



# Analysis of comparative policies for the integration of women with digital skills in the labour market

*Area: Mapping and Strategic Development (WP3)*  
*Report nº 3.2*



## TABLE OF CONTENT

1. CONTEXTUALIZATION .....	4
1.1. GENERAL BACKGROUND .....	5
1.2. FAMP’S ROLE AND STRATEGY .....	5
1.3. FOREWORDS.....	7
2. METHODOLOGY: THEORETICAL FRAMEWORK, GOALS AND SCOPE .....	9
2.1. THEORETICAL FRAMEWORK: COMPARATIVE APPROACH AND CASE STUDIES.....	10
2.2. SCOPE, COVERAGE AND ANALYSIS.....	11
3. HISTORICAL UNEQUALITY AND CASE STUDIES.....	12
3.1. THE DISTRIBUTION OF THE BENEFITS OF TECHNOLOGICAL CHANGE: AN UNEQUAL HISTORICALLY REALITY .....	13
3.2. POLICY AND REGULATORY FRAMEWORK .....	13
3.2.1 EUROPE UNION - LEVEL ACTION IN THE AREA OF EDUCATION AND SKILLS.....	13
3.2.2. SPAIN - LEVEL ACTION IN THE AREA OF EDUCATION AND SKILLS.....	15
3.2.3. GREECE - LEVEL ACTION IN THE AREA OF EDUCATION AND SKILLS.....	17
3.3.4. ITALY - LEVEL ACTION IN THE AREA OF EDUCATION AND SKILLS.....	25
3.3.5. JORDAN - LEVEL ACTION IN THE AREA OF EDUCATION AND SKILLS.....	29
3.5.6. PALESTINE - LEVEL ACTION IN THE AREA OF EDUCATION AND SKILLS .....	37
3.5.7. LEBANON - LEVEL ACTION IN THE AREA OF EDUCATION AND SKILLS .....	41
3.5.8. TUNISIA - LEVEL ACTION IN THE AREA OF EDUCATION AND SKILLS .....	41
3.3. BOOSTING SOFT AND TECHNICAL SKILLS .....	46
4. DATA MATRIX (INDICATORS): MAIN RESULTS.....	47
4.1. DATA MATRIX IN NUMBERS: GENERAL RESULTS .....	48
4.2. MAIN RESULTS FOR EACH COUNTRY: FEMALE LABOR FORCE PARTICIPATION RATE.....	49
4.3. INTERNATIONAL WOMAN EMPLOYMENT OVERVIEW: RECOMMENDATIONS.....	52
4.3.1. General recommendations of integration policy to the women labour market .....	52
4.3.2. Actions and recommendations of integration policy to the women labour market .....	53
4.3.3. Specific recommendations for INTERNISA .....	54

4.3.4. Barriers ..... 54

5. METHODOLOGICAL PROCESS FOR THE DESIGN OF A PUBLIC POLICY ..... 56

5.1. CONTEXTUALISATION AND RELATIONSHIP BETWEEN POLICY AND PUBLIC POLICY..... 57

5.2. PHASES FOR THE DESIGN AND IMPLEMENTATION OF A PUBLIC POLICY ..... 58

REFERENCES ..... 61





# 1. CONTEXTUALIZATION



## 1.1. GENERAL BACKGROUND

**INTERNISA** is a project involving seven countries, as follows: Spain, Greece, Italy, Jordan, Tunisia, Lebanon and Palestine. The project is designed to establish strategies and actions to address the digital divide between women by intervening in the labour supply and demand, and thereby reducing female unemployment in ENI countries.

The project addresses the double challenge of overcoming the **low levels of participation of women in the labour market**, as well as **the low levels of digitisation of economies**.

INTERNISA is involved in four economic sectors (agri-food, textiles, finance, and tourism).

The **GOAL** of this project is **TO INCREASE THE EMPLOYABILITY OF WOMEN**, especially young women, and **TO IMPROVE EMPLOYMENT SERVICES** by bridging the digital divide and providing digital skills and resources.

## 1.2. FAMP'S ROLE AND STRATEGY

FAMP (Andalusian Federation of Municipalities and Provinces) is one of Spain's partners in this project responsible for advancing the thematic objective of promoting social inclusion and combating poverty. This report is one of the outputs in charge of the FAMP within the framework of the INTERNISA project and aims to bring together on the one hand, an overview of the situation of the digital divide in women, both in Spain and Andalusia, and on the other, a proposal for recommendations and actions to deal with this situation.

Both the analysis of the digital divide in the labour market and its impact on the social and labour insertion of women, and also the proposed actions presented here for supply (women themselves) and demand (the companies), are addressed from the gender perspective, paying particular attention to the real inequality between women and men which requires awareness-raising, public policy and concrete strategies aimed at facilitating, encouraging and motivating women's participation in the labour market.

FAMP understands that gender is one of the universal approaches to socialization, which allows creating an identity that facilitates the assumption of roles that are assigned from birth. The productive, business and public policy system also acts as a means by which sexual and gender identities are developed, reproduced and reinforced. Gender stereotypes and hierarchical relations between the sexes are reproduced not only in the family sphere, with the corresponding difficulty of reconciling family/work (double working hours, sticky soil...) also in selective processes, in work environments and in the organizational relationship (glass ceiling, wage gap...).

Being aware of this reality, the FAMP considers it necessary to initiate concrete measures aimed at promoting gender equality in the field of employment to bring together new insights towards the importance of gender stereotypes in the labour market.

The FAMP, as a supra-municipal entity, maintains a very important network with the local governments of Andalusia, with the productive sector and with the public Regional

Institutions of employment and equality. This proximity to the local government (the closest to citizens), to the companies themselves and to the public services offers a privileged environment for:

- Analysing and to contrast possibilities for a change and to question existing models of belief.
- Identifying problems, attitudes or situations requiring coordinated action or intervention with other entities or actors involved in the field of employability.

With this strategy and through this approach, FAMP aims to:

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*“ Promoting the training of women and thereby seek to eliminate the digital divide which would undoubtedly favour their integration into the labour market; contributing to the eradication of discrimination in the workplace, on the need for local action in an over-globalised world, and on the need for more cohesive societies both in Europe and in ENI CBC countries. ”*

TERESA MUELA TUDELA.  
GENERAL SECRETARY OF THE FAMP

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Among other actions, in summary, FAMP is responsible for carrying out a COMPARATIVE ANALYSIS OF EXISTING LABOR INTEGRATION POLICIES TO FACILITATE WOMEN'S ACCESS TO EMPLOYMENT, WITH SPECIAL ATTENTION TO THE DEVELOPMENT OF THEIR SKILLS (SOFT AND DIGITAL) AND TO THE ANALYSIS OF THE DIGITAL GAP (hereinafter **output 3.2**).

This document is part of this output which aims, on the one hand,

- provide an x-ray of the situation of the digital divide among women in Spain (Andalusia) and others 6 countries partners of INTERNISA project, analysing the public policies that are being or have been developed to address this situation (**CASE STUDIES**) and from there identify good practices,
- and, on the other hand, to design a **TRANSFERABLE WORKING METHODOLOGY** that will allow the rest of the countries in the project to identify analysis variables and indicators that will make it possible to compile common data and use the comparative approach on public policies for the insertion of women in the labour market. Based on these indicators, conclusions will be drawn about the similarities and similarities between the countries.

This document includes the case studies of Spain, Greece, Italy, Jordan, Tunisia, Lebanon and Palestine, the description of the methodological tools that have been designed "ad hoc" to carry out the comparative study, the compilation of the main data obtained for each country and the list of sources and bibliography.

### 1.3. FOREWORDS

Gender equality is not only a fundamental human right. It is also a keystone of a prosperous, modern economy that provides sustainable inclusive growth. Recognising that gender equality is essential for ensuring that men and women can contribute fully for the betterment of societies and economies at large. Today the digital transformation provides new avenues for the economic empowerment of women and can contribute to greater gender equality. The Internet, digital platforms, mobile phones and digital financial services offer "leapfrog" opportunities for all and can help bridge the divide by giving women the possibility to earn additional income, increase their employment opportunities, and access knowledge and general information. We need to seize this opportunity to foster greater gender equality in the labour market, boost economic growth and build a more inclusive, digital world.

This report explores and analyse a range of factors that underpin the digital gender divide, bolsters the evidence base for policy making and provides indicators, best practices and recommendations for consideration by all INTERNISA partners and all ENI CBC MED territories.

The report finds that hurdles to access, affordability, lack of education as well as inherent biases and sociocultural norms curtail women and girls' ability to benefit from the opportunities offered by the digital transformation. Girls' relatively lower educational

enrolment in disciplines that would allow them to perform well in a digital world and for instance, have more job opportunities.

As a recently study from OECD, the action now to reverse the digital gender divide can pay off. OECD study finds a greater inclusion of women in the digital economy and increased diversity bring value, both social and economic. For instance, inventions arising out of mixed teams are more economically valuable and have higher impact than those in which only men are involved. In this way, this report aims at recommending a set of recommendations for the implementation of policies to foster the integration of women trained in digital skills in the ENI CBC MED territories into the labour market.

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*“ Underlying structural problems that drive the digital gender divide. Concrete policy actions are needed to foster women’s and girls’ full participation and inclusion in the digital economy, while at the same time addressing stereotypes and social norms that lead to discrimination against women. ”*

*OECD, 2018.*

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## ***2. METHODOLOGY: THEORETICAL FRAMEWORK, GOALS AND SCOPE***

## 2.1. THEORETICAL FRAMEWORK: COMPARATIVE APPROACH AND CASE STUDIES

The comparative approach is common in the framework of political science and has been used to analyse political phenomena, government systems, political processes, institutions, etc.

The use of the comparative method requires establishing and defining two key and complementary aspects: the field of study and the method of analysis, i.e., it requires answering two questions that are the starting point (premise) of the analysis to be carried out:

- **What** to compare? (key questions to which we want to provide an answer)
  1. How are public policies for employment evolving in relation to the incorporation of women into the labour market?
  2. How does the digital divide affect the social and labour market insertion of women?
  3. What impact do public equality policies have on the labour market insertion of women, compared to men?
- **How** to compare? (techniques for collecting information)
  4. Questionnaires between women and companies,
  5. Interviews and focus groups,
  6. Statistical data,
  7. Documentary research

The present analysis (output 3.2) proposes the use of the **COMPARATIVE APPROACH** as a method to:

- creating an inventory of data relating to the countries under study (statistical information, indicators);
- collect observations on similar phenomena in all countries, albeit with different characteristics (digital divide for women, lower labour market insertion rate, difficulties in accessing technological jobs, etc.);
- establish comparisons based on generalizations about the phenomena analysed between countries with different political regimes and development.

The final result of the comparative approach **WILL BE THE DESIGN OF A METHODOLOGICAL PROCESS TRANSFERABLE TO ALL INTERNISA PROJECT COUNTRIES.**

It is proposed to use the method of difference that allows comparing countries that do not have characteristics in common and that are united only by the phenomenon under study (digital divide, evolution of public employment and equality policies, impact of policies).

In this case, the comparative method will be used in a similar way to the statistical method with the difference that the data will not be representative because few cases are analysed (7 countries). It is understood that the study questions cannot be answered statistically and therefore the comparative method acts as a more suitable tool for empirical confrontation and impact analysis.

Example: it is not possible to demonstrate statistically the net impact of a public employment policy with respect to the rate of labour insertion of women in a given sector, that is, to what

extent the implementation of a given policy has been responsible for the employment rate in that sector or whether other variables (economic situation of the country, external phenomena such as the current health crisis, political crisis, etc.) have had an influence. Nor can this analysis be obtained experimentally, i.e. by carrying out a pilot project with the same actions aimed at the same target public and under the same political, economic, social and cultural conditions.

Therefore, observation, documentary research, collection of existing statistical data and analysis of data extracted from the qualitative and quantitative fieldwork carried out in the INTERNISA project are used.

The comparative approach is proposed, not with the objective of confrontation, but with the purpose of evaluating the transfer capacity of those public policies (translated into strategies, actions or structure) that worked in the different countries (obtained good results although there are no net impacts but experience and results) and that are considered to have the potential for replication in the countries participating in the INTERNISA project.

A further depth analysis of the partner countries will determine whether a policy is replicable in another political, social, and cultural context or not.

## 2.2. SCOPE, COVERAGE AND ANALYSIS

The scope of the comparative study in this case is determined by the partner countries of the INTERNISA project: **Spain, Greece, Italy, Palestine, Lebanon, Tunisia and Jordan.**

Fieldwork has been carried out in all participating countries, based on primary sources of information, especially companies and women.

The questionnaire was used as a **tool to collect information**, with the same questions for all countries and with the difference being the collection of data anonymously or through registration.

An online questionnaire was used, designed by one of the INTERNISA project partners with the aim of accessing statistical and quantitative information. In this case, FAMP was responsible for the process of recruiting entities and persons to whom to send the questionnaire, opting to create a NETWORK of prescribing entities to facilitate its dissemination.

In addition, qualitative information was collected through the design and organization of discussion groups with companies and women, work carried out directly by the FAMP, taking into account the methodological guide of one of the partner entities.

A total of 2 focus groups were created, prioritizing their heterogeneity and representativeness.



### ***3. HISTORICAL UNEQUALITY AND CASE STUDIES***

### 3.1. THE DISTRIBUTION OF THE BENEFITS OF TECHNOLOGICAL CHANGE: AN UNEQUAL HISTORICALLY REALITY

Governments and experts have long expressed concern about the impact of technological change, low-skill-biased and routine technological change on inequality, as both are associated with a hollowing out of middle-skill jobs (ILO, 2017) and on the other hand, with rising incomes at the top of the skill distribution. These effects of effects are being felt with greater frequency and intensity in youth labour markets, as "non-standard" and less secure forms of employment are beginning to dominate the entry-level jobs available to young entering the labour market.

