

*Gender equality belongs to the basic and universally recognised civil, cultural, economic, political and social rights. Infringement of such rights hinders societies from achieving the goals and benefits of development.*



This manual presents a compilation of information on gender awareness, bringing forward the distinction between sex and gender whilst defining other gender-related terminology. It also focuses on the gender aspect behind education, employment, the media, language, sport and the family.

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# *A Gender Sensitivity Manual*

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Living   
Equality



This publication is supported by the European Community Programme for Employment and Social Solidarity – PROGRESS (2007-2013)

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*September 2008*



National Commission  
for the Promotion of Equality  
Malta



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The National Commission for the Promotion of Equality (NCPE) is an autonomous governmental body that was set up as the national equality body in Malta in January 2004. The NCPE works towards the elimination of discrimination on the grounds of gender, family responsibilities and race/ethnic origin by raising awareness; monitoring national laws and EU Directives; implementing policies and providing assistance to the general public.

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# Introduction

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*The promotion of equality among men and women in Malta is a complex matter that is intricately merged into all aspects of social history, current society and social relations.*

Gender equality emanates out of the advancement of human rights and is a fundamental aspect of democratic citizenship. It belongs to the basic and universally recognised civil, cultural, economic, political and social rights. Infringement of such rights hinders societies from achieving the goals and benefits of development. The prohibition to discriminate on a number of grounds is well ingrained in Maltese Legislation, including Chapter IV - Fundamental Rights and Freedoms of the Individual, of the Maltese Constitution, which arches over all other legislation.

This manual has been designed and published as part of the project titled "Living Equality" (VS/2007/0442) with the aim of upholding gender sensitisation as a process which gives options and opportunities to both genders. This manual begins by presenting

*This manual has been designed and published with the aim of upholding gender sensitisation as a process which gives options and opportunities to both genders.*

a compilation of information on gender awareness, bringing forward the distinction between sex and gender whilst defining other gender-related terminology. It also focuses on the gender aspect behind education, employment, the media, language, sport and the family. The information for this manual has been gathered from different NCPE publications and other sources; a full list of the works that have been consulted can be found in the reference section.

Achieving equality is based around the notion that one's rights and opportunities do not depend on gender, but on the capabilities of each individual. It is aimed that with the day to day execution of this manual, a really gender sensitive culture will further develop.

Sina Bugeja MSc (Wales); FRSH; MIM  
Executive Director NCPE and Project Leader  
September 2008

## Gender Awareness

**Sex** refers to the biological and physiological characteristics that define men and women. Male and female characteristics are differentiated by genes, hormones, reproductive organs and other physical features.

### Sex vs Gender

#### Example

- Women can give birth to children.
- Men have generally more massive bones than women.





**Gender** concerns the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for femininity and masculinity.

The variables which make up the concept of gender may vary from one society to another or even in different contexts within the same society. From birth, society attaches 'cultural roles' which are dependant on the sex of the child. Unless these roles are challenged, we become the products of this cultural conditioning.

#### Example

- Women are better at taking care of children.
- Men are responsible to bring income for the household.

**Gender Stereotypes** refer to oversimplified and standardised gender concepts that are commonly held by members of a group (Cheal, 2002, p. 162). Until the 1960s these were perceived as being biological in origin. With the birth of the feminist and human rights movements, gender stereotypes were perceived as being socially constructed rather than biologically determined. Some examples of stereotypes are that males are competitive, strong, aggressive and independent whereas females are sensible, sweet, submissive and dependent.

The male stereotype is described through the three Ps: Provider, Protector and Procreator (Andronico & Home, 2004, p. 457). Female concerns are instead regarded as belonging to the world of motherhood and wifehood. This is also reflected in different Maltese sayings.

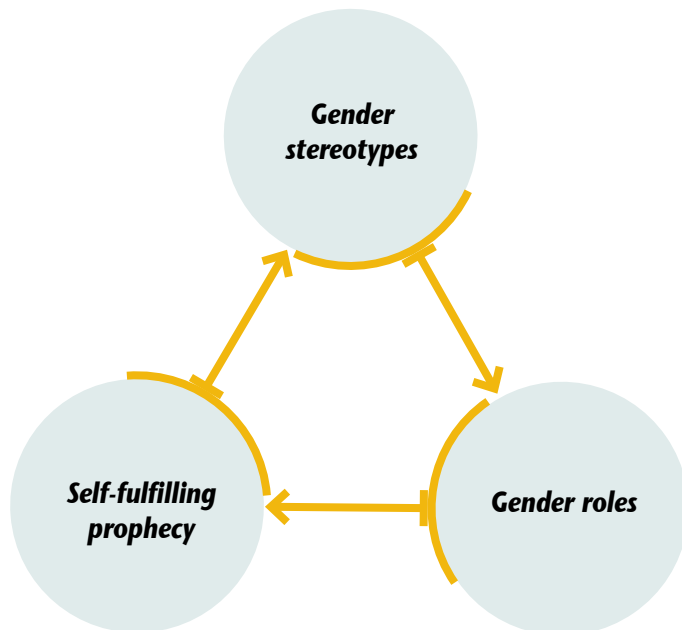
***Different proverbs, in fact, reflect a gender stereotyped culture, as can be illustrated through the below sayings:***

- *Mara biežla l-kumdità.*  
An industrious wife guarantees her husband's comfort.
- *Raġel id-dar, xitan fuq xkaffa.*  
A husband is regarded as an impediment to his wife's housework.

## Gender Stereotypes

## Gender Roles

Gender stereotypes overshadow **gender roles**. Because different roles are attributed to males and females, these come to assign different personality traits and abilities to the different individuals. This leads to a form of self-fulfilling prophecy in that people start to report greater pleasure at the roles they become good at (Vogel, 2003). As a result, greater ability in performing gender-appropriate tasks is reported, reflecting the gender stereotypic expectations. For example, females usually grow into jobs related to their role as nurturers. It is believed that the flexibility of the new roles, for example through the utilisation of family friendly measures will prove beneficial when compared to the rigidity of the gender stereotyped roles (Lang, 2003).



Gender stereotypes are fed into the minds of individuals from a very young age thus affecting the gender identity with which they identify themselves.

## Stereotyped and positive portrayals

The following illustrations depict how stereotypical pictures can be portrayed in a gendered-balanced manner:



Stereotyped portrayal



Positive portrayal

## Illustrations depicting how stereotypical pictures can be portrayed in a gendered-balanced manner:



Stereotyped portrayal



Positive portrayal



Stereotyped portrayal



Positive portrayal



**Gender equality** refers to a concept where the rights, responsibilities and opportunities offered are not determined by sex (United Nations Office of the Special Advisor on Gender Issues and Advancement of Women, 2001). It implies equal access to opportunities by focusing on the individual's capabilities instead of their gender. The different treatment of persons according to their gender leads to **gender discrimination**. Gender discrimination can also occur when attitudes and behaviours promote gender-stereotyped social roles. Under Maltese law<sup>1</sup>, gender discrimination is also deemed to occur when persons are treated unfavourably because of their marital status, pregnancy or potential pregnancy, or because of family responsibilities.



## Gender Equality

*The search for equality is not a search for sameness. We are different and equal.*

1. Equality for Men and Women Act – Chapter 456 of the Laws of Malta.



**Equal Treatment:**

women and men should be treated the same as each other.

**Positive Action:**

whilst there are similarities between men and women, there are also differences.

**Gender Mainstreaming:**

integrates equality into those systems and structures.

Over the years, gender equality has been sought through three different approaches:

The **Equal Treatment** approach is based on the belief that women and men should be treated the same as each other. In effect, this often meant women were treated the same as men (Rees, 2002). This approach thus failed to address the differences between men and women.

**Positive Action** is an approach which recognises that whilst there are similarities between men and women, there are also differences. In recognising that men and women are different in some respects, it seeks to accommodate, or make up for those differences that are construed as ‘special needs’ of the under-represented sex (Ibid.). Positive action also seeks to make up for past and present disadvantages associated with a particular gender.

