



THIRD REPORT ON THE SITUATION OF WOMEN IN AFFILIATED ORGANISATIONS, IN EDUCATION AND IN SOCIETY

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NOTE: This report should not, given the poor sample of responses received, be read as a totally realistic representation of the situation of women in member organisations, but rather as an exposition of the range of issues encountered in respect of equality identifying avenues for considering positions that organisations have taken on women and the problems they face. Statistics have their limitations: they treat all matters at a single level and set out **established facts**; they take no account of cultural or national differences. Political ideas, too, foster this state of affairs. We need to get behind the figures if we are give problems proper consideration. These outcomes therefore reflect situations that sometimes shock or amaze us. **For that reason, we would like this document to be a basic working tool** that enables us to think together, and throw light on the issues raised by a synthesis of these reports.

I. WOMEN AND TODAY'S WORLD

Many international events since 1998 have underlined the need to pursue and reinforce positive action that seeks to improve the condition of women in the world. It is a process that continued to grow throughout the 1990s. Relevant examples of this include Beijing+5, the World March of Women, icpd+5¹, the optional protocol to the CEDAW¹ and ILO¹ Convention No 183 on maternity protection. The early part of the decade was given over to drafting international conventions that dealt with women's issues, and getting them ratified; the last three years have been devoted at the world level to a review of how these Conventions have been put into practice and to an assessment of the results and the obstacles encountered by signatory countries.

Generally speaking, actors in all sectors involved in the process of supporting women's interests now agree on how difficult it is to establish respect for written measures, and to ensure that this respect is sustained. Two major obstacles are presented as hindering the achievement of objectives:

- the lack of concrete approaches that governments can use to bring about change, in terms of both indicators measuring needs and outcomes and kinds of action;
- a general lack of awareness and understanding of the benefits and importance of equality between the sexes for everybody (i.e. not just for women).

Some countries still put up stout resistance in negotiations when the focus is on concrete commitments like the allocation of resources, establishment of precise objectives and indicators, and timetables for achieving these objectives. As a Beijing+5 participant put it, *'Although the letter from the United Nations recognises the right to diversity, it is still difficult to talk of women and their diversity.'*

As we enter the third millennium, we can of course rejoice at the headway that has already been made. Evidence shows growing visibility of women's demands at regional, national and international level including the production of major political documents in favour of more equality and the growing development of women's groups defending their causes all over the world. For example, now more women sit in Parliaments than ever before. They increasingly take paid employment (women now make up 41% of the workforce world-wide), and they are more likely to be literate. The disparity in literacy rates at world level between men and women now stands at 10%, compared with 15% in 1995².

However, we should not forget that women and girls currently account for:

- 64% of the illiterate population²;
- 60% of children of school age not attending school²;
- 1/3 of the world's unpaid economic production of non-market work³;
- 30% more workload than men³;
- 1/3 of unwanted or ill-timed pregnancies (80 million a year)⁴;

¹ ICPD: International Conference on Population and Development (21st Session of the UN General Assembly); **CEDAW**: Convention on the Elimination of All Forms of Discrimination Against Women; **ILO**: International Labour Office.

² UNESCO (2000). *Unesco Statistical Yearbook*. <http://unesco.org/uisfr/know0.htm>

³ UNDP (2000). *Human Development Report 2000*. <http://www.undp.org/hdr2000/>



- over half a million deaths in confinement a year (or deaths due to a lack of medical assistance during or after pregnancy or during abortions)⁴;
- 130 million girls and women who have undergone genital mutilation⁴;
- 5 times more likely than men to contract STDs (i.e. 333 million women a year), including AIDS⁴;
- million women and girls bought or sold as sex slaves (minimum estimate)⁴;
- an unknown number of victims of physical or psychological violence during wartime⁵, in work situations and even in marriage or within the family (most of these victims have still to come forward).

Everywhere in the world, north and south, in both developed and developing countries, there are innumerable examples of how it is not always easy to address women's issues in education, health, work or politics.

Unfortunately, it has to be said that although progress has been made in improving the condition of women, they are still vulnerable to the tiniest changes in the political, economic or social climate. In practice, the appearance or exacerbation of macro-social problems affect women's social benefits – and therefore their opportunities for development – more directly and more seriously. For example, a study has recently identified a significant inverse-link between girls' rate of enrolment in secondary schools and an increase in the national debt in 12 Sub-Saharan African countries⁶.

This faltering progress further highlights the need for serious basic research into the mentality and social image of the sexes if we are to have any solid basis for change, and offer women genuine hope of improvement.

The fact that women are second-class citizens triggers a financial cost (e.g. economic invisibility and half of the unskilled population) and a social cost (e.g. death in childbirth, maternal morbidity, a rapidly rising birth-rate, sexist violence and 'learnt powerlessness'); women do not incur these costs alone. Men, too, and society in general are affected. One of the keys to sustainable development involves acknowledging the costs of discrimination (i.e. the impact they have on society as a whole), making them visible to decision-makers and families, and thinking of ways of abolishing them.

" (...) The education of girls is one of the most efficient means to promote development(...)Ensuring that women and men enjoy the same rights and have equal access to education, jobs, property and credit, and fostering women's participation in public life reduces child mortality, improves public health, slows population growth and strengthens overall economic growth. This is true in all countries, but particularly in the poorest.(...)Gender equality is also reduced by economic development that improves the infrastructure for water, energy and transportation. (...)Economic growth by itself will not eliminate inequalities. Societies that promote women's rights and gender equality along with growth are more effective in reducing gender disparities than societies that focus on growth alone.(World Bank. Forthcoming. Policy Research Report on Gender and Development, DC: World Bank <http://www.worldbank.org/gender/pr>

The modern world offers new threats of discrimination against women – in addition to the known, inherited problems that still beset women (e.g. domestic duties, access to health care dealing with sexual violence and sexual exploitation) – and particularly, as we shall see, in the fields of education and information.

