



Transport
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Methods and tools to measure gender issues based around intersectional analysis

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Abstract

The aim of the present report is to provide methods and tools for doing gender and diversity mainstreaming, including gender impact assessment and commensurable tools. This report is following the overview of measures and tools in eleven countries accomplished by TINNGO in 2019 (Ihlström, Levin and Henriksson 2019). In this report we look more thorough into some of the examples and describe methods that are sometimes only available in local or national contexts and languages.

The methods and tools presented are for example: a transport related model for gender impact assessment (GIA), based on operationalisations of strategic goals and suggesting targets and indicators; problematising of challenges and measures; gender equality training (GET); staircase models for knowledge development; 4 R: Representation, Resources, Realia and Realisation; gender budgeting; intersectionality and norm criticism; and a couple of city planning models from UK and Vienna. In a separate chapter we present a few examples of interesting and in some cases pioneering working models from European cities: Barcelona, Madrid and Valencia in Spain; Gothenburg and Malmö in Sweden; Parking models in Italy and Portugal; and Bike planning in UK.

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Publishable summary

Mobility constitutes complex social activities and thus the transport planning requires instruments addressing the knowledge on different actors, social groups, different transport modes, technologies, organisations and authorities, etcetera. The theory of intersectionality can employ a solution to this demand and in order to approach the diversity of gender TInnGO works with an intersectional perspective. Intersectional analysis means that discrimination grounds, such as gender, age, ethnicity and disability cannot be analysed alone, but must be approached as closely interwoven and mutually affecting. The study connects to the theories on gender and diversity mainstreaming which were developed during the first year of the TInnGO project. For a thorough description of the theoretical approach see TInnGO Road Map (Christensen and Hvidt Breengaard 2019).

The aim of the present report is to provide methods and tools for doing gender and diversity mainstreaming, including gender impact assessment and commensurable tools. This report is following the overview of measures and tools in eleven countries accomplished by TINNGO in 2019 (Ihlström, Levin and Henriksson 2019). In this report we look more thorough into some of the examples and describe methods that are often only available in national languages.

The approach is:

- Operationalisation of gender equality goals
- Inspiration by practice
- Presentation of measures to enhance gender equality and diversity in the transport sector.

The methods and tools presented in the present report are for example: a transport related model for gender impact assessment (GIA), based on operationalisations of strategic goals and suggesting targets and indicators; problematising of challenges and measures; gender equality training (GET); staircase models for knowledge development; 4 R: Representation, Resources, Realia and Realisation; gender budgeting; intersectionality and

norm criticism; and a couple of city planning models from UK and Vienna. In a separate chapter we present a few examples of interesting and in some cases pioneering working models from European cities: Barcelona, Madrid and Valencia in Spain; Gothenburg and Malmö in Sweden; Parking models in Italy and Portugal; and Bike planning in UK.

1. Introduction

Women and men must have the same power to shape society and their own lives in all sectors and at all levels. This is a human right and a matter of democracy and justice. Mobility is no exception, but how can we relate transport planning EU's gender equality goals: e.g. equal economic independence for women and men, closing the gender pay gap, advancing gender balance in public authorities, end gender-based violence, and promoting gender equality in decision making? This report will give a view of this challenge and provide inspiration and guidance for those who work for the transport sector as planners, entrepreneurs, as well as researchers. In this report the gender and diversity perspectives are adapted to a transport perspective and we propose a toolkit with instruments and methods that might be adapted to various planning and implementation contexts.

Mobility constitutes complex social activities and thus the transport planning requires instruments addressing the knowledge on different actors, social groups, different transport modes, technologies, organisations and authorities, etcetera. The theory of intersectionality can work as a response to this demand. In order to approach the diversity of gender TInnGO works with an intersectional perspective. Intersectional analysis means that discrimination grounds, such as gender, age, ethnicity and disability cannot be analysed alone, but must be approached as closely interwoven and mutually affecting (Greenshaw 1989; West and Zimmerman 1987). TInnGO thereby emphasize both gender and diversity. The reason for this is not least because an exclusive focus on gender will be too simplistic but a broader view on diversity tend to let gender disappear in the complexity. Intersectionality aims to advance the understanding of gender and transport by including more variables, which show how transport resources depend on age, income, and location, but also time factors and safety issues as well as needs of control or relaxation. Intersectionality can thus identify the multiple factors that leads to diversities within groups of women and men and their travel behaviours, choice of transport mode and the barriers to access transport. To advance theories of gender and transport, TInnGO explores transport as not just a means of physically moving people from one point to another, but

also as a potential means towards the creation of gender equality and a more context-specific approach, which can identify the actual differences between location, age, social class, modes of transport, etc. In order to address and change such assumptions we turn to the scientific traditions of sex-gender analysis with established methods and measures.

Existing data and statistics often translate gender into binary and naturalized male and female variables, without further considerations of context and specificity. Most studies on travel patterns, treat gender as two separate and rather homogeneous entities and the traditional way of describing gender differences in relation to mobility is to repeat the old truth that men have more access to cars, drive longer and more often than do women, meanwhile women more often walk and travel by public transport. Pioneering studies suggest changing perspectives on gendered mobility, paying more attention to the sustainability perspectives in relation to gendered mobility, the emotions of being on the move and the opportunity to choose differently among transport modes when the ownership is not the prerequisites for being mobile. Recent research indicate that women are ‘agents of change’ for the future of a more sustainable transport sector. These studies point out that women have more sustainable transport patterns and are more concerned about the environmental issues (e.g. Kronsell et al. 2016, 2020). Recent research also point at the phenomenon of re-gendering or de-gendering while the pleasure of driving and speeding might vanish in the era of automated vehicles. Balkmar and Mellström (2018, 2020) argue that the increasing capacity of vehicles to ‘drive themselves’ may reduce typically gendered problems (e.g. road rage and aggressive driving) often caused by male drivers and tightly connected to masculinity. A volume on Gendering Smart Mobilities promote new discussions on various actors, perspectives, and measuring tools, and methodologies for analysis (Priya Uteng, Rømer Christensen and Levin 2020).

TInnGO goes beyond the disparate notion of men and women and work with for a more complex understanding of gender as a multiple social category (Crenshaw 1989; Law 1999) related to the contexts of smart mobility. The aim of the TInnGO project is to create a framework and provide instruments to create a sustainable change in European transport.

An observatory and ten hubs constitute the basis. The work packages provide theory and tools, and research instruments to enable an examination of the phenomenon in question, specifically, the phenomenon observed is smart mobility and the range of elements covered in this: e.g. employment, digital innovation, discourse, and social practice. The tools and methods we present are grounded in gender action planning, gender mainstreaming approaches and systematic work procedures (TInnGO 2019: section 1.3.1.3).

The TInnGO project departs from the EU and Horizon 2020 guidelines for sex-gender analysis and critically examines the social expectations, norms and stereotypes about how men and women behave or ought to behave. As such, a gender analysis addresses a multiple structure which directs people to certain ways of conducting daily life e.g. work and daily mobility. Sex refers to biological characteristics of women and men, boys and girls, in terms of reproductive functions as well as physiology. As such, sex is understood as the classification of living beings as male and female but also inter-sexed people (cf. Van der Ros 2018). Sex differences are relevant to the innovation of the transport field since design of e.g. seats and airbags require an awareness of different bodies (Stanford University 2011). Yet, bodies vary greatly, and sex should not be seen as static or ‘natural’. Neither should gender. By working with both dimensions TInnGO opens up more ample understandings of barriers to diverse users’ access to transport as well as to labour market participation in the transport sector. Barriers in the transport sector are often due to both gendered stereotypes and norms as well as unequal distribution of power and resources. This becomes visible in e.g. lack of safety provisions, in lack of toilet facilities, unequal financial resources, gender segregation of jobs and unequal recruitment practices (Grant-Smith 2016; Wright 2016).

Aim

The aim of the present report is to provide methods and tools for doing gender and diversity mainstreaming, including gender impact assessment and commensurable tools. This report is following the overview of measures and tools in eleven countries accomplished by TINNGO in 2019 (Ihlström, Levin and Henriksson 2019). In this report

we look more thorough into some of the examples and describe methods that are often only available in local or national contexts and languages. The report is rather extensive and to make it appetising for the reader the most extensive examples and tables are found in appendixes.

Approach:

- Operationalisation of gender equality goals
- Inspiration by practice
- Presentation of measures to enhance gender equality and diversity in the transport sector.

The study connects to the theory on gender and diversity mainstreaming which was developed during the first year of the TInnGO project. For a thorough description of the theoretical approach see TInnGO Road Map (Christensen and Hvidt Brengaard 2019).

Multi-stage process

The development of this approach is a multi-stage-process that started with the initial overview of current methods and tools on gender and diversity mainstreaming within the eleven TInnGO countries, presented in October 2019 (Ihlström, Levin and Henriksson 2019). The “toolbox” outlined the present report is part of a process which will be complete first when all steps are realised: experiments and experiences in case studies in four countries, validation in living labs, and finally the evaluation. The steps are connected like this:

1. overview → 2. toolbox → 3. case studies → 4. validation in hub living labs → 5. evaluation.

In the overview the partners reviewed written policies and manuals for mainstreaming and assessments of gender and diversity. These eleven partner countries were represented: Denmark, France, Germany, Greece, Italy, Lithuania, Portugal, Romania, Spain, Sweden, United Kingdom. One conclusion was that none of the countries have sufficiently developed and applied methods for gender mainstreaming in the transport sector, or

overall strategies on a national level. The more elaborated examples came from the local or regional levels and from applied research projects. One suggestion was that national actors should compile the examples and put them into strategic actions.

The good examples identified for further investigation came from Germany, UK, Spain, Italy, Denmark and Sweden and we have used these examples as the basis when searching material on tools and methods for the “toolbox”.

These are the examples:

- **Germany:** workshops on gender and diversity exist in planning practice, handbooks for these occasions (uncertain if they are used in practice).
- **Sweden:** manual specified on gender assessment for transport planning. Includes examples, analysis questions and indicators for national gender equality objectives (comparable to the objectives of SDG 5 in 2030 Agenda). However, not used comprehensively. A few cities and regions have developed their own toolboxes.
- The guide “Gender mainstreaming with intersectional perspective”: basic introduction to theories and concepts regarding intersectionality (e.g. norm criticism) and how these can be translated into equality work in practice (developed by a Swedish authority)
- **Denmark:** handbook on gender equality and transport “Bæredygtig & Ligestillet Transport”, presents challenges, discuss gender distribution in decision-making bodies.
- **UK:** various local/regional examples of publications and initiatives that provide guidance for practitioners. Inclusive design as a concept is central.
- **Spain:** Equal Opportunities Strategic Plan have been developed the strategy for equality between women and men which includes measures related to transport.
- Barcelona, Madrid and Valencia: mainstreaming incorporated into public policy and manuals/handbooks exist to support this work. An extensive template with measures connected to the objectives was developed in Barcelona and now operationalised and used in other cities as well.

- **Italy:** regional directives directed at women in public transport and car parking and car-sharing: “pink passes”, reduced off-peak travel rates in public transport; and “pink parking”, parking spaces or free parking for pregnant women or women with babies in certain places. Similarly, some development measures found in Portugal.

Many of the sources we refer to are originally presented in national languages and TInnGO the researchers have translated these examples into English.

Disposition

After the introduction in chapter 1 we move on to chapter 2 which is introduced with the overall mainstreaming strategy and give examples of goals and approaches that are useful for the mainstreaming procedures. Chapter 3 presents various methods, tools and indicators available from printed manuals (books/reports) and from online open access (webpages). Chapter 4 contains measures to enhance gender equality and diversity, based on practice retrieved from national and municipality levels. Finally, chapter 5 summing up and discussion.

2. Mainstreaming, Goals and Approaches

Gender and diversity mainstreaming

Gender mainstreaming is a strategy which consists in integrating a gender perspective in all areas, all spheres and at all levels in order to achieve gender equality. Gender mainstreaming involves, according to the European Council’s definition: ‘(re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated into all policies at all levels and all stages, by the actors normally involved in policymaking.’ (Council of Europe 1998). This method is based on the assumption that it is not enough to simply “add” a gender component in a given project or activity. All programs, policies and budgets must consider their impact on women and men from the beginning to the evaluation. Following this approach, the TinnGO project employs a gender and intersectional perspective to the smart mobility sector, which means

to consider (when it is applicable) other categories such as age, ethnicity, education, functionality, income, and other resources.

Examples of actions:

- Train staff regularly on gender equality and diversity.
- Make sure that every parts of a company, an organisation or authority understand their role, and that gender equality objectives and objectives for diversity mainstreaming are built into the existing plans.
- Take into account gender equality and diversity in relation to the procurement process (e.g. service specifications for contracts).
- Undertake an assessment of the potential impact on women and men, boys and girls, at an early stage for any significant new or amended policies and procedures, major projects or allocation of resources.
- Analyse budgets by gender and diversity, at least for each key priority, as part of each annual budget cycle.
- Collect information, in relation to the key priorities, broken down by gender and at least one more category (e.g. who uses services, who responds to consultation, who is employed and in what jobs etc.). (cf. CEMR 2018).

Goals and approaches

This section presents three sets of goals and approaches which make the basis for the development of a model for gender impact assessment adapted to the transport mobility field. First the equal opportunities strategic plan of Spain, then the Swedish national gender equality policy goals, and finally United Nations' gender equality goals SDG5 – all of which can serve as good examples. Within the member countries of the TInnGO consortium there are also other goals for gender equality, diversity and intersectionality which may be operationalised in the case studies further on.

Suggestion: choose the goals that are applicable for the problem or task at hand.

Equal Opportunities Strategic Plan – Spain

The Equal Opportunities Strategic Plan 2014–2016 (EOSP) intends to define strategies and actions to address a problem that, according to this program, persist in today's society. The authors of the document state that the Spanish society does not offer women and men the same employment opportunities and that women continue to be employed mostly in some of the worst remunerated sectors.

In 2013 women accounted for 72.26 percent of people working part-time and 24.16 percent of women between 16 and 64 years old, with at least one child, form part of the inactive population. In 2011, the pay-gap between men and women was 16.33 percent, considering the amount paid per hour of work, increasing to 22.9 percent when considering the annual amount. In relation to vertical segregation, attention was drawn to the fact that there was a high presence of women in the category of “elementary occupations”. Only 3.2 percent of employed women occupy positions of direction and management, against 6 percent of men. This study concluded that women gained access to positions of responsibility in a lower proportion than men. Also, in participation in economic, social and political life, women were under-represented in positions of decision, in 2013 elections only 35,43 percent of people elected to the congress of deputies were women. Women represent more than half of the persons who make the judicial system, but only 16,7 percent of women were presented in the Constitutional Court in 2013.

In terms of education, women in general, on the time of the elaboration of this plan, had higher levels of education. According to data of 2010, women represent more than half of the student population enrolled on degree courses, but there is no gender balance in the areas of learning. Regarding employment in education, according to this study women represented in 2011, 94.6 percent of teachers in Pre-primary education, 75.3 percent in Primary Education, approximately 50 percent in Secondary Education and only 19.53 percent of university professors.

Concerning work-life balance and co-responsibility, the Time Use Surveys observed by the authors note that women devote less time than men to all categories of activities, with

exception to those categories relating the care of home and family. The time spent by women in activities related to household and family were, in 2013, 4 hours and 7 minutes versus 1 hour and 54 minutes spent by men in the same activities.

Also, major concerns in terms of unequal treatment based on sex, were related the field of health and violence against women. The plan in question tell us that in general the state of health of women are worse than that of men, and that in 2012 45,51 percent of persons with a recognized disability were women.

With this plan, the government defined six main objectives to achieve real equality of opportunities between men and women:

1. Improve equal opportunities between women and men in access to, permanence in and working conditions of the job market and entrepreneurial activity.
2. Support co-responsibility and the reconciliation of personal, family and work life.
3. Eradicate the violence suffered by women on account of their gender.
4. Improve women's participation in social, economic and political life.
5. Foster equal opportunities between women and men through the educational system.
6. Fully integrate the principle of equal treatment and opportunities in all Government policies and actions.

In order to achieve these objectives, the program is structured into seven axes of action that define a set of objectives and a total of 224 measures, in all sector policies of the Government. We will return to this in chapter four "Measures to enhance gender equality and diversity". More details of the Spanish objectives and measures are also found in the Appendix section.

Gender Equality Policy Goals – Sweden

In 2006, a number of gender equality objectives set out in a Government Bill in Sweden titled "The Power to Shape Society and Your Own Life: Towards New Gender Equality Policy Objectives" (2005/06:155) were adopted with broad political consensus. In November 2016, the cabinet handed over a document titled "Power, Aims and Authority

– Feminist Policy for a Gender-Equal Future” (2016/17:10) to the national parliament. The document set out the future direction of Swedish gender equality policy with an organisation for policy implementation, a system for follow-up, and a ten-year national strategy for the prevention and elimination of men’s violence against women. The basis is the overarching goal of the gender equality policy that women and men are to have the same power to shape society and their own lives. To this end, six sub-goals have been specified:

1. Gender equal division of power and influence. Women and men are to have the same rights and opportunities to be active citizens and to shape the conditions for decision-making.
2. Economic gender equality. Women and men must have the same opportunities and conditions as regards paid work, which give economic independence throughout life.
3. Gender equal education. Women and men, girls and boys must have the same opportunities and conditions with regard to education, study options and personal development.
4. Gender equal distribution of unpaid housework and provision of care. Women and men must have the same responsibility for housework and have the opportunity to give and receive care on equal terms.
5. Gender equal health. Women and men, girls and boys must have the same conditions for a good health and be offered care on equal terms.
6. Men’s violence against women must stop. Women and men, girls and boys, must have the same right and access to physical integrity.

Gender Equality Goals SDG 5 – UN

United Nations stated in the 2030 Agenda that women and girls represent half of the world’s population, yet, no country has achieved gender equality. Advancing women's

empowerment is critical to achieving the Sustainable Development Goals. Goal number five in the 2030 Agenda is specific about gender (UN 2015):

5.1 End all forms of discrimination against all women and girls everywhere.

5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.



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.

5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.

5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women.

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.

Also, other of the UN goals are related to gender and diversity in terms of equal opportunities and treatments of all people regardless from sex, age, ethnicity, etc. For example: SDG1 – End poverty in all its forms everywhere; SDG3 – Ensure healthy life and promote well-being for all ages; SDG4 – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; SDG 8 – Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent

work for all ; and SDG11 – Make cities and human settlements inclusive, safe resilient and sustainable.

3. Methods and tools

In this section we provide examples of methods and tools received from contemporary handbooks and manuals. These sources are developed in various research and development projects and they give a palette of instruments and tools to choose from.

One should remember that choice of methods and tools for a specific action or measurement always need to be considered in relation to the current context (e.g. urban/rural environment, demography). In the case of gender and diversity it is always also valuable to tie the methods to policy objectives on gender and diversity (e.g. goals presented in the previous section). Policy and objectives are in fact instructions for politicians and practitioners to rely on, however not often absolute and precise, and practitioners themselves have to adapt the objectives to their everyday work. Swedish researchers have suggested in handbooks and manuals elsewhere, a model for operationalization of national and international goals into the transport sector (Halling et al. 2016; Levin and Faith-Ell 2019; Levin & Faith-Ell 2020/forthcoming). Danish researchers have also focused on challenges and provided guidance for transport planning in the handbook on gender equality and transport: “Bæredygtig & Ligestillet Transport” (Hvidt Breengaard 2008). The handbook in German “Handbuch Gender Mainstreaming in der Stadtplanung und Stadtentwicklung” (Klimmer-Pölleritzer 2013) intend to give inspiration for city planning. Other common sources contribute with general tools on how to increase knowledge on gender and diversity, such as EIGE’ Gender-equality training guide, and the Swedish toolkit on gender mainstreaming on the “Includegender.org” portal, offers information and news about gender equality, practical examples and tools on norm criticism.

A model for Transport Gender Impact Assessment – GIA

Previous research in transport planning contexts have suggested that the transport system can facilitate gender mainstreaming in society, since it can provide mobility that allows citizens to access arenas such as education and paid work. It can also broaden the opportunities for more adults, both men and women, to share housework. We believe that one point of departure in integrating and assessing gender equality in transport is gender equality goals, and we accordingly highlight the process of adapting these goals in planning practice and development projects (Levin and Faith-Ell 2019). Thus the “Transport-GIA” presented here has a strategic goal oriented, objectives lead approach. It takes the departure in contemporary impact assessment methods, especially the social impact assessment (SIA) which focus on consequences for people and communities, and the strategic model represented by strategic environmental assessment (SEA) researchers (e.g. Therivel 2010).

Strategic actions are often developed by public agencies such as land-use planning departments or energy planning agencies, but they can also be developed by private or semi-private companies.

Consequence is the effect of, or several effects, on various interests. The degree of significance of the consequences is determined by the conditions for equality in the investigated area. Therefore, it is important that the base line description includes such an analysis. The quality of this determines the quality of the impact assessment.

The consequences of the measures on gender equality and diversity can be described and evaluated in the following terms:

- whether the consequences are positive or negative
- the extent (how many will be affected?)
- its spatial extent
- its duration (short or long) term)
- whether they are permanent or non-permanent
- its likelihood
- steering towards relevant equality goals.

Why do we propose a transport GIA based on gender equality objectives? The answer is found in the research about infrastructure planning and the need to apply relevant objectives and adapt them to the everyday work in the transport infrastructure sector. Several case studies on gender impact assessment, have been carried out in Sweden during the past decade in collaboration with stakeholders. One of the problems for stakeholders in these studies was the operationalisation of objectives; and they often inquired tools and directives on how to implement the gender equality goals in practice. Even if the interest in gender mainstreaming was on board, the implementation process was often slow. Similar tendencies are found in other European nations when it comes to gender equality and transport mobility (EIGE 2018; Ihlström et al. 2019).

The approach

Assessment procedure based on SEA and SIA.

International theory and praxis (Therivel 2010; Vanclay 2003; Vanclay and Esteves 2012).

- Strategical goal-oriented planning
- Social impact assessment (www.socialimpactassessment.com)

The Sustainable development goals and Gender equality goals are combined with a Gender impact assessment (GIA) procedure and like other impact assessment tools, the process in the GIA model is based on criteria and well-defined steps (cf. Halling, Faith-Ell and Levin, 2016).

Eddie Smyth and Frank Vanclay (2017) suggest five criteria for assessing, planning and managing the social impacts of projects:

1. Build on key ideas and existing frameworks.
2. Be human rights compatible.
3. Align with key international standards and best practice.

4. Help meet widely desired social outcomes (e.g. the Sustainable Development Goals).
5. Be participatory and practical.

‘(S)trategic actions are composed of one or more *objectives* plus more detailed *statements* about how the objective(s) will be implemented. The objective can also be called aim, vision, strategic policy, and so on; and the statements can also be called actions, measures, implementation plans’ (Therivel 2010: 12).

The strategic decisions making process takes onboard a broad range of perspectives, objectives and constraints in relation to social issues (IAIA 2020; Vanclay 2003, 2015; DfT 2019). In the sections below we provide an operationalisation model on how to set up targets, formulate questions and indicators, and suggest sources for analysis.

Operationalisation

Operationalisation means to:

1. Adapt the procedure to the context (planning or other activity within the transport sector).
2. Develop typologies for transport planning, based on the equality goals.
3. Adaption to the transport planning.
4. Provide indicators.

Since the handbook we refer to here (Halling et al 2016) is not available in English we provide translated examples of operationalisations. These examples are organised around five goals (A to E below) which constitute a concentrate of the National goals, European goals and the United Nations’ SDG5 (see chapter 2; cf. Levin and Faith-Ell 2019: 98 and Levin and Faith-Ell 2020/forthcoming):

- A. Equal opportunities to democracy and influence on decision making.
- B. Eliminate all forms of violence against all women and girls.

- C. Equal opportunities for good health and personal development, including access to culture and leisure.
- D. Equal opportunities and conditions for education and paid work.
- E. Equal distribution of unpaid housework and provision of care.

Each of the five goals have been given a specification related to the area of transport mobility and our suggestions for targets and indicators are related to the specified goals. Operationalisation of targets and indicators are presented in tables 1-7 (Appendix 1).

What categories to be focussed in each case, is a matter of context, and more detailed operationalisations could be suitable in connection to current goals which are related to the specific area of investigation. The examples provided here are intended to be an inspiration for testing and further developments of targets and indicators.

A. Democracy and influence on decision making

All citizens should have the opportunity to influence public policy and decision making by participating in democratic processes. This includes decisions about, residential space and transportation systems. In transportation planning, this means that both men and women should be involved in all phases of transport planning and development (e.g., equal participation in project development, public consultation, etc.).

An operationalisation of this goal can be:

‘There should be equal distribution of power and influence between women and men in decision and planning processes in infrastructure planning’ (Levin and Faith-Ell 2019: 104).

Development of targets and indicators – an example:

In planning projects, organisation and businesses this means how many women and men are involved/ employed in the project, organisation or business? 50/50 or 40/60 per cent should be counted as an equal representation. NB: 50/50 per cent of both sexes does not automatically mean equality. We also need to answer questions like these: Who can

influence what decisions? How many men and women are in management positions? Who is communicating the plan or project to the affected public, authorities, and organisations?

In consultations this means how many women and men participate in e.g. public meetings? 50/50 or 40/60 per cent should be counted as an equal representation. NB: 50/50 per cent of both sexes does not automatically mean equality. We also need to answer questions like these: How many women and men, from both the public and the expert organisations and authorities, are actively involved in the consultation process? How are the men and women heard? For example, how do the experts answer questions and how do they consider the views of women and men? What questions are answered more extensively?

