



Training Handbook

Equal Pay for Men and Women



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REVALUING WORK TO PROMOTE EQUALITY PROJECT

Title Training Handbook
Equal pay for men and women

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Introduction

Promoting equality and combating discrimination in the world of work is a key prerequisite for achieving social justice and ensuring decent conditions for men and women

One aspect of equal opportunities for men and women that is vital for workforce motivation in any enterprise/organisation is gender pay equity. Equal pay stimulates employee participation and involvement, and can result in increased productivity, better quality of service, less staff turnover and absenteeism, and an improved corporate/organisational image.

To eliminate gender-based pay discrimination, women's contribution and status in the world of work must be recognised and valued.

In recent decades significant progress has been achieved in legislation on gender equality at work and in society generally. However, some principles introduced in community and international rules have not always been fully understood and put into practice. The ILO's 1951 Equal Remuneration Convention (no. 100) is just one of the international instruments that promote equality and non-discrimination.

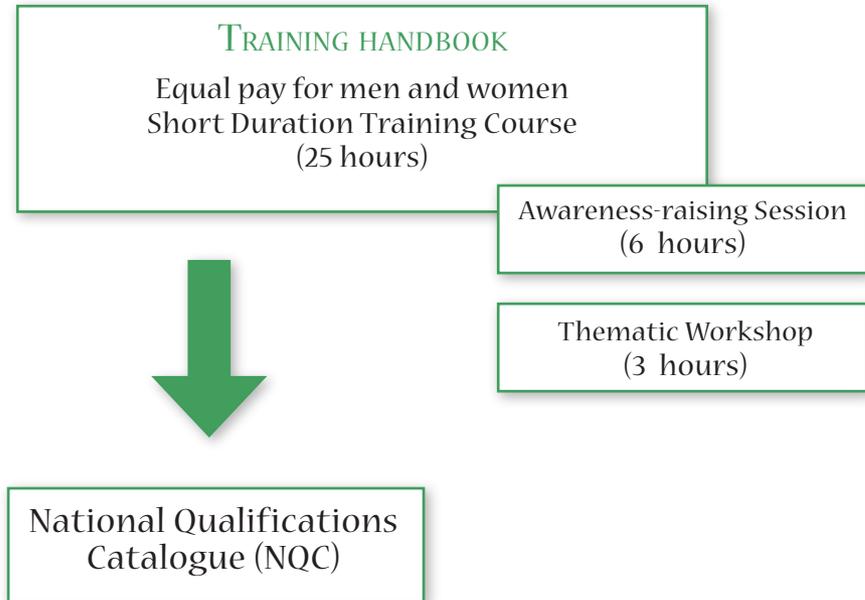
This handbook was designed in the framework of the EQUAL Project "Re-valuing Work to Promote Equality", carried out by a partnership comprising the following entities: ACT (Autoridade para as Condições do Trabalho – Working Conditions Authority); ARESP (Associação de Restauração e Similares de Portugal – Portuguese Association of Restaurants and Similar Establishments); CESIS (Centro de Estudos para a Intervenção Social – Social Intervention Research Centre); CGTP-IN (Confederação Geral dos Trabalhadores Portugueses – Intersindical Nacional – General Confederation of Portuguese Workers – Coordinating Organisation); CITE (Comissão para a Igualdade no Trabalho e no Emprego – Commission for Equality at Work and in Employment); FESAHT (Federação dos Sindicatos da Agricultura, Alimentação, Bebidas Hotelaria e Turismo de Portugal – Portuguese Trade Union Federation for the Agriculture, Food, Beverages, Hotels and Tourism Industries) and ILO (International Labour Organiza-



tion). The Project was externally evaluated by the Centro de Investigação e Estudos de Sociologia/ISCTE (Sociological Research and Study Centre of the Higher Institute of Labour and Enterprise Sciences).

It is hoped that any organisation wishing to develop skills in the realm of identifying and eliminating discriminatory pay practices will be able to use this guide, whether in the sequence presented here, in its entirety, or adapted and incorporated into their current or future training efforts.

The handbook is versatile enough to permit different types of application, like awareness-raising sessions or thematic workshops. It may also eventually be included in the National Qualifications Catalogue.



Overall Objective

The overall objective of this handbook is to provide information and tools with which to promote equal pay for men and women in line with the “equal pay for equal work or work of equal value” principle enshrined in ILO (International Labour Organization) Convention (no. 100).



