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Fifth Triennial Report
on the Status of
Women in Education,
Unions and Society

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Unions and Society

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**Fifth Triennial Report
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1. Education International : on Equality and the Empowerment of Women

1.1. Aims, Policy and Structure

Article 2 of the EI Constitution establishes fundamental objectives of non-discrimination and empowerment of women:

- h) 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;*
- i) to give particular attention to developing the leadership role and involvement of women in society, in the teaching profession and in organizations of teachers and education employees;*

The EI Policy Declaration on Women in Education and Teachers' Organizations adopted by the First World Congress, Harare, Zimbabwe, 1995, created the foundation for EI's action in defence and promotion of these principles of equality. The resolution, in addition to defining the role of EI, called attention to the urgent need for teacher unions to provide equality in the following areas:

- Within the education system
- Within teachers' and educational employees' organizations
- In society as a whole.

The policy declaration has been complemented by successive resolutions on related themes through successive World Congresses. These serve to further articulate the equality agenda.

- 1995 - Policy Declaration on Women in Education and Teachers' Organizations
- 1995 - Violence Against Women and Girls
- 1998 - Feminised Nature of the Teaching Profession
- 1998 - Support to Afghan Women
- 1998 - Global March for Women in the Year 2000
- 2001 - Gender Perspective in Development Cooperation
- 2001 - Trafficking in Women, Girls and Boys
- 2004 - Gender and HIV/AIDS
- 2007 - Proposed: Gender and Pay equity
- 2007 - Proposed: Gender Dimensions of International Migration

Additionally, the EI Constitution provides gender parity in officer and regional seat positions on the Executive Board. Of a total of 26 seats, at least three (3) members of the group comprising president and five (5) vice-presidents shall be women, and of the two (2) representatives from each region, one (1) shall be a woman.

Composition of the Executive Board 2004 - 2007				
Period	Total Members	Men	Women	Percent Women
2004-2007	27	17	10	37%
2001-2004	23	13	10	47%
1998-2001	23	11	12	52%
1995-1998	24	13	11	46%
1993-1995	25	18	7	28%

The Status of Women Committee (SWC)

According to Article 15 of the EI constitution:

4. *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.*
5. *The Status of Women Committee shall be composed of women by the Executive Board from among its members. The Chairperson shall be elected by the Committee. The Executive Board shall determine its purposes and procedures.*

In the period 2004-2007, EI and its member organizations have continued to apply policies adopted in favour of gender equality and women's empowerment.

For a summary of decisions by the Executive Board related to equality 2004 – 2007 please see Annex 7.2.

1.2. Highlights of EI's Gender Equality Program and Activities 2004-2007

- **Application of the resolution on gender and HIV/AIDS** adopted by the Fourth World Congress, Porto Alegre, Brazil, 2004: The SWC emphasised the importance of EI's role in granting the necessary priority to this theme in its lobbying activities, development cooperation and EFAIDS programme. The prevalence of HIV/AIDS has changed dramatically and now particularly affects women. Today an increasing number of female education workers live with the virus or suffer from AIDS. "More alarmingly, young women are becoming infected at younger ages than men, and are estimated to comprise 67% of all newly infected 15-24 year olds in developing countries.", thereby becoming the most vulnerable group (Resource Packet on Gender & AIDS, UNAIDS 2001). The SWC underscored the necessity of developing materials and activities specifically for women because in some countries, due to habit and custom, religious beliefs or cultural taboos it may be difficult to discuss issues related to human sexuality.
- **Gender and development cooperation:** Equality is an important part of the aim of EI's development cooperation work (Second World Congress, Washington, U.S.A. 1998) together with a specific resolution adopted by the Third World Congress, Jomtien, Thailand, 2001. The SWC discussed how to continue to increase incorporation of gender equality related themes in EI's development cooperation projects. It particularly emphasised the importance of guaranteeing continuation of action plans once the main project concludes, and the importance of the goal of integrating a gender perspective into the work of the union.
- **Beijing+10:** The SWC received a report on the participation of the EI delegation in the Special Session of the UN Commission on the Status of Women that, in March of 2005, celebrated the 10th anniversary of the worldwide

Conference of the Woman in Beijing. A joint declaration of EI, Public Services International (PSI) and the International Trade Union Confederation (ITUC, formerly ICFTU) was sent for the first time to the Commission of the United Nations and was incorporated as an official document of the session. The SWC was informed of the EI delegation's intense lobbying during the Special Session towards the governmental representatives and NGOs present in New York in order that language reflecting the concerns and the proposals of female education workers was incorporated in the conclusions. The EI delegation also lobbied for the inclusion of language on children's right to education, the reproductive rights of women, and the elimination of child labour, among other subjects.

- **Women and the Millennium Development Goals:** The SWC recommended that EI include gender dimensions in all activities realized to pursue the Millennium Development Goals, many of which are fundamental for equality between men and women.
- **Gender Audit:** Adopted by the Executive Board October, 2006.
The SWC investigated a gender audit as a potentially useful tool to improve the incorporation of a gender perspective and evaluate the current situation of gender equality within EI. The ILO Bureau for Gender presented to the Committee, emphasizing that a gender audit is a voluntary participatory process with the objective of contributing to the integration of perspectives on and analysis of gender issues into all policies, programs and activities. EI will work with the ILO Bureau for Gender to carry out the gender audit, the preparation for which is being done in 2007 for the actual audit to be carried out in 2008.
- **Maternity Protection:** Another theme of continuing interest to EI and with which EI has a history of contribution is the Protection of Maternity, ILO Convention No. 183 (ILO, Geneva, 2000) and the Recommendation on Maternity Protection, R191 (ILO, Geneva, 2000). Advocating for women workers' rights must necessarily include pay equity, ratification and implementation of Convention 183 and Recommendation 191, and child care. Maternity protection has again been a topic of discussion, such discussion including analysis of the progress toward ratification 2004- 2007.

In the period 1998-2001 the voice of educators on maternity protection was heard through EI, which played an important role in the adoption of a new Convention on Maternity Protection, and was particularly active in promoting appropriate wording of the Convention on Maternity Protection.

In 2001, EI, PSI and the ICFTU developed a kit of materials on the Maternity Convention which provided a good basis for training and lobbying on the revised ILO Convention and recommended national campaigns for ratification or negotiation of maternity and parental leave provisions. A Round Table for the Asian region in New Delhi, India in April 2000 included discussion on maternity protection, and recommendations were made to compile a database of comparative conditions of maternity and paternity leave of teachers in the region.

Regional and sub-regional networks have contributed fundamentally to gender equality and women's empowerment

However, ratification of C183 has been slow. Seven years after the approval of the Convention by the 88th International Labour Conference, only 13 countries, mainly from Eastern Europe, have ratified the Convention. Only two in Latin America have ratified, and none from either Africa or the Asia-Pacific region. Of the 13 member states which have ratified C 183, only three did so in the period 2004 – 2007. This fact motivates interest as demonstrated by the EI SWC and regional committees, and underscores the necessity for EI member organizations to heighten their efforts to increase ratification and application/implementation of the Convention. Clearly, priority needs to be placed once again on this issue.

- **Regional Women's Networks and Programmes:** Regional and sub-regional networks have contributed fundamentally to gender equality and women's empowerment. Their work is supported through provisions in the Programme and Budget, through development cooperation endeavours, and other means available. The SWC receives information on the development of regional networks and has promoted their existence, in accordance with the following broad objectives:
 - 1) Promote gender equality and women's empowerment in all sectors of the education system;
 - 2) Promote gender equality and the full participation of women in unions, including leadership positions;
 - 3) Enable female education workers to more effectively defend their human and trade union rights;
 - 4) Encourage organizations to include a gender perspective and analyses in union policies, activities, and in collective agreements;
 - 5) Promote gender equality awareness among education personnel, students and the community at large;
 - 6) Establish relationships of solidarity and cooperation between women in the labour movement and civil society organizations.

EI Activities:

Africa

- 2004: The East Africa Women's Network established a coordinating committee to support efforts to build the capacity of women in the sub-region and to work for their proposals and priorities to be included in unions' action plans.
- 2005: North African Women's Network was created with a formal launch at the sub-regional conference in Tunisia (18-22 July).
- 2006: Round Table Nairobi; work to create a pan African network begins.

Asia-Pacific

- 2004: The South Asian Association for Regional Cooperation (SAARC), the Association of South East Asian Nations (ASEAN), and the Council of Pacific Education (COPE) Women's Networks continued developing educational activities aimed at facilitating women's leadership and empowerment.
- 2005: The EI ASEAN Women's Network established a website.
- 2006: Regional seminar

The Caribbean

- 2004: The CUT established a Committee on the Status of Women. One of its priorities is the inclusion of gender Equality in the general policies of member organizations. Women's committees have been established in most of the teachers' unions
- 2005: EI organized a conference for women teacher organization leaders on the following themes:
- Gender equality in education
 - Gender and collective bargaining
 - Handling natural disasters
 - HIV/AIDS prevention
 - How to design a project for women
 - Information and communication technology

Europe

- 2005: Pan-European Round Table of Women Education Workers, in Prague
- 2006: Pan-European Round Table of Women Education Workers, in Budapest; First European Women's Caucus, preceding the regional conference.
- 2007: A Pan-European Women's Network (PEWN) was established, operating mainly in electronic form.

