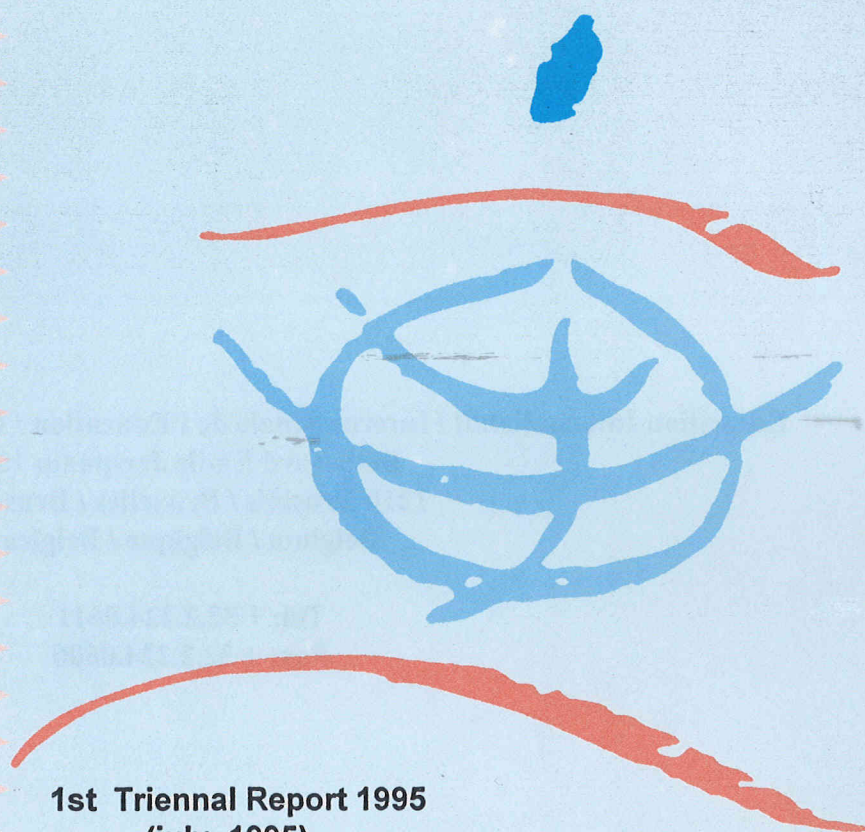




# ON THE SITUATION OF WOMEN IN THE AFFILIATED ORGANISATIONS IN EDUCATION AND SOCIETY



1st Triennial Report 1995  
(july, 1995)





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# FIRST TRIENNIAL REPORT ON THE SITUATION OF WOMEN IN THE AFFILIATED ORGANISATIONS, IN EDUCATION AND IN SOCIETY

***"The advancement of women and the achievement of equality between men and women is not simply an issue of social justice. It is the only way to build a sustainable, just and developed society. Empowerment and equality of women are prerequisites for achieving political, social, economic, cultural and environmental security among all peoples in the next century." (4th World Conference on Women, Beijing : draft platform for action)***

## INTRODUCTION



The Interim Executive Board of Education International decided at its meeting in May 1994 to send a questionnaire<sup>1</sup> to all of member organisations in order to prepare a report for the First World Congress on the situation of women, in the affiliated organisations and in education.

The first short-term objective was to report on the situation in 1995, the year of the Fourth UN World Women's Conference, which will be held in Beijing in September 1995.

The second, more long-term objective is to make this report the starting point for a process of analysis on the development of the situation of women over a number of years, and in particular of the development of their participation at all levels of decision-making and representation in Education International and its member organisations.

Sixty-four organisations managed to submit their reply to the Secretariat before the deadline. Appendix<sup>2</sup> contains a table showing the regional distribution of the responses.

This report is therefore based on the replies provided by the member organisations, the official statistics of UN, ILO, WHO, UNESCO, UNICEF and the European Union, as well as statistics and information provided by the Member States of the United Nations on the application of the Convention on the Elimination of all Forms of Discrimination Against Women (Denmark, Philippines, Belgium, Netherlands, Australia, Guatemala, Colombia, Bangladesh, New Zealand, Mexico, Ethiopia).

The quantity and quality of the information and statistical data provided by the organisations depended to a large extent on their human and technical capacity as well as on their ability to gain access to statistical sources.