Photographer: Eduardo Martins



Specific Objectives

- To learn about, characterise, and analyse the main concepts associated with equal pay, including pay equity/remuneration/job evaluation/direct and indirect discrimination.
- To learn about, reflect on and discuss the underlying causes of gender pay discrimination.
- To gain an understanding of the reality by analysing employment statistics (national/community/international) that reveal gender-based pay differentials.
- To learn about and analyse the principal legal instruments – national, community and international – that deal with pay equity.
- To learn about evaluation methodologies for assessing the value of work in order to put men and women’s pay equity into practice.
- To learn about the experience conducted in the Portuguese Restaurant and Beverages sector, in the “Revaluing Work to Promote Equality” project.



Photographer: Eduardo Martins





Training Model/ Methodology

This is a 25-hour training course divided into independent sub-units, which makes it versatile to use. The way it is structured allows for technical seminars/short duration awareness-raising initiatives to be included.

The new vocational training paradigm is based on a flexible model intended to facilitate participants' access to different learning paths, and mobility between qualification levels.

In this context, the training practices should lead to the development of vocational as well as personal and social skills, using active teaching methods that place the trainee at the centre of the training process.

Accordingly, taking into account the participants' profile and subject matter, trainees are encouraged to become actively involved in the development of the learning, their performance/efforts are decisive to the success of the group and to how the learning progresses, and critical spirit, creativity, sharing and joint responsibility are encouraged and valued.

Practice, simulation, games, various group dynamics and collaborative learning techniques should be key ingredients in this training process.

Taking the group's knowledge and areas in which group members work as structuring elements for the course, it is important that the course topics:

- are consistent with the skills to be developed;
- are essential in terms of the trainees' contexts;
- provide an understanding of the underlying social, economic, legal and political mechanisms.

In view of the subject matter's characteristics and the profile of the trainees, an open, participative, integrated and diversified training model is suggested, which encourages:

- acceptance of others;
- team work;
- exchange of experience and ideas;
- reshaping strategies.



The course is both theoretical and practical. Content relating to theoretical aspects will be delivered at the beginning of every sub-unit throughout the sessions, in which emphasis will be placed on learning by doing, information sharing, and bibliographical consultation, with a view to participants becoming agents of change.

Training Entry Profile

This course is intended for all those who are actively involved in promoting equal opportunities and pay for men and women, especially:

- Trade union leaders and officials who have responsibilities for negotiating and promoting equality in employment;
- Leaders of employers' associations with responsibilities for negotiating and promoting equality in employment;
- Human resources recruiters and/or professionals who in the course of their work are in a position to promote and encourage equality in employment and pay equity;
- Technical and other professionals with management, executive or supervisory responsibilities;
- Representatives from departments of the Ministry of Labour and Social Solidarity or other public bodies responsible for equal opportunities for men and women in employment;
- Representatives of other organisations involved in the promotion of gender equality;
- Magistrates, judges, jurists and other professionals whose work involves applying the law.





Exit Profile

By the end of the course, trainees should be:

- able to identify the problems, obstacles and stereotypes that cause gender discrimination in society, particularly, in the realm of employment;
- able to understand the main concepts of pay equity;
- able to understand the “equal pay for equal work or work of equal value” principle;
- able to identify and understand the chief legal instruments that promote gender equality, especially pay equity;
- familiar with methodologies for assessing the value of work that are free of gender bias in order to promote pay equity;
- able to identify and devise actions for effective human resources management;
- able to identify and devise actions to support social negotiators in their collective bargaining work;
- able to recognise the importance of social dialogue as an ideal strategy for achieving equal pay for men and women.





Training Course Syllabus

Sub-units	Training Components	Number Of Hours
1	Welcome, incorporation, and contextualisation of the action	1
2	What is pay equity?	4
3	How to identify pay discrimination	3
4	Equal pay legislation and mechanisms that Promote Equal pay for Women and Men	4
5	Methodology for assessing the value of work free from gender bias	12
6	Evaluation and closing session	1
TOTAL		25





Programme Content

Sub-units 1	Welcome, Incorporation, and Contextualisation of the Course	Duration 1 hour
Objective(s)	<ul style="list-style-type: none">• To create an environment and dynamics conducive to learning and knowledge-sharing.	
Specific Objective(s)	<ul style="list-style-type: none">• To break the ice and create an atmosphere for interaction among the trainees and between the trainees and trainer.• To explain the course objectives, the programme, and how it will be delivered.	

Content

- Introducing the trainer
- Introducing the trainees
- Explaining the objectives and how the course will be delivered
- Pay equity in the context of gender equality
- Personal and professional experiences in relation to pay equity

Methodological indications

- A pedagogical game that stimulates group interaction and dynamics could be used to facilitate introductions and “ice-breaking”.
- If time permits, a video on Gender Equality in Employment produced by the EQUAL Project “Acting for Equality” could be shown.