Nowadays, we are discussing about digital divide, but some decades before, the author, Kuznets argued that inequality would first increase with economic development as countries shifted from agriculture to manufacturing, but would again fall because of increased participation in education. Kuznets's hypothesis was based on the observation of the development process in what are now high-income countries.

However, it has been challenged by economists such as Tinbergen (1975), who argued that a rising education level was not necessarily associated directly with falling inequality; any such effect would depend on the relative demand for, and supply of, high-skilled workers. More recently, in an empirical analysis of the drivers of inequality, Roser and Crespo Cuaresma (2016) found that, when a single term to represent technological change was included in a cross-country panel regression of the determinants of income inequality among households (as measured by the Gini coefficient).

Apart from Gini coefficient described by Roser and Crespo Cuaresma (2016), the interaction between different authors is positively associated with (i.e. increases) inequality, implying that, when countries are at an early stage of development ( the case of some INTERNISA partners) and their populations have relatively low levels of educational attainment, technological change tends to reduce inequality, but as they develop and educational attainment increases, the inequality-reducing effects of technological change are attenuated or even reversed. This is a interesting correlation force, that could be analysed in furthers projects with the same partners of this project in the future.

### 3.2. POLICY AND REGULATORY FRAMEWORK

#### 3.2.1 EUROPE UNION - LEVEL ACTION IN THE AREA OF EDUCATION AND SKILLS

- **Regulatory Framework**

- ✓ European policy cooperation in the area of education is governed by ET 2020, the strategic framework for European cooperation in education and training. It provides a forum that allows Member States to exchange best practices and learn from each other and is implemented through working groups, peer learning activities, peer

reviews, peer counselling, annual reporting on a set of benchmarks through the Education and Training monitor, analytical contributions to the European Semester and so on.

- ✓ Over recent years, different actions were undertaken to build a European Education Area, with two major packages of initiatives launched in 2018 – including inter alia a Digital Education Action Plan (COM(2018)22), and Council Recommendations on Key Competences for Lifelong Learning (2018/C189/01), on High Quality Early Childhood Education and Care Systems (2019/C 189/02), and on a comprehensive approach to the teaching and learning of languages (2019/C 189/03). The Recommendation on Key Competences considers not only cognitive but also non-cognitive skills.
- ✓ The New Skills Agenda for Europe (COM/2016/0381 final) was adopted by the Commission in 2016, and launched 10 actions to make the right training, skills and support available to people in the EU, mainly aimed at improving the quality and relevance of training; making skills more visible and comparable, and improving information and understanding of skills demand patterns to enable people to make better career choices, find quality jobs and improve their life chances. The actions include inter alia a Council Recommendation on Upskilling Pathways (2016/C 484/01), sectoral initiatives to identify **skills needs and appropriate responses**, the launch of a **Digital Skills and Jobs Coalition**, and support to develop graduate tracking systems at the Member State level.
- ✓ In 2017, the European Pillar of Social Rights was jointly proclaimed by Council of the European Union, the European Parliament and the Commission. It puts forward 20 principles and rights, to serve as a compass for renewed socio-economic convergence in Europe. The first principle says that “everyone has the right to quality and inclusive education, **training and life-long learning** in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market”.
- ✓ In her Political Guidelines, Von der Leyen announced new initiatives in the area of education and skills, notably to make the European Education Area a reality by 2025, updating the **Digital Education Action Plan**, and the Skills Agenda. Discussions have also started over a post-2020 framework for European cooperation in education and training.
- ✓ The European Semester, the annual cycle of economic policy coordination of the Commission, identifies structural challenges in education and training systems (and complementary policy areas) at the Member State level and provides Country Specific Recommendations to address these.
- ✓ The European Commission also supports education and skills in its Member States through funding from the European Social Fund+, the European Regional Development Fund, InvestEU, Erasmus+, Horizon Europe, Digital Europe, and the Reform Support Programme, as foreseen in its proposal for a new Multiannual Financial Framework (2021-27).



### 3.2.2. SPAIN - LEVEL ACTION IN THE AREA OF EDUCATION AND SKILLS

- **Overview of female participation in the labour market (national level – Spain and regional level - Andalusia)**

The concept of the Digital Divide does not have a single and closed universally accepted definition. There are many sources that gloss the concept, usually in a very similar way, although with different nuances. The Digital Divide refers to a socioeconomic totality between those communities that have accessibility to the Internet and those that do not, although such inequalities can also refer to all new information and communication technologies (ICT), such as personal computers, mobile telephony, broadband and other devices. As such, the digital divide is based on differences prior to access to technologies. (Servon 2002).

In this report, the **digital divide** refers to the unequal ability to access and use ICTs, i.e., the separation that exists between people (communities, states or countries) who use new information and communication technologies as a routine part of their lives, and those who do not have access to them or, even if they do, do not know how to use them, which in practice greatly impairs access to higher quality jobs, mainly for women. Here below we describe some stats regarding women employment divide and women digital divide.

- The female activity rate is lower than the male rate with a difference of 13 points.
- The female employment rate is 10 points below the male rate.
- The gender digital divide in Spain has been reduced by more than 7 points, from 8.1 to 1 point, although women maintain an unfavourable position in digital skills and internet use.
- In advanced skills, such as programming, the gap in Spain is 6.8 points, the EU average is 8 points.
- In 2020, Spain had only 23.4% of female researchers in the ICT sector.
- Spain ranks 12th in the EU in STEM profiles.
- Only 8% of women occupy technical and specialised positions in ICT companies.
- Women represent 22% of the total number of candidates presented to job offers linked to the digital sector.
- In technology companies, men are paid 8.9% more than women in the same position,
- Women who participate as partners or create start-ups represent only 17% of the total,

- Only 12% of women are involved in the design and development of applications linked to artificial intelligence and machine learning,
- Women represent 11% of the people who program source code (write software).
- Less than 25% of academic artificial intelligence research staff are women.
- In the field of cybersecurity, only 11% are women globally and in Europe it drops to 7%.

#### • **Regulatory Framework**

- Action Plan for Equal Opportunities for Women and Men in the Information Society 2014-2017. Society 2014-2017. Approved by the Council of Ministers in September 2014, it represents the Government's commitment to the effective equality between women and men in the Information Society, a commitment assumed in the "Plan Estratégico de Igualdad de Oportunidades" (PEIO) (IMIO, 2014b) and in the framework of the "Agenda Digital para España" (Digital Agenda for Spain).
- Strategic Plan for Equal Opportunities 2014-2016. The "Plan Estratégico de Igualdad de Oportunidades" (PEIO) is approved by the Council of Ministers in march 2014. It refers to the Action Plan as an instrument to achieve the objective of guaranteeing the of guaranteeing the equal incorporation of women and men in the Information Society. In this way, the Action Plan develops through specific actions the determinations established in the PEIO.
- The Digital Agenda for Spain 2013-2015. The "Digital Agenda for Spain", approved by the Government in February 2013, is the reference framework that establishes a roadmap in the field of information technology framework of reference that establishes a roadmap for Information and Communications Technologies and e-Government, designing a strategy for and e-Government, designing Spain's strategy to achieve the objectives of the "Digital Agenda for Europe". This Agenda through alignment with the European strategy and only through its achievement, will prepare Spain to compete internationally.

#### • **Adapting the Spanish education system**

Companies claim as the main BARRIER to overcome the digital divide and obtain the talent they will need in the future the DISCONNECTION and lack of existing reality between current educational programs and the skills and capabilities that companies seek.

In technical careers and for the acquisition of digital knowledge it is necessary that the educational system advances at the pace of the companies and the whole productive sector which requires the following:

- IMPROVING THE TECHNICAL AND DIGITAL SKILLS OF TEACHERS
  - o Facilitate STEM training among teachers at all educational levels.
  - o Train teaching staff in transversal digital skills, beyond technological tools to be used in the classroom.



- Promote teacher performance analysis and export good methodological practices.
- **Characteristics of the labour market in Spain:**
  - **Vulnerability of the youth population**, with an unemployment rate above 36% and with very differentiated profiles, people with a high level of education and others who have neither training nor experience.
  - **Stereotyped educational system**, women and men follow different paths, women choose professions related to social sciences and health, while men are oriented towards science and technology professions.
  - **Gender inequality in the labour market**. Minority participation of women in emerging sectors and in management positions in companies.

The **digitalisation** of the economy leads to major changes in the labour market, changing sectors of activity, jobs, and professional skills. In addition to technical skills, the market will value transversal professional skills: lifelong learning, adaptation, creativity, or innovation.

Digital skills will go from being an element that differentiates to becoming an obligation and mathematical thinking will be very important. Other skills such as social performance, emotional management, communication, and leadership will also gain importance.

### 3.2.3. GREECE - LEVEL ACTION IN THE AREA OF EDUCATION AND SKILLS

- **Regulatory Framework**

As a member of the United Nations, Greece has signed and ratified several conventions on gender equality, such as the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in 1979<sup>1</sup>, ratified in 1984 the C122 - Employment Policy Convention (1964)<sup>2</sup> and the C111 - Discrimination (Employment and Occupation) Convention (1958)<sup>3</sup>, the C103 - Maternity Protection Convention (Revised) (1952) in 1983<sup>4</sup>. In addition, as a member of the EU, Greece has signed and adopted the Charter of Fundamental Rights of the European Union, which prohibits discrimination on any grounds, including sex, (Article 21) and recognises the right to gender equality in all areas and the necessity of positive action for its promotion (Article 23) and the Treaty of Lisbon in 2009.

Within the country, equality between men and women was first constitutionally enacted in 1975 with the inclusion of Article 4, paragraph 2.

<sup>1</sup> United Nations Entity for Gender Equality and the Empowerment of Women, <https://www.un.org/womenwatch/daw/cedaw/>

<sup>2</sup> ILO, [https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_ILO\\_CODE:C122](https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C122)

<sup>3</sup> ILO, [https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_ILO\\_CODE:C111](https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C111)

<sup>4</sup> ILO, [https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_ILO\\_CODE:C103](https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C103)

*“Greek men and women have equal rights and equal obligations”<sup>5</sup>*

In addition to this, Article 22, paragraph 1 states that:

*“Work constitutes a right and shall enjoy the protection of the State, which shall care for the creation of conditions of employment for all citizens and shall pursue the moral and material advancement of the rural and urban working population. All workers, irrespective of sex or other distinctions, shall be entitled to equal pay for work of equal value”<sup>6</sup>*

The last sentence responds to the identified issue of unequal payments existing for men and women at the time. To ensure that equality between men and women will be put into force, paragraph 2 of Article 116, States *Adoption of positive measures for promoting equality between men and women does not constitute discrimination on grounds of sex. The State shall take measures for the elimination of inequalities actually existing, in particular to the detriment of women*<sup>7</sup>.

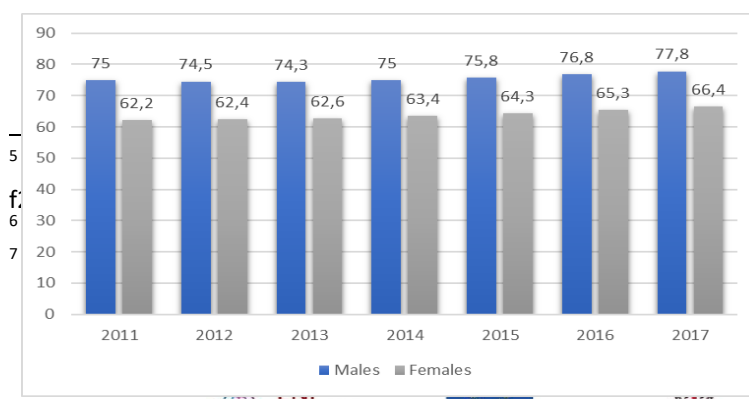
Positive measures include trainings and capacity building activities offered to women to enhance their abilities and promote their integration in all aspects of society, as well as programs targeting women and their employment. Measures promoting equality obstructed mainly by prejudices include participation of women in high ranks in public administration or in other decision-making centres.

In 1985, the main public body designing and implementing policies for gender equality, the General Secretariat for Gender Equality was established. Recently the Secretariat was abolished and replaced by the General Secretariat for Demography and Family Policy and Gender Equality. Important body promoting gender equality is the Research Centre for Gender Equality, a Legal Entity under Private Law of the Ministry of Labour and Social Affairs (General Government Body) founded in 1994, supervised by the General Secretariat for Demography and Family Policy and Gender Equality.

## • Overview of Current Situation

Advancing the participation of young women in the labour market remains a need across Europe to eliminate the persistent gap between men and women and achieve equality. The EU report of 2019 on equality between women and men in the EU showed the persistence of the gender gap in terms of employment. The gap is demonstrated both when trying to enter the labour market and in the workplace. As far as entering the labour market, the survey showed that employment rate of men was 77.8% in 2017, whereas for women was 66.4%. Thus, a 11.4 percentage points gap between men and women is observed in Europe.

