section II.2) and specific actions (section II.3) and select those with a greater impact in respect of moving forward in gender equality between women and men. Taking a practical approach to this exercise, for each procedure and action we offer the following information:



- A description of the type of activity/procedure (**what**).
- A consideration of how important and useful it is to incorporate the gender approach (why).
- Concrete guidelines to include the gender approach in the action or procedure in question (how).

In addition, throughout the guide we will provide explanations and offer practical ideas related to real-life case studies within the programme, in order to facilitate a better understanding of the content. These reflections are included in boxes and they provide the opportunity to:

- Gain a deeper understanding: learn more about the aspect under consideration:
- *Visibilise:* highlight good practises and positive outcomes from mainstreaming the gender approach in ongoing projects in the field;
- *Improve:* identify specific areas where improvements can be made based on a gender analysis of planned actions within the projects.

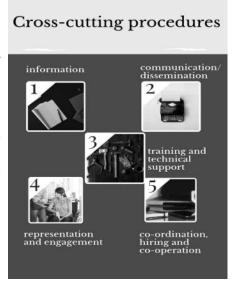
At the conclusion of the sections covering the two dimensions we offer a checklist to enable users to assess to what extent the gender perspective has already been mainstreamed in their procedures and activities.



II.2. GENDER EQUALITY IN CROSS-CUTTING WORKING PROCEDURES

In this section covering the first dimension of incorporating the gender approach, we have identified a number of cross-cutting project management procedures and activities in labour inclusion for people with disabilities²⁶. These procedures and activities are the following and those in sections II.2.a) to II.2.e).

- Information, studies and research;
- Communication and dissemination, including examples of genderneutral language and notes for arranging events;
- Education, training and technical support;
- Women's representation and participation;
- Co-ordination, hiring and working with other bodies.



Without a doubt there will be many more, but the ones highlighted above are considered the most relevant to improve inclusion of the perspective. They are also procedures for which there are clear rules and regulations concerning

²⁶ The procedures and guidelines were selected based on methodological developments to facilitate mainstreaming. These developments were initially aimed at public authorities but are applicable in any organisation looking to implement an initiative of this type. The source material is *Mainstreaming gender: methods and techniques* (Natalia Biencinto López and Ángeles González, 2010).



the need to ensure gender equality and, above all, guarantee that the recommendations are applied **systematically** in each and every activity and project involving these procedures.

II.2.a) Background information, studies and research

WHAT

- ◆ A prerequisite to working to foster gender equality is to disaggregate data by sex and develop specific indicators providing the information we need to understand the situation and position of women and men with disabilities in employment and the impact of our intervention on the initial conditions²⁷.
- This requirement is regulated, and we can find numerous references to it in rules and regulations. According to the European Institute for Gender Equality (EIGE):
 - o Gender statistics are defined by the sum of the following characteristics:
 - (a) data are collected and presented disaggregated by sex as a primary and overall classification;
 - (b) data are reflecting gender issues;
 - (c) data are based on concepts and definitions that adequately reflect the diversity of women and men and capture all aspects of their lives; and
 - (d) data collection methods take into account stereotypes and social and cultural factors that may induce gender biases (some examples of sex bias in data collected are: underreporting of women's economic activity, undercounting of girls, their births or their deaths, or underreporting of violence against women).

²⁷ This is a key topic and to study it in more detail would go way beyond the goal of this guide, so we will simply mention the most important points to be considered.



- This procedure encompasses a wide range of information management activities: production, processing, analysis and dissemination. Several activities and tools, including the following, are involved:
 - Forms, registration processes, questionnaires, discussion guides, monitoring tools, as well as any other instrument to gather information on women and men with disabilities in the labour market;
 - o Definitions and statistical operations and their administration, handling and collection;
 - o Diagnostic dashboards with indicators for diagnostics and to measure project goals, achievements, results and impact;
 - o Studies, research and associated reports.

WHY

- To identify and gain a deeper understanding of the causes of inequalities between women and men in access to the labour market, promotion and working conditions. It is also helpful to gauge how gender gaps in inclusion in the labour market are evolving and how they manifest themselves: occupational segregation; salary gaps, etc., and monitor our work to eliminate the gaps.

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- To visibilise and disseminate accomplishments achieved by delivering gender-sensitive labour market inclusion projects for persons with disabilities.
- To gather evidence and be ready to respond to the requirements of authorities, funding bodies and certification bodies.
- To make it easier to introduce mechanisms to improve projects. Information is the basis for intervention, and the more we understand the baseline position of the target population (women and men with disabilities), and the results and impact of our actions on this population, the more efficient and effective our actions will be.



HOW

- **Disaggregate** the data on employment and disability we collect and process by sex.
- It is vitally important to ensure **disaggregation is cross-cutting** and enables us to cross-check sex against *all* other variables. This is even more relevant in an area such as this one, where two or more grounds for inequalities (sex and disability) intersect.
- Include specific gender indicators allowing us to describe the relative situation and position occupied by women with disabilities in employment in relation to men, monitor evolution, and/or visibilise and measure the extent of the gender and disability inequality phenomenon and study its causes²⁸.

Learning more... ¿Do you know what a 'gender indicator' is? Is a gender indicator the same as data disaggregated by sex?

- A piece of data disaggregated by sex is any datum about people that gives separate information on the situation in which men and women find themselves, for example the average weight of men and women.
- A gender indicator "has the special task of pointing out social shifts throughout time in terms of gender relations...it highlights changes in the status and role of women and men at different moments in time and, as a result, shows if we are moving towards equal opportunities as a result of our planned actions." (Dávila Díaz, n.a.)

One example would be the gender pay gap in employment among people with disabilities.

Not all data disaggregated by sex are relevant from the gender perspective (the first example given above demonstrates this). This is why the term 'gender

²⁸ Taken from the manual *Towards an equal working environment* (Natalia Biencinto López, et. al., 2009).



indicator' has been coined to indicate the data that **do provide** relevant information to analyse gender. They may be data disaggregated by sex or not (as is the case in the second example above).

We encourage you to explore this issue in more depth and answer the question.

• Use the **gender approach as a framework for analysing** available information. At times the data are available but not properly interpreted because there is uncertainty about the correct analytical framework to apply. Gender analysis enables us to go beyond a mere *description* of the facts and situations (for instance, confirmation that women with disabilities have a lower activity rate) to offering an *explanation*, considering the causes and enabling us to reach conclusions which will prove useful in our interventions to foster the labour market inclusion of persons with disabilities.

Learning more... Using the gender approach to analyse available data means we address and learn more about...

- Men's and women's different needs, attitudes and motivation in terms of employment, as a consequence of gender roles and stereotypes.
- Factors triggering gender inequalities in employment²⁹ and how they operate in particular situations.
- Adapt programmes and digital media so that information can be collected, recovered and processed. It is also highly advisable to identify relevant gender and equality indicators and include them in our project management dashboards.

²⁹ We recommend the manual of the same name, published by the European Social Fund Administrative Unit (Isabel Alonso Cuervo *et al.*, 2007). Original available only in Spanish.



- Implement the following recommendations in studies and research undertaken or commissioned to design or adjust career guidance and support services for persons with disabilities:
 - o Services should include mechanisms to gather information to learn about the social and work realities of women and men with disabilities and pinpoint initial inequalities in all areas linked to disability and the labour market (working conditions, education and training, participation in and results of active employment policies, etc.).
 - o Services should consider ways to generate *qualitative* information which can help us understand the causes, attitudes and perceptions concerning gender and disability inequalities in the labour market, as well as other aspects which cannot be captured by quantitative approaches.
 - o Studies and research should systematically include the gender perspective as an analytical model.
- Disaggregation by sex and gender indicators should be considered throughout the entire project cycle:
 - o During the assessment stage, an accurate map of the initial position of women and men with disabilities from the project's potential target population should be drawn up, pinpointing gender inequalities.
 - o During the design phase, we must set quantifiable outcome indicators which can subsequently be checked to gauge compliance.

Improve... a project has the following outcome indicators:

- No. of people engaged: 7 500.
- No. of participants in training activities: 10 800.
- No. of participants in entrepreneurship-related actions: 1 600, of whom 25% will set up their own business.



- No. of participants belonging to groups with special difficulties for labour market inclusion: 3 000.

In principle, using just these indicators it isn't possible to check if the gender equality goals have been met. Let's imagine the project has concluded and the outcome indicator for number of people engaged is 6 300, of whom 3 200 are women.

What can we say about meeting the goal of activating women with disabilities (which should be explained in the project)?

The truth is there is little more to say. Fortunately, we know how many women we have engaged and that women make up over 50% of the total. However, as there is no outcome indicator disaggregated by sex to use as a reference, we cannot claim to have met the goals *per se* as there is no way to check the outcome indicator against a starting figure for the goal regarding activating women with disabilities.

- O During execution: plan to gather disaggregated data on project participants, incorporating **performance indicators** in actions related to mainstreaming the gender approach in our working methods and actions linked to fostering equality for persons with disabilities in labour market inclusion.
- O During monitoring and assessment: using information that enables us to measure compliance with the project goals and the gender impact on participants and the environment.

II.2.b) Communication and dissemination

WHAT

• Language, in addition to *reflecting* and *transmitting* concepts in societies, and their views regarding the differences between sexes, differences due to disability and all other difference in society, also *creates* a reality that shapes our perception (and, as a result, our actions) and reinforces and reproduces social inequalities.



Learning more... Consider the following statement:

"Languages are not simply a mirror reflecting the reality of our image: just like any other idealised model...they can lead us in shaping our perception of the world and even lead us to act in a certain way." (María Luisa Calero, 1999:6)

... we suggest you think about how our language can influence the way we think and act in relation to women and men with disabilities.

