

# ETUCE GENDER EQUALITY ACTION PLAN

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# WHY DO WE NEED AN ACTION PLAN ON GENDER EQUALITY?

Gender equality is a fundamental right enshrined in the international and EU treaties, declarations and legislation, providing in particular for equal treatment and equal pay for men and women, as well as for protection from gender-based violence and harassment. Gender equality and equal opportunities are underlined by the UN [Sustainable Development Goal \(SDGs\) 5](#) while the [Beijing Platform for Action](#) asserts women's rights as human rights and commits to specific actions to ensure respect for those rights. Gender equality is also at the heart of [European Pillar of Social Rights](#) (represented as principles 2 and 3 of the Pillar), as well as gender stereotypes and sexism are addressed by the [Council of Europe Recommendation on preventing and combating sexism \(2019\)](#), the first international instrument to formally define sexism. The first legislative initiative which arose from the Social Pillar was a proposal from the Commission for a [Directive on Work-life balance for Parents and Carers \(2017\)](#). In its [Strategic engagement for gender equality 2016-2019](#), the Commission emphasises the need to address the following five key issues as a priority:

- equal economic independence for women and men;
- equal pay for work of equal value;
- equality in decision-making;
- dignity, integrity and ending gender-based violence; and
- promoting gender equality beyond the EU.

Despite these principles being enshrined in legislation for decades, the reality remains different, with vertical and horizontal labour market segregation, as well as the gender pay gap. Gender stereotypes continue to persist in relation to perceptions of women's and men's roles in the household, caring responsibilities, the labour market and public life. These influence women's and men's choices regarding their lives and careers and continue to shape perceptions despite some significant advances that have been made. As demonstrated by EIGE's Gender Equality Index, over the past decade, progress towards gender equality in the Europe has been made 'at a snail's pace'.<sup>1</sup> Furthermore, gender equality

<sup>1</sup> The Index has stood at 67.4 out of 100 in 2017, representing a 5.4-point increase since 2005, of which 1.2 points were gained from 2012 to 2015, and another 1.2 between 2015 and 2017. See <https://eige.europa.eu/gender-equality-index/2019>

challenges do not remain unchanged, they develop new forms (often more subtle) and new inequalities arising from the changes in our societies such as socio-economic shifts resulting from the economic crisis, new technologies and digitalisation in education and the labour market, migration, and different family patterns.

Education is the sector with the second highest representation of female workers in the European labour market (in 2017, 73% of education sector workers in EU were women). However, there is a significant gender inequality witnessed within the sector and teaching profession, including vertical and horizontal segregation, pay and pension gender gaps, gender-based violence and work-life balance issues, etc. Education trade unions and education personnel have a vital role to play in helping to address gender stereotypes, influencing (further) education and career choices, as well as in addressing gender disparities within the teaching profession and in education trade unions themselves. Significant actions have been taken by education trade unions in promoting gender equality. This Action Plan aims to support more actions to address a number of topics, especially including gender equality issues in social dialogue and collective bargaining.

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*'Education trade unions speak not only for teachers but also for all European citizens as they address in their work not only the economic issues but also social cohesion, human rights, equality and cultural growth that are the basis for a healthy society. Being experts in social dialogue and founded on solidarity, education trade unions are evolving into a new form or representation that aspires for a more gender equal society and a better Europe at large.'*

Rossella Benedetti,  
Chair of the ETUCE Standing Committee of Equality

## WHAT HAVE WE ALREADY ACHIEVED TO ENHANCE GENDER EQUALITY IN EDUCATION, THE TEACHING PROFESSION AND WITHIN EDUCATION TRADE UNIONS?

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Gender equality has always been at the forefront of ETUCE's work on equal opportunities: it is profoundly addressed in the [ETUCE Work Programme](#) (Equal Opportunities). Furthermore, gender equality issues in the teaching profession and education are addressed in the guidelines and recommendations of the ETUCE Standing Committee for Equality (e.g. [Recommendations on Social Dialogue and Equal opportunities](#)) and regularly discussed in the [ETUCE Committee](#) and the [Status of Women Committee](#).