It follows that there is a danger that our expanding society with its unremittingly greater demands in terms of knowledge will be leaving in its wake an ever-increasing band of excluded people: this will mostly include women, as political measures are never implemented with the same dazzling speed that marks technological development. Globalisation and modernity may well represent the perspective with

⁴ UNFPA (2000). *State of World Population 2000: Lives Together, Worlds Apart (Men and women in a time of change)*. Disp. <http://www.unfpa.org/swp/main/htm>

⁵ **Systematic rape used as a weapon of war** was condemned for the first time as a 'crime against humanity' on 22 February 2001 by the International Tribunal at The Hague sitting in judgement on crimes committed during the war in Bosnia and Herzegovina.

⁶ UNIFEM (2000). *Progress of the World's Women 2000 – A new Biennial Report*. <http://www.unifem.undp.org/progressww/2000/>



most autonomy and freedom in women's lives, but the paradoxical persistence of sexual roles and stereotypes often means that new difficulties are added to those that women already have, and one way and another slow down their integration.

- For one thing, exclusion begins as early as school days when girls are diverted, discouraged or rejected from subjects deemed to be boys' subjects like mathematics, science and new technology, and this is despite the fact that these are society's focal disciplines, and that all sectors of economic activity use them because they need skilled workforces and continuing training. Moreover, women rarely have any realistic access to this training because of family responsibilities allocated to them as soon as they reach adulthood.
- For another thing, the organisation of the world of work, which is still based on so-called male values, is not adapted to the obligations of family life (e.g. child care and household duties). It follows that because the distribution of tasks has not yet become part and parcel of everyday life, this means an additional workload for most women. Quite legitimately, many of them cannot cope, and have to choose between sacrificing their health and sacrificing their careers and chances of rising to decision-making positions. As a result, whether willingly or otherwise, they are reduced to taking part-time employment. Women teachers, as we shall see, do not escape this situation.

Distribution of workloads and working hours by types of activity for men and women depending on countries' level of development.

	Workload		Time devoted (%):			
	Working hours (mins/day)		to market activities		to non-market activities	
	Women	Men	Women	Men	Women	Men
Average for developing countries	544	483	34	76	66	24
Average for developed countries (OECD)	430	408	34	66	66	34

Source: UNDP (2000). *Human Development Report 2000*. < <http://www.undp.org/hdr2000>>

- Lastly, and particularly in developing countries, on top of the additional work of looking after sufferers, the growing AIDS pandemic is bringing women's considerable sexually-specific vulnerability out into the open; this is because many of them have few opportunities to negotiate the conditions of sexual relationships or control their sexuality or health in general, and particularly because few of them have access to information on the subject of sexuality; furthermore, numerous taboos still hamper communications on sexual problems between men and women.

Now that we are getting better at identifying the social obstacles to women's emancipation, what is the political thinking on the strategies to be developed around these acknowledged problems?

Observation of discriminatory social phenomena increasingly shows us that it is vital to develop a global, systemic approach of analysis and reform if we are to act on all factors of women's discrimination simultaneously. In practice, any environment that discriminates against women (e.g. decision-making in the family) will have consequences for their integration in other environments in life (e.g. level of education, opportunities and type of employment, number of children and family health). Moreover, it will not be a matter of intervening on a single factor, but of maintaining an ongoing holistic view of the issues.

What is of overriding importance is that the actors should be able to set up broad-based collaborative networks to pursue solutions to all aspects of discrimination with equal force; to offer women an open, 'healthy' environment that enables them to develop their potential to the full and allows them to offer



their skills to society with self-respect. To this end, the education system must carve out a central role for itself in the development of this process. Indeed, its key position with regard to children from the beginning of their socialisation, and with adults in formal and non-formal frameworks, should enable the wide dissemination of equality policies, in theory and in practice. It should also promote the emancipation of the skills of children, men and women throughout their lives. With education all people are better able to validate their image and have an understanding of their rights within a democratic society that respects human rights.

II. EDUCATION INTERNATIONAL AND THE STATUS OF WOMEN

2.1 PRINCIPLES

According to **Article 2 of the Constitution**, EI undertakes to pursue the aim:

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 organisations of teachers and education employees.

EI's Policy Declaration on Women in Education and Teachers' Unions is a manifestation of this desire for concrete actions in support of women within the organisation itself and within member organisations. Between 1998 and 2001, the EI Secretariat has continued to support and promote the resolutions adopted at Congress.

2.2 IMPLEMENTATION

2.2.1 Article 10 – Executive Board

c) The Executive Board shall be composed of twenty three (23) members, including:

- (i) the President and four (4) Vice-Presidents;*
- (ii) a General Secretary;*
- (iii) ten (10) members, two from each region, and*
- (iv) seven (7) members;*

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

Composition of the Executive Board

Period	Total membership	Men	Women	% of women
1998-2001	23	10	12	52%
1995-1998	23	12	11	47%
1993-1995	25	18	7	28%

NB The Executive Board is chaired by a woman President, and three of the four Vice-Presidents are women.

2.2.2 Regional Committees

Composition of current Regional Committees and movements in women's membership

Regional Committee	Total Membership	Men	Women	Current % of women	Movement in women's membership since 1995-1998 (%)	Movement in women's membership since 1993-1995 (%)
Africa	16	7	9	57%	+14.2%	+16%
Asia-Pacific	16	9	7	43%	- 7%	- 4%



Europe	38	27	11	29%	+ 0.5%	+ 3%
Latin America	9	5	4	44%	- 6%	+2%

NB * With the exception of Europe, which has increased its membership by 12 since 1993, the total number of Regional Committee members fluctuates by two or three at different times.

* The Latin American Committee is chaired by a woman, and all the Committees have at least one woman Vice-President.

On the other hand, mention must be made of the work which has already been done through women's networks in Asia and in Africa and which has only begun in Latin America. Those networks, financed in part by member organisations, have contributed to the training of women trade unionists and to the development of their decision-making skills.