- In the same way as with information, mainstreaming the gender approach is regulated in these procedures and there are numerous standards on the use of inclusive and gender-neutral language. There is also a wide range of guides, manuals, protocols and tools we can use to help us.
- The need to use gender-neutral language was recognised in 1987 on the occasion of the 24th session of the United Nations General Conference. A resolution was adopted urging the Director General to "adopt a policy in relation to drafting the working documents of the organisation that avoids, insofar as possible, the use of language which refers explicitly or implicitly to only one sex, except where it is positive and measures are being considered." Also in 1987, UNESCO published its "Guidelines on Gender-Neutral Language"³⁰, later revised in 1999.
- The Committee of Ministers of the Council of Europe adopted a recommendation on eliminating sexism in language on 21st February 1990.
- Moreover, the EU Publications Office has issued guidelines on gender language as part of its Interinstitutional Style Guide³¹.
- ONCE Foundation has also developed a guide to gender-neutral language (in Spainsh) with particular focus on employment and disability³².

³⁰ http://unesdoc.unesco.org/images/0011/001149/114950mo.pdf

³¹ http://publications.europa.eu/code/en/en-4100600en.htm

³² https://www.cermi.es/sites/default/files/docs/novedades/GUIA.pdf



- Given all of the above, it cannot be denied there are rules and instruments governing the use of gender-neutral language; however, the key challenge remains to apply the rules systematically in our day-to-day working practises.
- In this guide communication is given a wide definition and includes a number of related areas, such as:
 - o verbal, written and non-verbal language and the images we use to communicate;
 - o the channels and media through which it flows;
 - o communication content;
 - o gatherings, meetings and seminars; communication plans; information and awareness-raising campaigns, etc.

We also focus on different types of digital communication.

WHY

- To meet the current rules and regulations.
- Because no overall strategy to mainstream the gender approach can be considered complete if it lacks measures to eliminate sexist and noninclusive use of language, given how much language serves to underpin and reproduce inequalities between women and men.
- It is one of the most straight-forward ways to visibilise an organisation's commitment to gender equality.
- Because moving forward in the use of gender-neutral language means moving forward in a wider process of social transformation which, by naming that which is different, makes inequalities more visible and fosters respect and non-discrimination for women, and also for others who do not fit standards

HOW

• By carrying out a **thorough review of the written language used** and ensuring it is equitable and inclusive.



At this point we must not forget that social organisations representing persons with disabilities have performed a key role in terms of reporting and eliminating the use of exclusive and discriminatory language in relation to disability. Along the same lines, there is therefore a need to demand all organisations in the sector use gender-neutral language in their communication.

Examples of inclusive and gender-neutral use of language:

RIGHT	WRONG
Police officer	Policeman
Business person	Businessman
Chairperson	Chairman
Flight attendant	Air hostess
Server	Waiter/waitress
Workforce	Manpower
Artificial, manufactured, constructed	Man-made

• In communications by and for people with disabilities, it is vitally important to address not only verbal and written language, but also avoid sexism in images and pay attention to non-verbal language (body language, gestures, intonation, etc., in our actions to recruit clients, assist and support them, etc.) in order to stamp out the more subtle forms of sexism (and therefore the most effective as they are more difficult to identify) in communications.

Learning more... Women with disabilities are perhaps one of the social groups which is most affected by sexual representations of the image of women, so in project-related communication actions involving the use of images it is extremely important to avoid showing:

roles linked to the sexual division of labour - men as part of the economy and in sports, politics, etc., and women at home or in care roles;



- only men in prestigious social and economic professional environments, and women in subordinate occupations or jobs associated with traditional gender roles;
- **a** physical representation of young, slim, white women...
- re-victimised women in situations of violence, vulnerability and inequality, as these images promote overprotection and undermine empowerment; ...

...among many others. In short, using a gender-neutral visual language means merely visibilising and highlighting the diversity of women who do, in fact, exist in real life.

- Once again, and in particular in the field of disability, it is vital to consider the channels through which communications flow and make sure they are equally accessible and there are no significant differences in terms of use by women and men with disabilities or within the target population for the communication activities.
- Accentuate content that includes references to gender equality and disability, thereby increasing knowledge, raising awareness, and promoting engagement by professionals working on employment initiatives, by other key actors such as entrepreneurs, the disability movement and families, and of course by the men and women at whom the inclusion programmes are targeted.

Visibilise... look at the following proposal for action:

"Viral video campaign on YouTube showing the experiences of women with disabilities... with the goal of raising awareness and highlighting the talent of this population group, which is subjected to double social exclusion."

• It is also necessary to pay particular attention to **digital communications** because new digital media (or at least those which are accessible) are special channels for participation and communication for people with disabilities, but also because we must realise that *they are not equally special:* although progress is being made overall in closing it, the **gender**



digital gap persists in the use of ICT. Furthermore, studies show that product and app design, communication channel management and digital content creation are still highly masculinised areas. Due to the ramifications for the labour market, fostering the use of digital media by women with disabilities and, above all, boosting their visibility and participation as full digital citizens, as well as their engagement in creating and designing technologies, should also be a goal for labour market inclusion projects. To achieve this, in addition to applying these recommendations regarding communications —in particular regarding web space management³³— it is necessary to consider the initial inequalities women face and incorporate elements aimed at reducing the gender digital gap.

Communication plans, information and awareness-raising campaigns, etc. within the framework of programmes to promote labour market inclusion should reflect this holistic and inclusive vision of communication.

Visibilise... pay attention to the use of language in the following excerpt. It is undoubtedly in line with the goal of promoting inclusion: "The impact of the project is supported via a communications plan... the main aims of the plan are: to highlight the efforts of the European Union, through the ESF, to boost inclusion in employment for persons with disabilities; to promote awareness and bring about a shift in perception among employers with a view to increasing the number of persons with disabilities in employment; and to raise awareness also among other stakeholder groups."

Notes to ensure the gender approach is included in event organisation: congresses, meetings and seminars 34

³³ For more information on this topic we recommend Designing web sites with a gender perspective (Beatriz Álvarez Tardío and Ana Chillida Aparicio, 2010), a very useful tool to design and develop gender-sensitive web sites and check existing web pages against these criteria.

³⁴ The steps outlined here can be extrapolated to the steps to be taken in training actions, as listed in section II.2.c.



As actions for communication and dissemination, all the recommendations included in this section are applicable here, and the following is a summary of the key areas:

0. Starting point: consider the agenda topics and the characteristics of the event you are organising.

• If the event addresses an area of reality where we know gender inequalities exist (and in the field of economic activities and employment this includes almost all areas), we must make a special effort to ensure the event contributes to overcoming these inequalities, increases visibility and promotes women with disabilities' participation in the event and, therefore, in the area being addressed.

1. Messages to be transmitted

- **BEFORE:** revise and adapt registration forms, lists of participants and data bases to make sure the variable 'sex' is included, so that data can be disaggregated and analysed according to this variable.
 - o All the information about the people involved in the event in any way —men and women speakers, event organisers, moderators, attendees, etc.—should be collected in a manner that can be disaggregated by sex.
- **DURING:** carry out interim analysis so that if any prior imbalances are detected (for instance in registrations, in the suggested list of speakers, among participants or moderators, etc.) they can be resolved in a timely fashion.

For example, if you notice that...

o more men than women are signing up to attend, revisit the channels you are using to disseminate information and, from that point on, focus on those predominantly used by women.



- o women are clearly under-represented in the draft list of speakers, think about ways to make up for this and give women a higher profile, perhaps as panel moderators, keynote speakers, etc.
- AFTER: when *evaluating* the event, we must include participation by sex and consider how gender equality was addressed in the design and execution stages.

2. Communications

- Follow the guidelines in **section II.2.b)** when planning dissemination activities prior to the event: banners for web site; entries on social media; invitations (hard copies or electronic); radio and TV adverts or slots; press ads, etc. Inclusive language and images must be used at all times.
- If the theme or topic of the event is one where we know beforehand that women with disabilities do not have a high profile, we should make a special effort to ensure they are represented in images and explicitly encouraged to attend in introductory texts and invitations.
- Check the suggested decor for rooms and design of signage, etc., to make sure there are no images or texts that do not meet the standards for gender-neutral language.
- In addition, in the guidelines for speakers you can recommend they pay attention to these questions in their interventions and audio-visual presentations.

3. Content planning

• Considering including content referencing gender equality and disability in the opening, when presenting content and speakers, and when closing the event.



- If relevant (you can be guided by the reflection we suggested at the beginning), don't forget to include a specific presentation by an expert in gender equality and disability and their connection to the overall theme of the event
- If possible, in the guidelines for speakers invite them to reflect on gender and disability inequalities and consider how they can be addressed in their presentations.

4. Support services (registration desk, logistics, catering, etc.)

- Avoid reproducing gender stereotypes in the physical appearance and clothing of support staff (auxiliary personnel or helpers, aides, waiters and waitresses, etc.).
- Ensure a representative balance between men and women and people with disabilities among support staff, to break down the way this kind of position is traditionally assigned exclusively to women whose physical appearance meets sexist standards for beauty.
- Provide childcare services and support services for people requiring assistance during the event, to make it easier for women to be able to attend and act in line with actions to promote family-professional life conciliation and joint responsibility.

II.2.c) Training, education and technical support

WHAT

• Mainstreaming the gender approach in procedures and activities is about enhancing and appreciating the added value in terms of knowledge and skills concerning gender issues gained by the practitioners in charge of managing labour market inclusion for persons with disabilities.