Latin- America

- 2004: Three sub-regional women's networks were established in 2004 divided in three regions: Mercosur, Central America and Andean Sub Region.
- 2007: Launch by 32 education sector unions from 18 countries of the "Regional Strategy for Equity with Gender Perspective" project; Round Table in Sao Paulo.

Global Union Initiatives:

- 2006: EI/PSI Pay Equity Campaign
- 2007: New Council of Global Unions (CGU): Seek to strengthen coordination among CGU members (GUFs & TUAC) on equality issues through a joint plan of work, twice yearly equality group meetings, and by offering an advisory role on equality matters to the CGU, as appropriate.
- 2005, 2006, 2007: UN Commission on the Status of Women (UNCSW)
A Global Union Federation delegation (EI, ITUC, PSI) participated in the 49th, 50th and 51st Sessions of the UNCSW. Themes included:
 - 2005 - Review of the implementation of the Beijing Platform for Action
 - 2006 - Enhanced participation of women in development: an enabling environment for achieving gender equality and the advancement of women, taking into account, inter alia, the fields of education, health and work. Equal participation of women and men in decision-making processes at all levels.
 - 2007 - The elimination of all forms of discrimination and violence against the girl child
 - 2008 - Financing for gender equality and the empowerment of women

5th World Congress

Preceding the 5th World Congress, a one-day Women's Caucus will take place, as usual. This pre-congress activity aims to inform Congress participants about the work conducted since the last congress, call their attention to priority and emerging issues and listen to the concerns and suggestions of the delegates and observers to the Congress. Carolyn Hannan, Director of the Division for the Advancement of Women of the UN (DAW) is invited to present an address based on her experience with the UN UNCSW.

EI aims to better integrate its work on UN CSW with the broader equality agenda.

EI encourages all affiliates to guarantee a gender balance in their voting delegations, as it has been noted that at times the majority of women attending congress do so as observers.

Resolutions proposed by SWC and adopted by Executive Board for Recommendation to the 5th World Congress:

1. **Gender and Pay Equity:** EI in conjunction with PSI and ITUC has developed over the last five years a campaign on pay equity. Forums were organized and a published CD-ROM was jointly developed. Nevertheless, until now, EI has lacked a specific resolution on pay equity.
2. **Gender Dimensions of Migration:** The high-level round-table of the UN Commission on the Status of Women (UNCSW) 2006, took as a main theme the growing importance of this phenomenon and confirmed the feminization of current migratory processes. Female education workers are not excluded from this phenomenon.



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2. The Context: Gender Equality and Women in Society

2.1. The situation in general

The International Labour Organization (ILO) published in May 2007 a second Global Report on the elimination of discrimination in respect of employment and occupation. The Report is entitled *Equality at work: Tackling the challenges, a follow-up to the 2003 report, Time for equality at work*. One of the questions that arises from the thorough and extremely useful report is “Why is it so difficult to achieve gender equality?”

An ILO report published in March 2007, *Global Employment Trends for Women Brief 2007 (GET)* updated and analyzed a series of labour indicators. These include women’s work-force participation, unemployment levels, sectors in which women work and their working conditions, salaries, other pay and benefits, education and qualifications. In general, the document highlights that it is indeed more difficult for a woman to obtain a well paid job, that there do exist differences in the prestige of work that women tend to do versus that which men tend to do and that there are still problems of inequality when dealing with pay and access to training.

Some of the conclusions of the report follow:

- In absolute numbers, more women than ever participate in global labour markets. The available female work force, composed of employed women, those who are actively seeking employment and the unemployed, rose from 1.1 billion in 1996 to 1.2 billion in 2006.
- This worldwide figure, however, only explains part of the story. There are differences from region to region and country to country. In developed economies (the EU and North America) but also in Central and Western Europe (non-EU) and East Asia, 80 women for every 100 men are economically active. The largest differences are found in South Asia, with 42 economically active women per 100 men and the Middle East and North Africa, with 37 per 100.
- The type and quality of employment that women have can be completely different, and the explanation for a larger or smaller presence of women in the workforce also varies greatly. In countries with weaker economies, this is usually due to a rise in poverty or migration levels, among other factors.
- The total percentage of employed women has remained largely unchanged, from 39.7% in 1996 to 40.0% in 2006.
- At the same time, more women than ever are unemployed. The unemployment rate for women is 6.6%, higher than the men’s rate of 6.1%. Women are more likely to have low-productivity jobs in both the service and agricultural sectors. Their participation in industrial work is far lower than that of men, and has tended to decrease over the last ten years. The poorer the region, the greater the possibilities for women to become non-paid workers for their families or to become self-employed with low revenues. When they are non-compensated family workers, they are less likely to have economic independence.
- The proportion of women in wage and salary work rose from 42.9% in 1996 to 47.9% in 2006. This proportion is still smaller for women than for men, particularly in the poorest locations of the globe. Today there is greater likelihood that a young woman will know how to read and write than there was ten years ago. However, there still exists a gap in the educational levels of women and men.

The 2005 UN Report of the World Social Situation concluded that societies that do not provide educational activities, adequate medical attention and decent work for all women and men will be condemned to pass through grave difficulties. A quality education, equal access to health services, more and better work for all women, particularly outside of the home, are fundamental ways to radically change the situation of women worldwide. It is clear that education plays a fundamental role in increasing women's social capital. Today there is sufficient proof that the greater the level of education reached by women, the greater the quality of health services and access to health services over the entire life cycle (not just for maternity), the better the quality of work that women do, with results that benefit not only women but also their families and the societies in which they live.

However, and without ignoring the positive changes that have occurred since 2004, it is important to recognize the persistence of gender-based stereotypes and discrimination, which impede women's complete development and fail to completely use their labour and/or professional skills.

Education and health services continue to be the main sources of public sector employment for women. Because of this, policies of structural adjustment, including fiscal austerity measures and privatization of public services, particularly threaten women's employment and affect in a special way their quality of life.

Education, health and work are included in the seven priorities identified by the Millennium Development Goals for Gender Equality:

1. Strengthen girls' primary school enrolment by 2015
2. Guarantee reproductive and sexual rights of women
3. Create an infrastructure to reduce the load of time and work that falls on women and girls (who, for example, travel daily to get water for the family's needs)
4. Efficiently combat violence against women
5. Reduce gender inequalities in the world of work
6. Guarantee women's and girls' rights to land ownership and inheritances
7. Sensibly augment the presence of women in political organs
8. Collect data and develop gender-based indicators to track advances that occur
9. Augment the allocation of financial resources to achieving equality between women and men

Gender inequalities do not diminish with higher levels of incomes and this can be seen clearly through an examination of what transpires in many industrialized countries. Available data show that even in more developed countries the gap between men and women's salaries has not entirely disappeared. Women tend to be concentrated in lower-paying positions and are less present in positions of higher responsibility. A recent analysis by the Australian Council of Trade Unions (ACTU) reported in March 2007 that women in full time jobs now earn \$100 a week less than men and the pay gap for working women is becoming wider. Full time employed women now earn on average 10% less than men – the same gender pay gap as 1978, almost 30 years ago.

The gender targets in primary and secondary education were set as a Millennium Development Goal to be met in 2005. This did not happen with the result that some 14 million girls who should have been in school by 2005 are not. The UNDP estimates that at the current rate of progress some 6 million girls will still be out of school in 2015. In 41 countries the gender gap is closing so slowly that parity will not be achieved until after 2040. This has to be a cause for concern but we must ask how much attention is now paid to gender parity in education since the target date passed? Once again this is an issue that EI and its member organizations must bring to the fore in all discussions. It cannot be allowed to disappear from the radar of the decision makers.

Gender parity must also go beyond education if it is to have a real impact on the wider aspects of gender disadvantage rooted in attitudes and cultural practices. But it starts with education and, as has been shown in report after report for several decades, educated women are the engine of development. Political power remains a bastion of inequality with women holding only 15 per cent of legislative seats worldwide.

Existing information on violence and harassment of women and girls makes for sad reading. In countries where shelters are non-existent and where domestic violence is expected to be addressed en famille and law enforcement turn its back

on the problem one can only imagine the quiet despair and hopelessness. The same applies to victims of trafficking. Without NGOs providing shelter many women would be sentenced to a life of violence.

Chiefs of state and government subscribed to these priorities during the 2005 UN Global Summit and should implement them. Organized civil society, including labour organizations, should impel this implementation and hold governments accountable when, as in 2005, the agreed-upon goals have not been met. 10 In 2005 the goal of gender equality in primary education sadly was not reached.