Figure 1: EU-28 - Employment rates, people aged 20-64, by gender (%)



Source: Eurostat-  
<https://appsso.eurostat.ec.europa.eu/nui/submitViewTableAction.do>

When entering the labour market, it is more usual for women to occupy low paid jobs

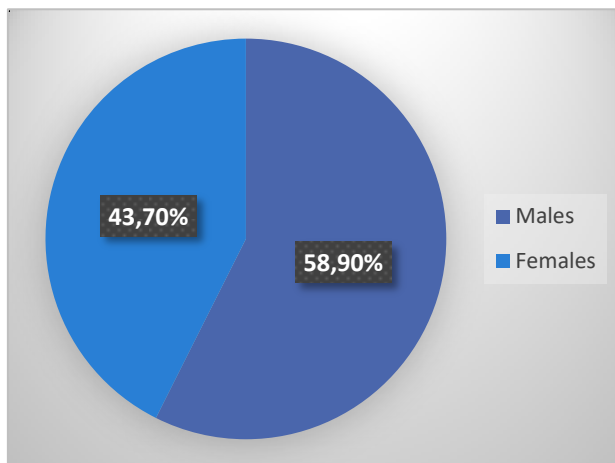
serFiles/f3c70a23-7696-49db-9148-

comparing to men, whereas women representation in areas of science, technology and engineering is very low. In addition, it is more difficult for women to progress in their jobs and occupy managerial positions. When women do occupy such positions, they are paid 23% less than men for the doing the same job, which is the highest gap in payment. According to ILO (2018/2019), this percentage is lower in low paid jobs (14.7%). Data support that the gap is not the result of differences in educational background or performance but the outcome of socially constructed beliefs about women, their role and their position in the labour market. This is also linked to the duties women in their families, since they are the prime carers of children or other dependent members.

However, a positive change is observed in 2020 due to the radical digitalization and flexibility brought by the COVID-19 pandemic. According to Thornton (2021), the percentage of women occupying managerial positions increased by 2 percentage points from 2020. This positive change is connected largely to the flexibility provided by remote and flexible working.

According to EIGE (2020), Greece ranks last in the EU on Gender Equality Index since 2010.

Figure 2: Employment rate in 2020 by gender (%)



Source: ELSTAT, 2021  
<https://www.statistics.gr/documents/20181/0960ad36-8fb9-3cfc-546c-dbb9f460f277>

*“With 52.2 out of 100 points, Greece ranks last in the EU on the Gender Equality Index. Greece’s score is 15.7 points below the EU’s score. Since 2010, its score has increased by 3.6 points, with a slight increase of 1.0 point since 2017. Its ranking has remained the same since 2010”.* This inequality is met in the labour market where, for the last quarter of 2020, the labour force rate for men was 58,9%, and for women was 43,7% (Hellenic Statistical Authority, LFS, 2021). In the last quarter of 2018, before COVID-19 and alterations in the labour market, the men rate was 60%, whereas that of women was 43,9%, resulting to a 16.1 percentage point gap between men and women (Hellenic Statistical Authority,

LFS, 2018).

The results of the ELSTAT (2018) survey on reconciliation between work and family life, showed that “care responsibilities are mainly women’s concern, but men seem to contribute, as well”. Even though the survey showed that the effect of childcare responsibilities are limited on employment due to help by members of the family, it also showed that childcare had an effect on 21.7% of the total respondents, of whom 14.6% were men and 32% were women.

From the above, it is apparent that women face multiple challenges entering the labour market, excluding at the same time fields that are male dominated. Science, engineering, and

mathematics or ICT are considered as more suited to men. Women are discouraged socially and culturally to study and work in these areas. *“...there are often practices overtly patronizing to women and making unflattering comments on their skills. In addition, in many companies it is required for employees to be willing to work long hours in order to finish an ongoing project, thus requiring women to put work ahead of family commitments. Companies may hesitate to hire women for demanding IT positions, because of the fear that family obligations will reduce their productivity”* (Pappas et al., 2018, p. 6). Described as male dominated, of high requirements and demanding, not suited for a woman planning to have a family.

The above data are supported by the outcomes of the two focus groups – with companies and women- conducted as part of the project. Both men and women participants supported that inequality between men and women in the labour market originates from deep-seated beliefs regarding the two sexes and their roles in society. The behaviour of both men and women is guided by these beliefs and stereotypical perceptions, leading to reproduction and perpetuation the current situation. This has an effect on entering the labour market and the positions to which women apply for, since many jobs are linked to a specific gender. In case women occupy traditionally male positions, then they often adopt male patterns of behaviour.

*“Women who were integrated in the labour market imitated the male working patterns in order to survive”.*

One of the female participants supported that, the role of the career or mother overshadows any other identities a woman carries. So, no matter how successful a woman is in her professional life, in her private life she is first and foremost the career of the rest of the members of the household. For example, it was supported that whether a woman will work or not is, in many cases, dependent on the needs of the family, whereas it is a given for men to work. Motherhood was discussed as a major factor when women make decisions for their professional life. The desire to become a mother can have an impact on the profession a woman might choose (e.g. choosing a profession which is not very demanding), or it can lead to quitting the job altogether. These are connected to the perception that a woman’s priority is to be a mother, held at large by both men and women. In addition, businesses in the private sector, do not encourage becoming a mother, since many women are afraid they are going to lose their jobs if they use their maternal leave or the working hours are not flexible enough for them to harmonize the two roles (of the professional and of the mother).

Flexibility is offered through digitalization and remote working, according to one of the participants. The particular participant supported adopting remote working and cooperation in virtual environments cooperation as a friendlier way of working especially for women. To achieve that she proposed a change in the system of evaluating work performance. This would entail a change in the evaluation criteria from physical presence to actual outputs. The need for digitalization was mentioned also for women entrepreneurs in Greek rural areas. Women owning family businesses mainly in the field of textiles, agri-food and tourism is very common and, according to one of the participants, enhancing women entrepreneurs in rural Greece would significantly help in development. Trainings and seminars on digital

skills to enable young women entrepreneurs to access information for funding or to foster synergies are considered as imperative for developing small women businesses.

- **Positive discrimination actions**

Gender equality has been one of the objectives of the EU since the 90s, with the Equal Opportunities Action Program but the process was accelerated after the Lisbon Strategy launched in 2000. Aiming to make Europe "the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion"<sup>8</sup>, the Lisbon Strategy focused on knowledge and innovation, on unlocking the potential of SMEs and highly skilled workforce. Aiming for 60% female employment by 2010, the first programming period started in 2000 and would last until 2006 and the second would last from 2007 to 2013. However, the financial crisis disrupted the efforts and brought in the surface issues related to domestic and gender-based violence. Efforts focused to support women psychosocially while awareness raising activities and interventions to tackle the phenomenon were launched. Finally, the Greek #Me too which broke out in 2020 unveiled the severity of the SGBV issue and led to taking action and initiated more discussions on ways to prevent and combat the phenomenon. Throughout these years several programs have been implemented with the support of the EU. What follows is the short presentation of some of the initiatives and actions implemented mainly by the General Secretariat for Gender Equality.

- **Positive actions for the equality between men and women in SMEs and Large Businesses**

From 2000 to 2009, the General Secretariat for Gender Equality implemented with the support of the European Social Fund and as part of the Operational Program "Employment and Vocational Training" of the Ministry of Labour and Social Affairs, Positive actions for the equality between men and women in SMEs and Large businesses. The following actions were foreseen to be implemented:

1. Quality certification of companies for adopting EU standards regarding gender equality
2. Raising awareness of men and women in businesses and of their social circles on the positive impact of women integration in the labour market
3. Consultation and support for working women
4. Training on specialized knowledge and skills to women to support their professional development
5. Teleworking aiming to utilize new technologies and communication to ensure employment for women facing challenges combining their professional duties with their social and family life and to better organize work in companies
6. Infrastructure/Services. This action involved the creation and operation of nurseries and other care facilities within the companies.

<sup>8</sup> <https://portal.cor.europa.eu/europe2020/Profiles/Pages/TheLisbonStrategyinshort.aspx>



- **Equal Initiative**

The effort to enhance women participation in labour market and decrease the gender gap has been the strategic goal of the European Union for the past decades. Milestone in this effort was the **2000-2008 EQUAL Initiative**<sup>9</sup> funded by the European Social Fund and the co-funded by EU member states aiming at:

- increasing employability,
- encouraging inclusive entrepreneurship,
- facilitating adaptability,
- promoting gender equality and;
- integrating asylum seekers.

The EQUAL Initiative, based on a thematic approach, included 9 themes concerning equal opportunities. Equal opportunities for men and women was one of the themes and in the context of Greece included activities aiming to *Promote the abolition of occupational segregation*.

As part of the EQUAL initiative, a number activities were implemented resulting to important good practices supporting and promoting women entrepreneurship. The program Women Entrepreneurship and Trans-regional system was developed to support Social Economy “DIONI II” aimed at supporting, promoting, certifying, and microfinancing 3rd sector women enterprises a:

1. **Women Micro-credit Mechanism** providing micro-loans to women entrepreneurs and future entrepreneurs.
2. **Trade Houses DIONI II** supporting, promoting and organizing trade exhibitions for women entrepreneurs, promoting women and social businesses, networking, training women entrepreneurs etc.

These practices enabled the creation and operation of women businesses, across the country, by ensuring favourable terms for business loans, helping women access information regarding funding, connecting women entrepreneurs with the market and training them in drafting business plans and monitoring the implementation of those plans. The developed model has been identified as a good practice at an EU level (EIGE, 2014).

- **Competitiveness and Entrepreneurship Operational Program**

State and EU funding of women businesses has been imperative for women entrepreneurship, especially during the financial crisis. The **Competitiveness and Entrepreneurship** operational program (2007-2013), funded 382 women businesses strengthening the position of women in the market during a time of severe financial instability.

<sup>9</sup> <http://www.ypergka.gr/ekt/equal/>

In addition, as part of the Competitiveness and Entrepreneurship program, a platform hosting all developed good practices was designed and created, presenting cases of successful entrepreneurship and projects. [http://www.hellaskps.gr/bestpractices/index\\_en.asp](http://www.hellaskps.gr/bestpractices/index_en.asp)

#### - **Observatory on Gender Equality**

As part of the General Secretariat for Gender Equality, an Observatory was established to monitor and evaluate equality policies. The observatory records aspects of gender inequality, such as payment gap or employment rate gap as well as issues related to SGBV and women victims of multiple discrimination. The Observatory supports Public Administration to evaluate implemented policies, design new policies based on acquired data and implement interventions. The Observatory has been selected as a good example by the European Commission and was included in the 2015 Annual Report on Equality between Women and Men in Europe.

<http://paratiritirio.isotita.gr/>

#### - **Women & Girls Go Digital**

The General Secretariat for Gender Equality organized during the Hellenic Presidency of the Council of the European Union, in cooperation with the European Centre for Women and Technology and in cooperation with National and European Stakeholders, the Conference entitled “Women & Girls Go Digital, National Action Plan for increasing the female talent in digital jobs” (2014). The aim of the Conference was to link e-skills, Gender Diversity and ICT as a key factor for economic growth based on the creation of digital jobs but also to address the digital skills gender gap.

The initiative is mentioned in the 2015 Report by the European Parliament entitled “Empowering women on the Internet” (pages 16-17).

#### - **Counselling Centres**

The Research Centre for Gender Equality (KETHI) operates 14 Counselling Centres for women suffering from violence or/and multiple discriminations in Greece's administrative regions capitals. Those Centres, along with 28 more Counselling Centres, are part of the General Secretariat's for Family Policy and Gender Equality network, operating across the country to tackle gender-based violence.

The Counselling Centres provide free of charge counselling services by specialized personnel (reception desk counsellor, psychologist, social worker, legal advisor). These services (covered by confidentiality) are:

- specialized information for gender equality and gender based-violence issues
- psychological and social counselling (gender sensitive approach)
- employment counselling

- legal counselling (e.g. information on women's rights, relevant laws, procedures for filing a lawsuit, complaint, etc.)
- cooperation with other services and referral of women to shelters, to the police and prosecutor's office, to the courts, to the hospitals, to employment agencies, etc.

<https://www.kethi.gr/en/profile>



#### - New Agriculture New Generation

The organization **New Agriculture New Generation** aims to create career and entrepreneurship opportunities for youth in the Agri-food sector in Greece. **The organization was established under the initiative and with the founding support of the Stavros Niarchos Foundation (SNF)**, as part of its "Rethatching The Youth" program.

The organization focuses on:

- Workforce Development through trainings and seminars, both online and offline
- Strategic Initiatives, such as farm plastic waste management
- Regional Development through cooperation with local organizations for the revival of economic activity of rural areas
- Infrastructure Development by developing a Food Business Incubator and Innovation Center for agri-food businesses to be established in continental Greece

<https://www.generationag.org/>



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### 3.3.4. ITALY - LEVEL ACTION IN THE AREA OF EDUCATION AND SKILLS

- **Overview of female participation in the labour market (national level – Italy and regional level - Tuscany)**

Italian women still have one of the lowest rates of participation in the labour market among OECD countries (OECD, 2017). The low number of women in the country's workforce helps to explain why Italy has one of the lowest gender gap pay in the OECD: the (few) women active in the labour market are on average more educated, thus they have higher pay potential than inactive women. However, in case of self-employment, which is very common in Italy especially among young women and men, the pay gap is very high.

At regional level, Tuscany shows high participation rates in the labour market, compared to the Italian average (2019 regional Report on female working and economic condition). Female unemployment levels are also lower than the Italian average (9%).

One of the reasons for the low female participation rate is the lack of access to affordable childcare services and of good quality: only one in four children between zero and two years in Italy is entrusted to the care of formal services of childcare.

According to the EU Country Report Italy 2020, the employment rate of women remains sizeably below the EU average and family-related social policies still lack proper coordination. Some steps have been taken to facilitate access to childcare services through financial support to families. However, a comprehensive strategy that combines a more efficient tax system with access to care services and measures to reconcile career and family life is missing. The Government has made efforts to support families through a voucher system, but large disparities between regions persist.