2.3 Article 15 – STATUS OF WOMEN COMMITTEE

- a) *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.*
- b) *The status of Women Committee shall be composed of women by the Executive Board from among its members. The Executive Board shall determine its purposes and procedures.*

2.3.1 Composition of the Committee

Structural changes since 1998 have meant that Committee members are now drawn exclusively from the EI Executive Board. This move was introduced partly to facilitate the organisation of Committee meetings (they take place just before those of the Executive Board), and partly to provide additional funding for regional activities that in turn provide input on regional priorities to EI.

Chairperson: Jan Eastman, CTF – Canada

Members: Agneta Anderlund, Lärarförbundet – Sweden
 Georgina Baiden, GNAT – Ghana
 Sharan Burrow, AEU – Australia
 Marguerite Cummins-Williams, BSTU – Barbados
 Sandra Feldman, AFT – USA
 Mary Hatwood Futrell, G. Washington University – USA
 Anni Herfort Andersen, DLF – Denmark
 Marta Maffei, CTERA – Argentina
 Assibi Napoe, FESEN – Togo
 Laures Park, NZEI – New Zealand
 Eva-Maria Stange, GEW – Germany

2.3.2 Committee Meetings

There have been four preparatory meetings since the Washington Congress (1998):

24-25 March 1999	23 October 2000
24 January 2000	27 March 2001

2.3.3 Development of Regional Round Tables focusing on women's issues

The Committee has been concerned about its ability to effectively represent the needs expressed by women members at local level to ensure they are always heard? In order to develop and consolidate



networks for communications between women's groups in EI organisations at the various local and regional levels, **the Committee focused on applying the 1998 Congress Resolutions, and monitored the organisation of Women's Round Tables in each region.**

These Round Tables bring together representatives of organisations from various countries in the region **to discuss issues of concern to women and to formulate recommendations, and initiate actions dealing with specific problems encountered by women in a given region.** They must take place at least once in each region during the three-year interval between EI Congresses.

ISSUES ARISING FROM REGIONAL ROUND TABLES :**EUROPE**

Zagreb, Croatia October 1999

RESOLUTIONS AND PRIORITIES FOR ACTION

Supplementary health care: maternity, stress, depression, social benefits depending on age

Decision-making bodies : quotas

Women's rights: developing policies and actions in trade unions with a view to integrating equality issues (e.g. family assistance, social security and problems of violence against women)

Retirement (guarantees)

Convincing public opinion/news media/social partners on issues

Conditions for Women's Social Programmes

Training: media strategies, how to influence policies on issues affecting women, human rights and peace culture, globalisation and free education

Funding actions in the region

LATIN AMERICA

San José, Costa Rica March 2000

*Actions and training for health, particularly in respect of reproduction and sexuality (e.g. contraception and HIV/Aids)

* Encouraging trade unions to get involved in developing a policy of respect for the protection of sexual and reproductive health and against all forms of violence, particularly domestic violence

* Urging the promotion of, and political actions in support of, Convention 103 on maternity protection

* Defending retirement and pension rights and the right to an earlier retirement age for women

ASIA

New Delhi, India 2000 April

Establishment of a database on maternity leave provisions;

Promote gender equality in education by 2005;

Promote universal gender equality;

Make the first decade of the 21st century the decade for the girl child;

Commit to the full implementation of the Beijing Platform for Action

EAST AND CENTRAL EUROPE

Prague, Czech Republic 2000 December

* Focus on gender issues in the context of education in eastern Europe

* Policy declaration on the rights of minorities and of teachers/students with specific needs in the field of education.

* Gender equality in teachers' unions: tackling indirect discrimination, the roles played by men and women, and the 'glass ceilings' that still exist

AFRICA

Round Table to be held in June 2001



2.3.4 Work carried out by the Women's Committees

a) Issues addressed by the Committee

At its four meetings, the Committee examined and discussed several issues of current relevance to women, and set out recommendations designed to be applied at various levels of EI action:

- **The contribution of international events to the situation of women (e.g. Beijing+5, CSW⁷ and the World March of Women)**

The Committee consistently stressed the importance of EI participating in all international political events that could positively influence the condition of women, with a view to defending EI's demands. Accordingly, the Committee recommended that the Secretariat should:

- continue to be involved in the defence of women teachers' objectives and demands, and to widely disseminate information on these events;
- provide EI and its member organisations with recommendations throughout the preparations leading up to major events and encourage lobbying and active participation.

The Committee discussed the outcomes achieved at the end of these meetings with a view of integrating the information into EI policy and practice (*see also points 2.3.4b and c*).

- **Changes favouring women in the labour market (e.g. maternity protection and the ILO)**

The Committee monitored EI's active participation in negotiations for a strengthening of ILO Convention 183 and Recommendation 95 on maternity protection, and EI's lobbying for their ratification and application. A large number of recommendations were sent by EI to member organisations throughout the preparatory period leading up to this event. At the end of the conference, the Committee agreed on the need for a two-part lobbying **strategy**: one focused on obtaining ratifications of the new Convention, and the other on effectively promoting it for teachers, and on supporting its extension to other workers. The Committee provided recommendations that will be incorporated in a kit now being prepared.

- **Feminisation of the teaching profession**

Although there are more women teachers than men teachers in the profession as a whole, and particularly at pre-primary (94%) and Secondary (58%) levels in most countries, the Committee observed that women continue to be under-represented in decision-making posts and in jobs carrying additional responsibility. The Committee wondered whether this downgrading of the status of those working in education might not be due to the increasing feminisation of the profession. EI also collaborated with the International Labour Office on the **production of a report** on *Trends in Feminisation of the Teaching Profession in OECD Countries 1980-1995* (2000).