Many reports including the ILO 2007 Global Report Equality at work: Tackling the challenges, lament the lack of available data. It is a real impediment to bringing about lasting change on the equality front. However, data that is available provides useful indications of trends, progress made and issues to address. One such source is the UN publication "The World's Women 2005: Progress in Statistics"¹, which examines national statistics from 204 countries between 1995 and 2003, concludes that the limited availability of gender-disaggregated data and gender-based indicators is a reflection of low statistical capacity at the national level and use of inadequate concepts and methodologies, as well as, and especially, a lack of gender mainstreaming in public policy. Advances in collecting data on the situation of women in labour markets have been particularly slow and uneven if we compare different countries and regions. The indicator most commonly used to examine data sorted by gender has been the Economically Active Population (EAP), but the use of this indicator has been diminishing lately. The region with the most available data is Europe and the one with the least is Africa. 34 of the 50 Asian countries have data sorted by gender and age, but the most heavily populated, China and India, are not among them. In the Pacific region only 6 of 17 countries have data sorted by EAP, but these countries represent 95% of the total regional population. The number of countries reporting on the percentage of unemployed (women and men) was somewhat less. During the period covered by the United Nations Report, 87 countries supplied data sorted by sex and level of education at least once.

It is important to note that, although the supply of data on unemployment has experienced the greatest advancements, the gathering of data related to occupational gender segregation is still insufficient. Of 204 countries discussed in the report, only 105 have provided this type of information.

Furthermore, the gender indicator showing the least improvement in rate of response is that of salary statistics. Only 52 countries sent in this information.

Also, taking into consideration that work in the informal sector often involves more women in developing countries, only 60 countries of 204 have produced statistics sorted by gender on the informal sector since 1995. In the education sector progress has also been slow. It is still difficult to compile gender-disaggregated data on students and education professionals alike.

Gender parity must also go beyond education if it is to have a real impact on the wider aspects of gender disadvantage rooted in attitudes and cultural practices

2.2. Women and trade unions: women gain from union membership

Women who work in unionised workplaces earn up to a third more than women who do not. Union members are more likely to have a permanent contract of employment, to benefit from maternity pay and protection, have carers' leave and pension rights. This bodes well for their children.

In most countries, large numbers of women work in the public services. Historically, the public sector has had a strong trade union organization, especially in health and education. However, privatisation, the free market and deregulation are undermining the traditional collective bargaining relationship.

Women suffer most from the impact of free market economic policies. Because of sub-contracting and out-sourcing of services, many women no longer benefit from negotiated conditions of employment. One of the biggest challenges

1 UN Statistics Bureau, New York, 2006.

facing trade unions is how to organise effectively women and men who no longer have a clear employment relationship with their employer.

In the informal economy, unions and rights based NGOs are working to extend labour and social protection to workers in the informal economy, the majority of whom are women. National unions are either organising informal economy workers or supporting their self- organisation.

Trade unions role in society

Unions recognise that work place rights cannot be separated from wider social and economic justice issues. Among many, these include poverty eradication, debt relief and cancellation, and the impact of trade agreements on sustainable development, and the right to water and health. They also include the full range of equality and diversity issues, including gender based violence, discrimination on grounds of race, national identity, ethnicity, sexual orientation, age, disability, and religion.

Unions have a distinct contribution to global and national alliances because of their direct link to workers and the issues that concern them. Unions and women's organisations working together can give effective voice to the issues that are important to women's lives and find new ways to support women who enter paid work that is informal, insecure and often exploitative.

The international union movement is strongly committed to supporting the full implementation of CEDAW, it's Optional Protocol and the strategic objectives of Beijing Platform of Action.

2.3. Proposed Resolutions to the 5th World Congress

As mentioned earlier in this Report, the 5th World Congress will consider two resolutions proposed by the SWC and endorsed by the Executive Board:

Gender and Pay Equity

This is certainly not a new theme but has been a goal of union action in general and teacher unions in particular for a long time. It remains an important goal and revitalized efforts are called for to make it a reality. EI has participated for some years in the Pay Equity Now! campaign along with PSI and ITUC. The following commentary is not exhaustive; rather, it builds on the foregoing discussion in an attempt to frame the resolution that will be considered at the Congress.

As reported in recent ILO publications², women's pay remains significantly lower on average than that of men worldwide. Despite the efforts and the achievements made, gender pay gaps remain, which are larger or smaller depending on the development status of countries, and other factors, but nonetheless show differences that are detected above all when comparing groups or collectives of male and female workers, or differences when men and women arrive at pension age. The ILO Global Report "Equality at work: Tackling the challenges", published by the ILO in May 2007 notes that, for example, in the European Union gross hourly income of women is 15% less than that of men.

Many factors can help explain the reasons for this persistent pay gap: differences in productivity, the type of work done, the number of hours that women dedicate to paid versus unpaid work, but above all the lack of a gender-based perspective in salary and work-classification systems. The quantity and variety of factors that can contribute to inequality of pay between men and women is such that no single method is sufficient to eliminate them. It is necessary to implement a series of interventions that attack the deep-seated causes of pay inequity.

In particular, transparent work evaluation systems, with a gender-based perspective achieved through collective bargaining, will help to effectively combat the discrimination in remuneration that affects women. Such systems should

2 Comparative analysis of Promoting Pay Equity: models and impacts", DECLARATION/WP/49, ILO, Geneva, September 2006.

be based on objective criteria in order to establish the relative value of different work. This will allow the determination of when two jobs that vary in content have equal value and as such have the right to equal compensation.

The distinct types of discrimination that affect women can be attributed to the criteria chosen to classify posts and establish pay. They can be related to a merely formal recognition of equality that does not always completely apply the concept in practice of equal pay for equal or equivalent work. It is also possible that not everyone has completely understood the concept of equal pay and this produces inequality that exists de facto, for example, in reaching decision-making posts, which are those that usually receive the highest salaries. Inequality in certain non-monetary benefits (for example, such as partner benefits, family benefits, and living allowance and retirement benefits) can also contribute to the unequal consideration of women and men in marital, civil rights or family code.

There is a series of key concepts used to determine salaries and remunerations in the education sector. One essential aspect is to offer salaries that attract the most capable young men and women who are considering a career choice in education, to retain experienced professionals, and to invite back those who wish to return to the work force. Among this last group are many women who have interrupted their careers to attend to family responsibilities. Where gender pay inequity exists in teaching, remuneration acquires renewed importance when viewed in light of the growing shortage of teachers and the UNESCO warning that 18.1 million teachers will be needed by 2015 if EFA is to be achieved. Recruiting and retaining well qualified teachers is indeed an issue for unions, including pay equity and questions of migration, such as "brain drain".

Despite the efforts and the achievements made, gender pay gaps remain

Equality of pay between men and women forms part of a broader development agenda. It is associated with the elimination of poverty and the achievement of sustainable development. The elimination of gender-based salary gaps in education, where they still exist, besides being socially just and representing respect for human and labour rights for female education workers, will translate to the better living and working conditions for all education workers, not just women, and will contribute in a decisive manner to the goal of making quality Education for All a reality.

The following principles constitute the bases of pay equity:

- Equal pay for equal work
- Equal pay for work of equal or comparable value, even when the actual duties are different;
- Compensation that includes equal access to base salary, supplementary pay, discounts or subsidies, allowances, investments, such as contributions to insurance or pensions on the part of the employer;
- The elimination of inequality and discrimination in salary systems, making them transparent and open to examination. As such the complete participation (not just consultation) of labour organizations is fundamental;
- The existence of a national minimum wage that permits dignified living conditions, the improvement or elimination of inferior salary classes, the equality of opportunities for promotion and access to positions of greater responsibility and higher pay;
- The existence of any type of discrimination (based on gender, ethnic, national or social origin, sexual orientation, and/or other) at the moment of deciding levels of compensation

SOURCE: Gender Pay Equity EI/PSI Action Tool on Pay Equity for Union Activists, CD ROM, Brussels, 2005.

Equal remuneration is a fundamental labour right, recognized in ILO Convention No. 100, one of the most-ratified conventions, with only 16 ILO member countries not having ratified it.

Gender Dimensions of International Migration

According to the UN Population Fund (UNFPA), “over the last five years, the number of persons living outside of their countries of origin has nearly doubled. In 2005 this number rose to 191 million. Currently, women constitute almost half of international emigrants: 95 million.”³

Despite immigrants’ contribution to poverty reduction in their countries of origin via remittances they send to their families, it is only very recently that the international community began to pay attention to the risks and challenges faced by migrants, especially women, and the gender dimension of migration.

In the host countries, millions of immigrant women perform essential but often invisible work: they care for children, elderly and the sick, clean houses, work in workshops or factories that are not always legally registered. Despite their contributions to others’ quality of life, they receive low salaries and are obligated to accept dangerous work environments and as legal immigrants they pay taxes, but are often denied access to public education and health services or social security. Illegal migrants have an even more difficult time – unions are increasingly taking on this issue as one of fundamental human rights, attempting to represent these workers, who are largely in the informal economy.