Despite these obstacles, progress is being made in gender equality in the upper income brackets. In the recent years, Italy has significantly increased the participation of women on businesses' boards of directors. Thanks to the introduction of gender quotas for listed companies (at least 33% of the board members of directors - law n. 120 of 2011), the proportion of women in Boards has doubled from 15% in 2013 to 30% in 2016.

Women represent almost 40% of all Italian graduates in science, technology, engineering and mathematics, against an average of 31% in OECD countries. Though the number

of male employees continues to be higher in the ICT sectors, a growing share of women graduates in this field could help close the gap in this area in coming years to come.

Digitalisation offers an opportunity for the country to close the gap. 38% of Italian women currently have basic digital skills and 19% have advanced skills (men 45% and 25% respectively). The lack of specialist digital skills is also affecting businesses run by women in this pandemic period. Factors that have made women particularly vulnerable are disproportionate representation in sectors most affected by the crisis, the marked digital gender gap. This situation has been exacerbated by restrictions imposed by the pandemic. These have forced Italian women to take on even more responsibility for family management.

The fourth edition of the Mastercard Index of women entrepreneurs (Miwe 2020) records how Italy, together with Portugal, has undertaken new regulatory and legislative initiatives to introduce innovations in the field of "parental leave" and in the further protection of motherhood in the workplace. In addition, the cultural perception of women entrepreneurs and a leading figures in an entrepreneurial activity is growing (37.5% compared to 2019), a symptom of an ideal advancement that accompanies the structural one towards the female working world.

- **Regulatory Framework (national level – Italy and regional level – Tuscany)**

Safeguarding, emancipation and anti-discrimination are the main strands that run through the entire production of labour market regulations for women in Italy. Work began in the second post-war period and is still ongoing. The focus here is on the past 20-year legislation, with legislation that still applies today.

In terms of safeguarding women, these are the main laws since 2000:

- Law n. 53 of 8 March 2000, "Provisions for the support of maternity and paternity, for the right to care and training and for the coordination of the times of the cities", is a milestone in the Italian regulatory framework for women in the labour market.
- Law 53/2000 was issued in implementation of 96/34 / EC and 97/75 / EC directives and is intended to promote time-balance between work and everyday life by establishing specific parental leaves and the promotion of the use of time according to individual and social needs. It also promotes participation in educational courses and continuous training. It provides for the possibility of work leave to take part in training activities.
- Finance law 2003, art. 91. for nurseries in the workplace: in order to ensure adequate family care for female workers and for employees with children, a subsidised rate fund is set up to finance the construction of nurseries.
- In 2007, the Ministerial Decree of 12 July extended the right five months of compulsory maternity leave to all female workers registered under the national pension scheme.

As for emancipation and anti-discrimination, the 2006 - Legislative Decree No. 198 (11 April) brought together in one act all the laws previously in force containing the provisions on equal opportunities between men and women and for the prevention and removal of all forms of discrimination based on sex.

With law 92 of 2012 (*Riforma Fornero*) a 50% reduction in tax contributions was introduced for employers hiring female workers under certain conditions. Now, with the 2021 Budget Law, the reduction percentage has been raised to 100%, within the maximum limit of 6,000 euro per year, for the period 2021-2022.

It is noted that a number of initiatives have emerged or been adapted during the COVID-19 pandemic. One example, of initiatives promoted to tackle female unemployment at national level is the New SELFIEmployment, operational since February 2021. It finances the start-up of small business initiatives, promoted by NEETs, unemployed women and long-term unemployed, with zero-interest loans up to 50,000 euro.

In Tuscany, the law 16/20009 on Gender Citizenship sets the framework. With this law, Tuscany aimed to combat gender stereotypes in the new generations. The law encourages actions aimed at reconciling work-life, spreading the culture of gender, as well as boosting territorial gender agreements and supporting projects in the field of gender equality. The regulatory intervention also provided for tools to support the embodying of a gender perspective in regional policies, including gender budgeting.

- **Some examples of initiatives promoting better integration of women in the labour market**

The following table presents some initiative that may be considered as interesting examples of public initiatives to promote female integration in the labour market. In the Regional examples, we already have contacts that could be engaged in the INTERNISA exchange activities to provide more information, should this be of interest. At national level, contacts would have to be initiated.

Title of initiative	Territorial level	Brief overview
<b>Ministry of Agricultural Policies Food and Forestry Women in the field</b>	National	Agriculture is among the sectors with the highest percentage of female employment. There are over 200,000 female agricultural entrepreneurs in Italy, about 28% of the total. A substantial share is led by young women under 35. There are particularly high numbers in some sectors, such as fruit and vegetable production, where female employment reaches as much as 70%. The national government wished to support this trend, in light of the challenges affecting the sector: sustainability, precision agriculture, multifunctional agriculture, to name a few.  The measure “Women in the field” was supported by the Ministry of Agricultural Policies Food and Forestry with a

		<p>national decree on 9 July 9 2020. The aim is to <b>encourage female entrepreneurship in agriculture</b>. 15million € was allocated to this fund for 2020 and a further 15million € has been allocated for 2021.</p> <p>It finances development or consolidation projects in the agricultural sector and in the processing and marketing of agricultural products.</p> <p>Micro, small and medium-sized enterprises can obtain low-interest loans at zero interest, up to a limit of € 300,000, with a minimum duration of five years and a maximum of fifteen years.</p>
<p><b>Region of Tuscany – Regional Operational Programme European Regional Development Fund 2014-2020 (ROP ERDF).</b> <b>Selection criteria / initiatives promoting female participation.</b></p>	<p>Regional</p>	<p>The ROP ERDF is the Tuscan programme contributing to the EU objectives of smart, sustainable and inclusive development. The programme funds initiatives on the following axis:</p> <ul style="list-style-type: none"> <li>- Axis 1: Strengthened research, technological development and innovation;</li> <li>- Axis 2: Improved access to information and communication technologies;</li> <li>- Axis 3: Greater SME competitiveness;</li> <li>- Axis 4: Transition to a low carbon economy in all sectors;</li> <li>- Axis 5: Qualifying and enhancing the network of major cultural attractors;</li> <li>- Axis 6: Promote social inclusion, fight poverty and all forms of discrimination in urban territories.</li> </ul> <p>In line with European Legislation, the ROP ERDF incorporates horizontal principles, including gender equality. The <b>ROP ERDF includes output indicators related to female employment and female run enterprises</b>. These are particularly relevant to Axis 1 and 3, with a focus on incentives for enterprises.</p> <p>Within this overall framework, the regional government has added a set of evaluation criteria that can be applied to the calls published on the ROP ERDF. These include the possibility to gain extra evaluation points, if the applicants can demonstrate active involvement of female workers and/or are represented by female-led companies.</p>
<p><b>Region of Tuscany – Regional Operational Programme European Social Fund 2014-2020 (ROP ESF).</b></p>	<p>Regional</p>	<p>The ROP ESF <b>finances the main policies for employment, training, education and social cohesion</b> in Tuscany. The regional strategy is embodied within the operational programme in four priority axes of intervention, developed on the basis of the priorities indicated by the EU for the European Social Fund:</p> <ul style="list-style-type: none"> <li>- Axis A: Employment</li> </ul>

		<ul style="list-style-type: none"> <li>- Axis B: Social inclusion and fight against poverty</li> <li>- Axis C: Education and training</li> <li>- Axis D Institutional and administrative capacity</li> </ul> <p>Approximately 20% (145M€) of the entire Programme plafond is destined for interventions for inclusion, promotion of equal opportunities and social cohesion. Among these, we find the supporting measures for female employment, with hiring incentives for companies. These have the aim of increasing female employment for women over 30, through permanent employment with full-time and part-time contracts. One of the last initiatives was in 2020 with the call for proposal financed by ROP ESF 2014-2020 combined with other regional resources, financing private companies hiring unemployed women over 30 years old as of January 2020.</p>
<p><b>Giovanisi</b></p>	<p>Regional</p>	<p>Giovanisi is the Tuscany Region project for the autonomy of young people, up to 40 years of age. It is a system of opportunities structured in 7 areas: Internships, Home, Civil Service, Doing Business, Work, Study and Training and Giovanisi + (participation, culture, legality, social and sport).</p> <p>The project is financed with regional, national and European resources (ROP ESF, ERDF and EAFRD).</p> <p>Some initiatives includes measure targeting women, among others, such as the start-up of micro and small entrepreneurial initiatives for young people and women operating in the <b>manufacturing, trade, tourism and tertiary sectors</b>.</p> <p>The subsidy is granted in the form of a zero-rate microcredit, to the extent of 70% of the total eligible cost, up to a maximum of 24,500 euro.</p>

### 3.3.5. JORDAN - LEVEL ACTION IN THE AREA OF EDUCATION AND SKILLS

- **Overview of female participation in the labour market**

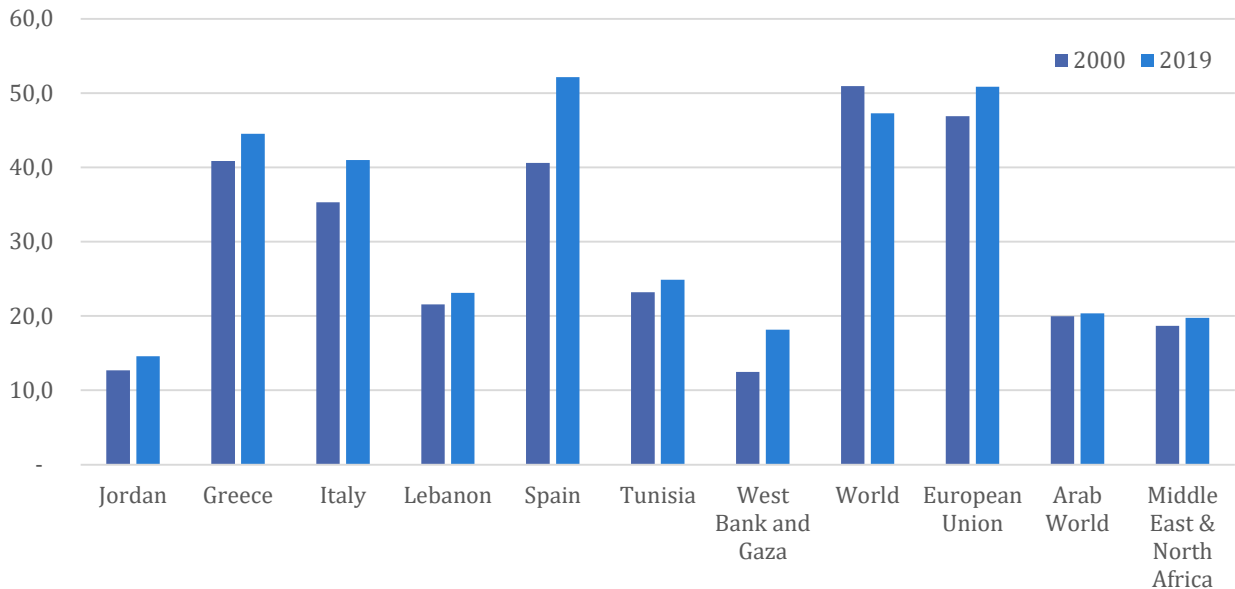
Jordan’s population reached around 10.8 million in 2020, of which an estimated 5.1 million are females and 5.7million are males<sup>10</sup>. Jordan hosts a large refugee population: in 2017, 7% of Jordan’s population were Syrian refugees. Jordan is a young and fast-growing country. Its population is growing at 2.3% above the global average, and 19.8% of Jordanians are aged between 15 and 24.

Labour force participation (LFP) in Jordan is comparatively low, in 2020 it averaged 37.9%,

<sup>10</sup> [http://dosweb.dos.gov.jo/DataBank/Population\\_Estimares/PopulationEstimates.pdf](http://dosweb.dos.gov.jo/DataBank/Population_Estimares/PopulationEstimates.pdf)

which exposes significant marginalisation of females, youth, vulnerable groups, and holders of bachelor's degrees. Only 17.6% of Jordan's labour force, which consists of 2.46 million Jordanians, are women. female labour force participation is among the lowest in the world. Female labour force participation rate was 14.6% in 2019. Below figures shows female labour force participation in selected countries.

Figure 3: LFP rate for females aged 15 and above in selected countries<sup>11</sup>



Jordan's Labour Force is gender-balanced in regard to literacy rates and general educational achievements, and scores high in the MENA region. Jordan has one of the highest literacy rates in the MENA region amongst females aged 15 to 24. Illiteracy amongst females aged 15 and above was 7.2%, which is 4.2% higher than amongst males in the same age group. Statistics, shows that there are more girls in secondary education than boys. However, women are highly underrepresented in vocational education, partly due to the gendered nature of educational pathways.

Jordan has had consistently high rates of unemployment, averaging 13.5% since 2005, with female unemployment rates remaining around 50% higher than for males. Jordan's unemployment rate reached an all-time high of 24.7% during 2020 intensified by the effect of the COVID-19 pandemic, with the female unemployment rate soaring to 32.8%, compared to 22.6% for males<sup>12</sup>.

- **Regulatory Framework in Jordan affecting women employment**

The Government of Jordan has put in place a set of labour laws and constitutional articles intended to protect women in the labour market, but some of these laws have a mixed impact

<sup>11</sup> <https://data.worldbank.org/indicator/SL.TLF.CACT.FE.ZS>

<sup>12</sup> <http://dosweb.dos.gov.jo/18-5-unemployment-rate-during-the-fourthquarter-of-2020/>.



on women. The following are some of the main laws regarding women in the workforce and their effect on women employment in Jordan.

- **Article 6 of the Jordanian Constitution**

States that that “Jordanians shall be equal before the law. There shall be no discrimination between them as regards to their rights and duties on the grounds of race, language or religion”.