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<sup>1</sup>see Appendix 1

<sup>2</sup>see Appendix 3

States Parties undertake to adopt appropriate legislative and other measures, including sanctions where appropriate, prohibiting all discrimination against women (Article 2 Convention on the Elimination of all Forms of Discrimination Against Women)

## 1. Education International and the Status of Women

### 1.1 Principles

Constitution, article 2. The aims of the Education International shall be:

*"to combat all forms of racism and of bias or discrimination in education and society due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status or national or ethnic origin";*

*"to give particular attention to developing the leadership role and involvement of women in society, in the teaching profession and in organisations of teachers and education employees".*

### 1.2 Implementation

#### 1.2.1 Executive Board article 10c

*"The Executive Board shall be composed of twenty three members, including:*

- (i) the President and four Vice-Presidents;*
- (ii) a General Secretary;*
- (iii) ten members, two from each region, and*
- (iv) seven members;*

*at least two of the Vice-Presidents and at least one member from each region shall be women".*

Executive Board	Members	Women	Percentage
1993 - 1995	25	7	28

#### 1.2.2 Regional structures

The following table gives an overview of the participation of women in the regional structures:

Regional Structure	Members	Women	Percentage
Africa	17	7	41
Asia and Pacific	17	8	47
Europe	26	7	26
Latin America	14	6	42



*States Parties shall ensure the same personal rights as husband and wife, including the right to choose a family name, a profession and an occupation (Convention...Article 16)*

### 1.2.3 Sectoral Committees

The following table gives an overview of the representation of women in the sectoral committees.:

Sectoral Committees	Members	Women	Percentage
Preschool and primary education	10	3	33
Secondary education	10	3	33
Vocational education and training	10	2	20
Further and higher education	9	2	22

### 1.3 Status of Women Committee - Article 15

#### Composition

*"A Status of Women Committee shall be established to recommend policies and activities to be undertaken by the Education International to promote equality of women and girls in society, in education and in the trade union movement.*

*The Status of Women Committee shall be composed by the Executive Board from among its members, and/or on the basis of recommendations from member organisations, and/or by the appointment of other persons with particular expertise. The Executive Board shall determine its purposes and procedures".*

President	Carol Parker (NZEI, New-Zealand);
Members	Marta Guerra (MPU, Panama); Diane Masogo (BTU, Botswana); Assibi Napoe (SELT, Togo); Britta Nauman (GEW, Germany); Adelisa Almario Raymundo (NATOW, Philippines); Maria Irene Ugarte (OTEP, Paraguay); Margaret Wilson (CTF, Canada); Gitta Zollmer (VBE, Germany); Solveig Paulson (Lararforbundet, Sweden);
IE Executive Board	Joséphine Lénaud (FSPE, Guinea).

The Committee met on several occasions in Brussels and made a certain number of proposals regarding an EI women's policy. It also recommended to the Executive Board that the issues concerning women be treated more often in EI publications, that seminars on women be organised before the regional conferences and that a Caucus of women delegates be organised before each Congress. The Committee also began to develop materials intended for the training of women.

States Parties shall ensure the same rights for both spouses in respect of the ownership, acquisition, management, administration, enjoyment and disposition of property, whether free of charge or for a valuable consideration (Convention.....Article 16)

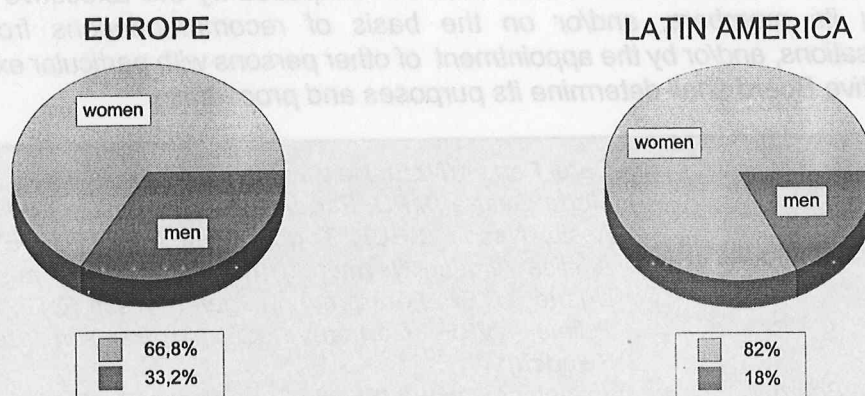
## 2. Women in the organisations

### 2.1 The majority of members are women...

Fifty-four organisations gave a positive reply to the question "Do you know how many women there are in your organisation?". Those that were unable to provide figures generally indicated that this was because they did not have statistics by gender.

*On this point the Education International suggests that the lists kept by affiliated organisations should contain two additional columns to indicate membership by gender.*

The replies confirm the fact that women are in the majority in the member organisations in most regions (see the diagram below for Europe and Latin America). This is logical, as they are in the majority in the teaching profession in these regions.