State of Ratification of International Legal Instruments Relating to International Migration			
States party to UN instruments			
	Yr. entered into force	No. of Countries	% of Countries
Migrant Workers			
ILO convention on migrant workers (revised in 1949) (No. 97)	1952	45	23
ILO Convention No. 143 on Migrations in Abusive Conditions and the Promotion of Equality of Opportunity and Treatment of Migrant Workers, 1975 (complementary dispositions) (No. 143)	1978	19	10
International Convention on the protection of the rights of all migrant workers and their families, 1990	2003	34	17
Illicit trafficking and treatment of persons			
UN Protocol to prevent, suppress and punish trafficking in persons, especially women and children, 2000	2003	97	50
UN Protocol against the Smuggling of Migrants by Land, Sea and Air, 2000	2004	89	46
Refugees			
UN Convention Relating to the Status of Refugees, 1951	1954	143	73
Protocol relating to the status of refugees, 1967	1967	143	73

Note: Situation as of 19 April 2006

El maintains that all children, those who labour, refugee and asylum seekers, migrant children, legal and illegal, must have access to and provision of quality public education.

3 The State of World Population 2006 report, A Passage to Hope: Women and International Migration, UNFPA, 2006.

In 2006 the UN High-Level Dialogue on International Migration and Development explicitly recognized for the first time the critical situation of women who migrate, alone or with family, particularly those with children and the elderly. It noted as essential that their human rights be respected and affirmed, that the achievement of equality between men and women and the consequent empowerment of migrants are fundamental aspects and basic requisites for humanely dealing with the swelling international migratory flow. The benefits are mutual for the migrants and for countries of both origin and destination. As such it will contribute to the effective combat of one of the worst aspects of international migration: human trafficking. Countries have the right to establish precise and clear migratory regulations. However, the establishment of excessive barriers, sometimes unnecessary and often discriminatory, combined with inadequate human and labour rights protections for many immigrants, specifically penalizes women, who may be consequently exposed to violence and abuse, does not resolve the problem of clandestine migration and ends up eroding stabilization and countries' social cohesion.

The current process of globalization is another element that affects migration, but, while some benefit at the individual level from freedom of movement, it increases the barriers faced by the poorest and most vulnerable sectors of society. EI, together with the trade union movement, has defended and will continue to defend the necessity of developing policies for migration that include respect for the human, labour and trade union rights of migrants. As such it highlights that poverty, social injustice, discrimination and lack of democracy are among the principal reasons that drive migration. It is necessary to close the gap between rich and poor, expand development opportunities for all, and recognize that migration is not a problem in and of itself (humanity has migrated since the beginning of time) but rather that it is a phenomenon that can contain both negative and positive aspects, depending on the policies and actions chosen to manage it.

The vision and the leadership of EI and its Member organizations cannot be absent from this issue, particularly in defending women and children migrants' rights to a quality public education without prejudice, allowing them to develop both personally and professionally.



Fifth Triennial Report
on the Status of
Women in Education,
Unions and Society

3. Survey of Member Organizations for Triennial Report on the Status of Women in Education Unions, the Education System and Society, December 2006

3.1. Responses

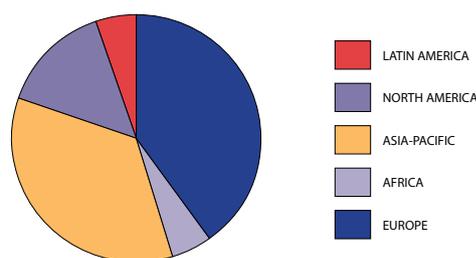
Taking into account the number of responses received, this current document should not be considered a complete representation of the situation of women in EI member organizations.

Nevertheless, it can inform on issues and diversity of themes and challenges related to equality between women and men, in education, unions and society.

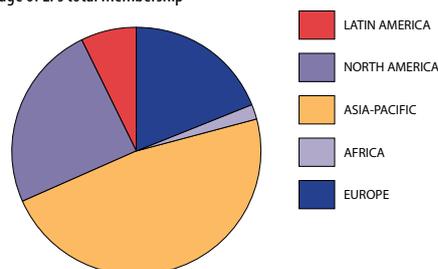
Furthermore, the present report is a contribution to reflection on the goal of equality and how to achieve it, in the education system, in EI member unions and in society in general.

World Responses:

By number of Member Organizations: 77 of 384



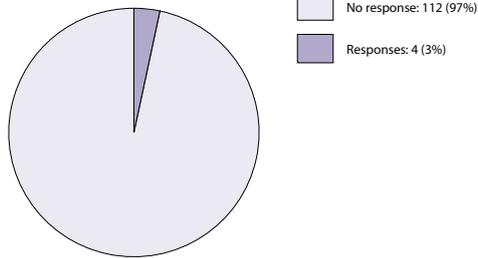
By individual membership as a percentage of EI's total membership



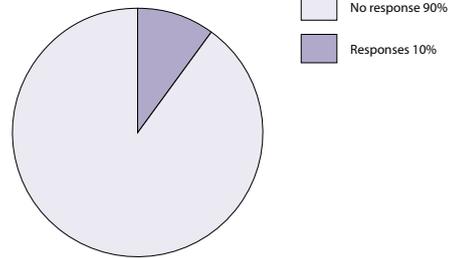
Distribution of the Responses Received by Region: By member organizations and percentages of membership

Africa – 4/116

By number of member organisations

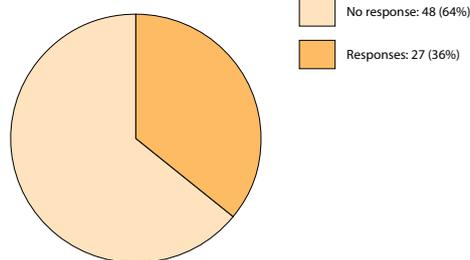


By individual membership

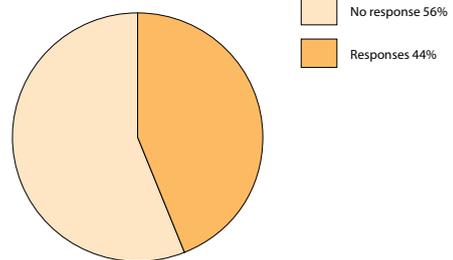


Asia - Pacific – 27/75

By number of member organisations

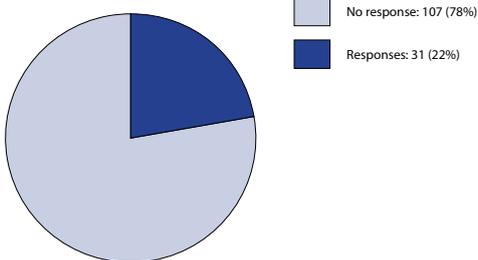


By individual membership

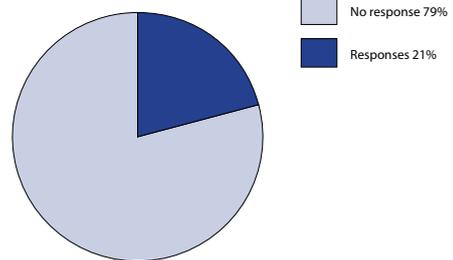


Europe – 31/138 (Western Europe – 21, Eastern Europe – 10)

By number of member organisations

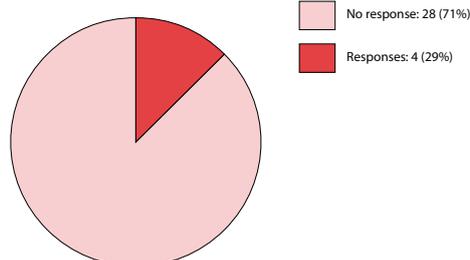


By individual membership

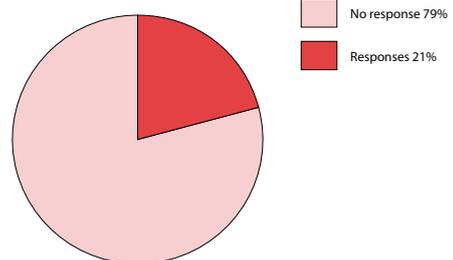


Latin America – 4/32

By number of member organisations

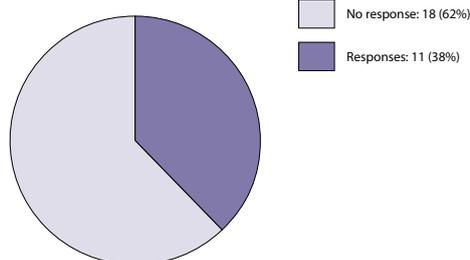


By individual membership

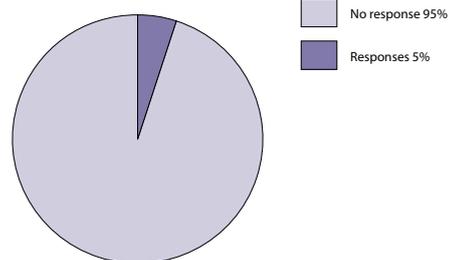


North America and Caribbean – 10/29

By number of member organisations



By individual membership



While only 18% of EI member organizations responded to the survey, it is important to note that these responding organizations represent 41% of the total individual membership of EI. This can be viewed as a significant response, although clearly the number of member organizations responding is not fully representative. This means that in general the larger organizations responded. On a regional basis, only the responses from Asia Pacific, North America/Caribbean, and Europe can be considered at all representative. Once again, the number of member organizations responding and the number of members represented does not correlate closely except in Europe.