- **Equal opportunities and equal development**

The Committee discussed incorporating the idea of 'women and development' into a broader and more comprehensive notion of 'equal opportunities and equal development', and articulated the view that taking account of women in development did not simply mean developing their ability to become independent, but also working hard on gender relations (at social, economic, political and cultural levels) so as to achieve sustainable change in policy and practice.

An analysis of EI projects has also demonstrated the need for planning based on a gender perspective in ALL projects, and not just in those dealing specifically with women (*for details, see point 2.3.5*)

- **The situation of indigenous teachers and learners**

The Committee noted that indigenous teachers are often neglected, and doubly discriminated against on account of being women and members of a minority community in society, despite the fact that they perform an excellent job with children whom the official education system find difficult to cater for. They rarely join trade unions.

⁷ CSW: Commission on the Status of Women.



- **Children's rights and child labour**

EI is actively participating in preparations for the next UN Special Session on Children in September 2001. The Committee stresses the strategic role in preparing for this meeting with regard to issues of women's and children's rights linked to education and trade union rights.

Promoting the Policy Declaration on Women and EI Resolutions

The Committee monitored the dissemination of the EI Declaration on *Women in Society, Education, and the Trade Union Movement*. The Declaration mainly concerns whether there was an increase in women's representation in leadership posts, trade union delegations and international events.

- **Analysis of the gender perspective in EI structures, policies and practice**

The Committee re-examined the importance of precise, regular assessment organised by gender structures, policies and practice of EI and of member organisations, both quantitatively and qualitatively, with a view of identifying this factor more accurately and taking it properly into account. The Committee also stressed the need for an assessment of its own work.

b) Actions

Political actions:

EI has actively supported international actions in support of women (e.g. the World March of Women and International Women's Day), and has taken part in many important international events in which it has actively defended its demands on the condition of women. Some women from EI attended a number of events including Beijing+5 (June 2000) and the ILO International Conference (June 2000), and were involved in preparations for the UN General Assembly Special Session on Children (September 2000 and January 2001) and in the negotiations for the optional protocol to the CEDAW (March 2001). EI has also taken on responsibility for disseminating information on these events.

Practical actions:

Since 1998, EI has continued to use regional offices to support the women's networks in Asia/Pacific (SAARC) and in western Africa, and has collaborated on the development of new programmes for women in the Latin American region.

Lastly, it is important to point out that EI education programmes on HIV/AIDS now have a new methodology, in that men and women now take part in the training together to ensure that there is real communication between the sexes on a subject that affects them both. However, recommendations that have come out of regional seminars and round tables have also called for HIV/AIDS programmes especially for women.

c) Publications

EI has published three new **documents** on the issue of women since 1998: *Women and the Economy* (1998), *Women and Human Rights* (1999) and *Education and Girls* (2000).

The Committee has co-ordinated the publication of several **training brochures** aimed at women on leadership and trade union communication, and on international standards and instruments relating to women.

EI has also co-ordinated the work on an International Labour Organisation report entitled *Trends in feminisation of the teaching profession in OECD countries 1980-1995* (2000).

An information poster has been produced each year for International Women's Day (8 March).

2.3.5 Links between EI Equal Opportunities and Development Co-operation

Despite efforts to integrate women at various levels in co-operation projects, it has been noted that these projects mainly focus on the 'quantitative' role of the issue of women's representation (i.e. achieving quotas for women), despite the fact that important problems facing women have not been resolved. Ensuring support for women's issues still requires improvements in most countries.



EI believes that closer co-operation between the work on Equality and Development will help to ensure respect for commitments relating to women in projects. The Secretariat will therefore have a role to play in the setting up, preparation and evaluation of co-operation programmes. Achieving quantitative objectives is not enough if we want organisations to change their habits as a result.

The Committee has formulated approaches for an ongoing assessment of sexual equality in co-operation programmes. This will take the form of checklists comprising questions on the subject that the Committee considers important to ask during the course of a programme.

III. EVALUATIVE QUESTIONNAIRE ON THE SITUATION OF WOMEN IN EI MEMBER ORGANISATIONS

This section contains a summary of responses from member organisations that replied to the questionnaire sent to them by the EI Equal Opportunities department.

The figures are clear: only 25% of organisations replied, compared with 39.4% in 1998 and 24% in 1995, and only 14% of organisations replied in both 1998 and 2001.

It follows that 227 organisations (i.e. 75% of the EI's member organisations) decided not to reply to this questionnaire.

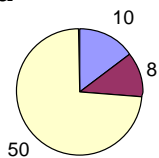
- Of the 78 organisations that did reply, 16 (2 in Africa, 5 in Asia, 2 in Latin America, 4 in North America and the Caribbean and 3 in Europe) sent illustrative documentation of their policies and/or activities in support of equality – in other words, just 20%.
- Status of responding organisations: 56 national unions, 15 federations and 4 confederations (3 organisations did not specify).
- Gender of respondents: 31 men, 41 women (mostly belonging to the 'women's' structure of the organisation) and three male/female teams.

The sharp drop in the number of replies since 1998 and **the majority non-participation of members in the questionnaire on the situation of women** in 2000 concern us greatly. Non-responses pose important questions on what organisations really make of the gender issue. Does it mean:

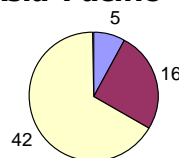
- that they have no interest in gender equality issues?
- that there are no gender equality problems in their organisations?

Distribution of responses received/not received by region and totalled

Africa



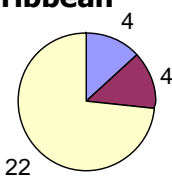
Asia-Pacific



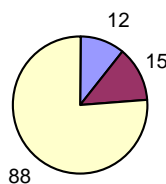
Latin America



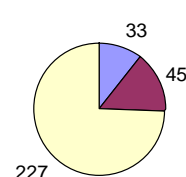
North America & Caribbean



Europe



WORLD TOTAL



- Organisations not replying
- New respondents
- Replied in 1998



3.1 WOMEN MEMBERS AND TRADE UNIONS.

3.1.1 Men-women equality policies in trade unions

By and large, organisations seem to be happy with their policies in support of male/female equality. They speak very positively of the concept.