Targets, questions, indicators and sources, for this goal are provided in table 1, 2 and 3 – Appendix 1. Below we show one section from table 3 (modified from Halling et al. 2016):

Targets	Questions to ask	Indicators *	Sources
<i>Organisation/ business:</i>			
The organisation should have a 40/60 percent representation of women and men. Set a timeline and follow-ups every year.	What does the composition of the staff look like?	Percentage of women and men in the organisation.	Employment plans Recruitment plans Interviews Surveys
<i>Management:</i>			
The organisation should have a 40/60 percent representation of women and men in management positions.	How many women and men are at management positions?	The amount of women and men employed at management positions.	Employment plans Recruitment plans Project organisation plans Interviews Surveys
	How many women and men are involved in management activities?	The amount of women and men who are involved in management activities.	

B. Eliminate all forms of violence against all women and girls

Equal mobility means that all groups feel safe regardless of the transportation mode used. This means that the transportation system should be constructed in such a way that both women and men can utilise all parts of the system (including transit environments, parking areas, streets, bicycle paths, and pavements) at all times of the day.

Possible operationalisation could be:

‘Risk and fear of exposure to gendered violence or crime in relation to transportation to education and work, as well as the negative impacts of gendered violence on mobility, should be eliminated’ (Levin and Faith-Ell 2019: 104).

Targets, questions, indicators and sources suggestions, for this goal are provided in table 4 – Appendix 1.

C. Equal opportunities for good health and personal development, including access to culture and leisure

Health and personal development are important to everyday life and could be linked to mobility and the developments of the transport sector. Not least in the era of “smart mobility” and “smart cities” are the equal opportunities to health and wellbeing an important aspect.

Possible operationalisation of this goal could be:

‘The transport system should minimise the risk of injuries and of poor health due to pollution (i.e., noise and air pollution) for women and men, girls and boys. The transport system should give women and men, girls and boys the same access to leisure activities’ (Levin and Faith-Ell 2019: 106).

Targets, questions, indicators and sources suggestions, for this goal are provided in table 5 – Appendix 1.

D. Equal opportunities and conditions for education and paid work

This and the next goal on unpaid housework have great potential to contribute to the overall gender equality and diversity goals of a country. Aspects that can be included and analysed here are employment rates and educational levels of women and men. By connecting workplaces, schools and universities with residential areas the transport system can provide opportunities for all by a fair supply of transport so that citizens can reach schools, universities, businesses and employments.

Possible operationalisation of this goal could be:

‘The infrastructure system should contribute to a society in which women and men have the same access to education and paid work, which will provide them with the means to achieve lifelong economic independence’ (Levin and Faith-Ell 2019: 107).

Targets, questions, indicators and sources suggestions, for this goal are provided in table 6 – Appendix 1.

E. Equal distribution of unpaid housework and provision of care

As in the case of the previous goal, the design of the transport system is central to facilitating various aspects of the daily life of women and men, including unpaid housework and care provision. To enable equal distribution of unpaid housework, for example public transport can improve the linkages between different destinations, such as schools, pre-schools, workplaces, service centres and sports venues.

Possible operationalisation of this goal could be: ‘The infrastructure system should help create conditions that permit equal responsibility for housework for both women and men’ (Levin and Faith-Ell 2019: 108).

Targets, questions, indicators and sources suggestions, for this goal are provided in table 7 – Appendix 1.

How to do

The procedure has four functions:

- Integrate gender equality in planning
- Assess the impacts
- Mitigate impacts
- Give guidance for subsequent stages

Clear steps / stages:

1. Start-up
2. Scoping (identify field of work)
3. Baseline
4. Identify and involve relevant groups
5. GIA's impact on a plan, the content of a project or an organisation
6. Investigate the impacts of proposed measures
7. Mitigate the impacts of the proposed action
8. Assess the impacts of the final design
9. Write GIA-report
10. Give suggestions on integration of gender measures in the subsequent planning
11. Follow-up.

Basic principles of gender impact assessment

- Involve and engage the public – identify and involve all groups likely to be affected by the plan or project. These groups are the main source of information in the impact assessment process. Both women and men are included in “the public”.
- Analyse affected groups – identify which groups may benefit or lose from the proposal, that is, identify the resourceful and resource-weak groups. Both women and men can be part of these groups.
- Define the assessment – identify the gender issues that the proposed measure will primarily affect, focusing not only on the aspects that are “easy” to work with.

- Identify methods and assumptions and define the assessment basis/criteria. Describe how the equality impact assessment has been conducted, the assumptions used and how the assessment criteria have been defined.
- Reconnect the implications for gender equality in the proposals for transport planners – identify problems which can be solved by changes in the proposed plan or any of the available options.
- Use personnel who have experience in gender equality – people who have previous experience of systematic gender equality work do better impact assessments. Both women and men can have that experience; being a woman does not automatically count as prior experience.
- Develop monitoring programs – deal with uncertainties in the assessments by proposing monitoring program.

Important to discuss! Who has responsibility and how should the organisation of the work be done:

- Who will do the work?
- Who: one or more persons?
- The right skills
- Time and resources
- Integrate the GIA in the project organisation, business/authority organisation.

Checklist for the GIA report

Summary

Purpose of the action/plan/project

Purpose of GIA

Demarcation

Baseline

Methods and approaches

Impact on the content of the action/plan/project

Impact, effects and consequences

Prevention /mitigation

Follow-up Program

Who has completed the GIA

Consultation / review.

Challenges in relation to the existing knowledge about women's and men's transport

The example from Denmark is also a written handbook on gender equality and transport: "Bæredygtig & Ligestillet Transport" (Hvidt Breengaard 2008). The handbook presents a number of challenges in relation to the existing knowledge about women's and men's transport needs and pointing out that women and men cannot be seen or treated as homogeneous groups. It also discusses the gender distribution in the decision-making bodies in European countries and how to achieve a better gender balance and emphasizes a governance perspective and that it is important to "sell the idea" in municipality, region and/or ministry and draw attention on the importance of working with a gender perspective in transport.

The handbook includes a list of gender mainstreaming tools and actions, useful for transport planners:

- First and foremost, it is important to 'sell the idea' of the importance of working with a gender perspective in transport in your municipality, region and/or ministry. Explain the benefits of the efforts, both in terms of equality and in relation to an efficient and sustainable transport system.
- It is important that the necessary financial resources are allocated to the efforts. In the long term, gender mainstreaming of transport will create a better, more economical and efficient system, but funding is needed to accelerate the process.

- It might be helpful to give concrete examples of other institutions or projects that have worked on gender and transport. Good practices can for example be found in Austria, Sweden and England.
- The next step is about gathering a working group, which includes a coordinator of the project. The project responsible people must continuously evaluate the process in order to get an overview of whether the project is heading in the right direction.
- It is beneficial for the outcome to include committees and associations that may have relevant knowledge and experience to support the project. Is there for example a gender equality committee, they can contribute with inspiration and 'best practices' of gender mainstreaming, also even if their previous work has not been on transport.
- In addition, a useful step includes the collection of knowledge. Knowledge of the travel needs, and travel habits is fundamental to the design of an efficient and accessible transport system.
- The next step is therefore the use of gender-segregated statistics. The public sector has a duty to know who benefits from their service and who does not. Distinguishing between genders in statistics can 1) provide an overview of the effectiveness of the measures, 2) help to allocate resources equally and 3) monitor the implementation of the measure.
- Equality indicators are important. The gender-segregated statistics provide input in the right direction, but the raw data still requires some processing. Here, some basic statistical data is needed as a basis for comparison when measuring the effectiveness of the action. In this context, it is important to be aware that gender equality indicators can be many and must be combined in several ways in order to get the best understanding of the situation. The indicators are for example gender differences in education, income, and position in the labour market. The indicators are thus a fixing point that can show whether the measures are moving in the right or wrong direction.

- The next step focuses on decision-making and their impact on genders. It is important that inequalities are made visible as early as possible in the process so that unfavourable consequences are minimized, and gender inequalities are avoided, also in future projects.
- Another step is to evaluate the projects, conduct consultations and control the implementation to know if the outputs of the action are working appropriate. Gender equality works as an indicator of the success of the measures.
- It is important to have a balanced gender composition in decision-making bodies. Equal representation is vital for the democratic principle of gender mainstreaming and should therefore be included in the project.
- An important step is to include a gender perspective in budgeting. It is perfectly legitimate to ask how public budgets are distributed between women and men, girls and boys. This tool, which has been used extensively in both Sweden and Norway, helps to identify where efforts are needed, whether resources are distributed equally and strategically to the areas where they are most needed.
- The last step can be described as visioning. This is usually the most difficult element in the work on gender equality. Visioning aims to get an overview of the pre-existing conditions, behaviours and unconscious routines that might discriminate some groups more than others. This is for example to focus on using a gender-inclusive language at workplaces and in campaigns.

Beside the suggested examples on targets, questions, indicators and sources in Appendix 1, the methods and instruments below can be included in a Transport Gender Impact Assessment procedure. For an organisation that would like to increase knowledge and management on gender equality and diversity, can the gender equality training (GET), gender budgeting and a Norm Criticism Toolkit be suitable.

Gender Equality Training – GET

To understand the conditions and critical aspects of gender mainstreaming, we should take into account that gender refers to power relations in, for example, organisations, social practices and institutions. Stereotyped differences are often assumed to exist between women and men. To be precise, institutions historically dominated by men (e.g. the transport sector) reflect masculine norms and values and may be more difficult than others for women to attend. Research shows that historically formed structures may persist and hold back gender equality work (cf. Forsberg and Lindgren 2015). This motivates knowledge-enhancing activities, which is why training is needed. Gender Equality Training (GET) provides participant(s) with the relevant knowledge, skills and values that allow them to contribute to the effective implementation of the gender-mainstreaming strategy in their field, organisation, institution or country. In order to effectively mainstream gender, civil servants should be able to:

- Identify gender inequalities in their field of activity
- Define gender-equality objectives
- Take account of gender when planning and implementing policies
- Monitor progress
- Evaluate programmes from a gender perspective.

All these actions require adequate theoretical knowledge, practical skills and sometimes also a change in attitude and behaviour. Recognising that no political or organisational practice is gender neutral is a learning process. Gender-equality training is not a goal in itself, or a single tool to implement gender mainstreaming. It is part of a wider set of tools, instruments and strategies. Gender-equality training should be incorporated into a continuous and long-term process (EIGE 2020).

Also bear in mind that the results rely on to what extent the organisation/region /country has been working on gender equality and diversity issues hitherto. The staircase models (see below) can be helpful to start with: they present principles and minimum standards that need to be followed for authorities, institutions or organisations who wish to design a process for knowledge development.

Staircase models

There exist various shapes of the staircase model – however the aims are quite similar – to systematise the process and increase knowledge and actions on gender and diversity. The staircase model offers an overall view of the workflow, and steps necessary to create sustainability in the knowledge building process. Using a stepwise model is a way to divide the rather complex and sometimes challenging duty into smaller pieces and by following the model step by step it is possible to look both backwards and forwards (e.g. what has been done and what should be done next...).



Eight steps to gender equality and diversity

The first example of a staircase model comes from the Swedish toolkit on gender mainstreaming (www.jamstall.nu). The model demonstrates eight steps of progression, with suggested activities on each step:

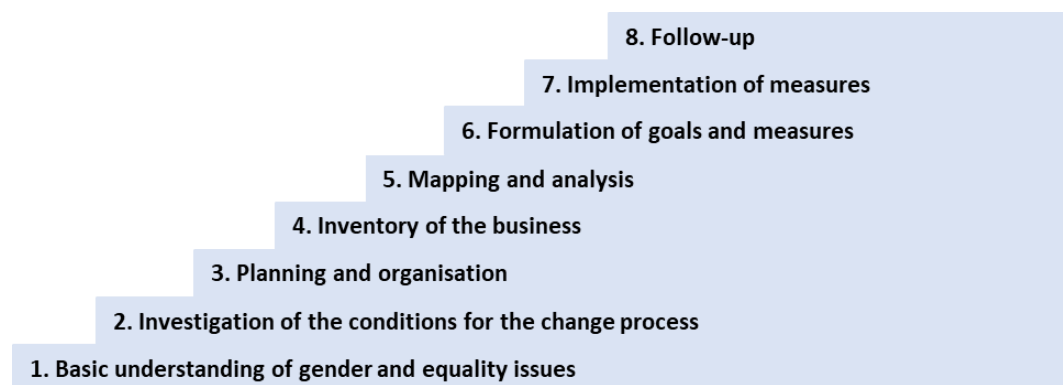


Figure 1: The eight steps staircase model for systematic knowledge building on gender equality.

STEP 1: Basic understanding of gender and equality issues. A basic knowledge among all employees. Training initiatives for staff and management in gender and equality, perhaps also supplemented with web education.

Tools and materials: Web-based education on Gender equality and gender and diversity.

STEP 2: Investigation of the conditions for the change process. Here, the benefits and the desires for gender and diversity mainstreaming are examined within the business.

Methods: Description, reflection and discussion.

The participants describe the gender equality and diversity activity, investigate the will and identify success factors as well as obstacles. The method can help create a common understanding of the issue, but also provide an insight into the level of knowledge of those who participate (2.1–2.4):

- 2.1. First, you describe what an equal opportunity activity is, as well as the pros and cons of an equal opportunity activity.

Activity: Discuss in groups of about four people.

- 2.2. Reflect individually on:

- a) if you want to work in such an activity as emerged from the description in step 2.1,
- b) if you work in such an activity today,
- c) what the business itself; as well as the customers, citizens, etc. can gain from the fact that the activity is equal.

Activity: Discuss in large group and summarise reflections.

- 2.3. Discusses what facilitates / promotes or slow down / hinders the creation of the gender equal and diversity activity in general.

Activity: First, discuss in groups of about four people and then in large group.

2.4. Reflect individually on:

- a) what needs to be changed in the business to make it gender equal,
- b) how you as an individual must change (behaviour, manners, thinking).

STEP 3. Planning and organisation. This step is about how the work should be managed and organised within the business. At this step a more comprehensive strategy for the work is developed, where checklists for planning and organising the development work can be used. It helps you answer questions about Goals and Governance, Education, Methods and Support and Coordination.

Methods: Checklist for planning and organising development work.

The starting point is that the first activity in the work on gender and diversity mainstreaming is to create an action plan (3.1–3.4 below). In this, development work must be organised with clear responsibility, assignment and role distribution. The action plan then forms the basis for an overview of what is required of the business to organise the work on gender and diversity mainstreaming.

Suggestion: Based this on an image of the current situation (baseline), an idea of the continued work and a basis for planning management and organising the work on gender and diversity mainstreaming.

3.1. Goals and other control

In this first step, you look at how the directives from management look like, how evaluation and follow-up take place, what resources are allocated and how your action plan is rooted and communicated in the business.

3.2. Education, for example in methods and theory

Here you investigate whether there is a plan for what skills are required by the employees and how the business ensures that they receive the necessary

education and help for applying it. The plan should include a long-term perspective and sustainability for competence supply.

3.3. Methods and working tools

In this step you investigate and decide what methods and working tools you should use, and also how you utilize previous work and experiences in the field of gender equality and diversity. It can, for example, deal with gender-segregated statistics, surveys, gender equality analyses, gender/ social impact assessment of activities, decision-making documents and proposals.

3.4. Support and coordination

Here you assess how the work within the business is coordinated, and what support resources exist. In addition, you look at how the exchange of experience is organised.

STEP 4. Inventory of the business. An inventory of the business is carried out. It is about looking more closely at what activities, tasks, areas, which you work with, and how these (individually) can contribute to increased gender and diversity equality and / or how they relate to gender and diversity equality. Then a priority is made of where the work should begin.

Methods: Review the business; Examine the business processes.

STEP 5. Mapping and analysis. The starting point for mapping and analysis is the target group / target groups for the activities you have chosen to work on in step 4. First and foremost, you look at the gender distribution within the target group and how resources are distributed, and which gender patterns appear. Next, an analysis is made, in which you look at the consequences of resource allocation and gender patterns in budgeting.

Suggestion: Tools and data for mapping and analysis can be e.g. 4R, Process mapping and/or Gender budgeting (these tools are presented further below).

STEP 6. Formulation of goals and measures. Based on what appears in your mapping and analysis, you here formulate what change you want to achieve (goals and indicators) and how you should achieve these (activities).

Methods and tools: *SMARTgoals.*

SMARTgoals is a tool for formulating goals that are: *Specific* (clearly delimited and designated), *Measurable* (it is possible to follow up and measure in some way), *Accepted* (by all parties), *Realistic* and *relevant* and *Time-limited* (deadline should be specified).

- 6.1. Write down what is specific. Use active words that mean a direction: e.g. increase, decrease, develop. Avoid general words like maintain, take advantage, satisfy.
- 6.2. Proceed and formulate what is or could be measurable. Take time to agree on relevant dimensions, in units of e.g. time, percent or money.
- 6.3. Is there acceptance for this goal? How do you know that? Goals should be set together with those who must meet them, and must be accepted.
- 6.4. Is it realistic? Will the goal / goals be achieved? There must be enough realistic conditions to reach them. It is possible to set the goals differently. Sometimes one talks about crucial goals, realistic goals and barrier-breaking goals.
- 6.5. Have you set a time when the goal should be reached? It is easy to set the time when something should be ready. But here the point is that it should be determined and completed by those involved.

STEP 7. Implementation of measures. Here, the actions that you arrived at in step 6 are carried out.

STEP 8. Follow-up. Here you follow up and evaluate the work you have done. Have the goals been achieved? What lessons can we learn from the work, positive as well as negative? How do we spread the results? How does it continue?

Methods, example: *4R, Process mapping.*

Twelve steps to gender equality

EIGE suggests a twelve steps program to good gender-equality training. We do not divide all the 12 steps in separate activities and methods here, since they are to some extent similar to the eight-step model. For more details see: www.egic.eu.

Planning phase. Preparing an effective gender-equality competence development initiative.

STEP 1. Assess the needs for gender competence development initiatives

STEP 2. Integrate gender competence development initiatives into the broader equality strategy

STEP 3. Ensure that sufficient resources have been allocated to implement the initiative and its follow-up

STEP 4. Write good terms of reference (checklist)

STEP 5. Select a trainer with competencies, skills and knowledge relevant to your organisation (checklist)

Implementation phase. Setting up a gender-equality competence development activity that responds to the organisations needs and roles.

STEP 6. Engage in the gender learning needs assessment

STEP 7. Actively participate in the design of the gender competence development initiative

STEP 8. Encourage people to attend the activity

STEP 9. Plan and implement a monitoring framework and procedures

Evaluation and follow-up phase. Securing long-term outcomes.

STEP 10. Set up an evaluation framework

STEP 11. Assess the long-term impacts of the training

STEP 12. Give space and support to participants to implement new knowledge in their work.

4 R – Methodology

The 4R method emerged from the 3R Method that involves gender analysis of an activity or behaviour considering Representation, Resources and Realia (see e.g. CEMR 2018) when the fourth element Realisation was added to the previous three components. The 4R method could be used as the basis for analysing and surveying activities, and for providing an overview of how activities are run and financed. It could also be used to understand how the activities should be altered to promote gender equality and diversity. Analyse gender and relevant categories which are relevant for the activity (eg. age, ethnicity).

4R stands for:

R1 – Representation.

How are different sexes represented in various parts and processes in the organisation? Consider representation in all levels of the activity and in all decision-making processes, including examining statistics on the representation of women.

R2 – Resources. How are resources distributed between sexes and how they are used by women and men? Consider distribution of different type of resources, expertise, management and leadership issues.

R3 – Realia. To what extent are representation and resource distribution affected by gender norms in the organisation? Reflect upon the reasons behind why the representation and resource distribution ended up this way, bearing in mind the conclusion found in step 1 and step 2

R4 – Realisation. What new goals and measures should be formulated to achieve the Rs? How are the representation and resource distribution determined? To what extent did gender norms interfere and shape it? Providing an answer to this question requires knowledge of gender studies, constructions of gender and the conditions of both sexes. (Swedish Gender Mainstreaming Support Committee 2007).

Step 1:

R1 Representation – surveying gender representation and

In the first step R1, a specific activity and the target groups to be measured are selected. Begin by answering the question: how many women/girls and how many men/boys?

The responses are supposed to provide a picture of the gender distribution at all levels of the decision-making process and the various parts of the operation, e.g. among decision-makers, staff, users, entrepreneurs, job applicants etc.

Who makes the decisions? To answer the general question of how many women and how many men, one must first determine who the actors in the decision-making process are. The aim is to determine the extent to which women and men are represented in the decision-making process, look at both formal and informal decision-making processes.

Who implements decisions? This is where you describe where the decisions are implemented – in what bodies, at what levels and by which individuals. It could be people working in a local government department, in an association or in a company. It could also apply to staff or treatment of staff.

What is the gender distribution of the groups? The target group – who is the user/client/customer? Use other categories such as age, ethnicity and other aspects if they are relevant for the project /activity.

What is the target group of the activity? In the example of regional development of public transport, the ultimate target group is the entire population of the region or county. In such cases, it is important to be aware of the gender patterns in the region. Who are these women and men? How are they represented in various public and private arenas, companies, professions?

Intersectional analysis is relevant, e.g.: How are older women and older men treated as customers? How are women and men of various ages represented as employees and managers in the public transport company?

Step 2:

R2 Resources – examining the allocation of resources

R2 answers the question: How are our common resources - money, scope, time - distributed between women and men?

Who gets what?

Examples of factors that can be studied are:

- time

- rooms/premises
- money
- information/meetings
- development work.

Time:

- What items, and what aspects, are allowed to take up time at meetings and in the processing, preparation and investigation of an issue?
- Who is allowed to take up time – as speakers, for example?
- Who is affected by the issues that take time?
- Can you see any gender-related patterns in what and who is given priority with respect to time?

Space:

- How is the public arena used by women and men?
- How, for example, is access to sports premises, new businesses, classrooms at training courses, etc allocated?

Money:

- What is the allocation of direct payments – not just salaries, but other types of support as well, such as loans and grants, operational costs (including costs for time and space in the shape of staff and premises)? Entrepreneurship / business.

Information

- What information is important for an active participant in the project or the activity?
- Who receives important information? Who learns what, and when? How are different groups given information, and when? Is this done early in the process or late, and in what format?
- How many meetings are different groups invited to? What gender patterns can you see in the groups? Are some groups allowed to take part in more meetings than others?
- What is the representation of women and men in the “important” groups?

Development work:

- What development work is undertaken in the project/activity, for instance in the form of training, conferences, study visits, investigations or project planning?

Step 3:

R3 Realia – analysing conditions

R3 answers the question: What are the reasons for the gender distribution of representation and resource allocation? On what terms are women and men able to influence the design, participate in a conference and make use of an activity?

Representation and resources are about quantity and quality. Who has access to what?

The idea is that patterns will become clear through a survey of the first two Rs – patterns that will then lead on to questions about why things are the way they are. Focus is on the operation or activity, e.g. the content of the services produced.

- What is the reality, does it match current objectives?
- Question to ask: who gets what? how much? and on what terms?

What is the situation in operation?

- What gender patterns do we see?
- Whose needs are being met?
- Can you see whether the activity has been designed on the basis of a norm that favours one gender ahead of the other?
- Are women's and men's interests, opportunities and wishes met to an equal degree?

How does the activity deal with gender equality issues?

- Does the activity proceed on the basis of the user's/client's/customer's gender?
- Do women and men, as individuals and groups, meet differing demands and expectations linked to stereotyped ideas of gender?
- What is the "gender contract" in the activity? By gender contract we mean the prevailing norms and values that lead to some tasks being defined as "female" and others as "male".

With respect to the realia – the norms governing the activity – there are no simple factors that can be measured. A reflexive, analytical approach and an open discussion are needed. This should be based on a knowledge on gender equality and diversity.

Step 4:

R4 Realisation – formulating new objectives and measures

The 3R model contains steps R1–R3. R4 answers the question:

- What character and structure should the operation have to achieve gender equality?
- Describe your vision of an action plan or organisation adapted to the needs of both women and men.

When the analysis has been performed and the questions in R1–R3 are answered, it is time to decide whether and how the action plan or organisation must change to live up to the gender equality policy objectives. If you are to realise the vision you must review current operational objectives. Are the objectives sufficient, or what are needed to formulate new objectives? What steps need to be taken to achieve the objectives? The effects of this work should be measured using various indicators. The indicators are used to gauge how well you have achieved your targets (see more of this in the section “A model for Transport Gender Impact Assessment” below). If the objective is to allocate resources equally among women and men, an indicator could be statistics of the operation’s costs disaggregated by sex (see the section “Gender budgeting” below).

More about these sources are found in the report “Gender mainstreaming and 4R method in local governance” (UNDP) and “Includegender.org”. The portal offers information and news about gender equality, practical examples and tools for gender equality work: <https://www.includegender.org/about-us/includegender-org/>

Gender Budgeting

Gender Budgeting is a method to reveal the actors behind the numbers, i.e. who benefits and who is disadvantaged. How are public resources divided between people of different sexes? Does the budget meet everyone's needs? The purpose of gender budgeting is to ensure that public funds and resources are distributed fairly, equally, and equitably. The method has mainly been used to analyse how public resources are distributed in relation to gender. The Council of Europe defines gender budgeting as 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' (EIGE 2017).

Common elements in gender budgeting are:

- Analysis of budgets and policies from a gender perspective.
- Linking gender budgeting to gender equality objectives.
- Restructuring budgets and amending policies in a more gender equal way.
- Integrating gender perspectives throughout the budget cycle.
- Monitoring and evaluation of achievements.
- Transparency of the budget process.
- Both women and men participating in the budget process.

