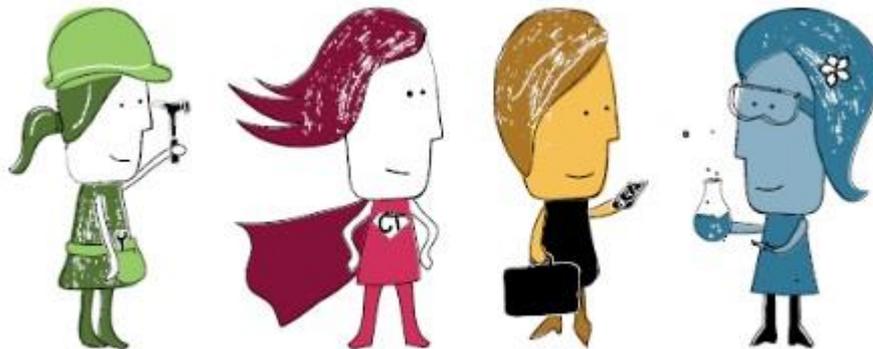


CHWARAE TEG GAMEPLAN

Implementing our manifesto to build a
Wales where women achieve and
prosper



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Introduction

Chwarae Teg works to build a Wales where women achieve and prosper.

We do this because despite progress, we are still not making the most of women's potential contribution to the economy.

In our manifesto we set out the key asks that we want all political parties to adopt to help us make our vision a reality. To support the manifesto we have produced our "Gameplan". In this document we explore the reasons behind our asks in more detail and set out the way in which we believe these can be implemented.

Education and Skills



What are we asking for?

1. Embed gender awareness training into initial teacher training, CPD and training for careers service professionals.

Why are we asking for this?

Gender stereotyping continues to be a key factor in the persistence of gender inequality in the UK. Gendered perceptions about men's and women's roles in society and the workplace shape the career choices of young women and cause women to still be seen as carers first and earners second. This in turn causes the motherhood pay penalty which sees the gender pay gap increase for women of childbearing age and older.

Evidence shows that these perceptions are formed at an early.¹ By embedding gender awareness into teacher training and careers service training we can equip teachers and careers staff with the necessary skills and knowledge to challenge these stereotypes when they arise in the classroom. If we want to eradicate gender inequality tackling gender stereotypes must be a central element.

The success of working with educators to support them to develop the skills to challenge gender stereotypes was evident from those who took part in Chwarae Teg's Fair Foundations programme, which formed part of the Agile Nation 1 project. Through this programme we worked with 55 primary schools to raise awareness of gender issues in early education, and assist educators to develop pedagogical approaches that minimise inequalities and enhance opportunities for both boys and girls.² Gender awareness training for teachers was one element of this programme and all that took part finished the training feeling better able to explain the difference between sex and gender, that they had a better understanding of how gender affects a child's personal and social development and the opportunities open to them and understood how to organise the learning environment to reduce gender stereotyping.³

How could this work?

This policy could have a significant impact on gender equality in the long term by helping to address a fundamental cause of inequality. The time is also perfect to bring about the necessary changes. The current Welsh Government are in the process of implementing reviews of both the National Curriculum and Initial Teacher Training that will need to be implemented fully following the 2016 Assembly election. The remit of any advisory groups involved in implementing the curriculum changes

¹ Chwarae Teg & University of Derby (2013) "Gendered Horizons: boys' and girls' perceptions of job and career choices"

² Chwarae Teg (2015) "Fair Foundations final evaluation report"

³ Ibid

following the election should include ensuring that gender is considered throughout the process.

This policy would build on best practice and we've seen support for this policy from various groups that would be involved in the implementation. It is also in line with work being carried globally. For example a guide has been produced by TWIST (Towards Women in Science and Technology)⁴ that outlines gender training aimed at teachers in primary education for use across Europe, and the United Nations Educational, Scientific and Cultural Organisation (UNESCO)⁵ have developed a guide setting out how gender might be embedded in various elements of education.

The main cost would be in the development and delivery of the gender awareness element of initial teacher training, CPD, and careers service training. There are many experts within Wales who could support with this, including Chwarae Teg and there is learning from Europe and beyond that can be used to inform the development of a Welsh model (as outlined above).

2. Estyn inspections to examine the extent to which gender stereotypes are being challenged in the classroom and careers advice to increase gender neutral teaching practices.

Why are asking for this?

Schools have a vital role to play in tackling gender stereotypes. Equipping teachers with the right skills and knowledge is one part of the picture. Schools that adopt a whole school approach to create gender inclusive learning environments will have greater success. In their 2011 report, *Womankind* stated that:

"...gender shapes interactions between members of the school community, affects the behaviour of pupils and influences their attainment. For this reason, raising awareness of gender roles and relationships in schools and taking steps to challenge gender inequality, arguably requires the adoption of a whole-school approach".⁶

The same view is taken by the American organisation *Gender Spectrum* who work with schools to design programmes of training and support to help them become more gender inclusive. Their suggested approach to creating a gender inclusive school involves training for individuals, making appropriate structural changes through policies and student information systems, looking at the way people interact with one another in classrooms and out and instructional changes that consider the

⁴ <http://www.the-twist-project.eu/en/guide/teacher/>

⁵ <http://unesdoc.unesco.org/images/0023/002316/231646e.pdf>

⁶ Womankind (2011) "Freedom to achieve- Preventing violence, promoting equality: A whole-school approach"

specific ways in which teaching and learning are used to instil greater awareness and understanding about gender.⁷

Many schools that took part in Chwarae Teg's *Fair Foundations* programme opted for a whole school approach to gender awareness which enabled them to work towards a gender inclusive learning environment.