- The experience gained after decades of work in employment and gender equality shows that one of the most efficient tools to introduce and integrate strategies to mainstream the gender perspective −in addition to mechanisms that ensure other organisations assume their responsibility in this area— is to create a robust structure specifically to offer technical guidance and support in gender affairs to the practitioners in charge of employment projects for persons with disabilities.
- There are also standards in this area, and we can find several references to education in gender affairs. For instance, according to the European Institute for Gender Equality³⁵:
 - o Gender equality training is not a goal in itself or a single tool to implement gender mainstreaming. It is part of a wider set of tools, instruments and strategies. Gender equality training should be incorporated into an ongoing, long-term process.
 - o As defined by UN Women, gender equality training is a 'tool, strategy, and means to effect individual and collective transformation towards gender equality through consciousness raising, empowering learning, knowledge building, and skill development'. It is an important component of the gender-mainstreaming strategy and is recognised as such in several international and European standards on gender equality.
- Gender equality training (GET) provides participant(s) with the relevant knowledge, skills and values to allow them to contribute to the effective implementation of the gender-mainstreaming strategy in their field, organisation, institution or country.

³⁵ We also recommend the *Gender equality training: Gender Mainstreaming Toolkit,* European Institute for Gender Equality (2016), Publications Office of the European Union, https://eige.europa.eu/sites/default/files/genderequalitytrainingtoolkit.pdf



- The importance of this topic has been recognised by several organisations, which regularly offer their staff specific training courses in gender equality. Moving beyond these *ad hoc* measures, the challenge now is to take a further step and *mainstream* this approach in all procedures related to designing, executing and evaluating staff training, including in the following:
 - o training plans and face-to-face and on-line training and education courses;
 - o Meetings, workshops and seminars.

WHY

- Training the staff involved in designing, executing, monitoring and evaluating projects to foster inclusion in the labour market for persons with disabilities is one of the key prerequisites to putting in place comprehensive strategies for improvement that include the gender and disability perspectives.
- Training has proven to be the most effective way to raise awareness and ensure a favourable initial attitude towards introducing strategies to include the gender approach because it is a powerful tool for breaking down the obstacles we mentioned at the start of this guide, such as the illusion of equality, false impartiality or a superimposition of the gender and disability dimensions. Training is an efficiency factor.
- Gender equality training is also an indispensable tool for addressing the transformation and technical modifications needed to deliver labour market inclusion projects with a gender approach. If the key staff have knowledge of what to do and, above all, how to do it, other resources invested by the organisation to progress in this process, such as financial and human resources, or material such as this guide, will be used to the full. It is, therefore, another efficiency factor.



The role of the equality officer or equality unit has been shown to be useful and this is one of the most widely implemented procedures in strategies to mainstream gender in public policies. However, the success of the officer or unit depends on where they are placed within the overall structure and on their being accepted as an integral part of the structure and not being viewed as 'external' and outwith the organisation and its regular working practises.

HOW

• Consider organising specific gender equality and disability equality training activities for the staff involved in managing labour market inclusion projects.

Learning more... because of the *special* nature of this expertise, training plans must focus on developing skills at various levels:

- Awareness: there is a need to break with previously-held assumptions, neutralise potential resistance and generate a positive initial attitude towards gender equality; at a second stage, it is necessary to secure a commitment to and engagement with the processes needed to mainstream the approach.
- Knowledge: an understanding of the fundamental concepts and elements of the gender and intersectionality theory and their implementation in the fields of employment and disability.
- Technical expertise: knowledge, use of tools and development of specific skills to implement the gender perspective in one's daily working practises when delivering labour market inclusion projects for people with disabilities.

It is vital that not only the content but also the teaching and learning *methodologies* are adapted to the area in which they are to be implemented. Experience shows that:

 Active methodologies fostering participation are the most suitable for achieving the ultimate goal: implementing what is learnt in one's work.



- Training actions are considerably more efficient when they are matched with strategies to ensure continuity over time, such as tailored work plans to implement course contents.
- Mainstream the gender perspective in staff training activities. This involves including the perspective in every stage of the process: the initial mapping process to identify staff training requirements; activity design; delivery; and also evaluation of outcomes.

Learning more... addressing this procedure could be the theme for a separate, specific guide to review –from the gender perspective—the following elements in training activities:

- entry requirements, reserved places and allocation of slots;
- the objectives of the course and determining the profile of the target audience;
- organisation: type of course, schedule, duration and place;
- course content;
- methodology;
- language, content and channels to communicate and disseminate information on the training activity;
- bibliography and course material, ownership, etc.;
- gathering and analysing information by sex on participation and outcomes: students (engagement and performance) and instructors (representation of women and evaluation).

Implementation... take a look at the material in the bibliography to gain a deeper understanding of what it means to incorporate the gender approach in training activities. Try to implement the recommendations from the bibliography by studying some of the ones already incorporated in labour market inclusion projects, such as the following:

"(The project includes) training for practitioners to ensure their skills are continuously dated to be able to perform their tasks optimally. This training may involve material related to legislation, the realities of the labour market, and tools and methodologies for intervention."



Strengthen the technical role played by the equality officer or set up an equality unit staffed with trained and specialised professionals. The officer or unit should operate within the structure of the organisation and should provide guidance and technical support to the gender perspective mainstreaming process. If there is an equality officer, it is essential to put in place permanent communication channels and even implement a detailed joint work plan to set out the contents of the guidance and provide ongoing technical support for employment inclusion projects aimed at persons with disabilities.

Learning more... if there is no equality officer or unit, one way to cover technical support needs is to involve organisations of women with disabilities or engage with the women's sections or areas within key organisations from the disability movement and with expert organisations in the fields of gender and disability.

II.2.d) Women's representation in project teams and forums for users' and families' participation

WHAT

- Ensuring a balanced representation of men and women in decision-making teams in inclusion projects. As this area –social sector organisations and projects— is feminised, the priority in this case is to ensure that the often higher participation of women in technical and support roles is reflected through their being represented within the decision-making staff, as well as in the types of tasks they perform, their social status and the related working conditions.
- Moreover, experience has shown that is it vital, especially in the field of disability, to address and foster the participation of women users and beneficiaries through concrete mechanisms. In line with the goal of ensuring joint responsibility, it is also essential to promote the engagement of men in areas where, if applicable, such actions are also open to the relatives of persons with disabilities.



- Experiences in this respect are driven by the principle of balanced representation between women and men, for which ample legislation exists within the EU regulatory framework:
 - o European Parliament Resolution dated 6th July 2011 on women and business leadership (2010/2115 (INI))³⁶;
 - 2012 European Commission proposal for a directive on improving gender balance among non-executive directors of companies listed on stock exchanges, including a quantitative target of 40% by 2020³⁷.
 - o Progress Report of the Council of the European Union on the directive on improving gender balance among non-executive directors of companies listed on stock exchanges (June 2017).

WHY

• Balanced gender representation between men and women is a basic principle and demonstrates commitment to democratic values; it has also been shown to be a prerequisite for more efficient organisational management. Moreover, it is an ideal way to demonstrate to others an organisation's commitment to gender equality, a fundamental element in ensuring the talent within an organisation's personnel is fully realised, and a way to make sure staff working on these projects are fully satisfied. Nevertheless, all these 'plus points' are not automatically ensured by having women involved; pro-active strategies must be adopted to make them happen and take advantage of the results. This is especially relevant in a highly feminised environment such as this sector, where improvements in working conditions and acknowledgement of the social value of activities related to assisting persons with disabilities become priorities.

https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2012:0614:FIN:en:PDF

³⁶http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+TA+P7-TA-2011-0330+0+DOC+XML+V0//ES

³⁷Proposal for a DIRECTIVE OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on improving the gender balance among non-executive directors of companies listed on stock exchanges and related measures, Brussels, 14/11/2012, COM (2012) 614 final.



- The 'engagement' of women who are the target for projects aimed at persons with disabilities in general and at promoting the inclusion in the labour market of persons with disabilities in particular does not automatically come about if we use only 'gender-neutral' mechanisms to foster participation. This is because the major inequalities in the initial starting point mean that such an approach will merely result in a reproduction of significantly lower participation rates for women with disabilities.
- When attempting to foster the engagement of families, we must consider mechanisms to promote an equitable participation of mothers and fathers and greater involvement of the latter, as a means to promote shared responsibility.

HOW

• First of all, there is a need to study the breakdown of decision-making structures and the workforce engaged in labour market inclusion projects for people with disabilities by sex. It is vital to go beyond a purely statistics-based analysis and identify differences between men and women in the workforce in hierarchical positions (vertical segregation) and particular functional areas (horizontal segregation). To ensure the study is performed systematically, it is very helpful to have tools that enable us to gather and process this basic data on the staff involved in projects in a standardised manner.

Visibilise... look at this quote from a project to promote inclusion in the labour market:

"(...) priority is granted to positive measures to foster the participation of women with disabilities in all actions within the itinerary. Seventy-three percent of staff are women and 62% hold management positions."



- Once this study has been carried out, if inequalities linked to vertical or horizontal segregation are detected there is a need to review procedures for access to employment, job retention and promotion for positions in inclusion projects³⁸ to ensure that the imbalance is not the result of gender biases. Such biases are probably merely due to omission, that is to say a failure to take into account the unequal initial position for men and women.
- In projects including mechanisms to address the **engagement** of women and men with disabilities and planned actions to promote inclusion, it is essential to pay particular attention to gender-based factors which may have an impact on the equitable participation of women, and vital to ensure they are corrected through concrete steps.

II.2.e) Relationships with suppliers and partners

WHAT

- Relationships with products and goods suppliers, whether via a partnership or a business agreement, can also serve as another instrument to mainstream the gender approach in employment projects for persons with disabilities as they act as a gateway to and multiplier for the goals, working methodologies and outcomes in terms of gender equality for companies and bodies engaged as suppliers.
- Regulations in this field encourage using these relationships as a means to promote equality and, moreover, provide a legal basis³⁹.

³⁸ The gender analysis of human resource management is also a very wide-ranging topic which goes beyond the scope of this guide. Please refer to the material in the bibliography for further study.