These same organisations indicate that they monitor the development of the number of women affiliates, though without being able to explain why and for what purpose.

### 2.2 ...but they are in the minority in decision-making positions

Although the situation appears to be developing favourably in most of the organisations, there are marked contrasts from one country or region to another (see the following table), and the balance is still not in favour of women.



States Parties shall ensure to women to participate in non-governmental organisations and associations concerned with the public and political life of the country (Convention... Article 7).

Country	Organisation	% of women Congress or General Assembly	% of women National Council	% of women Executive Board	% of women in the organisation
AUSTRALIA	AEU	57%	/	50%	60%
CANADA	FCE	36%	34%	20%	63%
ITALY	SINASCEL	25%	24%	15%	93%
JAMAICA	JTA	50%	30%	55%	80%
MALAYSIA	NUTP	15%	12%	12%	70%
NAMIBIA	NANTU	42%	/	44%	60%
PANAMA	MPU	59%	87%	44%	82%
PARAGUAY	OTEP	55%	32%	40%	80%
PERU	SUTEP	20%	/	20%	76%
PORTUGAL	SPZN	78%	61%	53%	85%
SWEDEN	LARARFORBUNDET	55%	/	50%	80%
TOGO	SELT	24%	/	20%	34%
USA	NEA	68%	61%	55%	65%
ZAMBIA	ZNUT	13%	12%	13%	/

## 2.3 Improving women's participation

### \* **Women's Meeting or Conference before a Congress or General Meeting**

Only 21% of the organisations indicated that they held a Women's Caucus before their Congress (BTU, Botswana; JTA, Japan; EIS, United Kingdom; MPU, Panama; AFT, United States;...). However, the majority do not see the point of it. They consider that the women delegates to the Congress no longer need "assistance". The effort for greater participation by women must be carried out in relation to the women at the lower levels of the trade union.

### \* **"Women's Department" or "Equal Opportunities Department"**

63% indicate that they have a "Women's Department" or "Equal Opportunities Department" (SNEC, Mali; NZEI, New Zealand; INTO, Ireland; SUTEP, Peru; NEA, United States;...). According to the information supplied, these bodies are felt to be satisfactory. They form a point of reference for women and contribute substantially to the development of information on questions relating to the status of women, as well as assisting women with questions of a general nature.

*States Parties shall take all appropriate measures to modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority of either of the sexes or on stereotyped roles for men and women (Convention... Article 5).*

### \* **Quotas, reserved seats and similar provisions**

In 51% of the cases, the policy of the organisations to develop women's participation does not include the provision of reserved seats or quotas for women. A variety of explanations are offered:

- men and women should be treated equally;
- all the activities of the union are based on the voluntary and free participation of the members;
- the provision of "reserved functions or seats" would be a policy which discriminated against men;
- equality cannot be decreed, it has to be the result of a desire to achieve it.

The organisations which have adopted measures of this kind are convinced that it was the only way of making genuine progress. Some of them consider them to be temporary measures which will no longer be required in the long term.

### \* **Policy of equality and promotion**

However, 55% declare that they have adopted a policy of equality containing measures to improve the participation of women in trade union activities, particularly in meetings and in the decision-making bodies:

- meetings at times which are compatible with domestic responsibilities;
- creches;
- training courses in union responsibilities (the majority of organisations);
- the introduction of questions of equality in all the training programmes (INTO, Ireland);
- adoption of resolutions or motions at each Assembly or Congress (the majority of organisations);
- establishment of women's committees or equal opportunities committees (BUPL, Denmark; SYNEMP, Benin; FEN, France);
- production of material, information brochures, and particular attention to the use of non-sexist language in all forms of communication (EIS, United Kingdom);
- setting up of research projects (LARARFORBUNDET, Sweden).

Nevertheless, while certain organisations mention provisions to promote equality in their rules of operation, the majority do not feel this to be necessary because there is no discrimination or sexism in nominations or recruitments. The qualifications required and the rules observed are the same for all men and women. However, it will be noted that the majority of persons recruited for positions which do not have elected responsibilities but are appointed positions are women. In certain organisations, such as the NEA in the



*States Parties shall ensure the elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods (Convention...Article 10)*

United States, measures have been taken to develop equality of opportunity within the framework of a plan of affirmative action.