In the [Resolution on Setting the priorities to develop the ETUCE Action Plan for Equality, Diversity, and Inclusion](#), adopted at the ETUCE Special Conference in 2018, ETUCE and its member organisations reaffirm the importance of enhancing the representation and participation of women in decision-making in all education sectors and research, as well as within education trade union; creating better work-life balance regulations in Europe, with a more balanced distribution of caring responsibilities between men and women, tackling the existing gender pay and pension gaps, and addressing the existing gender stereotypes.

ETUCE supports its member organisations by providing them with concrete tools and measures of addressing gender equality in the education sector and wider society, preparing them to address gender equality challenges in social dialogue on institutional, national and European level, as well as by raising awareness on the need to include the discussion on gender equality in social dialogue within the education sector. ETUCE actions on gender equality include:

- Implementing projects with the view to build the capacity of education trade unions to address various gender equality issues (e.g. [gender equality in the context of economic crisis; gender stereotypes and gender segregation](#));
- Preparing recommendations and guidelines for education trade unions to support their work on addressing gender equality (e.g. [Guidelines on how teacher unions can contribute to mitigating and tackling gender stereotypes in education and gender segregation in the labour market](#));
- Supporting member organisations in lobbying national governments and education authorities for implementation of the SDGs and other international instruments on gender equality (e.g. [Convention on the Elimination of All Forms of Discrimination against Women](#)).
- Lobbying European institutions to mainstream gender equality topics in education policies and other European policies, e.g. the Education and Training Strategy 2030, digital agenda of Europe, EU Strategic Framework on Health and Safety at Work, and EU policy in the field of VET, as well as prioritise education as a key element of building a gender equal society;
- Building the capacity of education trade unions in addressing gender equality in the education sector, the teaching profession, and within trade unions themselves through events, workshops, seminars, and conferences;
- Cooperating with other stakeholders in gender equality policy (e.g. EIGE), other trade unions and ETUC working on gender equality issues, and research institutes working on gender equality issues in education (e.g. Eurofound);
- Promoting discussions on gender equality in the education sector within the European Sectoral Social Dialogue for Education.

## WHAT CAN WE DO MORE TO ENHANCE GENDER EQUALITY IN EDUCATION, THE TEACHING PROFESSION AND WITHIN EDUCATION TRADE UNIONS?

**There is a wide range of practical measures** that education trade unions have at their disposal to implement policy on gender equality impacting both on the education sector and on trade unions themselves, as well as consequently society at large. Such measures include:

- Continue promoting discussions on gender equality in the education sector within the national, regional and local social dialogue and European Sectoral Social Dialogue for Education
- Establishing gender equality/equality structures within the trade union
- Preparing and launching dedicated publications
- Organising trainings, discussions, roundtables on the promotion of gender equality
- Carrying out research/collecting data, and disseminating data on gender equality
- Introducing gender quotas
- Implementing specific arrangements to facilitate participation in trade union's work and decision-making process (e.g. provision of the childcare during the meetings)
- Cooperating and exchanging good practices within trade union and with other actors (e.g. other trade unions, other sectors, NGOs, etc.)
- Implementing trade union actions (e.g. demonstrations, strikes) and organising campaigns
- Monitoring the implementation of provisions on gender equality in collective agreements

- Implementing projects on gender equality
- Providing legal counselling and/or legal representation of trade union members
- Designing, implementing and promoting equality strategies and/or action plans
- Lobbying education authorities and institutions on gender equality issues
- Ensuring a strong involvement of teachers, academics, other education personnel, and their trade unions in the development of equality in education policies on national/regional/local level
- Working with various media and using social media networks to promote gender equality issues in the wider society


**Social dialogue** is an important tool for addressing gender (in)equality in the teaching profession and wider society. At present, most of the measures education trade unions carry out to address various aspects of gender equality are taken by trade unions acting alone or through the trade union confederations.<sup>2</sup> Therefore, it is vital to exploit the potential of social dialogue further to enhance gender equality in the education sector. Its success at national, regional, and local level depends on the maturity of social dialogue structures, the availability of an employer side counterpart and their willingness to engage with these issues. Additional financial and organisational resources are therefore crucial to enhance the role of social dialogue in addressing gender equality, as well as a strong understanding of all social partners (including trade unions themselves) that gender equality is an issue to be discussed and negotiated on by trade unions.

<sup>2</sup> [ETUCE Survey on Gender Equality within education trade unions, the teaching profession and social dialogue \(2019\)](#).