³⁹ See Equal opportunities for men and women in public procurement contracts: a few recommendations, https://igvm-iefh.belgium.be/sites/default/files/downloads/20%20-

^{%20}Public%20procurement%20contracts.pdf



• Mainstreaming the gender approach in procurement and business partnership procedures is one of the elements of the mainstreaming strategy that has developed most quickly in recent times. Of course, interest in incorporating such practises was first shown by public authorities, but many private-sector companies have also included clauses or conditions in their quality systems, equality plans and CSR strategies to ensure respect for and promotion of gender mainstreaming in the companies and bodies they do business with.

WHY

- Because it is an instrument to advance in mainstreaming the gender perspective in our projects more efficiently. Procurement is a way to ensure that those responsible for executing a part of our projects or supplying some kind of goods or services for our projects are also working to achieve our aim of equality and towards positive results.
- As a way of making our co-ordination, procurement and purchasing policies more streamlined.
- As a strategy to become a benchmark for gender equality within the social organisations or enterprises (and also with public authorities) we do business with.

HOW

- By default, ask all suppliers and business partners to respect the mainstreaming principles we have set out in the first part of this guide. In addition, we can incorporate social clauses to the calls for tender and to procurement regulations:
 - o Manage information in such a way that it is possible to perform a gender analysis of the various ways in which they participate in inclusion projects. Very often, information from contractors is vital



to have sufficient data and indicators on project development. If they do not employ the same criteria (that is to say if they do not disaggregate data on participants by sex, or do not include gender indicators in their analyses) it will be difficult to have this information for our own analyses.

- o Use gender-neutral language and images in all documents and communication activities in the labour market inclusion project for which we are seeking services or suppliers. Contracted companies or bodies often hold a greater responsibility for these activities, such as when designing and managing our web sites or handling positioning and dissemination on social media, so it is essential to ensure they respect inclusive communication standards.
- o Check to make sure the personnel working directly on the labour market inclusion project is properly trained to accomplish the goals of gender equality and equality for persons with disabilities. In this respect, it may also be helpful to ask the organisation or company for information about prior experience in developing similar projects involving the gender and disability perspectives.
- o Run a check on measures and progress in relation to human resource management promoting gender equality and to ensure balanced gender representation in decision-making processes.
- o The company or organisation should provide a statement of responsibility stating the total number of employees in its workforce and whether it has some type of equality programme or develops positive actions to promote women.
- o Companies responding to calls for tender should confirm, by any means provided for in law, they have organisational measures in place to foster work and family and personal life balance among their employees, and should set out what these measures entail.



• It is also very important to establish co-ordination mechanisms to ensure the work carried out within the framework of the project in regional offices or organisations or in decentralised bodies is performed in line with the same approach.

Improving... Consider the following excerpt from a labour market inclusion project:

"(..) work will be performed through a network of regional centres centrally co-ordinated by a team of practitioners with ample experience in delivering employment programmes focussing on persons with disabilities."

Does this ensure the work by practitioners delivering projectrelated actions in the regional centres incorporates the gender perspective?

- Consideration should be given to extending all of these conditions or the most relevant requisites to cover *ad hoc* and standing committees and working parties involved in employment and disability, to the assemblies of organisations of persons with disabilities, and also to other representative bodies for business organisations, trade unions, experts in employment policies, etc., engaged in whatever way in these projects.
- ⊙ Co-ordination and co-operation networks are also excellent places to disseminate and exchange information, experiences and practical solutions to overcome obstacles and resolve any difficulties which may arise when mainstreaming the gender perspective in our inclusion projects. In this respect, exchanging good practises in equality is an extremely useful tool to make a start and facilitate the implementation of the recommendations in this guide, especially considering this topic is not yet part of our daily professional activities⁴⁰.

⁴⁰ See INSTITUTIONAL TRANSFORMATION: Gender Mainstreaming Toolkit, European Institute for Gender Equality (2016), Publications Office of the European Union, https://eige.europa.eu/sites/default/files/mh0716094enn.pdf



Improving... look at what this project has to say:

"(...) create fluid inter-communication systems to facilitate an exchange of experiences and good practises and to ensure better knowledge management."

Once again, it is worth considering the content of this exchange of knowledge and practises to include equality.

CHECKLIST I

Is the gender perspective mainstreamed in the working PROCEDURES for your project?

- **1.** Data collected and processed on people engaged in the project is *disaggregated by sex*.
- **2.** Sex is a *cross-cutting* variable in the instruments we use to gather and process information on engagement, so that we can cross-reference sex with any other variable used in our project.
- **3.** The project includes specific *gender indicators* to visibilise and measure inequalities between women and men with disabilities in the field of inclusion in employment.
- **4.** The *gender perspective* is employed as an explanatory framework in information analyses within the project, and the perspective is evident in our reports.
- 5. The *computer programmes*, *tools and digital media* we use to handle data make it possible to collect, recover and process data disaggregated by sex and the gender indicators we have identified as the most relevant for our project.
- **6.** Concrete safeguards are in place to ensure *studies and research* performed or sub-contracted as part of the project include the key recommendations for gender-sensitive data processing.
- 7. Data disaggregated by sex and gender indicators are in place in each of the stages in the project *cycle*: pre-delivery assessment; design; monitoring delivery; and evaluation of outcomes and impact.



- **8.** The written language and images used throughout *all* project-related communication and dissemination activities systematically adhere to standards for gender-neutrality and inclusion. Evidence of this can be found in all project documents, web sites, information and awareness-raising campaigns, etc.
- **9.** We have included mechanisms to consider and, insofar as possible, avoid sexism in *non-verbal language*, and in particular among the staff who are in direct contact with the target group for our project activities to foster labour market inclusion.
- **10.** The *communication channels* we are using in the project are also accessible and there are no major differences in terms of use by the women and men to whom the information is addressed.
- 11. The key *content* in terms of gender and disability equality has been identified and included in the project communication plan.
- **12.** The project contains actions to combat the digital gender gap and foster the engagement of women with disabilities in *digital media*.
- **13.** The project includes *targeted training activities* on gender equality and disability equality for the practitioners involved in delivery.
- **14.** A gender analysis of *training activities* within the project has been carried out and we can show how the gender perspective has been mainstreamed in designing, delivering and evaluating outcomes.
- **15.** The project includes the involvement of an expert or specialised unit to assess and provide *ongoing technical support* on gender mainstreaming. If this is not the case, procedures are in place to ensure guidance and support is provided by external organisations or bodies with expertise in gender and disability.
- **16.** A breakdown by sex of *decision-making bodies and the overall workforce* involved in the project has been performed, as well as an analysis of procedures for attaining and retaining a post and promotion, in order to avoid gender biases.
- 17. Mechanisms to foster engagement by those women and men with disabilities to whom the inclusion project is addressed ensure equitable participation and include concrete steps to neutralise gender-related determinants which may prevent engagement.



- **18.** Procedures for *co-operation*, *cross-regional co-ordination and procurement* of services and goods to deliver the project incorporate control mechanisms to ensure respect for the cross-cutting principles for gender and disability equality activities carried out by external companies or organisations.
- 19. The cross-cutting principles of gender equality and disability equality are applied also in the work carried out in the assemblies of organisations of persons with disabilities and are present in representative bodies within employers' organisations, trade unions, experts in employment policies, etc., engaged in whatever way in the project.
- **20.** Systems are in place to enable *exchanges of good practise* in mainstreaming the gender perspective in projects to foster inclusion in the labour market for persons with disabilities.

II. 3. GENDER EQUALITY IN LABOUR MARKET INCLUSION ACTIVITIES FOR PEOPLE WITH DISABILITIES

In this section of the guide we will look at the different types of activities in projects to foster the labour market inclusion of people with disabilities. As with the previous section on working procedures, probably not all of them are in place. The activities included here were selected based on an analysis of the following criteria:

- gender relevance;
- how often they form part of labour market inclusion projects for persons with disabilities and their qualitative importance;
- potential impact in eliminating gender-based inequalities in this field.

The outcome is a set of six types of activities which are described in sections II.3.a) to II.3.g):



- prospection and analysis of the job offer;
- recruitment and activation;
- occupational assessment and personal inclusion plan;
- career guidance, training and enhancing employability;
- managing and selecting applicants;
- support and mentoring;
- monitoring and evaluating the inclusion process.



We have tried to follow a logical order as the areas selected also correspond largely to the stages within the inclusion process. We offer guidelines on how to mainstream the gender perspective in each of the activities based on the *what, why and how* model used above for working procedures.

As in the case above, we assume there is no intentionality. We generally replicate discriminatory actions against women because they are a normal part of society and because we do not realise we are doing so. By mainstreaming the gender approach in these activities, the goal is to actively break the 'vicious circle' of inequality and contribute to meeting EU standards in the area of persons with disabilities.

Faced with inequalities in the initial starting point⁴¹, taking on the task of mainstreaming the gender perspective necessarily implies adopting a pro-active

⁴¹ During the fieldwork carried out in *Inserta Empleo* prior to drawing up the Spanish version of this guide, we received reports of differences in participation rates of beneficiaries in inclusion projects; men are more likely to engage in activities in this area. In 2016, 17 146 people participated in activities in POISES, of whom 39% were women (2016 social certification by PricewaterhouseCoopers Auditores, S.L., on 31st May 2017). Similarly, more men than women are registered in the jobseekers data base.



strategy to boost the engagement rate of women with disabilities. This is the only way to ensure we accomplish concrete results regarding their equal inclusion in the labour market.

We encourage you to reflect on the reasons why women with disabilities participate less and on how to address women in the project you are managing, based on the guidelines we will go on to suggest and on your expertise in labour market inclusion and persons with disabilities.