## **2.4 Proposals of Education International (excerpts)**

*EI should encourage all teachers' and education employees' organisations to make sure that their statutes include precise provisions concerning the elimination of all obstacles to equality of treatment and which establish the full participation of women at all organisational levels and in all decision-making processes.*

*EI should encourage member organisations to become active in promoting change and work to correct the recognised imbalance of opportunities which exists for men and women by promoting the personal and professional development of women and equality between the sexes, by developing positive action strategies to:*

- \* appoint more women to posts of responsibility, not only to those having to do with women's questions;*
- \* organise women's groups and communications networks in order to encourage the participation of women at all levels of the organisations;*
- \* produce and disseminate documents containing information on the development of the role of women;*
- \* organise at regular intervals meetings and workshops on the activities of trade union organisations and the qualifications necessary in order to accede to senior positions in organisations;*
- \* develop forms and types of meetings which encourage participation of members;*
- \* set up systems of child care which make it possible for women to participate fully in professional and trade union life.*

## **3. Women in education**

### **3.1 Trends**

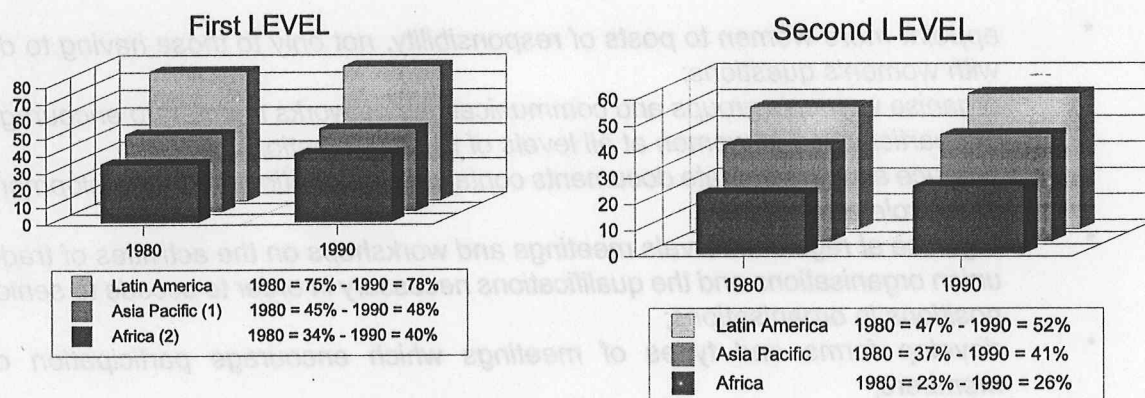
There can be no doubt today that teaching is a highly feminised sector of activities, even if the trend varies from one country to another or from one level of teaching to another for economic, social, cultural, ethnic or religious reasons.

Around 68% of the organisations were able to provide (fairly accurate) statistics on the number of women and men who work full-time in the educational sector. On the other hand, few organisations were able to provide data on part-time work in education and on its distribution between the sexes. However, the majority indicated that it is mainly

women who work part-time. In the majority of cases this situation is not the result of a free choice, but it is necessitated by domestic responsibilities or because of the conversion of a post (by the employer) from a full-time to a part-time position.

It can be seen from the statistics as a whole that, with the exception of Asia and Africa, women are in the majority at all levels of education. On the other hand, while this feminisation is dominant in preschool and primary school education in every region, it is much less so in secondary and tertiary education and vocational training. But there are other sectors where the situation is even more unfavourable towards women: women are rare in positions of responsibility, both at the level of school establishments and as regards positions in Education Ministries or other educational authorities.

Percentage of female teachers<sup>3</sup>



(1) With the exception of Sri Lanka, which has not given any number.

(2) With the exception of South Africa, Namibia and Zaire, which have not given any number.

<sup>3</sup> From : UNESCO's "World Education Report 1993"



States Parties shall ensure the right to equal remuneration, including benefits and to equal treatment in respect of work of equal value, as well as equality of treatment in the evaluation of the quality of the work (Convention...Article 11)

**Gender distribution of teachers by level of public education (1992)\***  
**in certain OECD countries**

COUNTRY	Early childhood education		Primary education		Lower secondary education		Upper secondary education (general)		Upper secondary education (vocational)	
	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.
Austria	...	...	18	82	39	61	45	55	58	42
Belgium	3	98	38	62	X	X	50	50	X	X
Finland	...	...	35	65	32	68	39	61	...	...
France	26	74	24	76	39	62	49	51	55	45
Ireland	X	X	24	76	...	...	...	...	...	...
Italy	-	100	8	93	29	71	46	54	X	X
New-Zealand	...	...	20	80	37	63	49	51	...	...
Portugal	...	...	9	91	X	X	29	71	X	X
Spain	5	95	26	74	49	51	46	54	58	42
United Kingdom	X	X	19	81	50	50	X	X	X	X
United States	17	83	15	85	43	57	52	48	X	X

### 3.2 Salaries and careers

Eighty-five per cent of the organisations indicate that there is no difference in salary or its equivalent for women and men who have equivalent qualifications. At the same time, a number of them point out that in practice there are still significant disparities, especially for the following reasons:

- \* "... the vast majority of women work in less well paid positions or levels..."
- \* "... men are able to give more private courses because they have more time at their disposal..."

