

SECTOR SPOTLIGHT REPORT

Educational Services



THIS IS A SECTION OF A LARGER REPORT. READ THE FULL REPORT AT [WOMENOUTOFWORK.CA](https://womenoutofwork.ca)



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Education workers had high rates of being required to and/or encouraged to work from home due to the pandemic (88% compared to 53% for all respondents), although it should be noted that this data was collected when schools were closed to in-person learning in January of 2021. 51% of educational services workers reported no significant changes to their job, while 29% reported a negative job impact.

20% of respondents reported that their hours increased and it was noted by many in the comments that the increased workload did not lead to increased pay. As one respondent said, “While my official hours that I am paid for have not increased, the amount of unpaid time I must spend doing my job (preparing lessons, learning new technology, communicating with parents and students) has greatly increased.”

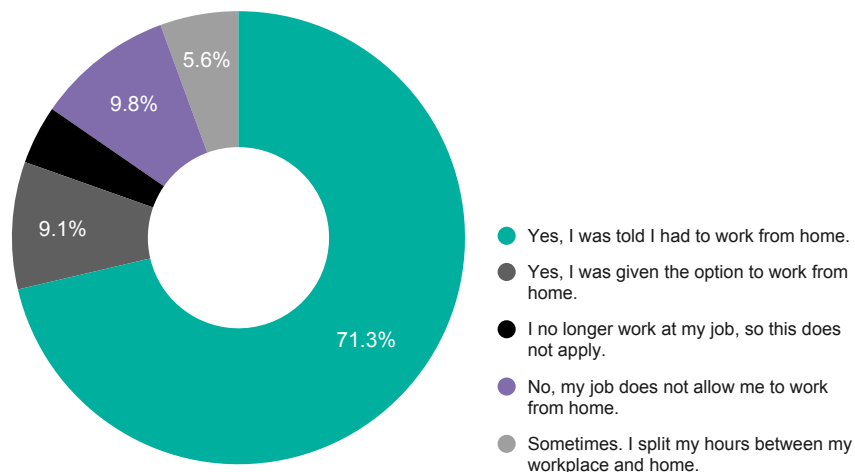
SECTOR IMPACTS

There were 143 women working in educational services who responded to the survey, or 9% of the overall sample.

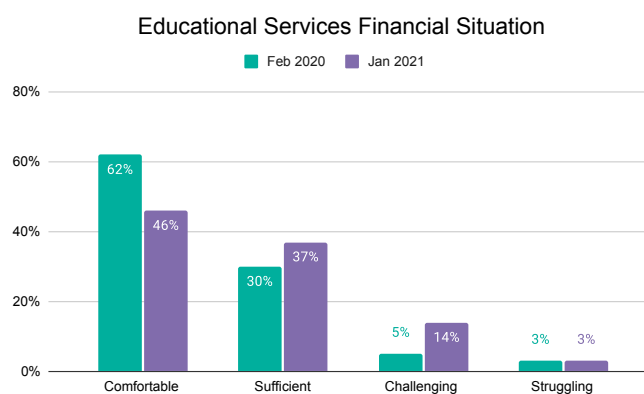
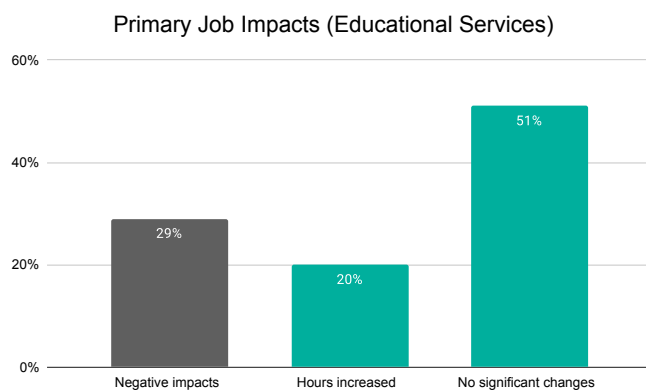
Prior to the pandemic, 73% of educational workers worked full-time, 22% worked part-time, 45% had access to benefits, and 40% had access to paid sick time.

86% of workers in educational services were able to work from home, while only 10% were not able to do their job from home.

Did COVID-19 result in you working your primary job from home?



Only 29% of educational services workers experienced negative impacts in their primary job (e.g., were laid off temporarily or permanently, left their job, or had their hours reduced). 51% experienced no significant changes. 20% indicated that their hours increased.

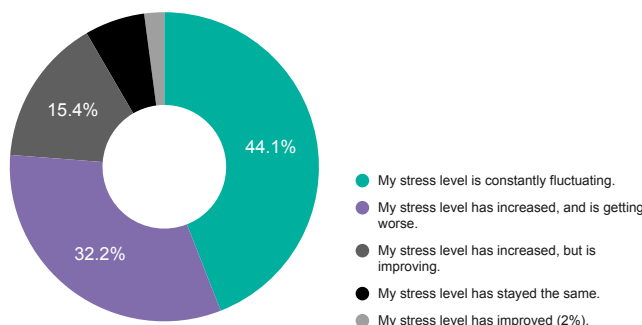


Educational services workers did not see a large change in their financial situation, as shown in the chart below.

In terms of stress and mental health before the pandemic, workers in the childcare sector reported minimal (22%) or mild stress (41%) before the pandemic. A further 30% reported moderate stress and only 6% reported severe stress.

Since the onset of the pandemic, 32% of educational workers report that their stress has increased and is getting worse. For 15% of respondents, their stress level initially increased but is now improving. Only 2% of respondents noted that their stress level improved.

Since COVID-19 began, how would you describe your average daily level of stress?