II.3.a) Job offers for people with disabilities: prospecting and analysis

WHAT

- Address all activities related to mapping or prospecting in the labour market, that is to say identifying opportunities and obstacles for jobseekers with disabilities.
- Also include any activities related to partnerships or co-operation with the business world to identify its needs and determine the characteristics of available vacancies and, if necessary, job profiles and support needed.
- In addition to specific areas, several cross-cutting procedures are also involved; among them and in particular, information management and handling relations with employers and external bodies. Once again, we encourage you to check the guidelines for gender mainstreaming in these procedures because they are applicable to several of the topics we cover in job prospecting and analysis activities.

WHY

• Mainstreaming the gender perspective in job prospecting enables us to gain a far deeper understanding of the labour market and, because it is such a key conditioning factor and as we gain a more accurate, comprehensive and less stereotyped insight into vacancies for men and



women with disabilities, the more efficient we will be in the following stages of the inclusion process.

- Awareness-raising among employers in order to define job vacancies in a manner which is not stereotyped will secure a better response and will, therefore, also improve our chance of being involved in future intermediation processes with the same employers.
- An accurate and gender-sensitive identification of job vacancies is a prerequisite to ensure we move towards equality in the labour market inclusion process for women and men with disabilities and focus on taking full advantage of their capabilities.

HOW

As this activity involves additional sub-activities which are highly relevant from a gender point of view, for ease of reading we will split the guidelines in three sections:

a.1) Job prospecting and analysis of the labour market

- In general terms, job prospection and our labour market analysis should incorporate all the recommendation in section II.2.a) in the second part of this guide on mainstreaming the gender perspective in information management. In these processes we should also check to make sure of the following:
- We must be able to identify **gender gaps** in the labour market, consider them and attempt to reduce them in the inclusion process.
- We should be able to **identify job opportunities** in sectors of the economy where women with disabilities can become active and take up positions which are not traditionally feminised (thus contributing to eradicating horizontal segregation) and in medium- and top-level job categories (thus contributing to eradicating vertical segregation).



- It is important to pay particular attention to job offers from the new technologies sector and the so-called 'emerging' industries; they will be key sources of employment in the future.
- It is also important to include an analysis of gender equality in those companies which could potentially employ greater numbers of people with disabilities.
- This analysis should identify those companies which are hiring and promote equality through equality plans, equality marks, measures to foster work-life balance, participation in programmes to combat horizontal segregation, steps to hire women for traditionally male jobs, etc.

a.2) Job offers: analysis and definition

- Of course, we are not always directly responsible for this area, but it is important to look at how companies and organisations define their job offers to be able to offer guidance in what is our responsibility: intermediating in the employment of persons with disabilities.
- In general terms, when **studying the needs of a company** we should cover the following areas:
 - o Identify gender-based stereotypes and discriminatory practises which, probably accidentally, have found their way into job descriptions or offers. Practitioners working in employment services for persons with disabilities are highly trained in detecting obstacles to and opportunities for employment, and these skills may also be very useful when identifying barriers and possibilities related to gender inequalities.



- o It is vital to keep in mind the points set out in **section II.1.b**) on general recommendations to implement the guide with respect to **superimposition** and detecting stereotypes based on the **intersection** of gender and disability. These stereotypes operate automatically and prevent us from recognising the possibility that women with disabilities may meet the needs of the company.
- More specifically, it is essential to bear the overall recommendations in mind when considering the job description. This is another of the key determining factors in labour market inclusion for persons with disabilities, and it takes on greater importance as it intersects with gender. The following recommendations can be implemented in any inclusion process and are aimed at ensuring no gender biases 'slip under the radar' in job descriptions:
 - o The general description of the position should reflect "the real requirements for the job, not a description of the person who previously held the position." (International Labour Organization, 2014).
 - All tasks, responsibilities and functions involved in the job are set out in the job description clearly, accurately and avoiding any gender biases.
- Along the same lines, the following recommendations are useful when working on the ideal profile of applicants with companies wishing to hire:
 - o The profile should *objectively* describe the skills, capabilities and attitudes needed to perform the job optimally, and should not be guided by assumptions concerning the skills which are *supposedly* required. (International Labour Organization, 2014)



Learning more... this is about paying attention to the access requirements or selection criteria in terms of training and job experience and skills, and ensuring they are in line with the needs for the position and do not include gender biases which may clearly favour one sex over the other.

Once again, we encourage you to analyse the latest job offers you have managed and decide if the profiles included any requirements which are not needed to perform the job. If so, could this exclusion disadvantage male or female jobseekers with disabilities more?

o We must be careful and make sure the job description never refers to either sex because (i) it is illegal and discriminatory, and (ii) it is not a decisive factor in terms of the capabilities and skills needed for a job. (International Labour Organization, 2014)

Learning more... Although a lot of progress has been made in this area, some jobs still have (official) denominations which differentiate between men and women and, in many cases, this is an argument in favour of retaining a job description alluding to the sex of the person who should be hired. Underlying these denominations —a vestige of sexist use of language which should be eradicated as quickly as possible— is the idea that the job is more 'suitable' for a man or a woman, with the implications this premise may have in the selection process.

Aside from employing clear and gender-neutral language in the job description (and of course in job adverts), one strategy which has been shown to foster women's inclusion in the labour market -and is particularly helpful to boost the inclusion of women with disabilities—is to encourage employers to include an explicit call for specific groups to take part in the selection process. Moreover, it is an opportunity for employers to demonstrate their commitment to gender equality and diversity.



Some examples... encourage companies to include sentences such as the following in their job offers:

- We welcome applications from both sexes (this is especially helpful for traditionally masculinised jobs).
- We adhere to an equal opportunities policy and we encourage women and men with disabilities to apply for the post.

a.3) Awareness-raising and guidance for potential employers

- Generally, when working with companies or organisations which are looking for staff, we should follow the recommendations set out in section II.2.e) of this guide. Furthermore, in communication and awareness-raising campaigns in partnership with employers we should ensure compliance with the guidelines laid down in section II.2 b) of this guide.
- More specifically, when working together with employers, it is important to be mindful of their discourse on persons with disabilities and the differences between women and men, to be able to "gather information to raise awareness during the intermediation stage between employers and jobseekers concerning the skills women and men possess to perform that type of job, if they have experience and what training they may need." (Ados Consulting Ikertaldea Working Group).
- We should also consider introducing more specific awareness-raising or guidance activities geared towards those employers experiencing difficulties such as the ones described above (for instance, if they refer to the sex of the person in the job description or include requirements or selection criteria which clearly discriminate against one of the sexes, etc.). In these cases, it may be helpful to carry out the following actions:
 - o In the information given to employers, include a commitment by the company and in the inclusion project to promote gender equality between men and women with disabilities in



employment. This will lay the foundations and can be used in all the later work to mainstream gender in inclusion processes involving these employers.

Visibilise... here is an excerpt from a project to foster inclusion in the labour market:

"... a strong network with key employers through the Forum ... it is a meeting point for companies involved to analyse their CSR policies, identify new job opportunities and devise innovative solutions for the inclusion of persons with disabilities in the working environment and society. The Forum's activities focus on eleven values⁴²: multistakeholder projects; universality; commitment; participation; dialogue; co-operation; transparency; equality [emphasis added]; innovation; building social value; and sustainability."

o Show concrete examples and highlight success stories and examples of good *practises* in pathways for inclusion which have overcome both types of occupational segregation faced by women with disabilities and helped to foster female role models with disabilities in the world of work.

Improving... take a look at this text on a course of action from a labour market inclusion project to *guide employers* and *capture job offers*:

"... as part of the guidance provided to employers, we envisage the need to perform awareness-raising and dissemination activities in order to bring about an attitudinal shift. These actions will aim to demonstrate to employers –and thus raise awareness among them of – the advantages and benefits of hiring persons with disabilities, debunking current stereotypes and prejudices about productivity, engagement with work, commitment to the company, etc."

⁴² A key text is the report on '11 good practises' published by ONCE Foundation within the framework of the Inserta Forum.



How would you improve this course of action to ensure the advice given to employers also helps to promote gender equality in the inclusion process?

o We should have a clear understanding of standards in promoting gender and disability equality in employment, be aware of the opportunities and incentives open to employers who adhere to these principles, and present this information as part of our rationale.

Visibilise... it is important to consider women who are victims of discrimination for more than one reason (in addition to disability). This could be because they are immigrants, or victims of gender-based violence or at difficult ages to join the labour market. These women may also benefit from other tailored positive action measures under current employment legislation, and it is vital to bear this in mind when we are raising awareness and to foster their recruitment.

• Inasmuch as possible, we suggest these recommendations are included in general awareness-raising and support activities (not only specific ones) for employers.

Food for thought... look at this excerpt from an inclusion project:

"... another action to boost activation will be to seek collaboration and co-operation with the business world when designing training programmes, identifying new requirements, detecting niche employment opportunities, selecting interns, etc."

Here we should think about actions to make employers aware of the need to break down stereotypes associated not only with disability but also with gender. We should be looking to promote workspaces that are not just accessible, but also contribute to creating an inclusive labour market, that is to say a market in which *every person* of



working age can engage in paid employment, and especially those who are most vulnerable.

• Finally, in all these tasks it is extremely helpful to have support from experts in gender equality (raising once again one of the cross-cutting questions from this guide) who can offer advice and support, including data, examples, case studies, legal information, etc., in awareness-raising among employers.

II.3.b) Recruitment and activation

WHAT

• One of the key challenges for women with disabilities and the labour market is to increase their very low *activity rate*. Evidently, this should be one of the main goals of our activities in the field of activation, and women with disabilities should be one of the key target groups in our activation processes.

Improvement... read the following excerpt from an inclusion project:

"... one of the aims is to activate and include people with disabilities of working age...when recruiting beneficiaries, this project will prioritise hidden groups of people who are outside the usual employment service circles, who are most difficult to employ and who, in short, are inactive from the point of view of employment."

Do you think this project will take into consideration gender inequalities in the inclusion of persons with disabilities?