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<sup>4</sup> From : OECD's "Education at a glance"

*States Parties shall take all appropriate measures to ensure the right to free choice of profession and employment, the right to promotion, job security and all benefits and conditions of service and the right to receive vocational training and retraining, including apprenticeships, advanced vocational training and recurrent training (Convention... Article 11)*

- \* difficulties of promotion, discrimination in the selection or recruitment procedures;
- \* sexist prejudices in assessment;
- \* continuous training: women have less opportunities to engage in training during employment than men, mainly because of their many responsibilities, but also because of the remoteness of the training centres and their often inconvenient timetables;
- \* part-time work is often prejudicial to a career.

These difficulties and inequalities in the opportunities for promotion and planning a career between women and men remain a source of concern for the future, for even if progress is made in removing financial or administrative obstacles, the social and cultural obstacles still appear to be insurmountable.

If the situation is to change, it is necessary to modify attitudes and behaviour in school right from the start. However, it is hard to know how things will change as long as the model presented by teachers to their pupils today is the very illustration of this unequal distribution: women are more numerous in preschool and primary school education and in the so-called "feminine" subjects, while men are more numerous in secondary and tertiary education and vocational training and in the so-called "masculine" subjects, as well as occupying the majority of senior positions. This situation stands in the way of changing the attitudes and choices of pupils.

### **3.3 Education International Proposals (excerpts)**

*It is essential:*

*to encourage children and students to view each other as equals by combatting prejudices and the idea that one sex is intrinsically superior to the other;*

*that teacher training programmes encourage women to be particularly active in areas traditionally reserved for men and to have men working in areas traditionally reserved for women and that school curricula no longer be classified as "masculine" or "feminine";*

*to improve women teachers' chances of promotion, by providing access to continuous training programmes permitting them to upgrade their skills and qualifications;*

*that member organisations work for the establishment of recruitment and employment panels which have equal representation of men and women at all levels.*



*States Parties undertake to take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices which constitute discrimination against women. (Article 2 Convention...)*

## **4. Women in Society**

### **4.1 Women in statistics**

Women today represent...

**52% of the world's population,  
40% of the work force.**

Moreover,

**55% of pregnant women are anaemic (83% in India);  
68% of girls in the world go through five years of school (40% in Africa);  
57% of married women practise family planning (14% in Africa);  
55% of women are literate in the developing countries, as against 75% of men  
10% of Members of Parliament are women (36% in Norway, 2% in Japan);**

### **4.2 International norms**

#### **4.2.1 Convention on the Elimination of all Forms of Discrimination Against Women**

This convention, which was adopted by the United Nations General Assembly in 1979, is considered not only as an international declaration of women's rights, but also as a programme of national action to guarantee these rights. It has actually been adopted with many reservations, and it would be true to say today that its main objectives have not been attained.

On 1 December 1994 138 countries had ratified it, but 49 countries had filed reservations, some of them particularly affecting articles 2 and 16 (see below, section 4.3). There can be no doubt that today it is the UN Convention with the most reservations, and we must state that the reservations seem to us to be totally incompatible with the object and purpose of the convention.

#### **4.2.2 The ILO Conventions and Recommendations**

Although the majority of international labour norms apply equally to men and women without distinction, there are several conventions and recommendations which refer specifically to women. These are above all Convention 100 on Equal Remuneration for Men and Women for Work of Equivalent Worth; Convention 111 on Discrimination in Employment, which promotes Equal Rights for Men and Women in Employment and Occupation; and the more recent Convention 156 on Employees with Domestic Responsibilities, which aims to create genuine equality of opportunity and treatment for male and female employees with domestic responsibilities.

