

PUBLIC CONSULTATION - CITIZENS' ASSEMBLY ON GENDER EQUALITY 2020

QUESTIONNAIRE

CA30229

Name: Name with Secretariat

Theme 1: Gender norms and stereotypes

Gender norms and stereotypes as barriers to gender equality

Fixed ideas about what women and men should do in the home or at work are learned by girls and boys in early childhood and throughout their lives. These ideas or gender stereotypes affect their choices in school and as they enter careers and contribute to a lack of progress toward equality between women and men. This limits not only the jobs that women and men consider or are available to them, but also can exclude women and men from social roles and tasks.

- Please outline what you see as the key barriers/ obstacles and challenges to gender equality under this theme in law, policy and practice.

The first barrier is that girls and boys are taught, under our eyes, to segregate and to label other genders, thus neglecting entire sides of their own selves: boys learn that the world of emotions (and its symbols: stars, cuddly toys, dolls...) is socially dangerous for them (they will be mocked). Girls learn that the world of action (trucks, cars, tools, weapons..) is equally dangerous for them (they will be mocked, too).

- Please identify the steps to be taken to address the issues raised and who should address them (e.g. the state, private sector, education system etc.)

Teachers, principals and children could all learn what research tells us: boys are allowed to take centre stage in a way girls aren't. School policies (ball games not everyday, etc) could be implemented, as in some Spanish schools.

Theme 2: Work: Occupational segregation by gender, gender discrimination and the gender pay gap

Women and men are often concentrated into different kinds of jobs and within the same occupations, women are often in work that is less well paid and has less opportunities for career advancement. Women often work in areas where they can work part-time so as to fit in with their caring responsibilities. While many men work in low paid jobs, many professions dominated by women are also low paid, and professions that have become female-dominated have become lower paid. This worsens the gender pay gap (the average difference between the wages of women and men who are working).

- Please outline what you see as the key barriers/ obstacles and challenges to gender equality under this theme in law, policy and practice.

Care work is socially perceived as a lesser type of work.

- Please identify the steps to be taken to address the issues raised and who should address them (e.g. the state, private sector, education system etc.)

- Education on how we are never independent but interdependent. - Celebrate by paying state money to carers. Serious money for life-saving work. - Legislate that companies must be flexible and let their employees do care work when they need to without risk of dismissal, but with the company bring proud of their support.

Theme 3. Care, paid and unpaid, as a social and family responsibility

Care -- the social responsibility of care and women and men's co responsibility for care, especially within the family

Women remain disproportionately responsible for unpaid care and often work in poorly paid care work. For working parents or lone parents, balancing paid work with parenting and or caring for older and dependent adults presents significant challenges. Women are most disadvantaged by these challenges, yet men also suffer from lack of opportunities to share parenting and caring roles. Despite recent legislation and policy initiatives to support early years parental care, inequalities in the distribution of unpaid care continue between women and men. The cost of childcare has been identified as a particular barrier to work for women alongside responsibilities of caring for older relatives and dependent adults.

- Please outline what you see as the key barriers/ obstacles and challenges to gender equality under this them in law, policy and practice.

Women are asked to do care work out of love. Women are raised to be unpaid care workers. The main barrier is cultural. Campaigns showing stay-at-home dads, make nurses, strong men in care roles. Also, within organisations, zipper lists for teams, including cleaning, management, etc teams: one female, one male, one female, one male... which must be closely studied so hardworking team members are not forced to cover the gaps left by slacking team members.

- Please identify the steps to be taken to address the issues raised and who should address theme (e.g. the state, private sector, education system etc.)

State-funded flexible childcare, but also, state-funded support for small neighbour initiatives (rotating childcare in groups of parents, etc). In the end what we must do is to restore the supportive networks we had (family, friends, neighbours living within walking or cycling distance). - Parallel initiatives which allviate the pressure of the school run will go a long way: - flexible school start hours (men could do some of the school runs) - state-funded cycle buses (cycle stewards paid by Council like Lolly pop ladies) all across Ireland would: - lighten the work load of women - diminish traffic, making roads safer for kids to cycle

Theme 4: Women's access to, and representation in, public life and decision making

Ensure women's participation and representation in decision-making and leadership in the workplace, political and public life

Women are systematically underrepresented in leadership in economic and political decision-making. Despite the introduction of a candidate gender quota (through the system of party funding) for national political office, and initiatives to support women's access to corporate decision-making roles, men continue to dominate leadership positions. There are also issues to be considered around how media represents women and men.

- Please outline what you see as the key barriers/ obstacles and challenges to gender equality under this theme in law, policy and practice.

Women are taught to be more polite, silent and unobstrusive. They are tone-policed, labelled and shunned if too brassy, abrasive, bossy or bold.

- Please identify the steps to be taken to address the issues raised and who should address them (e.g. the state, private sector, education system etc.)

All (but particularly men, as we are all taught to listen to them) should be taught to actively celebrate, uphold and defend whoever is unjustly made to diminish.

5. Where does gender inequality impact most?

To conclude we would be interested in your response to the following question: In which area do you think gender inequality matters most?

Please rank the following in order of importance, 1 being the most important:

- Paid work
- Home & family life
- Education

- Politics and public life
- Media
- Caring for others
- Other – please elaborate

➤ Please outline the reasons for your answer below:

➤ Please include any further comments or observations you may have here.