The first step towards working for gender equality is the assessment of the current situation in the national and local context and recognition of the areas that need improvement regarding gender equality. Such measures as **establishing a dedicated equality unit** in the education trade union or encouraging women to be part of negotiation teams with the view to ensure that topics addressed in social dialogue are important not only for working men, but also working women in the teaching profession, are helpful to address issues of gender equality in education.

Furthermore, it is crucial to keep in mind the **intersectional dimension** of many inequalities where multiple discrimination takes place based on several grounds at the same time (e.g. gender, age, and disability; gender, ethnic origin and economic status), as well as to address increasing **privatisation of education** as a factor contributing to inequalities and gaps both in the education sector and in the society as a whole.

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**SOCIAL DIALOGUE** takes many different forms (all types of negotiation, consultation or simply exchange of information), and take place at different levels. It can exist as a tripartite process, with the government as an official party to the dialogue or it may consist of bipartite relations only between labour and management (or trade unions and employers' organisations), with or without indirect government involvement.

[%20%20a">http://www.ilo.org/ifpdial/areas-of-work/social-dialogue/lang--en/index.htm\)%20%20a](http://www.ilo.org/ifpdial/areas-of-work/social-dialogue/lang--en/index.htm)

## WHAT IS THE ACTION PLAN ON GENDER EQUALITY AND HOW TO USE IT?

The ETUCE Action Plan on Gender Equality is a policy framework which seeks to enhance the work of ETUCE member organisations on promoting gender equality with a view to provide concrete measures for ensuring the gender equality prospective in policy-making at national, regional and local level. It also aims to facilitate a cross-national exchange of information and good practices on how education trade unions can contribute to promoting gender equality in the teaching profession and wider society in Europe.

The Action Plan is built on the previous [ETUCE Action Plan on Gender equality within teacher trade unions' structures and in the teaching profession \(2010\)](#) and all recommendations and guidelines on [gender equality](#) of the ETUCE equality structures and projects' outcomes. It was developed in the framework of ETUCE project '[Social dialogue and gender equality: Empowering education trade unions to address gender equality in the teaching profession through social dialogue](#)' (2017-2019), following the results of the online survey among ETUCE member organisations and discussions during several workshops and Closing Conference. The Action Plan also follows the priorities outlined in the [Education International Gender Equality Action Plan; ETUC Vienna Action Programme \(2019-2023\)](#) and the [ETUC Action Programme on Gender Equality 2016 – 2019](#), such as: **addressing gender stereotypes and gender segregation in education sectors, promoting women in decision-making, supporting better reconciliation of work, private and family life, tackling gender pay and pension gaps, and combatting gender-based violence and harassment**. The Action Plan is complimented by the [ETUCE online Database of Good Practices](#) which contains descriptions and links to practical initiatives on various topics implemented by the ETUCE member organisations. This database is to be used by education trade unions as a source of inspiration and as a practical manual of tools and arguments proven successful within education trade unions and in the education sector.

The ETUCE Action Plan on Gender Equality does not provide a master plan for every country. Instead it should be understood as a supporting policy tool to be assessed and adjusted to meet the conditions at national/union level as regards gender equality in education, teaching profession, and wider society. The implementation of the ETUCE Action Plan on Gender Equality requires a strong commitment to address gender equality in a holistic manner and a regular monitoring of the activities undertaken to make this commitment a reality at national, regional and local level. At European level, ETUCE monitors the implementation of the Action Plan through the work of the ETUCE Standing Committee for Equality, ETUCE Committee and Status of Women Committee.



## GLOSSARY/DEFINITION OF TERMS

**Gender** (for the purposes of this Action Plan ) refers to the differences and commonalities between women and men which are set by convention and other social, economic, political and cultural forces. While “sex” refers to biological differences, the term “gender” focuses on roles, relations, power dynamics and inequalities that are socially created ([EI Gender Equality Action Plan 2016-2019](#)).

**Gender equality** (for the purposes of this Action Plan ) describes equality between men and women in all areas of society, politics, economy and life planning. It means that there is no discrimination on grounds of a person’s sex in the allocation of resources or benefits, or in the access to services. It is the direct opposite of gender based discrimination ([EI Gender Equality Action Plan 2016-2019](#)).

**Gender neutral:** Not shaped by gender role models and stereotypes; not implicitly excluding one gender ([EI Gender Equality Action Plan 2016-2019](#)).