Data show that women with disabilities suffer situations of exclusion in this area and demonstrate that their activity rate is much lower than that of their male peers and the rest of the population, women and men without disabilities. This is why it is necessary to prioritise women with disabilities, and stating this explicitly when drafting



projects is one way to make sure the necessary steps will be taken to ensure progress when it comes to project delivery.

• Gender determinants leading to lower activity rates among women have a far greater impact on women with disabilities. This is clearly shown in the lower overall participation rate of women with disabilities in the labour market and, reflecting this, in projects aimed at fostering inclusion

Learning more... among the many consequences, gender socialisation leads to differences in how employment fits into women's and men's life projects. For men employment is an obligation, a central pillar in their life project and a core element of their identity. For women, employment is much more of an *option* and, as a result of gender socialisation, women find a job provided it does not get in the way of the core element in their life project, which focuses on the domestic sphere and caring.

This difference, known as the concept of *work centrality*, has significant implications, and particularly so in the relationship between men and women and economic activity. Men, and to a lesser extent men with disabilities also, largely assume they should be economically active and they respond immediately to work opportunities, while women, and especially women with disabilities, prioritise other areas or simply assume they will be excluded from the labour market.

Promote personal independence, learning social skills and the empowerment of those women with disabilities who are active solely in the domestic environment and in caregiving, who are long-term unemployed, who are financially dependent on their families or partners or who are on benefits, and those who are at risk of or already suffer social exclusion, to make it easier for them to engage and remain in mainstream training and employment programmes. This should be the overriding goal of our actions in this area.



- A few action items, and in particular the following, must be accomplished to achieve this aim:
 - o Communication and dissemination aimed at those people with disabilities who could potentially benefit from our projects.
 - o Pre-project actions to ensure persons with disabilities are 'ready' to begin the job-seeking and inclusion process; basically, this involves training (and in this case pre-training) for employment, which we will address in the next section.

WHY

- The ultimate aim of most work processes with people with disabilities is largely linked to the goal of personal independence, but this autonomy is difficult to achieve without financial independence. Mainstreaming the gender approach in activation actions enables us to have an impact on people's ambitions to achieve economic autonomy, and particularly on women with disabilities. This has been shown to be one of the most powerful drivers in activation for employment and, consequently, in helping people with disabilities secure independence.
- Because it is a key element in achieving equality between women and men in employment inclusion processes. One of the main obstacles to women with disabilities joining the labour market in equal conditions with men is linked to differential gender socialisation, which accounts for their significantly lower participation levels as jobseekers. If actions in this field include measures to address activating women with disabilities, there will be more chance of succeeding in closing the gender gaps we see in the labour market inclusion of persons with disabilities.
- To move towards achieving our project goals by increasing the number of people engaged in project activities, and especially by capturing more women, and improving their initial status and enhancing their chance of finding a job.



HOW

- First of all, it is vital to look again at the job market prospecting and gender analysis carried out during the preliminary stage in order to draw up profiles for potential beneficiaries of our activation actions, by detecting gender inequalities and attempting to discover the reasons behind these inequalities.
- At the next stage, we need to consider the recommendations in section II.2.b of this guide in all our work to disseminate information about our job intermediation services and job vacancies.

Visibilise... look at the following example of good practise from an activation campaign:

"... the 'Never give up' 43 campaign, in which the two editions included several partners who granted use of their image to get across the need for young people, men and women with disabilities to activate to join the labour market...ensured gender equality in terms of number of participants and personalities in all its advertising and publicity (adverts, radio spots, internet banners, etc.).

So, in addition to checking language to make sure it is inclusive, this could be an example of how to incorporate some parts of the gender approach in activation projects.

When advertising vacancies, we must follow the general guidelines set out in the section on avoiding gender bias in job descriptions and profiles, as summarised here:

⁴³ https://www.noterindasnunca.org/



Information about vacancies must meet the following standards:

- include the key points about the job and the required profile;
- avoid any personal requirements not directly linked to the skills needed for the position (e.g. sex, marital status, age, functional status, etc.);
- state explicitly that applications from women and men with disabilities are welcomed. When the vacancy is for a traditionally male job, make a point of stating that applications from women are welcomed;
- include a short reference to the organisation's or company's commitment to promoting equality in employment, in line with international and domestic standards and policies;
- if images are used, ensure women and men with disabilities are portrayed. In particular, make sure women are represented if the vacancy is for a job traditionally performed by men.

Adapted from Gender Equality and Non-discrimination in job management: an action guide (International Labour Organization, 2014)

- It is very important to consider the *channels* we plan to use to disseminate information on our services to promote inclusion, and ensure the information reaches women and men with disabilities who are potential beneficiaries at the time slots and in the places they are most likely to pick up on it.
- In addition to these cross-cutting actions, it is vital to include specific, focussed dissemination to reach women with disabilities who are 'inactive'⁴⁴ or unemployed and outside normal employment circles but

⁴⁴ One particularly useful tool in this respect is '*From inactivity to activity: methodology to guide inactive women towards the labour market*', published by the Vice-presidency for Equality and Welfare of the Galician Region, *EQUAL DIANA*, Isabel Alonso Cuervo y Esther Castellanos Torres, 2006. A summary is available here:

http://www.mapama.gob.es/es/desarrollo-

rural/temas/igualdad_genero_y_des_sostenible/Buenas_pr%C3%A1cticas_en_Desarrollo_Rural_e_Igualdad_tcm7-174047.pdf (page 110).



who could take part in our programmes. This dissemination should be carried out in the most suitable places and media to facilitate access; for instance, we may consider sharing the information in spaces or activities not directly related to inclusion in the job market, or find out where women with disabilities are most likely to be reachable and focus our actions on them, such as recreational activities, health and self-care workshops, education (ranging from literacy courses to specialised courses), or related to the domestic sphere, etc.

• And, of course, we must not forget our targeted goals to foster women's participation when we are recruiting people who do form part of the normal employment circles.

II.3.c) Job diagnosis and personal pathway towards inclusion

WHAT

- This topic addresses actions to outline the job-seekers profile, identify his or her needs and strong points (generally by completing some kind of information-gathering tool and/or an initial one-on-one interview), and set out a suitable pathway for inclusion (personal inclusion plan) based on the results.
- The goal is to work to promote the inclusion of the gender perspective to analyse and question cultural and contextual assumptions which, directly or indirectly, contribute to preventing the equal participation by men and/or women, while also taking disability into consideration.

WHY

• By applying the gender approach in job diagnosis processes, we capture a more rounded view of the individual which enables us to consider *all* the factors affecting their employability. By studying the information we will reach a better understanding of the initial starting point in terms of employment and users who are persons with disabilities.



As a result, the actions towards inclusion we design and the particular choices we make when drafting the individual inclusion plan will reflect more closely the starting point and will, therefore, be better suited to respond more effectively to the employment aspirations, needs and interests of the women and men with disabilities who are taking part. The gender perspective is an element that adds quality and effectiveness to the inclusion service and increases satisfaction in it.

HOW

- For the initial individual interview, whether it is face-to-face, by telephone or on-line, it is important to make sure that we can reach an overall understanding of the specific situation faced by the individual, including conditioning factors and opportunities related to gender and all of their repercussions:
 - o The interview should be used to gather information to identify needs in terms of self-esteem, empowerment, etc. As we saw in the previous section, all of these employment-related topics are especially relevant when focusing on actions to activate and include women with disabilities who are inactive or long-term unemployed.
 - o When asking about the employment needs and expectations of the interviewee, it is particularly important to pinpoint the initial position of women and men with disabilities regarding employment (the centrality of employment in their life projects).
 - o To draw up a pathway for inclusion, it can also be very helpful to gather subjective data on the difficulties job-seekers feel they need to address (and especially those linked to working times and places, personal issues and, where appropriate, family problems) to be able to find and keep a job. By looking at additional work—performed almost exclusively by women—we can identify



areas for improvement to find a balance between personal and family life and professional or working life and understand factors such as the individual's willingness to take a job, be promoted or remain in employment.

- o It is also interesting to 'shine a light' on the so-called 'hidden curriculum'; types of skills that are normally not included in the field of labour but can be very useful when performing a job. These are skills that are generally picked up outwith paid labour or by taking part in 'informal' spaces in education or social or family settings, such as by participating in social organisations, volunteering, social media, managing a domestic environment, etc.
- The interview can be another place to share any available information, not only on job options for persons with disabilities but also specific opportunities and support programmes available for women with disabilities, in order to motivate them to continue their pathway through the inclusion process. This is particularly relevant for those women who identify severe difficulties in accessing employment during the interview.

Improving... Here's how one project to promote inclusion sums up the guidance interview:

"(...) A guidance interview (face-to-face, by telephone or by other electronic means) will be arranged to appraise the individual's interests and job expectations and to reach common ground on his or her job prospects considering labour market trends, data from labour market studies and the results of actions by employment service (who should be specialised in disability)."

Bearing in mind the recommendation above, how would you improve the wording?



- o Finally and going beyond the content of the guidance interview, we should be mindful of our oral expression and body language, as recommended in **section II.2.b)** on gender-neutral language.
- The tools we use *to support information-gathering* (tools to measure basic skills) on jobseekers with disabilities in our employment services must follow all the guidelines set out in **section II.2.a**) on incorporating the gender approach in information management procedures.

