_____

FOURTH REPORT ON THE SITUATION OF WOMEN IN MEMBER ORGANISATIONS, IN EDUCATION AND IN SOCIETY

I. EDUCATION INTERNATIONAL (EI) AND THE CONDITION OF WOMEN

- **1.1 PRINCIPLES**

Article 2 of the Constitution of Education International stipulates that one of its fundamental objectives is :

"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;

j) 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;"

The **EI policy Declaration on Women in Education and Teachers' Organisations** approved at the First World Congress **(Harare, 1995)** laid the foundations for future EI action to defend and protect these principles of equality.

During the three year period 2001-2004, the EI Secretariat has continued to encourage member organisations to implement the resolutions on gender equality adopted by EI Congresses.

▪ **1.2 START UP**

1.2.1 Article 10 – _Executive Board_

c) _"The Executive Board is composed of 23 members, being:_
   (i) one President and four Vice-Presidents
   (ii) one General Secretary
   (iii) ten members, two per region
   (iv) seven members

At least two Vice-Presidents and one member per region will be women".

Composition of the Executive Board

Period	Total number of members	Men	Women	% of Women
2001-2004	23	12	11	47%
1998–2001	23	11	12	52%
1995-1998	23	12	11	47%
1993-1995	25	18	7	28%

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

1.2.2 Regional Committees

**Composition of the current Regional Committees
and their development in relation to women**

REGION	Total number of members	Men	Women	Current situation 2001-2004	Evolution of the % of women participation since 2001	Evolution of the % of women participation since 1998	Evolution of the % women participation since 1995
Africa	14	7	7	**50%**	-7%	+8.2%	+9%
Asia-Pacific	17	9	8	**47%**	+4%	- 3%	0%
Europa	37	23	14	**38%**	+9%	+ 9,5%	+12 %

Agenda item: **07** - Doc: **06E**

**Fourth Report on the Situation of Women in Member Organisations,
in Education and in Society**
_____

| Latin America | 12 | 8 | 4 | **33%** | -11% | - 17% | -9% |
| Caribbean | 6 | 4 | 2 | **33%** | * | * | * |

* Data not available

- Women's networks

The main objectives of the networks are:
- *To promote the rise of women to trade union decision-making and leadership positions.*
- *To unite and organise women in the teaching profession so that they can participate better in their professional and trade union lives.*
- *To contribute to make teacher unions essential participants in dialogues on all matters related to the rights of women working in education.*
- *To promote the inclusion of a gender perspective in the trade union agenda and in collective bargaining.*
- *To empower women to be able to defend their human, labour and trade union rights.*
- *To promote a greater gender conscience.*
- *To establish communication/relation infrastructures inside the trade union and outside the organisation with women from the organised civil society.*

THE SITUATION OF WOMEN'S NETWORKS
IN THE VARIOUS REGIONS:

ASIA-PACIFIC

This is the region where women's networks are more developed with a sub-regional organisation. The sub-regions are: South Asia (SAARC), South-East Asian (ASEAN) and South Pacific.The three sub-regions have carried out numerous activities to bolster the networks and make them more functional. UF (Norway), AEU (Australia), CTF (Canada) and FNV (Netherlands) finance the activities of the respective sub-regions.

The main activities pursued are:
- *Awareness raising seminars*
- *Leadership seminars*
- *Seminars on advanced issues of leadership, trade union skills and legal assistance*
- *Trainer training /Empowerment courses on human resources*
- *Seminars on legal rights and violence against women*
- *Special seminars for members of editorial committees*
- *Workshops on maternity protection services (ILO Convention 183)*

Most of the women's committees are formed at the national level. Some organisations have also created provincial or district committees. Sub-regional committees were formed recently to monitor women's projects in South and South-East Asia (SAARC and ASEAN). These committees are responsible for establishing a sub-regional network that includes its organisations. The members of the committees are appointed by the organisations participating in the activities of the women's committee.

In the SAARC sub-region, most of women's committees are national, but some are *ad hoc,* and there are no constitutional provisions to include them. These committees are currently endeavouring to achieve amendments favourable to women in trade union statutes. Conversely, in the ASEAN sub-region, most of the women's committees have constitutional provisions that dictate positive action measures, with the exception of two cases *PGRI (Indonesia)* and *NTTU (Thailand).* As a result of the activities waged by women's networks, an important number of organisations have amended their constitutions and statutes, reserving positions for women on

the Executive, Central Committee and sub-committees formed for various tasks. In each case, the women are involved in the representation and collective bargaining processes.

CARIBBEAN

Issues analysed by women working on education in the Caribbean are:

- *Violence against women and girls inside and outside the school environment, strategies for solving conflicts.*
- *Mobility and promotion opportunities for women in the profession.*
- *The importance of using gender sensitive language in trade union documents and materials.*
- *Gender equality in the trade union.*
- *How to combat HIV/AIDS in Caribbean schools.*
- *Development of leadership abilities.*
- *Women and retirement.*
- *Stress linked to teaching affecting women in particular that is caused by work overload and family responsibilities not being shared by men.*
- *The importance of building appropriate communication channels between women at the national and regional level.*
- *Empowerment of teachers on gender equality issues.*
- *Gender issues and collective bargaining.*

The network has organised various seminars, workshops and training days.

AFRICA

The West African Women's Network has carried out activities at regional and national levels. The regional meeting held in February 2002 in Nigeria approved a declaration with recommendations to bolster the role of women teachers at the local, national and regional level. In particular, participants analysed the effects of HIV/AIDS and the feminisation of poverty in the region. National empowerment seminars and workshops were held in Benin, Costa de Marfil, Burkina Faso and Togo.

LATIN AMERICA

Greater effort is needed as there are still no women's sub-regional networks.

CENTRAL AND EASTERN EUROPE

The EI Women's Committee expressed concern about the current status of women working in education, as serious setbacks have occurred with gender equality. It recommended starting a women's network now.

▪   **1.3 STATUS OF WOMEN COMMITTEE**

Pursuant to Article 15 of the Education International Constitution:

a) *"A Status of Women Committee shall be established to recommend policies and activities to be undertaken by 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."*

Agenda item: **07** - Doc: **06E**

Fourth Report on the Situation of Women in Member Organisations, in Education and in Society
_____

1.3.1 *Composition of the Committee in the three-year period (2001-2004)*

Chairperson of the Committee	**Assibi Napoe, FESEN - Togo (2001- October 2003)** **Marilies Rettig, CTF - Canada (October 2003-July 2004)**

Mary Hatwood Futrell, President of EI
Susan Hopgood, AEU – Australia / Vice-President of EI
Sandra Feldman, AFT – USA / Vice-President of EI

Agneta Anderlund, Lärarförbundet – Sweden
Marguerite Cummins-Williams, BSTU – Barbados
Anni Herfort Andersen, DLF – Denmark
Kim Ji-Ye, KTU (CHUNKYOJO) - Korea
Marta Maffei, CTERA – Argentina
Eva-Maria Stange, GEW – Germany

Joanne Eide, NEA – USA, attended meetings as an observer. Marta Scarpato, EI- Brussels, worked with the Committee in her capacity as EI Equality Coordinator.

1.3.2 *Committee meetings*

Since the Jomtien Congress, (July 2001) the Committee has held four meetings:
- ❖ **April 2002**
- ❖ **February 2003**
- ❖ **October 2003**
- ❖ **March 2004**

1.3.3 *Regional Round tables*

EUROPE
Luxembourg, December 2003

- ▪ The new Pan European Committee, acting on a recommendation by the EI Women's Committee and the European Equal Opportunities Committee, decided to create a Women's Network in Central and Eastern Europe.
- ▪ Approval was given to co-host a Pan-European Conference on Equal Pay in October 2004 with Public Services International.