The **Gender Mainstreaming** approach, as explained further below, turns away attention from individuals and their rights, deficiencies or disadvantages. This approach focuses instead on those systems and structures that produce such drawbacks. It seeks to integrate equality into those systems and structures.

An organisation’s commitment to the promotion of gender equality can be realised concretely through a **Gender Equality Policy**. Ideally, this should be in a written format, and it should be reviewed and updated regularly. Training initiatives on gender equality should also be provided to all employees at all levels. Training sessions may tackle issues such as gender sensitivity, what constitutes gender discrimination, and ways to internalise a gender perspective into the organisation’s methods.

**Gender Mainstreaming** is the process of integrating a gender perspective in the design, implementation, monitoring and evaluation of the policies and programmes in all political, economic and societal spheres (United Nations, 1997). Through the integration of a gender perspective, any planned action is assessed according to its implications for women and men. The ultimate goal of gender mainstreaming is to achieve gender equality. Gender mainstreaming has also often been described as “*putting on gender glasses*” (European Youth Centre, n.d.). When gender glasses are prescribed for all existing agencies, the impaired gender vision or the total gender blindness would be removed, thus facilitating gender mainstreaming whilst promoting gender equality. Through this process, inequality is not perpetuated.

**Gender Mainstreaming**

*Gender equality has always been a key priority of the European Union.*

***A person's role in gender mainstreaming should consist of:***

- being sensitive to the needs of both genders;
- valuing the capabilities of an individual irrespective of their gender;
- finding out whether there is an equal opportunity policy in the work place;
- participating in initiatives that promote gender equality.

Gender equality has always been a key priority of the European Union. The Treaty of Rome introduced the principle of equal pay for work of equal value for men and women in 1957. Since the 1970s, the European Union has adopted thirteen directives on gender equality (EUROPA, 2007). These have ensured, among other things, equal treatment concerning access to work, training, promotions and working conditions, including equal pay and social security benefits, as well as guaranteed rights to parental leave.



## Education

*Education is a human right and is imperative for achieving the goals of equality, development and peace.<sup>2</sup> Gender sensitivity in education is not intended to put one gender ahead of another. It is instead aimed at providing equal access of opportunities to both genders.*

Malta has gone a long way in implementing gender equality in education. This can be seen in the development of the National Minimum Curriculum (1999) and its implementation. Nevertheless, despite the effort in having both a gender-sensitive education, and in promoting gender sensitivity through education, there is still room for improvement with regards to gender equality within the education system.

2. The United Nations Fourth Conference on Women (1995). Platform for Action. Retrieved July, 29, 2008, from <http://www.un.org/womenwatch/daw/beijing/platform/educa.htm>.

## The National Minimum Curriculum

“Gender equality is not a theme that should be treated by the school in isolation, or during the teaching of a particular subject. Equality should be an interdisciplinary theme which teachers can develop within the context of their particular subject, confronting prejudice and promoting more gender inclusive alternatives.”

Creating the Future Together  
– National Minimum Curriculum. (1999). p. 39

The prohibition of discrimination on the grounds of sex with regards to access to all types of education can be found in the Education Act (Cap. 327). This prohibition is applicable to all educational establishments or any other entity providing vocational training or guidance.



The National Minimum Curriculum (NMC) emanates out of the Education Act (Chap. 327) (Ministry of Education, 1999, p. 15). This curriculum is applicable to all State, Church and Independent schools alike. Because of its commitment to the principle of gender equality, the Curriculum states that boys and girls should:

1. follow the same curriculum;
2. be catered for in a manner that ensures equal access to the same work opportunities;
3. be exposed to the same educational experiences; and
4. have the opportunity to effectively choose the subjects they want to learn based on an informed choice<sup>3</sup>.

The NMC maintains that schools should actively create texts and visual representations that promote the principle of equality. Textbooks, in fact, play a very important part in gender equality. They can hinder equal opportunities if they are gender biased. The NMC also focuses on the fact that students of both genders should have the opportunity to effectively choose the subjects they want to learn on an informed basis. It is therefore essential that they are aware of their academic inclinations and the fields for which they have an aptitude.

*The NMC also focuses on the fact that students of both genders should have the opportunity to choose the subjects they want to learn on an informed basis.*

3. Creating the Future Together – National Minimum Curriculum. 1999.



*Gender equality means more than access to education. It also involves an eradication of the students' and teachers' gender stereotypes.*

It is also important that the students are aware of all subject choices available. In the light that gender stereotypes are developed by society at large and smaller nuclei such as the family, educators are to work closely with parents to eradicate any preconceived ideas on gender roles. This is important because research shows that parents influence their children on which subjects they choose, especially if they own their businesses (NCPE, 2006 [b], p. 36). Students also need to understand that anyone can participate in traditionally gender stereotyped school subjects.

Although the NMC guarantees access to education, irrelevant of gender, many facts show that gender equality is still not being achieved. Gender equality means more than access to education. It also involves an eradication of the students' and teachers' gender stereotypes.

It can be noted that subject choice is very often skewed by gender. Gender segregation with regards to subject choice, and ultimately career choices, in fact, still exists (NCPE, 2007). More boys opt for scientific and technical courses, whereas girls are more attracted towards humanities, health and care related subjects. This is highly evident at the tertiary level of education. It is also noted that the gender differences in academic subject choices follow the stereotypical patterns that the labour market at large is witnessing (Ibid.). Awareness should therefore be created on the gender gap existing in science and technology in Malta and on possible remedies to this situation.

The benefits yielded from gender sensitive education go beyond the concept of formal schooling. Both women and men stand to gain if education becomes gender sensitive because the once rigid demarcation line of tasks, roles and functions are broken down. Therefore gender sensitive education can also be regarded as an effective tool that promotes gender equality throughout the years subsequent to formal schooling.

Gender sensitive education makes students aspire for life roles and careers basing themselves on their interests and capabilities, irrespective of their gender. Both genders

## **Gender Sensitive Education**

*Gender biased education leads to the waste of human talent and resources, leaving detrimental effects on productivity*

should be offered equal access to opportunities so that they would be able to pursue whatever career most interests them. In this manner, human capital, which has long been set aside, is utilised and invested in. Gender biased education leads to the waste of human talent and resources, leaving detrimental effects on productivity, economic competitiveness and, not least, the well-being of the person (Sanders, 2005). Gender sensitive education is therefore essential if all individuals, irrespective of their gender, are to be able to freely choose the direction of their careers.



A change in gender roles and the eradication of gender stereotypes can be promoted through the use of role models. For instance, in addressing the gender gap in science and technology, educators could distribute to students articles from professional journals written by female research scientists or mathematicians. They could also invite recent female graduates who have graduated in science, mathematics, engineering or other technical fields, to recount their experiences. Such activities can also be applied in situations where males are less representative within a particular field. For example, males engaged within health and caring employment can be invited to schools to promote their job experiences.

*In addressing the gender gap in science and technology, educators could distribute to students articles from professional journals written by female researchers*

*Educators are in a key position to question the gendered stereotyped images and roles that have been long accepted as natural.*

Whilst education should be free from gender segregation, it is also a means through which the behaviours, attitudes, norms and values that define and influence gender roles in society are changed. Educators are in a key position to question the gendered stereotyped images and roles that have been long accepted as natural. This may result in possible beneficial effects at a later stage in life when one takes up work and/or actions that are based on a gender inclusive perspective. Moreover, basing themselves on their students' abilities, educators should encourage non-traditional subject choices. Through this process, students would be able to develop more control over their lives.

The education system is one of the most effective institutions which has the power to address issues related to equality, gender expectations and stereotypes. A positive change at all levels of society is thus produced when the educational process becomes free from gender roles and stereotypes.

## Employment

*Many jobs are traditionally segregated according to gender. However, men and women have equal rights to employment and promotion opportunities.*

Furthermore, opportunities to access any job or promotion should also be equal. If more support is given to the increasing participation of women in the formal economy, and towards their economic independence, there will be less pressure on men to be the sole family breadwinners.

### ***Have you ever been discriminated against because of your gender?***

The answer is yes, if at the place of work, you have been refused a job interview, job or promotion, and you think this was mainly because:

- you are married or planning to get married
- you are pregnant
- you failed to fulfil a job requirement that put members of your sex at an obvious disadvantage
- you are making use of flexible work arrangements.