Reports from OECD show that gender gaps persist in education, employment, entrepreneurship and public life opportunities and outcomes. Gender budgeting is a way for governments to promote equality through the budget process. The number of OECD countries that have introduced gender budgeting increased from 12 in 2016 to 17 in 2018 (Austria, Belgium, Canada, Chile, Finland, Germany, Iceland, Ireland, Israel, Italy, Japan, Korea, Mexico, Norway, Portugal, Spain and Sweden). France and Turkey have plans to introduce gender budgeting (OECD 2019).

Studies have shown that reducing gender inequality by gender budgeting has many positive effects and leads to higher growth rates, socioeconomic benefits, healthier children,

improved labour productivity and a more responsive government. Gender responsive budgets and policies will contribute to gender equality and improve welfare and lead to more sustainable and inclusive growth and employment (cf. Quinn 2017). Gender budgeting can be combined with other tools and methods, for example 4R-methodology and gender impact assessment.

Intersectionality and norm criticism

Norm criticism is a concept that is commonly used when talking about equality, diversity and discrimination. A common misconception is that norm criticism is about being against norms, but this is not the case. In societies we need to have norms to be able to function together. For example, the norm to show up to work on time is a good and reasonable one. Norm criticism is not about being against norms, it is about questioning them. Charlotte Ovesson suggests considering norm criticism like literature criticism: 'Literature criticism isn't against literature. It analyses it. Norm criticism asks: what norms do we want? Is a particular norm necessary? What happens if we break it? Who is it including and excluding and what are the effects?' (Ovesson 2019).

Norm criticism enables organisations and other actors to reflect on and change their behaviours and structures. The change may occur when recognising the link between power and the norm, scrutinising systems of regulations and understanding how the different conditions are shaped. Norm criticism is an instrument that can be combined with other tools and methods and included in a gender impact assessment procedure.

The instruments on norm criticism consist of problematising present practices and critically assessing development of an activity. The norm criticism instrument can also be used when analysing work models, texts and pictures. Example of norms that can be included in a norm criticism process: gender/sex norms; age norms; white norms; able body norms; hetero norms; homo norms; body size norms.

Those who conform to a norm have the power and space to either maintain the norm or help change it. This is relevant not only at the individual, but also at the organisational and

societal level. There are many formalised norms in the shape of laws and regulations which set the limits for the possibilities. Also, non-formalised norms affect people's opportunities and space of action. Non formalised norms influence and generate formalised norms and vice versa (Swedish Gender Mainstreaming Support Committee 2007).

Ovesson (2019) uses the automobility as an example of a well-established norm that is nowadays criticized but the norm is still powerful in certain areas: 'In some rural areas it's a norm that everyone has a car. Is that norm problematic? If you arrange activities in a place you can only get to by car, your assumption that everyone has a car will make you lose customers because they can't attend. It's also likely that those potential customers will feel that "this is probably not for people like me" and lose interest in you and what you offer.' A common norm is that everyone can walk. If we arrange a meeting in a place which cannot be accessed in a wheelchair, people in wheelchairs will be left out.

The "Norm Criticism Toolkit" (Kristjónudóttir Jónsdóttir and Ksenija Joksimovi 2016) provides supporting material for discussion sessions and aims for the discussions.

Examples of proposed activities:

- To recognize norms in everyday situations and to analyse and value norms by thinking critically about them
- To understand intersectionality and norm criticism as approaches
- To gain awareness of norms and stereotypes
- To discuss what originates stereotypes.

Questions to be used:

1. Why do we have a particular norm? Do we require it and for what purpose?
2. What effect does this norm have on our working climate, our relationships in the workplace, and on our results?
3. Does this norm make it hard or impossible for people who don't follow the norm to be part of our team or use our services?

4. What happens if we break the norm?
5. If we want to break the norm, how could we do that?

The aim of the questions is to show what kind of questions can be used to get started on a norm criticism journey. Use them as a guide in a thought-process or for discussions in teams or focus groups. For more inspiration and guidance see: “Equality Journey” (2019) and “Norm Criticism Toolkit” by Kristjónudóttir Jónsdóttir and Ksenija Joksimovi (2016). Norm criticism can be used as the only tool for reflexivity and knowledge development on norms, but it can also be combined with other instruments and more comprehensive tools and methodologies, e.g. gender budgeting, 4R-methodology and gender impact assessment.

Gender Mainstreaming in City planning and development

The handbook “Gender Mainstreaming in der Stadtplanung und Stadtentwicklung” in Vienna aims to demonstrate transferable methods and tools on awareness-raising, for example on gender-sensitive issues in the context of the exchange of experience between different departments and disciplines, and the development of interdisciplinary planning knowledge.

Scopes for planning should become visible. New planning issues and approaches often reveal blind spots and require new methodological approaches. The innovation content of these must be measured, in particular, by the transferability to the respective concrete (technical) action level or planning task. The guide recommends:

- Using competencies and resources of both genders (experience backgrounds of planners).
- Planning to be process integrative, inter-agency planning.
- Accepting people as a target group of all planning.
- Potential differences in the interests of the users, systematically include them in the catalogue of planning principles.

- Functional and social space analysis.
- Reflect customary procedures within the usual course of the project on gender relevance, present the planned space for use by women and men in all project phases.
- Develop key questions situationally: What do we know about the potentially different everyday needs and interests of women and men as users? How do you experience the situation?
- Carry out participation.
- Evaluate gender differentiated.
- Rethink communication: How are both genders addressed? How are age, ethnicity, functionality addressed? Consider the content of the communication, e.g. images, and text.
- In decisions reflect the balance of aesthetics, function and social message in a gender and diversity sensitive way.

Safe City

Although men are statistically more often victims of violent crime, women are more likely to be exposed to everyday situations that cause them insecurity. A subjective feeling of insecurity in public space leads to a waiver of use or mobility. A reduction in the number of anxiety areas can be achieved by designing the public space (and the adjacent buildings) accordingly. Both physical (such as visibility) and social (such as the presence of different user groups) as well as personal factors (such as personal experience) are decisive for the feeling of security in public space.

The preventive design of safe public spaces is intended to reduce risks. In this context, three main characteristics of safe streets are mentioned: a clear demarcation between public and private spaces, the street be busy (use of the ground floor) and the buildings and windows should be “open” to the public street space to be aligned (“social eyes”) (p. 27).

Accessible city

Accessible planning and building enables the use of the city for all user groups and is a central strategy of the City of Vienna for mobility-restricted people, but also supports people with care and for people transporting shopping items, strollers, accompanying people with limited mobility (e.g. due to injuries). The daily routes for all people become more comfortable and the use safer due to accessibility design. The barrier-free accessibility of public transport and the accessibility design of stations and vehicles support traffic for people with reduced mobility and increase their radius of action (p. 27-28).

Planning and building for everyday use

The design of the development and the open spaces should be based on the requirements of everyday life. These principles have been developed further since their beginnings in residential construction and are also increasingly taken into account in the planning of public utility buildings, in traffic measures and in measures in public spaces and also increasingly in urban development and design for public transport mobility.

The concept of everyday life should be the guiding planning in particular of those groups that are closely tied locally, i.e. children up to the age of approx. 12 years, the increasing group of older people and people working for family and care work. The care work (mainly done by women) is facilitated by the orientation to everyday life and everyday requirements. Variable and everyday forms of construction and living (good equipment in the living environment, neighbourhoods, etc.) benefit people who spend a lot of time in the apartment and the surrounding area. For example, a supply of safe open spaces close to the home, where small children can play independently in the home-related open spaces. The premise of suitability for everyday use means to check all plans and designs according to the requirements and the effects on the different groups and include the criteria of gender-sensitive planning (p. 29ff).

Manual for the Streets

Manual for the streets (MfS) is a national guidance document, published in 2007 by Department for Transport (DfT), and provides guidance for practitioners involved in the planning design provision and approval of new streets as well as modifications for existing streets. The manual is applicable to England, Wales and Northern Ireland, a separate guidance document is available in Scotland.

The key recommendation of the manual is that increased consideration should be given to the 'place' function of streets. This is what distinguishes a street from a road where the main purpose is to facilitate traffic movement. Streets have five principal functions in all.

The principles of inclusive design:

- Places people at the heart of the design process
- Acknowledges diversity and difference
- Offers choice where a single solution cannot accommodate all users
- Provides for flexibility in use
- Provides buildings and environments that are convenient and enjoyable to user for everyone.

In addition to those of place and movement, streets need to allow for access, they often need to provide room for parking, and they must accommodate drainage, utilities and street lighting.

The design process from conception to implementation and beyond comprises of seven stages:



Figure 2: The design process.

Of key importance throughout is the need for collaborative working among the various disciplines involved. The Manual introduces a user hierarchy in which pedestrians are considered first in the design process to ensure that all the user groups are properly considered at an early stage.

Manual for the Streets promotes joint working through encouraging a holistic approach to street design while assigning a higher priority to the needs of pedestrians, cyclists and public transport. The intention is to create streets that encourage greater social interaction and enjoyment while still performing successfully as conduits for movement.

The Principles of the manual for the streets in full are listed below

- Applying a user hierarchy
- Emphasising a collaborative approach
- Recognising the importance of the community function
- Promoting an inclusive environment
- Reaching and supporting pedestrian and cyclist desire lines
- Developing masterplans and preparing design codes
- Establishing a clear vision and setting objectives for schemes

- A locally appropriate balance should be struck between the needs of different user groups
- Creating street networks that provide permeability and connectivity
- Moving away from standard road types
- Developing street character types
- Encouraging innovation
- Using quality audit processes
- Designing to keep top speed at 20mph
- Using the minimum of highway design features.

Layout

The underlying theme when designing street networks (as opposed to designing individual streets) is catering for movement. The movement framework is important for a number of reasons. It can affect how much people walk or cycle, the level of public transport use, the sustainability of the community and its environment, and quality of life. Walkable neighbourhoods are typically characterised by having a range of facilities available to residents that can be accessed comfortably on foot. Making the local environment convenient and attractive to walk in can help enhance the vibrancy of a community and reduce reliance on motor transport. In addition to the user hierarchy, the Manual introduces hierarchies of provision for pedestrians and cyclists. These provide a basic approach to the design of improvements to existing infrastructure and encourage designers to consider how the impact of traffic might be reduced before looking at other solutions. It is important that pedestrian- or cycle-only routes are designed properly. Inappropriate provision can lead to antisocial behaviour and increased levels of crime.

Quality of place

The width between buildings is key to how well streets work and their aesthetic qualities. Widths should relate to building heights and the proposed characteristics of the streets. The backs and fronts of buildings need to be treated differently. The basic tenet is ‘public fronts and private backs’, and it is important to get this right in order to make streets work

as places. High-quality open space is a key component of successful neighbourhoods. Making space for planting introduces a number of potential advantages. Planting helps to soften the urban street-scene, creates visual and sensory interest, and improves the air quality and microclimate. It can also be used to limit forward visibility to help reduce vehicle speeds.

Street user needs

Of crucial importance is the need to provide for everyone regardless of age or ability – the concept of inclusive design. This does not necessarily mean that every element of infrastructure has to accommodate the needs of all users – if any aspect of a street unavoidably prevents its use by particular user groups, providing them with a suitable alternative way of getting around will help ensure that the overall design is inclusive.

The propensity to walk is influenced not only by distance, but also by the quality of the walking experience and the ease with which they can cross a street, and route continuity.

Low traffic speeds, together with wide and unobstructed routes whose alignments minimise the need to change level.

Cyclists

Cyclists should generally be accommodated in the carriageway.

In general, the surfaces employed on carriageways are suitable for cyclists, as is the geometry recommended for residential streets.

Buses Routes and stops should form key elements of the walkable neighbourhood.

Street geometry

The design of streets should take into account their function, and the type, density and character of the development. Width need not be constant over the length of a street. In addition, localised narrowing to single lane working can be used to calm traffic.

Prioritise buildings and space over carriageway alignment.

A key aim of residential street design should be to naturally encourage low traffic speeds. Street design should be to naturally encourage low traffic speeds.

The design speed should normally be a maximum of 20 mph. One of the most significant changes to conventional design practice introduced by the Manual is that of considerably reduced minimum stopping sight distances.

Shared surface streets are those in which there is no kerb to separate the carriageway from the footway. They work best in relatively calm traffic environments, and, among other things, are meant to encourage low vehicle speeds and promote social interaction. However, they can be problematic for visually impaired people unless specific provision for these users is incorporated into the design. It is important to have early consultation with organisations representing these and other vulnerable groups.

Parking

Accommodating parked cars is a key function of most streets but provision for bicycles is also essential if cycling rates are to increase. The availability of car parking is a major determinant of travel mode choice, careful consideration should be given to provision. Car clubs and allocation to individual properties as well as unallocated parking. Footway parking should be discouraged.

Traffic signs and markings

There is a statutory duty to sign restrictions or prohibitions, but it is for the designer to determine how they should be signed, and whether each sign is necessary to comply with that duty. The amount of signing should be no more than is necessary. Designers should begin by assuming a total absence of signs and introduce them only where they serve a clear function. To be most effective, signs should be used sparingly.

Street furniture and street lighting Street furniture and lighting should be integral to the overall design. Lighting can provide a number of benefits, but it is not always appropriate in locations such as historic towns or conservation areas. Adequate lighting helps reduce crime and can encourage pedestrian activity.

Materials, adoption and maintenance

Sustaining the quality of a new development requires good initial design and construction, followed by proper management and maintenance. Developers and local authorities should consider materials, processes and techniques that do not lead to excessive future maintenance costs.

Planting should preferably be an integral part of street design

Provision for surface water run off guidance is available through Making Space for Water. Apparatus for statutory utilities should be combined and laid in corridors to facilitate installation and maintenance and reduce numbers of utility chambers.

In 2010 “Manual for the Streets 2” was introduced this was an update version of MfS, widening the application of principles and explores how the key principles can be applied to busier streets in both rural and urban locations. It was published by The Chartered Institution of Highways & Transportation CIHT, as a partnership with practitioners and policy makers in consultation with the government.

Discussion

Manual for the streets MfS and MfS2 were both cautiously welcomed by Sustrans, the leading UK transport charity. They criticised the guidance for maintaining permeability of street networks for motor vehicles i.e., allowing through traffic thus increasing the propensity of using street networks as rat-runs to avoid congestion on main roads. In 2018 the Urban design group conducted a survey on street design in the UK and discovered that less than 20 percent of highway authorities have modernised their highway standards in line with MfS. Their survey results showed that only 18 percent of Highway authorities reported using policies and practices based on MfS and 45 percent reported officially using such policies and practices but in reality, these were found to be still using standards that relate to the predecessor of MfS.

Their key findings note:

Basic pedestrian infrastructure is still blocked

1. Distributor roads still required by around 1/3rd of highway authorities
 The DfT's Manual for Streets warns that distributor roads are often very unsuccessful in terms of placemaking and providing for pedestrians and cyclists. The absence of natural surveillance disadvantages women and elderly people who are particularly sensitive to perceptions of personal security. Unsatisfactory as walking or cycling routes, they also take up relatively large areas of land, lowering density and increasing walking distances.

Finding: Traditional main streets were rejected or discouraged by 30 percent of highway authorities, which require instead distributor roads with no frontage access.

2. Wide corner radii on side-road entrances still required by over one quarter of highway authorities. Standard 1960s street design practice is to use wide corner radii such as 6m, 10.5m and even 15 metres. Manual for Streets encourages tight corner radii, including the use of 1 metre kerb radii or quadrants.

Finding: tight side-road corner radii were rejected or discouraged by 27 percent of highway authorities.

3. Crossroads prohibited or discouraged by nearly half of highway authorities
 Manual for Streets states that Crossroads are convenient for pedestrians, as they minimise diversion from desire lines when crossing the street. They also make it easier to create permeable and legible street networks.

Finding: Crossroads are rejected or discouraged by 48 percent of highway authorities.

4. Level footways rejected or discouraged by nearly two thirds of highway authorities. Footways on post 1950s residential streets are often interrupted by vehicle crossovers provided to enable vehicles to access private driveways.

Manual for Streets states:

‘Crossovers to private driveways are commonly constructed by ramping up from the carriageway over the whole width of the footway, simply because this is easier to construct. This is poor practice and creates inconvenient cross-falls for pedestrians. Excessive cross-fall causes problems for people pushing prams and can be particularly difficult to negotiate for people with a mobility impairment, including wheelchair users.’

Manual for Streets recommends that the normal footway cross-fall should be maintained as far as practicable from the back of the footway (900 mm minimum).

Finding: MfS recommended crossover design rejected by 5 percent of highway authorities and discouraged by 43 percent.

Equality

Large refuse collection vehicles given greater priority than disabled or elderly people by nearly two thirds of highway authorities

Equality Act 2010 – public sector equality duty ignored by nearly half of highway authorities.

By definition, those authorities who have not updated their street design guidance cannot have had “due regard” as required under the Act.

A highway authority that has had due regard would have considered robustly the needs of disabled and elderly people to ensure that they are not disadvantaged and have equality of opportunity, Gender is also a protected characteristic, and the respective needs of male and female should also be given due regard.

This report shows uptake of the MfS has been very slow, there have been several factors identified; Highway Authorities are risk averse and MfS is also only national guidance and a recommendation for practice it is not enshrined in law. It is worrying to note that many Local Authorities and Highways Authorities are still using 1960’s design principles when legislation in Equality and Health and Social Care has progressed so much in the last

decade. Current developments within new home developments includes the development of a Transport for New Homes Charter. The Transport for New Homes Award initiated by the Transport Planning Society aims to recognise recent housing developments which have been located and designed so that residents do not need cars to live a full life.

TfL Streetscape Guidance 4th Edition 2019

Streetscape Guidance developed by Transport for London is an extensive (346 page) guidance document. The purpose of Streetscape Guidance is to set a high standard for the design of London's streets and spaces by applying best practice design principles. It aims to transform London's streetscapes into welcoming places, creating a public realm and transport network fit for a globally competitive economy. People are at the heart of the guidance, stating that successful streetscapes are inclusive and provide for the competing requirements of their users, including pedestrians, cyclists, motorcyclists, bus operators, bus passengers, private vehicle owners, and freight vehicle operators. Understanding and carefully balancing the diverse needs of these users will ensure better and safer places to support the variety of activity on London's streets.

The guidance has three primary functions, which are:

- To encourage those responsible for designing, building, operating and maintaining London's streets to use a robust design approach in balancing the movement of people and goods with high quality urban realm.
- To demonstrate the high level of ambition, innovation and creativity required on London's streets to deliver excellent levels of service.
- To highlight the design considerations required for appropriate layout, material selection, application and maintenance, and to reinforce best practice design principles, ensuring that a high quality approach to street design is implemented across London.

The guidance document is a working tool for those responsible for designing, building, operating and maintaining London's streets. It also provides more general guidance and advice for a wider audience, including design professionals, academics, highway authorities, road user groups, local communities and private developers.

Streetscape Guidance is structured so that the reader can systematically work through a process that establishes how to best plan, select and compose elements which contribute to improving the quality and function of London's streets and places.

Part A sets out the vision for London streets. It details the strategy and ambition to build a more efficient and effective transport system while balancing user needs. The 'Street Types' framework is presented to recognise the different roles London's streets perform and to assist in the application of context sensitive design.

Part B presents best practice case studies from all over London to exemplify how excellence can be achieved. The case studies highlight the importance of identifying suitable interventions and the most appropriate measures and amenities to be used, in a context sensitive way, to enhance the experience of those using the space.

Part C describes how creativity and innovation must be integrated into the overall approach to ensure London continues to be an attractive, vibrant and accessible place to work, live and visit. Where practical and appropriate, it encourages the trialling and testing of new initiatives to stimulate future street improvements and meet the evolving expectations of all street users. The barriers that prevent experimentation are identified and the process for incorporating innovative ideas, technologies, materials and layouts is explained.

Part D recognises that each street has a unique function, performance and character which must be balanced to ensure the needs of the users are met while reflecting and enhancing the character of the place.

Part E provides the technical guidance for a range of street components. It recommends the material palette and layout options for composing London streets, and provides advice on the selection and placement of products which meet the strategic criteria for quality and function, while enabling local flexibility.

In this report the authors have only reviewed the vision and principles of part A of Street Guidance, A vision for London's streets, other parts of the document refer to technical details of street design.

It is recommended to support street improvement works from small scale regimes through to extensive new layouts and provides the framework for selecting material and how these should be configured in the street environment. Collaboration in the design development and implementation of projects is essential, recommending open discussion between stakeholders including design officials, academics user groups and local communities. This will ensure a shared understanding of the challenges, constraints and opportunities. Streetscape guidance is part of a strategic policy framework within the Mayor's transport strategy which sets out the vision for London's transport over the next 20 years.

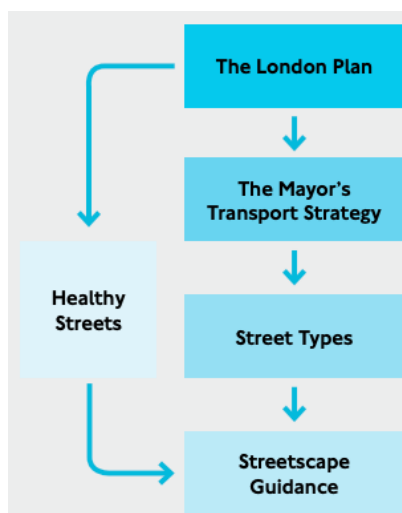


Figure 3: Streetscape guidance is part of a strategic policy framework

Key to delivering the goals of the Mayor's strategy is an holistic approach to understanding and managing London's current and future demands on the road network. To do this a framework was established, Street Types for London, to take account of local and network

priorities. All London boroughs have been mapped and a matrix developed to categorise London's streets according to the movement of people and goods and place functions. This enables stakeholders to:

- Set priorities
- Reflect changing functions and aspirations
- Highlight mismatches between form and function
- Identify the tools that may be appropriate to deliver local change
- Balance place specific needs
- Establish the need for intervention.

This classification has identified parts of the road network which attract the most people allowing us to target locations where different types of intervention might be more or less appropriate.

Street design principles

- Moving - help people, goods and services get from A to B by enabling more efficient and reliable movement for a range of transport modes
- Living – Provide welcoming and inclusive places which support economic, cultural and community activities
- Unlocking – improve the accessibility, connectivity and quality of major growth areas to support the delivery of new homes, jobs and economic sectors.
- Functioning – Ensuring essential access for deliveries and services and upgrade utilities to better serve and foster a digital city
- Protecting – Improve safety and ensure streets are secure
- Sustaining – reduce road network emissions and support clean, green initiatives for a healthy and active city.

Healthy Streets

TfL is embedding in Streetscape Guidance a new Healthy Streets approach and putting in place policies and strategies to help Londoners use cars less and walk, cycle and use public transport more. The purpose of the Healthy Streets approach is not to provide an idealised vision for a model street. It is a long-term plan for improving Londoners' and visitors' experiences.

Indicators of a healthy street environment

The healthy streets approach uses ten evidence-based indicators of what makes streets attractive and appealing places. The aim is that working towards these will help to create a healthier city, in which all people are included and can live well, and one where inequalities are reduced.

Streetscape guidance is a comprehensive set of guides which sets the standard for London's streets. It defines aspirations and outlines the criteria for good design, material selection, installation and maintenance. Streets account for 80 per cent of London's public realm. An ambitious and collaborative, design-led approach is key to achieving new standards of excellence and recognising the fundamental role streets and places play in improving public space and providing an enhanced quality of life. People are at the core of Streetscape guidance, whilst the Equality Act 2010 is not mentioned it appears that the guidance document goes above and beyond the Act's requirements stating that successful streetscapes are inclusive and provide for the competing requirements of their users, including pedestrians, cyclists, motorcyclists, bus operators, bus passengers, private vehicle owners, and freight vehicle operators.

4. Measures to enhance gender equality and diversity

Spain

In order to achieve the six main objectives to achieve real equality of opportunities between men and women (see chapter 2 “Goals and approaches”) a program was presented and structured into seven axes of action that define a set of objectives and a total of 224 measures, in all sector policies of the Government.

The seven axes are:

AXIS 1. Equality between women and men in the workplace and the fight against pay discrimination.

AXIS 2. Reconciliation of personal, family and work life and co-responsibility for domestic and family obligations.

AXIS 3. Eradication of violence against women.

AXIS 4. Women’s participation in political, economic and social life.

AXIS 5. Education.

AXIS 6. Development of actions in the context of other sector policies.

AXIS 7: Instruments for integrating the principle of equality in different Government policies and actions.

Priority axes of action are defined to address problems in employment, work-life balance and violence against women, completed with axes regarding the participation of women in society and education.

With the purpose of determining the degree of progress attained with the EOSP it was created a Monitoring and Evaluation Plan structured in three parts, an indicator system, a plan to follow-up the EOSP and a process of evaluation.

Approach, methods and procedures

In each axis there is a set of defined objectives and measures to achieve each of the objectives. We have, in seven tables presented the main objectives for each axis and the measures proposed in this document. See Appendix 2.

Barcelona – Plan for gender justice

The Barcelona City Councillor's Office for Feminism and LGBTI Affairs have launched initiatives to ensure real equal treatment, opportunities and results between women and men and respect for sexual and gender diversity in every area of the city. With basic different needs, men and women expect different outcomes from their urban surroundings. A city should be able to fulfil everyone's essentials. Lately, the topic that has everyone's attention revolves around cities designed by women. With a female mayor onboard and a feminist agenda, for the past four years, Barcelona has been undergoing major transformations on this subject.