Sub-unit 2	What is Pay Equity?	Duration 4 hours
Objective(s) Specific Objective(s)	<ul style="list-style-type: none">• To provide a grounding for the application of equal pay for men and women. • To analyse and explain the “equal pay for equal work or work of equal value” principle.• To identify and analyse the main concepts associated with pay equity.• To recognise that equal pay for men and women helps to improve the lives of women and is conducive to a better working atmosphere.• To define and analyse equal pay in the framework of ILO Convention (no. 100).	
<h3>Content</h3>		
<ul style="list-style-type: none">• The “equal pay for equal work or work of equal value” principle• Concepts:<ul style="list-style-type: none">• Direct and indirect discrimination• Gender• Sex• Equality• Gender stereotypes• Equal pay for men and women• Pay differentials (pay gap) between men and women, their extent and social impact• Remuneration and its components (bonuses, seniority pay, allowances, and others).• How to calculate the gender pay gap• Causes of the pay gap• Job segregation and the value of work• Undervaluing predominantly female jobs• Ways of combating pay inequality and the advantages of rigorous and fair pay systems.		

Methodological indications

- A mix of expositive and active methods.
- At the beginning of the session the trainer should give a roughly 30-minute presentation, using slides.
- The presentation should:
 - Describe the main concepts of the subject;
 - Refer to recent statistics – international, community and national – that demonstrate the extent of the phenomenon;
 - Identify the underlying reasons for the pay gap;
 - Identify the causes of pay discrimination.

After this presentation by the trainer, the following activities are suggested:

- Activity no. 1

Discussion to enable ideas-sharing, experience exchange, and clarification of any doubts about the issues raised, ending with a summing-up by the trainer in which the main concepts of equal pay for men and women are reaffirmed.

- Activity no. 2

Divide trainees into groups of 3 or 4 and ask them to identify aspects of the gender pay gap, at national level or in a specific activity sector, and to calculate the respective gender pay differentials. After this, each group's findings should be presented in a plenary session, followed by joint discussion.

- Activity no. 3

Divide trainees into groups of 3 or 4 and ask them to identify a number of arguments that justify the importance for women of pay equity. This should be followed by a plenary session in which a spokesperson for each group presents the group's work.

- Activity no. 4

Divide trainees into groups of 3 or 4 and distribute previously prepared definitions of pay equity, asking the groups to identify the pay equity components contained in the definitions. Each group's spokesperson should then present the results of their discussion in a plenary session, and this could be followed by a comparison with documents/instruments on equal pay, especially ILO Convention (no. 100).



- Activity A - Pay Equity

Sub-Group A

- 1 - For the same type of task, the same pay level.
- 2 - There is no differentiation in the benefits/amounts paid to male and female employees in a particular organisation, regardless of the type of work they do, their position or occupation.
- 3 - Equal work, equal pay.

Discussion points:

How is equal pay defined?

What components are referred to here?

- Activity A - Pay Equity

Sub-Group B

- 1 - Equal pay, equal career progression opportunities and equal access to leadership positions.
- 2 - Equal pay for all those doing the same type of work.
- 3 - Equal work, equal pay.

Discussion points:

How is equal pay defined?

What components are referred to here?

- Activity A - Pay Equity

Sub-Group C

- 1 - For the same effort/performance, the same pay and equal career progression opportunities
- 2 - Equal pay for equivalent work.
- 3 - The same level of pay for the same type of task.

Discussion points:

How is equal pay defined?

What components are referred to here?

Sub-unit 3	How to identify Pay Discrimination	Duration 3 hours
Objective(s)	<ul style="list-style-type: none"> • To provide information and statistical indicators on equal pay for men and women. 	
Specific Objective(s)	<ul style="list-style-type: none"> • To highlight the importance of statistical data in the detection of pay discrimination. • To identify the main sources of information on equal pay for men and women. • To identify the various indicators that reveal and explain pay discrimination. 	

Content

- Data collection methods and techniques, and their key role in the detection and elimination of gender pay discrimination.
- Types of information sources:

National:

- INE – National Statistical Office
- GEP/MTSS - Strategy and Planning Office /Ministry of Labour and Social Solidarity
- CITE - Commission for Equality at Work and in Employment
- IEFPP – Institute of Employment and Vocational Training

Community:

- Eurostat – Statistical Office of the European Communities

International:

- Eurofound - European Foundation for the Improvement of Living and Working Conditions
- ILO – International Labour Organization
- OECD – Organisation for Economic Co-operation and Development

- Statistical indicators for detecting pay discrimination:
 - Quality in work and in employment
 - Participation of men and women in the labour market
 - Basic monthly pay versus earnings
 - Gender pay differentials disaggregated by:
 - age
 - qualification levels
 - occupation



- activity sector
- Percentage of women and men receiving the Rendimento Social de Inserção (Back to Work Benefit)
- Differences in pensions disaggregated by gender