How could this work?

Making gender a more explicit consideration within Estyn inspections would be an effective way to encourage schools to move towards creating gender inclusive environments and assess their progress.

Currently gender is part of the inspection guidance for both primary and secondary schools, but there is scope to make gender much more explicit in the inspection criteria. This would not require substantial change as many elements of the criteria require assessment by different groups but do not mention gender explicitly. Amending this could provide the additional focus needed to ensure that every school in Wales is working towards a creating a gender inclusive learning environment.

3. Stronger links between schools and local businesses are promoted, focusing on offering a broader range of options to girls through positive role models and meaningful work experience

Why are we asking for this?

Positive role models and meaningful work experience are well cited methods of helping to broaden girls' horizons and encourage them to consider careers in less traditional sectors. It has been identified by the Women's Business Council and the Campaign for Science and Engineering (CaSE)⁸ among many others. This has been reflected in strategies and actions plans to reduce gender inequality at the UN, EU, UK and Welsh level. Crucially, young girls need to see relatable role models so that they understand their gender is no reason to discount any career path.

Work experience is equally important, for both boys and girls. Meaningful work experience allows young people to understand how the skills and knowledge they gain at school transfer to the workplace. The importance of good work experience was a key feature of the National Assembly for Wales Enterprise and Business Committee's inquiry into assisting young people into employment.⁹ More high quality work experience is clearly important but steps must also be taken to ensure that

⁷ Gender Spectrum <https://www.genderspectrum.org/explore-topics/education/>

⁸ CaSE (2014) "Improving Diversity in STEM"

⁹ National Assembly For Wales Enterprise and Business Committee (2015) "Assisting Young People into Work"

young people do not automatically fall into placements that follow traditional gender lines.

How could this work?

The best way to bring young people into contact with relatable role models and provide opportunities for high quality work experience is to cultivate stronger links between schools and employers. The importance of these links has been recognised by the existing Welsh Government whose 2015-2016 remit letter to Careers Wales outlines a number of steps they want to see taken to facilitate the development of closer links between maintained schools and employers.¹⁰

To ensure that these links are created and maintained, the incoming Welsh Government in 2016 should commit to evaluating the progress made by Careers Wales and consider whether the resources currently available to Careers Wales are sufficient to deliver on this and other areas.

Cultivating the links between schools and businesses is the first step. It's also important that schools, careers professionals and employers are working together to tackle gender stereotypes and encourage non-traditional career paths. One way of doing this would be to offer a gender awareness taster session to the key contact within businesses that are engaged with schools. If the remit of Careers Wales was revisited they could be best placed to deliver this engagement as part of their role as a liaison between schools and businesses. Alternatively, external organisations already delivering this type of training, such as Chwarae Teg, could be commissioned to deliver the sessions.

4. Gender disaggregated data is published for all Government funded training provision such as apprenticeships and Jobs Growth Wales which can be analysed by sector and occupation to identify areas for intervention.

Why are we asking for this?

The amount of gender data available in Wales is limited. In 2014 WG produced a "Review of the evidence on inequality in Wales". This publication outlined the available statistics by protected characteristic across a range of areas including health, education, housing, transport and employment. The report paints a mixed picture. While data is available by sex for all areas, the amount of data varies. It's also worth noting that some of the data signposted within this report comes from one off pieces of research and analysis carried out by non-governmental organisations and does not represent a regular data set.

¹⁰ Careers Wakes remit letter 2015-16 <http://gov.wales/docs/dcells/publications/150512-ccd-g-remit-en.pdf>

Gender statistics are important. They are a vital tool to bring about change and address problems, enabling policy makers and stakeholders to understand the often complex root causes of gender inequality and develop interventions to address these.

From what data is available we know that apprenticeships are especially gendered. Data extracted from a Scottish report on Modern Apprenticeships showed that in 2011/12 78% of health and social care apprentices and 91.8% of hairdressing apprentices were women compared with 0.7% of electrotechnical apprentices and 3.2% of engineering apprentices.¹¹

We also know from the Jobs Growth Wales evaluation report that females were more likely to be in caring, leisure and other services, 28% compared with 7%, and that 39% of females were in administration compared to 23% of males.¹²

Both apprenticeships and Jobs Growth Wales are key elements of work to address youth unemployment. Currently gender disaggregated data is published for apprenticeships that enables analysis of the level of qualification being pursued by men and women. However, there is not gender disaggregated data across the sectors and occupations which means it is not possible to gain a full understanding of whether the traditional gender divisions in apprenticeships are being overcome.

How could this work?

Top level commitment is crucial to ensuring that gender disaggregated data is collected and published. A strong lead from Welsh Government could ensure that programmes and policies like Jobs Growth Wales and apprenticeships are open to accurate and robust scrutiny.

5. Funding mechanisms which incentivise Further and Higher Education providers to achieve equal representation in areas where there is a gender imbalance are developed.

Why are we asking for this?

The gender gap in subjects like Physics and Maths become more extreme as young people progress through education. Around 20% of students studying in Wales are female and UCAS records that in 2013-14 only 45 females were accepted onto a physics degree in Wales from a total of 305.¹³

¹¹ Sosenko, F. & Netto, G. (2013) "Scotland-focused analysis of statistical data on participation in apprenticeships in four UK countries"

¹² Welsh Government (2014) "Jobs Growth Wales: Interim evaluation report"

¹³ Institute of Physics (2013) "Closing Doors: Exploring Gender and subject Choice in Schools" and Engineering UK (2015) "Engineering UK 2015 The State of Engineering"

Both Further Education (FE) and Higher Education (HE) providers in Wales have a crucial role to play in developing a skilled workforce and tackling the barriers experienced as a result of gender.