This article is intended to promote equality and non-discrimination. Activist express their concerns that it excludes the issues of discrimination by sex, which means that women cannot legally file complaints when discriminated against because of gender. This makes the law not very effective in ensuring gender equality.

- **1996 Labour Code - Law No (8)/ Article 27**

Forbids firing pregnant women after the 6th month of pregnancy, or working mothers during their maternity leave.

This article protects women employment during pregnancy, it allows women to continue earning a wage despite their pregnancy status and provides job security during maternity leave.

- **1996 Labour Code - Law No (8)/ Article 68**

In 2002, reforms were made to the older Civil Service Regulations of 1998 which resulted in an increase in the maternity leave period from 60 to 90 days. Moreover, Article 70 states that women employees are entitled to a total of 10 weeks of maternity leave before or after delivery. However, maternity leave should be for at least 6 weeks after delivery. It is also illegal for women to work during that period. In Jordan, men are not entitled to paternity leave.

This article ensure that women exercise their maternity rights according to internationally-recognised standards, and to increase women’s job security by extending the duration of maternity leave. However, the law only provides parental leave to women and not men, which can have negative repercussions (e.g., employers may prefer hiring males to avoid having to provide maternity benefits and leave). Another example is occupational discrimination, when employers limit women employees to jobs from which their absence does not incur high costs for the business.

- **1996 Labour Code - Law No (8)/ Article 72**

Women employees who have worked for a period of 10 weeks or more are entitled to one

year of leave without pay for childcare reasons, and to one hour a day to nurse their children for a period of one year after delivery. Article 72 also requires that employer who employs at least twenty female workers must prepare a suitable place to be in the custody of a qualified nanny to take care of the children of female workers whose age is less than four years, provided that their number is not less than ten children.

This is a protective measure for women in the workplace. However, sometimes this law functions as a disincentive for employers to recruit women, perpetuating practices of subtle discrimination amongst employers against married, engaged and pregnant employees, or those with children.

#### - **Civil Retirement Law/ Article 14 2001 Social Security Law/ Articles 44/45**

The law was amended in 2003 to increase eligibility to withdraw retirement funds after 20 years of service to encourage women to remain economically active for longer periods. Another protective policy for women has to do with retirement age, which is 55 for females and 60 years for males.

Protective measure for women in the workplace. Although aiming to protect women, the variances in retirement age actually give men the opportunity to save more in their pension funds than women.

#### - **Regulation of Flexible Employment (Regulation No. 22 of 2017)**

The Regulation offers certain categories of employees the right and opportunity to choose, with their employer's consent, a flexible working arrangement tailored to their personal and familial circumstances, needs and/or requirements – ultimately fostering a very tangible and concrete work-life balance and, in turn, employee satisfaction and engagement.

The by-law aims to boost women's economic participation by opening up new and innovative opportunities in the workplace. The law is intended to provide a means for women to remain economically active and overcome the obstacles of home responsibility and transportation.

#### • **Policy Analysis for Female Integration in The Labour Force**

#### - **Anti-discrimination legislation**

Article 6 of the Jordanian Constitution states that (i) Jordanians shall be equal before the law. There shall be no discrimination between them as regards to their rights and duties on grounds of race, language or religion. Sex is interestingly not listed as a criterion for equal treatment before the law. (ii) The Government shall ensure work and education within the limits of its possibilities, and it shall ensure a state of tranquillity and equal opportunities to all



Jordanians. Since 2011 Jordan has introduced constitutional amendments affecting 42 articles of the Constitution. The concepts of justice and equality promoted provisions to protect and support human rights and fundamental freedoms are included in articles 6, 7, 8, 15, 16, 18, 20 and 101 of the amended Constitution. Constitutional oversight mechanisms such as Constitutional Court were established to monitor the constitutionality of laws and regulations (UN CERD 2017).

An important step to systematically ensure Jordan's adherence to the human rights conventions was made in March 2016 when the Comprehensive National Plan for Human Rights 2016-2025 was launched. It was designed to bring current law in line with international standards and remains the main implementation mechanism for human rights. The International Covenant on Economic, Social and Cultural Rights (ICESCR) is the primary international legal source of economic, social and cultural rights. Article 1 of the covenant states "All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development". CRC and CEDAW recognize and protect many of the economic, social and cultural rights recognized in the ICESCR in relation to children and women. The Convention on the Elimination of All Forms of Racial Discrimination prohibits discrimination on the basis of racial or ethnic origin. The Convention on the Rights of Persons with Disabilities also prohibits all discrimination on the basis of the disability including refusal of the reasonable accommodation relating to full enjoyment of economic, social and cultural rights. Jordan has signed and ratified all of the above conventions, however with reservations on CRC and CEDAW.

#### - **Women's impairment of participation**

Jordan is signatory to several international conventions on women's rights. The Jordanian Government ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in 2007. However, Jordan has registered several reservations to CEDAW; all relate to the compatibility of CEDAW articles with the stipulations of Sharia regarding gender roles. Jordan has also ratified the principal conventions on women's rights, such as the Convention on the Political Rights of Women, the Convention on the Nationality of Married Women and the Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages (UN Human Rights Council WG UPR 2009). In addition to CEDAW, Jordan has signed and ratified (or acceded to) most of United Nations human rights conventions that are directly or indirectly relevant to gender equality and female women's empowerment such as the International Convention on the rights of the Child (1991), UN-Convention against Transnational Organized Crime (signed 2009) and the Protocol against trafficking on persons (Women and Children) (ratified 2009).

Women experience discrimination in several areas, including inheritance, divorce, child custody, citizenship, pension and social security benefits, the workplace, access to justice and, in certain circumstances, the value of their testimony in a Sharia court (World Bank 2016). Women own only 20 percent of land and 25 percent of property, according to the Department of Statistics. The current personal status law violates article 5 of CEDAW in matters of equal rights in the upbringing of children. The law allows only fathers to prevent

their children under the age of 18 from leaving the country through a court order. Jordanian authorities do not prevent fathers from leaving the country with their children when the mother objects (USDOS 2017 Country Report).

Rape, sexual assault and violence against women are severe human rights violations and remain widespread in Jordan. 300 rapes are recorded annually; the real figures are most likely significantly higher (UN Women 2017). Spousal rape is not illegal as per Jordanian law and violence against women remains a taboo subject in Jordan. While the Family Protection Law prescribes penalties for domestic abuse victims rarely press charges and cases are filed under the penal code as injury or sexual assault. In those cases, when the victim's family does not pursue the case, the government completely dismissed proceedings, violating the victim's rights to justice. Sexual Harassment remains wide spread in Jordan, despite laws against the practice but human rights groups report that the government did not enforce this law.

Human rights activists stated that girls and women with disabilities were particularly at risk of gender-based violence. GBV is reported to have increased during lockdown situations caused by COVID19– in general women are disproportionately affected by the pandemic (UN Women 2020).

The minimum age for marriage in Jordan is 18. With the consent of a judge and a guardian a child can be married as young as 15 years old. The rate of child marriage in Jordan is estimated 13 percent. Child Marriage is almost exclusively a phenomenon of girls (Committee on the Rights of the Child, 2014). There is limited evidence of temporary marriage of Syrian refugee girls as a form of commercial sexual exploitation. In the Syrian refugee community child marriage is on the rise (US Department of Labour 2016).

The economic insecurity resulting from displacement has serious implications for women, with repercussions across the coming generations. Save The Children found that. “[...] the broad trend is that women or their families are settling for less desirable marriages than they would otherwise do and at younger ages, with older men, with men of lower social standing, or as second wives” (UNDP Arab Human Development Report 2016).

Royal patronage remains an important driver to women's rights in Jordan; in many cases resistance to progressive legislation has come from members of the lower house of parliament. International donors clearly also play an important role in advancing a women's rights and human rights agenda. A significant part of the women's national machinery and gender studies in Jordan is (indirectly) initiated and largely funded by donors.

#### - **Complaints mechanisms**

Jordan does not have a designated government office to receive discrimination claims. The Jordanian National Commission for Women is the only institution to operate a respective hotline (USDOS 2017 Country Report). The Jordan National Commission for Women (JNCW) has developed several strategies for women, the latest for 2013 – 2017. It is not linked to government funding so the activities under its pillars remain mostly unfunded.

## - Civil society organizations working for women's rights and participation

The Jordanian Women's Union (JWU) and the General Federation of Jordanian Women are networks supporting women's rights. Muslim human rights activists, i.e. the movement Musawa, take a different view in regard to Sharia reservations (rejecting those parts of the conventions seen as contradicting Islamic law). They argue that "Islam is fully compatible with human rights – not as a legal system, but as a set of ethical and religious values that can strengthen and legitimize the legal standards of human rights". In Jordan, the Musawa network has more than 80 women's rights organizations as members (Musawa Network 2017).

### • Some Initiatives at Local Level

#### Tanmeyah:

Jordan Microfinance Network was established and formally registered as a non-profit institution at the Ministry of Industry and Trade in 2007.

The Network's main objective is to develop a sustainable microfinance industry that will become an integral part of the national financial system in Jordan. It will play an active role in supporting the further development of the microfinance industry, providing advocacy and awareness rising on behalf of its members, promoting information and disseminating the latest developments and trends for the sector.

The figure below shows the last percentage of male: female borrowers in Jordan, which reflects how much women seek to find a sustainable income in Jordan.



#### Microfund for Women:

Microfund for Women (MFW) is a private non-profit company registered under the Ministry of Industry and Trade that operates under the umbrella of the Central Bank of Jordan. MFW aims at Business Development and Social Services, Capacity Building and Training Through needs-based training programs, and assess capabilities and needs of our beneficiaries and arrange to train them on various topics such as fundamentals of running a business like pricing strategies, marketing their products, tracking income and expenses, and assessing competition.

Jordanian Hashemite Fund for Human Development (JOHUD):

With a network of 51 Community Development Centres located throughout the country, aims at a brighter future for those living in under-served, poor, and remote communities. JOHUD provides sustainable support that empowers individuals to work with their neighbours, strengthen their communities and secure access to the resources they need to achieve healthy and fulfilled lives.

Jordan River Foundation:

Jordan River Community Empowerment Program (JRCEP) has worked diligently to provide local community members with economic opportunities to improve their livelihoods and that of their families. JRCEP has benefited thousands of individuals and families by implementing programs and projects that empower communities to articulate their needs and facilitate their contribution to their own economic and social development. JRCEP also aims to mobilize members of vulnerable communities with the potential to become entrepreneurs or employees. The program's overall objective is to increase household income through two areas: Micro & Small Enterprises and Entrepreneurs, and Job Placement.

- **Recommendations for empowering needs women in digital skills in Jordan**

As we know, women with digital skills are more likely to find a job and pursue the desired professional career. Combating women unemployment, specifically 19 to 29 years' old that are "Not in Employment, Education or Training" (NEETs), is the main aim of INTERNISA project.

One of the benefits of the INTERNISA project is creating new innovative partnerships for upgrading NEETs women's digital skills based on the current needs of the labour market from the perspective of employers, stakeholders and NEETs women.

After detailed discussions with some officials in agri-food, textiles, tourism and financial and stakeholder to identify the best digital skills, which could be used to achieve the objectives of INTERNISA project, because all of them agreed that the digital economy can create new job opportunities for young women and help to address the persistent gender disparity in the labour market and jobs involving remote, online, flexible work can help young women overcome mobility constraints. Digital skills play a key role in digital participation for women, apart from access and use.

Even if they have access to the internet and can afford it, women often lack the skills they need to put these technologies to use to improve their lives.



- a) Once we get the feedback from the analysis of the questionnaire and identify where new digital jobs are likely to be created under the umbrella of agri-food, textiles, tourism and financial, then the NEETs women will be equipped with skills to perform those jobs.
- b) Build understanding of the status of the NEETs women access to and use of computers and the internet.
- c) Advance knowledge and understanding of the factors that contribute to NEETS women's digital skills and competencies acquisition.
- d) Showcase comprehensive examples undertaken by governments, civil society organizations, and the private sector to empower NEETs women to enter labour market.
- e) Consult with stakeholders on principles that urge for digital skills trainings.

### 3.5.6. PALESTINE - LEVEL ACTION IN THE AREA OF EDUCATION AND SKILLS

- **Overview of female participation in the labour market (national level)**
  - **Women access to the labour market in Palestine.**

The Palestinian labour force is characterized by significant challenges, including high unemployment, limited prospects for growth, instability, and severe structural challenges stemming from the Israeli occupation and the broader political context. The labour force is particularly challenging for Palestinian women, where the female labour force participation rate stands at about 21.6% among working-age women, amongst the lowest in the world. Slightly over half of working-age women in the labour force are unemployed, almost double the proportion of their male counterparts. In addition to the higher unemployment rates for women, women have been shown to be earning around 20% less than men. These features indicate that women may be subject to gender discrimination in the labour market in opportunities and wages.<sup>13</sup>

- **Women in the private sector**

<sup>13</sup> <http://www.pipa.ps/page.php?id=1dfadey1964766Y1dfade>

The number of working women in the private sector was 109 thousand women (68%) in 2019. About 59% (72 thousand) of women who work in the private sector are wage employees, most of whom are concentrated in the education activity by 40% and 15% in the health activity. The percentage of female business owners is only 4%, which was also concentrated in the education activity by 33%. The percentage of female workers "self-employed" is 17% concentrated in the activity of trade, restaurants, and hotels by 27%.