*Vacancies for employment or recruitment opportunities should be made available to both men and women*

Gender discrimination in employment is prohibited and constitutes an offence<sup>4</sup>. Discrimination can be both direct and indirect. **Direct discrimination** consists of less favourable treatment based on a persons' sex. An example is that of treating men and women less favourably on the basis of parenthood or family responsibility. **Indirect discrimination** implies any treatment based on the provision, criterion or practice that particularly disadvantages the members of one sex. This can occur without there actually being an intention to discriminate. However, this still amounts to discrimination. An example is that of providing training initiatives in the afternoon or in the evening. This amounts to indirect discrimination since carers, who are very often female, would be less likely to attend. Discrimination in relation to employment can occur from the very beginning of the recruitment process. A vacancy for employment or recruitment opportunities should be made available to both men and women. For example, an advertisement stating that a female receptionist is wanted, is illegal. This does not apply in those cases where employers prove, beyond doubt, that the work, in connection with the situation advertised,

4. Equality for Men and Women Act – Chapter 456 of the Laws of Malta; Employment and Industrial Relations Act – Chapter 452 of the Laws of Malta.

can only be performed by a person of a specific sex. For example, a vacancy for a male actor is announced because the character to be played is male. This is, however, an exception that is restrictively applied to when a **genuine occupational requirement** can be proved. More information on discriminatory advertising is given in the section focusing on the media.

### **Why is Gender Mainstreaming essential in the place of work?**

- Gender Mainstreaming makes full use of human resources by involving both women and men. Access to employment opportunities are made equal through gender mainstreaming.
- By introducing gender mainstreaming, policies would be gender inclusive while addressing the diversity between women and men. This would, in turn, make sure that such organisational policies will not negatively affect any of the genders. Gender mainstreaming thus leads to better administration.
- Gender Mainstreaming allows new ideas and concepts to be created by involving both genders in decision-making and in think tanks.
- Gender Mainstreaming leads to more efficiency. Trained individuals would not be lost, if work arrangements such as reduced hours of work and teleworking were provided. In the light of flexible working arrangements, gender mainstreaming therefore helps to retain valuable and trained staff, because it takes into consideration the needs of both genders.



### Work of Equal Value

Employees in the same class of employment are legally entitled to the same rate of remuneration for work of equal value. For example, a female architect and a male architect doing exactly the same job within the same company, and having the same job description, must be paid equally.

Article 14 of Chapter II of the Maltese Constitution provides that: ***"...the State shall ...aim at ensuring that women workers enjoy equal rights and the same wages for the same work as men."***

It is not lawful for any person to harass an employee or the employer. **Harassment** refers to any actions which result in an intimidating, hostile, degrading, humiliating or offensive environment, or which violates the dignity of the person who is so subjected. **Sexual Harassment** refers to any unwelcome behaviour of a sexual nature. Any of the following may amount to sexual harassment, which is unlawful:<sup>5</sup>

- Indecent or suggestive remarks at the place of work;
- The display of pornography at the place of work;
- The circulation of any written words, pictures or other material, where the act, words or conduct is unwelcome by the persons to whom they are directed;
- Inappropriate touching;
- Questions or comments about one's sexual life;
- Demands for sexual favours;
- Any unwelcome behaviour of a sexual nature that creates an intimidating, hostile or humiliating working environment.

5. NCPE. 2005. Sexual Harassment: A Code of Practice.

### Harassment and Sexual Harassment



Prolonged harassment can lead to serious health problems, including depression. As stated in the Maltese law,<sup>6</sup> any person found guilty of sexual harassment shall be liable on conviction to a fine not exceeding €2,329.37 or to imprisonment for a period not exceeding six months, or to both such fine and imprisonment.



6. Equality for Men and Women Act – Chapter 456 of the Laws of Malta; Employment and Industrial Relations Act – Chapter 452 of the Laws of Malta.

Family-friendly measures consist of those policies that facilitate the balance between work and family life. These measures would facilitate parental choice about work and care, thus promoting the possibility of employment through various work arrangements. Family-friendly measures are available to all public sector employees (MPO, 2008 [a]). The list below refers to those benefits that are available to public officers on a substantive appointment.

### **Family-Friendly Measures in the Public Sector**

#### **Benefits available to Expectant Mothers**

##### **Maternity Leave**

Fourteen weeks paid leave of which six weeks are to be availed of compulsorily after confinement.

##### **Special Maternity Leave**

Five weeks absence to be deducted from sick leave entitlement to employees who, having been granted maternity leave, are unable to resume duties due to a pathological condition arising out of confinement.

#### **Benefits available to Fathers**

##### **Birth Leave**

Two working days paid leave, to be taken within fifteen days of the occasion of the birth of their child.

## Benefits available to Both Parents

### Adoption Leave

Up to five weeks adoption leave with pay available to the adoptive mother or father. This starts from the day that a child passes into their custody. If both parents are public officers, they may share this leave provided that they do not take adoption leave at the same time.

**Leave to Foster Children** Special unpaid leave for a period which does not exceed one year.

**Parental Leave** One year unpaid leave to take care of children under the age of six. This is available to public officers, who are parents, including adoptive parents, who have been in government employment for at least one year.

**Career Break<sup>7</sup>** A career break of five years is available to public officers. This is granted once only for the care of children under six years of age.

**Special Leave to Accompany Spouse Abroad** A year of unpaid leave is granted to public officers to accompany their spouse abroad on government sponsored courses or assignments. This leave is renewable yearly on application for a maximum of four years.

7. Three months of either the parental leave or the career break may be reserved or utilised by employees until the child reaches eight years of age. Three months unpaid leave of the total parental leave may be broken up in periods of one month at a time.



## Benefits Available to Male and Female Employees

### Marriage Leave

Three working days paid leave on the occasion of the marriage of the full-time employee, to start not later than the first working day following the event.

### Reduced Hours

Full-time public officers who have been serving for at least one year may be allowed to work on a reduced timetable of 20, 25 or 30 hours to look after children under twelve years of age, to care for dependent parents, children or spouses or, if they are over 50 years of age, for medical or serious humanitarian, family reasons or other specified reasons.

continues overleaf

## Benefits Available to Male and Female Employees (continued)

### Urgent Family Leave

Four half-day (16 hours) leave from the annual vacation leave entitlement may be utilised by full-time employees on the grounds of force majeure for urgent family reasons. Such circumstances include:

- a. accidents to members of the immediate family of the employee;
- b. the sudden illness or sickness of any member of the immediate family of the employee requiring the assistance or the presence of the employee;
- c. the presence during births and deaths of members of the immediate family of the employee.<sup>8</sup>

### Thirty Days Unpaid Leave

These may be granted for any good reason. Adequate arrangements must be made with the employer beforehand.

8. In this regard, the 'immediate family' means the husband, wife and married or unmarried children, as well as family relations up to the first degree, whether living in the same household or not, and persons having legal custody of child. No advance notification is required to be given by the employee except in those cases where it is possible for the employee to give at least twenty-four hours notice of an event which is to take place and which requires the absence of the employee from the place of work for urgent family reasons.

Teleworking is defined as a "form of organising and/or performing work, using information technology, in the context of an employment contract/relationship, where work, which could be performed at the employers' premises, is carried out away from those premises on a regular basis" (MPO, 2008[b]). The Public Administration of Malta has launched a teleworking policy in February 2008, which applies to all public employees. Such working arrangement supports employees and helps them to combine work with family responsibilities. It offers the possibility for employers to retain experienced employees and continue to benefit from their input, thus maintaining and possibly improving their department's output.

All employees, whose job performance traits and skills, as well as the nature of their job are suitable for telework, can engage in this working arrangement. Teleworking is however voluntary and at the discretion of the director of the department, and cannot be demanded as a right by the employee. Neither can it be enforced as an obligation by the Head of Department.