Experts in urban planning and design, working on the case of Barcelona, would draw guidelines that could help cities become “better” for women and paint a picture of what the future can look like.

Six ways that can improve a city for women:

1. Toilets

Women physiologically need to use the bathroom more often than men, spending on average three times as long in the toilet. Usually, public bathrooms, are not abundant in cities, have very narrow spaces, with limited toilets and do not offer many amenities. Even mothers, a major part of the female population, cannot get in with their strollers, move around and keep their kids close.

2. Play Fair

Redefining needs where everyone feels equal is more than just a question of security and services. In fact, it's about thinking how each of us uses space differently.

The spaces we use are often segregated, where usually design is not thought to accommodate everyone. Equal Saree has created a playground that generates different types of activities at the same time, giving everyone access to the space.

3. The Way She Moves

Women and men, in terms of transportation, undergo different journeys in the city. More women, according to statistics travel on foot and use public systems. Therefore, when cities think about public transportation, they should think more about women.

4. Kill the Car

Superblock is an initiative in Barcelona to reclaim streets from the domination of cars. Formed from 9 blocks, the superblock is closed off from traffic, with restrained accesses to vehicles. The streets are dominated therefore by parks, benches, green areas, playgrounds, and they are given back to pedestrians and cyclists.

5. Take a Seat

The superblock project started by surveying what women in specific wanted and needed. Mainly requesting benches, it seemed that women more than others think that this seating system is a major entity for mobility and not just for social interactions.

6. Say No to Sleaze

Barcelona, known for its party scene, generates more dangerous risks for women. In fact, the city is creating anti-machismo stands to provide women with advice and consultations. A new application was also released by the town hall, where anyone can anonymously report sexual aggression, in order to generate a map and help the city put an end to this.

Madrid – Strategy for equal opportunities between women and men

The panorama of the Madrid region was described by the authors of this document, based on data from official sources such as INE, CIS and EUROSTAT. The information found and analysed was decisive for the construction of the strategy described here.

Regarding employment, work-life balance, leadership or social participation, as in the rest of the country, it is women who spend more time in house care and family related activities, and it is women who use more the measures of conciliation between work and

family. As far as the number of opportunities in the public sector, women are the ones who appear in the greatest number, but if we look at the positions of administration, the greatest presence is that of men.

In the areas of education, culture, image of women and advertising, women are the ones who appear in the majority of higher education courses and those who have a lower dropout rate, but in cultural issues, women still have a lower presence.

If we shift the focus to the areas of health, sport, lifestyle or leisure time, women are the ones who have a worse perception of their state of health, those who spend less time on leisure or sports activities, despite being the ones with the lowest rate of obesity.

The strategy presented here is the result of considering as a maxim that gender equality implies dismantling traditional culture, values and roles that may prevent women from fully and effectively developing their rights.

The following diagram describes the methodology used in the development of this strategy:

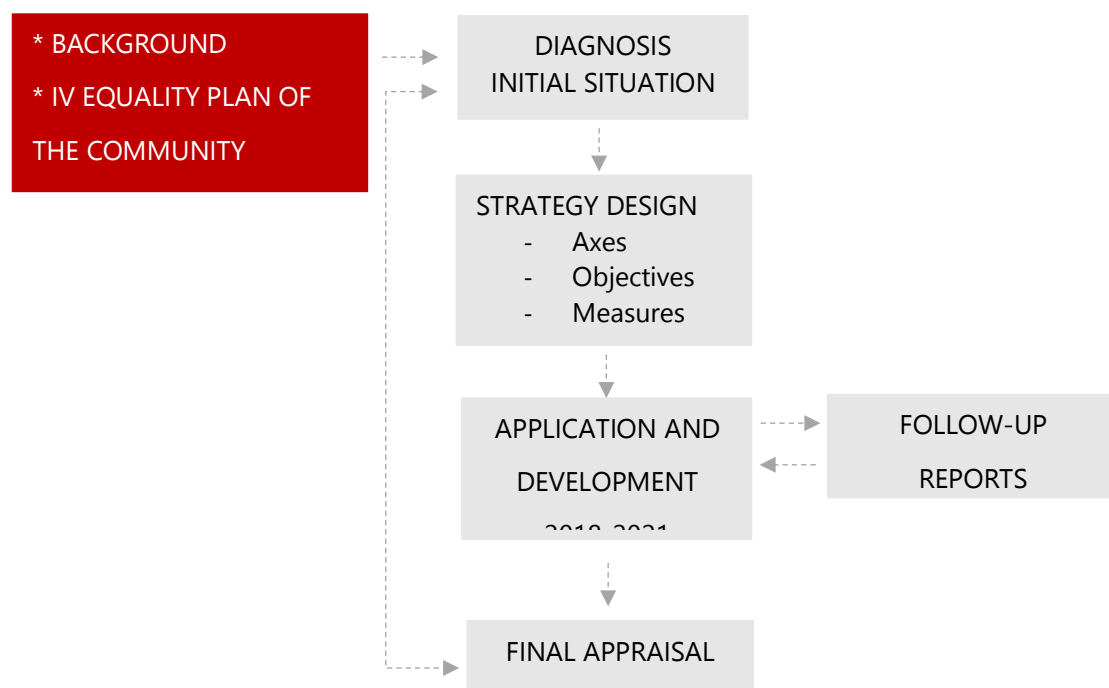


Figure 4: Methodology for the development of the strategy (Adapted from Comunidad de Madrid, 2018).

And is structured in nine main axes:

Axis 1: Employment, professional promotion and leadership.

Axis 2: Conciliation, co-responsibility and use of time.

Axis 3: Education, research and science.

Axis 4: Health, sport and healthy habits.

Axis 5: Culture, advertising, image and media.

Axis 6: Cultural change in terms of equality and participation of women in political and social spheres.

Axis 7: Prevention and fight against gender violence.

Axis 8: Feminization of poverty and social exclusion

Axis 9: Incorporation of the gender perspective in the autonomous administration.

Approach, methods and procedures

Tables show summary of the objectives proposed in this program and measures designed to achieve each of them. Appendix 3.

Valencia - SUMP (Sustainable Urban Development Plan)

Approach, methods and procedures

Valencia's Sustainable Urban Development Plan – SUMP (in Spanish, Plan de Movilidad Urbana Sostenible - PMUS) was approved on December 27, 2013. This plan was the starting point for a vast urban renewal in the city of Valencia and its suburbs by promoting more sustainable and efficient mobility patterns (Ayuntamiento de Valencia, 2013).

Nevertheless, the introduction of gender mainstreaming in Valencia urban planning became evident with the presentation of the handbook - SET (i.e. seven in English) developed and published by the Regional Government of Valencia in March 2017. This report identifies and describes the existing barriers, defines clear goals and associates them with examples of actions, from less effort to more complex ones, to achieve gender equality in urban spaces and urban planning processes. SET's actions are systematised into

seven strategic areas: City Model, Security perception, Public Space and Accessibility, Mobility, Housing, Representation and City Signposting and Citizen Participation (Azara Escrivá, S. and Gil Vila, M.V., 2017; Generalitat Valenciana, 2017). Moreover, this report was presented together with an award ceremony to recognise achievements in promoting gender equality in architecture and urban planning and raising awareness among professionals working in those fields (Generalitat Valenciana, 2017).

After introducing the gender perspective in the urban planning arena of Valencia, the City Council of Valencia published a document saying that it was “time to transform the plan’s aims (the PMUS of December 2013) into actions, changes, and realities” and presented a sustainable mobility model comprised in six topics that complement and reinforce each other: safe, efficient, metropolitan, participative, accessible and fare, as it can be observed in Figure 5 (Ajuntament de València, 2017).

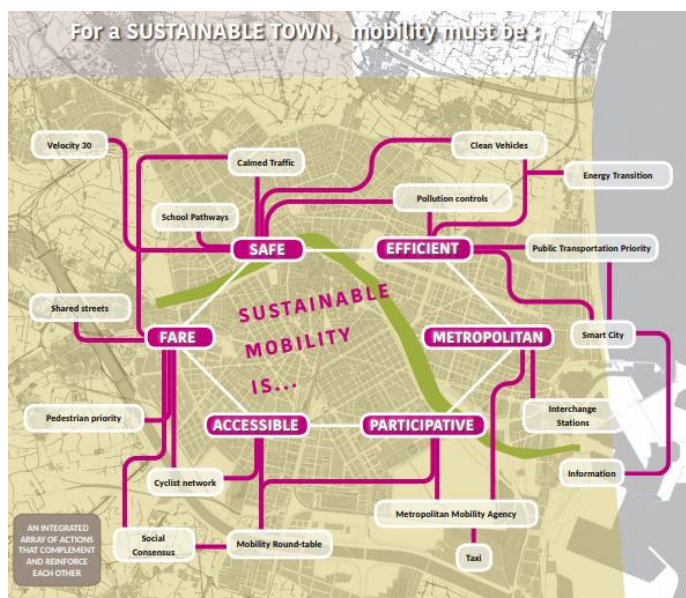


Figure 5: Sustainable mobility in València (Ajuntament de València, 2017)

This plan aims at removing barriers for people with reduced mobility, increasing safety, promoting carbon-neutral transports, reducing speed limits, humanising public space,

expanding and improving bicycle and pedestrian infrastructure and encouraging citizens participation and awareness (Ayuntamiento de Valencia, 2017).

This Valencia's mobility plan has seven main goals that should be achieved through 28 objectives and 97 actions (see the details in Appendix 4):

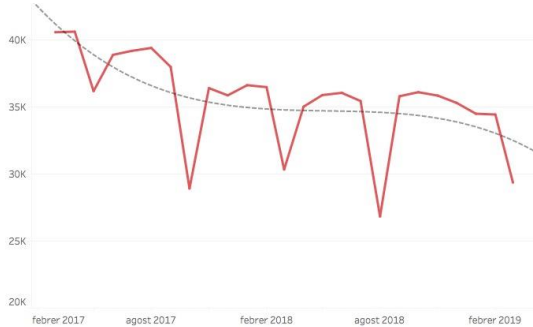
1. A City that walks
2. A City of bicycles
3. Public transport: the system that València deserves
4. Motor vehicles: a more rational use
5. Safer mobility
6. Intelligent mobility
7. Participative mobility

Potential outcomes

The development of these actions and support manuals have accelerated the implementation and dissemination of gender mainstreaming in public policy in Valencia, and in 2019, Valencia received from Greenpeace, the second-prize in terms of sustainability in mobility in Spain, due to the efforts done by Valencian authorities, primarily in the last three years such as expanding the cycle paths and reducing speed limits to make the city safer for pedestrians. Nevertheless, there are still more actions that need to be put in practice such as the expansion of the metro line (ThinkSPAIN, 2019).

Another outcome is the decreased use of vehicles and increasing use of bicycles by expanding the cycling lanes in Valencia. This reality can be seen in the Xativa neighbourhood (see Figure 6).

Evulció del pas de vehicles per Xàtiva



Evulció del pas de bicicletes i VMP per Xàtiva

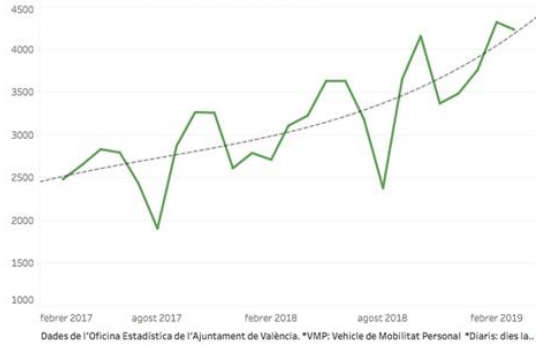


Figure 6: Evolution of the use of vehicles (left) and bicycles (right) in Xàtiva neighbourhood (Cycling friendly, 2019).

Sweden

Gothenburg – Social impact analysis tools in the planning process

The City of Gothenburg has developed a tool for Social Impact Analysis (SIA) that aims to strengthen the work on social aspects (e.g. gender equality, children's rights, equity, antidiscrimination) in planning in all areas in Gothenburg. This model has been adapted to other cities as well and modified to fit into the various contexts. A process for developing and updating the tool and for carrying out the analyses are ongoing. The work involves new forms of collaboration and a common learning.

Measures

The model for analysis is built on four areas:

- **Cohesive city:** Cities are often segregated. Here the focus is on how relationships and links can be strengthened in order to bridge physical, mental and social barriers.
- **Interaction:** Meetings and interaction are important in a city to strengthen the trust and social capital among the citizens. A populated urban area with unifying streets and well defined spaces and places provides a framework that creates opportunities for this.

- **Everyday life:** An everyday life perspective means that peoples everyday routines and activities are in focus in planning to enable robust, accessible and liveable local area.
- **Identity:** The sense of belonging that you have for an area is associated with the physical character of the area. But equally important in the forming of an area's identity, is the individual and collective understanding of security, continuity, participation and opportunities of the place.

Outcomes

A template for analysis of social aspects and geographic areas has been constructed to structure the assessment (see Appendix 5). The source template is available online:

https://goteborg.se/wps/wcm/connect/8439c0bc-9996-44a8-88ca-cbf89a197b1a/OPA_R_sartryck_SKA_WUF.pdf?MOD=AJPERES

Malmö – Development plan for gender mainstreaming

Background

In August 2007 the city council resolved that the City of Malmö should sign the CEMR's The European Charter for Equality of Women and Men in Local Life. The municipality is thereby committed to systematically integrating the gender equality perspective into all activities (Malmö City 2011).

Principal objective

The principal objective of gender mainstreaming in the City of Malmö is to ensure gender equality and non-discrimination in all activities directed at the citizens and as well as in the City's workplaces.

The European Charter for Equality

The European Charter for Equality of Women and Men in Local Life urges Europe's municipalities and regions to adopt an official position that the principle of gender equality shall prevail between women and men. The charter is a strategy for working with gender

mainstreaming. The City of Malmö has endorsed the principles in the charter by means of a resolution by the city council in 2007. The basis was Sweden's gender equality policy aimed towards equal rights, obligations and opportunities for men and women – “Shared power, Shared responsibility” and the gender equality policy inquiry, where the new goals of the gender equality policy were described – “Power to shape society and one's own life” (see: Government bills 1993/94:147 and 2005:66). In order that women and men should have the same power to shape society and their own lives, six sub-goals were set (see chapter 2).

Gender mainstreaming – a strategy for quality assurance of service delivery

Gender mainstreaming has been the Swedish government's principal strategy for achieving the gender equality policy objectives since 1994. Gender mainstreaming is a strategy for bringing about an equal and long-term sustainable society. As equality between women and men is created where ordinary decisions are made, re-sources distributed and standards created, the gender equality perspective must be a part of this everyday work. The strategy has emerged in order to counteract the tendency towards gender equality matters being overshadowed or subordinated to other political matters and activities. The consequences of future measures for women and men, girls and boys, were pronounced to be analysed in order to bring the problem to light and to incorporate the gender equality perspective into all areas of activity and in all stages of decision-making, planning and delivery of activities.

Targets

All services within the municipality administration shall:

- Continuously break down all statistics based on individuals in terms of gender, as far as possible.
- Conduct gender equality analyses continuously as a part of the ordinary work.
- Review what the content of the overall development plan for gender mainstreaming means for each area of service delivery.

- Have specific measurable objectives and undertakings that increase gender equality. These objectives and undertakings are based on gender-divided statistics, equality analyses and prioritised articles.
- Have measurable objectives and undertakings that are continuously included in activity plans and budgets.
- Follow up objectives and undertakings continuously in interim reports and annual reports.
- Provide an account in annual reports or equivalent, regarding efforts made and how the objective of gender equality has been met.
- Produce, in capacity of employer, an annual plan with goals and undertakings. The Discrimination Act and the CEMR-charter form the point of departure for these separate plans. The goals and undertakings are written into the activity plan, budget, interim reports and annual reports. Measures taken since the preceding plan shall be reported in the plan.

Indicators

The number of administrations and services that:

- Break down statistics based on individuals according to gender on a continuous basis.
- Provide gender equality analyses in respect of the ordinary work on a continuous basis.
- Have specific measurable goals and undertakings that increase gender equality and that are continuously included in activity plans and budgets.
- Follow up goals and objectives continuously in interim reports and annual reports.
- Report in annual reports or equivalent about efforts and fulfilment of goals.

Structure of the development work

The point of departure is the following four strategic success factors for gender mainstreaming that are based on JämStöd's (2007) recommendations:

- Goals and guidance
- Training and development
- Methods and way of working
- Support and coordination.

Prioritisations

Prioritised areas of development during the years 2011-2013:

Childcare (article 16)

It becomes clear in article 16 regarding childcare that European countries have reached different levels. In Sweden we have well-developed childcare. The focus during following years will be to prioritise the work with gender pedagogy and to continue working on gender mainstreaming in the City of Malmö's nursery schools.

Education and lifelong learning (article 13)

School is a part of society and the pedagogic activities thereby play a role in the maintaining of gender identity and gender relationships. During the coming years the work on gender pedagogy and gender mainstreaming in the City of Malmö's schools will be intensified.

Culture, sport and recreation (article 20)

The work on striving for girls and boys, women and men to have the same opportunities for a meaningful leisure time, to challenge gender-segregated activities (e.g. to offer activity to both girls and boys) and to counteract discrimination on the grounds of gender in organisational activities, shall be prioritised.

Social care and services (article 15)

During the coming years the social care and services article will be prioritised in order to ensure gender equal service delivery for women and girls, men and boys, irrespective of background and affiliation. For example, the work for increased awareness that there can be different presumptions for women and men in their encounters with social services

shall continue. This involves emphasizing the preconceptions that the social workers themselves may have regarding men and women, which may lead to differential treatment.

Mobility and transport (article 26)

Gender equality is one of the points of departure in the initiative “Public transport of the future”. A gender equal transport system shall serve as a link between work, leisure and the home and shall be easily accessible and attractive for all citizens. In the continued work on developing public transport, consideration is given to both genders’ experiences in the planning work as well as increasing knowledge and awareness surrounding equality for the staff concerned.

The employer role (article 11)

The City of Malmö, as employer, will develop the work in the years ahead whereby all workplaces shall have equal employment conditions and working conditions and be free of gender discriminating structures. There shall be an opportunity for working full-time or to the desired degree of working, to unite gainful employment and parenthood, for sexual harassment and other forms of harassment not to occur as well as non-discriminatory recruitment routines. In addition, there shall be an open and clear system for career development. The present “Overall plan for gender equality work in the City of Malmö” constitutes a point of departure for the personnel policy work. In the longer term this plan will be revised and incorporated in the development plan for gender mainstreaming.

Prioritised areas of development during the years 2014-2016:

Care of other dependants (article 17)

During the coming years priority is to be given to the care of other dependents within the gender equality work by improving the support for relations and working towards gender equal assessment of care requirements. Employees need to be actively aware of how the need for services is assessed and whether the assessment is different depending on who the dependent is – husband or wife.

Social inclusion (article 18)

Integrate an equality perspective in the work of creating better conditions for all who are affected by, or who risk being affected by, social exclusion or poverty, having access to work, housing, education, culture, and information and communication technology as well as social and medical help.

Housing (article 19)

During the years ahead the housing situation is to be prioritised for women and men, girls and boys in Malmö. A gender equality perspective shall, for example, be present in the work aimed at securing or promoting access for all to homes that are sufficiently big and of acceptable standard in a good environment with fundamental social services to hand.

Urban and local planning (article 25)

When talking about people at the centre there needs to be gender awareness in the city planning. Women's and men's, girls' and boys' different experiences, priorities, needs and everyday lives need to be made visible, highlighted and taken into account.

Safety and security (article 21)

In the work relating to each woman and man's, girl and boy's right to personal safety and freedom of movement, the causes of problems with insecurity and safety need to be analysed. The analyses need to be integrated in the municipality's preventive work regarding safety and security.

Prioritised areas of development during the years 2017-2019:

Public procurement and contracts (article 12)

In connection with the procurement of goods and services and prior to each contract that the municipality intends to conclude, the equality aspects are considered as well as the lawful opportunities that exist for promoting equality.

Health (article 14)

During the years ahead the work with an equality perspective in the work for women's and men's, girls' and boys' right to good mental and physical health, will be extended.

Gender-based violence (article 22)

The City of Malmö will be at the forefront of the work with women's security and protection. During the years ahead the work involving different efforts aimed at women and men, girls and boys, exposed to violence, will be extended.

Pink parking and pink passes in Italy and Portugal

Examples of measures and methods regarding gender mainstreaming and diversity in Italy 'Pink parking', parking spaces or free parking for pregnant women or women with babies in certain places.

'Pink parking' are parking lots reserved for pregnant women or for women travelling with babies on board, commonly one or two years old. The main goal of this measure is to help women in the last months of their pregnancy and those travelling with children (and strollers or prams) to find parking in an easier way. These parking lots are specially designated and identified in parking garages and parking lots to be used by women.

'Pink parkings' stand for a very important service for many urban centres with particularly busy daily traffic, which consequently, makes parking rather difficult. The Municipal authorities draw thus the attention to a category of an indisputably particular character, namely pregnant women and new mothers. It is a measure intended to facilitate their travels, while encouraging them to travel more independently and freely, thus reducing their stress in finding a parking lot, with beneficial effects on their own health and of the health of their babies they are travelling with.

The 'Pink parkings' are also called courtesy parkings, as drivers should be made aware and give way in the privileged parking place to pregnant women or new mothers. The idea is based on the concept of 'giving way'. No obligations, only a matter of civilization, that's what the pink stalls are about. These parkings are usually situated in utility areas, nearby

the city centre, or nearby clinics, hospitals, kindergartens, pharmacies, local health authorities, post offices, public offices, banks, malls and public parks, but they can also be placed along the streets.

The Italian parkings are coloured in a new colour: after white (for residents), blue (pay parkings), and orange (for disabled), pink ones have appeared, for pregnant women or new mothers travelling with a baby. They can be recognised due to their pink colour and a descriptive sign. They have been present in many Italian cities since 2000 but they are not regulated by the Highway Code. A revised version of this code is expected in 2020 and a corresponding regulation will be inserted too.

Setting up the parking lots intended for women is not difficult, and does not involve significant costs, including only those for horizontal and vertical markings, and for boards with suggestive graphics and texts to inform the current and future mothers the availability of the respective parking lots.

In Italy, there is not a national regulation on the provision of parking lots reserved for women, be they pregnant or travelling with children. Art.7 of the Italian Highway code allows the Municipalities to manage the distribution and the fares of parking in their territory. Each region is free to deliberate on this, and they can approve unanimously the request to the municipalities to ameliorate the situation. In addition, the Italian Highway Code does not allow the reservation of parking spots for this kind of users, nor the possibility of drawing coloured stripes on the asphalt that could differ from the approved ones (white, blue or yellow).

The procedure starts usually with the personal interest of some politicians that present a proposal of the initiative in the governing body as a policy document. Then, if the municipal administration approves the proposal, the City Council deliberates a resolution allowing the creation of 'pink parking' spaces, commonly in selected areas. The final step involves an Ordinance of the Local Police Officer that formalises the location of those parking spots and how they can be identified (pink stripes, road sign).

Some Municipalities can decide to provide a special permit to park in those spots after the provision of proper documentation at the Authorizations Office of the Municipal Police Department. The copy of a valid identity document of the applicant and the copy of medical documentation attesting to the state of pregnancy are commonly required.

The offer of 'pink parking' slots can also be found in private spaces (as in parking of malls, shops etc.), where the owners are free to provide reserved lots according to their willingness.

At the following link it is possible to find an example of a decree approved by the city of Potenza where the 'pink parking' slots are established according to the Municipal Council resolution:

<http://www.comune.potenza.it/wp-content/uploads/2017/10/ordinanza-361.pdf>

At the following link it is possible to find an example of form to be completed by pregnant women and mothers with children up to one year of age (in Italian language). They have to be delivered at the Office established by the Municipal Police Department so that it is possible to issue a special permit for parking in the spots marked with horizontal pink signs, which have been predisposed in different city areas.

<https://www.comune.catania.it/il-comune/uffici/polizia-municipale/modulistica/allegati/20150424-istanza-rich-pass-rosa.pdf>

The absence of a national regulation on this topic leaves the proposal of the measure to the Regions and to the Municipalities. At the same time, the kindness and the civic sense are the main reasons behind the compliance with the pink parking lots. In fact, any fine can be given to drivers who do not leave the space to whoever has the right, due to the absence of an official regulation. On the whole, the proposal of the initiative is left to the personal awareness and willingness of politics inside the local governing body.

It could be interesting to create a database collecting all cities where ‘pink parkings’ are present in order to have a general view of how many the municipalities are sensitive to the issue.

‘Pink pass’, reduced off-peak travel rates in public transport

The ‘Pink passes’ belong to the category of fares reduction for regional public transport for specific categories of users. Some norms available at national level declare the need of the provision of reduced fee, but the local authorities (regions, provinces and/or municipalities) are in charge of deciding their composition and their entity. These reductions are commonly thought for people with disabilities and elderly, sometimes for students and for low income families.

Reduced fees on public transport are available at local level in many Italian cities. They are commonly based on the interest of Regions that guarantee proper funding after having decided the categories that would benefit of these initiatives. However, the same actions can be proposed by provinces, municipalities or by the transport operators themselves. Only one initiative has been found at Italian level on this topic. Marche region deliberates on the users’ categories that would take advantage of reductions on the public transport fees. These benefits are addressed mainly to low income people living in the region that fall into the categories of disabled or aged over 65. Students can have reduction on the annual pass too. Finally, specific benefits can be required by low income pregnant women too. In the same Region is located Ancona, where a special reduced monthly pass named ‘pink pass’ is available for the women travelling in off-peak hours.