80% of organisations say they talk openly about equality of status between men and women. Those that do not do so often explain this state of affairs by saying that this equality is enshrined in their countries' Constitutions.

80% of organisations say they monitor movements in the number of women members and in their involvement in the organisation. However, the quality of the figures supplied does not always reflect these fine intentions.

An improvement at the level of the number of Women's Caucuses preceding Congresses and General Meetings: 40% of trade unions (11% en Europe, 50% or more in the other regions) say they organise them, as compared with 21% in 1995 and 32% en 1998.

In Africa, **all** caucuses are *open to men*, compared with only 1/3 in Asia (68% world-wide). Generally speaking, *men are more likely to be observers (55%) than participants (45%)*.

High incidence of 'Women's' or 'Equal Opportunities' Departments: Overall 62% of organisations say they have a department dealing with gender issues (88% in Africa, 44% en Europe). These numbers have not risen since 1995 (63%).

55% of organisations have instituted **policies encouraging women's participation** (compared with 52.7% in 1998 and 55% in 1995).

The various **kinds of women's policy** submitted to us are set out below:

Quotas , reserved seats and special nominations designed to promote parity	52%
Responsibility posts reserved specifically for women:	32%
<ul style="list-style-type: none"> • Women's Committee posts 'to enable them to solve their specific problems' (52%); • Reserved posts to guarantee women's representation at all levels, and particularly the highest posts (e.g. that of Vice-President) (19%). 	
Programmes , training and special women's projects	21%
Encouraging women to get involved, encouraging them to be aware of their role in society, and promoting women's networks	14%
Trying to respect women by giving them equal speaking rights at, and free access to, all functions, and by offering members training in equality	12%

As the above table demonstrates, most organisations, irrespective of their region, opt for a women's quota method to encourage their integration, and actions targeted at changing how women respond.

Those that do not organise specific actions or have no policies supporting women justify this state of affairs on the grounds that:

There is no need for action , as there are no equality problems between men and women – particularly in Europe	37%
Equality means keeping the same system for everyone – particularly in Europe	32%
Women account for most of the membership in the organisation , they are well represented and do not have to fight for their rights	17%
The policy is in the process of being developed and has yet been implemented	8%
There has been no demand from women, or else there has been a request not to develop such a policy on their behalf	4%

NB Europe is the region with the fewest political actions in support of women (only 33% of organisations).



3.1.2 Women's representation in the structure of the national organisation

Female membership in the organisation

REGION	Women members of the organisation (%)	Women at the organisation's last Congress/ General Meeting (%)	Women on the National Committee (%)	Women on the Executive Board (%)
AFRICA	58	42	35	17
ASIA	55	36	29	26
L. AMERICA	75	51	59	58
N. AMERICA & CARIBBEAN	63	68	45	47
EUROPE	67	44	38	37
WORLD TOTAL	63	50	36	25
REGION	Women on the Finance Committee (%)	Women on the Constitution and Bylaws Committee (%)	Women on the Women's or Equality Committee (%)	Women on other Committees (%)
AFRICA	30	59	48	13
ASIA	24	23	-	23
L. AMERICA	44	58	100	32
N. AMERICA & CARIBBEAN	29	52	-	65
EUROPE	44	56	73	37
WORLD TOTAL	32	50	65	38

Women account for a **majority of members** (63%) in all EI member organisations (also by region). However, **if we look at the distribution between men and women on decision-making committees, we see that the percentages of women are much lower**, particularly on National Committees, Executive Boards and Finance Committees (around 30%, or about half the number of women members). How has this state of affairs remained unchanged since 1995 and 1998, and, as the organisations themselves say, despite measures involving quotas and policies encouraging women? Fewer women also attend Congresses and General Meetings except in the North America and Latin American regions.

Moreover, although we have just seen that 62% of organisations say they have a 'Women's' Committee, only 11 (i.e. 14%) mention it in their structures...

On average, women account for 54% of staff employed full-time by organisations. According to responses received, women are distributed among trade unions' functions as follows:



FUNCTIONS	% employed in this function	STATUS OF THESE WOMEN
0. <u>Administrative</u> (e.g. secretariat, bookkeeping and reception)	40%	85% are appointed
1. <u>Participative</u> (e.g. active members, people working on committees, and researchers or staff with specific responsibility for co-ordination of activities)	29%	53% are appointed
2. <u>Joint Leadership</u> (e.g. heads of department, general secretaries and vice-presidents)	22%	80% are elected
3. <u>Leadership</u> (e.g. senior officials and presidents)	5%	88% are elected

3.2 WOMEN MEMBERS AND EDUCATION.

3.2.1 Women in the teaching profession: the reality

The overall picture has scarcely changed over the years: our results with regard to the distribution of women in education, management and school administration are fairly similar to those of 1995 and 1998. The percentage of women exceeds 85% for pre-primary in all regions: this shows the extent to which early childhood is still reserved for 'feminine skills', whereas we find only half of this percentage of women at higher and university levels, where men predominate. It is also well known that salaries rise the higher up the education system one goes. This happens all over the world.

The number of women in management posts, irrespective of their level of education or administrative sector, is still very low compared with the number of teachers (particularly in Africa and Asia, where the discrepancy is as high as 38% in primary education).

LEVEL	% of women teachers	% of women in managerial positions
Pre-Primary and Primary	73.6 %	40.8 %
General Secondary	56.6 %	43.2 %
Technical Secondary	45.5 %	27.6 %
Higher Education and University	46.3 %	25.5 %
TOTAL	55.5 %	34.3 %

We again received very few precise responses dealing with the full-time/part-time distribution broken down by gender. However, the data that we extracted from this sample has provided us with some **astonishing results: according to the organisations that responded, the overwhelming majority of women (on average 87.5%) work full-time. These figures run directly counter to current research on women's precarious employment.** This leads us to ask a number of questions:

- contrary to what is normally believed, could it be that women rarely work part-time in education?
- are part-timers trade union members? If so, are they catered for in union policy, and are there any specific actions dealing with the problems that affect them?