**Gender role (model):** A set of perceived behavioural norms associated particularly with males and females (e.g. women cook and clean, men fix cars) ([EI Gender Equality Action Plan 2016-2019](#)).

**Mainstreaming a gender perspective :** The process of assessing the gender implications of any planned action, including legislation, policies and/or programmes in order for women and men to benefit equally, and to achieve the goal of gender equality ([EI Gender Equality Action Plan 2016-2019](#)).

**Gender pay gap** refers to differences and general gap in the average pay of men and women, with women earning on average less than men. It is defined as the difference between average gross hourly earnings of male paid employees and of female paid employees as a percentage of average gross hourly earnings of male-paid employees ([EI Gender Equality Action Plan 2016-2019](#)).

**Horizontal segregation** refers to the concentration of women and men in different sectors and occupations (e.g. nurses and teachers are pictured often as women whereas lawyers and doctors as men) or sub-sectors of education (e.g. over-representation of women in ECE and primary education and under-representation in tertiary education) ([EIGE](#)).

**Vertical segregation** refers to the concentration of women and men in different grades, levels of responsibility or positions ([EIGE](#)).

**Glass ceiling** refers to artificial impediments and invisible barriers that militate against women’s access to top decision-making and managerial positions in an organisation ([EIGE](#)).



### GENDER STEREOTYPES AND GENDER ROLES

“*‘Our vision is for an education system in which gender stereotypes, sexism and sexual harassment no longer harm and limit the lives and opportunities of girls and boys. We campaign for a whole school approach for advancing gender equality.’*

ETUCE [Survey](#), 2019



Attitudes towards gender equality have nowadays significantly evolved and more women than ever are involved in education and hired to lead organisations, while more than before men take parental leave and have a fair share of household responsibilities. However, today's population is not immune to gender stereotypes and rigid gender roles, and we should not underestimate the detrimental effect of gender stereotyping on all aspects of gender equality.

Gender stereotypes can be defined as simplistic generalisations about gender attributes, competences and differences of individuals. They stem from many sources and limit people's freedom and choices, leading to direct or indirect discrimination.

***It is in most everyday realities that gender matters – in education, work, family and relationships, health, leisure, determination of identity, society life. Despite the changing realities gender stereotypes remain deeply ingrained, still very vivid and consistent.<sup>3</sup>***

Education systems and the teaching profession clearly have an important role to play in helping to address gender stereotypes by reshaping and reducing them. The results of the ETUCE Survey on Gender Equality within education trade unions, the teaching profession and social dialogue (2019) show that it is in this area that education trade unions are among the most active, working with NGOs, governments and education employers to tackle such stereotypes including in the teaching curricula and textbooks, as well as in education and career choices. ETUCE actively and continuously supports its member organisations in addressing gender stereotypes in education and society as a whole, for example, through publishing the [Guidelines](#) on how education trade unions can contribute to mitigating and tackling gender stereotypes in education and gender segregation in the labour market (2013).

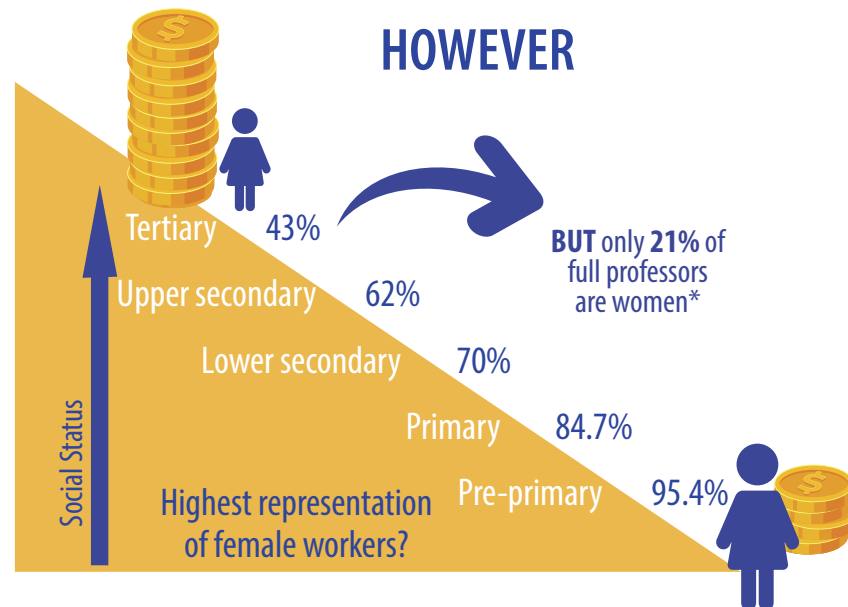
<sup>3</sup> <https://eige.europa.eu/gender-stereotypes>