How can we do this?

Higher Education Institutions (HEIs) and Further Education Institutions (FEIs) play a significant role in the Welsh economy, society and individual lives and could lead the way in addressing the gender imbalances that continue to shape women's lives. They can do this by addressing gender imbalances within their own structures and working to address known gender imbalances in some areas of study and the workplace.

Funding to HEIs via Higher Education Funding Council for Wales (HEFCW) could be used to encourage institutions to take steps to address these gender inequalities. We are recommending that all bodies in receipt of public funds be required to demonstrate that they understand the gender issues relevant to their sector, have an action plan in place to tackle these and are monitored on their progress. This could easily be applied to the HE sector.

One manner of doing this could be to mimic the "outcome agreements" that the Scottish Funding Council (SFC) require from HEIs. In these HEIs must demonstrate how they will deliver on the strategic aims of the SFC. The recent Wood Commission in Scotland has recommended that the SFC and colleges should develop and action plan to address gender disparities within college education.¹⁴

If HEFCW were to introduce something similar it could ensure that HEIs are working to the best of their ability to address gender inequality. Making this information publicly available would allow a greater degree of accountability and transparency and support the sharing of best practice. The same approach could be applied to FE colleges in receipt of Welsh Government . money.

Economy

What are we asking for?

1. Gender impacts of economic and infrastructure investment are understood and measures are taken to address unintended consequences.



¹⁴ Ian Wood (2014) "Education Working for All! Commission for Developing Scotland's Young Workforce Final Report" <http://www.gov.scot/Publications/2014/06/4089/7>

Why are we asking for this?

Women's position in the home and labour market mean they are affected differently by government spending decisions.

One example is the decision by Welsh Government to support industry-led investment in nine key sectors. These sectors are Energy and Environment, Construction, Creative Industries, Advance Materials and Manufacturing, Financial and Professional Services, Food and Farming, ICT, Life Sciences and Tourism. Many of these sectors are characterised by male dominated work environments - . This means that without action to improve the gender balance of these workforces, women will not benefit as much as men from any investment.

Another example is the Welsh Government's Social Housing Grant programme. This scheme provides funding to social landlords to help deliver more affordable homes. In the long-run this will have a positive benefit for women as they are more likely to rent their home and make up over 50% of social housing tenants. However, they are not likely to benefit from the additional employment and/or training opportunities that might arise from building or improving houses as they are largely absent from the construction industry in Wales.

Decisions around spending and investment can better deliver for all members of society if the gender impacts are considered from the beginning of development and throughout the process. It enables Ministers and officials to address any unintended consequences before they arise.

How could this work?

A lot of work has been done in countries across Europe around "gender mainstreaming". The European Commission defines gender mainstreaming as:

"..the integration of the gender perspective into every stage of policy processes – design, implementation, monitoring and evaluation – with a view to promoting equality between women and men. It means assessing how policies impact on the life and position of both women and men – and taking responsibility to re-address them if necessary."

Successive Welsh Governments have demonstrated a commitment to gender equality and to understanding and mitigating negative gender impacts of policies and decisions. The continued commitment to equality impact assessments is a key part of this and efforts should be made to ensure that robust equality impact assessments are carried out consistently for all programmes and initiatives with ongoing monitoring and improvement of the process.

The next step would be to fully adopt a gender mainstreaming strategy, ensuring that gender considerations are made at all stages of policy development. One area that needs strengthening in particular is in monitoring and evaluation.

The Swedish Example

An example of gender mainstreaming often held as best practice is Sweden. In Sweden gender mainstreaming is seen as the main strategy for achieving equality targets. In 2011 the Swedish Government decided to strengthen efforts within equality by creating a national platform to further gender mainstreaming at the municipal, regional and national levels.¹⁵ The IncludeGender platform¹⁶ hosts a range of tools and guides to support the implementation of a gender mainstreaming strategy.

Finance

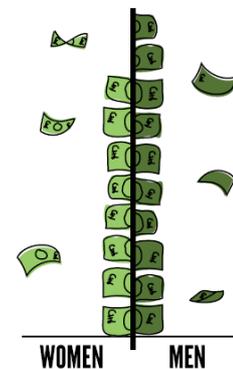
What are we asking for?

1. Gender budgeting informs all funding decisions and new initiatives

Why are we asking for this?

As outlined above men and women are affected differently by spending decisions and budgets can impact one more negatively than the other as a result. For example, over recent years there have been significant cuts to local government funding. Women will likely be affected more by these cuts as they dominate in public sector jobs and rely more heavily on public services than men.¹⁷

Gender budgeting is a useful tool that has been used across the globe to ensure that gender is effectively considered throughout the budget process and should be a crucial element of any gender mainstreaming strategy. The Council of Europe define gender budgeting as an application of gender mainstreaming in the budgetary process. It ensures that the budgetary process is informed by an understanding of how revenue and spending activities impact on men and women and is responsive to these differences so that the budget process can become more sensitive to gender equality.¹⁸



¹⁵ <https://sweden.se/society/gender-equality-in-sweden/>

¹⁶ <http://www.includegender.org/>

¹⁷ Fawcett Society (2012) "The impact of austerity on women"

¹⁸ Directorate-General for Internal Policies (2015) "The EU Budget for Gender Equality – Study for the FEMM Committee"

How could this work?