AFRICA
Lomé, Togo, January 2004

The Women's regional round table was held prior to the Fifth Pan-African Regional Conference. Below are some of the recommendations resulting from the round table discussions:

- Conduct a revision of the statutes on African educational trade union organisations with a gender perspective.
- Design a training programme to provide women with the tools and knowledge that can help them obtain decision-making positions in their trade unions.
- Ensure a budget that enables women to implement gender activities
- Form alliances and cooperate with civil society organisations interested in gender issues.
- Involve men, wherever possible, in activities that promote gender equality
- Encourage women to apply for management positions.

- Do not forget to include a gender perspective, and promote the need for quality public education for girls, in all the activities carried out in the campaign "*Education for all*".
- Take into account gender issues regarding HIV/AIDS in activities implemented.
- Bolster women's networks, committees and secretariats.

LATIN AMERICA
Buenos Aires, Argentina, May 2004

The participants at the Latin America regional round table evaluated the work achieved in the last triennial period and presented their recommendations for the years to come.

ASIA
Kaohsiung, Taiwan, December 2003

Recommendations sent to the Regional Conference were:

- EI was urged to secure resources for Gender Equality, Child Labour and Girls' Education;
- Sexual identity: it was recommended to support the EI and PSI initiative to hold a forum on Gay, Lesbian, Bisexual and Transgender workers.
- HIV/AIDS: Because the pandemic is having a devastating effect on women, EI and its member organisations were urged to lobby their governments to apply the ILO Code of Practice on HIV/AIDS and the Workplace.

1.3.4 *Work of the EI Committee*

Issues dealt with included:

- ***Trafficking of women and girls***: At its meeting in April 2000, the Committee expressed its concern about this problem which is worsening in certain regions. According to the International Organisation for Migration (IOM), UNICEF and the UN High Commissioner for Refugees data, more and more women and girls are subjected to illegal trafficking. The Committee called on EI to express, in all international forums it accesses, its concern about the situation faced by women and girl refugees because of armed conflicts or displacement in their own countries.

- ***Girls and child labour:*** This has been a recurrent topic, analysed on repeated occasions by the Committee. In April 2002, the Committee recommended that EI support the declaration by Juan Somavía, ILO Director General, who said that crimes and aggressions against children subjected to the worst forms of child labour should be declared crimes against humanity (February 2002, The Hague, Netherlands).

- ***The gender perspective in development cooperation***

  The Committee analysed the problems that emerge when trying to incorporate EI policy on gender equality in Development Cooperation programmes, in particular:

  - The lack of a real commitment on the part of trade union leaders to involve women;
  - The lack of a real evaluation, from the gender perspective, of proposals received and the results of the finished projects;
  - The use of only quantitative evaluation parameters, and the need to develop qualitative indicators as well;
  - The need to evaluate the real possibilities of the beneficiary organisation;
  - The lack of self-sufficiency in maintaining actions on gender equality once the projects have been completed;

- The need for empowerment on gender equality not only for the union leaders and their members, but also for EI personnel.

   To pursue the resolution approved at the Jomtien EI Congress, and aware of the need to revise the cooperation project selection criteria so as to include the gender perspective, the Committee approved the use of a checklist for the Cooperation proposals and projects received.

- **The EI/PSI campaign on equal pay:** The aim of the campaign is to raise the awareness of and to empower women and affiliates in general about the need for equal pay. Women are paid less than their male colleagues throughout the world. They receive between 50% to 80% of what a man does. Major efforts for empowerment are needed, as it is still difficult in many countries to obtain proof of gender pay gap.

Education International has produced two manuals for empowerment which are available in English, French and Spanish:

   ❖ '**Equal Pay: How? Materials for Empowerment,"** and
   ❖ **"Equal Pay: Training and Awareness Raising" − Trade Union Education Manual.**

Public Services International has produced a manual and video entitled "**Equal Pay Now!"** available in various languages, including those mentioned above.

Joint empowerment activities are also carried out on the subject for regional personnel and member organisations. EI will take part in three consultations with the trade unions held by the ILO and a Panel on Equal Pay at the International Labour Conference in June 2004 in Geneva.

- **Campaign for the ratification of Maternity Protection Convention 183:** The Convention was revised over three years and was finally approved at the 88th ILO International Conference (June 2000). However, only 7 countries have since ratified it (all being- with the exception of Italy- from Central or Eastern European countries and none from Asia, Africa or Latin America). This confirms the Committee's decision to maintain and strengthen the campaign.

Country	Ratification date
1. Bulgaria	06/12/ 2001
2. Slovakia	12/12/2000
3. Hungary	04/11/2003
4. Italy	07/02/2001
5. Lithuania	29/09/2003
6. Rumania	23/10/2002
7. Bielo-russia	10/02/2004

II. ANALYSIS OF THE EVALUATION QUESTIONNAIRE ON THE SITUATION OF WOMEN IN EI MEMBER ORGANISATIONS

NOTICE: TAKING INTO ACCOUNT THE LOW NUMBER OF REPLIES RECEIVED, THIS DOCUMENT MUST NOT BE CONSIDERED AS A TOTALLY REALISTIC REPRESENTATION OF THE SITUATION OF WOMEN IN EI MEMBER ORGANISATIONS; RATHER, IT IS PRESENTED IT AS A SAMPLE OF

Fourth Report on the Situation of Women in Member Organisations, in Education and in Society

_____

THE DIVERSITY OF SUBJECTS RELATED TO GENDER EQUALITY AND WOMEN IN OUR TEACHERS' UNIONS.
STATISTICS HAVE LIMITS. THEY TREAT ALL ISSUES THE SAME, AND REPORT FACTS WITHOUT TAKING INTO CONSIDERATION CULTURAL AND NATIONAL NUANCES, OR THE POLITICAL REALITIES THAT AFFECT THE FACTS. IT IS THEREFORE NECESSARY TO GO BEYOND THE FIGURES IN ORDER TO BE ABLE TO CONSIDER THE PROBLEMS.
THE RESULTS SHOWN REFLECT SITUATIONS THAT CAN SHOCK OR ASTONISH. THERE IS ROOM FOR REFLECTION ON THE POSITION OF THE EDUCATIONAL TRADE UNIONS IN RELATION TO GENDER EQUALITY. IN THIS RESPECT, THIS REPORT SHOULD BE SEEN AS A WORKING TOOL THAT ENABLES US TO REFLECT AND WORK TOGETHER TO ADDRESS THE ISSUES SUMMARISED HERE.