The following link presents the example of planning document at city level, namely “Carta Della Mobilita’ Servizio Urbano Comune di Ancona” (Mobility Document of the Urban Service, Municipality of Ancona). It includes ‘pink pass’ for women, which is a discounted subscription for public transport usable during the off peak hours (page 15):

<http://www.atmaancona.it/media/907872->

[CARTA DELLA MOBILITA’ SERVIZIO URBANO COMUNE ANCONA.pdf](#)

The following link contains the resolution of the Marche Region Council, which approves and lists all the possible fees reductions related to the regional and local public transport. The document presents the socially weak groups of users that are interested in the fee reduction and provides the criteria and the procedures of the concession.

http://www.atmaancona.it/media/923421-Delibera_RM_1050_30072018.pdf

The provision of reduced fee for certain categories of users is commonly addressed to elderly, students or people with reduced income. The experience of the benefit proposed by Marche Region to low income women pregnant or travelling with new-born can be shown to other regions.

Other examples of municipalities

i.) ‘Pink pass’ is a particular pass to park for free anywhere during the period of pregnancy proposed by Municipality of Rimini

Rimini is the capital of the province of the same name in Emilia-Romagna region. It is the most important and densely populated city on the upper Riviera at the Adriatic Sea, particularly in summer, considering its status as a worldwide renowned summer resort.

The reserved places are located in the historic centre, and are marked with pink stripes.

Nevertheless, pregnant women and new mothers with a child under the age of 1, can also park their cars for free in the parking lots marked with blue stripes, by producing their pink pass. The temporary pink pass is free and has a maximum 1 year’s validity (or, if the child is already born, till it turns one year old).

One single temporary pink pass can be issued for each family, and expires 30 days after the date of birth, as specified on the medical certificate.

The interested party must also complete and sign the form on the Municipality website:

<https://www.comune.rimini.it/comune-e-citta/comune/ufficio-relazioni-con-il-pubblico/guida-ai-servizi/parcheggi-rosa>

List of documents to be submitted:

- Photocopy of the license.
- Photocopy of the identity card.
- Copy of the car booklet (the car must be owned by the lady or a member of her family, or if it is owned by a third party, a declaration certifying the use of the car by the lady is required – Maximum 3 cars can be indicated).
- Original gynecologist certificate attesting the interesting state for at least 3 months.

The forms necessary for obtaining the pink pass are published on the Rimini Municipality website, as follows:

- Model for Statement of lease for vehicle use / Dichiarazione di concessione in uso del veicolo
- Model for Self-certification for request of "Temporary identification mark / Autocertificazione per richiesta di "Contrassegno identificativo temporaneo"

ii.) 'Pink pass' is a particular pass to park for free anywhere during the period of pregnancy proposed by Latina Municipality

Latina is the capital of the province of Latina in central Italy.

The parking plan of the Municipality of Latina provides for a pink season ticket for pregnant women: a free parking permit on the blue stripes, valid for the entire period of pregnancy. In order to get the pass, the applicants must present an original certificate from the gynecologist attesting the pregnancy of the mother to-be, a photocopy of the car matriculation document, and a photocopy of the license (<http://www.comune.latina.it/abbonamento-rosa/>)

The pass will be obtained from ATRAL, the current operator of the Management and Control Service of the Payment Parking in the Municipality of Latina.

iii.) Discount on parking passes for pregnant women and families with children up to 1 year of age – The Fossano Municipality

Starting from March 2018, in Fossano (a town located near Turin) ‘pink passes’ were introduced, by means of which the parents of children up to 1 year old, and pregnant women (starting from their 6th month of pregnancy) can enjoy extra low tariffs for parking in the areas marked in blue. The fee is 10 Euro per month with a maximum 15 month-validity.

The form required in order to get the subscription for parking in the historical centre of Fossano City – Year 2020, is published on Fossano Municipality website, <https://www.lafedelta.it/Fossano/Fossano-abbonamenti-rosa-per-parcheggiare-in-centro>

The model of Declaration to benefit from the subscription to the park in the historical center of fossano - Year 2020 / Dichiarazione per beneficiare dell' abbonamento alla sosta in centro storico fossano - Anno 2020 http://www.comune.fossano.cn.it/upload/fossano/gestionedocumentale/RICHIESTA_ABBONAMENTOX_784_52619.pdf

The document can be downloaded from the municipality site, or collected in paper form from Polizia Locale Fossano, and produced in the following ways:

- in paper form at the Protocol office of the Municipality of Fossano, or via e-mail

Conclusions

Besides standing for a significant mark of civilization, ‘Pink parkings’, ‘Pink pass’ and other similar measures allow pregnant women and mothers with children up to 1 year (or 2 years) of age a bigger autonomy and freedom during travels, as well as in carrying out their activities, which obviously benefits their health.

Examples of pink passes Appendix 6.

Measures and methods regarding gender mainstreaming and diversity in Portugal

In Portugal, more and more attention is being paid to the issue of gender equality at all levels. Recognizing equality and non-discrimination as a condition for building a sustainable future for Portugal, the government defined strategic axes and objectives until 2030 with the National Strategy for Equality and Non-Discrimination 2018-2030 “Portugal

+ Igual” (ENIND). This plan is supported by three Action Plans: - non-discrimination based on gender and equality between women and men (IMH); - prevention and combat to all forms of violence against women; fight against gender violence and violence (VMVD); - combat discrimination based on sexual orientation, identity and gender, and sexual characteristics (OIEC) (CIG 2019). Following this program, local authorities commit to develop concrete actions and adopt an equality and non-discrimination plan.

Today there is a plan for equality for all municipalities in the country that cover many domains, examples of this plans are Oliveira de Azeméis and Lagoa municipal plan, presenting measures in the area of mobility and transport such as improving public lighting and creating safety conditions on the access to public transport, main factors that increase insecurity in public transport for women (Ferreira, R. et al. 2016). The municipality of Pombal has launched gender audits in transport, and as a measure to support mobility, provides a special transport pass to accompany descendants on the municipality's transport network (Pombus). On national level, two examples of measures concerning women and mobility are: in rural areas where public transport response is insufficient, the government has provided 14 service structures with one vehicle each to increase assistance/ support to victims in remote places (CIG, 2019); regarding private transport mobility, it is demanding by law that in car parks, parking spaces should be reserved, near the pedestrian accesses for vehicles driven by pregnant women and by people accompanying infants.

Concerning work-life balance, the Government launched an innovative work-life balance program 3 em Linha – Programa para a Conciliação da Vida Profissional, Pessoal e Familiar 2018-2019), a program with 4 axes (República Portuguesa 2018):

Axis 1 - (Im)Pact for conciliation - combines measures that mobilize different types of employers for development of practices promoting the conciliation and for its dissemination.

Axis 2 - Conciliating in Public Administration - aggregates measures that represent the commitment of the Public Administration central and local with the promotion of reconciliation.

Axis 3 - Equipment, services and incentives for conciliation - aggregates instruments which favour conciliation in the field of care, education, of transportation and health.

Axis 4 - Knowing to reconcile - aggregates knowledge production measures and their disclosure, susceptible to support the development of new actions.

Bike Life – Women reducing the gender gap in UK

Bike life is the UK's biggest assessment of cycling. This is conducted by the charity Sustrans in collaboration with seven UK cities, Edinburgh, Newcastle, Greater Manchester, Birmingham, Cardiff, Bristol and Belfast.

This annual report recognises that most women would like to cycle and are keen to improve their own health, reduce traffic and levels of pollution

Their research shows that 74 percent of women would like to see more investment in cycling and that 79 percent of women favour more protected cycle routes – even if that means less space for other road users And yet most women don't feel safe and are hesitant to start, or restart cycling. Women report that they can feel intimidated on the roads, that it is hard to take their place. For women to feel safer, others in our crowded environment may have to accept some restrictions. The report highlights research undertaken with refugee girls and women who have gained the confidence to cycle.

51percent of the UK population is female. Taking steps that specifically improve the design of cities for women should be commonplace. Research already shows that men and women have different travel patterns therefore if a city is serious about addressing inequalities in transport, they will need to take action to understand and address the needs of all genders. By creating better designed environments for men and women to cycle we can tackle some of the bigger challenges facing UK cities, such as keeping cities moving, improving health outcomes and tackling pollution. This will also make cities more attractive to residents, business and visitors.

Cycle patterns in the UK

In England between 2014 and 2016, on average men made three times as many cycle trips each year as women. In Scotland twice as many men as women cycle once or twice a week for transport. In Northern Ireland men were more likely to have cycled in the

past 4 weeks than women. Cycling rates are not evenly distributed by gender, in the UK women's participation is less than 30 percent.

Travel behaviours in England, National Travel Survey 2016

- In 2014-16, males aged 5 or over made three times as many cycle trips as females. Men also cycled over four times as many miles.
- Women make on average 981 trips each year. Women travel more often than men, but men travel further in distance.
- Women are less likely to drive a car than men. 67% of women are license holders in comparison to 80% of men. Distance travelled by car as a driver was lower for women, but women did more mileage as car passengers than men.
- Women make more walking trips than men – they make 262 trips each year by foot in comparison to 223 for men.
- Women use buses more than men for all ages (60 trips each year on average in comparison to 44 trips for men).



Methodology

Interviews were conducted with women from the seven cities using data from bike life 2017 collected between May and June 2017. Interview questions were on what women think about cycling.



Perceptions of cycling are positive

Most women interviewed for Bike Life in 2017 have a positive view about cycling in their city and think their city would be a better place to live and work if more people cycled.

72% say things would be better if people in general cycled more

say things would be better if friends and family cycled more

58%

say their city would be a better place to live and work if more people cycled

68%

71%

say they generally think positively about people riding bikes

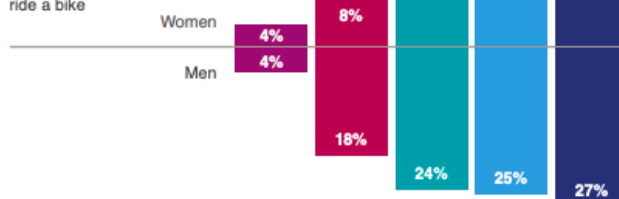


Personal motivation

Bike Life in 2017 suggested a significant demand from women to cycle more.

How do men and women see themselves when it comes to riding a bike?

- New or returning to riding a bike
- Experienced regular bike rider
- Occasional bike rider
- Do not ride but would like to
- Do not want to ride a bike



30%

of women currently do not ride a bike but would like to (in comparison to **25%** of men)

50%

of women feel they should ride a bike more often (in comparison to **59%** of men).

What is stopping more women cycling?

Many women do not feel safe cycling

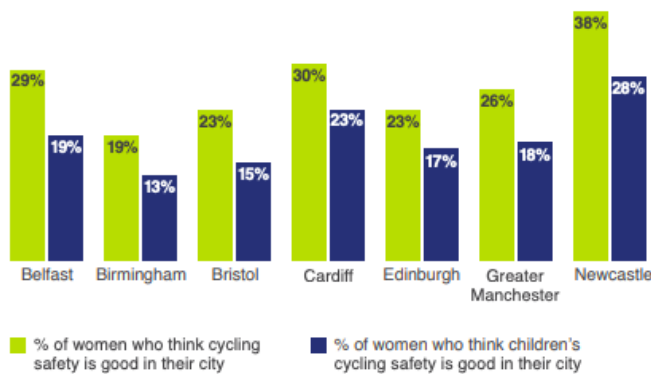
27%

of women think cycling safety in their city is good compared to **33%** of men

19%

of women think children's cycling safety in their city is good, **23%** of men think the same

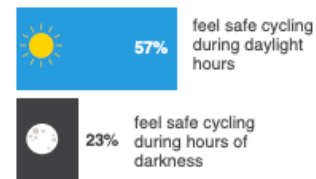
Women who think cycling safety is good in their city



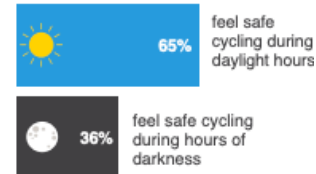
Perceptions of safety from women differ in different Bike Life cities. The highest proportion of women who think cycling safety is 'good' is in Newcastle (**38%**), whilst in Birmingham only **19%** feel cycling safety is good. Perceptions of safety did not appear to correlate with women's participation in cycling, for example women's participation in cycling in Bristol is relatively high whilst only **23%** of women feel cycling safety is good.

Perceptions of cycling safety during daylight and hours of darkness

Women



Men



Perceptions of safety decline rapidly after dark, possibly due to concerns over traffic and personal safety. In hours of darkness, only **23%** of women and **36%** of men feel safe cycling around their city.

Safety is likely to be a significant barrier for many women wanting to cycle. This is especially the case during the winter months when many typical commuter journeys happen in hours of darkness.

What would help women to cycle more?

Women want more investment in their city for cycling.

There is significant appetite from women to start cycling or cycle more often.

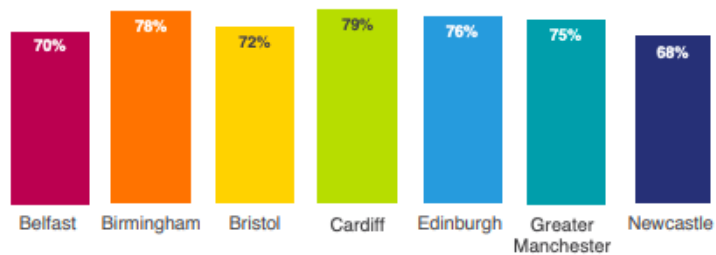
74%

of women would like more investment in cycling in their city.

79%

of women support building more protected cycle lanes even if this means less space for other road traffic.

The proportion of women in each city that would like to see more investment in cycling



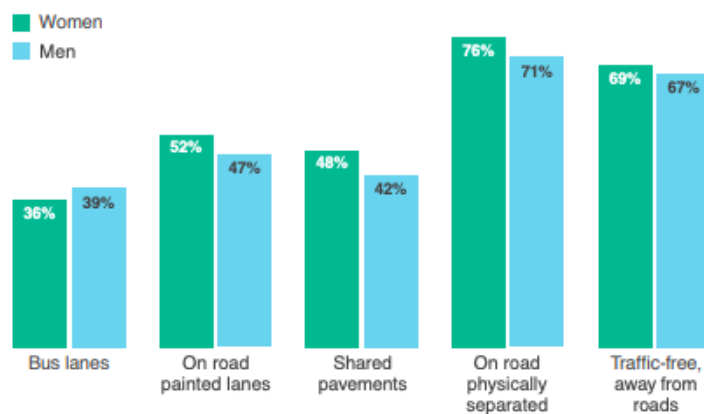
In every city more than two-thirds of women, whether they cycle or not, would like to see more investment in cycling. In Birmingham, where women's participation is currently low, 78% of women would like to see more funding for cycling.

Women would find dedicated space for cycling most useful

76% of women who already cycle, or would like to start cycling, would find cycle routes alongside the road that are physically separated from traffic and pedestrians very useful to them to start cycling more.

In addition, 69% of women would find more traffic-free routes away from roads very useful. However, the scope for these routes due to space constraints in cities may be more limited.

What would be very useful to help you start cycling or cycle more?



They also looked at what good examples of the participation of women in cycling look like:

In Denmark a study by the University of Copenhagen found no difference in cycling participation of men and women in the city¹. 41% of all journeys to work or education in Copenhagen are made by bicycle² and

62% of residents living in Copenhagen use a bicycle for journeys within the city².

This normalisation of the bicycle has been achieved through the development, mainly since the 1970s, of a dense network of protected cycle tracks across the city. Today, Copenhagen has over 230 kilometres of on-street protected cycle tracks meaning most journeys within the city can be taken safely by bicycle from door to door.

Most women living in Copenhagen use a bicycle because it is the quickest and easiest mode of transport.

Copenhagen has also developed the brand of the bicycle and its relationship to the wider city. Marketing the bicycle and focusing on the normalisation of journeys for all groups of society has led to high proportions of children also cycling to and from school.

The protected lanes in Copenhagen have also been designed and built to accommodate cargo bikes so that parents and carers can transport their children too. Now 26% of all families in Copenhagen own a cargo bike².

Finally, how cities can be transformed for inclusive cycling?

Evidence strongly suggests a number of opportunities and challenges when it comes to increasing the number of women cycling in UK cities. Women want to start cycling or cycle more in their city but significant barriers to cycling exist for many women, especially when it comes to safety.

If any UK city wants to normalise everyday cycling planners and procurers must improve their understanding to address the needs of women. Transforming streets to ensure a dense network of safe and attractive routes that provide dedicated space for bicycles and gives many more people the confidence and inclination to use a bike would be a good start. In the cities features in this report a total of only 19 miles of protected bike lanes on roads physically separated from traffic and pedestrians exist. Research shows that where infrastructure has been installed that separates bikes from cars the number of people riding bikes increases, especially among women.

7. Concluding discussion

“Methods and tools to measure gender issues based around intersectional analysis” is a collection of suggestions for how to work on gender and diversity in the planning for and implementation of “smart mobility”. Mobility constitutes complex social activities and thus the transport planning requires instruments addressing the knowledge on different actors, social groups, different transport modes, technologies, organisations and authorities, etcetera. In the same time, new “smart” mobility and global sustainable goals pose both challenges and promises to the transport sector. The theory of intersectionality can work as a reply to this demand. In order to approach the diversity of gender TInnGO works with an intersectional perspective. Intersectional analysis means that discrimination grounds, such as gender, age, ethnicity and disability cannot be analysed alone, but must be approached as closely interwoven and mutually affecting (Crenshaw 1989; West and Zimmerman 1987).

The aim of this study was to gather useful methods and tools and, if necessary, adapt them to the transport sector – as the transport sector was considered to have a limited toolbox for working with social issues, gender equality and diversity.

Thus, we chose to provide methods and tools for doing gender and diversity mainstreaming, using gender impact assessment and commensurable tools. An overview in eleven countries was accomplished by TInnGO in 2019 (Ihlström, Levin and Henriksson 2019) and in the present report we continue this work by looking more thorough into some of the examples and describe methods that are often only available in local or national contexts and languages. In so we wish to alleviate the lack of access to methods and tools suitable for gender and diversity mainstreaming in the transport sector. Focus in this report is on early planning stages and on assessments of activities and work processes. We give examples and want to inspire to assess the plan or program in relation to the goals of an equal society. Ideally, the assessment procedure should be done before (not after) the planning or program is completed and presented. For example, the gender

and diversity assessment procedure goes parallel to the technical and economic investigations and planning activities, and the GIA report should be presented (published) together with the economic and technical reports, before the construction can begin. The tool kit we have provided in this report include targets, indicators and measures which can be used in various contexts. However important, there is not a single method that suits all types of projects, organisations, and activities. *Thus, the suggestion is to choose the methods and tools that are applicable for the problem or task at hand.*

The methods and tools presented are for example: a transport related model for gender impact assessment (GIA), based on operationalisations of strategic goals and suggesting targets and indicators; problematising of challenges and measures; gender equality training (GET); staircase models for knowledge development; 4 R: Representation, Resources, Realia and Realisation; gender budgeting; intersectionality and norm criticism; and a couple of city planning models from UK and Vienna. In a separate chapter we present a few examples of interesting and in some cases pioneering working models from European cities: Barcelona, Madrid and Valencia in Spain; Gothenburg and Malmö in Sweden; Parking models in Italy and Portugal; and Bike planning in UK.

Taking the departure in existing methods, tools, instruments and measures and presenting them in relation to transport mobility – we hope that this work will be an inspiring and useful palette to choose from.

The “toolbox” outlined in the present report is part of a process which will be complete when all steps are realised. Next steps are more practical: experiments and experiences in case studies in four countries, and validation in living labs.

Finally, some concluding suggestions for forthcoming case studies and planning projects:

Collaboration

Collaboration in the design development and implementation of projects is essential, we are recommending open discussion between stakeholders including design officials, academics user groups and local communities. This will ensure a shared understanding of the challenges, constraints and opportunities.

Social inclusion

Integrate an equality perspective in the work of creating better conditions for all who are affected by, or who risk being affected by, social exclusion or poverty, having access to work, housing, education, culture, and information and communication technology as well as social and medical help.

Urban and local planning

When talking about people at the centre there need to be a gender awareness in the city planning. Women's and men's, girls' and boys' different experiences, priorities, needs and everyday lives need to be made visible, highlighted and taken into account.

Safety and security

In the work relating to each woman and man's, girl and boy's right to personal safety and freedom of movement, the causes of problems with insecurity and safety need to be analysed. The analyses need to be integrated in the municipalities' preventive work regarding safety and security.

Fairer balance of space in the streets

Give preference to pedestrians, who until now often are discriminated against in the favour of automobility. Expansion of pedestrians' space, improved crossings, adequate bicycle infrastructure, bicycle networks that encompasses the whole cities, limit car traffic on some streets, and add landscape and street furniture. Introduce action programs in the neighbourhoods.

Involve citizens

Involve citizens, they are the major sources for e.g. neighbourhood street planning, bicycle and pedestrians' areas, and they should be involved in all impact assessment procedures. Make sure that diverse users are represented in the dialogue, and action programs. Broaden the invitations and complete the invitations if there are some user groups missing.

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APPENDIX 1

A Model for Transport Gender Impact Assessment (GIA)

Targets and indicators

Table 1. “Democracy and influence on decision making”.

Targets	Questions to ask	Indicators *	Sources
<i>Planning/development project:</i>			
The project should have a 40/60 representation of women and men during the lifetime of the project. Followed-up at 25%; 50%; 75% and 100% of the project time.	What does the composition of planning groups / working groups look like?	The amount of women and men who are involved in the project.	Project plans Staffing plans Plans for hiring experts
Women and men should have the same opportunity to influence.	What scope for action do women and men get?	The amount of women and men participating in discussions and decisions.	Interviews and surveys with people who are involved in the project. Protocols/ minutes/ memos
<i>Management:</i>			
The project should have a 40/60 representation of women and men in management positions during the lifetime of the project/plan. Followed-up at 25%; 50%; 75%; and 100% of the project time.	What does the composition of planning groups / working groups look like?	The amount of men and women who are in management positions.	Project plans Staffing plans Plans for hiring experts Interviews/ Surveys
Women and men should have the same opportunity to influence.	What scope for action do women and men get?	The amount of women and men participating in discussions and decisions.	Interviews/ Surveys with people who are involved in the project.
<i>Communication:</i>			
The representation of women and men who are communicating the plan/project results should be 40/60 during the lifetime of the project. Followed-up at 25%; 50%; 75%; and 100% of the project time.	Who is communicating the plan or project to affected public, other stakeholders, authorities, and organisations?	The amount of men and women who are in leading positions for communication and dissemination.	Dissemination plans Staffing plans
Women and men should have the same opportunity to influence the results and information.	What scope for action do women and men get?	The amount of women and men participating in dissemination activities.	Plans for hiring experts Interviews/ Surveys with people who are involved in the project.
* NB 50/50 or 40/60 per cent of both sexes does not automatically mean equality.			

Table 2. Continuing “Democracy and influence on decision making”.

Targets	Questions to ask	Indicators *	Sources
<i>Public participation/ consulting parties:</i>			
The project should have a 40/60 representation of women and men at consulting activities (e.g. dialogue with stakeholders, public meetings).	How many women and men participate in dialogues and public meetings?	The amount of women and men participating in consultations/ dialogue meetings, etc.	Reports and presentation material associated with consultation Interviews Surveys
<i>Influence:</i>			
Women and men should have the same opportunity to influence.	How many women and men, from both the public and the competent authorities, are actively involved in the consultation process?	Percentage of women and men taking active part in consultations.	Reports and minutes
	What questions do men and women engage in during consultation meetings?	Amount of questions from women and men respectively.	Interviews/ Surveys with people who are involved in the project and consultation activities.
	What efforts are made to reach both women and men?	Amount of invitations in different information channels	Invitation letters Advertisements Web information
<i>Treatment:</i>			
Women and men should have the same space and be treated in the same way by experts.	How are the men and women heard? For example, how do the experts answer questions and how do they take into account the views of women and men? What questions are answered more extensively?	Percentage of talk time and space for questions and discussion at consultation meetings. Time used by women and men respectively.	Consultation reports Recordings Interviews Surveys
* NB 50/50 or 40/60 per cent of both sexes does not automatically mean equality.			

Table 3. Continuing “Democracy and influence on decision making”.

Targets	Questions to ask	Indicators *	Sources
Organisation/ business:			
The organisation should have a 40/60 percent representation of women and men. Set a timeline and follow-ups every year.	What does the composition of the staff look like?	Percentage of women and men in the organisation.	Employment plans Recruitment plans Interviews Surveys
Management:			
The organisation should have a 40/60 percent representation of women and men in management positions.	How many women and men are at management positions?	The amount of women and men employed at management positions.	Employment plans Recruitment plans Project organisation plans Interviews Surveys
	How many women and men are involved in management activities?	The amount of women and men who are involved in management activities.	
Influence:			
Women and men should have the same opportunity to influence and take part of information.	What does the composition of working groups look like?	The amount of women and men participating in different workgroups, discussions and decisions.	Protocols/ minutes/ memos
	What space for action do women and men have?		Interviews/ Surveys with people who are involved in the current project/plan/activity.
* NB 50/50 or 40/60 per cent of both sexes does not automatically mean equality.			

The examples of targets and indicators in the tables 1-7 are mainly focussed on the concepts of women and men, although, in many cases we also need considering age and the individuals’ physical, psychological and social ability’, etc. For example, regarding the goals on democracy and influence where the investigator will need to include a variety of citizen participants in the analysis: women/men, younger/older ages, functionality, educational level, and so on.