 Moreover:
 - o The tools should enable us to collect and handle all the 'other' information on needs, skills and expectations we will have gathered during the interview.
 - They should allow us to gather information to put in place positive action measures for women with disabilities who are particularly vulnerable
 - o Using the information gathered, we should be able to determine regularly the participation rate of women with disabilities and, if we detect imbalances, we can carry out additional research to find out why this is happening. Once again, information gathering is a futile exercise if we do not use the data to enhance our knowledge and improve our labour market inclusion projects.
 - o In the same way, and considering the different positions held by women and men in terms of *employability* factors, specific indicators should be chosen from the data base to monitor the situation and study these factors in detail, the links to success in the inclusion of women and men with disabilities, and related shifts and trends.
- The *personal inclusion plan* for women with disabilities must be designed taking into account the information gathered in the previous section. In particular:



- o We should consider the need to include 'pre-training' for women with disabilities (and also for men with disabilities, if we detect the need) to build up related skills through group or one-on-one support methods or psychosocial support (these have proven to be the most effective methods).
- o Among other aspects, it is important to allow reflection on the centrality of employment.
- o We must also pay special attention to the digital gender gap and include actions to enable users to learn and reinforce their digital skills, including steps to encourage women to take up this opportunity.
- o We should be prepared to guide women with disabilities towards traditionally male 'niche employment' markets where we notice increased demand. We should promote these niches and motivate women with disabilities to seek employment in them, after prior training if necessary.
- All of the topics mentioned here should be considered when evaluating the information we gather and when setting out criteria for referrals either to services to gain qualifications and improve employability (see next section) or to specific career guidance processes (addressed in the following section).

II.3.d) Guidance, training and enhancing employability

WHAT

• In this section we will set out some guidelines to mainstream the gender perspective in all our actions to enhance the employability of men and

⁴⁵ See *Guide to pre-training for employment: gender and disability* (Castro García, 2004), a practical tool which brings together content, methodologies, cards and teaching material for this type of training with women with disabilities.



- women with disabilities and, in particular, in career guidance and training for employment.
- In doing this, we must reflect on how guidance and training for employment are delivered, because often it is not only based on adapting to market needs or guidance towards areas where demand is greatest, but also on biases arising from gender and disability stereotypes.
- By incorporating the gender approach in these actions, we seek to increase job opportunities for women and men with disabilities by overcoming stereotypes related to the ideal employee and offering tailor-made support to those groups who have specific difficulties when attempting to access the labour market (and in which women are over-represented). We must do this by taking a wider view and expanding our working methodologies to include professional diversification, and by attempting to even out opportunities to join and remain in the market for both women and men with disabilities.

WHY

- This is about raising awareness of the conditioning factors that impose gender roles on the employability of women in general and greatly affect women with disabilities, and which should be considered in any programme to enhance the employability of persons with disabilities, gaining a deeper understanding of their differing needs, expectations and interests in terms of employment and setting aside the prejudices and stereotypes that place women with disabilities in a situation where they are doubly disadvantaged. These preliminary considerations are the key to providing high-quality guidance.
- In general terms, mainstreaming the gender perspective in processes to provide career guidance and enhance employability should make services more effective and better adjusted to the needs and interests of women and men with disabilities who are jobseekers. It should also help



to reduce the frustration felt by jobseekers and companies looking to hire and raise the level of satisfaction with the services we offer and, later, with the job. It is, once again, a matter of efficacy.

- Moreover, if we have more detailed information on jobseekers and we look at a wider and more focussed range of measures to align and 'adjust' to the demands of the labour market, we will make the most of the resources we invest in enhancing employability. Again, a question of efficiency.
- By doing this, we are also adhering to European employment policy standards, which seek to promote employability and job retention for women, and we are improving their training and adaptability to the needs of the labour market.

HOW

- Overall, there is a need to follow the recommendations laid down in section II.2.c) on mainstreaming the gender perspective in training programmes (goals, content, methodologies, language and images in training material, modifying timetables, information systems and outcome evaluation to allow for a gender-based analysis, inclusive dissemination of the courses, balanced participation, etc.).
- In addition, specific core content on the issues of gender equality and disability in employment should be part of employment training programmes for persons with disabilities and the activities we perform in relation to these programmes.
- Training and career guidance activities can also include these crosscutting elements when we are working on the centrality of employment and professional diversification as tools to enhance employability and foster inclusion in the labour market by women with disabilities.



• Furthermore, where we identify it as a need, we must also include the **pre-training activities** mentioned previously: assertiveness; social skills; self-confidence; empowerment, etc.

Improving... look carefully at this excerpt from a project:

"(...) workshops for core employment skills - time management, responsibilities in task completion, relationships with workmates and superiors, effective communication, etc...and also include 'digital literacy' with a focus on training to be able to actively seek employment."

How would you improve the activities suggested to ensure they meet the needs and interests of women with disabilities?

- In many projects to promote inclusion in the labour market for persons with disabilities, training priorities are set for participants who are at greater risk, such as, for instance, people with no professional qualifications or jobseekers who need to undergo job reorientation. It is necessary to broaden the range of the key participants we target to include women with disabilities who are survivors of violence or who face other additional circumstances which make it more difficult for them to find a job.
- In occupational training for traditionally male areas of employment we must put in place mechanisms to boost engagement by women with disabilities as an extra method to combat unemployment among women and overcome horizontal occupational segregation.
- The same solution can be applied to those areas with high employment rates or quality jobs in the IT sector (Ados Consulting Ikertaldea Working Group).



- In general terms and based on the available data, it is vital to promote the participation of women with disabilities in guidance and training activities, and especially in programmes involving in-company traineeships. To achieve this goal, we can carry out the following actions:
 - o activities aimed at informing and motivating women with disabilities to boost their engagement in training processes;
 - o consider ways to make timetables and spaces used for guidance and training more flexible, thus making it more likely that women will participate;

Visibilise... this excerpt shows how we can address this type of issue in inclusion projects:

"...this is considered in the career guidance interviews...when this depends on our organisation, we do include accommodation measures, either in terms of flexible hours or using other communication channels such as the telephone."

Other examples highlight how flexibility is shown in the case of other groups of beneficiaries (although not specifically women) such as the following:

- "...targeted mainly at those people in precarious jobs, activities will be developed...with the support of distance learning methods."
- o positive action mechanisms such as reserved quotas, and especially in areas which are highly segregated by sex, that is to say where there are significant differences in the participation rates for women and men;
- o these mechanisms can also be considered when projects include *complementary measures* (such as grants, insurance, etc.) to support people with disabilities in their training for employment



efforts. Moreover, among such measures we can include support services "where joining or completing a training programme relies on the availability of such facilitating measures: care for dependent persons; transport; access to training resources, etc." (Ados Consulting Ikertaldea Working Group)

- Finally, actions aimed at employers and linked to facilitating job applications by people who have gone through training for employment and are available for work should take into account the cross-cutting questions applicable in every communication and dissemination activity (section II.2.b in this guidebook). Particular attention should be given to advancing the profiles of women participants who have gained qualifications through the project.
- To carry out these actions, expert technical guidance in gender and disability is needed once again, and it is vital to partner with organisations which are specialised in working with women with disabilities.

Visibilise... here's another way to put this general recommendation into practise:

"... in particular, CERMI Women's Foundation has supported ONCE Foundation and its organisations by training its personnel. Moreover, through the network of Inserta Empleo offices and aligned with the goal of promoting partnerships, contact and co-operation with specific bodies (women's organisations, local and regional authorities in charge of projects targeting women, etc.) is ongoing in order to refer women with disabilities to them and deliver concrete actions aimed at training them and enabling them to enter the job market."



II.3.e) Managing and selecting applicants

WHAT

The starting point here is, again, the unequal presence and position of women and men with disabilities in the labour market. That is why applicant selection must be free of gender bias and must include corrective measures to offset these inequalities.

WHY

- This step is the prelude to the inclusion process and, as such, it is instrumental in terms of steering the process towards meeting the gender equality goals of our projects.
- Furthermore, the role of guidance and placement services as a 'bridge' between supply and demand is very clear here. The more the preselection of applicants is undertaken from a more holistic and comprehensive perspective, the more chances there are of matching the job offer with the profile of the women and men with disabilities selected, and the more chance there is of the employer being satisfied with the service.

HOW

- In general, applicant selection should begin with a data base search to identify all those individuals who meet the profile for the position, without using any other search criteria or filter for sex, age, marital status, etc. (International Labour Organisation, 2014).
- It is vitally important to **identify a balanced number** of women and men with disabilities for the pre-selected group.



- If women with disabilities are under-represented in the type of job on offer, we may consider introducing **positive action measures** and prioritising women candidates (provided, of course, they meet the requirements and job profile).
- Communication processes between the job offer and jobseekers must meet the guidelines concerning mainstreaming the gender perspective, and especially if digital media are involved.
- Finally, procedures to manage the job offer must meet the requirements set down in section II. 3.a2) Job offers: analysis and definition regarding an analysis and definition of the offer; similarly, platforms, channels and digital data bases to collect and study the characteristics of the position must be adapted to include aspects around promoting gender and disability equality.

II.3.f) Support and mentoring

WHAT

• More and more projects include ongoing support schemes for people seeking to join the labour market. This support to accompany the jobseeker during the process normally takes the shape of a mentor who assists the individual in implementing his or her personal inclusion plan, and in training and preparation to access employment.

WHY

• It is crucial to include the gender perspective from the moment these innovative methods are included to ensure synergies between the crosscutting procedures and other actions to foster gender equality throughout the entire inclusion project.



- Mainstreaming the gender perspective is also a key element in achieving inclusion as it is fundamentally important in inclusion processes. At the same time, it is an opportunity to sensitise and raise awareness among people with disabilities taking part in the project and, once again, a way to make visible the commitment made in the project and by the organisation to equality among women and men with disabilities.
- Finally, due to the close involvement of women and men with disabilities, it is an exceptional source of knowledge about their needs, difficulties, interests, etc. This is very valuable information which, if analysed properly from a gender perspective, can be very useful when fine-tuning our actions and can help to improve the project overall.