There is no single agreed approach to gender budgeting. The countries that have implemented gender budgeting have adopted approaches that suit their political and governance structures.

The Council of Europe outline three stages of gender budgeting¹⁹:

1. Analysing the budget from a gender perspective – this involves a sex-disaggregated report of end users of budget programmes and analysis of the extent to which the budget satisfied the needs of recipients and the extent to which the budget has reduced, exacerbated or left unchanged gender inequality.
2. Restructuring the budget based on the gender analysis. Once the differential impact of the budget has been revealed there is an obligation to incorporate gender as a category of analysis within the budgetary process.
3. Mainstreaming gender as a category of analysis in the budgetary processes. Gender budgeting is about more than just the content of the budget but also the process of budget making.

In a recent report for the FEMM Committee, the EU Directorate-General for Internal Policies outlined five steps of a capability based approach to gender budgeting²⁰:

1. Identifying capabilities key to women's and men's wellbeing and gender equality
2. Matching those capabilities with policies to define policies' gender equality spectrum and impact
3. Analysing policy objectives and resource allocation in the light of conclusions reached at step two
4. Identifying beneficiaries and participants of projects and programmes financed by the budget
5. Reflection and recommendation for policy change

A recent example of a country adopting gender budgeting is Morocco.²¹ The adoption of a new finance law in 2014 institutionalised gender throughout the budget process. It explicitly mentions that gender must be taken into account in the definition of objectives, results and indicators of performance of the line budgets and institutionalises the Gender Report as an official document as part of the annual Finance Bill. The Gender Report is an annual publication that contains info on the work conducted by each sector disaggregated by gender which has become an

¹⁹ EIGE “Gender budgeting” <http://eige.europa.eu/gender-mainstreaming/tools-and-methods/gender-budgeting>

²⁰ Directorate-General for Internal Policies (2015) “The EU Budget for Gender Equality – Study for the FEMM Committee”

²¹ <http://gender-financing.unwomen.org/en/highlights/gender-responsive-budgets-case-of-morocco>

important accountability and monitoring tool. By 2012, a total of 27 departments joined the report corresponding to more than 80% of the State's overall budget.

The current Welsh Government has demonstrated an ongoing commitment to assessing the impact of annual budgets with the creation of the Budget Advisory Group for Equality (BAGE) which provides advice and support to improve equality considerations and assists in the analysis of equality evidence. Adopting gender budgeting as part of a wider gender mainstreaming strategy would build on this good work and mark the next step towards embedding gender into all government decisions.

Transport



What are we asking for?

1. Multi-use discounts are rolled out across rail and bus providers to make travel more affordable for part-time workers, in the same way that is currently being explored for rail travel in Wales.²²

Why are we asking for this?

Women are much more likely to rely on public transport than men. For example in Wales 56% of bus users are women.²³ Across Wales, almost two-thirds of households have access to either just one car or no car²⁴ which limits the transport options of a second earner, still more likely to be a woman, in taking on employment.

Currently part time workers are not able to benefit from the same multi use discounts that full time workers can through weekly, monthly or annual tickets. Those working two or three days per week are faced with losing money on season tickets they are unable to take full advantage of, or purchasing expensive peak time return fares on an individual basis. As part time workers are more likely to be low paid, the cost of transport can be a significant factor in shaping career decisions and can place additional pressure on household finances.

²² This ask is slightly amended from that in the Manifesto as Go Cymru cards have not been rolled out across Wales.

²³ <http://www.poverty.org.uk/w75/index.shtml>

²⁴ [2011 Census: KS404EW Car or van availability, local authorities in England and Wales](#)

How could this work?

Recently a flexible multi use ticket has been trialled on the Valleys rail line to enable those travelling regularly but not daily, to access discount fares. A similar scheme could be explored for the bus network in Wales.

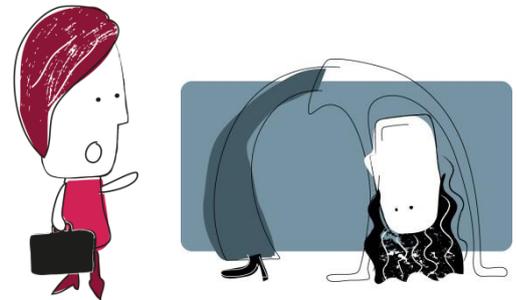
In the long term, a move to an integrated transport network would enable such a discount to be administered through a smart card ticketing system, similar to the iff card used by Cardiff Bus.

In the short term, the incoming Welsh Government could look to work with bus companies across Wales, particularly those with large networks such as Traws Cambria, Stagecoach, Cardiff Bus and Arriva, to encourage them to offer multi use discounts similar to those currently being trialled on the Valleys rail line.

Employment

What are we asking for?

1. Mentoring and support networks are created for women in sectors and roles where they are under-represented.



Why are we asking for this?

Occupational segregation remains an issue with women concentrated into a small number of occupations and industries. Science, Technology, Engineering and Maths based industries, such as construction, continue to be dominated by men, with women accounting for just 13% of the construction workforce²⁵ and 6% of the engineering workforce across the UK. Women are also notably absent from a number of the nine sectors prioritised for growth in Wales. Just 19.3% of the advanced materials and manufacturing sector and 22.3% of the energy and environment workforce is female.²⁶

Across all sectors women are less likely to be in senior roles. In Wales women account for 18% of local government chief executives, 36% of third sector chief executives and just 2% of chief executives of the top 100 businesses in Wales.²⁷ Across the UK women now account for 25% of FTSE 100 Board Members following a target set by Lord Davies and a public campaign.