## Teleworking

## Family-Friendly Measures in the Private Sector

Non observance by an employer of recognised conditions of employment constitutes an offence under the Employment and Industrial Relations (Chapter 452 of the Laws of Malta). Maternity leave, special maternity leave, parental leave and urgent family leave are the minimum family-friendly measures established by law that have to be made available by private organisations, as explained in more detail below. These organisations may however choose to add upon or improve these conditions through their collective agreements or through their adoption in their work practices.

### Benefits available to Expectant Mothers

#### Maternity Leave

Fourteen weeks paid leave of which six weeks are to be availed of after confinement.

#### Special Maternity Leave

Five weeks absence to be deducted from sick leave entitlement to employees who, having been granted maternity leave, are unable to resume duties due to a pathological condition arising out of confinement.



### Benefits available to Both Parents

#### Parental Leave

It is the individual right of both male and female workers to be granted unpaid parental leave on the grounds of birth, adoption of legal custody of a child to enable them to take care of that child for a period of three months until the child has attained the age of eight years. This right is however granted on a non-transferable basis, that is, neither parent may transfer his or her respective right to parental leave to the other eligible parent. Moreover, parental leave must be availed of in established periods of one month each.

continues overleaf

## Benefits available to Both Parents

### Urgent Family Leave

All employees are entitled to time off from work on grounds of force majeure for urgent family reasons in cases of sickness or accident, making the immediate presence of the employee indispensable.

Such circumstances include:

- a. accidents to members of the immediate family of the employee;
- b. the sudden illness or sickness of any member of the immediate family of the employee requiring the assistance or the presence of the employee;
- c. the presence during births and deaths of members of the immediate family of the employee.<sup>9</sup>

'Urgent Family Leave' must be granted for a minimum total of fifteen hours with pay per year. The total number of hours availed of by the employee for urgent family reasons is however to be deducted from the annual leave entitlement of the employee.

9. In this regard, the 'immediate family' means the husband, wife and married or unmarried children, as well as family relations up to the first degree, whether living in the same household or not, and persons having legal custody of child. No advance notification is required to be given by the employee except in those cases where it is possible for the employee to give at least twenty-four hours notice of an event which is to take place and which requires the absence of the employee from the place of work for urgent family reasons.

## Family

*The increasing equality between genders should also extend to the personal and intimate spheres, like the family.*

Research indicates that gender and not employment status results in the sexual division of labour. Local findings point out that females dedicate more of their time to domestic and caring responsibilities (NCPE, 2006 [a], p.7).

As a result of the gender-stereotypical world-view, even within the family, roles are prescribed according to gender.

The **gender role** refers to a set of expected behaviours, traits, or actions which are socially constructed and which society associates with being masculine or feminine (European Commission, 1998). Every society shapes the basic dimensions of gender roles within a system of social rules, norms and customs concerning what constitutes female and male behaviour.

*It is wrongly perceived that only paid labour is 'real work'. Domestic work is, on the contrary, regarded by many as 'invisible'.*

The **domestic division of labour** refers to the ways in which roles are allocated between household members. In traditional western nuclear families women bear most, if not all, of the domestic tasks and caregiving, while men provide for the family by earning a wage. It is commonly perceived that only paid labour is 'real work'. Domestic work is, on the contrary, regarded by many as 'invisible' (Giddens, 2002, p. 387). Women are more likely to perform domestic labour even if in paid employment. They therefore face a 'second shift' when returning home in bearing the main responsibility for housekeeping tasks and caregiving (Cheal, 2002, p. 106; Giddens, 2002, pp. 176, 397). Such a pattern is also prevalent in cases where men are unemployed.

In the third quarter of 2007, Malta recorded the lowest rate of female employment; 37.5% compared to the 58.8% average in the EU-27 countries (EUROSTAT, 2008). The number of women who are inactive in the labour market is attributed to personal and familial responsibilities. This is confirmed by the Labour Force Survey January - March 2008 (NSO, 2008) which indicates that whilst for the 15-24 age group the gender gap in employment is relatively low, for the 25-64 age group the rate of employment for women is much lower than that for men. One may interpret such statistics as indicating that although

women do enter the labour force, they later exit the labour market due to personal and familial responsibilities. Such statistics must be considered within the context of tertiary education statistics, which show that the female graduates for 2006/7 amounted to 60.2% (Office of the Registrar, 2008). This indicates a brain drain within the labour market, especially when women stop working in order to have children, and do not return to the labour market.

The local pattern for gender roles within households, portrayed on page 43, emerged from a qualitative research conducted as part of the "Facilitating Equality through Education" project (VS/2005/0322) commissioned by the National Commission for the Promotion of Equality (NCPE).



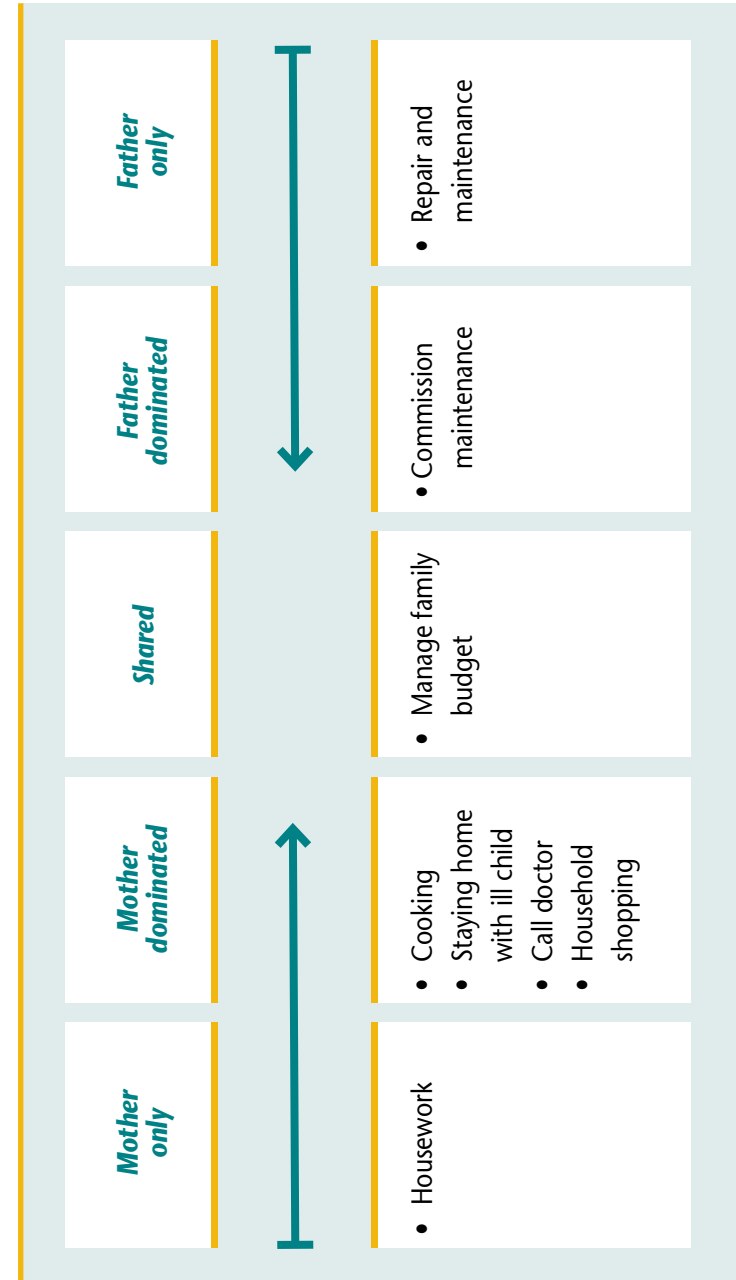
*In Malta, the rate of employment for women is very low when compared to that for men in the 25-64 age group.*