Table 4. “Eliminate all forms of violence against all women and girls”.

Targets	Questions to ask	Indicators *	Sources
<i>Gendered violence or crime in relation to transportation:</i>			
Women and men should be safe in public and private areas related to the transport system.	How is the crime situation today?	The amount of registered violence and other criminal actions	Police reports Surveys Interviews Focus groups
Women and men should not be worried about violence or harassments when staying in areas related to the transport system.	How are different transport modes and transport environments perceived? What differences can be found between groups of individuals (e.g. women/men/young/old)?	Percentage of respondents who perceive the environment safe: gender-segregated, age-segregated, etc. Number of people who report their feeling worried/safe, based on reports from different citizen groups.	
Women and men should have the same opportunity to use all transport modes, stations, platforms, bus stops, and parkings; during different times of the day.	Do people use e.g. public transport all hours of the day? Who travels with different transports, different times? Are there times when people avoid a specific transport mode? If so, why do people not move around at certain times?	Number of people at the trains/buses, at different times: gender-segregated data, by different times. Number of women/men who report feeling safe when using different transport modes; during different times.	On-site observations Mental maps Interviews Surveys Focus groups
* NB 50/50 or 40/60 per cent of both sexes does not automatically mean equality.			

Table 5. “Equal opportunities for good health and personal development, including access to culture and leisure”.

Targets	Questions to ask	Indicators *	Sources
<i>Risk of injuries and poor health:</i>			
No one should risk their health because of the transport system.	What impact do the transport system have on women and men of different age groups?	The number of women and men of all age groups travelling in given area, and air quality and noise models.	Travel surveys Public health Medical knowledge Comprehensive and detailed plans on land use
Reduce the impact of air pollution and noise.	How do sensitive groups react on air pollution and noise (e.g. small children, old people, pregnant women)?	Amount of sensitive groups: children, elderly, and people with health concerns staying close to the transport area (e.g. schools, day care centres, old peoples home).	
Extra focus on sensitive groups.			
<i>Physical activity, mobility and wellbeing:</i>			
Women and men, boys and girls, older women and older men, should have the same opportunities for physical activity, mobility, and well-being.	Does the project/plan help ensure that all groups have the same opportunities for physical activity and mobility?	Number of schools and leisure activities reachable by bike, walking or public transport that children themselves can use.	Travel surveys Public health Medical knowledge Comprehensive and detailed plans on land use
Minimise stress and unnecessary waiting times in the transport system.	Does the transport system help ensure that all groups have the same opportunities to organise their everyday life in a sound way?	The whole journey concept: the amount of possibilities to do “combination trips” in which several errands can be done on the way to and from work.	Surveys Mental maps Interviews Focus groups Time geographic travel diaries
Enable sustainable everyday life.		The amount of public transport connections related to women’s and men’s workplaces and working hours.	
* NB 50/50 or 40/60 per cent of both sexes does not automatically mean equality.			

Table 6. “Equal opportunities and conditions for education and paid work”.

Targets	Questions to ask	Indicators *	Sources
<i>Education and paid work:</i>			
Women and men should have the same opportunity to achieve an education and get paid work which provide economic independence.	What does the labor market look like? Where are schools and universities located?	The number of workplaces/ schools/ universities which is reached within 15-30-45-60 minutes from a given point (residential area).	Municipal or region-based statistics on where male and female dominated workplaces are localized.
It should be possible for women and men to get to school, universities, and workplaces with similar standard and within approximately the same travel time.	Where are workplaces localized in relation to residential areas? With which means of transport can you get to the workplaces/ schools /universities? Is it possible to go by bicycle or public transport? Do you need to have driving license and access to a car? Are there any unmet transport needs? Is it possible to do stops on the way for taking children to school or pre-school?	The numbers of commuting women and men. Proportion of women and men working in different workplaces or going to educations. If there are several possible travel opportunities, split up travel time for each mode of travel (for example, car, bus and train). Compare travel time for women and men.	Municipal or region-based statistics on schools and universities. Regional public transport authorities. Analysis of target points. GIS analysis. Travel surveys Workplace surveys Surveys on schools and universities. Mental maps Interview/focus groups
* NB 50/50 or 40/60 per cent of both sexes does not automatically mean equality.			

Table 7. “Equal distribution of unpaid housework and provision of care”.

Targets	Questions to ask	Indicators *	Sources
<i>Unpaid housework and provision of care:</i>			
It should be possible for women and men to share the responsibility for the unpaid homework.	How are women's and men's workplaces located in relation to housing?	The number of important goals and destinations in everyday life that can be combined with the work trip. Gender-segregated data.	Municipal or regional based statistics and maps on where men's and women's workplaces are located.
Women and men should have possibility to commute within a reasonable time and then be able to do unpaid work at home after the end of the workday.	What means of transport can be used for commuting? Do commuters need to have driving license and access to a car?	The number of workplaces which is reached within 15 and 30 and 45 and 60 minutes from a certain point (split between different types of transport modes if relevant).	Timetables Travel time calculations for different types of transport.
Women and men should have the opportunity to do errands, everyday shopping and follow children to preschool and school.	How far do you get with different types of transport? How are preschools and schools located in relation to different types of transport?		Travel surveys Local / regional development data GIS analysis
Girls and boys should have safe way to school.	How to get to school, in the current area?	School bus and/or access to public transport that children can use.	Municipal or regional based statistics and maps on where schools are located.
Girls and boys should have the opportunity to develop independence.	Are there school buses or public transport that children can use? Traffic safety: can children walk or go by bicycle themselves?	Number of schools reached by foot, bicycle.	Travel surveys Interviews Focus groups Consultations
Girls and boys should have the opportunity to be mobile and reach recreation and leisure activities.	Where are recreation areas located in the municipality/ city district/ suburb? How can girls and boys, reach different leisure activities? Do children need to be accompanied by an adult?	The number of recreation activities, sport venues, etc. that can be reached without a car within a reasonable timeframe and in a safe way.	Local / regional development data. Travel surveys Mental maps Interviews Focus groups Consultation On-site observations
* NB 50/50 or 40/60 per cent of both sexes does not automatically mean equality.			

APPENDIX 2

Spain's Equal Opportunities Strategic Plan

Objectives and Measures

Axis 1: "EQUALITY BETWEEN WOMEN AND MEN IN THE WORKPLACE AND THE FIGHT AGAINST PAY DISCRIMINATION"	
Objectives	Measures
1.1. Prevent gender-based discrimination in access to employment	<ol style="list-style-type: none"> 1. Develop actions for the cross-cutting integration of equal opportunities in public employment policies. 2. Actions to reinforce active employment policies in spheres where female employment rates are especially low. 3. Develop actions to foster a balanced participation of women and men in job training and in work-experience without an employment contract in companies. 4. Analysis, study and disaggregation of data by gender, to favour giving visibility to the social and employment situation of women in Spain and to their participation in active employment policies. 5. Actions, in line with the Action Plan for Equality between Women and Men in the Information Society, to help reduce the technological and digital gap. 6. Promotion of one-off programs for social and job integration which facilitate returning to work after a period of inactivity due to caring for relatives.

<p>1.2. Foster equal treatment and opportunities of women and men in companies</p>	<p>7. Support the preparation of equality plans and promotion of the "Equality in the Workplace".</p> <p>8. Creation of a Network of companies favouring excellence in equality between women and men so as to make progress in the recognition and visibility of their work, to act as an example, and to organize the exchange of best practices.</p> <p>9. Foster collective negotiation, as an effective instrument for achieving equality, and promote a balanced participation of women and men in the parties intervening in collective negotiation.</p> <p>10. Drive specific awareness and training actions for all those people taking active part in labour relations.</p> <p>11. Reinforce collaboration between the Secretary of State for Social Services and Equality, the Labour and Social Security Inspectorate and the Autonomous Communities to facilitate and ensure vigilance and control of compliance with applicable regulations.</p> <p>12. Monitoring and analysis of fulfilment of Heading IV of the LOIEMH, and all other current legal provisions related to this matter.</p>
<p>1.3. Combat the gender pay gap</p>	<p>13. Improving research into the causes of the gender pay gap and measurement thereof, including the creation of a Summary Indicator.</p>

	<p>14. Analysis and evaluation of the status of collective negotiations regarding pay clauses and professional classifications.</p> <p>15. Preparation and dissemination of IT tools to self-diagnose the gender pay gap to allow those companies which voluntarily decide to use them, to detect and correct pay inequalities.</p> <p>16. Information and awareness about pay discrimination, aimed at society as a whole.</p> <p>17. Enhanced monitoring of compliance with current regulations in connection with pay equality, reinforcing collaboration between the different competent departments.</p> <p>18. Promotion of the specific training and development of appropriate skills relating to equal opportunities and non-discrimination of the pay of the main legal operators implicated in this matter.</p> <p>19. Specialized advice for women who are victims of pay discrimination and dissemination of their rights.</p> <p>20. Creation of a specialized group with the participation of the social agents, in the context of the Tripartite Social Dialogue, with the objective, among others, of driving measures to combat pay discrimination.</p>
1.4. Foster female entrepreneurship, supporting the creation of companies and self-employment	<p>21. Develop specific training actions and programs for women entrepreneurs, along with information, advice and accompanying actions for them, paying special attention to emerging innovative sectors and the</p>

	<p>advanced use of information and communication technologies.</p> <p>22. Support and boost actions intended to facilitate the creation, maintenance and growth of women's companies, and also to foster internationalization.</p> <p>23. Facilitate access to finance and microfinance lines to set up and consolidate women's entrepreneurial activities, especially in emerging, innovative and technology-related sectors.</p> <p>24. Foster the enterprising spirit in school stages and in the university setting to encourage the young to develop enterprising initiatives with coordinated support from the different institutions.</p> <p>25. Foster and support the creation and maintenance of networks of women entrepreneurs, which help to support their business initiatives and foster the exchange of experiences.</p>
1.5. Promote equal treatment and opportunities in public sector employment	<p>26. Preparation of the II Equality Plan of the General State Administration and its Public Bodies.</p> <p>27. Development and application of the implementation of measures to prevent sexual harassment and gender-based harassment in the General State Administration and in the Public Bodies associated to it.</p> <p>28. Creation of the "Equality in the Workplace" seal of distinction which recognizes those</p>

	<p>Departments, bodies, and other entities of the General State Administration or of other Public Administrations which stand out for applying equal treatment and opportunities policies in public employment, for adopting and implementing equality plans, for incorporating measures which favor the work-life balance, rationalized working hours, the adoption of good practices and other innovative initiatives in equality-related matters.</p> <p>29. Development of actions aimed at personnel of the General State Administration, related to awareness, information and training in equal opportunities, especially with regard to the full integration of women in different levels of the organization and to the application of measures which favor reconciliation and co-responsibility.</p>
1.6. Promote the employability of women belonging to especially vulnerable groups	<p>30. Designing and implementing programs to improve the employability, access to and permanence in work or in self-employment of women belonging to especially vulnerable groups, including customized paths and accompanying measures, catering among others to women who are immigrants or who belong to ethnic minorities, with the objective of reinforcing equal treatment and non-discrimination.</p>

	<p>31. Coordination measures for all persons and actors involved at all levels, including close collaboration with Third Sector entities.</p> <p>32. Specific actions for facilitating the social integration and integration in the workplace of women who have been the victims of gender-based violence or trafficking for purposes of work and sexual exploitation.</p>
1.7. Study of taxation and the system of some public benefits from the perspective of working women as the second income earner	<p>33. Analysis of the tax systems and public benefits to appraise their influence on the greater or lesser development of the work activity of women and their professional prospects.</p> <p>34. Analyze the application of current regulations in relation to Social Security, and particularly, the impact of measures related to part-time work on male and female employees.</p>

Axis 2: "RECONCILIATION OF PERSONAL, FAMILY AND WORK LIFE AND CO-RESPONSIBILITY FOR DOMESTIC AND FAMILY OBLIGATIONS"

Objectives	Measures
2.1. Generate awareness about the work-life balance and co-responsibility	<p>35. Development of awareness actions about the benefits of measures which facilitate the reconciliation of personal, family and work life for men and women, and to foster co-responsibility in the domestic sphere and in the care of children, the elderly and/or dependents.</p> <p>36. Development of information and training actions which promote values in business management based on equality and co-responsibility.</p> <p>37. Development of information and awareness actions to enhance family mediation and the co-</p>

	<p>responsibility of the parents in conflictive family cases.</p> <p>38. Creation of an information system about maternity which contains all state benefits, autonomous community and local support measures for maternity, with information about both public and private resources, and which disseminates information about the social value of maternity and parental co-responsibility.</p> <p>39. Enhancement, through the health services, of men's implication in duties of care and development of the emotional bond and attachment through increased participation in education for maternity/paternity and child-rearing.</p>
2.2. Facilitate the reconciliation of personal, work and family life	<p>40. Study of the impact of the taxation system on the reconciliation of the personal, family and work life of women and men, in the context of its reform.</p> <p>41. Incorporation into the Association Agreement of Spain in the context of the cohesion policy 2014-2020, of a line of action related to the reconciliation of personal, family and work life, which promotes the development of quality services to support reconciliation through the generation of stable and quality employment.</p> <p>42. Promotion of services aimed at the care and education of under 3-year olds and complementary services for the care of minors to cover the needs of reconciliation, by funding these services through grants chargeable to the tax generated through Income Tax collection (IRPF).</p> <p>43. Prioritisation of the use of services to care for dependents, as opposed to the financial benefits</p>

contemplated in the Law for the promotion of personal independence and care for persons in situations of dependency.

44. Development and implementation of the Strategy for Attention to Normal Delivery and Reproductive Health in aspects related to pregnancy, post-partum, breastfeeding and co-responsibility in child-rearing.

45. Analysis and dissemination of the reconciliation and co-responsibility measures of the companies which have obtained the "Equality in the Workplace" seal of distinction, and proposal to improve in the context of the network of companies having the seal of distinction.

46. Promotion of the improvement of reconciliation measures in the context of equality plans in the public business sector of the State.

47. Incentives to increase the number of companies which develop reconciliation and co-responsibility measures, by means of funding grants to implement equality plans in small and medium-sized companies.

48. Study of measures to favour the exercise of reconciliation rights by female and male economically dependent self-employed workers.

49. Consideration given to the existence of equality plans which contemplate measures to foster reconciliation and co-responsibility, in the regulatory bases to award grants to NGOs, as an objective valuation criterion for applicants.

50. Collaboration with Business Schools and with the National Institute of Public Administration

(INAP) to incorporate or improve the handling of reconciliation and co-responsibility in its training plans for senior management personnel.

51. Inclusion, among the priority axes of the II Equality Plan between women and men in the General State Administration and its Public Bodies, of the reconciliation of personal, family and work life by driving the execution of specific actions in this area and monitoring and evaluating their implementation.

52. Driving, within tripartite social dialogue, for the creation of a specific group for the purpose of studying the gender impact on teleworking and its consequences for reconciliation, as well as other alternative reconciliation measures.

53. Preparation and dissemination of a "Guide for the reconciliation of personal, family and work life in the General State Administration", to improve the information available to personnel and human resources managers about the entitlements, permits and flexible working hours available in the General State Administration for reconciliation purposes, in order to foster knowledge and use thereof.

54. Study and, if applicable, implementation of new flexible working hours measures which allow public sector employees to reduce, during certain periods and for reasons directly related to reconciliation and duly accredited, their working week by recovering the time by which said working week was reduced in the following week or weeks.

55. Enhancement of the implementation of reconciliation plans in local entities, in collaboration

	<p>with the Spanish Federation of Municipalities and Provinces, which can serve as an example of good practices for dissemination on a national level.</p> <p>56. Analysis of the good practices developed by other countries, and implementation where applicable to the reality of our country.</p> <p>57. Continue to advance in the development of measures which support reconciliation and co-responsibility, with special attention to parental leave.</p> <p>58. Extension to cases of simple and provisional foster care as established in the Civil Code or, where applicable, the civil laws of the Autonomous Communities, of the right to reduction of the working day for the worker, in the case of minors affected by cancer or any other serious disease, and to Social Security protection, within the limits established in the context of Social Dialogue and the Toledo Pact.</p>
2.3. Promote co-responsibility and changes in time uses	<p>59. Develop actions aimed at fostering a more balanced distribution in use of time and co-responsibility, in the framework of educational programmes on equal opportunities promoted by the equality and educational authorities.</p> <p>60. Work for the rationalisation of timetables in cooperation with the media to adjust their programming so as to contribute to this effect.</p> <p>61. Support public dissemination of the good practices of organisations, companies, political, economic and social positions which make a rational, sensible and co-responsible use of time.</p>

	<p>62. Development of pilot experiences of working online with the use of new technologies, in the context of the General State Administration and its Public Bodies with a view to favouring reconciliation and a better organisation and rationalisation of working hours.</p> <p>63. Identification and dissemination of good practices in urban planning and urban and rural mobility, which have a favourable influence on facilitating reconciliation and co-responsibility as well as people's autonomy.</p> <p>64. Actions directed at disseminating, generating awareness of and fostering positive parenting and programmes to support child-rearing, oriented at strengthening family and community responsibility and capacity, making it easier for persons to exercise parental responsibilities, positive guidelines for bringing up children and teenagers in their care, attending to their superior interest in a non-violent environment.</p> <p>65. Enhancing the adoption of legislative measures in relation to civil rights, to foster co-responsibility, both while parents live together and when they do not.</p>
2.4. Increase knowledge about work-life balance and co-responsibility	<p>66. Execution of a study of the situation and existing needs in relation to time uses, working hours, nurseries and other care services which take into account, among others, the singularities of organisational and infrastructure requirements derived from applying the principle of reconciliation to different rural or urban territorial environments.</p>
Axis 3: "ERADICATION OF VIOLENCE AGAINST WOMEN"	

Objectives	Measures
3.1. Promote preventive action against gender-based violence; promote social implication and awareness about the eradication of gender-based violence; early detection of cases of gender-based violence	<p>67. Organise awareness and information campaigns about this type of violence, which help towards its prevention.</p> <p>68. Reinforce prevention, training in equality and respect for fundamental rights in all educational stages. Carry out actions aimed at giving visibility to the problem, generating awareness, training the agents involved in eradicating gender-based violence and training in equality and respect for fundamental rights in all educational stages.</p> <p>69. Improve detecting, bringing forward the identification of early signs, the detection of specific cases and improving the institutional response, both in already known cases and in hidden potential cases, moving away from a reactive response towards a proactive response on the part of any involved agent from the educational, health and social sphere.</p>
3.2. Improve the institutional response of the public authorities, providing personalised plans and progressing towards the one-stop shop	<p>70. Improve the response of the Justice Administration and of the Security Forces and Bodies, guaranteeing maximum protection and due repair of damage caused.</p> <p>71. Ensure a minimum female presence among the members of the Security Forces and Bodies, including in satellite units operating in the rural environment.</p> <p>72. Foster coordination to protect the victims of gender-based violence, through the "Comprehensive tracking system in cases of gender-based violence (VdG or VIOGEN System)".</p>

	<p>73. Guarantee the assistance response directed at women who suffer from violence, reinforcing personalised attention and networked action of the different public resources made available to offer comprehensive attention and recovery for women and furthering the specialised training of the male and female professionals who intervene in assisting women who suffer gender-based violence and their children.</p> <p>74. Approve a protocol for taking action in the sphere of the General State Administration, in relation to situations of special protection affecting the victims of gender-based violence, especially in relation to mobility and in the context of the Plan for Equality between Women and Men in the General State Administration and in its Public Bodies.</p>
3.3. Provide a specific response to especially vulnerable groups: minors, women with a disability, the elderly, in the rural environment and immigrants	<p>75. Specific attention to the children of women who suffer violence; women with a disability; women in the rural environment; women aged more than 65; and immigrant women, in collaboration with the competent administrations.</p> <p>76. Advance in the coordination and effective networking between state resources and autonomous community resources to improve the professional response of the agents involved in attending and protecting the women who are victims of gender-based violence.</p>
3.4. Giving visibility to other forms of violence against women: forced marriages, trafficking of women and girls for purposes	<p>77. Reinforce knowledge about and visibility of these forms of violence, generating awareness</p>

of sexual exploitation, genital mutilation and sexual assaults

among the population and professionals regarding its existence and the need to act against them.

78. Approve a comprehensive Plan for combatting the trafficking of women and girls for purposes of sexual exploitation.

Axis 4: "PARTICIPATION AND BALANCED PRESENCE IN POSITIONS OF RESPONSIBILITY"

Objectives	Measures
4.1. Ensure application of the principle of a balance between women and men in the public sphere, as established in the Organic Law of Effective Equality between Women and Men (LOIEMH)	<p>79. Periodic monitoring of the application of the balanced presence between women and men in positions of political representation and decision-making, analysing its evolution and detecting the difficulties that might hinder its fulfilment.</p> <p>80. Detection of potential difficulties existing in order to identify, where applicable, measures which make it possible to promote a more balanced presence of women and men at all senior management levels of the General State Administration.</p> <p>81. Design of a tool that helps to systematically collect periodic data on the presence of women and men in the senior positions of the General State Administration.</p> <p>82. Preparation of a periodic report containing the data collected under the preceding point.</p>
4.2 Increase women's participation in economic decision-making	<p>83. Preparation of a periodic report to analyse the composition and evolution of the Boards of Directors of companies with a public majority stake, listed companies and those included in article 75 of the LOIEMH, as well as the evolution thereof.</p>

	<p>84. Periodic gathering of information about the presence of women in senior management positions.</p> <p>85. Specific training actions for the pre-executive or executive women of companies.</p> <p>86. Support for the integration of women in high level work networks.</p> <p>87. Design and execution of measures which favour the voluntary implementation in companies of the principle of a balance between women and men in their human resources policies, with special attention paid to Executive Committees and Boards of Directors; among other measures, the signing of collaboration agreements will be favoured, which include actions aimed at ensuring a balanced presence of women and men in internal and external professional training processes, the presence of women in the final selection of candidates, and organisational measures and flexible working hours, which facilitate reconciliation and promote the enjoyment of reconciliation measures by both men and women.</p> <p>88. Measures to generate awareness in companies and society as a whole, about the advantages, including financial-type benefits provided by a balanced participation of women and men in the decision-making positions of businesses.</p>
4.3. Favour the women's association movement	<p>89. Dissemination, among women's associations, of community initiatives in relation to European Funds, so as to propitiate their participation.</p>

	<p>90. Technical support for women's associations for the presentation and co-funding of projects, in the different calls for proposals of the European Union.</p> <p>91. Assistance for women's associations in the management of public grants.</p> <p>92. Financial aid for the women's association movement, through calls for grants.</p> <p>93. Evaluation of the achievements and impacts of actions and programmes put into effect by women's associations to develop the principle of equality between women and men.</p> <p>94. Measures to make visible, before society in general, the contributions made by the women's association movement in favour of equal opportunities and for the benefit of society.</p> <p>95. Promotion of young persons' participation in the youth association movement, reinforcing the commitment towards equal opportunities.</p> <p>96. Foster the exchange of information and experiences between women's associations, within the European framework.</p> <p>97. Coordinate relations between associations in such a way that collaboration is fostered between entities acting within the same field of intervention.</p> <p>98. Working meetings, workdays, or seminars organised on the part of the General State Administration, with the participation of associations working with groups of women of similar characteristics and for the same purpose.</p>
Axis 5: "EDUCATION"	
Objectives	Measures

5.1. Foster equality awareness and training actions in families and educational centres

99. Development of pilot initiatives for education in equality between boys and girls to promote real and effective equality of opportunities.

100. Design and dissemination among teachers of educational centres, of specific methodologies for a better inclusion of the principle of equal opportunities between women and men.

101. Monitoring and support for the actions developed to put into practice the cross-cutting principle of equal opportunities in the context of the II National Strategic Plan for Children and Adolescents (PENIA). In particular, those directed at promoting education in the emotional, sexual and reproductive health of young boys and girls.

102. Strengthening training in equal opportunities in the context of those university careers with particular potential for transmitting social values (Pedagogy, Teaching, Journalism, Law, Physical Activity and Sports Sciences, etc.), as well as in other cycles of Vocational Training or Special Regime Education with similar characteristics (Physical Activities and Sports Animation (TAFAD), Sports Technicians, etc.).

103. Fostering training of teachers, both initially and continually, in education for equality and non-discrimination and in the prevention of gender-based violence.

104. Drive for the introduction of equality and non-discrimination criteria in textbooks and educational materials, by introducing contributions made by women in their content.