²⁵ <http://www.theconstructionindex.co.uk/news/view/women-still-under-represented-in-construction>

²⁶ Data taken from Welsh Government Priority Sector Statistics, 2015

²⁷ EHRC (2014) "Who runs Wales? 2014: A Lost decade – no change"

These imbalances means that businesses are not making the most of the potential talent available or benefitting from the diversity of opinion that would come about as a result of better gender balance.

There are a number of reasons contributing to this occupational segregation which need a variety of interventions. It is widely accepted that mentoring and support networks can be beneficial to women who are looking to progress and those who are working in a male dominated environment. Such schemes enable women to pair up with someone who believes in them, champions them and links them up with people and organisations who will be beneficial to their career aspirations.

How could this work?

There are a number of examples of successful mentoring schemes that the incoming Welsh Government could use as a model for women in sectors and roles where they are under-represented.

One is the recent Women in Public Life mentoring scheme commissioned by the Presiding Officer. In January 2014, The National Assembly for Wales's Presiding Officer, Dame Rosemary Butler AM, launched the Women in Public Life (WiPL) Development Scheme. This Scheme has provided a mentoring, shadowing and training opportunity for fourteen women in Wales for a period of up to eighteen months. The scheme aimed to provide mentees with the skills and confidence to apply for positions in public life through a programme inclusive of intense personal development and skills training, one to one mentoring support, and role shadowing opportunities with people from the highest levels in public bodies.

This scheme has seen all mentees progress in some manner. To date, ten out of the fourteen mentees have applied for a public appointment, five of which have achieved public appointments and five of which have applications pending. Three mentees have applied for more than one public appointment and one mentee has achieved two public appointments. The mentees also highlighted how their involvement in the scheme has helped them to increase their confidence and skills.

Another example is MentorSET²⁸, a UK based mentoring scheme for women in STEM managed by the Women's Engineering Society. Through the scheme mentees can access one-to-one mentoring, mentoring to Board positions, access to coaching and mentoring theory and speed mentoring. Case studies show that those who have accessed the scheme have benefited from access to knowledge and experience, having someone to lean on when things get tough and support to adjust to new working environments. As a result of the scheme many have felt better

²⁸ <http://www.mentorset.org.uk/about.html>

equipped to continue with their careers, progress into more senior positions and some have gone on to become mentors themselves.

Tackling vertical and horizontal segregation needs to be a priority for politicians. The incoming Welsh Government should seek to fund schemes that offer the necessary support and development opportunities to women. Each Minister should seek to promote mentoring programmes across their portfolio.

2. Tailored support is offered to young mothers who are not in employment or training (NEET) to help them access work (e.g. part time apprenticeships)

Why are we asking for this?

Youth unemployment remains high across the UK. While headline figures often suggest that young men are more likely to be NEET closer inspection reveals that for the 19-24 age group the opposite is true. In Wales in 2014, 18.4% of 19-24 males were NEET compared with 23.2% of females.²⁹ Studies have shown that women are NEET for longer and that the impact can be deeper.³⁰

The reasons that young women become NEET can often be different to those of their peers with young women twice as likely as men to have been prevented from applying for or accepting a job because of caring responsibilities.³¹ The barriers that they need to overcome are therefore quite different and there is a greater need for flexible training and employment opportunities that are based closer to their home.

How could this work?

A specific package of support needs to be developed to ensure that the number of young women who are NEET begins to drop more quickly. This package must seek to tackle issues around affordability of child care and transport. The recent young person's concession scheme for 16-18 year olds is a welcome step in the right direction but this must be extended to cover 19-25 year olds to have any significant impact on reducing the number of female NEETs.

Different models of delivering training and employment could also be explored. Greater provision of modular and bite size further and higher education could help those with caring responsibilities access necessary training. Part time apprenticeships are another avenue that could be explored. This approach has been used in Australia to open up opportunities to those in their 20s and 30s to re-train.³²

²⁹ Stats Wales "Estimated 16-24 year olds in in education, training or employment by gender, economic activity and age groups" Accessed 08/12/2015

³⁰ Young Women's Trust (2014) "Totally Wasted"

³¹ Ibid

³² University of Bremen, Institute of Technology and Education (2013) "Response to consultation on review of apprenticeship training in Ireland"

3. Successful part-time and job share opportunities at senior levels are investigated and best practice is shared.

Why are we asking for this?

Despite outperforming their male counterparts in education and finding early career success, women remain absent from senior levels in many sectors of the economy.³³ The reasons are complex and include child caring responsibilities, stereotyping and discrimination, lower expectations and ambitions and a lack of appropriate modern workplace practices. This tendency for women to drop out of the race for the most senior roles has been described as the “leaking pipeline”.³⁴

As a result of this leaking pipeline women on average earn less than men and are not able to reach their full potential. To overcome this problem we need to see wider implementation of modern workplace practices that offer the flexibility many parents need.

The most common type of “flexible working” used by employers in Wales is part time work. However, research by Women Adding Value to the Economy (WAVE) Wales demonstrates that three quarters of the part time jobs held by women in Wales are in administration, personal service, sales and elementary occupations.³⁵ It’s crucial that part time contracts, job shares and other forms of modern, flexible working are available at all levels of a business so that employees with responsibilities out of work have the same opportunity to progress as their colleagues.

How could this work?

There remains a perception that flexible models of working are not compatible with senior roles. Sharing examples of where modern approaches to working are being successfully used at senior levels will help to challenge this. There are many examples available from Wales, the UK and further afield.