HOW

- First of all, we must mainstream the **goal of fostering gender equality** in the mentor's tasks.
- Moreover, we should consider specific responsibilities related to supporting those women with disabilities who face the greatest difficulties in entering the job market and who also have specific assistance and support needs during the process.
- This is why the *profile* of the person who is to act as mentor must be aligned with the tasks related to gender and disability equality; mentors will require **knowledge and training** to allow them to plan and execute these tasks, and this knowledge and training is yet one more safeguard to ensure we meet the goal of gender equality among women and men in the framework of the project.
- Ideally, these tasks should be performed by professionals within the organisation which is managing the inclusion project. Should they meet this profile, they are ideal candidates for training in the gender and disability perspectives. This is, in turn, a good opportunity to generate further expertise on this topic within the organisation itself.



Finally and with the same goal, there is a need to establish permanent channels for developing relationships and partnerships with the people in charge of managing guidance and placement services, in order to receive feedback which will be helpful when designing or redirecting activities to boost activation, guidance and training for employment. In this way and by adapting the tools we have to hand, we can ensure a very positive flow of information for a qualitative analysis of project execution and outcomes from a gender perspective and gain more knowledge concerning the needs, expectations, difficulties and opportunities women and men with disabilities encounter throughout the inclusion process.

II.3.g) Monitoring and assessing the inclusion process

WHAT

- This is the final stage in the inclusion process, where we evaluate not only the outcomes in terms of employment and persons with disabilities, but also the level of satisfaction of those involved and other elements enabling us to assess the effectiveness of the process.
- Mainstreaming the gender perspective is reflected in the processes of gathering, analysing and assessing relevant information. These processes allow us to gauge progress in our mainstreaming work and measure the outcomes and impact of the project in the labour market inclusion of men and women with disabilities and in gender equality in employment. The conclusions can also be used to guide the process as it moves forward and to plan future projects.

WHY

• Monitoring and evaluating inclusion work is a key part of planning comprehensive strategies for improvement that include the gender and disability perspectives. Only by knowing the outcomes of the work we have done to reduce existing gender inequality gaps between women



and men with disabilities will we be able to take decisions on which actions were successful and should be consolidated, and which did not work and need improvement.

- This feedback allows organisations to enter into a 'virtuous circle of improvement' in gender and disability equality and offer more effective services which not only contribute to enhancing the inclusion of people with disabilities in the labour market, but also foster higher levels of equality among them.
- It is vital to visibilise achievements both in general overall improvements in inclusion processes and in the resulting outcomes, and crucial to gather evidence to show to funding bodies and with a view to recognition by employers and public acknowledgement for the organisation and for the inclusion services provided.
- All of this contributes also to creating synergies and generating a positive impact on employers and organisations, helping to strengthen those who carry out affirmative actions and promote gender and disability equality.

HOW

• At the most basic level, this is simply about gathering and studying project outcome data disaggregated by sex: the number of people who benefited from the different parts of the project (career guidance, mentoring, training, etc.); the number of people who found a job by sector and type of job; job retention, etc.

Visibilise... these are the basic indicators published upon completion of a labour market inclusion project, all disaggregated by sex:

- People registered in the job bank: 61% men, 39% women.
- Students at end of project: 61% men, 39% women.
- People who found employment: 57% men, 43% women.



- To assess the real impact of the project, we should, where possible, also follow-up with those who found a job through the project as a way to appraise their contribution to quality, sustainable employment for women and men with disabilities.
- Taking this one step further, we may also consider specific gender indicators related to the impact of the project in reducing horizontal segregation (percentage of women trained, pre-selected and/or employed in non-traditional sectors or positions) and overcoming the salary gap (differences in salaries between women and men employed in equivalent positions, etc.).
- It may also be advisable to include gender mainstreaming indicators to be able to measure how gender equality is gradually advancing in labour market inclusion project management. This is about collecting data that reports on progress in procedures such as data disaggregation by sex, the use of gender-sensitive language, or an increase in the number of people within the management team who have been trained in equality and disability.

Visibilise... this project incorporates goals linked to gender mainstreaming in projects, which makes it possible to include performance indicators related to mainstreaming:

- "...in the staff culture and the environment within the organisation: workforce and management positions; introduction and development of an equality plan; visibility on the platform through connected studies; measures to be implemented in the company; statistics, etc."
- For all of this to be possible, we must pay close attention once again to systematising the process and to the (digital) tools used to support project data gathering and processing, to ensure they are suitable and will enable a gender analysis to be performed later.



- It is worth pointing out that, as in all information-management process, it is pointless to have the information if it isn't used to guide interventions. The results must inform future project design.
- The outcomes of the monitoring and evaluation stages, as studied from the gender perspective, must be disseminated and included in regular progress reports and reports to funding bodies, partners, users, etc.
- Finally, we must keep in mind that the entire monitoring and assessment process will be extremely difficult if we did not include beforehand the cross-cutting objective of contributing to equality in employment for women with disabilities and explicitly state this in the specific goals (and related indicators) about promoting this objective in the project.

Improving...Look at the difference in terms of future assessment between these two statements concerning project goals:

"... promote labour market inclusion among persons with disabilities, whatever type of disability they may have, paying particular attention to those groups furthest from the labour market."

"... foster the participation of women with disabilities in selection processes, eradicating prejudices and clichés concerning male professions and setting out indicators to gauge accomplishment in the project outcomes."



CHECKLIST II

Does your project mainstream the gender perspective in actions to promote inclusion?

- 1. The prospecting and analysis stage allows us to spot *gender gaps* in the labour market.
- **2.** *Employment opportunities* for women with disabilities have been found in non-traditional sectors for women and/or in medium- or high-level occupational categories, the new technologies sector and other areas classed as emerging sectors.
- **3.** The *job offer analysis* includes information about the situation regarding gender equality in those companies identified as the major employers for workers with disabilities.
- 4. A study of job offers is performed to determine (unintentional) occurrences of gender stereotypes and discriminatory practises in the description and to work with employers to avoid gender biases 'finding their way' into job requirements or profiles.
- **5.** Awareness-raising actions and/or the provision of expert guidance to companies to draw up the job description is considered, or this type of support is included in general activities in this field.
- 6. The goal of activating women with disabilities is explicitly included and guides project activation activities. It is also explicitly stated that women with disabilities who are currently 'inactive' are one of the target groups for this type of activity.
- 7. Overall, campaigns to promote the project and attract potential participants take into account the need to seek balanced participation of men and women and all key messages, channels and target audiences contribute to achieving this goal.
- **8**. The project includes *targeted dissemination actions* to reach inactive women with disabilities who find themselves outside the normal employment circles.



- **9.** The *initial interview* allows us to gain detailed insight into the particular circumstances of the individual, including the gender-related conditioning factors and opportunities and all their repercussions.
- **10.** The *tools used to support information-gathering* on jobseekers with disabilities that make up our data base are adapted and enable us to carry out a thorough analysis.
- 11. The *personal inclusion plan* for women with disabilities is drawn up taking into consideration inequalities at the outset and, where appropriate, include 'pre-training' activities, the opportunity to reflect on the centrality of employment, services to acquire or update digital competencies, and guidance for professional diversification.
- 12. Gender mainstreaming is assured in training for employment activities (in goals, content, methodologies, use of gender-neutral language and images in course materials, flexible timetables, information and assessment methods enabling gender-based analysis, inclusive dissemination, balanced participation, etc) and they include specific core content on gender and disability equality in employment.
- **13.** Participants with specific needs have been identified and they are offered 'pre-training' support for employment.
- **14.** Concrete steps are adopted (based on available data) to stimulate participation by women with disabilities in career guidance and training activities, and especially in those related to traditionally male-dominated occupations, jobs with high demand, jobs in ICT and those including incompany traineeship programmes.
- **15.** Actions to promote the professional profiles of women participants who have achieved qualifications through the project are included in promotion campaigns targeting employers.
- 16. If they form part of the project, mentors should be assigned concrete tasks related to fostering gender equality and supporting those women with disabilities who face greatest difficulty to enter the labour market. The job description for mentors should allow for this and make sure he or she is able to perform these tasks.



- 17. When pre-selecting applicants, we should always seek a balanced number of women and men with disabilities. If women are clearly underrepresented in the area, positive action measures should be considered.
- 18. Data disaggregated by sex and gender-based indicators concerning project outcomes and their contribution to equality and sustainable (quality) employment are gathered and studied for women and men with disabilities. Information is also collected on progress made in terms of mainstreaming the gender perspective in project management processes.
- **19.** The results of the monitoring and assessment phases of the inclusion processes, analysed from the gender perspective, are disseminated, and they are included in regular progress reports to funding bodies, partners, users, etc.
- **20.** All the information is used to improve our job market inclusion projects and their outcomes, and contributes to fostering gender equality in employment for men and women with disabilities and to drawing up future projects.

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GONEROSIDAD COLECCIÓN GENEROSIDAD - GÉNEROY DISCAPACIDAD

GUIDE TO MAINSTREAMING GENDER AND DISABILITY IN EUROPEAN SOCIAL FUND PROGRAMMES

People with disabilities are a heterogeneous group comprised of women and men who, in many areas of life, do not always enjoy equal opportunities. One key area is the labour market, and this is why ONCE Foundation has been working for some years, with the gender perspective in mind in its activities, to boost inclusion in the labour market for people with disabilities.

As one step in this process, and with a highly practical focus, ONCE Foundation has promoted the preparation of this guide on mainstreaming the gender and disability perspectives within European Social Fund (ESF) programmes. The ESF is the main European funding mechanism for overcoming social inequalities, with a particular focus on employment and training. Based on several actions co-funded by the ESF and delivered by ONCE Foundation through its entity "Inserta Empleo", this guide provides insight and recommendations for truly inclusive and equal actions in the field of labour market inclusion for people with disabilities. This is an innovative guide which is co-funded by the ESF, published in partnership with the CERMI Women's Foundation, and applies the invaluable viewpoint of 'intersectionality'

This guide may be downloaded as an accessible PDF from the publications section of the ONCE Foundation web page – (www.fundaciononce.es) and CERMI Women's Foundation (www.fundacioncermimujeres.es)

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