It may also be noted that the percentage of responses at 18% is greater than that received in 2004, when only 14% of organizations that were at that time members of EI responded to the questionnaire sent by the secretariat, compared to 25% in 2001, 39% in 1998 and 24% in 1995.

Further to note is the increase in EI membership from 1998 – 2006, when the survey was distributed. The total membership of EI has increased by approximately 28% since 1998, with approximately a 35% increase in number of affiliates. In October 2006, the Executive Board admitted 44 new members, all of whom received the survey in December of 2006 (Africa 32; Asia-Pacific 7 ; Latin America 4; North America/Caribbean).

The survey was revised and reformatted significantly from previous versions. A permanent database was created which will allow repeat surveys and trend analysis in the future. New questions, for example on the education of girls, were added and some previous questions dropped. Clearly, analysis of the reasons for the pattern of responses must be undertaken, with a view to further revisions of the instrument, methods of distribution and collection of data that is more integrated into the work of members and the regions.

The pattern is more complex when the responses are analysed by region.

At a regional level, it appears clear that we can only consider representative the responses received from three regions:

Asia-Pacific: 36% of organizations with 56% of the total membership of the region;
North America and Caribbean: 38% of organizations, representing an estimated 95% of membership of the region;
Europe: 22% of organizations representing 21% of membership of the region;¹
Latin America: 13% of organizations, representing 33% of membership of the region;
Africa: 3% of organizations, representing 10% of membership of the region.

Obviously, the huge range in size of member organizations from less than 100 to over 2 million gives rise to these variances. It is important to note however that the survey was completed by member organizations, not individual members.

3.2. Analysis and Discussion

3.2.1. Women in Society and in the Education Profession

According to a report published in 2006 by the UNESCO Institute for Statistics (UIS²), the proportion of teachers by gender is probably the indicator used most often to attempt to describe the global gender balance in the profession. It is certain that one lone indicator cannot serve as a basis for making conclusions or determining policies, but it does appear evident that gender disparities in the education work force have considerable effects on the access of girls and women to education and on the relevance of educational content to girls and women.

Much has been said about the different influences that a female or a male teacher can have on students, and there has been mention of how the presence of a female teacher can encourage girls to not drop out and instead remain in school until they have completed at least basic education. UNESCO's data tends to confirm this, showing that when the

1 EI estimates 2006.

2 *Teachers and Educational Quality: Monitoring Global Needs for 2015*. UNESCO Institute for Statistics, Montreal, 2006.

proportion of female teachers is low (less than 20%), only seven or eight girls for every ten boys enter into and remain in primary education.

Again according to UNESCO, in 2004 59% of the total number of teachers in primary and secondary school were women, although differences between regions and countries were considerable. For example, in the same year 84% of teachers in North America and Western Europe were women, while in Sub-Saharan Africa this proportion was 45% and in Southeast Asia 44%. The global proportion of female primary school teachers varied between 56% and 61% between 1991 and 2004. In secondary school the proportion rose from 45% to 52% over the same period.

The South and West of Asia have seen the largest increase in female primary school teachers (from 31% in 1991 to 44% in 2004), and the countries that had the lowest initial proportions of female teachers were those that saw the greatest increases. Afghanistan illustrates the importance of taking into account the distribution of female teachers within the

In 2004 59% of the total number of teachers in primary and secondary school were women

country. There, access of girls to primary school and the availability of women teachers are still limited (in 2004 women represented about 22% of the education work force) but the figures change when the situation is examined more closely. For example, in Kabul 78% of teachers are women, while in rural areas women teachers compose less than 10% of the total. Few female education workers dare to live in rural areas due to restrictions imposed by cultural and religious traditions.

However, it is exactly in these regions that women teachers are most needed, since their absence means that girls do not benefit from the female role model that does seem to increase their likelihood of entering and staying in school. In this and other cases, strong unions must negotiate with governments an equally-distributed workforce across the entire territory, which takes into account girls' necessities and guarantees safe, violence and discrimination-free working conditions to women teachers.

Higher education

One hundred and forty-eight countries provided data to UNESCO on women secondary education workers from 1991 to 2004, showing changes in the proportions of women teachers in this sector. In terms of reductions, sub-Saharan Africa has seen the greatest reductions. For example, in Burkina Faso the proportion went from 31% to 11%, and in Guinea from 12% to only 6%.

Higher education also offers an irregular picture across regions and countries. The common denominator appears to be that from the primary education to higher education, the number of women diminishes, particularly in high-level posts. As such, education professionals confront a paradoxical situation: While in international forums and conferences the importance of basic education is recognized, the education sector with the most women, it is also precisely the sector in which both salaries and prestige tend to be the lowest.

UNESCO statistics compare male and female primary school teachers' salaries with the percentage of women in the profession in 45 countries, showing that where there are higher proportions of female teachers there tend to be lower salaries. There are exceptions to this rule, however, for example, in South Africa, where salaries are relatively high and the majority of primary school teachers are women. Additionally, in Egypt and Indonesia, there are almost equal proportions of men and women but the initial salary is quite low.

The responses received from EI member organizations confirm that a small number of respondents indicate salary disparities. It is important to emphasize that the responses refer to statutory or negotiated salaries (i.e. nominal, not necessarily real/actual salaries) which are often set by the authorities or negotiated. For such cases it is difficult to observe pay gaps between men and women. On the contrary, a detailed observation of the real pay for collectives or groups of women and men workers, along the course of their entire careers until retirement age and taking into account factors such as categories and types of work assigned, promotions, periods of interruption of work, part-time work, subsidies and loans, among others, allows an examination of existing pay gaps.

Although the responses received represent only a small proportion of the total, they do show evidence of the existence of a gender-based salary gap.

- Of 55 countries represented in this report, 8 report pay differences, 15% of total cases. If we count the total cases in all levels of education (18 cases) there is only one in which the pay differences favour women (Norway, in preschool). This appears to show an important trend, and the 18% could be only the ‘tip of the iceberg’.
- Taking into account that women are more represented in part-time positions and less represented in high-level director positions and that their presence diminishes when moving up to higher-paid and higher-educational level positions, it is possible to argue that women are receiving lower salaries, although the statutory/negotiated salaries may not openly discriminate between genders. This is a general trend that transcends regions. As stated by the UNESCO Institute for Statistics (UIS), “In general, the more the prestige of an occupation declines, the proportion of women workers tends to grow, which also corresponds to a reduction in salary. On the contrary, when salaries are higher the proportion of women tends to decline.”³

The observed gender salary gaps

In 15% of the countries from which responses were received, a salary gap favouring men in different levels of education can be observed. This figure might be explained by the greater presence of women in part-time positions. In France, for example, in primary school women work full-time in 91% of the cases, while men are in full-time positions in 98.5% of the cases. 23,765 women work part-time, compared to only 1,100 men. This could explain why figures concerning monthly salary report \$2,236 for men, and \$2,110 for women. The same tendency is true for secondary education, where a quite significant salary gap (\$2,567 per month for men, compared to \$2,488 per month for women) is reported. Here, 3% of men in secondary education work part-time, compared to 12% of women. In Finland, the monthly \$50 difference between men and women in secondary education is explainable in the light of the fact that there is a definitely bigger proportion of women working part-time. In Canada, there is a greater number of women working part-time, and the difference in salary is due to men’s longer un-interrupted service. In New Zealand, an observed salary gap of about \$1000 per year in primary education is apparent. However, only about 10% of the total number of men work part-time, compared with about 23% of women

There is still, for now, a need for policies and programs to encourage equity in hiring of women and to overcome the low representation of women in high-level decision-making posts. To reach these objectives governments should develop and apply better hiring and retention strategies that ensure gender equality. Measures such as those listed below could be included:

- The establishment of quotas;
- Leadership programs specifically for women;
- Scholarships and incentive programs; and
- Measures to guarantee pay equity and ensure a favourable work environment for women, free of violence and discrimination based on gender.

3.2.2. Women in Education Unions

Union policies for equality between women and men

The majority of those organizations that responded to the survey mentioned the existence of specific policies to promote gender equality, such as the establishment of quotas, reserved officer positions, directives tending to favour a gender equilibrium and the reaching of gender parity in not only the elected posts but also in hired union employee positions.