Here in Wales, Chwarae Teg have adopted “Achieve”, which is our own interpretation of a Results Only Work Environment (ROWE). ROWE was created by Jody Thompson and Cali Ressler and sees employees paid for results rather than the number of hours worked. The core concept is that each member of staff has a number of “outputs” required from them but where and when they complete these is up to them. Achieve is based around the same concept. Each member of staff has a number of objectives to achieve within a given period of time and they are free to deliver these at time and places that suit them while also delivering on the business needs. Every member of staff within the organisation is working in the same way including the senior management team and Chief Executive.

³³ Arad Research and Chwarae Teg (2014) “Job sharing in senior roles”

³⁴ Ibid

³⁵ WAVE Wales (2014) “Working patterns in Wales: Gender, occupations and pay”

Another example is provided by Coventry Primary Care Trust where the Chief Executive role was fulfilled by two men as a job share.³⁶ The role was responsible for 1400 full time staff and a budget of £550m. While there were pros and cons to this way of working on the whole it was deemed to be a success delivering results for the two chief executives who were able to work reduced hours and benefit from peer support and also for the Trust who saw improvements in organisational functioning and financial turnaround.

Enterprise



What are we asking for?

1. Steps are taken to close the business start-up gap including:
 - Requiring business support providers to produce gender disaggregated data and use this to address any gender imbalance in their service delivery.
 - Providing tailored business support to women that is sensitive to gender specific needs.
 - Supporting the creation of a mentoring scheme for women in business.

Why are we asking for this?

Across the UK women are half as likely as men to set up their own business.³⁷ In Wales, women are slightly more likely to be self-employed than women in other areas of the UK but the average income for self-employed women in Wales is lower.³⁸

The cost of this start-up gap is felt by the economy and by women. If women were setting up and running new businesses at the same rate as men the UK would have an extra 1m female entrepreneurs.³⁹ This would secure an increase to the £70bn that majority women-led SMEs are already contributing to the UK's GVA.⁴⁰ Enterprise can also offer financial independence, greater career progression and flexibility to women.

³⁶ <http://www.nhsemployers.org/case-studies-and-resources/2014/07/ceo-job-share-case-study-mike-attwood-and-stephen-jones-at-coventry-pct>

³⁷ Women's Business Council (2013) "Maximising women's contribution to future economic growth"

³⁸ WAVE (2015) "Changing the conversation: Research analysis of longitudinal data on patterns (quantitative), practice and experience (qualitative) of women's self employment in Wales"

³⁹ Women's Business Council

⁴⁰ Ibid

The reasons for this start-up gap are varied. Reported barriers include access to finance, a lack of confidence and fear of not having the right skills, a lack of relatable role models and a lack of childcare.⁴¹

Supporting more women to consider setting up in business would benefit the Welsh economy and women.

How could this work?

There is a continuing need for targeted gender specific and gender aware business start-up support.⁴² A crucial first step is to understand what elements of the current business support package are delivering for women and areas that could be strengthened. Encouraging business support providers to capture relevant gender disaggregated data would enable them to identify and address any gender imbalance in their service delivery.

The barriers that women face when looking to setup in business are not specific to Wales or the UK. Across Europe there is general agreement that barriers include caring responsibilities and the lack of care support, the lack of confidence due to gender stereotyping and educational segregation resulting in a lack of technical and managerial skills, the difficult access to credit, the lack of role models, business networks and representation and the complexity of procurement procedures.⁴³ Countries across Europe are implementing different ways of addressing these barriers and Wales should look to learn from these examples to ensure that we can offer appropriate and effective start-up support and advice to women.

The German Example

In Germany, the National Agency for Women Start-up Activities and Services implemented a roadshow to address women's entrepreneurship in the skilled crafts sector.⁴⁴ This was a multimedia exhibition providing basic information about how to start and run a business in the craft sector and portraying six business owners in fields that have so far been considered untypical for women.⁴⁵

The Iceland Example

Various projects have been put into practice in Iceland since the 1990s. These tend to focus on implementing business training targeted at women and including five successful Icelandic businesswomen as role models, a special public fund providing grants for innovative women entrepreneurs and a Women Loan Guarantee Fund.⁴⁶

⁴¹ Chwarae Teg (2014) "Briefing Paper: Women and Enterprise"

⁴² WAVE (2015) "Changing the Conversation"

⁴³ European Commission (2014) "Exchange of good practices on gender equality: Encouraging female entrepreneurship Summary Report"

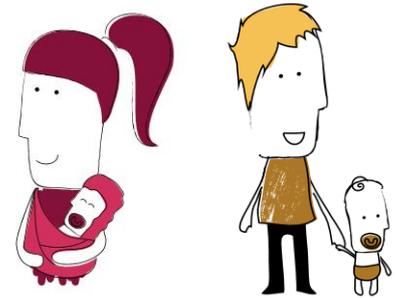
⁴⁴ Ibid

⁴⁵ Ibid

⁴⁶ Ibid

The benefit of mentoring for women has been explored above. We know that mentoring and access to role models can be equally beneficial to women who wish to consider enterprise. 83% of women who have started their own business have known someone else who has done so.⁴⁷ There are examples of UK-wide schemes such as the *Get Mentoring* initiative that could be replicated within Wales. This would enable women to pair with others who have experienced setting up a business in Wales, understand the Welsh economy and have knowledge of the support available.

Child Care



What are we asking for?

1. Commission an independent, robust, in-depth review of childcare provision in Wales.

Why are we asking for this?