This section is a summary of the replies to the EI questionnaire

Breakdown of the total number of replies by region

AFRICA	ASIA-PACIFIC	LATIN AMERICA

NORTH AMERICA & THE CARIBBEAN	EUROPE	TOTAL
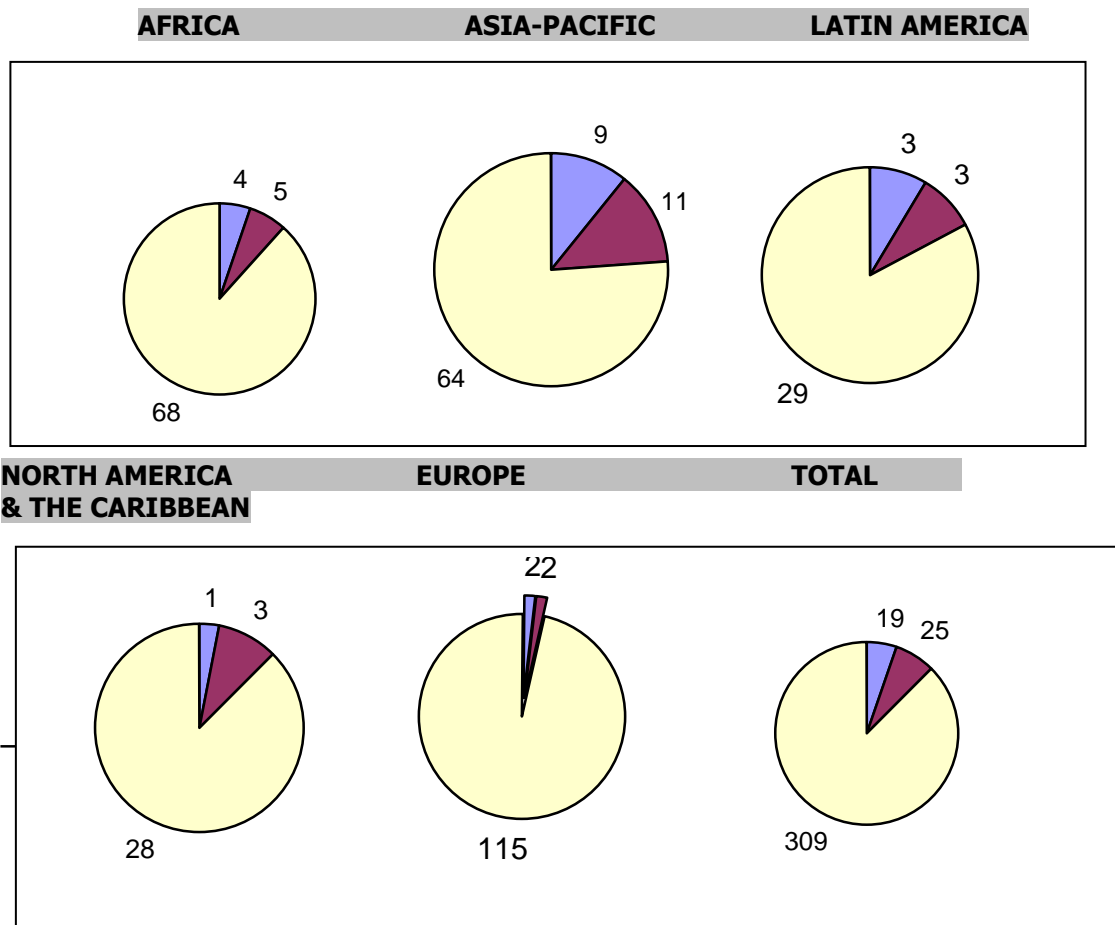
ORGANISATIONS THAT DID NOT REPLY

NEW ORGANISATIONS

ORGANISATIONS THAT REPLIED IN 2001

Agenda item: **07** - Doc: **06E**

**Fourth Report on the Situation of Women in Member Organisations,
in Education and in Society**
_____

The figures speak for themselves: only 14% of the member organisations replied, compared with 25% in 2001, 39.4% in 1998 and 24% in 1995.

> **265 organisations, i.e. 85% of EI member organisations opted not to reply to the questionnaire.**

Of the 44 organisations that replied, 11 sent in <u>supplementary documentation illustrating</u> their policies and/or activities on equality (6 from Asia, 1 from Latin America, 3 from North America and the Caribbean and 1 from Europe), 26%, a figure slightly higher than in 2001. The gender of the person who replied was:
- 16 men, all in management positions
- 23 women (half in the "female" structure of the organisation and the other half in management positions)
- 5 did not answer the question

The sizeable drop in replies since 1998 and the consequent participation of member organisations in preparing this report are telling, and make us wonder about the real reason of this non-reply:

- Is the interest of EI member organisations in Gender Equality issues declining?

- Are problems of equality of women in education considered secondary in the trade unions?

▪ **2.1 WOMEN AND TRADE UNIONS**

2.1.1 _Policies on equality between men and women in trade unions_

In general terms, the organisations were satisfied with the gender policies pursued, judging them to be positive.

79% of the organisation said that they have policies, declarations and resolutions that define and protect equality between men and women. **26 %** sent documents on the topic, 12% more than in 2001.

80 % of the organisations affirm that they are monitoring the number of women members and their participation in the trade union, but the data sent did not allow us to gauge the monitoring.

Women's caucuses or assemblies at the Congresses of the organisations have registered a clear growth: 56% of the trade unions that replied to the questionnaire affirm that they organise such caucuses and assemblies (particularly in Asia), compared with only 40% in 2001, 32% in 1998, and 25% in 1995. The majority are also open to male participation (87%), but in general, men attend in an observer (77%) rather than a participant (33%) capacity, except in Latin America.

Most of the organisations that replied to the questionnaire have a "Women's" or "Equal Opportunities" Department: 87% of the organisations state that they have such a department (25% in Africa, 73% in Asia, 80% in Latin America and 85% in North America). This presence entails a sizeable improvement since 2001.

81% of the organisations affirm that they have introduced policies to promote the participation of women (compared with 55% in 2001, 52.7% in 1998 and 55% in 1995). The priority strategies for promoting the participation of women are:

	2004	2001
Creation of women's committees	26%	*

Fourth Report on the Situation of Women in Member Organisations, in Education and in Society

_____

Policies of participation quotas, positive discrimination and access to position of responsibility, equality Positions reserved for women: - positions in the women's committee 32% - vice-presidency positions 29% - positions reserved at different levels, positive discrimination 26% - participation quota and equality at all levels 13%	26%	32%
Training programmes targetted at women and encouraging their participation	23%	17.5%
Awareness-raising about gender issues within the organisation	16%	12%
Integration of equality in policies	7%	*

* In 2001, no replies were received.

> **Only one organisation mentioned the strategy of adapting the work/ training time** so as to make it family friendly, although, as to be noted, this point seems to be a main obstacle as far as women are concerned.

Most organisations, independently from the regions in which they are located, prefer participation quotas to promote the integration of women as well as actions to bring about change in the situation of women.

Only 7 organisations (16%) do not hold specific activities or do not have policies in favour of women. They justify this by claiming that:

Equality means maintaining the same system for all – mainly in Europe	**43%**
There is no need to take action; there are no problems of equality between men and women - mainly in Asia	**14%**
Women constitute the majority in the organisation; they are well represented and need not fight for their rights	**14%**
There is no demand on the part of women or a specific demand to chart a policy in their favour	**14%**

⇒ **Initiatives launched by women's committees in the teachers' unions:**

For the first time this year, information was requested on the activities of the women's committees in trade unions and the role they can play with equality issues. The initiatives of the committees were numerous and various and are summarised with the following categories:

Agenda item: **07** - Doc: **06E**

**Fourth Report on the Situation of Women in Member Organisations,
in Education and in Society**
_____

Initiatives to raise awareness about gender issues in the trade union occur chiefly in Latin
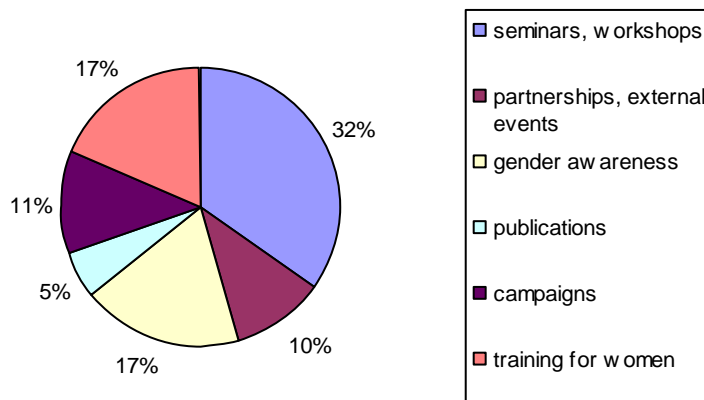
America, while trade union training programmes for women are mentioned mainly by organisations in Asia and Africa.