Convention No. 100. *Equal Remuneration*

- \* adopted in 1951
- \* came into force in 1953
- \* ratified on 31 December 1994 by 123 countries (not ratified by Bangladesh, Congo, El Salvador, Ethiopia, Kenya, Malaysia, Uganda, Pakistan, Singapore, USA)

Convention No. 111. *Discrimination (Employment and Occupation)*

- \* adopted in 1958
- \* came into force in 1960
- \* ratified on 31 December 1994 by 119 countries (not ratified by China, El Salvador, Indonesia, Japan, United Kingdom, Singapore, Sri Lanka, Tanzania)

Convention No. 156, *Equal opportunities and treatment for workers of both sexes: workers with domestic responsibilities*

- \* adopted in 1981
- \* came into force in 1983
- \* ratified on 31 December 1994 by the following 22 countries: Argentina, Australia, Bosnia-Herzegovina, Chile, Ethiopia, Finland, France, Greece, Guatemala, Netherlands, Niger, Norway, Peru, Portugal, San Marino, Slovenia, Spain, Sweden, Uruguay, Venezuela, Yemen, Yugoslavia

As we have just seen, there are a significant number of international norms, but unfortunately many of them have not been ratified or have not found their way into national legislation.

***It is therefore important for the affiliated national organisations to put pressure on their governments to ratify the UN Convention on the Elimination of all Forms of Discrimination Against Women, as well as ILO Conventions 100, 111 and 156, which are particularly important for women.***

#### 4.3 National provisions

There is no point in ratifying or adhering to international instruments if their provisions are not subsequently clearly written into national legislation.

The majority of organisations (75%) indicate that their country has adopted legislation on equality to promote, among other things, the elimination of all forms of discrimination (see below). However, in many countries, although the laws have been promulgated, they are not applied and remain a dead letter.

For the purposes of the Convention, the term "discrimination against women" shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

In fact, in a large number of countries, the right to equality is proclaimed in the constitution but is not practically applied in any of the legal provisions, nor has it resulted in the abolition of contradictory legislation, as for example in Bangladesh. In their report on the application of the CEDAW Convention, the authorities of Bangladesh state that, although equality is guaranteed by the national constitution, the UN Convention on all Forms of Discrimination Against Women has been ratified with reservations regarding article 2. The reason is that, in Bangladesh, "... in the event of litigation, it is the laws founded on religion which prevail..." In fact, this concerns provisions relating to personal rights with regard to succession, marriage, divorce and the rights of guardianship over children... There is no need for comment!!!

In the countries where these complex and contradictory legal systems are in operation, the government authorities do not seem to be concerned by the contradictions of the legal rulings. And it can be seen from studies carried out by United Nations experts that religious or customary practice is very often given priority over the law, maintaining women with an inferior and minor status which prevents them from inheriting (Botswana, Lesotho), exercising guardianship over their children, or owning property.

In particular, a certain number of countries (Morocco, Libya, Iraq, Bangladesh, Egypt, Jordania) have indicated that their adherence to the Convention did not mean that they are bound by a number of the provisions, for "equalities of this kind" are contrary to the Islamic charia, which "gives wives different rights from those granted to their husbands", and which brings about "equilibrium between the partners to preserve the consolidation of family ties".

In a number of countries in Asia and the Pacific (Bangladesh, Philippines, Thailand), legislation on personal status particularly concerning marriage, divorce, dowry, guardianship of children, etc. is not the same for all social groups and is often based on the respective religious, social and cultural convictions. It is often the case that, despite the proclaimed equality, women are not allowed to own land, to have a bank account, to have access to credit (Togo, Zambia), or to rent accommodation.

Even when equality is affirmed and legislation exists, obstacles still remain in practice. Those pointed out are numerous and of various kinds:

- \* *illiteracy*: rights are essentially written rights, and to the extent that many women receive little or no education, they are therefore unable to read and understand texts, and will therefore experience great difficulties in finding out and exercising the rights that have been recognised for them;



- \* *cultural or religious obstacles*, which may be situated within the family, the group, or the religious community.

#### 4.4 Improving the situation of women

⇒ By education

**It is the basis of everything, it affects everything** (fertility rate, maternal and infant mortality rate, health improvement for the whole family, presence on the formal labour market, etc.)

⇒ By information

⇒ By participation in economic and political decision-making

There can be no doubt that the promotion of women in all fields will be compromised if women do not manage to obtain equality in political participation and decision-making. In fact, women are usually absent from the places where political decisions are taken affecting the daily lives of women at the local, national and international level. If their interests and opinions fail to make an impact on major decisions such as the national budgets, major reforms or socio-economic models to be followed, this will have repercussions for society as a whole and for future generations.