Unfortunately, we do not have the information needed to answer this question.

3.2.2 Equality in the teaching profession: remuneration and careers

Only 14 organisations (19%) acknowledged the existence of a theoretical salary differential between men and women with the same skills. The **reasons most frequently adduced** were :



Favouritism towards men in respect of promotion;	50%
The fact that social benefits such as family allowances in some African and Asian countries are paid to the 'head of the family' (i.e. the man).	37%

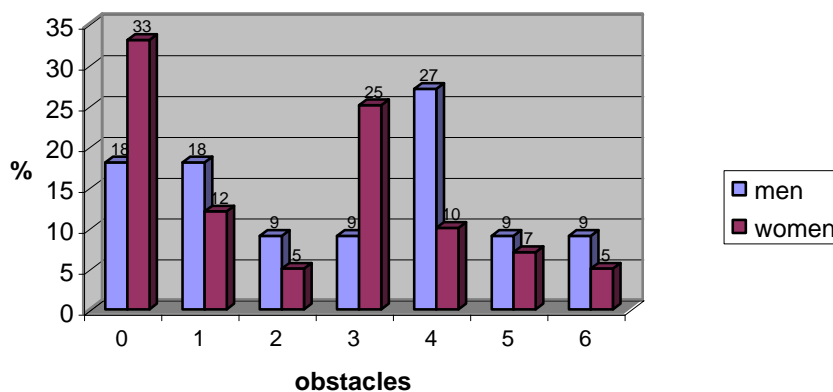
Organisations were slightly more likely (21 organisations, i.e. 26%) to acknowledge the existence of a difference between men's and women's salaries in practice. The **reasons most frequently adduced** were:

The fact that women have career breaks to look after children, and therefore lose seniority;	30%
The domination of institutions by men (this encourages favouritism for higher-ranking posts);	25%
The fact that many women have <u>precarious employment</u> (e.g. part-time and temporary jobs). This latter statement is contradicted by the figures we obtained on the number of women working part-time (see point 3.2.1).	20%

It is worth noting that it was mainly respondent women who identified unequal pay: 13 women and 2 men pinpointed differences between men's and women's theoretical salaries, and 21 women and 4 men noted differences in practice.

Men and women do not see obstacles to equality in education in the same way: **for men**, the main problems are stereotypes (Obstacle 4 – 27%), followed by lower quality training for women (Obstacle 1 – 18%) and unequal opportunities for promotion (Obstacle 0 – 18%). **However, for women**, the main reason is unequal opportunities (Obstacle 0 – 33%), and then significant support for the failure to share domestic and family duties (Obstacle 5 – 25%); this obstacle is scarcely identified at all by men (9%!).

**perception of obstacles to equality in education by
gender of respondents**



Obstacle 0 = unequal opportunities for promotion

Obstacle 1 = the fact that women have less good qualifications

Obstacle 2 = women's lack of self-confidence, submissive attitude or lack of motivation

Obstacle 3 = failure to share domestic and family duties, with women's extra workload still a taboo subject

Obstacle 4 = religious and social stereotypes affecting sexual roles, patriarchy and sexism

Obstacle 5 = there is still unequal status between men and women in the family and society and at work

Obstacle 6 = no interest on the part of decision-makers that there should be change, social and political ill-will

These results show that men and women do not identify the same obstacles: men more often refer to general issues of inequality such as stereotypes, whereas women are much more critical of concrete matters that impede them daily such as family obligations and unequal opportunities for promotion. **Priorities for action for dealing with problems faced by women, and examined by men and women, are therefore likely to be different.**



3.3 WOMEN AND SOCIETY

81% of the countries of member organisations have equality legislation; Europe has the most.

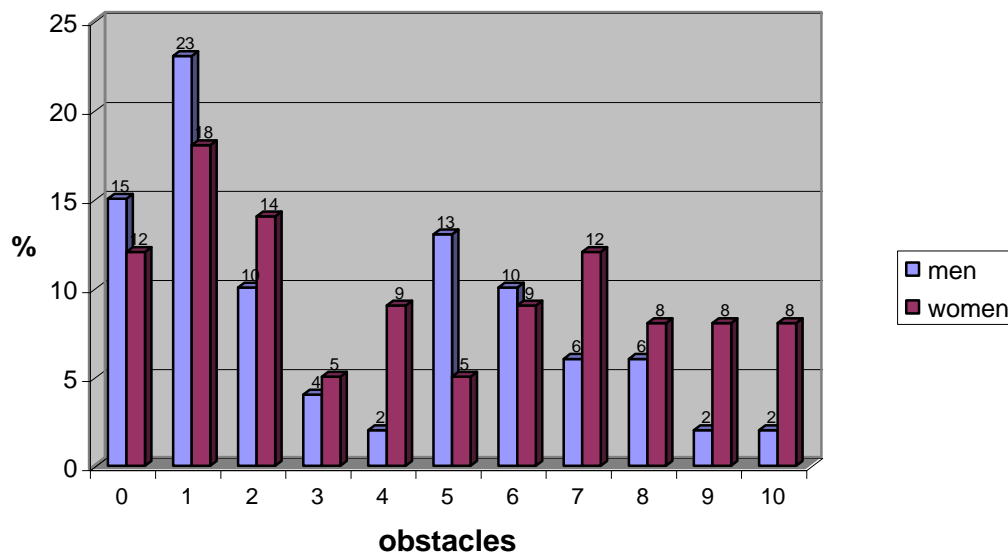
AFRICA	ASIA/ PACIFIC	L. AMERICA	N. AMERICA/ CAR	EUROPE
66%	61%	4 ⁹	75%	92%

