

B20 DECLARATION

ACTION POINTS TOWARDS GENDER EQUALITY



Gender equality has been identified by the United Nations Sustainable Development Goals as one of the seventeen universal principles to achieve fair and inclusive societies. Equal opportunities for men and women have been asserted as part of human rights and economic claims. Even if gender equality is first and foremost a moral imperative, it remains crucial to reach sustainable economic growth¹.

Over the past years, G20 countries have done huge efforts to prioritize gender equality in policy-making. The ILO G20 Training Strategy, the G20 Principles for Quality Apprenticeships, the G20 Apprenticeships Initiative or the G20 Entrepreneurship Action Plan and the G20 Policy Priorities on Labor Income Share and Inequalities are some of the main initiatives that have contributed to progress towards this goal. A key milestone has been the G20 Brisbane Commitment, whereby leaders agreed to reduce the gender gap in labor force participation by 25% by 2025. The so-called “25x25” target aimed at narrowing gender inequalities created by lower women participation in the labor market.

Yet, national implementation, monitoring and full involvement of social partners in this respect have not been sufficient. Progress in boosting female participation in the labor market and gender equity has been painfully slow. Despite all the good examples, female participation rates in the G20 countries is still 26 percentage points lower than their male counterparts, and it seems evident that action is needed if we are to achieve the Brisbane goals. Recent World Bank research shows the challenge many women face in the quest for economic opportunity.

According to World Bank studies, one hundred and four economies globally still prevent women from working in certain jobs or restrict their participation when and where they are permitted to work, simply because they are women, and in eighteen countries husbands can legally prevent their wives from working. In fifty-nine economies there are no laws on sexual harassment in the workplace. These numbers are very disappointing.

B20 Argentina firmly believes bridging the gender divide needs to continue being a priority for G20 leaders and consequently wants to contribute with a summary of the suggested recommendations and actions developed throughout B20 Argentina 2018 in this respect.

To begin with, we believe broad and comprehensive national strategies need to be undertaken to tackle gender inequalities. **Gender inequality needs to be identified as a complex phenomenon that has multiple dimensions**

First: *Gender disparities in education access need to be eradicated.*

Gender gaps in education often correlate with gender gaps in employment.

¹ Studies show that “if women were to participate in the economy identically to men, they could add 26 percent to annual global GDP in 2025”. McKinsey Global Institute, 2018

Global efforts have been undertaken to achieve gender parity in education, both in enrollment and out-of-school rates. While significant gains have been achieved², there are still gaps in terms of out-of-school rates that point to female exclusion, particularly in sub-Saharan Africa and South and West Asia³.

- **G20 members should ensure non-discriminatory high-quality access to education for all girls, with a particular focus on encouraging the acquisition of STEAM (science, technology, arts and mathematics) skills, considered to be fundamental for the future of work.**

Any instance of disparity in the acquisition of core competencies, either in literacy or numeracy should be a prioritized action point.

Second: *Action needs to be taken to address stereotypes that may limit women development.*

Gender stereotypes in school and home environments often limit women's career choices as well as their self-perception of their capabilities. Once internalized, gender characterizations can have pervasive effects at a person's early stages of development in terms of academic paths and overall choices for employment and entrepreneurship opportunities. At the same time, housework, child care and elderly care are disproportionately considered as women responsibilities, thereby affecting work possibilities.

Targeted initiatives are needed to remove the cultural, economic and social barriers hindering women's active participation in the labor market as well as to address cultural norms that may discourage women from acquiring technical (STEM) skills, which in turn limits their participation in growth sectors such as Information technology and communications.

It is also noticeable that in terms of entrepreneurship, women are also underrepresented. Responsibility for this outcome has been attributed to two main factors, namely, lack of visibility of role models and unequal access to finance. Harvard studies show that male entrepreneur ventures are twice more likely to be financed than women-led ventures, which could also explain why women-led ventures register a smaller number of employees and there is a larger number of solo ventures, as shown in the same study.