#### 4.5 Education International Proposals (excerpts)

*demand that all human beings be accorded identical rights and conditions for participation in social, political and professional life*

*work to guarantee equality of rights and opportunities for girls and women in all areas of society*

*take action to eliminate social practices and economic factors which introduce or reinforce discrimination based on gender*

*promote programmes and campaigns to encourage behaviour within families conducive to the sharing of family responsibilities*

**Forty-seven years after the adoption by the United Nations of the Universal Declaration of Human Rights, two years after the adoption by the United Nations of the Vienna Declaration affirming that the fundamental rights of women and girls are an inalienable, integral and inseparable part of universal human rights, and five years before the start of the third millennium, there is still a lot to be done.**

**Let us at last dare to consider a woman as a human being.**

Name/Country	% of members women	No. of women delegates to the last Congress of each of the organisations	Women's Meeting or Conference before a Congress	"Women's" or "Equal Opportunities" Department	Legislation on equality
SYNEMP - Benin	/	86 (166 men)	No	Yes	Yes
BTU - Botswana	/	/	Yes	Yes	No
SNEPCCI - Côte d'Ivoire	20%	120 (580 men)	No	Yes	Yes
LAT - Lesotho	60%	150 (50 men)	Yes	No	No
SNEC/UTM - Mali	25%	38 (252 men)	No	Yes	Yes
NANTU - Namibia	60%	110 (151 men)	No	No	Yes
SNAT - Swaziland	/	/	No	Yes	No
SELT - Togo	34%	15 (63 men)	No	Yes	No
SYNEDD-TO - Togo	10%	24 (51 men)	No	Yes	No
UTU - Uganda	/	/	No	No	No
UTA - Uganda	36%	31 (179 men)	No	No	Yes
ZNUT - Zambia	/	Between 7 and 13 (between 74 and 80 men) 40 (30 men)	No	No	Yes
AEU - Australia	59.76%	61 (109 men)	Yes	Yes	Yes
NTEU - Australia	42%	between 40 and 50 (between 80 and 150 men) 50%	No	No	Yes
BTF - Bangladesh	between 20 and 30%	58 (300 men)	Yes	Yes	Yes
FTU - Fiji	52%	20 (130 men)	No	Yes	/
JTU - Japan	52%	/	Yes	Yes	/
NUTP - Malaysia	70%	/	Yes	Yes	Yes
NZPPTA - New Zealand	/	/	Yes	Yes	Yes

NZEI - New Zealand	82.27%	184 (96 men)	Yes	Yes	Yes
NATOW - Philippines	80%	60 (40 men)	No	Yes	Yes
STU - Sabah Malaysia	66.25%	6 (21 men)	No	No	Yes
STU - Sarawak Malaysia	48%	12 (53 men)	No	Yes	/
SLITU - Sri Lanka	20.14%	16 (66 men)	No	No	/
POED - Cyprus	64.75%	18 (82 men)	No	Yes	Yes
OELMEK - Cyprus	40%	63 (101 men)	No	No	Yes
DLF - Denmark	60%	95 (189 men)	No	No	Yes
BUPL - Denmark	85%	113 (115 men)	No	Yes	Yes
O.A.J. - Finland	69.7%	304 (357 men)	No	No	Yes
SNES - France	60.27%	1/3 (2/3 men)	No	Yes	Yes
SGEN-CFDT - France	63.5%	125 (245 men)	No	Yes	Yes
FEN - France	58.35%	337 (384 men)	No	Yes	Yes
VBE - Germany	/	49 (185 men)	No	No	Yes
GEW - Germany	67.7%	241 (282 men)	Only if necessary	Yes	Yes
INTO - Ireland	76%	377 (382 men) - for 1993	No	Yes	Yes
TUI - Ireland	37%	/	No	Yes	Yes
ASTI - Ireland	57%	150 (259 men)	No	A single woman responsible for the subject	Yes
SINASCEL-CISL - Italy	93.8%	140 (241 men)	No	Yes	Yes
SEW-OGBL - Luxembourg	/	27 (31 men)	No	No	Yes
NGL - Netherlands	62%	20%	No	No	Yes
NL - Norway	73%	+ de 90 (out of 179 participants)	No	Yes	Yes
LAERERFORBUNDET - Norway	43.75%	119 (136 men)	No	No	Yes