Methodological indications

- Demonstrative, active, and group work methods
- Activity no. 1
Divide trainees into groups of 3 or 4, and ask them to search on the internet for statistical data, both national and community, on gender pay differentials. The groups should then present their findings in a plenary session, citing their sources and website links.
- Activity no. 2
Divide trainees into groups of 3 or 4, and distribute Exercises 1a and 1b among them (one for each group so, for example, two groups are given Exercise 1a and two are given Exercise 1b). The groups should calculate the pay gap between men and women for each qualification level, as well as the weight of women's earnings in relation to men's.
The groups then reflect on the results obtained and present their conclusions. The trainer should encourage the groups to compare their results, so that the groups that did Exercise 1a compare their findings with those of the groups that did Exercise 1b (see Activity Sheet no. 1).
- Activity no. 3
Divide trainees into groups of 3 or 4, and distribute Exercise 2 among them (one per group). Each group should calculate the gender pay gap in each activity sector, identify the sectors with the widest pay gap, and discuss the reasons that could explain the results obtained. After this, each group should present its findings and the conclusions of its discussion (see Activity Sheet no. 2).
- Activity no. 4
Divide trainees into groups of 3 or 4 people, and distribute Exercise 3 (one per group). The groups should calculate the gender pay gap for each occupation and identify any possible justification for the differentials on the basis of the information given in the table (see Activity Sheet no. 3).



Activity Sheet No. 1

→ Objectives:

To analyse pay differentials between men and women by qualification level, and to understand the concept of vertical segregation.

Exercise 1a and 1b

Exercise 1a and 1b

Group work exercise (3 or 4 people) for reflection and discussion of the differences between basic pay and earnings, and the concept of pay equity and vertical segregation.

🕒 Time

15 minutes for the group work;
25 minutes for the presentation of sub-group discussion results and further joint discussion in a plenary session.



Exercise 1a

The following table gives the 2006 figures (Strategy and Planning Office of the Ministry of Labour and Social Solidarity) for workers' average pay (earnings) by qualification level and gender.

Qualification level	Earnings			
	M	W	M-W	(W/M) *100
Total	1.036,91	801,01		
Senior Management	2722,77	1916,04		
Middle Management	1784,12	1451,02		
Foremen, Supervisors, Team leaders	1284,23	1073,54		
Highly Skilled Workers	1443,62	1222,92		
Skilled Workers	818,18	693,96		
Semi-Skilled Workers	736,3	587,17		
Unskilled Workers	595,15	501,78		
Trainees, Work experience staff and Apprentices	543,5	500,09		

- 1 - Calculate the pay gap between men and women for each qualification level, and write the differential in column four of the table (under M-W).
- 2 - Find out which qualification levels have the widest pay gap. What can be concluded from this?
- 3 - Calculate the weight of women's average pay in relation to men's for each qualification level (average women's pay / average men's pay x 100) and write the result in column five ((W/M)*100).
- 4 - Identify the qualification levels in which the weight of women's earnings in relation to men's is the smallest. What can be concluded from this?



Exercise 1b

The following table gives the 2006 figures (Strategy and Planning Office of the Ministry of Labour and Social Solidarity) for workers' average monthly basic pay by qualification level and gender.

Qualification level	Monthly basic pay			
	M	W	M-W	(W/M) *100
Senior Management	2373,29	1675,82		
Middle Management	1490,68	1277,53		
Foremen, Supervisors, Team Leaders	1061,65	913,14		
Highly Skilled Workers	1175,88	1042,12		
Skilled Workers	669,88	596,02		
Semi-Skilled Workers	592,85	509,61		
Unskilled Workers	493,57	440,53		
Trainees, Work experience staff, and Apprentices	461,55	436,2		
TOTAL	860,83	693,46		

- 1 - Calculate the gender pay gap for each qualification level and enter it in column four of the table (M-W).
- 2 - Identify the qualification levels where the pay gap is widest. What may be concluded from this?
- 3 - Calculate the weight of women's average pay in relation to men's for each qualification level (women's average pay / men's average pay x 100) and enter it in column five ((W/M)*100).
- 4 - Identify the qualification levels in which the weight of women's pay in relation to men's is smallest. What may be concluded from this?



Activity Sheet No. 2

→ Objectives:

To analyse gender pay gaps by activity sector and to understand the concept of horizontal segregation.

Exercise 2

Exercise 2

Group exercise (3 or 4 people) to reflect and discuss pay differentials between men and women in the different activity sectors and the concept of horizontal segregation.

Time

15 minutes for the group work;
25 minutes for plenary presentation of group discussion results, followed by joint discussion.

Exercise 2

The following table gives the 2006 figures (Strategy and Planning Office of the Ministry of Labour and Social Solidarity) for workers' average pay (earnings in euros) by activity sector and gender.