- **Regulatory Framework**

- The main regulatory frameworks for Labour in Palestine are the following:
  1. The Civil Service Law No. 4 of 1998 governs the rights and duties of public sector employees.
  2. The Labour Law No. 7 of 2000 (hereafter 'The Labour Law') regulates the rights and duties of private sector employees, making specific provision for women and minors. It also contains health and safety provisions, provides for vocational training, and regulates collective labour relations. While the Labour Law conforms to international standards in many respects, it has not led to equal pay for women, nor has it resulted in an increase in women's participation in the labour market.
  3. Unfortunately, the Social Insurance Law No. 3, enacted in 2003, never came into effect, in part because of the cost of implementation and in part because of ambiguity surrounding the modalities of implementation.<sup>137</sup> This provides a clear example of the consequences of inadequate legislative planning and policy formulation. The law was repealed in 2007 and the provisions of the Public Pension Law No. 7 of 2005, the third key piece of labour legislation in the oPt, were extended to private sector workers.

Labour legislation in the oPt highlighted a number of other factors which indicate that gender equality in a labour context requires far more than the establishment of formal equal rules. For example, there is a clear correlation between women's labour force participation and the development of social citizenship, a relationship which requires, inter alia, the establishment of a system of social insurance which will distribute the burden of ensuring equal labour rights for women across society. The prospects for developing such a system of social citizenship in the oPt are, however, seriously undermined by the Israeli military occupation as discussed in the introduction to this section.

In addition to those legislations, there are bodies which have been established to regulate microfinance financial institutions and the development and support to the investment environment in Palestine, including those to encourage and favor the access of women in the labour market. However, deeper investigation is needed to check how those institutions also work in practice with employers and the private sector.<sup>14</sup>

- **Palestinian Monetary Authority**

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<sup>14</sup> <https://www.ps.undp.org/content/dam/papp/docs/Publications/UNDP-papp-research-Legislative%20english.pdf>



The Palestine Monetary Authority (PMA) is an independent public institution responsible for the formulation and implementation of monetary and banking policies to maintain price stability and low inflation, foster financial stability and safeguard the banking sector and promote sustainable growth of the national economy. PMA works to achieve these goals through:

- Development and execution of monetary policy designed to ensure low inflation and achieve price stability.
- Effective and transparent regulation and supervision of banks, specialized lending institutions, money changers, and payment system companies operating in Palestine.
- Overseeing the development, implementation, and operation of modern, efficient payment systems.

PMA operates by an act of the Palestine Legislative Council's PMA Law Number (2) of 1997, which stipulated the proper authority and autonomy of the PMA and the Banking Law Number 9 of 2010. The PMA has published and is working on two main pieces of strategies/frameworks which aim to build a favourable access of women to the labour market:

- **The financial Inclusion Strategy 2018-2025:**

The overarching goal of the National Financial Inclusion Strategy (NFIS) is to increase financial inclusion from the current level of 36.4% of adults to at least 50 % of adults by the end of 2025. Some of the goals which highlight how they relate to women access to the labour market:

- i- Increase the level of financial capability in targeted segments of the population.
- Promote financial capability among women, youth, and unemployed people.
- ii- Increase access to and usage of formal financial products and services by targeted segments that acutely suffer from a low level of financial inclusion.
- Increase access to and usage of financial services by targeted segments of the society.
- Increase access to and usage of formal financial services by MSMEs including those operated by women.
- iii- Strengthen the role of information and communication technology to expand the access to and usage of formal financial services. This objective has two sub-objectives.
- Enhance the technical and legal infrastructure for digital financial services.

- Build a comprehensive database to promote financial inclusion.

- **The Microfinance Strategic Framework 2019-2023**

No official definition of microfinance exists in Palestine. Microenterprises are currently included in the broader PMA category of small and medium enterprises (SMEs). However, the term microfinance in this strategy document refers to the provision of loans, insurance, money transfers and eventually savings accounts and other banking services to customers with income that lack access to conventional financial services.<sup>15</sup>

- **Gender**

An opportunity exists to reduce the gender gap and help bring women's account ownership more in line with men's through the introduction and implementation of appropriate policies.

- **The microfinance sector in Palestine: Pillars of the Strategic Framework (2019–2023)**

- Sustainable Economic Development
- Financial Inclusion
- Efficiency: Digitization, VAT Tax Exemption, Competition Economies of Scale
- Social Mission: Transparency /SMART Campaign, Smaller/Noncollateralized Loans, Decreasing Gender Gap, Productive Loans
- Diversification: Transfers, Microinsurance Savings, Islamic Finance, Rural/Agricultural Stability: Risk Management, Governance, Credit Guarantee

- **The Palestinian Investment Promotion Agency (PIPA)**

PIPA was established in 1998 as an independent agency, pursuant to the promulgation of the Investment Promotion Law “Law Number (1) for the year 1998”. PIPA’s Mission:

To build a better future for all Palestinians by providing constantly improved customer service to foreign and domestic investors; through utilizing an effective One-Stop-Shop, special investment incentives and state of the art technology to attract investment. PIPA facilitates cooperation between the private sector and the government, thereby creating and maintaining a more competitive investment environment<sup>16</sup>.

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<https://www.pma.ps/Portals/0/Users/002/02/2/Publications/Financiancial%20Inclusion%20publication/Palestine%20Financiancial%20Inclusion%20Strategy.pdf> <https://www.pma.ps/Portals/0/Users/002/02/2/Publications/MIF/Brochure%20En.pdf>

<sup>16</sup> <http://www.mas.ps/files/server/20201902145714-1.pdf>



### 3.5.7. LEBANON - LEVEL ACTION IN THE AREA OF EDUCATION AND SKILLS

- **Regulatory Framework**

Women integration in the Lebanese labour market is relatively low. As a matter of fact, the Lebanese labour market is witnessing high unemployment rates, high influx of foreign workers and a large number of Lebanese citizens seeking work abroad due to the ongoing financial and economic crisis that the Lebanese economy is enduring.

Nonetheless, according to the Lebanese Labour Law (1965 decree), men and women should be granted equal opportunities and should receive an equal treatment with respect to the access of jobs, remuneration and benefits. Having said that, no actual regulations or policies exist in order to enforce women rights in the workplace, which has resulted in many cases of discrimination against women. The large informal sector in the labour market has also lead to increase furthermore this discrimination in the workplace.<sup>17</sup>

Many of the underlying reasons behind the discrimination against women are rooted in the laws and regulations but also a lot of them are social/cultural in nature.

- **Economic Participation**

Despite the increase the literacy rate of women, the gender gap in the labour market is still wide with a 75 percent labour force participation rate of male in 2016. This inequality between men and women is exacerbated by the influx of refugees that started with the Syrian war. Refugees now form over one-quarter of the Lebanese population, which has led to an increase in the overall unemployment rate in Lebanon to reach over 30 percent. The unemployment rate is much larger among women (double the rate of unemployment among men).

### 3.5.8. TUNISIA - LEVEL ACTION IN THE AREA OF EDUCATION AND SKILLS

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<sup>17</sup> <https://data.worldbank.org/indicator/SL.TLF.CACT.FE.ZS?locations=ZQ-LB>

## • **Overview of female participation in the labour market and educational attainment**

According to the Global Gender Gap Index, as a framework for capturing the magnitude of gender-based disparities based on economic, education, health and political criteria Tunisia is holding in 2020 the 4<sup>th</sup> position out of 19 benchmarked countries in the MENA area.

Focusing on the two first dimensions, Economic participation and Opportunity gap, and Educational Attainment, the fact that women are persistently less present in the labour market than men contributes to the Economic Participation and Opportunity gap. Further, within the labour market, gender gaps tend to widen together with seniority level. Globally, 20% of senior private sector's managers and public sector's officials are women, while the presence of women on corporate boards or as top business leaders is even more limited with an representation under 9%. Financial disparities also remain important. On average, over 40% of the wage gap (the ratio of the wage of woman to that of a man in a similar position) and over 50% of the income gap (the ratio of the total wage and non-wage income of women to that of men) are still to be bridged.

### - **Economic Participation and Opportunity**

When analysing Economic Participation and Opportunity, there are three concepts involved: the participation gap, the remuneration gap and the advancement gap. The participation gap is captured using the difference between women and men in labour force participation rates. The remuneration gap is captured through the ratio of estimated female-to-male earned income, and wage equality for similar work. Finally, the gap between the advancement of women and men is captured through the ratio of women to men among legislators, senior officials and managers, and the ratio of women to men among technical and professional workers.

### - **Educational Attainment**

The Educational Attainment captures the gap between women's and men's current access to education through ratios of women to men in primary-, secondary- and tertiary-level education.

A longer-term view of the Tunisia's ability to educate women and men in equal numbers is captured through the ratio of the female literacy rate to the male literacy rate.

The Tunisia's country profile elaborated on country available data, provides an overview in both employment and education regarding de gender gap.

*Note: parity to be considered 1*

### **Economic Participation and Opportunity**

- Labour force female participation in Tunisia is 27,1%
- Wage equality for similar work: no data available
- Estimated earned income, int'l \$1,000: 4,7 female and 17,6 male, meaning a rate f/m of 0,27

- Female legislators, senior officials and managers force is 14,8%
- Female professional and technical workers force is 41,5 %

### Educational Attainment

- Female literacy rate is 72,2% vs 86 % in men
- Enrolment in primary education is 98,6 % in women and 96,5% in men. Achieving parity
- Enrolment in secondary education is 51,4 % in women and 48,6 in men. Achieving parity
- Enrolment in tertiary education is 41,7 in women and 23,1 in men. Achieving parity

It also important to have into account several contextual data, being key for Tunisia gender evaluation.

<b>Work participation and leadership</b>	<b>female</b>	<b>male</b>	<b>value</b>
Labour force, million people	1.11	2.82	0.28
Unemployed adults, % of labour force (15-64)	22.38	12.63	1.77
Workers employed part-time, % of employed people	18.57	9.57	1.94
Gender pay gap (OECD only), % – –			n/a
Advancement of women to leadership roles, 1-7(best)			4.09
Gender parity in tech roles, 1-7 (best)			3.75
Firms with female majority ownership, % firms	2.70	97.30	0.03
Firms with female top managers, % firms	8.50	91.50	0.09

<b>Education and skills</b>	<b>female</b>	<b>male</b>	<b>value</b>
STEMS, attainment %	37.81	57.22	0.66
Agri., Forestry, Fisheries & Veterinary, attainment %	1.55	1.30	1.19
Arts & Humanities, attainment %	18.52	10.49	1.77
Business, Admin. & Law, attainment %	23.05	15.58	1.48
Education, attainment %	0.57	0.48	1.19
Engineering, Manuf. & Construction, attainment %	11.62	29.78	0.39

Health & Welfare, attainment %	7.93	4.81	1.65
Information & Comm. Technologies, attainment %	14.31	19.16	0.75
Natural Sci., Mathematics & Statistics, attainment %	11.88	8.29	1.43
Services, attainment %	3.44	5.65	0.61
Social Sci., Journalism & Information, attainment %	7.13	4.47	1.60
Vocational training, attainment %	n/a	n/a	n/a
PhD graduates, attainment %	n/a	n/a	n/a

*Sources:*

*World Economic Forum, Executive Opinion Survey (EOS)*  
*International Labour Organization (ILO), ILOSTAT database*  
*UNESCO, UIS.Stat Education statistics*  
*World Economic Forum, Executive Opinion Survey (EOS)*

- **Regulatory framework**

The feminization of employment has not progressed over the last two decades mainly due to difficulties encountered by women in accessing employment. These challenges have clearly increased after 2011 due to the escalation of the crisis. This is why the spread of unemployment is accelerating women. Most women in the population activity remained relatively stable over the period 2006-2016: around an average of 25.5%.

The Public Service is one of the largest providers jobs for women in 2016 (in this case, social and cultural services as well as the education, health, and administrative services. Women in one of four jobs in the service public (26%), against (17%) for men.

It is also important to remark that the regulation governing recruitment, promotion, and appointment to functional positions does not provide for discrimination between men and women and there is no distinction between gender. Similarly, Tunisian legislation, while enshrining the principle of equality between women and men in the public service, has planned measures specific for women such as part-time work, maternity, and postnatal leave.

However, wage inequalities in Tunisia are still linked to women. Indeed, in the private and structured sector, women are underpaid, resulting in a wage gap estimated average of -25.4%. (INS Gender Report.).

While in the informal sector, women are paid in relation to the SMIG (minimum wage) with an estimated gap of -24%.

This is the case for rural women generally working in the agricultural sector in precarious positions since most of them are casual workers and/or seasonal and are in most family caregivers without being remunerated. Otherwise, they would sometimes earn up to half as much as men for the same job.

To address these inequalities in access to finance and in accordance with the provisions of the Tunisian Constitution (Preamble and Articles 23, 38, 39, 40, 42, 46 and 47) which - in an egalitarian manner- economic and social rights, cultural and political policies of women, the Ministry has established an investment credit line exclusively for women projects. As a measure of positive discrimination with the objective of promoting women entrepreneurs, with the support of partners as the Banque Nationale de Solidarité and the European Union and United Nations, for the awareness of entrepreneurship, training of unemployed women, communication, and accompaniment to the business creation. This line of credit is part of a programme national for entrepreneurship called RAIDA.

- **Economic and Social Gender strategies**

The Department of Women, Family and Children has developed in 2017 a Participatory Approach Based on Human Rights (ABDH), a National Strategy for Empowerment economic and social of women and girls in the middle rural. This Strategy has five main intervention measures, namely:

- **Economic empowerment:** through improvement of employability of women through diversification of vocational training. Access to resources and means of production including land and facilitating the transition from the informal to the formal sector. Promotion of the social and solidarity economy, access to markets ...).
- **Social Empowerment:** combating Dropouts, access to decent work (equal pay, social security, protected work and protected transport), rapprochement and improvement basic and maternal and children health services.