- **G20 authorities should actively pursue public awareness-raising initiatives challenging gender stereotypes that may constrain women's ability to either contribute to society in an entrepreneur role as well as to pursue careers in growth fields. Communication**

² According to UIS data, by 2014, 88% of girls of primary school age (about 6 to 11 years old) were enrolled in school globally. The biggest gain was seen in sub-Saharan Africa where net enrolment among girls rose from 54% to 77%. Meanwhile, the out-of-school rate for girls declined from 18% in 2000 to 10% in 2014. The rate of boys out of school declined from 12% to 9%.

³ While the male and female out-of-school rates are very similar at the global level, this is not the case at the regional level. In sub-Saharan Africa and South and West Asia, where most of these young out-of-school adolescents live, females are more likely to be excluded from education

initiatives that implicitly or explicitly foster any form of inequality should also be addressed.

***Third:** Any possible discrimination that may prevent equal opportunities for men and women in the labor market need to be correctly identified and addressed.*

Crucial dimensions of gender biases include labor force participation, earnings and type of positions, both in the public and private labor markets.

A general conclusion is that, when measured for virtually every job-related indicator, women remain more economically excluded than men. Female employees are less likely to work for pay and to be in leadership positions than their male counterparts and are disadvantaged in terms of performance and hiring evaluations.

When they have paid jobs, women typically earn less than their male peers⁴. The gender pay gap is often very much related with occupation segmentation that means women are concentrated in less productive jobs or sectors with fewer opportunities for career advancement.

Furthermore, informality and unprotected jobs affect women the most. As they face more barriers to well-paid jobs and participation in the labor market⁵, diverse forms of self-employment are usually appealing to women that are struggling to meet work and family demands. As a consequence, their work is more vulnerable and concentrated in occupational sectors that offer lower salaries and overall opportunities.

- **G20 authorities should consider that it is urgently necessary not only to remove legal restrictions that hinder women's participation in the formal labor market, but also to strengthen the legal framework and its enforcement in order to combat and eradicate all forms of discrimination in pay, recruitment, training and promotion, and at the same time promote pay transparency, ensuring that the principle of equal pay for equal work or for work of equal value is respected.”⁶**

***Fourth:** From the structural point of view, support mechanisms such as accessible and affordable child care and elderly care are fundamental elements to be considered as an integral part of a gender equality national strategy*

4 “Almost half of the women around the world do not earn an income of their own and, on average, they make 30% less than their male peers”. Women 20.

ILO analysis of 83 countries shows that women in paid work on average earn between 10 and 30 percent less than men.

5 According to the World Bank “female participation rates in the G20 countries are, for instance, 26 percentage points lower than their male counterparts. Recent World Bank research shows the challenge many women face in the quest for economic opportunity. 104 economies still prevent women from working in certain jobs, simply because they are women.”

6 Meeting of the OECD Council at Ministerial Level. Recommendation of the Council on gender equality in education, employment and entrepreneurship. 2013, Paris.

As mentioned, child and elderly care disproportionately affect women and women equal participation in labor markets.

- **Supportive mechanisms such as availability of and access to affordable good-quality early childhood and care as well as long-term care for other dependents, including disabled children and elderly relatives need to be addressed**

Fifth: The digital gender divide, especially in developing countries is a major barrier for inclusion that needs to be eradicated.

Increasingly, information and communication technologies are creating innovative and sustainable ways to include underrepresented people, providing new opportunities for political and economic participation. Nevertheless, benefits from technology have not been equally shared among and within countries. The impact of digitalization can either reinforce social gaps or become a driver for inclusion at national levels.

Digital divides can be traced through different indicators: socio-economic background, age, educational characteristics of the user or household, location, ethnicity or disability. While ICTs have the potential to promote women's empowerment, a digital gender divide has been recognized to affect women's access to technological devices and financial services, digital skills education and participation in the digital labor market.

- **As digital education is a necessary tool to take full advantage of all the benefits that digitalization entails, the B20 recommends G20 leaders to create educational opportunities for digital literacy and skills targeting women and girls.**

Digitalization offers new opportunities for women's financial inclusion. Even though nearly two billion people remain unbanked, women remain globally seven percentage points less likely than men to have a bank account. Increasingly, disparity is concentrated in certain regions and within regions in certain countries, often resulting in different disparity rates -in developing countries the difference is nine points on average and can be as high as 18 percentage points in South Asia⁷.