A key barrier for many women wanting to enter or progress in the workplace is childcare as they continue to most commonly take on the primary caring role within a household. 94% of UK child benefit claims are paid to women and nearly half of mothers in Wales say they are solely or mainly responsible for child care compared with just 4% of fathers.⁴⁸

The most commonly cited issues with childcare are availability and affordability. Ahead of the 2015 General Election the Family and Childcare Trust produced a factsheet that showed gaps in childcare provision are more acute in Wales than in England with less than one in five councils saying they have enough childcare for working parents.⁴⁹ It also stated that since 2010 the cost of childcare had risen by 40% in Wales.

Unless we can meet the needs of working parents, primary carers will continue to work below their potential, which will hinder economic growth. In 2013 the Women's Business Council estimated that equalising labour force participation of men and women could increase GDP by 10% by 2030⁵⁰ and the IPPR have estimated that increasing UK maternal employment by five percentage points would be worth £750m.⁵¹

⁴⁷ Women's Business Council (2013) "Maximising women's contribution to future economic growth"

⁴⁸ WENWales (2015) "Women's Equality Now: The position in Wales today on Unpaid Care"

⁴⁹ Family and Childcare Trust (2015) "Election Factsheet: Childcare in Wales"

⁵⁰ Women's Business Council (2013) "Maximising women's contribution to future economic growth"

⁵¹ IPPR (2014) "Childmind the gap: Reforming childcare to support mothers into work"

Care must be seen as a key infrastructure investment in the same way that transport is. The current market driven model of childcare is not meeting the needs of children, their parents or the economy. Therefore we believe a radical re-think of childcare is required.

How could this work?

To date, a number of reviews have been carried out looking at specific elements of the childcare system in Wales. However none have made a wholesale evaluation of provision mapping out where the gaps are, what models are working and which models are not. We know that the UK has a particular issue with childcare, with some of the highest costs in the Organisation for Economic Co-operation and Development (OECD). While the current devolution settlement may rule out more radical solutions such as universal free childcare, action can and must be taken to enable a greater proportion of women in Wales to achieve and prosper.

A similar piece of work to the above recommendation has recently been carried out in Scotland – The Commission for Childcare Reform.⁵² This Commission has now published their final report following fifteen months of investigation into how best childcare provision in Scotland might be organised, delivered and paid for which included consultation with parents, services, employers and businesses throughout the country.

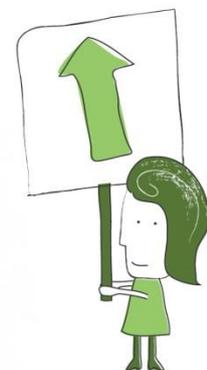
Poverty

What are we asking for?

1. Action is taken to make Wales a Living Wage⁵³ nation.

Why are we asking for this?

Wales has a particular issue with low pay. The extent of low pay has been the same for the past ten years.⁵⁴ 270,000 jobs, mainly held by women, are classed as low paid⁵⁵ and 25% of the Welsh workforce earn less than the Living Wage (as defined by the Living Wage Foundation).⁵⁶ Wales is also one of the highest users of low



⁵² The Commission for Childcare Reform <http://www.commissionforchildcarereform.info/>

⁵³ Throughout “Living Wage” refers to the voluntary Living Wage set by the Living Wage Foundation, calculated based on the cost of living.

⁵⁴ JRF (2015) “Monitoring Poverty and Exclusion in Wales 2015”

⁵⁵ Ibid

⁵⁶ Living Wage Commission (2014) “Working for Poverty: The scale of the problem of low pay and working poverty in the UK”

hours part time contracts⁵⁷ and has the third highest rate of zero hours contracts among UK regions.⁵⁸

It is clear that low pay is a gender issue. Women are more likely than men to be employed in low paid, part time jobs and figures show that women are also more likely to be employed on insecure and temporary contracts, with women accounting for 55% of people employed on zero hours contracts across the UK.⁵⁹

The links between issues of low pay and poor employment with in-work poverty have been drawn by a number of organisations including the Joseph Rowntree Foundation (JRF). In their recent analysis of poverty in Wales they highlighted that the proportion of households in poverty who are working continues to rise and made links with the extent of low pay and low hours work in Wales.⁶⁰

How could this work?

While Welsh Government cannot set a minimum wage that is different from England there is more that could be done to encourage payment of the Living Wage as a minimum. A good starting point should be to ensure that all public bodies pay at least the Living Wage.

European procurement rules make it difficult to require contractors to pay more than the UK National Minimum Wage but the new procurement directive offers greater opportunity to use this policy area to bring about social change. Discussion in Scotland has seen a proactive approach to encourage the Living Wage which could be replicated in Wales. This could include actively encouraging employers in Wales to become accredited Living Wage employers, holding a summit with leading businesses in Wales to discuss their position on the Living Wage and encourage them to become accredited Living Wage employers and to require contractors to demonstrate how they are “ethical employers”. This is the approach the Scottish Government is adopting to comply with EU procurement rules. They have produced guidance for public bodies outlining when and how employment practices should be considered in procurement.⁶¹

⁵⁷ Wave Wales (2014) “Working Patterns in Wales: Gender, Occupations and Pay”

⁵⁸ ONS (2015) “Level and rate of people on zero hours contracts by region 2013-2014”

⁵⁹ ONS (2015) “Contracts with no guaranteed hours, zero hours contracts, 2014”

⁶⁰ JRF (2015) “Monitoring poverty and social exclusion in Wales 2015”

⁶¹ Scottish Government (2015) “Scottish Procurement Policy Note”

<http://www.gov.scot/Resource/0046/00469535.pdf>

Further details about the Living Wage in Scotland is available here:

http://www.scottish.parliament.uk/ResearchBriefingsandFactsheets/S4/SB_15-14_The_Living_wage.pdf

Decision making



What are we asking for?