3 Op cit. Ut supra.

Responses seem to indicate that:

1. Collective bargaining with a gender perspective has without doubt gained ground, but improvements are still insufficient. There is a continuing need for:
 - Specific training for women, such as in negotiation skills;
 - Bargaining teams to include more women; and
 - Female negotiators to have a leading not only complementary role;
 - Support for a negotiator to arrive at the table with clear proposals and solid arguments is essential for both male and female negotiators.
2. Use of a policy of quotas has grown (almost 40% of unions have official policies, and 33% have such policies in their action plans) and is bearing fruit, particularly in those developing countries where the policy has been applied.

Quotas by and of themselves are not enough to guarantee gender equality and women's empowerment. On the other hand, some organizations have seen the return or continuance of debates over the convenience and/or efficiency of quotas. As such, it is interesting to mention the affirmation in the latest UNICEF Report, "The State of the World's Children 2007"

Quotas have led to dramatic changes in women's political participation throughout the world. According to the Inter-Parliamentary Union, as a result of the introduction of quotas, Rwanda, for example, jumped from 24th place in 1995 to 1st place in 2003 . . . while Costa Rica advanced from 25th in 1994 to 3rd place in 2006. Afghanistan, previously unranked as women were denied the right to vote under the Taliban regime, now stands in the 25th position. Similar statistics hold true for countries as diverse as Argentina, Burundi, Iraq, Mozambique and South Africa⁴.

So why not in education unions? While it would be good to say they are not needed, that is clearly not the case as yet.

3. There has also been progress in including a gender perspective in the union.

The following percentages of responding organisations indicate that they have implemented union education on gender equality, as below:

	UNION POLICY	ACTION PLANS
For women	58%	45%
For union leadership	47%	41%

However, there are insufficiencies with data on union membership separated by sex, and it is therefore necessary or desirable to conduct further investigations on the union activities of and for women.

The following percentages of responding organisations have indicated that they have implemented research instruments in:

	UNION POLICY	ACTION PLANS
Breaking down data by gender	35%	24%
Specific investigations on equality and gender	31%	29%

4. The establishment of union provisions so that women and men can attend union meetings on an even plane, such as providing childcare, continues to be considered in many countries as a demand particular to women and not the union as a whole. The effect therefore is a lack of equal participation.

4 The State of the World's Children 2007. "Women and Children: The Double Dividend of Gender Equality." UNICEF, New York, December 2006.

Below are percentages of responding organisations that report the existence of childcare provision during union meetings:

UNION POLICY	ACTION PLANS	DECIDED – NOT YET IMPLEMENTED
26%	20%	10%

- The establishment of specific structures, whether they be called Committees, Secretariats, Departments of Women or Gender Equality seems to have undergone notable growth, although there appears to be a reduction in the number of pre-Congress Women’s Caucuses.

The percentages of responding organisations below report progress on inclusion of the following provisions in their action plan:

	2001	2004	2007
Creation of Union Women’s Commissions	N/R	26%	44%
Specific Programs for Women	17,5%	23 %	38%
Pre-Congress Women’s Caucuses	40 %	56 %	28%
Specific budgets for activities on gender equality	N/A	46 %	42 %

- The roles assigned to women’s committees vary depending on the region and the point in the progression toward adopting a concept of gender – i.e. adopting a gender perspective for the union in policy, structure, program and activities.

In Asia-Pacific, the majority of committees concentrate their actions on dealing with issues considered specifically ‘feminine’, although they are more and more often incorporating emerging themes, such as the consequences of HIV/AIDS for women, trafficking of girls and boys and the different ways men and women are affected by natural disasters (particularly during the tsunami that hit the region very hard).

In Africa, organizations also concern themselves with capacity building, and training for women, but there too the activities tend to revolve around the ‘feminine agenda’.

It is probably in Latin American and the Caribbean that organizations have most often incorporated themes related to globalization, trade liberalization and the privatization of public services and their consequences for women. The emphasis tends also to be on a more regional strategic approach.

In Europe and North America the tendency is for women’s committees to concentrate their actions less on activities specific to women and more on ‘gender mainstreaming’. In Europe, the Equality Committee includes men and its agenda includes but is not limited to gender equality.

- As to the work developed by women’s committees, these themes appear:
 - The development of campaigns to advocate for improved/broader labour legislation or increased benefits, such as maternal/parental leave; changes to make promotion systems more transparent and less subject to gender-based prejudices;
 - The promotion of non-sexist union policies and practices;
 - The design and application of educational programs for women; and
 - Gender-based analysis of labour policies and directives, and of unions’ educational materials, documents and publications.

Africa (3% of member organizations responding, 10% of overall regional membership) This region sees notable growth in the number of committees of women: the responses received show that 40% of organizations have

incorporated in their statutes the existence of an body of this type, although sometimes they have not been completely implemented. In 2004 only 25% of respondents mentioned these bodies in their responses. For the first time there was mention of designation of some resources for women in the general resources of the unions. Themes such as equality of remuneration or the growing 'feminization' of the HIV/AIDS crisis are reclaiming the attention of women and the commitments of African unions. However, Africa continues to be the region in which difficulties are greatest, with few economic resources and few people charged with conducting activities on women's issues.

Asia-Pacific (responses 36 % of member organizations responding, 56% of overall regional membership) Organizations confirm a trend already seen in previous Triennial Reports. Methods to encourage women's participation in union activities are becoming generalized, and there are specific action plans. This region has the longest existing active women's networks. Actions used by the Women Education Workers' Networks have undoubtedly achieved the greatest success in all EI. However, it still remains to increase training for collective bargaining with a gender perspective and to incorporate more women into bargaining teams. According to the responses women represent around 40% of the highest-level posts and are also beginning to have an important presence on finance committees.

Europe (22% of member organizations responding, 21% of overall regional membership), The following percentages of responding organisations state that the provisions mentioned below are present:

	UNION POLICY	ACTION PLANS
Women's Committees	45%	26%
Childcare during union meetings	19%	13%
Specific budget for Women's programs	16%	26%
Women's assemblies or caucuses prior to Congresses or Conferences	23%	13%

Latin America (13% of member organizations responding, 29% of overall regional membership) Since 2004 there appears to have been growth in measures to create increased gender sensitivity, and awareness especially on equality of remuneration. Also to highlight is the new project initiated by the Regional Office Regional Strategy for Equality with a Gender Perspective, which has as one of its fundamental objectives to impel the incorporation of women at the highest administrative levels of unions.

North America and the Caribbean (38% of member organizations responding, 95% of overall regional membership)

The following percentages of responding organisations state that the provisions mentioned below are present:

	UNION POLICY	ACTION PLANS
Women's Committees	73%	45%
Childcare during union meetings	27%	18%
Specific budget for Women's programs	64%	45%
Women's assemblies or caucuses prior to Congresses or Conferences	45%	36%

Only 18% of respondents confirmed that they track membership by gender and 36% conduct research on themes that specifically interest or affect women.

Women in Education Union Structures

Women make up a majority of EI's membership. However, in terms of visibility, overt participation and in decision-making positions the data shows an irregular picture, in which there have been some important advances but also some steps back.

Despite the advances noted, the 'glass ceiling' that limits women reaching leadership positions continues to affect a high number of females in all spheres. In many cases, barriers to promotion come from unwritten rules, unspoken prejudices, and demands and requirements that are not applied equally to women and men. In some countries there are still obstacles based on traditions, and religious and cultural beliefs that impede women's aspirations and ability to reach positions of leadership.

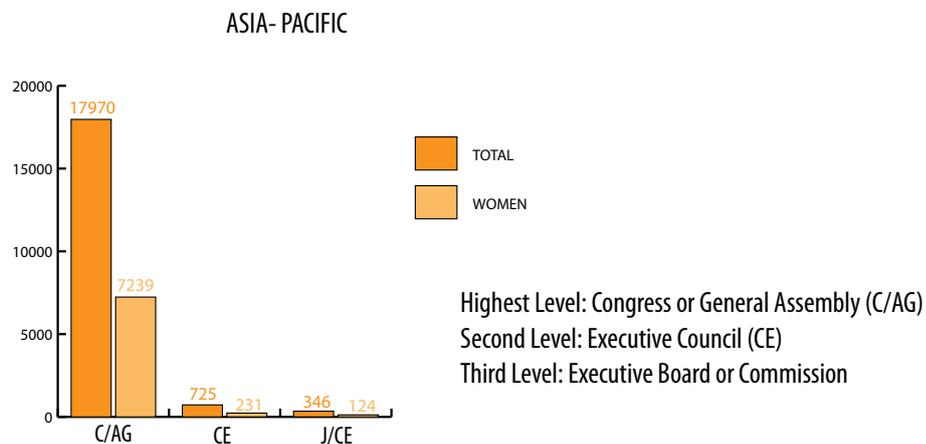
According to the responses received, the provision of leadership posts reserved for women is reported by the following percentages of responding organisations (worldwide):

IN UNION POLICY	UNION ACTION PLANS	COLLECTIVE BARGAINING
33%	31%	10%

As such, these data tend to conform to trends seen in other studies and reports, particularly those published by the ILO (Sectoral Activities) in 2001 and 2004⁵. These reports emphasize the existence of norms of behaviour and attitudes that continue to put brakes on women's advancement and impede their access to the highest decision-making levels. One of these norms of behaviour is the lack of or insufficient participation of men in family responsibilities. The reconciliation of workplace and family still falls mainly on women's shoulders. On the other hand, as noted in the ILO Report Breaking Through the Glass Ceiling: Women in management, Update 2004,⁶ "The strategies that facilitate the advancement of women to decision-making posts require highest-level commitment to changing the existing culture of an organization". Clearly, the employer also has a responsibility.