Activities	M	W	M-W
A - Agriculture, Livestock Production, Hunting and Forestry	668,49	557,99	
B - Fishing	926,86	810,38	
C - Extractive Industries	940,84	941,58	
D - Manufacturing Industries	981	668,04	
E - Electricity, Gas and Water Production and Supply	1.866,92	1.625,23	
F - Construction	792,29	842,67	
G - Wholesale and Retail Trade; Automobile Repair	954,45	767,6	
H - Accommodation and Catering (Restaurants and Similar Establishments)	732,62	572,01	
I - Transportation, Storage, and Communications	1.286,63	1.368,83	
J - Financial Activities	2.214,73	1.693,74	
K - Real Estate, Rental Activities, and Business Services	1.202,54	903,01	
L - Public Administration, Defence and Social Security	1.038,40	1.052,88	
M - Education	1.187,21	903,55	
N - Health And Welfare Services	1.060,90	743,38	
O - Other Activities and Collective, Social and Personal Services	1.337,02	775,82	

- 1 - Calculate the pay differential between men and women for each activity sector and enter it in column four of the table (M-W).
- 2 - Identify the sectors with the most significant pay gaps.
- 3 - Discuss, in groups, the possible reasons for pay gaps being wider in certain activity sectors than in others.



Activity Sheet No. 3

➔ Objectives:

To analyse the pay differentials between men and women by occupation and understand the concept of gender pay discrimination.

Exercise 3

Exercise 3

Group exercise (3 or 4 people) to reflect on and discuss pay differentials between men and women in the same occupation and the concept of gender pay discrimination.

Time

15 minutes for the group work;
25 minutes for plenary presentation of group discussion results, followed by joint discussion.

Exercise 3

The following table gives some employment details for workers in the firm OTPX Ltd.

Name	Occupation	Recruitment Date	Educational attainment	Date of last promotion	Basic Pay (€)
Manuel Almeida	Machine operator	09/1995	Year 9	01/2007	715
João Fininho	Quality controller	09/1992	Year 12	01/2005	975
Gertrudes Docefino	Machine operator	04/1995	Year 9	01/2007	675
Pedro Partepedra	Sales promotor	07/2007	Year 12	-	875
Vanda Caldeirada	Sales promotor	07/2007	Year 12	-	875
Alberta Robalo	Quality controller	02/1999	Year 12	01/2005	900

- 1 - Calculate the pay differentials between men and women for each occupation.
- 2 - From the details given in the table, identify those that might justify the pay differences between the occupations.



Sub-unit 4	Legislation and Mechanisms that Promote Equal pay for Women and Men	Duration 4 hours
Objective(s)	<ul style="list-style-type: none">• To promote understanding of legal instruments and rules of law relating to equal pay as a means for taking action	
Specific Objective(s)	<ul style="list-style-type: none">• To identify national, community and international legal instruments and rules of law concerning equal pay and the main links between them.• To describe and analyse the most important legal instruments.• To gain awareness of the control and enforcement mechanisms that can be brought into play to achieve compliance with equal pay legislation.• To learn about and analyse existing legal instruments relating to equal pay.	
<hr/> <h3>Content</h3>		
<ul style="list-style-type: none">• Rules of Law:		
<u>National:</u>		
<ul style="list-style-type: none">• Constitution of the Portuguese Republic Articles 8º, 9º, 13º, 18º, 58º and 59º• Labour Code Laws 99/2003 e Lei 35/2004 Sub-section III – Equality and Non-Discrimination• Collective Labour Regulation Instruments		
<u>Community</u>		
<ul style="list-style-type: none">• Treaty of Rome (Article 141)• Council Directive 75/117/EEC, of 10 February, on the approximation of the laws of Member States relating to the application of the principle of equal pay for men and women.• Directive 2006/54/EC of the European Parliament and of the Council, of 5 July 2006, on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation.		
<u>International:</u>		
<ul style="list-style-type: none">• ILO<ul style="list-style-type: none">• Convention (no. 100) on equal remuneration• Convention (no. 111) on discrimination (employment and occupation)		



- Recommendation (no. 90) on equal remuneration
- Convention (no. 98) on the right to organise and collective bargaining
- United Nations
 - CEDAW – Convention on the Elimination of all Forms of Discrimination against Women and the Optional Protocol
 - International Covenant on Economic, Social, and Cultural Rights
- Council of Europe:
 - Additional Protocol to the European Social Charter Providing for a System of Collective Complaints
 - Protocol No. 12 to the Convention for the Protection of Human Rights and Fundamental Freedoms
- National Control and Enforcement mechanisms and respective terms of office:
 - CITE Commission for Equality at Work and in Employment (a tripartite organisation whose remit covers gender equality and non-discrimination at work, and in employment and vocational training, promotion of maternity and paternity rights, and reconciliation of working and family life)
 - ACT (Working Conditions Authority)
 - Labour Tribunals
 - Community and international law enforcement mechanisms:
 - Court of Justice (prejudice issues)
 - Analysis of government reports
 - Individual and collective appeals/complaints