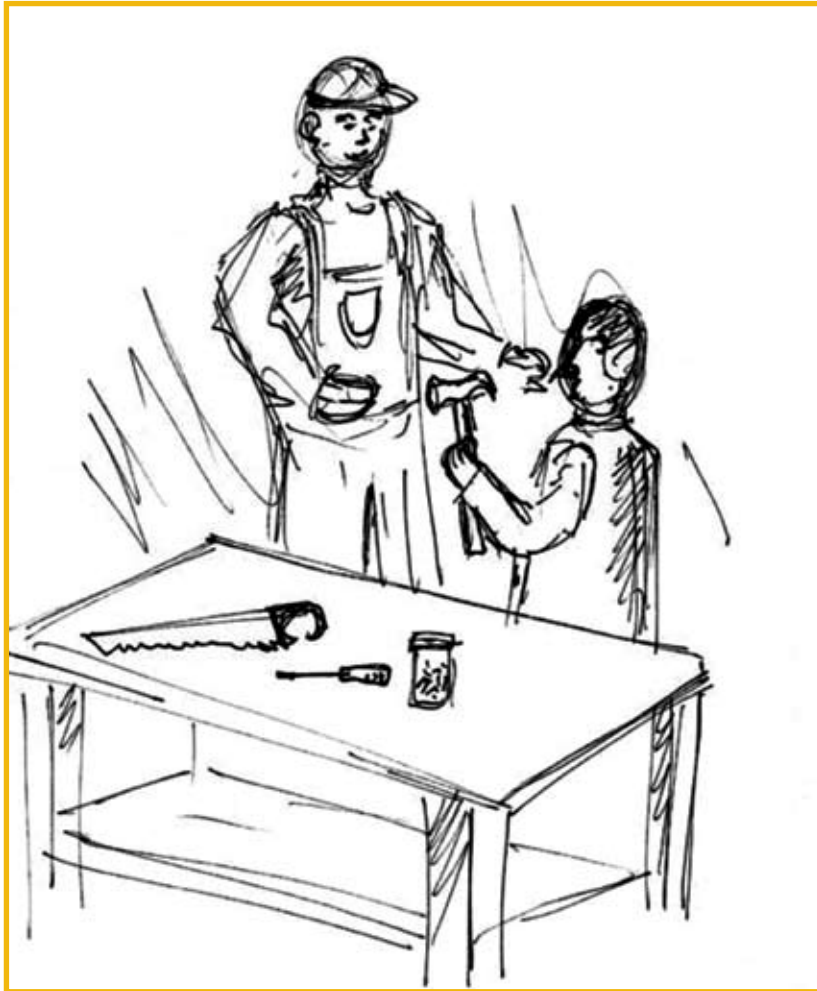
*Children are socialised in different ways, depending on their sex, even within the same household environment.*

As children master, internalise and become part of this web, they learn to prescribe gender roles by starting to recognise attributes, attitudes and behaviours that are considered to be appropriate for their particular sex. **Gender role socialisation** is therefore the process of learning particular behaviours, translated into norms and roles, which are expected of people in a particular society or context.

Children are socialised in different ways, depending on their sex, even within the same household environment. Neither the socialisers, nor those being socialised question the different ways of socialising. Through this process the preconceived cultural gender stereotypes are further reinforced. As part of the organised activities in 2006 for the “Facilitating Equality through Education” project (VS/2005/0322) commissioned by the National Commission for the Promotion of Equality (NCPE), students were asked to draw pictures portraying themselves with their parents. Drawings like those illustrated on pages 44-45 indicate that these children have been socialised in a gender-stereotyped way, influencing their perception of masculine and feminine roles.

### Gender Roles within Households





*As part of the organised activities in 2006 for the “Facilitating Equality through Education” project commissioned by NCPE, students were asked to draw pictures portraying themselves with their parents.*



*The drawings indicated that these children have been socialised in a gender-stereotyped way, influencing their perception of masculine and feminine roles.*





*Everyone in the family should strive so that everyone benefits equally.*

The gender role is a key factor leading to gender-role segregation. This contributes to the negative effects experienced by men and women who feel that they are forced to live in accordance with rigid gender roles, even within their households. Every family member should strive to do away with the unequal power relationships within their households so that everyone benefits equally. Paternal involvement in early childcare is the only way to change present gender identity divisions (NCPE, 2006 [a], p.7).

## The Media

*The media, in its various genres, can be an important tool towards the elimination of stereotypes and towards mainstreaming equality. On the other hand, media can also hinder equal opportunities if they promote gender stereotypical images.*

The media reflects dominant social values and thus these portrayals would continue to reinforce and perpetuate traditional gender stereotypes if these are presented as a natural facet of life. Women on the media seem to be restricted to only having a few roles, often being depicted in traditional roles such as housewives, mothers, nurses and secretaries. Men's roles, on the other hand, extend to more varied roles. In the media, the marital status is revealed more often for women than for men (Chandler, n.d.). Men are more often portrayed in employment, having a higher status and less likely to be portrayed in the home than women. Those men who are portrayed in the home usually cannot handle the simplest

*Men are more often portrayed in employment, having a higher status and less likely to be portrayed in the home than women.*

*The Malta Broadcasting Authority guidelines maintain that men and women should be portrayed in both traditional and non-traditional roles, in paid work, family, leisure and social activities.*

domestic and child-related tasks. Examples of such characters include Homer Simpson and Bill Crosby.

The Malta Broadcasting Authority issued its **Guidelines on Gender Equality and Gender Portrayal in the Broadcasting Media** in July 2007. These guidelines urge broadcasters to use the media as a tool to promote equality, thus promoting change rather than perpetuating gender stereotypes. They encourage producers to provide media images and productions that portray an equal representation of women and men. These guidelines maintain that men and women should be portrayed in both traditional and non-traditional roles, in paid work, family, leisure and social activities. The Broadcasting Authority guidelines also state that gender segregation to one type of programme should be avoided by producing ‘family programmes’.



The Maltese Law also contains provisions which prohibit discrimination in vacancy advertising. In particular, reference is made to article 10 of the Equality for Men and Women Act, Chapter 456 of the Laws of Malta which states that:

**Discriminatory advertisement Cap. 456.**

**10.** (1) Without prejudice to the provisions of article 26 of the Employment and Industrial Relations Act, it shall be unlawful for persons to publish or display or cause to be published or displayed any advertisement, or, otherwise to advertise a vacancy for employment which discriminates between job seekers or to request from job seekers information concerning their private life or family plans:

Provided that the provisions of this subarticle shall not apply in such cases where employers prove that the work in connection with the situation advertised can only be performed by a person of a specific sex.

(2) It shall not be lawful for persons to publish or display or cause to be published or displayed any advertisement which promotes discrimination or which otherwise discriminate.

(3) Persons who act in breach of subarticle (1) or (2) shall be guilty of an offence against this article and shall, on conviction, be liable to the penalties established for contraventions.

(4) For the purposes of subarticle (1), advertising includes disseminating information about the vacancy by word of mouth from person to person.

*NCPE has issued guidelines for the production of vacancy adverts to ensure that they are non-discriminatory.*

Emanating from this law, the National Commission for the Promotion of Equality (NCPE) is responsible to ensure that discriminatory vacancy advertising based on gender is not published. In addition, any advertisement has an important role in the media. These might sometimes implicitly or explicitly convey messages that perpetuate gender stereotypes. NCPE has also issued guidelines for the production of adverts to ensure that they are non-discriminatory.

In vacancy advertising, one has to make sure that gender-neutral job titles are used. The wording throughout the advert should also be gender-inclusive. The following are examples of how discriminatory advertising can be avoided:

#### Couriers Wanted

We require **female** couriers to look after our foreign clients. Transport is essential, must be **single**, and speak fluent English and another language.



#### Couriers Wanted

We require couriers to look after our foreign clients. Transport is essential. Applicants must speak fluent English and another language.



#### Tyre Fitter & Repairer

We are looking for an experienced Tyre Fitter and repairer to join our team. This individual will be customer focused and must be willing to work. **He** will be employed on a full time basis.



#### Tyre Fitter & Repairer

We are looking for an experienced Tyre Fitter and repairer to join our team. This individual will be customer focused and must be willing to work. **The successful job applicant** will be employed on a full time basis.



#### Vacancy

...The person we are looking for must be a fishing enthusiast. **He** should be organised and able to work on **his** own initiative.



#### Vacancy

...The person we are looking for must be a fishing enthusiast. **Prospective candidates** should be organised and able to work on **their** own initiative.



