

## **PREMISE**

There is no doubt that the pandemic has generated a dramatic impact on our personal and emotional lives, but also on all the other dimensions that involve us as part of a complex and articulated social system. Health, education, economy, finance, production, tourism, culture: nothing has been spared and, in various ways, people, families, businesses, institutions and politics are feeling the need for a profound rethinking of priorities and ways of living, considered immutable until yesterday.

In this context, specific attention should be paid to the particular condition of women, who are exposed to the crisis in a more acute way than men, being in a position of greater occupational weakness (by level of unemployment, precariousness, part-time, pay gap, lower access to credit) and burdened by an even greater burden of family care, also as a result of restrictive forms of lockdown, including smart working and home schooling.

If a positive sense can be given to a crisis of this magnitude, it is precisely recognizing what has failed and deciding to change it for the better. To miss the chance to turn this crisis into an opportunity for evolution, would result in an unforgivable civil negligence toward the heavy toll in human lives and the current and unprecedented socio-economic catastrophe.

Below are provided some practical indications to enact the changing, to be implemented already in phase 2 and, subsequently, in phase 3 of the overcoming of the emergency, both by the institutions, at any level, and by private companies. These are programmatic priorities that as an Association, thanks to the contributory skills of our members, we are able to formulate in operational proposals with greater detail.

## **INDICATIONS PHASE 2**

1. Each task force or working group aimed at defining the implementing modalities of Phase 2 must ensure a significant representation of women, with the appropriate sectoral skills.
2. Before introducing any policy or regulatory intervention it is essential to carry out an analysis of the potential impact produced in terms of gender gap.
3. The combination of smart working and home schooling has created a heavy burden of workloads and care giving for women. Necessary corrective actions such as:
  - a. additional and mandatory parental leave for men and women with minor or dependent people with disabilities (also administered for single days and/or time slots)
  - b. time and smart working calendar regulation, often invasive in the urgency of response
  - c. time and home schooling calendar regulation, being very fragmentary and uneven
  - d. great attention to gender inequality during the gradual resumption of activities
4. Home schooling also in the coming months of June and July to recover the programs that has not been possible to deepen. This activity could constitute a form of evaluation at the resumption of the school year, based on the commitment and the quality of the work carried out by the children with respect to the demands of the teachers; identify dedicated forms of support for those schools and families with more difficulties.
5. Identify and support the most disadvantaged dimensions through, for example, targeted and more consisted babysitting bonuses.

## PHASE 3 AND LONG TERM INDICATIONS

1. Each task force or working group aimed at defining the implementing modalities of Phase 3 and, more generally, at “rethinking the Country System” must ensure equal representation of men and women, with the appropriate sectoral skills.
2. All measures of investment, financing, economic support must include a gender budget and ensure adequate accessibility and a fair distribution of resources to women.
3. Coordinated and massive interventions for “digital (re)qualification” of all workers (public and private).
4. Adoption of gender policies in companies (listed but not limited to) that define rules of work organization and career advancement aimed to ensure compatibility between work in office and smart working for all employees, excluding distinction based on gender.
5. Switch from remote work to real smart working:
  - a. identification and dissemination of efficient application modes (digital security, platforms, digital expertise, online ethics);
  - b. transparency in the internal communication of objectives, adopting the evaluation of results rather than working time;
  - c. participatory leadership, focused on inclusion and hearing of different contributions, with particular attention to gender equity;
6. Remodulation of the school calendar (traditional and remote) in line with those of the rest of Europe: more distributed holidays throughout the year, especially in the months with greater risk of flu/ virus, and extension until at least the end of June/mid-July both for a more continuous commitment in learning and for a greater synchrony with the work of parents (especially if belonging to disadvantaged groups).
7. Provide a valid and adequate homeschooling system in the event that, from September (or thereafter) it should again be necessary to teach and learn remotely:
  - a. identification of appropriate teaching and content management platforms, digital training of teachers, students and families, adoption of shared evaluation methods;
  - b. overcoming of the digital divide in terms of infrastructure (network coverage and broadband) and identification of distribution modes/use of digital tools available for all students;
  - c. provision of a system of public broadcasting for the first levels of compulsory school (nursery, primary, lower middle school), usable for the most deprived or without internet connection.