Methodological indications

- Mix of expositive and active methods combined with group work.
- Activity no. 1
Divide trainees into groups of 3 or 4 and ask them to carry out a comparative analysis of ILO Convention (no. 100), the European Social Charter, and national legislation relating to equal pay.
Each group's findings should be presented in a plenary session.
- Activity no. 2
Divide trainees into groups of 3 or 4 and ask them to list/refer to national institutions and legal mechanisms that can be brought into play in order to promote and enforce equal pay.
Each group's conclusions should be presented in a plenary session.
- Activity no. 3
Divide trainees into groups of 3 or 4 and ask them to analyse the opinions of the CITE (Commission for Equality at Work and in Employment), and some jurisprudence on gender equality in employment, in preparation for a plenary discussion.



Activity Sheet No. 4

→ Objectives:

- To allow participants to reflect on unequal pay for men and women, its causes and consequences;
- To analyse the role of the law (national, community, and international) in tackling gender pay discrimination;
- To ascertain to what extent national legislation complies with community and international obligations regarding equal pay for men and women.

Tasks

For groups

- Try to identify the underlying reasons for pay differentials between men and women
- Do you believe that women are discriminated against? If so, identify the types of discrimination that affect them.
- Try to establish whether Portugal is in compliance with the provisions of EC Treaty Article 141 and Articles 1, 2, and 3 of ILO Convention (no. 100), by comparing these with Article 28 of Portugal's Labour Code, and Article 32, no. 2, c) and d), and Article 37 of Law no. 35/2004.

🕒 Time

20 minutes for group work and 25 minutes for plenary discussion

Sub-unit 5	Methodology for Assessing the Value of Work Free from Gender Bias	Duration 12 hours
Objective(s) Specific Objective(s)	<ul style="list-style-type: none"> • To provide information about methodologies for assessing the value of work that are free from gender bias, in a context of social dialogue. • To identify and learn about job evaluation methods which ensure effective Human Resources management and eliminate pay discrimination between women and men. • To identify and describe the different stages in developing the methodology. • To identify the benefits and results of a successful practice based on social dialogue. 	

Content

- Job Evaluation Methodologies
 - The importance of applying objective techniques that are free from gender bias in determining “equal pay for equal work or work of equal value”
 - Objectives/purpose: to measure and compare
 - Characteristics
 - Types: characteristics/advantages/disadvantages
 - Technical aspects
 - Factors/Sub-factors/Levels/Weighting
- Background/Context
 - Methodologies for assessing the value of work free from gender bias
 - The evaluation method tested in Portugal’s Restaurant and Beverages sector
- Description of the method-building and job evaluation process
 - The Working Group
 - Training the Working Group
 - Data collection
- Selecting the jobs to be compared
 - Identifying the strategic occupations
 - Gender predominance
 - Criteria for determining gender predominance



- The job evaluation method free from gender bias – analytical points rating method
 - Why the points rating method?
 - Developing the method
 - Factors and sub-factors
- Gathering information about the jobs to be evaluated
 - Developing the job data collection tools (questionnaire and grid)
 - Pre-testing the questionnaire
 - Administering the questionnaire
 - Results analysis (compiling task descriptions, job profiles)
- Determining the value of the jobs
 - Establishing the weighting grid (ranking and assigning point scores)
 - Making sure the grid is coherent
 - Allocating points to levels
- Assigning points and identifying jobs of equal value
 - Scoring each job
 - Grouping jobs in point intervals/classes

Methodological indications

• Activity no. 1

Taking into account the situation in the trainees' companies/organisations, divide participants into groups of 3 or 4 and ask them to select a job and to rank and weight its four constituent factors (skills, responsibilities, effort, and working conditions) so that the chosen job can be evaluated.

Each group should then present the ranking and weighting for the respective job, describe the process used, and explain the results it obtained.

• Activity no. 2

Ask the same groups to identify a group of sub-factors within each factor for the selected job, and to rank and weight the sub-factors. The groups should present their ranking and weighting, describe the process used, and justify the results obtained.



Activity Sheet No. 5

Determine the gender predominance of jobs

The following table shows the percentage of women in the ZXW Company who are currently holders of the jobs indicated:

Job Title	% of women
Receptionist	100
Secretary	50
Salesperson	60
Designer	50
Analyst Programmer	20
Electrician	100
Packer	70

The following table shows how the percentage of women in jobs has altered over the past four years as a result of early retirements and technological changes:

Job Title	% of women			
	2003	2004	2005	2006
Receptionist	100	100	100	100
Secretary	50	50	50	50
Salesperson	0	10	10	20
Designer	45	0	0	50
Analyst Programmer	0	0	20	20
Electrician	10	30	0	0
Packer	0	0	100	100

State which jobs, according to these figures, are predominantly female, which jobs are predominantly male, and which jobs are neutral. What is the determining factor in each case?