It is again important to note the differences between regions and countries. In Africa, for example, women hold few of the high-level posts, but more on national councils or executive boards.

In the Asia-Pacific Region, women represent about 40% of those in high-level posts. About 30% of posts in the second and third levels of decision-making are held by women.



As to women's participation in committees, finance, collective bargaining teams or other, compared with women's committees, where there is the greatest number of female representatives, the situation described by the responses is as follows:

- In Asia-Pacific there has been good participation, particularly in Australia and New Zealand, although women still hold less than half of the positions.
- In North America, responding organizations confirm that women hold half of the positions described above.
- Europe is the only region in which women and men are members of equality committees. It is also the region that

5 "Breaking through the Glass ceiling: women in management", Linda Wirth,; Geneva 2001, Gender Bureau, ILO

6 "Breaking through the Glass ceiling: women in management", Update 2004, Geneva 2001, Gender Bureau, ILO

reports the highest levels of women's participation in collective bargaining teams.

- In Latin America, it appears there has been some increase in the representation of women on finance committees.
- In Africa women compose less than 10% of the members of these structures.

Gender Equality policies among European responding organizations:

	in union policy	in action plans	in collective bargaining
Quotas	23%	19%	6%
Reserved leadership posts for women	19%	16%	-----
Other positions reserved for women	13%	6%	3%
Affirmative action in employment	13%	10%	6%
Measures to increase participation in educational activities	23%	10%	10%

During the period from 2004-2007 there has been much attention paid by EI member organizations to the situation of female education workers in Central and Eastern Europe (CEE), but this does not mean that equality goals have been fully realized in Western Europe. It is particularly important to highlight the work done by the EI Pan-European Equality Committee which in successive meetings has pointed out the problems faced by female education workers in CEE::

1. The difficulties in incorporating 'gender mainstreaming' into general union policy;
2. The persistence of the 'glass ceiling' for reaching leadership positions;
3. Consequences for women (including education workers) of the armed conflicts that have affected the region;
4. The importance of mounting a union-based front against political or religious groups that seek to relegate women to their traditional roles;
5. The growing necessity of union policies and strategies to incorporate young women into the profession; and
6. The importance of expanding gender-based education for women with new arguments and strategies.

3.3. Feedback to EI: Promoting Gender Equality Empowerment of Women

3.3.1. Suggested Priorities for EI 2007 – 2010:

1. Empowerment of women

- Equity in Representation at all levels of participation and decision-making,
- Policy, program and activities to support mainstreamed gender equity
- Structure and finance to support mainstreamed gender equity

2. Economic and financial resources

- Gender equity in unions
 - Egalité dans la représentation à tous les niveaux de participation et de prise de décisions.
 - Politique, programme et activités pour soutenir l'intégration de l'égalité des genres.
 - Structure et finances pour soutenir l'intégration de l'égalité des genres .
- Millennium Development Goals
 - Crosscutting gender equality issues in every goals
 - Link poverty/women issues to MDGs

3. Employment equity

- Discrimination, harassment in the workplace
- Training in employment-related issues
- Pay Equity and employment opportunities
- Pension reforms

4. Education and discrimination

- Girls education Access and retention of girls in primary and secondary schools
- Health and HIV/AIDS prevention education.
- Violence against women and girls. End impunity against violence against women and girls in schools, workplaces and homes

5. Challenges and emerging issues

- Migration: gender dimensions, brain drain, trafficking in women and children
- Armed conflicts
- Natural disasters

3.3.2. Actions/Activities to Promote Gender Equality and the Empowerment of Women:

1. Information

- Information on women's rights
- Gender awareness programs
- Encourage experience sharing; awareness raising
- Forums and use of media to underline the importance of role of women in society/men in policy making

2. Campaigns

- Reconciliation of work and family – Convention 156; work/life balance
- Funding for gender equality

3. Lobby and Advocacy

- Build a strong gender lobby for education and social reforms
- Work for pre-school education for all children
- Gender audit in unions
- Pay equity
- Pension reforms

4. Training

- Union leadership

5. Research

- Identify key barriers limiting women in public life.

6. Organizing women in unions

- Women as union delegates, decision-makers and leaders
- Network of women leaders of affiliates
- Convene a global meeting of 2 representatives per region on girl inclusion and gender equality
(Please note: Convening a World Conference was adopted by the Executive Board, October 2006 for inclusion in the Program and Budget. Conference to include themes such as Networks, Status of Women, Education of Girls, HIV/AIDS and be held in the period between the 5th and 6th World Congresses.)

7. Development & Cooperation

- Financing gender equality and gender sensitive budget.

Specific Actions/Activities:

Advocacy and lobby

- Strengthening women's organizing and participation in policy making
- Provision of public services (health, child and elder care for women)
- Gender perspective of the human rights framework
- Professional training to increase pay equity
- Advocacy within UNESCO to promote women's rights and address feminization of teaching profession

Training

- Generating more interaction through training sessions at different levels, including Congress.
- Human rights education to promote gender awareness
- Development tools and skills such as organizational and management programs.
- Create union leadership opportunities for women
- Create mechanisms to support women in decision making positions
- Implementation of UN Conventions such as CEDAW
- Implementation of key ILO Conventions and Declarations

Information

- Share good practice and models
- Challenge discriminatory practices, perceptions, beliefs, attitudes
- Regular examination of the way education publications and websites portray women in education
- Compile and disseminate useful tools in EI Development Cooperation programs

Campaigns

- Women into decision-making positions
- Anti-discrimination
- HIV/AIDS and gender equality

Research

- Document the issues to be used to support the work, such as barriers to women in education.
- Develop specific indicators and comparable data
- Analysis of national budgets

Network and alliance building

- Develop strategies for networking with relevant women lobbying groups
- Identify key actors

3.3.3. Work with member organizations to achieve gender equality in unions: Support affiliates to implement policies related to gender issues through:

Action Programs

- Networking – expand to integrate women at all levels of decision-making;
- Campaigns to eliminate barriers to women equality;

Capacity building

- Women groups; women leaders; women's role in education unions;
- Sponsor and supervise programs, activities for women;

- Encourage women participation in union, political development and leadership;
- Building the union to include a gender perspective in all areas

El encourage member organizations to:

- Promote women's participation by providing spaces at conferences, meetings;
- Develop women's structures within unions;
- Identify major sources of discrimination against women.
- To include gender perspective
- Address feminization of teaching profession
- Inform men of seminars, training and development for women
- Provide communication and training

El to support member organizations by:

- Provide educational opportunities to member organizations on gender equality.
- Provide practical knowledge on good practices of gender equality and collective agreement clause language.
- Provide resources and technical support for developing materials, training and projects aiming to promote women issues/interests.



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4. Recommendations for possible consideration by the SWC

The Survey: Instrument, distribution and responses:

- Maintain periodicity of the Report with EI World Congresses
- Continue the process of revision to ensure increased validity and greater ease of completion of the survey, in format, timeline and mode; maintain the use of a data base and online response option.
- Analyse response patterns and identify barriers for members in completing the survey in order to increase the response rate.
- Integrate the survey more into the work of the regions. Consider adding a regional component (in conjunction with the regions), and an international component, with possible distribution through the regularly scheduled regional meetings. This means the Survey would be conducted over a much longer time frame, and could include case studies.
- Seek additional means of collection of new and use of existing data.

Ongoing work:

- Increase cooperative efforts with Members and Global Unions to achieve the MDG's in gender equality and girls' education
- Continue to promote gender equality through gender mainstreaming in education unions and in the wider union movement; encourage candidacy of women in leadership positions
- Build and maintain national, sub-regional, regional and international networks to empower women and to strengthen education unions, using electronic means available
- Renew efforts to achieve pay equity, working in conjunction with other organizations and Global Unions
- Develop a plan to advance the ratification and implementation of ILO Convention 183, Maternity Protection
- Continue to address gender dimensions of HIV/AIDS within the EFAIDS campaign.
- Highlight March 8 International Women's Day in as part of the joint work programme of the Global Unions and in communication with Members
- Follow-up on UN reforms, 51st UNCSW, and prepare for the 52nd UNCSW, which has the theme of financing gender equality.