46% of the organisations that replied have allocated a **specific budget** for women's activities.

The roles assigned to women's committees differ depending on the regions and the idea of gender adopted. The main trend (41%), especially prominent in Asia and Africa, is that the committees concentrate on dealing with specific problems faced by women. Another trend, more prominent in the Southern Hemisphere (Latin America, Asia, Africa) entrusts the committees with the mission of training and promoting the participation of women (30%). Finally, there is a trend less centred on women (more prominent in Europe and North America), where the mission of the committees is to raise the awareness of the trade union as a whole about gender issues as a cross-sectional policy ("gender mainstream") (29%).
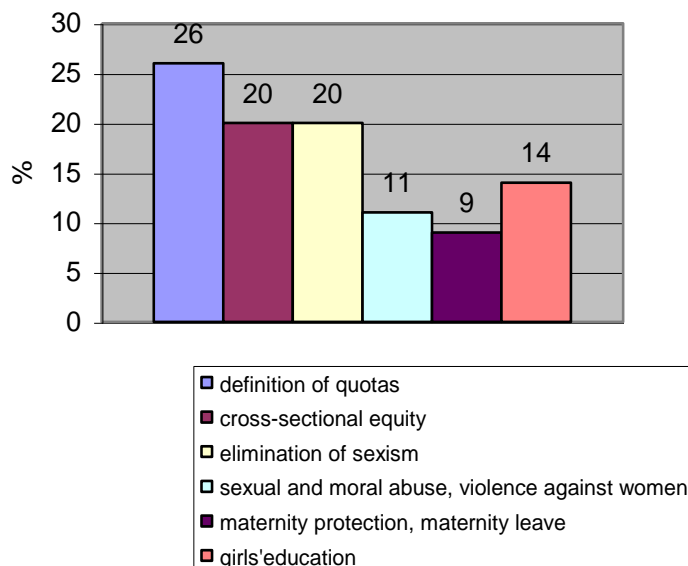
⇒ **The achievements of the women's committees have pertained chiefly to:**

▪ The development of lobbying and publication campaigns (20%).
▪ The adoption of fairer policies and provisions within the trade union (18%)
▪ The promotion of training programmes for women (16%)
▪ An increase in the representation of women in the trade unions (16%)
▪ Countries in the Northern Hemisphere have focused on raising ample and cross-sectional awareness on gender issues(13%).

⇒ **The types of policy texts and decisions on gender adopted by trade unions through the work of women's committees pertained to:**

Agenda item: **07** - Doc: **06E**

**Fourth Report on the Situation of Women in Member Organisations,
in Education and in Society**
_____

Type of texts on gender adopted in unions

- definition of quotas
- cross-sectional equity
- elimination of sexism
- sexual and moral abuse, violence against women
- maternity protection, maternity leave
- girls'education

The current situation of women in the trade unions is considered by the majority as a trend towards more power for women, even if positions of responsibility are still occupied by more men (47%), and this perception is significantly corroborated by our results. Nevertheless, for 25% of the organisations that replied, male dominance and limited awareness are still the norm. 19% of our members report that they have undergone satisfactory awareness raising in the trade union on gender problems where men also take part in the struggle for a more equal situation.

⇒ **The criticisms levelled by women against the trade unions refer to different aspects:**

The distribution of the roles of men and women in society are reproduced in the unions: • Women are expected to be burdened with family chores (79%); • sexist and/or violent attitudes against women in society (21%).	30%
Lack of consideration on the part of the trade union to women's problems (especially in Africa, and somewhat in Asia)	26%
Lack of training and promotion opportunities for women (especially in Asia)	24%
Lack of means and resources of the trade unions for education (a largely female-dominated profession)	20%

2.1.2   *Representation of women in the structure of national organisations*

⇒ **Presence of women in the organisation:**

Women represent **the majority** of the entire EI membership base (53%); however, mainly in Asia and Africa, the figures show a significant reduction from previous years. This could be due to

the the poor response which does not depict the real situation. These results are presented with reservations due to low response.

REGION	% women **affiliated** to the organisation	% women present at the **last congress / general meeting of the organisation**	% women on the **national committee**	% of women on the **executive committee**
AFRICA	20	33	34	24
ASIA	47	51	28	32
LATIN AMERICA	74	67	56	47
NORTH AMERICA CARIBBEAN	70	59	35	33
EUROPE	56	60	36	27
WORLD TOTAL	53	54	38	33
REGION	% women on the **finance committee**	% women in **collective bargaining**	% women on the **women's committee**	% women on the **other committees**
AFRICA	37	55	98	13
ASIA	43	29	99	59
LATIN AMERICA	69	50	90	54
NORTH AMERICA CARIBBEAN	50	30	93	25

Analysing the number of men and women on the decision-making committees, the percentages show a sizeable increase for the finance committee, an uneven trend for collective bargaining, and stability for the national and executive committees (around 30%). How has this situation remained unchanged since 1995for nearly nine years, in spite of the provisions adopted on participation quotas and polices in favour of women in the organisations? This could be related to policies of fixing quotas at 30%, which tend not to be exceeded .

Contrary to what happened in 2001, all the organisations that replied declare that they have a "women's committee" this time include it in their structure (compared with 14% in 2001).

53% of women in the organisations are employed on a full-time basis (compared with 38% for men). According to the responses, the distribution of tasks held by women in trade unions is as follows:

Fourth Report on the Situation of Women in Member Organisations, in Education and in Society

_____

TASKS	% women in these positions	SITUATION OF WOMEN	SITUATION OF MEN IN THE SAME POSITION
0. <u>Administrative tasks</u> (secretariat, bookkeeping, reception …)	41.3%	Employed: 80%	Employed: 80%
1. <u>Participatory tasks</u> (active members, contributors, coordinators…)	32.8%	Elected: 70%	Elected: 70%
2. <u>Co-management</u> (department heads, directors, vice-presidents…)	78%	Elected: 66%	Elected: 92%
3.<u>Management</u> (general secretaries, presidents, …)	21%	Elected: 87%	Elected: 100%

These figures show the result of the quota and positive discrimination policies, or the equal treatment plans in management and co-management positions. It is worth mentioning that, **although co-management positions are occupied mostly by women, management positions continue to be held by men.**

▪ **2.2 WOMEN AND THE TEACHING PROFESSION**

2.2.1 *Women in the teaching profession: a salient reality*

Our results have scarcely changed through the years: The presence of women in teaching, school management and administration has remained stable. The percentage of women in pre-school education exceeds the 85% mark in all the regions, which also shows that <u>infancy continues to be a world reserved for "females",</u> whereas we scarcely encounter half that percentage of women in <u>higher and university education levels, which are dominated by men.</u> We also know that salaries increase in parallel with the education level throughout the world.

Nevertheless, the number of women in management positions seems to be increasing (especially in pre-school education), although the organisations in Africa have a much reduced number of women directors (which is not specified), equally with the organisations in Asia (20%). However, in Europe and North America, the majority of such positions (60%) are occupied by women.

| LEVEL	TEACHING		MANAGEMENT	
	% women in teaching on a full-time basis – unspecified	% women in teaching on a **part-time basis**	% women directors on a full time basis – unspecified	% women directors on a **part-time basis**
Pre-school and primary education	89	96	90	97.6
General secondary education	41.3	88.5	29	77.8
Technical secondary education	62	68.20	35.6	60.5
Higher and university education	31.3	31.5	37.6	70.9

Agenda item: 07 - Doc: 06E

Fourth Report on the Situation of Women in Member Organisations, in Education and in Society
_____

TOTAL	55.9	71	48.5	76.7

On the other hand, we received <u>very few specific answers</u> about the breakdown of full/part-time and according to gender (7 in all), but we have at least received a sample per region. The data compiled through this sample show **telling results: part-time employees (teachers or directors) are mostly women, except for teachers in higher and university education.**

At the same time, **the reasons given in the questionnaires for part-time employment** refer mainly to an unfavourable economic and political climate which leads to the precariousness of fixed positions (39%) and to the non-sharing of family responsibilities (33%), two factors that the current survey has identified as affecting women in particular.

Reasons for working part-time

- job insecurity
- family commitments
- health problems
- external projects, pre-pension
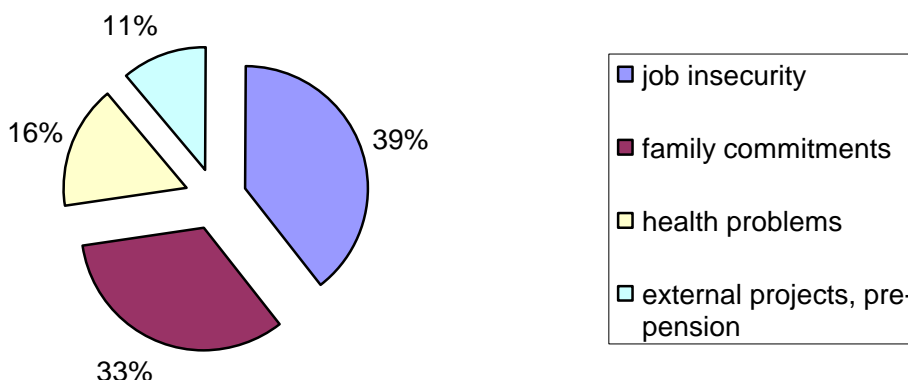
2.2.2 *Equality in the teaching profession: pay and careers*

No organisation in Africa, Latin America or Europe recognises **any difference between men's and women's pay.** Only the women of two organisations in Asia-Pacific and two in North America state that they detect such differences, which are very scarce in Asia, and 40-60% in North America. Both men and women respondents mention women's lower level of training (obstacle 1) and the non-sharing of family and domestic responsibilities (obstacle 3). However, as seen below they do not consider these elements at the same level.

Access to training is a key-theme:

- Whereas women question the lack of <u>concrete training opportunities</u> available to them, men consider that women <u>lack motivation and interest</u>.

- Sexual stereotypes in society are also perceived as an obstacle.

<u>The lack of help in domestic and family chores</u> (obstacle 3), was also unanimously cited. In 2001 men did not make any reference to this point.

Notwithstanding, only women criticised <u>the lack of will on the part of decision-makers and society in general to change inequalities in practice</u> and not just in theory (obstacle 6). (See graph on next page)

Agenda item: **07** - Doc: **06E**

Fourth Report on the Situation of Women in Member Organisations, in Education and in Society
_____

Obstacles to gender equality in education
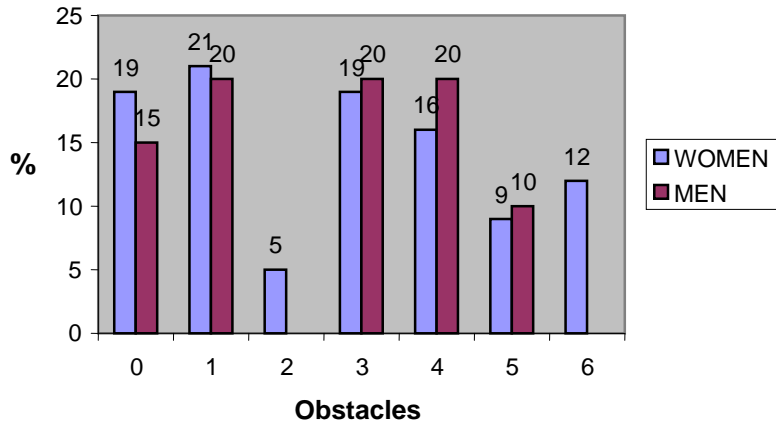
Obstacle 0= **inequalities in opportunities for promotion.**
Obstacle 1 = **women not as qualified.**
Obstacle 2= **lack of confidence in themselves** and submissive attitude and lack of motivation of women (only cited by women).
Obstacle 3= **lack of help in carrying out domestic and family chores**, the work overload of women continues to be taboo.
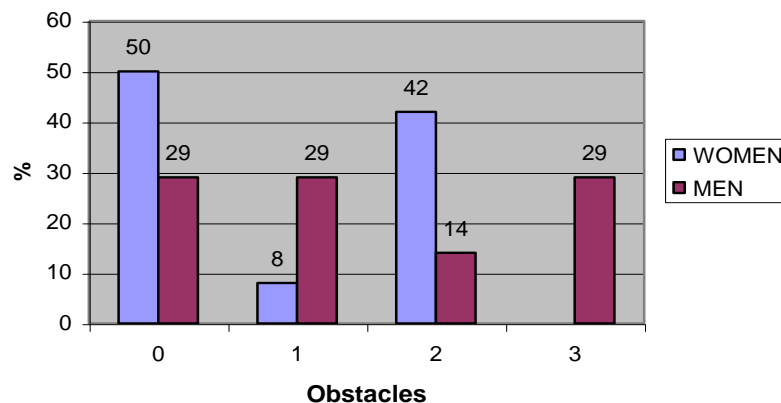**Obstacle 4** = religious and social **stereotypes** in the role of the sexes, male chauvinism, sexism.
Obstacle 5 = **inequalities in status** between men and women that persist in the family, society and at the work place.
Obstacle 6 = **lack of interest on the part of decision-makers** to bring about changes, lack of social and political will (only cited by women)..

Opinions are more divided between men and when identifying the reasons why it was less easy for women to attend continuing or trade union training programmes.

**Obstacles to attending training programmes for women and men**

Obstacle 0 = family duties not shared
Obstacle 1= discriminatory stereotypes and cultural realities that hinder women from progressing
Obstacle 2 = lack of training opportunities for women
Obstacle 3 = women not very motivated to attend training programmes (only cited by men)

▪   **2.3 WOMEN AND SOCIETY**

All the countries of the member organisations have at least legislation that refers to gender equality.   Nevertheless, if a more exhaustive analysis is conducted, most of the legislation cited by the organisations does not take into account the specific aspects of the sexes, other than proclaiming equality between the sexes, without any further detail.