Sub-unit 6	Evaluation and Closure	Duration 1 hour
Objective(s)	<ul style="list-style-type: none">• To evaluate the quality and degree of effectiveness and efficiency of the training process.	
Specific Objective(s)	<ul style="list-style-type: none">• To gather the views of the trainees about the training course, trainers, training space, logistics, and activities conducted.• To detect any shortfall between the stated objectives and results achieved.• To understand and examine the impact of the training course, and the prospects of the newly-acquired skills being applied in practice.	
Content		
<ul style="list-style-type: none">• Each trainee gives their views on the course.• Each trainee completes a questionnaire.		

Assessment

In order to consistently gauge learning progress against the planned learning objectives, individual trainee assessments are conducted in each sub-unit, and result in a description of the skills developed and aims achieved.

Emphasis is placed on the active techniques, especially simulation, i.e. the analysis and self-analysis of the pedagogical behaviour observed.

The assessment process includes:

- a) **formative assessment**, which focuses on the training process, provides feedback on learning activities, and serves to define and adapt teaching processes and strategies;
- b) **summative assessment**, which serves to provide a basis for decision-making about certification.

The evaluation criteria are as follows:

- a) **formative assessment:** participation, motivation, skills development and application, ability to apply skills in new contexts, interpersonal relations, team work, adapting to new tasks, punctuality, assiduousness.
- b) **summative assessment:** expressed in the trainees' successful or unsuccessful results, depending on whether they achieve the training objectives.

On successful completion of the Short-Duration Training Course, trainees are awarded a training certificate, which includes reference to the basic training component and course code number and name, and the course is entered in the trainees' personal skills record, in line with applicable legislation.

To successfully complete the course and be entitled to the certificate, trainees must attend at least 90% of the entire course.

Certification for completing this Short-Duration Training Course is regulated in accordance with Ordinance 230/2008, of 7 March.



Suggested Learning Resources

The following documentation is given to the trainees:

- Glossary
- Bibliographical references
- Texts and documents selected by the trainer

Following is a list of pedagogic-didactic resources that may be useful references in the different sub-units.

Bibliography

- AA.VV. (2005), Actas da conferência final Garantir os direitos em material de igualdade de remuneração entre mulheres e homens, Lisboa, CITE (Encontros e seminários, n° 1)
- AA.VV. (2004), Compilação de elementos para uma consulta especializada sobre igualdade de remuneração entre mulheres e homens, Lisboa, CITE (Estudos, n° 3).
- CE (1996), Code de conduite concernant l'application de l'égalité de rémunération entre les femmes et les homes pour un travail de valeur égale, Luxembourg, Direction Générale Emploi & Affaires Sociales/CE.
- Chicha, Marie-Thérèse (2007), Promouvoir l'égalité de remuneration au moyen de l'évaluation des employs [unpublished document]: guide de mise en oeuvre, Genève, BIT (Version Préliminaire).
- Chicha, Marie-Thérèse (2006), A comparative analysis of promoting pay equity: models and impacts, Geneva, ILO (Working Paper, no. 49).
- Eyraud, François (1993), «Egalité de remuneration et valeur du travail dans les pays industrialisés», Revue Internationale du Travail, vol. 132, n° 1, pp. 35- 52.
- Good Practice Guide - Job evaluation schemes free of sex bias, <http://www.eoc.org.uk> [consul. 22 August 2007].
- Internationale des Services Publics, Équité salariale, maintenant!, Dossier d'information sur l'équité salariale, pp.72



Internet Resources:

- Impact of working conditions and work-related accidents on wages
<http://www.eurofound.europa.eu/ewco/2008/01/PT0801019I.htm>
- Flexible working hours seen as key to better work–life balance
<http://www.eurofound.europa.eu/ewco/2007/10/PT0710019I.htm>
- Quality in work and employment — Portugal
<http://www.eurofound.europa.eu/ewco/studies/tn0612036s/pt0612039q.htm>
- Integration of graduates into the labour market
<http://www.eurofound.europa.eu/ewco/2006/06/PT0606019I.htm>
- Work-life balance in the ICT and retail sectors
<http://www.eurofound.europa.eu/ewco/2006/01/PT0601NU04.htm>
- Inequality and segregation pervasive in ICT sector
<http://www.eurofound.europa.eu/ewco/2005/06/PT0506NU01.htm>
- Working conditions in Portugal
<http://www.eurofound.europa.eu/ewco/surveys/PT0503SR01/PT0503SR01.htm>
- Gender mainstreaming in surveys - Portugal
<http://www.eurofound.eu.int/ewco/reports/TN0608TR02/PT0608TR02.pdf>
- Combining family and full-time work
<http://www.eurofound.eu.int/ewco/reports/TN0510TR02/PT0510TR02.pdf>
- Awareness-raising and training guide on Equal Opportunities for men and women (in Spanish)
http://www.mtas.es/mujer/publicaciones/docs/materiales_digital.pdf
- Information on the situation of women in Portugal’s labour market – Restaurant and Beverages Sector
http://www.emergences.fr/upload/ress_generales/Etude_Agender_PortugalPT.pdf
- Dossier on eliminating gender pay gaps in enterprises
 - http://www.orse.org/site2/maj/phototheque/photos/docs_egalite/reduction_salaires_80307.pdf



- <http://www.egaliteprofessionnelle.org/>

Internet websites of Portuguese public bodies that produce and/or provide access to statistical or other information on work, employment, and gender equality related topics:

- Autoridade para as Condições do Trabalho (ACT)
Working Conditions Authority- www.act.gov.pt
- Comissão para a Cidadania e Igualdade de Género (CIG)
Commission for Citizenship and Gender Equality- www.cidm.pt
- Comissão para a Igualdade no Trabalho e no Emprego (CITE)
Commission for Equality at Work and in Employment- www.cite.gov.pt
- Gabinete de Estratégia e Planeamento do Ministério do Trabalho e da Solidariedade Social (GEP/MTSS)
Department of Strategy and Planning of the Labour and Social Solidarity Ministry - www.gep.mtss.gov.pt
- Instituto do Emprego e Formação Profissional (IEFP)
Institute for Employment and Vocational Training - www.iefp.pt
- Instituto Nacional de Estatística (INE)
National Statistics Institut - www.ine.pt

Internet websites of international bodies that produce and/or provide statistical or other information on work, employment, and gender equality related topics:

- European Foundation for the Improvement of Living and Working Conditions
<http://www.eurofound.europa.eu/ewco/index.htm>
- European Working Conditions Observatory
<http://www.eurofound.europa.eu/ewco/index.htm>
- Organisation for Economic Co-Operation and Development (OECD)
<http://www.oecd.org>
- International Labour Organization (ILO)
<http://www.ilo.org>
ILO Office in Portugal
<http://www.ilo.org/lisbon>



CGTP-IN – Confederação Geral dos Trabalhadores Portugueses – Intersindical Nacional (CGTP-IN - General Confederation of Portuguese Workers)

Rua Victor Cordon, n.º 1, 1249-102 Lisboa
e-mail: cgtp@cgtp.pt
Telefone: (351) 213236500
Fax: (351) 213236695

ACT – Autoridade para as Condições de Trabalho (ACT - Working Conditions Authority)

Avenida Casal Ribeiro, 18-A , 1000-092 Lisboa
e-mail: geral@act.gov.pt
Telefone: (351) 213308700
Fax: (351) 213308710

ARESP – Associação da Restauração e Similares de Portugal (ARESP - Portuguese Association of Restaurants and Similar Establishments)

Avenida Duque D'Ávila n.º 75, 1049-011 Lisboa
e-mail: aresp@aresp.pt
Telefone: (351) 213527060
Fax: (351) 213549428

CESIS – Centro de Estudos para a Intervenção Social (CESIS – Social Intervention Research Centre)

Rua Rodrigues Sampaio, 31, S/L Drt^a. 1150-278 Lisboa
e-mail: cesis.geral@cesis.org
Telefone: (351) 213845560
Fax: (351) 213867225

CITE – Comissão para a Igualdade no Trabalho e no Emprego (CITE - Commission for Equality at Work and in Employment)

Avenida da República, n.º 44, 2.º e 5.º 1069-033 Lisboa
e-mail: cite@cite.gov.pt
Telefone: (351) 217803700
Fax: (351) 217960332

FESAHT – Federação dos Sindicatos da Agricultura, Alimentação, Bebidas, Hotelaria e Turismo de Portugal

(FESAHT – Portuguese Trade Union Federation for the Agriculture, Food, Beverages, Hotels and Tourism Industries)
Páteo do Salema, 4, 3.º, 1150-062 Lisboa
e-mail: fesaht@fesaht.pt
Telefone: (351) 218873844
Fax: (351) 218870510

OIT – Organização Internacional do Trabalho (Escritório da OIT em Lisboa) ILO -International Labour Organization (ILO Office in Portugal)

Rua Viriato, 7 – 7.º e 8.º andares, 1050-233 Lisboa
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Development Partnership:

