

CLOSING THE GENDER PAY GAP IN PUBLIC SERVICES IN THE CONTEXT OF AUSTERITY

Italian Workshop

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Case study presentation

- Country: **ITALY**
- Federation: **UIL SCUOLA RUA**
- Sector: school, university and research sectors workers.



GPG issue

- About the 80% of those employed in education are women
 - Gender pay inequalities are not perceived as a real problem
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- No specific initiatives at national level, few European initiatives, mainly consisted in participation at EU-funded projects
 - The attention is focused on wage gaps between education sector and other sectors



Working time dynamics

- Official gender-disaggregated data about part-time by the Ministry of education are missing but...
- part-time contracts are widespread among the education sector
- most of the part-time workers are women because of:
 - family care burden
 - scarcity of social services headed to families, children's care and elderly's assistance
 - their salary is the second within the household



Female workers segregation

- **Horizontal** - men mainly teach technical matters → often they combine part-time at schools with freelance/professional activity (e.g. architects, lawyers, engineers, accountants).
- **Vertical** - Most of the male teachers are employed in high schools and universities, where wages are higher → women's salaries are chronically lower.
 - ✓ Little progress thanks to the increase in the number of women holding the role of school managers



Supplementary training activities

- Every year the Ministry of Education allocates an individual budget for each school in order to finance the supplementary training offer
- Supplementary activity = additional pay and contribution for teachers, administrative personnel and support staff

BUT





Supplementary training activities

- Law prohibits part-timer workers to carry out supplementary training activities
- Those who have young children or elderly relatives to look after do not have time to invest in additional activities
- Among secondary and high schools, teachers can work in more than one educational institution, which may be far from each other and, in this case, the possibility of carrying out additional activities is excluded for those who do not have the time to move/travel



GPG and austerity

- a large number of men, especially those employed in the sectors most affected by the crisis, sought work in public schools



- ✓ increase in competitiveness between workers (teachers, administrative workers and janitors)
- ✓ increase in male component with a decline in the female workforce



GPG and austerity

Due to the spending review induced by the crisis:

- tutoring activities with teachers' co-presence replaced by supplementary training activities
- support of professional figures, such as psychologists or pedagogists, ceased
- hours of substitution increased
- fragmentation of working hours
- pay freezes



marked deterioration in working conditions due to the intensification of working burdens + repercussions on the management of family care tasks



Role of trade unions

- unions give information about GPG issue and sensitize workers about the consequences that part-time working arrangements or fruition of leave could produce on workers' incomes and contributions
- GPG issue ends up losing importance in the face of a more perceived problem: the very low overall level of wages
- the lack of choice within the labour market increase workers competitiveness and reduces unions' wage bargaining power



Thank you