The shortcomings in legislation that organisations referred to most frequently were:

Legislation in existence but provisions are not implemented, and/or non-existent or weak judicial sanctions facing people who infringe them (mainly in Africa and Europe)	35%
Unclear or ambiguous definitions , no precise criteria of equality, or no legislation specifically dealing with sexual equality (mainly in North America and Asia)	25%
Gaps/failures to deal with certain issues such as carrying out family duties, equal job security, inheritance rights, divorce and abortion	25%
Restrictions on equality laws arising out of religious, cultural, economic or political regulations , with the result that women's rights are not delivered in practice, and women do not enjoy protection as victims	12%

Once again, it is interesting to distribute the subjects of the sample by gender in order to see differences in evaluating obstacles to equality in society.

perception of obstacles to equality in society by gender of respondents



Obstacle 0 = the perception of gender: stereotypes relating to sexual roles and male domination, cultural and religious practices and beliefs, standards, values, and the image of women in the media

Obstacle 1 = the social construction of gender: the 'domestic' and 'macho' socialisation/education of girls and boys respectively, a hierarchical vision of the genders (power associated with men), and the sexual division of labour

Obstacle 2 = a political problem: no legislation on equality, insufficient political will, discriminatory laws, a policy that reinforces sexual division, and the traditional structure of society affecting political mechanisms and decisions

Obstacle 3 = negative attitudes toward equality: feminism is seen as dangerous and anti-

⁹ The four Latin American organisations that responded have sex equality legislation in their countries.



family, a revolt against progress in favour of women, and a denial of the existence of sexism

Obstacle 4 = lack on information on rights: lack of training, women’s political immaturity, lack of education in human rights/equality in schools, and a lack of egalitarian action models

Obstacle 5 = women’s poor standard of education: illiteracy, too few girls attending school, too few girls attending secondary school and in higher education, too many girls terminating their studies early to start a family

Obstacle 6 = women’s self-perception: with regard to the role they should play, their abilities and their self-confidence, and women’s lack of awareness and interest in politics and in involvement in public roles

Obstacle 7 = incompatibility between women’s lifestyle and a work system with unremittingly male values: the failure to share domestic duties leading to a work overload, career/maternity incompatibility, and the lack of quality social services to care for children

Obstacle 8 = negative attitudes of women: men are more highly respected than women

Obstacle 9 = ‘women’s’ jobs are less prestigious and less well paid than ‘men’s’ jobs

Obstacle 10 = the country’s economic situation (e.g. unemployment and the national debt) fosters a competitive, anti-woman attitude with regard to job opportunities

For men and women alike, the first major obstacle to equality in society is the social education of boys and girls in traditional gender roles. However, the following arguments again vary with regards to sharing family duties and incompatibility between the system of work and women’s real lives (Obstacle 7), because women see it as the third major obstacle. It is only the sixth for men. Men conclude more rapidly that the factors that most stand in the way of equality are stereotypes (Obstacle 0), women’s low standard of education (Obstacle 6) and women’s self-perception (Obstacle 7).

IV. FUTURE WORK: THE ROLE OF EDUCATION INTERNATIONAL

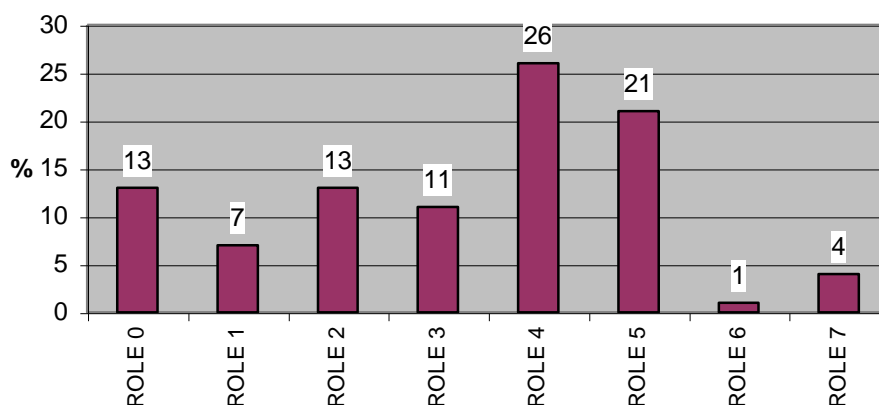
60% of organisations think that women are insufficiently informed of their rights with regard to equality.

Proposals for educational action

61% of organisations propose that everybody should take part in an awareness and information-gathering exercise so as to remedy this problem. It might involve civic education programmes in school, the regular dissemination of awareness messages by the media, and educating parents in women’s and girls’ rights. **32% propose that women’s education should continue to expand.** This might include literacy, ordinary schooling, educating girls to know their rights at a very early age, developing trade union education, and women’s information for women.

Affiliates expressed the following demands with respect to EI:

Affiliates' demands concerning EI's role in the field of equality





Role 0 = continue lobbying international organisations (e.g. UN, ILO, World Bank and IMF)
Role1 = research into this issue: collecting data and other information, working up statistics and monitoring them regularly
Role 2 = defining avenues for action to be promoted on the basis of results, and **producing equality policy models**
Role 3 = disseminating information, publishing policy and practice that has worked, developing networks between organisations, and **ensuring that information is exchanged**
Role 4 = strengthening motivation and awareness campaigns, defining agendas for action, international actions, promoting women's rights, and **educating for peace and for mutual respect**
Role 5 = financially assisting and supervising the activities of affiliates and organisations that are in difficulty, in order to help them achieve equality (e.g. training, seminars, and the development of appropriate national strategies)
Role 6 = demanding that both sexes are properly represented (i.e. 50/50)
Role 7 = furthering the recruitment of women to senior posts, and women's attendance at international meetings and conferences

The needs expressed are specifically: to strengthen awareness campaigns at the level of the organisation, and to fund and support projects that organisations launch in order to promote equality. Two other important points are: continuing with international lobbying and everything to do with information on policies and actions; and the availability of models that organisations might use as inspiration for their own actions.