	<p>105. Collaborate with the educational administrations of the Autonomous Communities to put the measures established into practice.</p> <p>106. Creation of a work group with the participation of representatives of the university sphere (gender institutes) and the Spanish Royal Academy (RAE), to further and agree on criteria in the sphere of non-sexist language.</p>
5.2. Support female students in vulnerable situations due to discrimination on multiple fronts	<p>107. Preparation of specific educational support and reinforcement programmes directed at especially vulnerable groups, likely to suffer discrimination on multiple fronts (immigrant youths, of gypsy origin, socioeconomically disadvantaged, with a disability or from rural environments).</p> <p>108. Design of social and employment guidance courses for female students in especially vulnerable situations and their families, for the purpose of facilitating their continuing in the educational system.</p> <p>109. Structuring, as a pilot experience, in coordination with the competent administrations, a specific unit for guidance and monitoring, in order to avoid early school leaving by female students who are members of groups at risk and to facilitate their integration in the school centre in conditions of equality, supporting the family and carrying out personalised monitoring, with particular attention paid to detecting cases of gender-based violence.</p> <p>110. Drive for collaboration with local government bodies, such as Local Authorities and local associations and social agents, to execute a personalised and comprehensive support and</p>

	<p>accompaniment plan for groups of women in vulnerable situations, which allows for joint and effective action.</p> <p>111. Foster training in those spheres which are potentially creators of employment and in which women are underrepresented.</p>
5.3. Work towards the elimination of gender-based stereotypes which can affect the choice of studies and professions, teaching and direction of educational centres	<p>112. Awareness campaigns directed at informing students about those areas in which they are underrepresented.</p> <p>113. Collaboration in the preparation of pedagogical supervision plans, in relation to the production of teaching materials susceptible to the incorporation of the principle of equal treatment and opportunities between women and men, with the competent administrations. This includes the analysis of textbooks and teaching materials, also in collaboration with the publishing houses.</p> <p>114. Driving and reinforcement of training in equal treatment and opportunities, as part of the continuous training of teachers in all stages of education.</p> <p>115. Analysis and, where applicable, incorporation in the educational model of measures and activities put into place by other countries, sufficiently tested and which have proven their efficacy.</p> <p>116. Foster the exchange of meetings, knowledge, skills and experiences among the educational community, in engineering schools and technology firms, from the first levels of the educational stage.</p>

117. Actions directed at enhancing singular capacities, attitudes and behaviours, in technology matters, in the initial stages of school training.
118. Collaboration with Professional Associations and Chambers of Commerce, especially in those fields where women or men are clearly underrepresented, to help study potential measures that would make it possible to foster a more balanced participation.
119. Improve training in non-sexist career guidance for teachers and professionals who take part in the activities of informing, attracting, guiding, advising and accompanying students.
120. Eliminate sexist stereotypes in the design of academic information and guidance campaigns; in particular, at times when students are facing choices in training.
121. Holding conferences and preparing materials (guides, videos, digital formats, etc.) for non-sexist information and guidance in secondary education centres which analyse the pay differences between the different economic activities and occupations with da
122. Awareness campaigns, with the objective of promoting a greater gen-der balance in the teaching profession, especially in the pre-school and primary levels, as well as in the scientific and technological areas of the different educational centres.
123. Programmes of incentives and training activities directed at increasing the proportion of women in management positions in the educational sector.

Axis 6: "DEVELOPMENT OF SPECIFIC EQUALITY POLICIES"

Objectives	Measures
6.1. Reinforce the gender perspective in health policies	<p>124. Promotion of the generation of knowledge about health, supporting research and dissemination of specialised information.</p> <p>125. Collection of information broken down by gender and age by the health information and social services systems and analysis of the data.</p> <p>126. Preparation of singular indicators of the health of women.</p> <p>127. Preparation of specialised publications about women's health.</p> <p>128. Awareness campaigns and training of professionals and personnel of the social and health services to exchange good practices in relation to women's health.</p> <p>129. Actions to study, train and inform about occupational health and occupational risk prevention for women, emphasising the characteristics of their working conditions, for the purpose of detecting and preventing causes, protecting and improving occupational health.</p> <p>130. Development of the Action Plan 2013-2016 of the National Strategy on Drugs, giving priority to actions for the prevention of substance abuse, taking into account the greater prevalence of the consumption of alcohol, tobacco and psychotropic drugs.</p> <p>131. Promotion of a quality system in programmes for the detection and prevention of cancers, as agreed in the basic portfolio of services of the National Health System.</p>

	<p>132. Development of specific programmes and actions in relation to women's dietary health, with special attention to the prevention of anorexia and bulimia.</p> <p>133. Incorporation in health and social assistance policies of guidelines which cater to the specific needs of women in a situation or at risk of social exclusion or facing singular difficulties (widows, gypsy women, women with a disability, and other situations).</p> <p>134. Transfer of knowledge, methodological resources, and accumulated experience to the management teams of penitentiary centres in order to promote an improvement in the social situation of women deprived of their freedom.</p> <p>135. Promotion of access to treatment for drug-consuming women, improving active capture through the health, social and educational services, adapting them to the specific needs of women.</p> <p>136. Promotion of training primary care team professionals in the spheres of health and social services about the health of immigrant women, women with a disability, elderly women and transsexual women.</p>
6.2. Promote equality in physical activity and sport	<p>137. Specific support for projects of the Spanish sports federations which foster the participation and obtainment of goods results by sportswomen and/or female teams.</p> <p>138. Driving for the collaboration and coordination between institutions and entities with competences in physical activity and sport (Autonomous Communities, local entities, universities,</p>

	<p>federations, clubs, etc.), to favour the increased participation of women in the sphere of physical activity and sport at all levels, especially to favour their incorporation in the management bodies of sports organisations.</p> <p>139. Celebration of working days, meetings, seminars and groups for the purpose of generating and disseminating knowledge (supporting the production of studies and research work) about all those aspects which help to achieve the effective equality of women and men in the practice of physical activity and sports.</p> <p>140. Promote, among both public and privately-owned media, agreements and commitments to ensure greater and adequate visibility of the women involved in the sphere of physical activity and sport.</p> <p>141. Support and production of outreach materials, especially those related to new information technologies (webs, blogs, mobile applications, social media, etc.), about the implication of women in the sphere of physical activity and sport.</p> <p>142. Fostering recognition of the sports achievements of women in all spheres and at any level.</p>
6.3. Avoid the sexist treatment of the image of women in the media and promote images of a diversity of women	<p>143. Foster companies' commitment to preparing non-stereotyped and non-discriminatory communication strategies, in the context of actions to promote equality in companies.</p> <p>144. Generate awareness among social agents to include these principles in their equality plan negotiation processes and/or collective bargaining agreements.</p>

	<p>145. Preparation of reference materials and standard actions in relation to Corporations' Social Responsibility.</p> <p>146. Reinforce the actions required from the Women's Image Observatory so that it can more effectively fulfil legislation related to unfair and illicit advertising for being sexist nature.</p> <p>147. Promotion of the creation of a working group created by the main media associations, with a view to preparing a proposal of rules and to offer an incentive for the main media to create internal measures.</p> <p>148. Promotion of training/specialization of the professionals affiliated to said media.</p> <p>149. Collaboration in the monitoring and detection non-egalitarian content, which might be transmitted through the publicly owned media, with the participation of the Women's Image Observatory.</p> <p>150. Collaboration in the design and dissemination of content regarding the cultural, political, economic, sporting and social participation of women, to enable the creation of non-stereotyped female references, with the participation of the Women's Image Observatory.</p> <p>151. Collaboration with publicly owned state media to fulfil usage of a non-sexist image.</p>
6.4. Guarantee the incorporation of women and men in the Information Society in conditions of equal opportunity	<p>152. Design of actions directed at favouring the approach and training of women, especially those who are most vulnerable to digital exclusion, in the use of ICTs, and to foster their access to the Internet as well as to equipment and common spaces (telecentres).</p>

	<p>153. Execution of training courses on Internet access for adults, directed especially at women.</p> <p>154. Design of actions to foster the role of women as creators of content on the Internet, and to promote contents and resources which respond to the needs of women and promote equal opportunities.</p> <p>155. Development of awareness actions for the population in general and ICT agents in particular, directed at disseminating knowledge about the situation of women in the Information Society.</p>
6.5 Reinforce the integration of the principle of equality in the context of culture and artistic and intellectual creation and production	<p>156. Strengthen the development of active policies to aid artistic and intellectual creation and production by female authors, with particular effect on its dissemination.</p> <p>157. Integration of the gender perspective in actions intended to foster culture designed in the context of teaching in primary education, secondary education and vocational training.</p> <p>158. Development of new indicators to help make more visible the presence of women in the cultural sphere, and in particular, in positions of responsibility.</p> <p>159. Preparation of a study that associates the difference in cultural habits between women and men with the existing cultural offer, so as to be able to introduce the corrective measures required in relation to any imbalances that might exist.</p> <p>160. Ensure there is a balanced composition of the Juries responsible for awarding prizes granted by the Ministry of Education, Culture and Sport.</p>

	<p>161. Generate awareness of the role of women in history and in society through museum displays, collections and activities organised by museums. Also to favour the presence and attention in museums to women who form part of vulnerable groups. This measure should be reinforced following approval and implementation of the Plan Museos+ Sociales (The Plan for Museums with a More Social content).</p> <p>162. Promotion of the work carried out by centres, such as the Women's Library, whose fundamental objective is to collect all types of productions produced by, for and about women.</p> <p>163. Foster and support the development of festivals, contests, and other types of spaces or events which are specifically dedicated to generating knowledge about women's contributions in literary, scientific, musical, cinematographic, audiovisual or artistic spheres.</p>
6.6. Promote and consolidate equal opportunities and the human rights of women in international cooperation and foreign policy	<p>164. Consolidate the principles of equality and non-discrimination and the Human Rights approach in Spain's both bilateral and multilateral foreign relations.</p> <p>165. Consolidation of Spain's international image as a leading country in the development of equality policies.</p> <p>166. Play a significant role in the international forums of the UN and the EU, as well as in other international forums in which Spain participates.</p> <p>167. Reinforce an active equality policy in promoting the presence of Spanish persons in international bodies.</p>

168. Reinforce fulfilment of the Action Plan for development contained in Resolution 1,325 of the Security Council on "Women, peace and security", in coordination with other Ministries.

169. Application of the measures required to promote the rights of women and gender equality under the IV Master Plan 2013-2016 and the Gender Strategy in Spanish Development Cooperation.

170. Cross-cutting approach to gender in development (GED) in the Spanish Cooperation system, in both policy positioning documents and in strategic planning or operational programming, as well as in management (bilateral and multilateral instruments), monitoring and evaluation.

171. Cross-cutting integration of the GED approach in the main instruments of Cooperation, such as the Country Association Frameworks, regional programmes or conventions and projects of non-governmental organisations for development (NGOD) and other actors in the field of cooperation.

172. Support for specific projects and initiatives which promote the rights of women in equality policies, in the economic, social, civil, political and cultural sphere, as well as the empowerment of women who suffer the worst forms of discrimination and the strengthening of women's organisations in society.

173. Improve the effectiveness, coherence of policies and the harmonisation of actors in Spanish cooperation in relation to gender, reinforcing

	<p>working groups and knowledge-management networks, research, awareness and specific training programmes.</p> <p>174. Reinforce participation in international forums on gender and development (UN, EU and regionals), supporting the double priority of gender in the Post 2015 Agenda.</p> <p>175. Establish frameworks of strategic association with international bodies which defend gender equality as a priority.</p>
6.7. Promote the development of women in rural and fishing environments	<p>176. Facilitate access to lines of financing and micro-financing to implement and consolidate women's entrepreneurial activity in the rural environment.</p> <p>177. Foster female entrepreneurship in rural areas, as well as the associative fabric, associations and networks of rural female entrepreneurs and businesswomen, as a key mechanism for economic revitalisation of the environment.</p> <p>178. Foster the incorporation of young women in the generation renewal of farm holdings.</p> <p>179. Further the access of women in rural areas to shared ownership.</p> <p>180. Support the consolidation of the rural family business, contemplating the singularity of its needs and the promotion of its products.</p> <p>181. Analyse and make progress in a singular regime for employment purposes, for women in rural areas, which entails extending subsidy periods.</p> <p>182. Carry out a qualitative and quantitative study which gives visibility to the reality of women in the fishing sector.</p>

	<p>183. Take into considerations the specific characteristics of the rural environment when it comes to establishing lines of cooperation with the local and autonomous community administrations, in order to foster the reconciliation of personal, family and work life.</p> <p>184. Promote the increased presence and participation of women in the management bodies of rural cooperatives, farming and fishing organisations and local action groups.</p> <p>185. Foster the coordination of relations between associations in the rural environment.</p> <p>186. Foster training in and access to the digital society for women in rural and fishing environments, especially in order to favour their incorporation in those areas which can potentially create employment and in which they are underrepresented.</p> <p>187. Design actions directed at favouring the approach and training of women from the rural and fishing environments in the use of ICTs and fostering their access to both the Internet and to common spaces and equipment (telecentres).</p> <p>188. Foster and support the association of women from the rural and fishing sectors.</p>
Axis 7: “DEVELOPMENT OF STRATEGIES AND INSTRUMENTS”	
Objectives	Measures
7.1. Favour knowledge generation	189. Fostering the execution of studies and research into aspects related to equal treatment and opportunities.

190. Promote gender studies and studies to foster equal treatment and opportunities at university graduate and postgraduate level.
191. Reinforce a specific line of gender study projects, in the context of the State Plan for Scientific and Technical Research and Innovation.
192. Ensure fulfilment of the introduction of the gender perspective, as a cross-cutting dimension, in research, technological development, and innovation.
193. Support for activities complementary to research on equal opportunities, women and gender (conferences, seminars, working days...).
194. Creation of a joint working group between the Institute for Women, the National Agency for Evaluation and Forecasting (ANEP) and the Women and Science Unit of the Ministry of the Economy and Competitiveness, to create an area for the evaluation of gender projects.
195. Monitoring compliance with the commitments acquired by universities through the Agreements of the Councils of Vice-chancellors to create these administrative units for equal opportunities.
196. Opening paths of communication with the Conference of Vice-Chancellors of Spanish Universities, to drive joint measures which foster equal opportunities in this sphere.
197. Create a network between the equality units of Universities with the support of the Institute for Women.
198. Monitoring the application of the provision of Law 14/2011, of 1 June, on Science, Technology

	<p>and Innovation, with regards to the balanced composition of the organs, boards and committees regulated therein, as well as the organs of evaluation and selection of the of the Spanish System of Science, Technology and Innovation.</p> <p>199. Strengthen integration of the principle of equal treatment and opportunities between women and men in the Spanish Strategy for Science and Technology and Innovation, and also in the State Plan for Scientific and Technical Research and Innovation, incorporating corrective measures to stimulate and give recognition to the presence of women in research teams.</p> <p>200. The System of Information on Science, Technology and Innovation will collect, process and disseminate the data broken down by gender and will include indicators of presence and productivity.</p> <p>201. Measures will be adopted intended to reinforce application and monitoring of the principle of equal treatment and opportunities in the procedures for selecting and evaluating the research personnel at the service of the public Universities and in the Public Research Bodies of the General State Administration, as well as in the procedures for awarding grants and subsidies, in collaboration with the Conference of Vice-Chancellors.</p>
7.2. Develop and adjust research and statistics	<p>202. Monitor application of the principles and criteria established in legislation with the participation of the Observatory for Equal Opportunities between Women and Men.</p> <p>203. Analysis of the incorporation of the gender perspective in the National Statistics Plan and in the</p>

	<p>State Plan of Scientific and Technical Research and Innovation, and also in the Statistical Plans of each Government Department.</p> <p>204. Analysis of judicial statistics and study of the need to extend the data they comprise to favour the visibility of judicial disputes, in social, employment and family affairs.</p> <p>205. Development of a State System of Gender Indicators which updates the “Women in Figures” database to become a gauge of the situation between women and men.</p> <p>206. Development of reference information systems in Web format which make it possible to locate specific statistics, surveys and studies which fulfil the required search criteria.</p> <p>207. Creation of a database in the Institute for Women, to disseminate all studies which have been prepared with this body’s funding since its creation.</p>
7.3. Promote training and awareness	<p>208. Generalised incorporation of training in equal opportunities between women and men and in the prevention of gender-based violence in the initial and continuous training of the General State Administration.</p> <p>209. Awareness and training in matters related to equal opportunities between women and men and the prevention of gender-based violence, for society in general and professionals in different spheres: employment, social services, business organisations and in the legal context.</p>
7.4. Principles of equality and responsible public contracting	<p>210. Study experiences developed in the national context and in other EU countries, related to the integration of the principle of equal opportunities</p>

	<p>between women and men in the spheres of public contracting and subsidies.</p> <p>211. Incorporation, in training courses for technical personnel in charge of contracting, and for people with responsibility for decision-making, of specific content regarding how to promote equal treatment and opportunities between women and men.</p>
7.5. Improved evaluation of the regulatory impact and budgeting with the gender perspective	<p>212. Preparation of a study to learn about the current situation and, in particular, analyse in quantitative and qualitative terms, the gender impact reports that by law ought to have accompanied draft regulations and especially relevant plans, processed since the approval of Law 30/2003, de 13 October, on measures to incorporate the evaluation of gender impact on regulatory provisions drafted by the Government and its subsequent development (in Royal Decree 1083/2009), with a view to checking for any deficiencies and making proposals for actions that can help to improve the quality of these reports.</p> <p>213. Preparing a model gender impact report which provides a unified structure and generation of content, attending to the needs detected in the current period and in correspondence with the objectives and lines of action established in this Plan.</p> <p>214. Creation of a centralised database, which facilitates access to and consultation of these reports.</p> <p>215. Training actions directed at the people who in each government department are responsible for preparing draft regulations and the corresponding</p>

	<p>impact reports or for providing essential information for the drafting thereof; especially, those of a statistical nature.</p> <p>216. Study of the incorporation of gender impact reports on the analyses of tax expenditure and income, analysing the relevance of the most appropriate moment for carrying out these reports.</p> <p>217. Analysis of new methodologies for increasing the “economic value” of these impact reports, linking said value with the potential for change in relation to equal opportunities that each budgetary programme may have.</p>
7.6. Optimise the functioning of Equality Units and Observatories	<p>218. Organise mechanisms for coordination between the observatories belonging to different bodies, which help to optimise the resources assigned to monitoring, vigilance, and information, in relation to the situation of men and women in the different spheres.</p> <p>219. Arrange rationalisation measures for optimising their results, preventing duplicities and making them more accessible to society as a whole, using the resources of the Observatory for Equal Opportunities between Women and Men, so as to centralise information regarding the activities developed by other Observatories.</p> <p>220. Promote the work of the Observatory of Equal Opportunities between Women and Men, not only as a body for collecting information, but also as a forum for exchanging good practices, debating ideas and proposing options.</p> <p>221. Development of the regulations governing the equality units and promotion of coordination</p>

	<p>between them to achieve their improved efficiency and effectiveness.</p> <p>222. Development of actions to disseminate the competences and activities developed by the equality units and observatories, within government departments.</p>
<p>7.7. Take into account, in the design and implementation of the public policies of the various spheres of intervention, the possible forms of multiple discrimination to which certain groups of women may be subject</p>	<p>223. Give consideration to the possible situations of multiple discrimination which can occur in planning actions to develop the specific objectives of this Strategic Plan.</p> <p>224. Give consideration in sector plans for specific policies directed at certain groups of women, as in combining circumstances related to ethnicity, age, socioeconomic status, sexual orientation, functional diversity, geographical location, educational level or country of origin, and their condition of women, they may be victims of multiple discrimination.</p>

APPENDIX 3

Objectives and measures – Madrid

AXIS 1: EMPLOYMENT, PROFESSIONAL PROMOTION AND LEADERSHIP	
GENERAL OBJECTIVE 1.1.	
TO PROMOTE EQUAL TREATMENT AND OPPORTUNITIES FOR WOMEN AND MEN IN THE LABOR MARKET	
SPECIFIC OBJECTIVE 1.1.1	MEASURES
Promoting gender balance in the labour pool	Measure 1: Raise awareness of the importance of ensuring equality in all areas of labour market decision making.
	Measure 2: Recognize entities that have implemented the principle of balanced presence of women and men in their resource policies humans.
	Measure 3: Promote women's participation in organizations and in particular, a balanced presence in the collective bargaining tables.
	Measure 4: Carry out training and dissemination of good practices for the analysis and drafting of collective agreements with gender perspective.
	Measure 5: Work with the Labour Inspectorate to strengthen its Measures in the fight against gender discrimination.
	Measure 6: Follow-up on the Assembly's proposal to the Government of the Nation

	of the legislative recognition of the figure of the "Mobbing Maternal"
	Measure 7: Strengthen specific risk prevention measures for women workers.
	Measure 8: Promote gender mainstreaming throughout the training in occupational risk prevention.
SPECIFIC OBJECTIVE 1.1.2	MEASURES
Promoting access to employment for the woman emphasizing entrepreneurship female	Measure 9: Granting of direct aid to companies that hire unemployed women, with a special focus on those who have difficulties in accessing the labour market.
	Measure 10: Strengthening personalized pathways to employment for women, especially in the area of training.
	Measure 11: Develop training Measures adapted to the needs. The aim is to improve the quality of employment for both companies and women.
	Measure 12: Develop training programs taking into account the specific needs of long-term unemployed women.
	Measure 13: Carry out specific Measures to promote the spirit and support the generation of entrepreneurship among women technology and innovation base (start-up), especially with young women.
	Measure 14: Encourage the creation of enterprises promoted by women residents in rural areas, as well as women from groups especially vulnerable.

	Measure 15: Promote the creation of the register of shared ownership of farms and disseminate their knowledge to women.
	Measure 16: Support for the consolidation of enterprises created by women.
	Measure 17: Encourage exchange and networking among female entrepreneurs.
	Measure 18: Promote the active participation of women in the respective agricultural organizations and their increased presence in the directors of agricultural cooperatives
GENERAL OBJECTIVE 1.2.	
PROMOTE THE GENDER PERSPECTIVE IN PROFESSIONAL CAREERS	
SPECIFIC OBJECTIVE 1.2.1	MEASURES
Facilitate the maintenance of the women in dignified employment and quality	Measure 19: Carry out Measures aimed at resource departments human resources in companies for the incorporation of gender in all its management.
	Measure 20: Raise awareness among companies about the need to adopt measures against the wage and pension gap.
	Measure 21: Promote the adequacy of training for women to their needs and expectations.
SPECIFIC OBJECTIVE 1.2.2.	MEASURES
MEASURES	
Motivating and empowering your career women's professional, in special, his leadership	Measure 22: Develop studies to understand the obstacles to leadership women's professional life, and in particular, their access to positions management.

	Measure 23: Raise awareness among managers of companies about the importance of the presence of women in positions of leadership.
	Measure 24: Implementation of Measures aimed at students and teachers University students on gender and different forms of leadership.
	Measure 25: Promote professional training of women for the access to positions of responsibility.

AXIS 2: RECONCILIATION, CO-RESPONSIBILITY AND USES OF TIME

GENERAL OBJECTIVE 2.1. TO DEEPEN THE UNDERSTANDING OF THE SITUATION OF THE RECONCILIATION OF LIFE PERSONAL, FAMILY AND WORK AND RAISE AWARENESS OF ITS IMPORTANCE	
SPECIFIC OBJECTIVE 2.1.1	MEASURES
Analyse general requirements and specifics of reconciliation	Measure 26: Study and analyse the reconciliation of personal, family and work in the homes.
	Measure 27: Study and analyse the reconciliation of personal and family life and working women living in rural areas, self-employed women, women with disabilities or other specific groups of women
	Measure 28: Integrate the gender perspective in urban planning, and in particular, with regard to the adequacy of timetables, frequency, routes and conditions of public transport.
SPECIFIC OBJECTIVE 2.1.2	MEASURES

Raising awareness of the benefits of reconciliation	Measure 29: Analyse and disseminate the implications and benefits of rationalization of schedules.
	Measure 30: Raise awareness of the importance of education by families on gender equality and men's involvement in conciliation, raising a awareness of the overload of work carried out by women in the home, and especially in their role as caregivers.
GENERAL OBJECTIVE 2.2. MONITORING OF THE RULES ON THE RECONCILIATION OF WORK AND FAMILY LIFE AND PERSONNEL AND TO ENCOURAGE THE ADOPTION AND IMPROVEMENT OF MEASURES	
SPECIFIC OBJECTIVE 2.2.1	MEASURES
Bringing culture and practice closer together business to business reconciliation co-responsible	Measure 31: Study and analyse the measures taken by companies to reconcile personal, family and professional life, promoting the elaboration of codes of good practice.
	Measure 32: Carry out analysis on the impact of reconciliation on salary gap and its main explanatory factors.
	Measure 33: Establish programs to help companies up to 250 workers to implement equality plans.
	Measure 34: Raise awareness among management staff of companies about the importance of reconciliation for both men and women.
	Measure 35: Promote the compressed working day, the time bank, the teleworking,

	tele-training and other time organization measures in the job.
	Measure 36: Develop Measures with the resource departments to identify and eliminate the factors that prevent the reconciliation and promote co-responsibility in its management.
	Measure 37: Give visibility to those companies and organizations that implement Measures to promote personal reconciliation family and work.
SPECIFIC OBJECTIVE 2.2.2	MEASURES
Enhancing co-responsibility through resources, benefits and public services that facilitate the gender balance	Measure 38: Include in public contracts and grants clauses social services that give priority to the hiring of companies with flexible timetables and to incorporate improvements in the conditions for reconciling their workers with respect to those established by the legislation in force.
	Measure 39: Support the development of conciliation and co-responsibility carried out by local entities. overload of work carried out by women in the home, and especially in their role as caregivers.
	Measure 40: Dissemination of resources and services to support needs of workers derived from paternity/maternity, or other personal and family situations that generate dependents.
	Measure 41: Promote the development of recreational and educational activities outside

	Measure 42: propose to the Government of the Nation the adoption of measures to improve leave and leave linked to paternity and motherhood, as well as other measures to promote personal reconciliation, family and work.
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AXIS 3: EDUCATION, RESEARCH AND SCIENCE

GENERAL OBJECTIVE 3.1. TO STRENGTHEN THE MAINSTREAMING OF THE PRINCIPLE OF EQUALITY IN THE EDUCATION SYSTEM	
SPECIFIC OBJECTIVE 3.1.1.	MEASURES
Mainstreaming the gender perspective in education policy	Measure 43: Encourage in the educational community of schools not The University of the Republic of Korea has been working to promote equal opportunities for women and men in its universities.
	Measure 44: Promote the development of specific Equality Plans in the educational centers involving the whole educational community.
	Measure 45: Promote the balanced presence of women and men in the management, participation and decision-making bodies in the system educational.
	Measure 46: Encouraging the use of non-sexist language by teachers and in the programming carried out by the various departments of the school.