⇒ **The legislation cited is:**

**Legislation related to gender equality cited by
the respondent organisations**
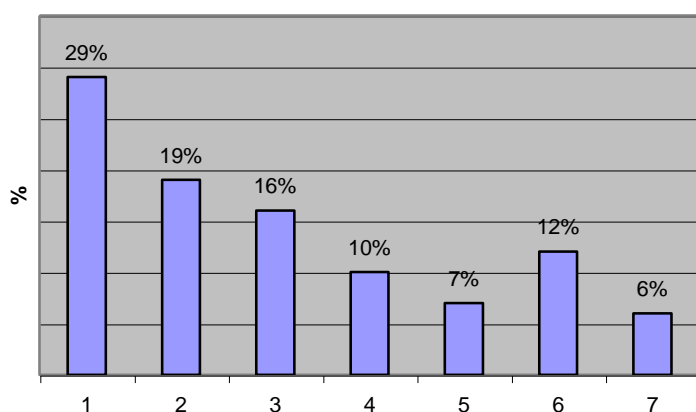
Types of legislation

Law 1: Human Rights in the Constitution, non-specific human rights
Law 2: Equality in terms of pay, leaves of absence, working times, labour code
Law 3: Equal access to employment between men and women, equal opportunities
Law 4: Laws against sexual abuse, rape, the trafficking of human beings
Law 5: Law on abortion (non-existent in Africa)
Law 6: Right of women to take part in the political process, participation quotas and positive discrimination
Law 7: Right to property, inheritance, and financial independence for married women (Asia Pacific and Africa)

⇒ **The deficiencies in the legislation noted by EI member organisations are:**

|	
Lack of recognition of women as head of household/women don't have the right of child custody or the dispositions in place are not sufficient	26%
Too few reception facilities for infancy, diminishing even further in some cases	21%
Legal discrimination that particularly affects women (legal treatment of women's grievances not ensured)	21%
Lack of paid maternity leave	21%

Lack of equal pay	11%

⇒ **The main criticisms** mentioned most frequently by the organisations about legislation are the following:

Legislation exists, but there is a perceptible **lack of application of the provisions and/or non-existent or very light sanctions** for those who commit violations (especially in Africa and Europe).	54%
Not very clear and ambiguous definitions, non-existence of precise equality criteria or the absence of specific legislation on equality of the sexes (especially in North America and Asia)	8%
Absence / lack of interest for certain issues (see above)	17%
Restrictions on equality laws owing to religious, cultural, economic or political rules and regulations so that the women's rights are not guaranteed in practice and women do not enjoy protection as victims	21%

Once again, it is interesting to compare the respondents' issues according to the sex as they reveal differences of evaluation of obstacles for equality in society.

Obstacles to equality in society according to the sex of those questioned
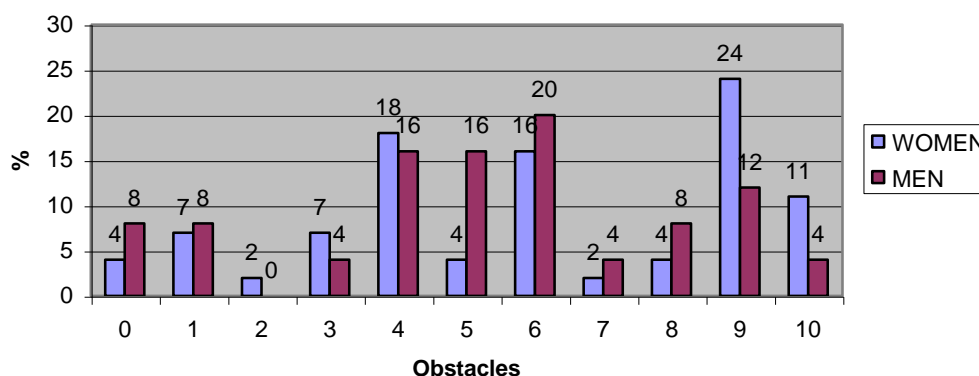
Obstacle 0 = **the perception of genders**: stereotypes about the roles of the sexes and male domination, cultural and religious practices and deficiencies, standards, values, image of the woman in the media

Obstacle 1 = **the social construct of gender:** "domestic" socialisation/ education for girls and "macho" for boys, hierarchic vision of genders (power associated with the man), sexual division of labour

Obstacle 2 = **political problem:** absence of legislation on equality, insufficient political will, discriminatory laws, policies that promote social differences in gender, traditional structure of society that affects the political mechanisms and decisions

Obstacle 3 = **negative attitude against equality:** feminism is considered dangerous and anti-family, against progress in favour of women, negation of the existence of sexism

Obstacle 4 = **NEW! Violence against women**: in daily life, at the workplace, in the family, sexual abuse, prostitution and trafficking of women and girls

Obstacle 5 = **Insufficient education of women**: illiteracy, little presence of girls in school, in secondary and higher education, too many girls drop out of school to form a family(early pregnancies + weddings)

Obstacle 6 = **incompatibility between the life of the woman and the work system that obeys male values:** the lack of help and sharing in domestic responsibilities entails a work

overload, the incompatibility between a professional career and motherhood, the lack of quality social services for childcare
Obstacle 7= **Negative attitudes against women,** men are more respected than women
Obstacle 8= **"female" jobs less prestigious and worse paid than "male" jobs**
Obstacle 9= **economic situation of the country** (layoffs, internal and external debt) that induces a competitive attitude against women regarding employment opportunities
Obstacle 10= poverty, economic dependence of women on men.

For men:

The incompatibility between the work system and the real life of women - the lack of help and sharing in family responsabilities.	Obstacle 7
The lack of training of women	Obstacle 5
Violence against women–**CITED FOR THE FIRST TIME**!	Obstacle

For women:

Discrimination against women in employment opportunities	Obstacle 9
The lack of help and sharing in family responsibilities	Obstacle 6
Violence against women	Obstacle 4

2.3.1   _Gender and HIV/AIDS_:

On the recommendation of the Women's Committee, the EI World Congress will consider a proposal for a resolution on Gender and HIV/AIDS. The Committee also recommended to include in this section a reflection on this important issue.

The reasons for this situation are known . Teaching is one of the professions most affected by the pandemic and, in terms of people affected, the gap between genders is growing wider each time, always more to the detriment of women.

Women affected by HIV/AIDS

How heavy is the burden of women and girls that care for members of the family who are HIV positive or have full blown AIDS?

A UNIFEM study on women in a hamlet in Zimbabwe revealed that 24 pails of water are needed on average every day to care for a person who has AIDS. Women and girls carry out this overburdened task, especially where access to drinking water is difficult. The same study showed that out of 46 pupils who left school to care for sick family members, 70%were girls.
Source: "Empower Women: Halt HIV/AIDS" UNIFEM, 2002

The international community is obliged to recognise each time that, in order to fight the pandemic efficaciously, the gender dimensions of HIV/AIDS cannot be ignored. At the special session of the UN General Assembly on HIV/AIDS in June 2001, 189 countries adopted a Declaration of Commitment, stressing that "_gender equality and the empowerment of women are fundamental elements in the reduction of the vulnerability of women and girls to HIV/AIDS_".   Furthermore, the declaration established a set of goals to be attained in 2003, 2005, 2010 and 2020 by governments that had really decided to go from words to deeds; a good number of these goals

are geared to combating the situation in which women and girls infected by the pandemic find themselves. The empowerment of women is at present the only really efficacious "vaccine" for avoiding their being doubly affected by the spread of HIV/AIDS: by their condition of being HIV positive or having AIDS, by their family situation and by their gender.

According to UNAIDS statistics, in 2002 women represented:

- 49.8% of all HIV-positive people,
- 58% in Africa,
- 52% in the Caribbean,
- 37% in South and South-East Asia,
- 31% in Latin America.

Events have not taken a positive turn since 2002. On the contrary, the trend has been further confirmed. The connection between HIV/AIDS and the subordinate condition under which women still live in many parts of the world becomes obvious. Community studies conducted by UNIFEM in Mexico, for example, found that 39% of HIV-positive women learnt about their condition when they got pregnant, and 33% when their husband was diagnosed. A similar study in India showed that the majority of women who replied lacked sufficient, scientifically serious information on the symptoms of HIV/AIDS.