SOME CONCLUSIONS AND RECOMMENDATIONS

Conclusions arising from the analysis of the member organization responses to the questionnaire:

1. The majority of the 25% of Education International member organizations which responded to this questionnaire indicate that they have developed policies in support of gender equality, and they speak very positively of the concept.
2. Despite policies that favour women's representation in meetings and leadership positions, the figures of such participation and involvement show little change over the last six years.
3. Inconsistencies in the data exist between the estimated percentage of part-time women workers, salary differentials between men and women, and the known precariousness of women's employment. More data is needed.
4. While the majority of member organizations responding indicate that they monitor membership and involvement of men and women in the organization, throughout the questionnaire very few respondents are able to provide specific data broken down by gender, particularly in respect of part-time women teachers.
5. Differences exist in general between men and women as to what they perceive as obstacles to equality.
6. Most organizations responding believe there is a need to extend education and information on equality rights.

Recommendations from member organizations and/or arising from the report:

1. That Education International include a systematic gender analysis and gender perspective in policy, projects and activities, with a view to promoting gender awareness and providing members with training in gender analysis.
2. That Education International regularly review existing policies and practices in order to remove obstacles to and promote gender equality.
3. That Education International continue to provide materials and support for gender training programmes.
4. That Education International undertake a specific research study, both qualitative and quantitative, on the number of part-time teachers broken down by gender, rural/urban, level and position in the education system, and salary, in order to assess the impact and implications of part-time work on women and men.
5. That Education International and its member organizations adopt programs of work in relation to changes in society and the challenges of modern life that have the capacity to negatively impact women teachers and education workers, such as:
 - Education to promote equal opportunities;
 - Women and health, particularly HIV/AIDS;
 - Women and globalization and the impact of new technologies, including access;
 - Development of processes and methods to analyze and measure gender equality in education.

Gender equality can truly develop and be sustained over time within the trade union movement, the education system and society: the gains are clarity and visibility to one and all.

**ANNEX: List of organisations that took part in the analysis**

Total of responses received (ultimately): 78

AFRICA N=18	ASIA & PACIFIC N=21	LATIN AMERICA N=4	NORTH AMERICA AND CARIBBEAN N=8	EUROPE N=27
Algeria: SATEF Congo: FENECOUNTC Côte d'Ivoire: SNEPPCI Egypt: GTUESR Eritrea: TAE Gabon: SENA Gambia: GaTU Guinea: FSPE Guinée Bissau: SINAPROF Kenya: KNUT Lesotho: LAT Malawi: MUT Mauritius: GoTU Nigeria: NUT Rwanda: EER São Tomé/ Príncipe: SINPRESTEP Senegal: SNEEL Uganda: NUEI	Australia: AEU Bangladesh: BTA Fiji: FTU Hong Kong: HKPTU India: AIACHE AISTF Korea: KFTA Malaysia: NUTP Mongolia: MEFTU Nepal: NNTA New Zealand: AUS NZPPTA NZEI Pakistan: APGSTA Philippines: NATOW Singapore: STU Sri Lanka: ACUGET ACUT Thailand: PSTAT EST Vanuatu: VTU	Argentina: CTERA Chile: CPC Costa Rica: ANDE Panama: AMPUAG	Bahamas: BUT Canada: CSQ Canada: CTF Dominica: DAT Haiti: CNEH St Lucia: SLTU USA: AFT USA: NEA	Croatia: TUKEHSEC Cyprus: KTOS Czech Republic: CMOS-PS Estonia: UNIVERSITAS Finland: OAJ France: UNSA Greece: DOE Israel: ITU-INTL Italy: CISL SCUOLA SNS-CGIL UIL SCUOLA Latvia: LESWTU Lithuania: LMPS Macedonia: SONK Norway: LÄRÄRF NARW NL Sweden: LR Läraryförbundet Switzerland: SER United Kingdom: AUT BYITU EIS NATFHE NASUWT Yugoslavia: (Montenegro) ITUESCSM (Serbia): TUS

Responding organisations in 1998: 44

Africa: Egypt: GTUESR, Eritrea: TAE, Gabon: SENA, Guinea: FSPE, Kenya: KNUT, Lesotho: LAT, Malawi: MUT, Mauritius: GoTU

Asia & Pacific: Australia: AEU, Bangladesh: BTA, Fiji: FTU, Hong Kong: HKPTU, India: AISTF, Korea: KFTA, Malaysia: NUTP, Mongolia: MEFTU, Nepal: NNTA, New Zealand: NZPPTA, New Zealand: NZEI, Pakistan: APGSTA, Sri Lanka: ACUGET, Sri Lanka: ACUT, Thailand: EST, Vanuatu: VTU

North America & Caribbean: Canada: CSQ, Canada: CTF, St Lucia: SLTU, USA: NEA

Latin America: Argentina: CTERA, Costa Rica: ANDE

Europe: Cyprus: KTOS, Czech Republic: CMOS-PS, Estonia: UNIVERSITAS, Finland: OAJ, Italy: CISL SCUOLA, Italy: SNS-CGIL, Italy: UIL SCUOLA, Macedonia: SONK, Norway: LÄRÄRF, Norway: NARW, Norway: NL, Sweden: STU, United Kingdom: AUT, United Kingdom: EIS

REPLIES NOT INCLUDED :

Germany : GEW
Austria : GÖD
Brazil : CNTE
Denmark : GL
Hungary : SEH
India : AIPTF
AIFTU

Indonesia : PGRI
Japan : JTU
Rep. Of Uzbekistan : FSWTUU
United Kingdom: NUT
UTU
Chad : SET