SPZN - Portugal	85%	550 (150)	No	No	No	Yes
SINDEP - Portugal	More than 50%	/	No	No	No	Yes
ESWUS - Slovenia	/	/	No	No	No	Yes
F.E.CC.OO. - Spain	61.25%	84 (163 men)	No	No	Yes	Yes
IFE/ELA - Spain	70.54%	44 (56 men)	No	No	Yes	Yes
FETE/UGT - Spain	58%	98 (252 men)	No	No	Yes	Yes
LR - Sweden	61%	58 (89 men)	No	No	Yes	Yes
LARARFORBUNDET - Sweden	80%	151 (124 men)	No	No	Yes	Yes
SPR - Switzerland	80%	47 (38 men)	No	No	No	Yes
NUT - United Kingdom	75%	50%	Yes	Yes	Yes	Yes
SSTA - United Kingdom	+/- 54%	40 (78 men)	No	No	No	/
EIS - United Kingdom	66.9%	45%	Yes	Yes	Yes	Yes
CEA - Argentina	90%	20 (10 men)	No	No	No	Yes
COLPROSUMAH - Honduras	/	34 (147 men)	No	No	No	No
MPU - Panama	82.5%	324 (226 men)	Yes	Yes	Yes	Yes
OTEP - Paraguay	80%	94 (76 men)	No	No	Yes	Yes
SUTEP - Peru	76%	194 (786 men)	No	No	Yes	No
ATU - Anguilla	/	100 (20 men)	No	No	No	No
CTF - Canada	between 60 and 65%	65 (115 men)	No	No	Yes	Yes
GUT - Grenada	70.2%	75 (47 men)	No	No	Yes	No
JTA - Jamaica	+/- 80%	150 (100 men)	Yes	Yes	No	/
AFT - United States of America	65%	/	Yes	Yes	Yes	Yes
NEA - United States of America		6,225 (2,950 men)	Yes	Yes	Yes	/

## QUESTIONNAIRE

### **1. Women in the trade union organization**

- 1a - Do you know the number of women members in your organization?
- 1b - Is your organization tracking trends of the number of women members and of their participation in the organization?
- 1c - How many delegates attended your organization's last congress?
- 1d - Is there a women's meeting or conference at the congress?
- 1e - Do the statutes of your organization proclaim equality between men and women?
- 1f - Are there any positions of responsibility that are open only to men or only to women?
- 1g - Does your organization have a policy to develop participation of women (reserved seats, quotas, other measures, etc.)?
- 1h - Does your organization have a "Women's" Department or an "Equal Opportunity" section or department?
- 1i - Has your organization adopted an equality policy?
- 1j - Can you tell us the number of people on each of your executive bodies over the last three years, and the number of women among them?
- 1k - Can you provide the number of people working full time for your organization and the number among them who are women?

### **2. Women in education**

- 2a - Do you know how many women are working in education in your country?
- 2b - Are there (for the categories of staff listed above) any differences in earnings and fringe benefits between men and women having equal qualifications?
- 2c - Are women teachers' average earnings lower than men's in actual practice?
- 2d - What are the main obstacles to equality of status in the teaching profession?
- 2e - Is the "equality of opportunity" factor taken into account in initial and in-service teacher training curricula?
- 2f - Is there a committee responsible for examining school texts and materials for stereotypes and discrimination?

### **3. Women in the Society**

- 3a - Does your country have legislation on equality?
- 3b - What, in your opinion, are the main obstacles to equality between the sexes in practice?
- 3c - Do you think women are sufficiently informed, about their rights?

3d - What, in your opinion, should be the role of EI on equality issues?

3d - What, in your opinion, should be the role of EI on equality issues?							
Regions	Total Number of responses	Yes	number	%	No	number	%
AFRICA	51	2 060 738	12	23.53%	177 721	8.87%	
NORTH AMERICA AND CARIBBEAN	22	2 648 828	8	27.27%	2 509 110	98.40%	
LATIN AMERICA	28	1 723 218	8	19.23%	373 218	21.87%	
ASIA	80	8 238 887	12	20.00%	878 204	10.82%	
EUROPE	97	3 738 882	28	28.89%	1 882 282	45.35%	
TOTAL	286	18 381 486	6	24.81%	8 818 138	38.18%	



### Appendix 3

Regions	Total Number of organisations	Total Number of members	Organisations having answered		Membership	
			number	%	number	%
AFRI CA	51	2.050.735	12	23,53%	177.721	8,67%
NORTH AMERICA AND CARRIBEAN	22	2.549.826	6	27,27%	2.509.110	98,40%
LATIN AMERICA	26	1.723.516	5	19,23%	373.518	21,67%
ASIA	60	8.238.697	12	20,00%	875.504	10,63%
EUROPE	97	3.738.682	29	29,89%	1.582.282	42,32%
<b>TOTAL</b>	<b>256</b>	<b>18.301.456</b>	<b>6</b>	<b>24,61%</b>	<b>5.518.135</b>	<b>30,15%</b>