	Measure 47: Development of materials on equality of opportunities aimed, in particular, at students and Teachers.
	Measure 48: Promote gender equality and non-discrimination among juvenile offenders.
	Measure 49: Deepen the analysis of the different risk factors or needs and their impact on the development of the country's economy. prevention and intervention among juvenile offenders.
	Measure 50: Implement the title of Higher Technical Vocational Training in Promotion of Gender Equality in the Community of Madrid.
SPECIFIC OBJECTIVE 3.1.2	MEASURES
Applying the gender perspective in the academic guidance	Measure 51: Specific training to promote the balanced presence of women and men in various studies and professions, and in particular in the STEM races.
	Measure 52: Promote the appointment in each direction of territorial area of an equality expert from among the existing staff, who has training and/or experience in equality issues.
	Measure 53: Encourage the implementation of gender studies in the various stages of the education system.
	Measure 54: Monitor non-university curricular content promoting equal content in textbooks and materials

	didactic.
	Measure 55: Promote university training plans and that promote values of equality that reduce the gender biases and stereotypes in the university community.
GENERAL OBJECTIVE 3.2. PROMOTE THE GENDER PERSPECTIVE IN SCIENCE, TECHNOLOGY AND INNOVATION POLICIES AND RESEARCH AND INNOVATION	
SPECIFIC OBJECTIVE 3.2.1	MEASURES
Promote the realization of studies gender gap in the field and to promote the application of the gender perspective in it	Measure 56: Include the gender perspective in the calls for proposals to research and innovation projects.
SPECIFIC OBJECTIVE 3.2.2	MEASURES
Stimulate the presence of women in the R+D+i field (Research, development and innovation)	Measure 57: Make women's role in development programs visible research and in careers where they are underrepresented.
	Measure 58: Promote the balanced presence of women and men in the scientific, advisory and decision-making bodies.
	Measure 59: Promote the use of ICT's as a tool for equality and contribute to the dissemination of projects to promote equality through of the WEB.

AXIS 4: HEALTH, SPORT AND HEALTHY HABITS

GENERAL OBJECTIVE 4.1. TO ENHANCE GENDER MAINSTREAMING IN HEALTH POLICIES	
SPECIFIC OBJECTIVE 4.1.1.	MEASURES
To bring the attention of the women to their needs of health throughout its life cycle and incorporate the perspective of gender in	Measure 60: Design and implement programs on sexual and reproductive health of women and prevention of risk situations, with emphasis on especially in the adolescent and juvenile stage.

training and practice of professionals and agents	Measure 61: Disseminate among women the Plan for Childbirth and Birth, as well such as specialized services for pregnant women and families with children from 0 to 3 years old.
	Measure 62: Take measures to protect and care for the health and well-being of older women.
	Measure 63: Promote the prevention, diagnosis and treatment of diseases of high prevalence in women.
	Measure 64: Adopt and promote specific Measures and programs in detection and care of eating disorders.
	Measure 65: Promote gender mainstreaming in the training plans in the non-university health field, as well as in undergraduate and postgraduate studies, and in continuing education for professionals who provide their services in the field of health.
	Measure 66: Promote and disseminate a healthy image of women in the media.
SPECIFIC OBJECTIVE 4.1.2	MEASURES
Boosting health promotion and sickness prevention	Measure 67: Take measures for the protection and care of the health of women belonging to groups especially vulnerable.
	Measure 68: Review measurement instruments, statistics, records and evaluation indicators in the health field to include gender perspective.
	Measure 69: Conduct studies on the causes and existing differences between women and men in the access and use of social resources toilets.
	Measure 70: Analyse and study the behaviour patterns of women in relation to food and physical activity, as well as psychosocial risk factors that influence the quality of life of women.
	Measure 71: Apply the gender approach in the awareness Measures for disease prevention and health promotion aimed at citizenship.
	Measure 72: Design specific Measures for the prevention of non-healthy in women.
	Measure 73: Promote gender mainstreaming in

	epidemiological, preventive and diagnostic and treatment programs for the diseases.
GENERAL OBJECTIVE 4.2. ENCOURAGE GENDER EQUALITY IN SPORT AND PROMOTE PHYSICAL ACTIVITY OF WOMEN	
SPECIFIC OBJECTIVE 4.2.1	MEASURES
Promote, encourage and increase physical activity and participation in all areas of the sport	Measure 74: Carry out support and promotion Measures on studies women and sport with production of informative elements of the same.
	Measure 75: Encourage and promote Measures to ensure participation full and equal participation of women in all sporting activities.
	Measure 76: Organize events and Measures to disseminate sport female.
	Measure 77: Promote women's physical activity and a life healthy through the use of social networks and new technologies.
	Measure 78: Promote the appropriate use of time by women and development of habits adjusted to their personal needs.
	Measure 79: Conduct awareness campaigns in schools and sports facilities to ensure girls' freedom of choice, adolescents and women in traditional sports masculinized.
	Measure 80: Promote the participation of girls and adolescents in sports championships to be held in the schools of the region.
SPECIFIC OBJECTIVE 4.2.2	MEASURES
Encourage, facilitate and increase the professionalization of women in all areas of sport	Measure 81: Promote the implementation of the code of good governance of sports federations with regard to the participation of women, as well as their access to positions of responsibility within them.
	Measure 82: Promote the retention of young women in practice professional sports and their participation in official competitions.
	Measure 83: Recognize the dissemination of women's achievements in sport. Contribute to the dissemination of projects to promote equality through of the WEB.

	Measure 84: Promote the incorporation of the gender perspective in training plans in non-university sports, as well as in undergraduate and postgraduate studies, and in continuing education for professionals in the field of sport.
AXIS 5: CULTURE, ADVERTISING, IMAGE AND MEDIA	
GENERAL OBJECTIVE 5.1. TO STRENGTHEN THE GENDER PERSPECTIVE IN THE CULTURAL FIELD AND IN SOCIETY OF INFORMATION	
SPECIFIC OBJECTIVE 5.1.1.	MEASURES
Promote values of equality and women's participation in the field cultural	Measure 85: Disseminate women's contribution to knowledge and culture.
	Measure 86: Analyse the differences in cultural habits between women and men in relation to the existing cultural offer.
	Measure 87: Promote the balanced presence of women and men in the composition of specific creation, production and evaluation bodies artistic and cultural.
	Measure 88: Incorporate a gender perspective in the programming of cultural activities organized within the Community of Madrid
	Measure 89: Promote audio-visual programs that promote equality of opportunity between women and men.
	Measure 90: Encourage the creation and artistic and cultural production of Madrid women.
	Measure 91: Promote the recognition of creations and productions of women in the cultural, artistic and intellectual fields.
SPECIFIC OBJECTIVE 5.1.2	MEASURES
To promote the values of equality and of women's participation in the information society	Measure 92: Conduct studies on women working in the ICT sector in the Community of Madrid and the type of jobs they hold.
	Measure 93: Make visible the Madrid women working in technology jobs.
	Measure 94: Promote the reduction of the digital divide.

	Measure 95: Organize events and activities that promote participation of women in the creation of digital content.
	Measure 96: Promote activities that motivate girls and women to pursue careers in the field of Information Technology and Communication.
	Measure 97: Promote training in social networks for women, as a tool for personal branding and job hunting.
	Measure 98: Promote gender mainstreaming in the computer applications, video games and websites.
GENERAL OBJECTIVE 5.2. TO CONTRIBUTE TO THE ELIMINATION OF GENDER STEREOTYPES BY ADDRESSING ADEQUATE CONTENT IN THE MEDIA AND ADVERTISING	
SPECIFIC OBJECTIVE 5.2.1	MEASURES
Promote the commitment of the media with the equal opportunities between men and women	Measure 99: Promote the development of codes of good practice in equal opportunities for women and men in the media.
	Measure 100: Organize meetings on gender equality and treatment not stereotyping the image of women in the media.
	Measure 101: Develop awareness Measures aimed at media communication for the eradication of sexist stereotypes.
	Measure 102: Recognize the media to highlight in promoting and respecting the values of equality between women and men.
SPECIFIC OBJECTIVE 5.2.2	MEASURES
Encourage non-sexist use of the language and image of women in advertising.	Measure 103: Involve the media, in the dissemination of activities aimed at increasing equal treatment between women and men and avoid sexist advertising.
	Measure 104: Analyse advertising campaigns aimed at minors with the purpose of promoting values of equality between women and men, especially those targeting social networks.
	Measure 105: Develop materials to eliminate stereotypes of gender in advertising.
	Measure 106: Strengthen the business commitment with an image that is not women in their business communication strategies.

AXIS 6: CULTURAL CHANGE IN TERMS OF EQUALITY AND PARTICIPATION OF WOMEN IN THE POLITICAL AND SOCIAL FIELDS

GENERAL OBJECTIVE 6.1. TO PROMOTE CULTURAL CHANGE FOR EQUALITY AND SUPPORT EMPOWERMENT WOMEN'S POLITICAL AND SOCIAL	
SPECIFIC OBJECTIVE 6.1.1.	MEASURES
Promote value change in field of equality	Measure 107: Conduct studies on society's perception Madrid on Gender Equality in the Community of Madrid.
	Measure 108: Collaborate with local entities in the inclusion of gender perspective in the planning, organization and design of city.
	Measure 109: Conduct studies and research on social participation of women.
	Measure 110: Promote the incorporation of women in all areas of society, and in particular women with disabilities, rural, immigrant and those belonging to other vulnerable groups.
	Measure 111: Encourage the participation of women in associations.
	Measure 112: Support associations and other entities without to develop equality programs and projects.
	Measure 113: Conduct meetings, conferences or other activities to promote of the women's association.

AXIS 7: PREVENTING AND COMBATING GENDER-BASED VIOLENCE

GENERAL OBJECTIVE. 7.1. AWARENESS AND PREVENTION OF GENDER-BASED VIOLENCE	
MEASURES	MEASURES
	Measure 114: Promote the principle of equality between women and men as a tool in the fight against gender-based violence.

AXIS 8: FEMINIZATION OF POVERTY AND SOCIAL EXCLUSION

GENERAL OBJECTIVE 8.1. PREVENT AND ADDRESS THE FEMINIZATION OF POVERTY	
SPECIFIC OBJECTIVE 8.1.1.	MEASURES
Attention to generational diversity of women in situation or at risk exclusionary	Measure 115: Promote measures to prevent the material impoverishment of the women.
	Measure 116: Integrate gender differences in the design, care and evaluation of social services.
	Measure 117: Promote support Measures for the employment insertion of women in a situation or at risk of social exclusion.
SPECIFIC OBJECTIVE 8.1.2.	MEASURES
Attention to the family diversity of women	Measure 118: Develop in-depth studies on the reality of female single-parent families.
	Measure 119: Promote positive Measures to help families single-parent female.
	Measure 120: Promote social recognition and respect for diversity sexuality of women.
GENERAL OBJECTIVE 8.2. CARING FOR SOCIALLY EXCLUDED WOMEN TO PROMOTE THEIR INCLUSION	
SPECIFIC OBJECTIVE 8.2.1.	MEASURES
Social Inclusion of Women without Home	Measure 121: Conduct training days to provide the professionals working with vulnerable populations the knowledge basic gender perspective.
	Measure 122: Promote and ensure a sufficient public supply of housing for older women and other groups of women in situations of dependency or social exclusion situation.
	Measure 123: Promote family care for older women in the home to other families.
	Measure 124: Maintain public resources allocated to places transitional housing for women in situations of exclusion.
SPECIFIC OBJECTIVE 8.2.2.	MEASURES
Women's Social Inclusion particularly vulnerable migrants	Measure 125: Promote social care for immigrant women in a comprehensive program.
	Measure 126: Promote specific attention to immigrant women especially vulnerable with unshared family burdens.
	Measure 127: Promote courses in Spanish as a foreign language for immigrant women.
SPECIFIC OBJECTIVE 8.2.3.	MEASURES

Social inclusion of women victims of trafficking for the purpose of sexual exploitation	Measure 128: Conduct awareness campaigns aimed at raising awareness among prostitution seekers the existence of the crime of trafficking and situation of the victims.
	Measure 129: Promote agreements aimed at the integration of victims of trafficking for sexual exploitation.
	Measure 130: Strengthen detection mechanisms for trafficking in women for the purpose of sexual exploitation.
SPECIFIC OBJECTIVE 8.2.4.	MEASURES
Women's Social Inclusion inmates and ex-prisoners	Measure 131: Provide courses that promote equality and non-discrimination gender-based violence among the prison population and existing Social Integration Centers (CIS).
	Measure 132: Maintain the number of centers or residential places for women prisoners and ex-prisoners.
	Measure 133: Develop specific training programs for job reinsertion of former women prisoners.
	Measure 134: Promote awareness Measures against marginalization of female inmates and ex-prisoners.

AXIS 9: INCORPORATION OF THE GENDER PERSPECTIVE IN THE AUTONOMOUS ADMINISTRATION

GENERAL OBJECTIVE 9.1. TO PROMOTE A CULTURE OF EQUALITY BY APPLYING GENDER MAINSTREAMING OF GENDER IN THE AUTONOMOUS ADMINISTRATION	
SPECIFIC OBJECTIVE 9.1.1.	MEASURES
Incorporate the principle of equality in the whole of the political Measure of the Madrid Region	Measure 135: Incorporate the gender variable in all studies, surveys and statistics allowing the differentiated exploitation of data.
	Measure 136: Ensure coordination of the mainstreaming principle of equality by the appointment of an equality representative in each council and agency, from among its staff with training and/or experience in equality.
	Measure 137: Promote and participate in international Measures on of equal opportunities between women and men.
	Measure 138: Implementing gender mainstreaming in policy budget.
	Measure 139: Require and issue a gender impact report with prior, mandatory and non-binding in accordance with the regulations in force.
	Measure 140: Advise and train local entities in the development of gender impact reports.
	Measure 141: Ensure gender mainstreaming in all institutional information, communication and advertising Measures.
	Measure 142: Participation of the portal madrid.org in the dissemination of equality between women and men.
	Measure 143: Promote the use of non-sexist language in the public collective bargaining.
SPECIFIC OBJECTIVE 9.1.2.	MEASURES
To promote the integrated approach of gender in management practice and professional by the public employees	Measure 144: Training across the board for all public employees guaranteeing the gender perspective in training plans.
	Measure 145: Development of an Employee Equality Plan Public in the Community of Madrid.
	Measure 146: Incorporate the gender perspective in the health and safety of public workers.
	Measure 147: Include equal opportunities for women and men on the agendas of the

	selective processes in the Administration Autonomous.
	Measure 148: Collaborate with the various professional associations for the incorporation of the gender perspective in their training plans.
SPECIFIC OBJECTIVE 9.1.3.	MEASURES
Spread the commitment of the Community of Madrid with the equal opportunities between men and women	Measure 149: Disseminate the objectives and measures of the Madrid Strategy for Equal Opportunities for Women and Men 2018-2021.
	Measure 150: Carry out Measures to raise social awareness on equality between women and men.
	Measure 151: Promote the creation of specialized gender units in the local administration.
	Measure 152: Encourage the development, implementation and evaluation of Municipal equality plans.
	Measure 153: Collaborate with local entities for the implementation of policies for equal opportunities between women and men.
	Measure 154: Participate in institutional networks for the exchange of ideas and good practices in the field of equality between women and men.
	Measure 155: Promote inclusion in contracts and grants public award criteria and concession criteria that promote equality of opportunity between men and women.
	Measure 156: Report with relevant qualitative and quantitative data in relation to the implementation of the Strategy.
	Measure 157: Monitoring and control in the campaigns and Measures of institutional communication to ensure equal treatment of woman.

APPENDIX 4

Objectives and measures – Valencia

1	Goal	A City that walks
	Objective	Fairer balance of space in the streets
	Actions	Favour pedestrians, who until now were discriminated against. Expand and gradually protect pedestrian streets and cross-city walkways.
	Objective	Progressive expansion of pedestrian space
	Actions	Widen pavements and remove obstructions. Create safe and comfortable walkways for pedestrians between neighbourhoods, and towards the city centre. Create safe routes for walking to schools.
	Objective	Improved crossings
	Actions	Lengthen crossing times at pedestrian crossings. Create new pedestrian crossings where necessary. Eliminate pedestrian bridges (with their awkward stairs and ramps), and replace them with Improve pedestrian walkways in tunnels on major roads.
	Objective	Limit traffic on some streets
	Actions	Preference for residents. Add landscaping and street furniture. Create small areas to sit, rest, and chat Reduce traffic near schools.
	Objective	Regulate access to neighbourhoods in the Old City centre
	Actions	Introduce entry and exit traffic loops. Prevent 'rat-running' through the city centre. Reserve parking for residents. Install access control systems with cameras.
	Objective	Combined action programmes in neighbourhoods
	Actions	Regulate traffic to give priority to residents. Enforce speed limits. Implement 'superblocks' (mini-neighbourhoods with vehicle access limited to residents and services). Recover and humanise public space and create small central areas in each neighbourhood.

2	Goal	A City of bicycles
	Objective	Ensure an adequate cycling infrastructure
		Create a cycle network that encompasses the whole city. With a suitable, direct, and safe design.
	Actions	Extend the cycle network to more neighbourhoods. Increase the number of bicycle parking racks. Connect València with the towns and cities in the metropolitan area.
	Objective	Keep in order and improve the existing network
		Eliminate inefficiencies and inappropriate designs. Move cycle paths from the pavement to the road.
	Actions	Finish uncompleted links. Protect cycle paths on the busiest roads. Better regulate bike lanes on roads shared with cars by enforcing speed limits. Signpost cycle throughout the city (for regular users and tourists).
	Objective	Install safe local bicycle parking facilities
		Install bicycle parking racks on the road (rather than the pavement).
	Actions	Encourage the installation of bicycle parking racks inside public and private buildings. Favour the connection of public transport with cycling routes, installing bicycle parking racks next to stations and transport interchanges.
3	Goal	Public transport: the system that València deserves
	Objective	Adapt the bus network to new needs
		Improve access to bus stops.
	Actions	Renew the bus fleet with cleaner and non-polluting vehicles: hybrid and electric vehicles. Better communication with users.
	Objective	Establish interchanges between bus routes around the Old City centre
		Make transfers between buses easier.
	Actions	Avoid the duplication of routes on the same access roads to the centre. Avoid the blocking of bus stops due to buses arriving simultaneously.
	Objective	Faster municipal buses
		Install protected and segregated bus lanes on busy main roads. Enforce the prohibition for car drivers to ride or park on bus lanes.
	Actions	Find alternatives instead of car parking in bus lanes at night.
		Introduce traffic light preference for public transport, for both municipal buses and trams.
	Objective	Improved intermodality, coordination, and integration of urban and interurban public transport
		Create a coordinating authority for public transport systems. Integrate the metropolitan area bus system in the city (MetroBus).
	Actions	Create metropolitan bus interchanges with València's underground train system (Metro) and municipal bus system (EMT). Cooperate in the preparation of a Metropolitan Area Transport Plan. Obtain subsidies and grants from the central government that will enable an improvement and renewal of the fleet and the hiring of more staff for the municipal bus system and other public transport systems.
	Objective	Support for taxis
	Actions	Give access to zones otherwise closed to general traffic. Encourage their shared use. -Enable their use as a part of public transport.

4	Goal	Motor vehicles: a more rational use
	Objective	Fairer distribution of road space
		More space for pedestrians, public transport, and cyclists. Even if this means a reduction in general traffic lanes.
	Actions	Reorganisation of traffic flows so that the City centre and residential streets stop being used as shortcuts or 'rat-runs' for non-local traffic. Access to public car-parks and shopping malls in the centre, but using the least impactful routes from suburban bypass roads.
	Objective	An active parking policy
		Reorganise on-street parking, giving preference to people with reduced mobility, residents, and commercial vans for loading and unloading goods.
	Actions	Encourage the use of underground car parks (currently under-utilised). Parking spaces on the road for motorcycles, rather than on the pavement. Encourage the allocation of parking spaces for motorcycles in public car parks.
	Objective	Encourage technological renovation
	Actions	·Encourage the use of electric cars and motorcycles. ·Facilitate the installation of recharging points for electric vehicles.
5	Goal	Safer mobility
	Objective	Widespread use of 'traffic calming' techniques
		Changes in road design and signals.
	Actions	Enforcing greater road discipline for all users. Traffic calming and a considerable reduction in traffic volume near schools.
	Objective	Prevent the high speed that is the cause of most fatal accidents
		Extend 30 kph speed limits in the centre and residential neighbourhoods.
	Actions	Widen the number of '30 zones' with pedestrian priority.
	Objective	Apply a 'zero vision' approach in the analysis of serious accidents
		Establish a goal of 'zero accidental road deaths'.
	Actions	Work towards a goal of 'zero serious accidents'. Change road design so that similar accidents cannot occur.
	Objective	Improve the quality of urban air by reducing pollution
		Control air quality throughout the city.
		Reposition the pollution measurement stations that were removed from central areas in the city.
	Actions	Continuous publication of information on pollution levels. Reduce non-essential traffic. Restricted access for the most polluting vehicles. Prepare an action protocol for episodes of extreme pollution.

6	Goal	Intelligent mobility
	Objective	Decarbonizing transport
		Facilitate the replacement of vehicles powered by hydrocarbons for cleaner energy. Clearly encourage electric vehicles.
	Actions	Support the installation of recharging stations for electric vehicles. Renew the fleet of municipal buses, and other public transport, by incorporating clean vehicles.
	Objective	Prioritise business mobility
		Make goods distribution more efficient and sustainable.
	Actions	Reserve enough space for loading and unloading in commercial streets, or near areas with greatest demand (commerce and leisure), and free pedestrian streets from this function.
	Objective	Use new information technologies
		Extend and integrate technologies ('smart city').
	Actions	Make mobility information more accessible for travellers. Make buying tickets easier.
	Objective	Coordinate transportation planning and management
		Cooperate with the regional government in the creation of a coordinating authority for mobility, and a transport plan for the metropolitan area.
	Actions	Organize local public transport systems at a metropolitan level with unified ticketing. Move towards a unified offer of transport services. Integrate urban design, regional planning, and infrastructure planning, with the criteria of sustainable mobility
7	Goal	Participative mobility
	Objective	Inform people about city council proposals
		Encourage public participation in the definition of projects.
	Actions	Introduce such participation before proposals are written, so that the needs of residents are better known and met.
	Objective	Encourage continuous participation
		Continue the work of the València Mobility Roundtable, which has been running since November 2015, with more than 80 organizations participating.
		Incorporate numerous interest groups: users, transport companies, businesses, state administrations – with everybody listening to others and sharing city projects.
	Actions	Propose and coordinate actions in plenary council sessions and sectoral round-tables (old city centre, public transport, school mobility, commercial distribution, road safety, cycling, etc.). Advance towards an 'Social consensus Sustainable Mobility'.
	Objective	Enable new systems for communication and making proposals
		Use all communication systems and platforms to process and answer queries, criticisms, and suggestions from the public.
	Actions	Enable proposals and public approval for micro-project investments in neighborhoods, through participatory budgeting (many projects being related to sustainable mobility).

APPENDIX 5

Social Impact Analysis tool – Gothenburg

A matrix of social aspects and geographic areas for structuring the assessment:

	BUILDINGS & PLACE - what's happening on the doorstep.	NEIGHBOURHOOD - what's happening on the street or block...	DISTRICT - what's happening in the immediate local area.	CITY - what's happening in the wider city or impacts on other districts.	REGION - what's happening in the wider region or impacts on other cities/regions.
Cohesive city: e.g. social and spatial contexts, functions, health, safety.					
Interactions: e.g. integration, meetings, contacts, participation, private and public environments, security.					
Everyday life: e.g. use, location, different needs, life situations, supply, variety, service activities, access, proximity, health, safety.					
Identity: e.g. character, valuation, interpretation, historical depth, stories, experiences, memories, belonging, attractiveness.					

Source:

City of Gothenburg. [SIA] social impact analysis tool. People in focus 1.0.

https://goteborg.se/wps/wcm/connect/8439c0bc-9996-44a8-88ca-cbf89a197b1a/OPA_R_sartryck_SKA_WUF.pdf?MOD=AJPERES

APPENDIX 6

Examples of signs indicating the presence of a pink parking

Here are some examples of signs that are placed in proximity of pink parking slots. Each Municipality can propose its own format and message, due to the absence of a national regulation on that.

Vertical pink signs depicting a woman with a baby bump and a stork, usually accompanied by an inscription that invites giving priority 'to those who wait':



Source: <https://www.equomobili.it/wp-content/uploads/2019/07/parcheggio-rosa-1-215x300.jpg>



Source: https://www.comune.catania.it/il-comune/uffici/polizia-municipale/modulistica/grafica/pass-rosa/DSC_6966-crop-200.jpg

Pink paintings on the streets:



Source: <https://www.equomobili.it/wp-content/uploads/2019/07/parcheggi-rosa.jpg>



Source: https://www.latinaquotidiano.it/wp-content/uploads/2014/01/strisce_rosa.png



Source: <https://www.piudonna.it/wp-content/uploads/2019/04/Schermata-2019-04-11-alle-12.32.26-770x574.png>



Source: https://www.comune.catania.it/il-comune/uffici/polizia-municipale/modulistica/grafica/pass-rosa/DSC_6967-350.jpg



Source: https://www.comune.catania.it/il-comune/uffici/polizia-municipale/modulistica/grafica/pass-rosa/DSC_6963-175.jpg

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