Specific Priorities:

- Hold World Conference on the status of women, networks and the education of girls during the next working period
- Develop a follow-up action plan for the new resolution on Gender Dimensions of International Migration, if adopted by the Fifth Congress, with special attention to the issue of trafficking of women and children
- Eliminate all forms of discrimination with the focus on discrimination against women and girls
- Focus on the financing of gender equality and the empowerment of women at the national, regional and global levels
- Follow-up to the Executive Board decision to conduct a gender audit within EI
- Investigate pension reform as part of the overarching theme of pay equity and life-long earnings.
- Renew union efforts to address violence against women and girls, including the role of men in such efforts.



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5. Glossary

Affirmative Action Policy: refers to a preference granted to a disadvantaged group (in this case, women) in hiring and other situations.

CEART: joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel.

CEDAW: Convention on the Elimination of all Forms of discrimination against Women (adopted 1979; entered into force 1981): The first legally binding international document prohibiting discrimination against women and obligating governments to take affirmative steps to advance the equality of women

Discrimination: act or policy of unfavourable treatment based on stereotypes and prejudice.

Gender discrimination: Denying opportunities and rights or giving preferential treatment to individuals on the basis of their sex.

Gender Equality: the elimination of all forms of discrimination based on gender so that girls and women, boys and men have equal opportunities and benefits.

Gender mainstreaming: the consistent integration of gender into the development and implementation of policies, plans, programmes and projects at all levels, including national, community, schools and classroom.

Gender pay gap: refers to differences and general gap in the average pay of men and women, with women earning on average less than men.

Glass ceiling: term used to reflect the inequalities that prevail in society. It is used to describe invisible barriers created by cultural social, religious and organizational prejudices that impede women's reaching decision-making positions.

Mainstreaming a gender perspective: the process of assessing the gender implications of any planned action, including legislation, policies and/or programmes in order for women and men to benefit equally, and to achieve the goal of gender equality (UN A/52/3, 18 Sept. 1997).

Pay equity: is a means of eliminating gender discrimination in the wage setting system. It is sometimes called "equal pay for work of equal value". Women who perform work that has equal levels of skill required or responsibility involved, under the same or comparable conditions, should be paid the same as men.

6. Bibliography

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7. Appendices

Full Technical Report available on request or online at <http://www.ei-ie.org/rights>

7.1. EI Decision-Making Structures

Executive Board

Article 10 des statuts de l'IE:

c) *“the executive board shall be composed of twenty-six (26) members, including:*

- i) the President and five (5) Vice-Presidents¹*
- ii) a General Secretary*
- iii) ten (10) members, two from each region, and*
- iv) nine (9) members*
- vi) at least three (3) members of the group comprising the President and Vice Presidents, and at least one member from each region shall be women”.*

1.2.2. The Status of Women Committee

According to Article 15 of the EI constitution:

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 of women by the Executive Board from among its members. The Chairperson shall be elected by the Committee. The Executive Board shall determine its purposes and procedures.

The SWC has met four times since the 4th Congress in Porto Alegre, in Brazil, in conjunction with EI Executive Board meetings.

- April 2005*
- February 2006*
- October 2006*
- March 2007*

EI Staff Assisting the Committee:

Jan Eastman - Deputy Secretary General (since May 2006)

Marta Scarpatto – Coordinator, Equality and Trade Union Rights (until 2006)

Rebeca Sevilla – Coordinator, Equality and Trade Union Rights

Monique Foulhoux – Coordinator, Education and Employment

Nicholas Richards – Coordination, Co-operation and Development

Wouter van der Schaaf - Coordinator, Campaigns

Christina Drews – Professional Assistant

1 Since the 4th EI World Congress, held in Porto Alegre, Brazil, in July 2004 there is one vice-president for each of the five regions of EI: Latin America, North America and the Caribbean, Europe, Africa and Asia-Pacific

7.2. Executive Board decisions related to equality

25th EI Executive Board Meeting 12-14 April 2005

The Board approved the Status of Women Committee's recommendations that:

all EI programs, including labour education, professional training programs and programs aimed at preventing HIV-AIDS, should give extra attention to the gender dimension;

EI and the other Global Unions should play an active role in the UN Conference addressing the Millennium Development Goals + 5 to ensure that the rights, concerns and proposals of women from education unions are not neglected.

26th EI Executive Board Meeting 21-23 February 2006

EI will pursue its strong support for the ongoing campaign to achieve the MDGs through:

- coordinated action by the secretariat units in the implementation of EI programmes;
- close cooperation with the GCE and G-CAP;
- regular contact with the UN Executive Coordinator, as well as the World Bank, and other agencies;
- information to member organizations, with updates from the UN and campaign partners, and proposals for grass-roots action, such as the designation of "School Ambassadors for the MDGs"

EI will liaise with the ILO to receive information about the gender audit with consideration given to the undertaking of a gender audit in EI. EI will also make contact with the ILO to stress the importance and priority which should be given to C 100 Equal Remuneration Convention and to encourage member organisations to gather relevant data on pay equity as it pertains to their members

The Chair of EI Status of Women's Committee should be part of the official EI delegation to the UN Status of Women's Commission held annually in New York.

27th EI Executive Board Meeting 25-27 October 2006

The Board mandated the Secretariat to establish an electronic mailing list for members of the Status of Women Committee in order to facilitate communication between meetings.

The Board agreed to the recommendation that the Women's Caucus at the 5th World Congress include one presentation by an invited speaker, and that Carolyn Hannan be approached.

The Board requested that EI undertake a gender audit in 2008, and that a specific plan and timeline for the audit be presented to the Executive Board in March 2007.

The Board decided that, because the Global Report will focus on Non Discrimination, EI should work with other global unions to coordinate a side event at the ILO International Labour Conference 2007 on Non Discrimination and Equal Remuneration.

The Board decided that EI make the issue of the Girl Child and HIV/AIDS a priority within its programs and activities, and encourage member organisations to do likewise, at the national level and including women's committees and networks.

In relation to the UN Commission on the Status of Women, the Board requested:

- a) That EI inform member organizations of the upcoming UN Commission on the Status of Women (26 February – 9 March 2007) and its theme of "the elimination of all forms of discrimination against the girl child", and encourage participation both within EI and at the national level.
- b) That EI seek support from cooperating union members to include in its delegation to the UN Status of Women Commission 2007 a representative from each region.

That, given the focus of the UN Status of Women Commission 2007 on the girl child, EI take the lead in organizing a side event in conjunction with PSI and ICFTU/WCL (ITUC).

En relation avec le cinquième Congrès mondial, le Bureau a décidé que:

- a) Resolutions to the Fifth Congress include one on Pay Equity;
- b) Resolutions to the Fifth Congress include one on the Gender Dimensions of International Migration.

With respect to attendance at the Fifth World Congress, the Board decided that:

That EI ensure that in communication with member organizations, the date of the Women's Caucus is emphasized and that women attendees to the Fifth World Congress be encouraged to participate in the Caucus;

That, insofar as possible, funding be provided to enable EI-assisted delegates to arrive at Congress prior to the Women's Caucus;

That communication to member organizations include designated seats for officer and executive board positions, the number of vacancies, and that women be encouraged to run for office;

That EI actively encourage all member organizations to include a gender balance in their delegation of voting delegates.

In relation to the Programme and Budget for the 2008-2010 triennium, the Board decided that:

EI should convene a world conference on gender equality and the empowerment of women, such conference to include themes such as Networks, Status of Women, Education of Girls, HIV/AIDS and be held in the period between the 5th and 6th World Congresses (2007-2010);

The Status of Women Committee should consider a more detailed proposal for recommendation to the Executive Board in 2007.

28th Executive Board Meeting 27-29 March 2007

The draft Programme & Budget 2008-2010 (2011) was adopted in the understanding that a mandate be given to the Officers to work with EI staff to take into consideration the observations raised by the Executive Board at the 28th meeting.

The observations included:

- Concern about cuts in equality programmes and in publications in comparison with the Programme & Budget 2005-2007.
- The Programme & Budget document should be made more user-friendly.
- Consideration should be given to finding other ways to finance the EUR 400,000 required for the implementation of programmes in STAN and MENA countries.
- There should be greater clarity regarding the actual cost of an EI Executive Board meeting.
- The Programme & Budget should clearly identify which programme activities will be undertaken as joint programmes under the aegis of the Council of Global Unions.

The plan of action for EI's participation in the 52nd session of the United Nations Commission on the Status of Women was adopted.

The Executive Board will propose to Congress draft resolutions on pay equity and on the gender dimension of international migration. The Secretariat will contact the ILO, examine the implications of conducting an EI gender audit and report to the Executive Board in November 2007.

The report on EI's participation in the 51st Session of the United Nations Commission on the Status of Women was received.



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