Deplorably enough, it comes as no surprise that even in developed countries (United States, European Union) where, thanks to access to medicines and medical treatment, the figures of mortality caused by the pandemic have dropped, AIDS is spreading more rapidly among women of the urban, socially and economically excluded population, with the lowest education and belonging to national or ethnic minorities. Furthermore, there are regions where the pandemic is reaching alarming levels, for instance in Central and Eastern Europe, where the situation of women has worsened in the last ten years. In many areas, however, women have been conditioned by society (including through school) to accept their subordination. The direct consequence of this situation is the lack of real decision-making power on basic aspects of their sexuality and the result is the growing vulnerability to the pandemic in which they live.

The effects of discrimination and stigma that accompany HIV/AIDS are multiplied when women and girls are involved. The silence in certain cases, the lack of confidentiality or the negation of the reality in others, are sides of the same coin, and generate situations of keen psychological tension that aggravate the problem through lack of access to treatment and medicines that could prevent, for instance, the perinatal transmission, or allow a satisfactory reintegration into society and the world of work for women who live with the virus.

A serious consequence of the discrimination and stigma that accompany families suffering from HIV/AIDS is school drop-out. This is confirmed by a number of studies published by UNAIDS: they also stress that most of those who drop out of school, or do not enrol, are girls. According to a _Human Rights Watch_ report in 2001, in Nyanza, a province of Kenya badly hit by the pandemic, only 6% of pupils who moved up a year were girls; by contrast, in the eastern provinces less affected by AIDS, girls accounted for as many as 42% of pupils who moved up a year. In the course of research carried out in Africa, the answer that _Human Rights Watch_ received to its question about the number of girls and young women who dropped out of school was that it was 'natural' that they should do so as they had to look after sick family members.

This belief is not restricted to the African continent: in other regions, too, societies do not disapprove of the idea that girls should interrupt their schooling to work at home, or outside it, and thereby meet the economic needs of families suffering from HIV. When the girls and young women in these families leave school, this sets in motion a vicious circle of poverty and discrimination.

According to UNICEF, the greatest success in reducing AIDS infection rates in Africa and other regions has been achieved among girls and women who have at least completed their secondary schooling. This is true not only because of the information they can receive during their time at school, but also because they are better prepared to defend their rights – as long as the school tackles issues relating to human sexuality in its curricula in a scientifically responsible and unprejudiced way. Teachers have a fundamental role to play as educators, and must not forget the gender dimension when they address the AIDS situation in their countries. It is essential to acknowledge that boys and girls, and men and women, are not in the same situation in respect of the hazards that come with the spread of HIV/AIDS. Education is a powerful tool for change, and can contribute decisively to a transformation of gender stereotypes and practices. Sadly, it can also help to perpetuate them.

As the EI Declaration on Professional Ethics approved at the World Congress in Jomtien in 2001 made clear, schools and teachers must therefore focus on the needs of students who are directly affected by HIV, or have family members who are HIV-positive, and fight any kind of discrimination or stigma that violates these students' human rights and encourages school drop-out:

"Education personnel shall respect the rights of all children, especially their students, {…} safeguard and promote the interests and well being of students and make every effort to protect students from bullying and from physical or psychological abuse,{…} take all possible steps to safeguard students from sexual abuse,{…} maintain professional relations with students,{…}exercise authority with justice and compassion…"

However, teachers cannot address such a complex problem – one that extends far outside the boundaries of the school – on their own. They need training and support in order to perform their duties with professionalism and fervour. Governments that have signed various declarations and agreements on combating HIV/AIDS and its medical and social consequences must not forget them when the time comes for allocating budgetary resources to education.

Another key aspect of the problem is the feminisation of poverty. For a very large number of women and girls suffering from HIV/AIDS, access to medicine at an affordable price is the difference between life and death. Because of their subordinate position, many cannot get hold of the medicine that could enable them to live a lot longer; furthermore, there is medication that can minimise the risk of perinatal transmission of the virus, but they do not receive it in time, or in sufficient quantities.

Despite crystal-clear agreements made by governments and entrepreneurs in the presence of the international community at the Doha meeting – the existence of a range of prices, and the use of generic medicines both with people who have the virus and with AIDS sufferers – the interests of the large pharmaceutical firms still seem to have more weight than the lives of millions of human beings.

Agenda item: 07 - Doc: 06E

Fourth Report on the Situation of Women in Member Organisations, in Education and in Society
_____

> **GOALS FIXED BY THE UN GENERAL ASSEMBLY, AND ASSUMED BY THE SIGNATORY GOVERNMENTS IN JUNE 2001**
>
> - *54. By **2005,** ensure that at least 90 percent, and by 2010 at least 95 per cent of young men and women aged 15 to 24 have access to the information, education, including peer education and youth-specific HIV education, and services necessary to develop the life skills required to reduce their vulnerability to HIV infection; in full partnership with youth, parents, families, educators and health-care providers;"*
> - *55. By **2005** reduce the proportion of infants infected with HIV by 20 per cent, and by 50 per cent by 2010, by ensuring that 80 per cent of pregnant women accession antenatal care have information, counselling and other HIV prevention services available to them, increasing the availability of and by providing access for HIV-infected women and babies to effective treatment to reduce mother-to-child transmission of HIV.*
>
> **Declaration of Commitment, *"World Crisis, World Action," Special Session of the UN General Assembly, 27 June 2001***

An exceptionally difficult situation for women AIDS sufferers is the workplace, and this is particularly true in the field of education. Teachers and education employees who are HIV-positive or AIDS sufferers encounter sometimes insurmountable difficulties in remaining in employment when they should have long, fruitful lives in front of them, or when they require specialised medical care. In some regions, they are literally expelled from the education system, and physically and psychologically assaulted by education authorities, fathers, colleagues and pupils. The stigma that accompanies AIDS means that they are seen as undesirable by the teaching profession, and denied fundamental workers' rights. Member organisations of EI have frequently criticised education authorities that adopt attitudes of this sort towards colleagues who are sufferers, and have encouraged respect for their human and working rights, but we know there is still a long way to go.

The full validity of Human Rights and Fundamental Freedoms for All is a basic prerequisite if the world's response to the pandemic is to attain the hoped-for results and if women and girls can face it under equal conditions and opportunities.

Education International backs the urgency of developing policies and actions with a gender perspective in the fight against AIDS.
Since 1994, Education International (EI) and the **World Health Organisation** (WHO) collaborate in the field of health education and more specifically on AIDS prevention issues. New **partners** like **UNESCO, Centers for Disease Control and Prevention** (CDC) and **Education Development Center** (EDC) joined the alliance which organised, in 1995 in Harare, Zimbabwe, an **International Conference on School Health and HIV/AIDS Prevention**. The objective was to raise and strengthen the awareness of teachers on the importance of developing health education programmes within schools and to show the vital role they could play in promoting health. Finally, in 1996, shortly after its creation, **UNAIDS** (the Joint United Nations Programme on HIV/AIDS) also joined the alliance. The International Conference of Harareled to various regional seminars around the world, during which many projects were put together. Today, school health education and HIV/AIDS/STI prevention programmes, taking into account the **recommendations and resolutions** made at the **regional seminars,** are implemented in the following countries: Botswana, Burkina Faso, Côte d'Ivoire, Guinea, Guyana, Haiti, Lesotho, Malawi, Mali, Namibia, Rwanda, Senegal, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe. At this time, EI is very pleased that other organisations, such as the Federatie

Agenda item: 07 - Doc: 06E

Fourth Report on the Situation of Women in Member Organisations, in Education and in Society
_____

Nederlandse Vakbeweging, FNV (Netherlands) or the American Federation of Teachers, AFT (USA) are contributing to the global effort.