As women face more barriers in access to finance than men, mainly due to their "lack of traditional collateral (such as land or property which is often registered in men's name), women's lower income levels relative to men, and financial institutions' inability (or lack of appetite) to design appropriate products and outreach strategies to reach"⁸, financial technology (Fintech) can be key for closing the finance gap which is fundamental to contribute to women's household incomes and economic growth. Furthermore, Fintech could

⁷ https://www.huffingtonpost.com/tilman-ehrbeck/closing-the-financial-inclusion-gender-gap_b_7600516.html

⁸ Gender and Access to Finance, Sushma Narain.

potentially benefit rural and low-income populations that are often underserved by formal financial service providers.

- **The B20 recommends G20 members to adopt policy frameworks that enable financial technology services by players from different sectors, promoting competition within all levels of the financial service value chain and fostering innovation. Moreover, governments should encourage companies to provide environments for cooperation which allow the Fintech ecosystem to facilitate testing and connectivity to current systems**

Furthermore, digital transformation is disruptively changing traditional works, enabling women who perform more ICT-intensive tasks to receive higher pay increase than men. The use of digital platforms is enabling women greater access to markets, knowledge and more flexible working environments. To rip the benefits of digitalization, progress needs to be accelerated.

Sixth: As gender equality challenges are multidimensional, gender-oriented national policies demand clear methodology designs by developing indicators that capture the complexity of gender disparities, monitoring the implementation and progress of every policy at the corresponding level and properly assessing the outcomes.

The UN ambitious gender-dedicated goals and targets provide useful indicators to monitor advance on every proposed target through accessible data, analytical studies, and good practices (See Table 1).

In this regards, Agenda 2030 can be a starting point for fast tracking progress. Information gaps in terms of quality, accessible, timely and reliable gender-data may often be a major obstacle to policy making due to lack of correct diagnosis of gender issues.

- **To address the structural constraints that affect women's opportunities, G20 leaders should adopt a comprehensive approach elaborating a "control panel" that tackles gender inequality through many coexisting fronts: eradicating gender stereotypes through campaigns and role models, developing an adequate regulatory framework to combat all forms of discrimination, addressing structural support and targeting initiatives on education.**

The business community of the G20 countries are committed to contribute to the advancement of gender equality, in turn to actively participate along with social partners and civil society in developing national policies and sound indicators to build an inclusive future.

GENDER-ORIENTED SUSTAINABLE DEVELOPMENT GOALS, TARGETS AND INDICATORS

<p>GOAL 4</p> <p>ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL</p>	<p>4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p>	<p>4.1.1: Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex</p>
	<p>4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education</p>	<p>4.2.1: Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex</p>
	<p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p>	<p>4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p>
	<p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>	<p>4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated</p>
	<p>4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</p>	<p>4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex</p>

	<p>4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	<p>4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment</p>
<p>GOAL 5 ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS</p>	<p>5.1: End all forms of discrimination against all women and girls everywhere</p>	<p>5.1.1: Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex</p>
	<p>5.4: Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate</p>	<p>5.4.1: Proportion of time spent on unpaid domestic and care work, by sex, age and location</p>
	<p>5.5: Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in</p>	<p>5.5.1: Proportion of seats held by women in national parliaments and local governments</p>

	political, economic and public life	5.5.2: Proportion of women in managerial positions
	5.B: Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women	5.B.1: Proportion of individuals who own a mobile telephone, by sex
	5.C: Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels	5.C.1: Proportion of countries with systems to track and make public allocations for gender equality and women's empowerment
<p>GOAL 8</p> <p>Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p>	8.5: By 2030, achieve full and productive employment and decent work for all women and men, including young people and persons with disabilities, and equal pay for work of equal value	8.5.1: Average hourly earnings of female and male employees, by occupation, age and persons with disabilities 8.5.2: Unemployment rate, by sex, age and persons with disabilities