Visual imagery is also a form of language. All visual material should be non-discriminatory and gender inclusive by:

- presenting an image that does not include any human beings, or
- by including both genders at all professional levels, or
- by ensuring that the placement of women and men reinforces their equality (for example both genders are seated at desks).

When company logos contain picture/s of a person, or whenever an advert needs to pictorially highlight the persons such as the contributor or provider, a description should be inserted underneath. This must clearly and prominently explain who the person is so that it is easier for the viewer to relate the picture to the description, rather than the picture to the opportunity.

**It is not acceptable** to use a female image for a job vacancy today, and then use a male image for the same job advert tomorrow **because** there is no guarantee that the viewership of today is going to be the same as tomorrow.

**It is not acceptable** to use discriminatory job titles and wording and then adding a caption at the bottom of the advert stating, “we are an equal opportunity employer” **because** people hardly read disclaimers which are usually presented in a small print.

**It is not acceptable** to use a picture of one person (being male or female) who already benefited from or made use of the opportunity being advertised (being an employee, or a student, or a customer), even if a caption is added explaining who the person is **because** showing only one gender tends to encourage only the gender being shown, whilst automatically discourages the other ‘left out’ gender. It is wiser to use a group photo, where both genders are equally represented.

## Language

*If we believe that gender equality has to be prevalent in our society, we should seriously think about how to reflect this belief in the language used.*

Even though gender-biased language is difficult to avoid, especially because we have traditionally been taught to use masculine nouns and pronouns in situations where the gender of particular subjects is unclear or variable, the use of gender sensitive language is also possible and should be thoroughly employed. Through the use of gender sensitive language, gender equality is further promoted. In this section one can find a few examples of what should be done when faced with gender-ambiguous situations.<sup>10</sup>

10. The Writing Centre, University of North Carolina. Gender Sensitive Language. Retrieved June, 24, 2008, from <http://www.unc.edu/depts/wcweb/handouts/gender.html>

Use the plural form for both nouns and pronouns

**Example**

**Biased Language**

The carpenter can perform his job in a better way if he makes use of the latest manual. ❌

**Gender Sensitive Language**

Carpenters can perform their job in a better way if they make use of the latest manual. ✔️

Avoid the use of pronouns

**Example**

**Biased Language**

Each chemist should send one of her chemical-tests to the laboratory. ❌

**Gender Sensitive Language**

Each chemist should send one chemical-test to the laboratory. ✔️

Avoid using the passive voice to omit pronouns. This form of speech is less direct than the active voice. It removes the “doer” of the action, thereby causing ambiguity.



*He or she* (or *his or hers*), has long been an acceptable substitute for “generic” he. Some people use it specifically to draw attention to the fact that they are including both women and men. Used sparingly, *he or she* are very helpful solutions to gender biased language; however, repeating them frequently throughout a passage will easily alienate the reader. Moreover, the use of *s/he* or *(s)he* is discouraged because whilst their replacement provides an easy solution to gender biased sentences, their use is awkward and interruptive when reading any text.

Use *he or she* (or *his or her*) when you occasionally need to stress the action of an individual

**Example**

**Biased Language**

Each applicant must submit his resumé. ❌

**Gender Sensitive Language**

Each applicant must submit his or her resumé. ✔️

Substitute articles  
(the, a, an) for his;  
and who for he

Shift from third  
person singular (he  
or she) to second  
person, when and  
where appropriate

### Example 1

#### Biased Language

The director must submit **his** annual report by the end of next month. ❌

#### Gender Sensitive Language

The director must submit **the** annual report by the end of next month. ✅

### Example 2

#### Biased Language

If the student writes an essay plan, **he** will save a lot of effort. ❌

#### Gender Sensitive Language

The student, **who** writes an essay plan, saves a lot of effort. ✅

### Example

#### Biased Language

Every kindergarten assistant should submit **her** report to the head of school. ❌

#### Gender Sensitive Language

**You** should submit **your** report to the head of school. ✅

Like gendered pronouns, gendered nouns can provide a stumbling block for the promotion of gender mainstreaming at all levels. Some might not even notice the implications such nouns have because they have become ingrained in everyday speech. Gender sensitive nouns are however clearer and more representative.

**Man** and words ending in **-man** are probably the most commonly used gendered pronouns.<sup>11</sup> The generic use of these words is considered by many as gender-neutral. However, every occurrence of the generic use of these terms is problematic. In order to avoid the misconceptions attached to these words, such words should be replaced with alternatives.

It is also important to de-gender rather than re-gender.

### Example

De-gender chairman to chairperson, instead of re-gendering it to chairwoman.

It will also be helpful to watch for the following gendered nouns and replace them with one of the alternatives listed below.

11. The Writing Centre, University of North Carolina. Gender Sensitive Language. Retrieved June, 24, 2008, from <http://www.unc.edu/depts/wcweb/handouts/gender.html>

Avoid Gendered  
Nouns or Use  
Alternatives

A thesaurus can  
also be consulted  
in case of  
difficulties.

**Gendered-Biased Noun****Gender Inclusive Noun**

actor / actress	performer
average / common man	average person; ordinary person; typical worker
barman / barmaid	bartender
businessman / businesswoman	businessperson; entrepreneur; manager
cameraman / camerawoman	camera operator; cameraperson
chairman / chairwoman	chairperson; coordinator; head
cleaning lady / maid	cleaner; housekeeper; housecleaner
councilman; councilwoman	councilmember
craftsman	artisan; craftsperson; crafter
Dear Sir	Dear Sir or Madam; To Whom it May Concern;
draftsman	drafter; drafting technician
fireman	fire-fighter
forefather / foremother	ancestor; ascendant; progenitor
foreman / forewoman	supervisor
founding fathers	founders; founding leaders; pioneers
housewife / househusband	homemaker
layman	layperson
mailman / postman / post-woman	letter carrier; mail carrier; postal worker
man / woman	individual; someone; person
man in the street	average person; ordinary person
manhood / womanhood	adulthood; maturity
man-hours	staff hours; work hours
mankind	human beings; humanity; humankind; people

**Gendered-Biased Noun****Gender Inclusive Noun**

man-made	artificial; synthetic
manpower	human resources; labour force; personnel; workers; work force
middleman	go-between; liaison
policeman / policewoman	police officer
salesman / saleswoman	salesperson; sales representative
showgirl	performer
spokesman	representative; spokesperson
statesman	diplomat; official
steward / stewardess	flight attendant
to man	to cover; to operate; to run; to staff





## Sport

*It is important to analytically look at the aspect of gender behind sport activities because sport is a social and cultural process in which the social constructions of masculinity and femininity are portrayed.*

Sport is particularly important in the developmental process of the individual. The UN Resolution 58/5 was adopted in November 2003. This resolution called on governments to use sports as a means to promote education, health, development and peace (United Nations, 2003). Participation in sport can enrich, enhance and develop the lives of the sport activists. It is therefore important that apart from identifying the need to eliminate gender stereotyping, the gendered nature of sport is recognised.



*It is the right of both males and females to have equal opportunity to participate in any sport.*

### **Switzerland 2003:**

#### **The Magglingen Declaration**

Whilst defining sports as a human right, the recommendations outlined in the 2003 Magglingen Declaration refer to the importance of the inclusion of women and marginalised groups in sport initiatives, whilst explicitly highlighting the need to eliminate gender stereotypes.

It is the right of both males and females to have equal opportunity to participate and be involved in sport, whether for the purpose of leisure, health promotion or high performance, regardless of race, colour, language, religion, creed, sexual orientation, age, marital status, disability, political belief and national origin.

Societies must impart to their citizens that sport activities provide a space where the notions of masculinity and femininity are renegotiated rather than re-affirmed. It is not easy for an individual to enter a field of sport that has been traditionally classified as a sport of the opposite sex. A number of sports display and reinforce qualities typically associated with masculinity and femininity. For example ballet is considered as the art of gracefulness, poise and softness, which are thought to be intrinsic female

characteristics. In boxing, on the other hand, the athlete's skill is made apparent through the strength and fighting ability, which are deemed to be male characteristics. Even chess is largely considered as a "male" game, because of the concentration it requires.