1. Public bodies are set a target of 50% gender representation on their boards by 2020.

Why are we asking for this?

Despite progress women remain notably absent from decision making positions in Wales. Women account for just 18% of local government chief executives, 10% of chief executives of NHS Health Boards and Trusts, 30% of secondary school head teachers, 36% of chief executives of the 100 largest Welsh charities and 2% of chief executives of the top 100 businesses in Wales.

Research shows that there are tangible and measureable benefits from better gender-balanced leadership including increased labour productivity, enhanced governance and performance, improved corporate image, higher return on investment, greater ability to attract and retain the best talent, increased workplace innovation and a reduction in employee turnover.⁶²

Welsh public bodies will be stronger and more effective as a result of gender balanced boards and better able to deliver for the whole of Welsh society.

How could this work?

The use of targets has been shown to have an impact and is recommended by the OECD along with disclosure requirements, strengthening the flexibility, transparency and fairness of public sector employment systems and policies and monitoring of female representation. The target set for FTSE 100 companies by Lord Davies has seen the proportion of female board members increase from 12.5% in 2012 to 25% in 2015.⁶³

We have also seen steps taken by some Welsh Government ministers who have requested that public bodies take steps to achieve gender balance on their boards.

This example could be replicated across all Welsh Government portfolios. Public bodies could be encouraged to sign up to the 5050 by 2020 campaign⁶⁴ which involves making a public pledge as to what action they will take to achieve gender balance on their boards.

⁶² Dr Mary P. Murphy and Dr. Pauline Cullen (2014) "Investing in talent – promoting gender balanced leadership: Conference Report"

⁶³ <http://pirc.co.uk/pircnews/ftse-100-reaches-initial-davies-target-on-diversity-1>

⁶⁴ <http://5050by2020.org.uk/>

2. Employers funded by government are required to understand the gender issues within their organisation and take action to address them.

Why are we asking for this?

Gender inequality remains a feature of the labour market and society. There are issues seen across all sectors and evidence suggests that without action the pace of change will remain slow (the EHRC's 2014 report "How Fair is Wales" found that very little progress had been made in relation to women in leadership in ten years). Women remain notably absent from senior positions, public life and sectors such as STEM based industries. The reasons for this are wide ranging and require action at a variety of levels.

We need action by educators, employers and government and we need to address both structural and societal issues. Government can and should play a role in encouraging other actors to play a role in addressing the underlying causes of gender inequality.

How could this work?

Procurement is a powerful lever that is within the competence of Welsh Government. The current Welsh Government has shown commitment to using procurement to deliver on social issues and could incorporate this suggested requirement into the existing Procurement Statement and guidance to strengthen efforts to tackle gender inequality.

There are examples of procurement being used to further gender equality from across Europe. Both the Basque Country and Sweden have produced guides on how to use procurement to tackle gender inequality and a recent presentation to the FemCities conference set out how procurement is being used in Berlin.

The Berlin Example

For contracts of over €25,000 and companies with over eleven employees contracts will include measures for the advancement of women. In total a list of twenty-one measures has been created and the number of measures that a company would be expected to deliver on is linked to their size. The measures include having a qualified plan for the advancement of women, increasing the percentage of women in higher positions, flexible working hours, checking equal pay and internal or external child care facilities. The companies are measured on the implementation of the obligations they agree and face sanctions if they fail which include contractual penalties, termination or exclusion from public procurement for a maximum of three years.

Our proposed requirement outlined above is based on a similar rationale to that implemented in Berlin and could be administered in a similar manner.

3. Action is taken by all parties to achieve gender balance within the Welsh Assembly once more.

Why are we asking for this?

Women's representation among elected representatives in Wales and the UK continues to fall far below equal representation. In the Assembly, the proportion of female AMs has slipped from 50% to 42%. Among Councillors just 17% are women and following the recent general election just nine out of forty Welsh MPs are women.

It is vitally important that the institutions that make decisions affecting day-to-day life accurately reflect the communities they serve. If women's voices are not heard the issues they face are less likely to be discussed and solutions are less likely to consider how men and women might need different interventions.

To date, the pace of change has been too slow and recent Assembly elections have demonstrated what can happen if we don't remain vigilant. It is the responsibility of every political party to ensure that they are taking steps to ensure that women are selected and elected to Councils, the Assembly and to Parliament.

How could this work?

There has been much discussion and debate over recent years about the best way to increase the proportion of women in our political institutions. All of the political parties currently represented in the Assembly have stated that they are committed to taking steps to achieve better gender balance among their elected representatives. The approaches taken have varied from mentoring and training schemes to positive action such as twinning of seats, all women shortlists and ensuring that women are top of candidate lists for regional seats.

Evidence would suggest that special measures such as all women shortlists have seen the most immediate return with 7 of the 13 Welsh female MPs elected to Parliament before 2015 having been selected by their party from all women shortlists.⁶⁵ Legislation gives political parties the opportunity to use all-women shortlists until 2030. More effective and wide spread use of all women shortlists by multiple political parties could help to bring about a more immediate increase in female representation. This in turn would encourage the cultural change needed so that gender balanced political representation becomes the norm.

⁶⁵ EHRC (2014) "Who runs Wales?"