EI defends an approach to the problems facing women and girls, from a human rights' perspective. Girls and women who are HIV positive or infected by AIDS or with whose family members are affected by the pandemic should be able to fully benefit from:

- The right to quality public education, free of prejudices, adapted to the real needs of all pupils, without exclusion, where the trade union organisations that represent education workers are represented in the design and practice. Education must include scientifically and intelligently based courses on human sexuality. Teachers need to be properly trained so that they can deal with situations that arise from the presence in school of students who are HIV-positive or suffering from AIDS. No child in such a situation should be deprived of his or her right to education.
- The right to health, which is more than the absence of illness, and really takes into account the specific needs of women and girls infected by HIV/AIDS, in particular, the access to medical treatments
- The right to employment in a climate of security and respect (in the case of girls, for those who reach the legal minimum age to work)
- The right to a dignified and secure life for all, free from discrimination, harassment and violence
- The right to one's own gender identity, with respect for diversity
- The right of women infected by the pandemic to take part in decisions, to be heard and to be taken into account.

III.   THE ROLE OF EDUCATION INTERNATIONAL

60% of the organisations consider that women and girls are not sufficiently informed about their equality rights. 61% of the organisations propose bolstering awareness and the levels of information between the entire population so as to be able to remedy the problem: civic education programmes in school, regular dissemination of awareness raising messages in the media, education of parents on the rights of girls and women, cooperation with men in disseminating the rights of women. 32% propose continuing to develop the education of women: teaching literacy, schooling, early education of girls on their rights, development of trade union knowledge, propaganda of women among women's associations.

⇒ **The demands made by EI member organisations are as follows:**

Fourth Report on the Situation of Women in Member Organisations, in Education and in Society

_____

Roles that member organisations expect EI to play
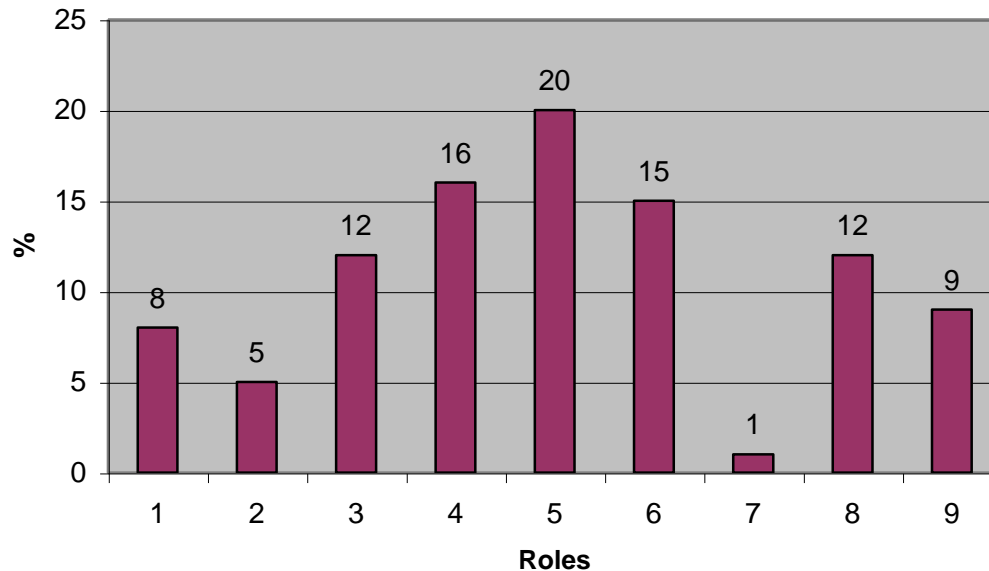
Mission 1= Continue the lobbying activities on international organisations (UN, ILO, WHO, WB, etc.)

Mission 2= Conduct r**esearch** on this topic: compile data/information, develop statistics and subject them to regular verification

Mission 3= Depending on the results, **define the lines of action** that must be pursued, **produce equal policy models**

Mission 4 = Disseminate information, publish the policies and practices that have worked, develop the creation of networks between organisation, **facilitate information exchange**

Mission 5 = Reinforce the motivation and awareness raising **campaigns,** define action plans, international initiatives, promotion of the rights of women, **educate in peace and respect for others**

Mission 6= Provide financial support and supervise the requests of members or organisations having difficulties attaining equality (training programmes, seminars, development of appropriate national strategies, etc.)

Mission 7= Demand the equal representation of the sexes (50/50)

Mission 8 = Bolster the hiring of women for positions of responsibility and the participation of women in international meetings and conferences.

Mission 9 = Promote equality between members.

The most important needs expressed are therefore:

- Reinforce the motivation and awareness raising campaigns
(Mission 5).
- Finance and support projects that the organisations implement to promote equality (Mission 6).

Two other important points are:
- Continue the lobbying campaigns on an international scale with the work relative to the information available on policies and actions.
- Making available models that organisations could draw on to design their own actions.

_____

IV. CONCLUSION

This report is drawn to EI member organisations' attention and, in particular, to their female education members. This report is in part a summary of the work done by the EI Status of Women Committee, the EI Secretariat and member organisations. While this work is satisfactory, there is also room for further reflection and for a critical evaluation of the activities undertaken. EI's gender policies are clear and have been democratically approved by the relevant governing bodies. They provide member organisations with opportunities for creativity and enable them to adapt to their own national and regional realities. However, there is still a long way to go. It is by improving and strengthening communication among all EI members that the proposed goals and objectives will be fully reached in terms of gender equality, non discrimination and respect for diversity (well beyond just tolerance).

Fourth Report on the Situation of Women in Member Organisations, in Education and in Society

_____

ANNEX I   _**ORGANISATIONS THAT REPLIED**_

AFRICA ---------- N°=9	ASIA- PACIFIC ---------- N°=20	LATIN AMERICA ---------- N°=6	NORTH AMERICA AND CARIBBEAN ---------- N°=5	EUROPE ---------- N°=4
Congo - FNEE	**Australia** - AEU* - NTEU	**Argentina** - CTERA*	**St Lucia** - SLTU*	**Roumania** - FSLE
Côte d'Ivoire - SNEPPCI*	**Japan** -JTU	**Costa Rica** - ANDE	**Canada** - FNEEQ-CSN - FQPPU	**Spain** - FE.CC.OO* - ELA-STV (Basque country)
Senegal - SUDES - SNEEL* - UDEN	**Pakistan** -APGSTA*	**Salvador** - SEC	**Haïti** - CNEH*	**Switzerland** - SER*
Togo - FESEN	**India** -AIFTO - AIPTF - AIACHE*	**Nicaragua** - CGTEN-ANDEN*	**United States** - NEA*	
Cameroon - FESER	**New-Zéande** - AUS* - NZPPTA*	**Panama** - AMPU*		
Guinea - FSPE*	**Mongolia** - MEFTU*	**Brazil** - CNTE		
Burkina Faso - SNESS	**Sri Lanka** - ACUT* - SLTU			
	Philippines - NATOW*			
	Malaysia - NUTP*			
	Fiji Island - FTU*			
	Afghanistan - ATSA			
	Nepal - NTA - NNTA*			
	Chine - CES			
	Cambodia - CITA			

TOTAL OF ORGANISATIONS THAT REPLIED : 44

* Organisations that replied in 2000