### **England 1994:**

#### **The Brighton Declaration on Women in Sport**

"to develop a sporting culture that enables and values the full involvement of women in every aspect of sport"

Even though sport and sporting activities are an integral aspect of the culture of every nation, the participation in sport varies between countries according to gender, as highlighted in the 1994 Brighton Declaration. The Brighton Declaration was adopted by the Malta Olympic Committee in 2002 (White, 2006).

This declaration sets out the principles to which governmental, and non-governmental organisations, and all those institutions involved in sport, should abide by so that appropriate policies, structures and mechanisms which encourage the female participation in sport are developed.

*Appropriate policies, structures and mechanisms that encourage the female participation in sports should be developed.*

*The media should overcome the gender imbalance in reporting sports news.*

This declaration also raises awareness of the fact that women are significantly under-represented in the leadership and decision making of all sport and sport-related organisations. For instance, in 2005 only 12.5% of the fulltime local sport committee members were female (NSO, 2006). It is important that those responsible for these areas develop policies, programmes and structures which increase the number of women coaches, advisers, decision makers, officials, administrators and sports personnel. Without implementing this measure, gender equal sport opportunities will not be possible. The planning, design and management of accessibility of sport facilities should appropriately and equitably meet the particular needs of women in the community, with special attention given to the need for childcare provision and safety. The media should moreover overcome the gender imbalance in reporting sports news (Wilson, 2005).

By raising awareness about the gendered aspect behind sport, and by implementing a strategic plan, the process of change that would redress the imbalances women face in their participation and involvement in sport is accelerated. It is hoped that in the future all sport activists will be looked at for their ability rather than their gender.

## Where to seek Assistance?

### *The National Commission for the Promotion of Equality (NCPE)*

The National Commission for the Promotion of Equality (NCPE) is an autonomous governmental body that was set up as the national equality body in Malta in January 2004. The NCPE works towards the elimination of discrimination on the grounds of gender, family responsibilities and race/ethnic origin by raising awareness; monitoring national laws and EU Directives; implementing policies; networking with different stakeholders; investigating complaints and providing assistance to the general public.



*The NCPE works towards the elimination of discrimination on the grounds of gender, family responsibilities and race/ethnic origin.*

The functions of NCPE in relation to gender equality, as established under the Equality for Men and Women Act (Laws of Malta, Chapter 456) are:

- a) to identify, establish and update all policies directly or indirectly related to issues of equality for men and women;
- b) to identify the needs of persons who are disadvantaged by reasons of their sex and to take such steps within its power and to propose appropriate measures in order to cater for such needs in the widest manner possible;
- c) to monitor the implementation of national policies with respect to the promotion of equality for men and women;
- d) to liaise between, and ensure the necessary co-ordination between, government departments and other agencies in the implementation of measures, services or initiatives proposed by Government or the Commission from time to time;
- e) to keep direct and continuous contact with local and foreign bodies working in the field of equality issues, and with other groups, agencies or individuals as the need arises;
- f) to work towards the elimination of discrimination between men and women;
- g) to carry out general investigations with a view to determine whether the provisions of this Act are being complied with;
- h) to investigate complaints of a more

particular or individual character to determine whether the provisions of the Equality for Men and Women Act are being contravened with respect to the complainant and, where deemed appropriate, to mediate with regard to such complaints;

- i) to inquire into and advise or make determinations on any matter relating to equality between men and women as may be referred to it by the Minister for Social Policy;
- j) to provide assistance, where and as appropriate, to persons suffering from discrimination in enforcing their rights under the Equality for Men and Women Act;
- k) to keep under review the working of the Equality for Men and Women Act, and where deemed required, at the request of the Minister or otherwise, submit proposals for its amendment or substitution;
- l) to perform such other function as may be assigned by the Equality for Men and Women Act or any other law or such other functions as may be assigned by the Minister for Social Policy.

Legal Notice 181 of 2008, emanating from the transposition of Council Directive 2004/113/EC, extends NCPE's remit to implement the principle of equal treatment between men and women in the access to goods and services and their supply based on gender.

Moreover, Legal Notice 85 of 2007, emanating from the transposition of EU Race Directive 2000/43/EC, further extends NCPE's remit to the provision of goods and services for people who may face discrimination based on their race or ethnic origin. Following this Legal Notice, NCPE ensures that no person, establishment or entity, whether in the private or public sector and including public bodies, shall discriminate against any other person in relation to:

- a) Social protection, including social security and healthcare
- b) Social advantages
- c) Education
- d) Access to and supply of goods and services which are available to public, including housing
- e) Access to any other service as may be designated by law for the purposes of this regulation

Issues related to race and employment are to be referred to the Department of Employment and Industrial Relations or the Industrial Tribunal.

NCPE receives various requests for assistance, mainly on the following issues: employment; working conditions, reduced hours, maternity and parental leave; childcare; discrimination by financial institutions, educational institutions

and/or in provision of a service; sexual harassment; pensions; information about rights. The general public also frequently contact the NCPE for information on the status of women with regards to different areas of social life, e.g. education, employment, the family, health and social security, and current laws, and national and/or European policies and practices aimed at gender and/or racial/ethnic equality.

Any persons believing that they have been victims of gender discrimination may submit a complaint to NCPE by downloading and filling in the form that may be accessed from the website [www.equality.gov.mt](http://www.equality.gov.mt). There are two complaint forms, one for gender and another for race/ethnic related complaints. The forms are either in Maltese or English. One may also contact NCPE to set an appointment with the Complaints Officer. Each case presented for investigation is managed with confidentiality, while it is acknowledged in writing. The Commission may also initiate investigations if it has cognisance of a general nature of discrimination in a particular workplace.

The Commission also has a Research and Documentation Centre at its premises that is open for the public by appointment. This library consists of over 6,000 books, journals and periodicals, covering various literature

*The NCPE will continue to work to eliminate discrimination by promoting equality for all and diversity as an added value for society.*



related to issues of gender and race. Apart from making use of the library at NCPE's premises, one can also access the library on-line by applying for an e-ID at the Passport Office in Valletta (entrance through Merchant Street). An e-ID and password are issued in order to access all services offered on-line by the Ministry for Social Policy.

NCPE is an autonomous body, responsible to the Ministry for Social Policy (MSOC), and is composed of one Commissioner, six other members appointed by the Minister, and an Executive Director, who runs the executive arm of the Commission. The NCPE will continue to work to eliminate discrimination by promoting equality for all and diversity as an added value for society by empowering individuals as well as organisations.

#### Contact Details

National Commission  
for the Promotion of Equality (NCPE)  
Gattard House, National Road  
Blata I-Bajda HMR 9010, Malta  
Tel: (+356) 2590 3850  
Fax: (+356) 2590 3851  
Email: [equality@gov.mt](mailto:equality@gov.mt)  
Website: [www.equality.gov.mt](http://www.equality.gov.mt)

## Glossary of Gender-Related Terms

Abstracts taken from: *Toolkit on Mainstreaming Gender Equality in EC Development Cooperation*, European Community, 2006.

#### **Affirmative (positive) action**

Measures targeted at a particular group and intended to eliminate and prevent discrimination or to offset disadvantages arising from existing attitudes, behaviours and structures (sometimes referred to as positive discrimination). (European Commission, 1998).

#### **Decision-making**

A key aspect in changing gender relations at individual, household, group, village and societal levels. (International Labour Officer (ILO), 2002).

#### **Division of labour (by gender)**

The division of paid and unpaid work between women and men in private and public sphere. (European Commission, 1998).

#### **Empowerment**

The process of gaining access and developing one's capacities with a view to participating actively in shaping one's own life and that of one's community in economic, social and political terms. (European Commission, 1998).

#### **Equal opportunities for women and men**

The absence of barriers to economic, political and social participation on the grounds of sex. (European Commission, 1998).

#### **Equal pay for work of equal value**

Equal pay for work to which equal value is attributed without discrimination on grounds of sex or marital status with regards to all

aspects of pay and conditions of remuneration. (Art. 141 (ex 119) of the Treaty) (apud European Commission, 1998).

### **Family planning**

See reproductive rights.