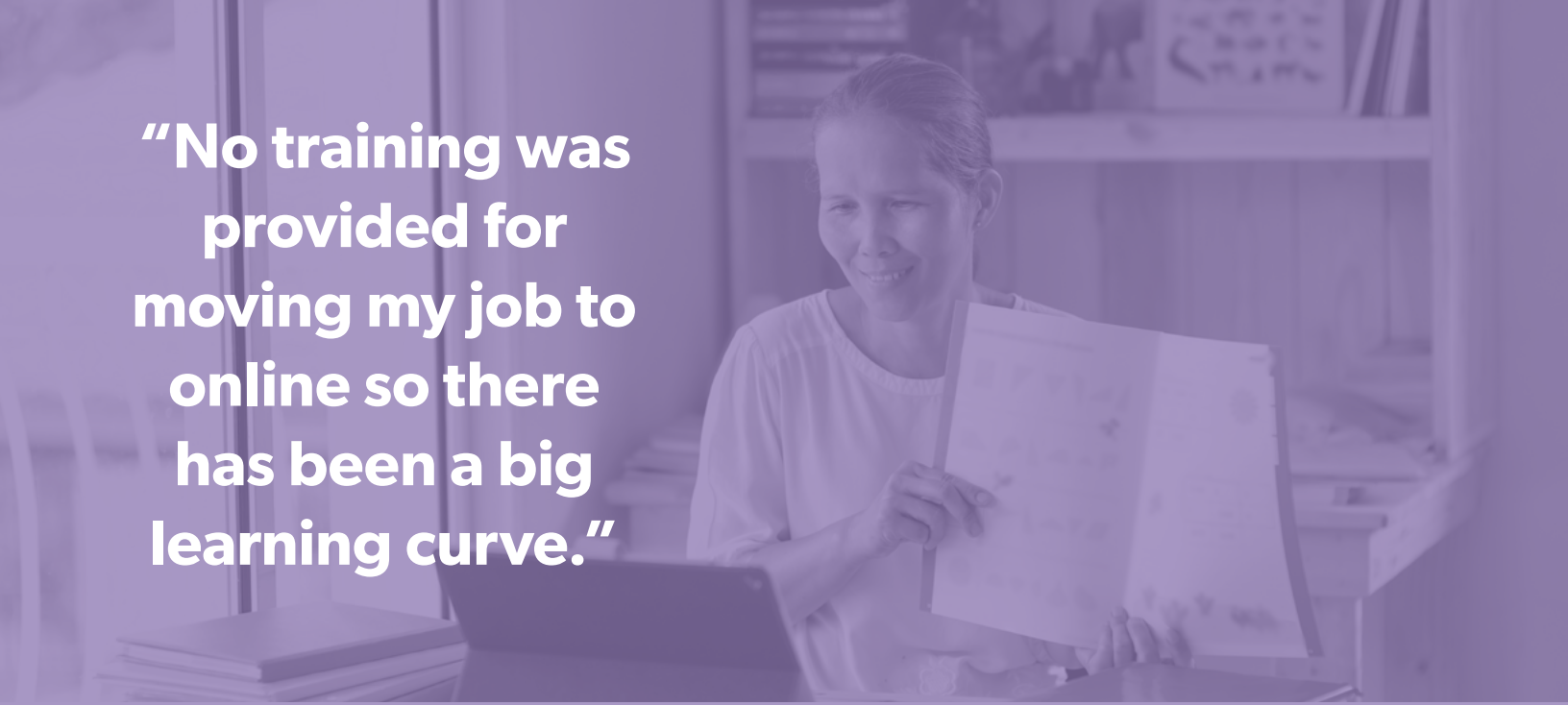


49% of women in this group have children under 18 living with them in the home, and of that group, 70% reported feeling overwhelmed trying to balance work and caregiving responsibilities. 50% of those parents reported reduced productivity for work tasks, and 13% reported reduced employment hours due to having their children at home.

Along with childcare workers, educational workers reported the lowest percentage of respondents who thought about changing careers during the pandemic, at 48%.

Only 7 educational services workers found new employment, three found jobs in the same sector, the other four found jobs in other sectors.¹⁸


¹⁸ This is a small sample size, and results should be interpreted with caution.



“No training was provided for moving my job to online so there has been a big learning curve.”

| AT ANY POINT SINCE THE START OF THE PANDEMIC, HAVE YOU QUESTIONED: | | |
|---|-----|-----|
| Educational Services | Yes | No |
| Changing your career? | 48% | 52% |
| Learning a new skill or trade? | 47% | 53% |
| Reducing your hours or stopping working altogether due to workplace health and safety concerns? | 27% | 73% |
| Reducing your hours or stopping working altogether due to childcare or increased domestic responsibilities? | 32% | 68% |
| Postponing a personal milestone (such as starting a family or buying a home)? | 40% | 60% |

Respondents were asked to comment on how their careers and lives were impacted by the pandemic, and many offered stories and insights on their experiences:

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- “While my official hours that I am paid for have not increased, the amount of unpaid time I must spend doing my job (preparing lessons, learning new technology, communicating with parents and students) has greatly increased.”
 - “Moving my job to online caused me to have to work many more hours. It takes much longer to work online than in person. Also no training was provided for moving my job to online so there has been a big learning curve.”
 - “I am working more and not getting paid more. Everything takes longer and there is little work life balance. I seem to always be working.”
 - “Tiring, working with kids online is hard to obtain their attention. It’s a lot easier in person. Takes a strain on mental and physical health sitting in front of a computer all day.”
 - “Increased workload, processes lengthier and ever changing, inadequate staff ratio to workload, rapid and continuous change/updates to procedures, unsupportive management, tremendous strain, onset of anxiety symptoms”
 - “I’m a teacher - I miss my students. This isn’t how education works - learning online stinks.”