### **Participation in public life and governance local.**

#### **Improving the quality of life (infrastructure and law Culture and leisure)**

**Production of Data and Statistics by gender and geographic environment** and their integration into the development, monitoring and evaluation of development.

*It is important to note that these 5 axes of intervention are founded in nearly eight Sustainable Development Goals (SDGs) of 2030 Agenda.*

To promote the participation of women in rural and urban areas in public life and the taking of decision and considering the importance of decentralization policies as a factor in development and recognition of local governance, the Ministry of Women, Family and Children has developed a **program to support and encourage women in decision-making positions**. This public life program was launched in 2016 and is still being run.

The importance of this program is to support political empowerment of women by advancing their participation in public life and governance policy and improving their presence at decision-making positions and leadership development through training, capacity building, campaigns to awareness and advocacy.

- **Monitoring progress**



Some progresses are being made by Tunisia in gender institutionalization, and in particular with the government Decree n°2016-626 of 25 May 2016 setting up an Advisory Council called the **Peer Council on Equality and Equal Opportunities between Women and Men** and also giving concrete expression to equal rights and duties between them, thus reflecting a real political aim for improving women's participation in life that would allow potential growth of Tunisian economy on a gender basis.

### 3.3. BOOSTING SOFT AND TECHNICAL SKILLS

Aside from cultural issues, the education is probably the most powerful tools that policy makers may leverage to bridge the digital gender divide. Education and training are essential to equip and empower women and girls with the skills needed to participate and thrive in the digital transformation, and as consequence, educate and change mind-set of the rest of society so as to curb socio-cultural norms that discriminate against women and their use of digital means. This could be obtained in several ways, including INTERNISA project. Among them are undertaking campaigns aimed at awareness raising and education that demonstrate that women and girls are well-suited and perfectly able to perform ICT-related jobs.

One of the basic strategies is fostering private-public partnerships at the final chain, including between academia and the private sector. This can help identify and jointly develop the skills that are demanded by the labour market in the digital era adapted for each country reality and necessity. This requires reflection on the form that these partnerships can take, and on the sharing of costs that private and public entities should sustain, in order for the labour force of the future to be prepared for the opportunities and challenges raised by the digital transformation and of course mitigate or eliminate the digital gender divide.



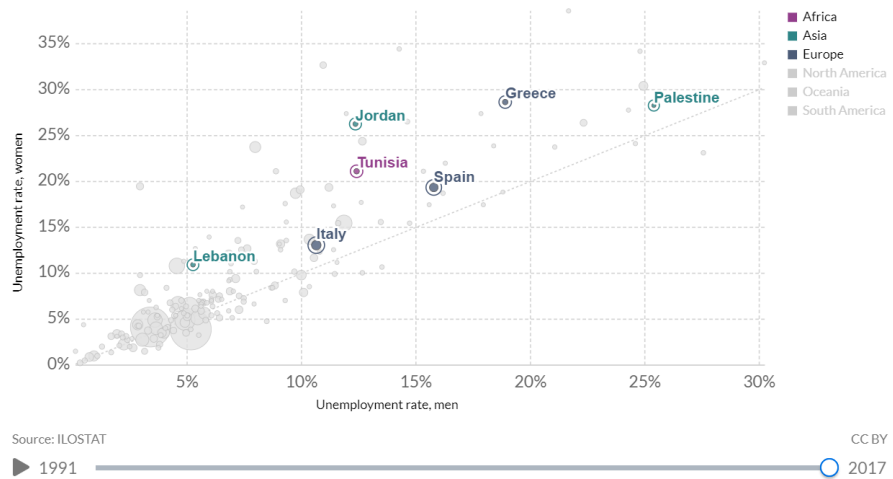


# 4. DATA MATRIX (INDICATORS): MAIN RESULTS



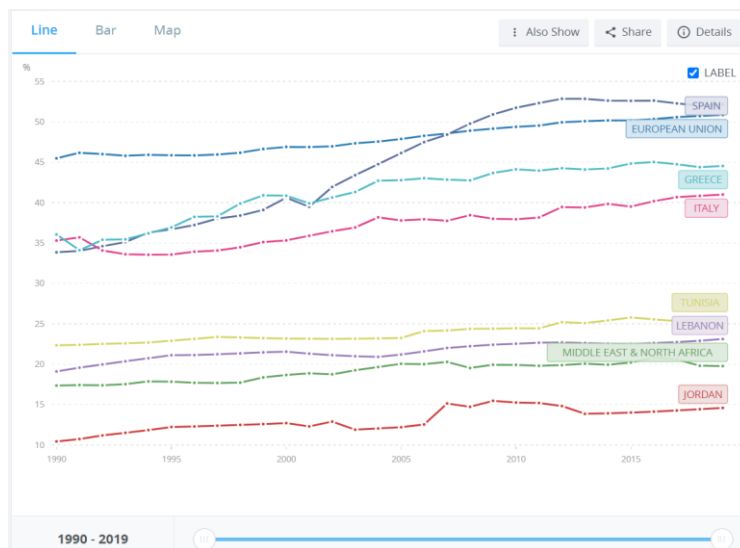
#### 4.1. DATA MATRIX IN NUMBERS: GENERAL RESULTS

Related to the topic 3.1 of this report, we can show the picture of **unemployment rate, women vs men** in 2017. The unemployment rate expresses the number of unemployed as a percent of the labour force. Figure below correspond to 'modelled ILO estimates' for the country partner of INTERNISA project.



Source: ILOSTAT (<https://ourworldindata.org/female-labor-supply#definitions-measurement>)

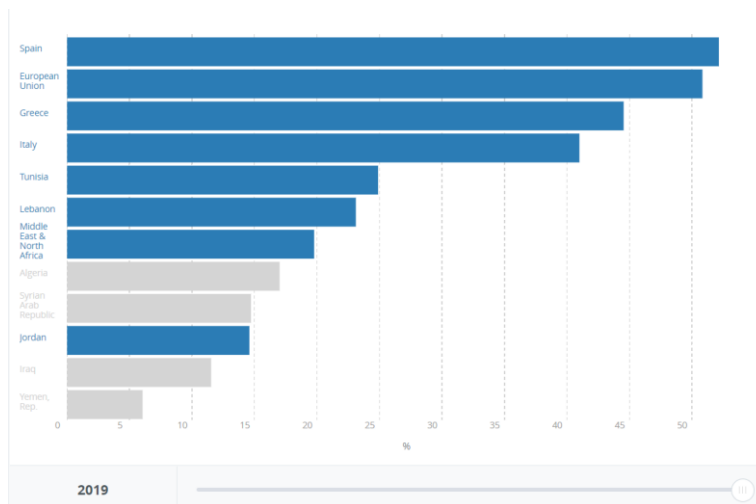
Figure below correspond to “International Labour Organization, ILOSTAT database” for the country partner (except Palestine- data not founded) of INTERNISA project, were shows the labour force participation rate, female (% of female population ages 15+) (modeled ILO estimate) Middle East & North Africa, Europe Union, Spain, Italy, Greece, Lebanon, Jordan, Tunisia.



Source: International Labour Organization, ILOSTAT database. Data retrieved on January 29, 2021.

### Comparison of lowest values by partner's region:

Figure below correspond to “International Labour Organization, ILOSTAT database” for the country partner (except Palestine) of INTERNISA project, were shows the **female labour force participation rate** (% of female population ages 15+) (modeled ILO estimate) in order **from lowest values to highest values** of female labour force participation rate.

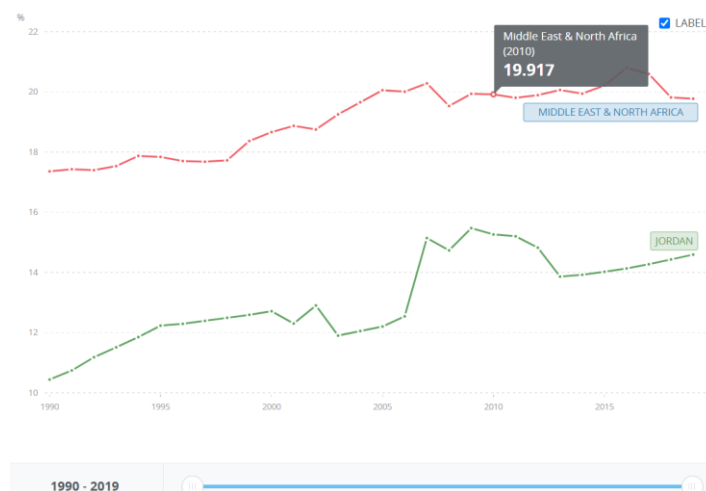


Source: International Labour Organization, ILOSTAT database. Data retrieved on January 29, 2021.

## 4.2. MAIN RESULTS FOR EACH COUNTRY: FEMALE LABOR FORCE PARTICIPATION RATE

### JORDANIA:

Some data regarding labour force participation rate, female (% of female population ages 15+) (modeled ILO estimate) - Middle East & North Africa and Jordan.



Source: International Labour Organization, ILOSTAT database. Data retrieved on January 29, 2021.

### LEBANON:

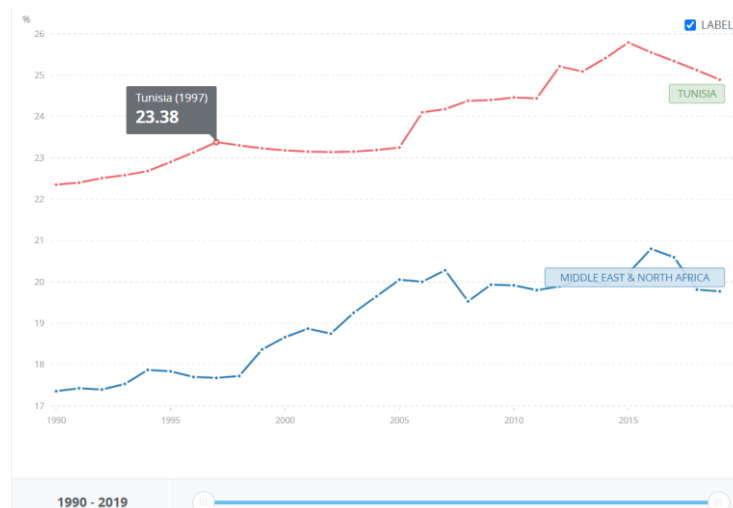
Some data regarding labour force participation rate, female (% of female population ages 15+) (modeled ILO estimate) - Middle East & North Africa and Lebanon:



Source: International Labour Organization, ILOSTAT database. Data retrieved on January 29, 2021.

### TUNISIA:

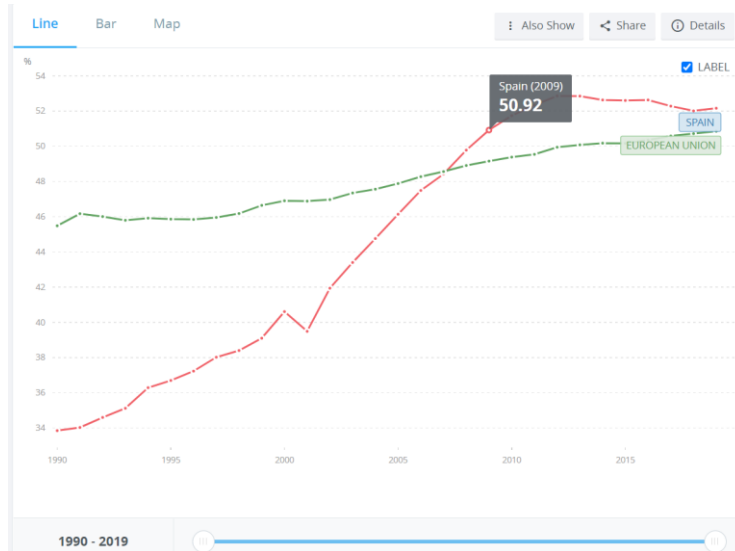
Some data regarding labour force participation rate, female (% of female population ages 15+) (modeled ILO estimate) - Middle East & North Africa and Tunisia:



Source: International Labour Organization, ILOSTAT database. Data retrieved on January 29, 2021.

## SPAIN:

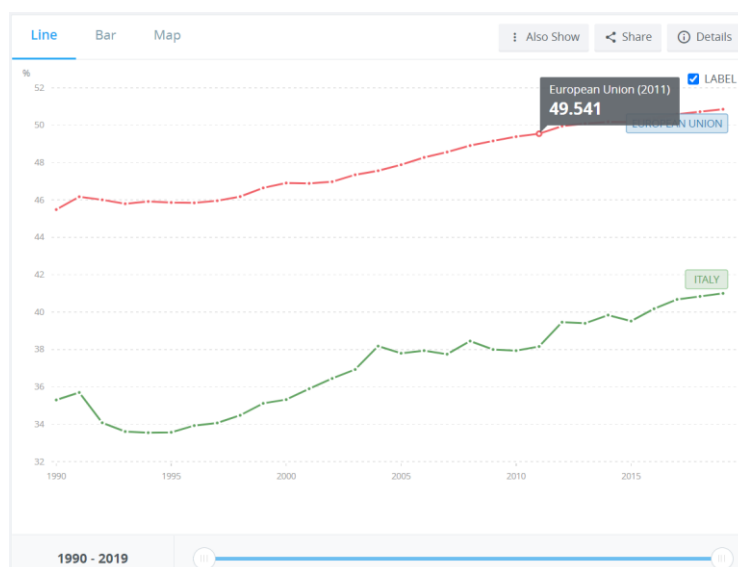
Some data regarding labour force participation rate, female (% of female population ages 15+) (modeled ILO estimate) –European Union and Spain.



Source: International Labour Organization, ILOSTAT database. Data retrieved on January 29, 2021.

## ITALY:

Some data regarding labour force participation rate, female (% of female population ages 15+) (modeled ILO estimate) - European Union and Italy.



Source: International Labour Organization, ILOSTAT database. Data retrieved on January 29, 2021.

## GREECE:

Some data regarding labour force participation rate, female (% of female population ages 15+) (modeled ILO estimate) - European Union and Greece.



Source: International Labour Organization, ILOSTAT database. Data retrieved on January 29, 2021.

\*Note: Is not available data from Palestine in official database of International Labour Organization, ILOSTAT database 2021.

### 4.3. INTERNATIONAL WOMAN EMPLOYMENT OVERVIEW: RECOMMENDATIONS

#### 4.3.1. General recommendations of integration policy to the women labour market

- Adapt INTERNISA consortium nations Skills Strategies to increase awareness of the digital gender divide, help address stereotypes, target existing gender biases in education curricula, encourage greater female enrolment in STEM studies at the beginning of study life and more generally, bridge the skills gender divide in the digital era.
- Addressing the digital gender divide requires sufficient awareness and strong co-operation across stakeholders and tackling gender stereotypes is critical. Digital gender divide is particularly large in STEM education and in high-



technology sectors that require STEM degrees. So, some commitments could be taking into account as create and implementing awareness campaigns tackling cultural and socio-economic norms and biases and stereotypes; implement funds aimed to at enhancing women enrolment with TICs and applicate norms and laws to enhancing visibility of women in digital sector.

- Create conditions to facilitate the labour market participation of women giving digital training to increase and improve their curriculum, at the same time as monitoring and ensuring job quality and the provision of support services aimed at allowing women to work and pursue while being mothers or having a family.

#### 4.3.2. Actions and recommendations of integration policy to the women labour market

- Part of the solution may be to consider “**training the trainers**”, i.e. support teachers and provide them with the skills needed to deliver a digital skills-related curriculum. When doing so, it would be important to bear in mind gender-related considerations, so that when teaching, e.g. in primary and/or secondary schools, both the **material and the teaching methods** would facilitate women and girls’ upskilling and their integration in the digital world. One variant of this is to offer **single sex classes** when teaching technical subjects, to use **gender neutral textbooks** and to support engagement in extracurricular activities. **Online courses, technology camps and mentoring activities** are educational instruments that can serve both the pupils and the trainers, providing them with access to frontier knowledge and to best practices.
- **Policy may want to use digital technologies** to raise awareness on gender discrimination, or dispel stereotypes, for instance about the split in household production duties between women and men, to reinforce women’s curricula and participation in the labour market and develop women’s skills and abilities. One way to enable the upskilling of women and girls both in and out of the labour market, could be make **use of MOOCs**. Many authors, as Bayeck (2016) explores MOOC learners’ demographics and motivations and finds that, while men generally tend to participate in MOOCs to a higher extent, women participate more when group work is included in a MOOC. Also, the author Bayeck et al. (2018) in yours researches finds that female and male learners’ perception of single-gender grouping differs, and that female students indicated less preference for single-gender grouping. According to these study, such perceptions appear to vary across regions, with men in the Asia and Pacific region having a tendency to give more importance to single-gender grouping, more than men and women from other regions of the world. Also, signs of much needed change seem to emerge, with younger participants being less concerned with single-gender groups as compared to older respondents. These findings underline the need to adopt collaborative

approaches to teaching and learning to contribute to address gender biases and erase stereotypes. This case could show the **cultural diversity** of INTERNISA partners regarding women labour market.

- Countries should also protect women and policy making must ensure that **policies, legislations and regulatory processes** uphold digital rights, and that fundamental rights as freedom of speech and privacy are protected.
- Researching women's access to and use of the Internet.
- **Collecting, analysing, and tracking** data about digital women divide.
- Sex-disaggregated data and research should be published and shared among stakeholders in a safe and secure manner, within the limits of data protection requirements, privacy considerations, and commercial confidentiality (Broadband Commission, 2017).
- Initiatives should be **co-ordinated** and actors to work together to leverage the knowledge and expertise of each stakeholder group, and commit to **achieving concrete and measurable impact**.

#### 4.3.3. Specific recommendations for INTERNISA

In the case of ENI CBC MED territories, national digital strategies could include targets (both numbers and dates) for closing the digital gender divide across at least four dimensions:

- Promote access to and affordability and use of connected digital devices (e.g. smart phones, tablets, laptops), especially for low-income individuals. (This topic will be more or less necessary according social-economic reality of the country);
- Extend networks and digital access (e.g. through satellite) to rural areas;
- Increase online safety and;
- Boost availability and promotion of e-learning, e-banking and mobile money to women and other disadvantaged categories.

#### 4.3.4. Barriers

- Lack of awareness and language barriers may be reduced through promoting joint work with local (male) helpers, who can teach women in rural areas of developing and emerging countries how to use the Internet and other digital technologies. Further, those helpers could interact with women's families and social circles to demonstrate the importance of participating in the digital sphere (this barrier is **associated to the agri-food sector**, one of field objects of this project).
- **Bad policies or non-applied policies** can be a big barrier in to address the underlying factors that prevent women and girls from fully participating in the digital transformation and from enjoying the benefits it offers. This in turns calls for the need to address **normative barriers** and beliefs and to overcome stereotypes and biases.

- Countries structural **responses to gender-based violence**, for example by prohibiting gender-based violence in digital spaces and protecting women's rights to participate in the digital economy. In addition to containing gender-related violence and to sanctioning it when it occurs, countries may in addition provide educational resources promoting the safe use of digital technologies and teaching women and girls how to address safety issues, increasing their resilience and ability to protect themselves in a digital environment, and promoting awareness of support networks.

**See site:** The digital transformation for all: <https://www.oecd-ilibrary.org/sites/e7a00fd6-en/index.html?itemId=/content/component/e7a00fd6-en#sect-60>



## ***5. METHODOLOGICAL PROCESS FOR THE DESIGN OF A PUBLIC POLICY***

This topic will present suggestions based on scientific studies on how it is the basis for creating public policies in different realities and cultures.

## 5.1. CONTEXTUALISATION AND RELATIONSHIP BETWEEN POLICY AND PUBLIC POLICY

Both politics and public policies have to do with social power. But while politics is a broad concept, relating to power in general, public policies correspond to specific solutions for addressing social needs and problems that are translated into programs, projects, plans, etc. The policy refers to the capacity of the governmental, institutional and legal apparatus to promote the co-creation of public policies, the economic nuance becomes crucial to understand the magnitude of the policies that are enlisted as material for fusion with public policies.

There is a hierarchy between policy as a framework for action and public policy as concrete action within that framework.

**Figure 1.** Public policies and politics.

Politics	Public policies
Economic	Fair - cost-benefit ratio of public policies
Strategic	Open opportunities on different fronts.
Institutional	Concurrence and subsidiarity.
Social	Equity and equality.
Institutional	Concurrence and subsidiarity.
Social	Equity and equality.

In practice, public policies are expressed in plans, programmes and projects managed directly or indirectly by the State, where the content of the guideline is detailed and systematically deployed. National and sectorial development plans, State projects and government programmes are important mechanisms for the implementation of public policies and are critical factors in their success. This concludes the importance of adopting an appropriate planning model that supports policy management and defines at least the following elements:

The objectives or expected results; the strategies to achieve them; the necessary human, technical and financial resources; the criteria for monitoring and evaluation.

In an environment of multiactors, with incomplete information and uncertainty, from when the idea of a public policy is born until when it fulfills all its benefits or results, it follows a cycle or phases that must be addressed in a systemic and integral way.

These phases, within what could be termed a governmental action programme or public policy roadmap, cannot be carried out in an articulate and reflective manner as long as they do not exist, as a basic prerequisite, a **political agenda** that can overcome four central obstacles: context, content, actors and processes.

1. Context barriers relate, inter alia, to structural factors linked to policy funding/budget; the relationship between the centre and the periphery; with consensus/dissent on priorities; with the consultation/negotiation of actors and with the participation/communication between actors.
2. The obstacles of content concern the very discourse of politics, its rhetoric, the relevance of its strategic programmes, its implicit language and ideology, and the responses it entails, as a solution to the central problems of development.
3. Actors' obstacles are associated with "objectivity" or "neutrality" with which the policy addresses strategic actors; with the confidence, motivation and perception that actors may have about politics; with bridges of public-private dialogue; and the way in which networks of interdependent actors are articulated in favour of politics.
4. Process obstacles refer to the manner in which the policy is carried out, i.e., how the interaction process is institutionalized; the type of channels of interaction/communication between sectors, regions and levels; the transit of the centre to the periphery and its feedback; monitoring and evaluation of the policy; and its schedule of action, with a sense of ownership on the part of the beneficiaries.

Once the political agenda has been set around the four central obstacles mentioned above, the cycle of public policy is also summarized in four main phases:

## 5.2. PHASES FOR THE DESIGN AND IMPLEMENTATION OF A PUBLIC POLICY

### PHASE 1. DESIGN AND CONTENT OF PUBLIC POLICY

The design of public policies that effectively contribute to people's well-being is based on sound diagnoses and credible content. For these reasons, at this initial stage the central ideas on the vision of the policy, its aims and purposes are put forward, and the scope, the instruments, the actors, the financial restrictions, the goals to be achieved and an outline of the timetable to be followed are delimited.

In essence, as a normative expression of preferences or interests, it is a matter of mobilizing resources to generate products. This discourse or catalogue of general intentions is articulated around strategic axes or priorities that define the political decision-maker around the fundamental problems of development, with their respective options of solution. At bottom, they are manifestations of the mission or of values that tend to specific objectives. The design or content of public policy should answer the following questions:

- What is the central problem or problems of politics?
- What groups or areas are you focusing on or locating?
- Who will benefit from it?
- How are goods and services to be delivered?
- How much does the solution or programs cost?
- How long are goods and services delivered?
- With whom is politics to be conducted?
- What is the ideal institutional framework of politics?
- What instruments will be used?
- What kind of incentives will be used?



- How will the policy (monitoring and evaluation) be monitored?
- What are the main actors' roles and responsibilities?

In addition to these questions, reference is made to the following actors involved in policy-making processes:

- Who are the key actors involved in these processes?
- What are its powers and functions?
- What are your preferences, incentives and capabilities?
- What are your time horizons?
- In what scenarios do they interact and what are their characteristics?
- How are the exchanges or transactions undertaken?
- How are decisions made and how do individuals interact?

## PHASE 2. NEGOTIATION AND CONSULTATION

Negotiation usually takes the form of an information or dissemination exercise, but in reality it must be a process of validation and empowerment of public policy itself. Participation cannot be purely formal. It is essentially the endorsement and support of the citizenry for politics. The negotiation of public policy, with strategic actors, provides support and sustainability. Without consensus, it is difficult to reach consensus on the broad lines of policy.

With negotiation, public policy is made. The following are some key processes in which consultation or negotiation with the relevant actors should be incorporated:

- Negotiation of policy purposes: the greater the consensus, the greater the chances of success.
- Negotiating the theoretical framework of politics: the greater its approval, the greater its support.
- Negotiation of macro actions to articulate actors and relevant factors. Actions to achieve an objective are often defined first, independently, and then the actors to be involved in the development of the actions, not the objectives, are considered.
- Negotiation of the internal coherence of policy (actions-actors-factors) so that the steps to follow are technically, politically, economically, institutionally and ethically relevant.

During the negotiation and consultation phase, the conditions for cooperation and assistance with politics may be of the most varied order. However, conditions may be more favourable or likely when strategic actors have a long-term time horizon and are able to perceive State purposes and not simply from parties or short-term governments.

## PHASE 3. IMPLEMENTATION

This phase depends to a large extent on the quality of the institutions involved. The concept of institutions covers not only the functioning of the institutions of the legal-political-bureaucratic scheme as such (parliament, judiciary, parties, executive power, legislative power) but also the set of rules, rules of the game, values and principles that involve the behaviour of society as a whole.

These institutions define the roles of the actors, the rules of interaction and their responsibilities.

As a result, they mobilize all kinds of resources, for or against the implementation of policies.

Therefore, the implementation of policies ultimately depends on the quality of their institutions and how the most representative actors interact in their activities.

#### PHASE 4. MONITORING AND EVALUATION

It has been customary in the area of public policies to neglect monitoring and evaluation. This phase is as important as the previous ones for three reasons: first, it allows for timely monitoring of policy progress through the use of indicators and, thus, to amend directions or make appropriate changes; Second, it incorporates accountability for meeting targets in terms of quantity, quality, cost and timeline compliance (time); Third, it contributes to the learning and further improvement of the quality of policies.

Although there is agreement on monitoring and evaluation, the problem is how to carry it out, with what tools, with whom and when. What are the limitations on the instruments? How to incorporate the evaluative judgments that arise from the evaluations and how to convert them into concrete actions? Resolving these questions is not easy and requires will, regulatory framework, training, means and institutional support.

In addition, the evaluation of the institutions' actions is difficult for three additional reasons:

- a) the breadth and vagueness with which objectives are defined and interpreted in public policies;
- b) the complex relationship between outputs and outcomes; and,
- c) The difficulty of products or services that are provided free of charge or with subsidies, which makes it impossible for beneficiaries to properly value them.

However, the urgency of improving the management processes and the quality of public policies has resulted in a great boom in theoretical and practical developments in the monitoring and evaluation of performance.

The emphasis on results or performance is based on the need to provide information on what institutions do and have done with the resources that the State gives them.

In this way, the focus shifts from inputs to outcomes or from inputs to impacts of public actions.

This transition is not easy and takes time because it requires training, methodological developments, regulatory framework, information systems, reporting methods, external evaluations, audits and institutional adjustments.

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