### **Family responsibilities**

Family responsibilities cover the care of and support for dependent children and other members of the immediate family who need help. National policies should aim at creating effective equality opportunity and treatment for female and male workers, and for workers without family responsibilities. Such policies should be free from restrictions based on family responsibilities when preparing for and entering, participating in or advancing in economic activity. (ILO, 2000a).

### **Feminisation of poverty**

The increasing incidence and prevalence of poverty among women compared to men. (European Commission, 1998).

### **Gender**

A concept that refers to the social differences between women and men that have been learned, are changeable over time and have wide variations both within and between cultures. (European Commission, 1998).

### **Gender analysis**

The study of difference in the conditions, needs, participation rates, access to resources and development, control of assets, decision making powers, etc. between women and men and their assigned gender roles. (European Commission, 1998).

### **Gender audit**

The analysis and evaluation of policies, programmes and institutions in terms of how they apply gender-related criteria. (European Commission, 1998).

### **Gender blind**

Ignoring/failing to address the gender dimension (as opposed to gender sensitive or gender neutral). (European Commission, 1998).

### **Gender budgeting**

An application of gender mainstreaming in the budgetary process. It means a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality. Gender budgeting involves examination of the gender distributional outcomes of budgetary allocations, that is, how these allocations affect the social and economic opportunities of men and women. Reallocations in revenues and expenditure and restructuring of the budgetary process may be necessary in order to promote gender equality. (ILO, 2004).

### **Gender contract**

A set of implicit and explicit rules governing gender relation which allocate different work and value, responsibilities and obligations to men and women and is maintained on three levels: cultural superstructure – the norms and values of society; institutions – family welfare, education

and employment systems, etc.; and socialisation processes, notably in the family. (European Commission, 1998).

### **Gender equality**

The concept meaning that all human beings are free to develop their personal abilities and make choices without the limitations set by strict gender roles; that the different behaviour, aspirations and needs of women and men are considered, valued and favoured equally. (European Commission, 1998).

### **Gender equity**

Fairness in women's and men's access to socio-economic resources. A condition in which women and men participate as equals and have equal access to socio-economic resources. (European Commission, 1998).

### **Gender gap**

The gap in any area between women and men in terms of their levels of participation, access, rights, remuneration or benefits. (European Commission, 1998).

**Gender impact assessment**

Examining policy proposals to see whether they will affect women and men differently, with a view to adapting these proposals to make sure that discriminatory effects are neutralised and that gender equality is promoted. (European Commission, 2001).

**Gender mainstreaming**

Gender mainstreaming concerns planning, (re)organisation, improvement and valuation of policy processes so that a gender equality perspective is incorporated in all development policies, strategies and interventions, at all levels and at all stages by the actors normally involved therein. (European Parliament and the Council on Promoting Gender Equality in Development Co-operation, 2004).

**Gender needs**

The roles of men and women in existing societies and institutions are generally different. Thus, their needs vary accordingly. Two types of needs are usually identified:

*Practical needs* arise from the actual conditions which women and men experience because of the gender roles assigned to them in society. They are often related to women as mothers, homemakers and providers of basic needs, and are concerned with inadequacies in living and working conditions, such as food, water, shelter, income, health care and employment. For women and men in the lower socioeconomic strata, these needs are often linked to survival strategies. Addressing them alone only perpetuates the factors which keep women in a disadvantaged position in their societies. It does not promote gender equality.

*Strategic needs* are the needs required to overcome the subordinate position of women to men in society, and relate to the empowerment of women. They vary according to the particular social, economic and political context in which they are formulated. Usually they concern equality issues such as enabling women to have equal access to job opportunities and

training, equal pay for work of equal value, rights to land and other capital assets, prevention of sexual harassment at work and domestic violence, and freedom of choice over childbearing. Addressing them entails a slow transformation of the traditional customs and conventions of a society. (ILO, 2000b).

**Gender neutral**

Having no differential positive or negative impact for gender relations or equality between women and men. (European Commission, 1998).

**Gender roles**

A set of prescriptions for action and behaviour allocated to women and men respectively, and inculcated and maintained as described under 'Gender Contract'. (European Commission, 1998).

**Gender sensitive**

Addressing and taking into account the gender dimension. (European Commission, 1998).

**Glass ceiling**

The invisible barrier arising from a complex set of structured in male dominant organisations which prevents women for accessing senior positions. (European Commission, 1998).

**Human development**

Human development is about people, about expanding their choices to lead lives they value. Economic growth, increased international trade and investment, technological advance – all are very important. But they are means, not ends. Whether they contribute to human development in the 21<sup>st</sup> century will depend on whether they expand people's choices, whether they help create an environment for people to develop their full potential and lead productive, creative lives. (United Nations Development Programme (United Nations Development Programme (UNDP)), 2002).

**Human rights of women**

The rights of women and the girl child as inalienable, integral and indivisible part of universal human rights. (European Commission, 1998).

**Informal economy/work**

Unpaid economic activities done for the direct benefit of the household or of relations' and friends' households on a reciprocal basis, including everyday domestic work and a great variety of self provisioning activities and/or professional activity, whether as a sole or secondary occupation, exercised gainfully and not occasionally, on the limits of, or outside, statutory, regulatory or contractual obligations, but excluding informal activities which are also part of the criminal economy. (European Commission, 1998).

**Men and masculinities**

Addressing men and boys refers to better understanding the male side of the gender equation. It involves questioning the masculine values and norms that society places on men's behaviour, identifying and addressing issues confronting men and boys in the world of work, and promoting the positive roles that men and boys can play in attaining gender equality. (ILO, 2004).

**National women's (gender) machinery**

A national machinery for the advancement of women is the central policy-co-ordinating unit inside government. Its main task is to support the government-wide mainstreaming of a gender-equality perspective in all policy areas. (United Nations, 1995).

**Occupational (job) segregation**

The concentration of women and men in different types and levels of activity and employment, with women being confined to a narrower range of occupations (horizontal segregation) than men, and to the lower grades of work (vertical segregation). (European Commission, 1998).

**Participation rates**

The rate of participation by defined groups – example: women, lone parents, etc. – as a percentage of overall participation, usually in employment. (European Commission, 1998).

**Reproductive rights**

The right of any individual or couple to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so, and the right to attain the highest standard of sexual and reproductive health. (European Commission, 1998).

**Sex**

The biological characteristics which distinguish human beings as female or male. (European Commission, 1998).

**Sex disaggregated statistics**

The collection and separation of data and statistical information by sex to enable comparative analysis, sometimes referred to as gender disaggregated statistics. (European Commission, 1998).

**Sex discrimination – direct**

Where a person is treated less favourably because of his or her sex. (European Commission, 1998).

**Sex discrimination – indirect**

Where a law, regulation, policy or practice, apparently neutral, has a disproportionate adverse impact on the members of one sex, unless the difference of treatment can be justified by objective factor (Council Directive 76/207 of 09/02/76, OJ L 39). (apud European Commission, 1998).

**Sexual harassment**

Unwanted conduct of a sexual nature or other conduct based on sex affecting the dignity of women and men at work including conduct of superiors and colleagues (Council Resolution 90/C 157/02 of 29/05/90, OJ C 157). (apud European Commission, 1998).

**Stereotypes**

A fixed idea that people have about what someone or something is like, especially an idea that is wrong. (Cambridge University Press, 2003).



### Women in development (WID)

In the early 1970s, researchers began to focus on the division of labour based on sex, and the impact of development and modernization strategies on women. The WID concept, came into use in this period. The philosophy underlying this approach is that women are lagging behind in society and that the gap between men and women can be bridged by taking remedial measures within the existing structures. The WID approach started to recognise women as direct actors of social, political, cultural and working life. Criticism to the WID approach emerged later, underlying that women's issues tended to be increasingly relegated to marginalized programmes and isolated projects. The WID approach had no direct impact on development per se. (ILO, 2000b).

### Women's triple role

Women's triple role refers to the reproductive, productive and community managing role. The way these forms are valued affects the way women and men set priorities in planning programmes or projects. The taking or not taking into consideration of these forms can make or break women's chances of taking advantage of development opportunities. (Moser, C.O., 1993).

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