# GENDER STEREOTYPES AND GENDER ROLES

Challenges	National/Regional/Local level actions	European level actions
<p><b>Deeply-rooted gender stereotypes</b> in our daily lives, publicity and media, continue to persist in relation to perceptions of women's and men's role in the household, caring responsibilities, the labour market and public life, as well as their capabilities and skills (e.g. decision-making capability)</p>	<ul style="list-style-type: none"> <li>• Raise awareness on the link between gender stereotypes and other gender equality issues in the national/regional/local context, e.g. gender segregation in the labour market and among education sectors, work-life balance, gender pay gap, etc.</li> <li>▪ Initiate and/or organise research on how gender-sensitive the school curricula, textbooks, administrative practices and leisure time activities are, and share the results of the research with public and education authorities</li> <li>▪ Demand the provision of sufficient and sustainable initial development and CPD and up-to-date teaching and learning materials for education personnel and school leadership, on gender equality and whole-school environment that promotes mutual respect between all education actors</li> <li>▪ Provide teacher training and develop tools on gender awareness and recognition of gender stereotypes with the view to avoid unconscious passing over of stereotypes.</li> <li>▪ Raise awareness of successful institutional and/or legislative changes regarding gender stereotypes in national education systems</li> </ul>	<p><b>ETUCE commits to promoting an attitude towards gender equality as a shared women/man issue and addressing both female and male stereotypes</b></p> <p>Other ETUCE actions include:</p> <ul style="list-style-type: none"> <li>▪ Addressing gender segregation in study fields and the labour market in the ESSDE, as well as support ETUC in addressing these issues at cross-sectoral level</li> <li>▪ Collecting and disseminating information on good practices and experiences of ETUCE member organisations in addressing gender stereotypes in education, labour market and society as a whole</li> <li>▪ Enhancing efforts to ensure gender-neutral language in all ETUCE documents</li> <li>▪ Collaborating with European agencies working on gender equality (e.g. EIGE), on addressing gender segregation in study fields and career paths in Europe</li> <li>▪ Raising awareness of successful institutional and/or legislative changes regarding gender stereotypes in national education systems</li> </ul>
<p><b>The segregation in study fields for women and men</b> remains a serious issue in education systems across Europe: there is a higher concentration of boys in areas related to ICT and STEM, whereas girls tend to choose language, history and social science classes. In some countries, girls and boys have different physical education activities</p>	<ul style="list-style-type: none"> <li>▪ Demand the provision of sufficient and sustainable initial development and CPD and up-to-date materials on how to encourage men and women to choose traditionally 'gender-atypical' study fields and career paths for teachers, academics, school career counselors, psychologists, and other education personnel</li> <li>▪ Provide training for teachers, academics, other education personnel, and trade union members on how to promote a gender-sensitive approach in education and consequently in society as a whole</li> <li>▪ Seek influence over their national (or competent regional/local) governments/education authorities on the need for a review of school curricula (including physical education courses), textbooks, administrative practices and leisure time activities at all levels of education, in order to make them gender-sensitive</li> <li>▪ Develop guidelines and checklists for education personnel, aimed at facilitating their work in organising gender-sensitive classrooms, teaching, and research</li> <li>▪ Develop practical guidelines for schools on how to promote traditionally 'gender-atypical' subjects</li> </ul>	

## HORIZONTAL GENDER SEGREGATION IN THE EDUCATION SECTOR

Gender stereotypes and rigid gender roles lead to gender segregation in the labour market. Despite the fact that women are highly successful regarding education attainment and formal qualifications, gender segregation in the work force is still a reality. It is especially reflected in the public sector, with teaching being a highly gendered profession. In 2017, on average, 73% of education sector workers in the EU were female.<sup>4</sup>



Women's careers are often interrupted or blocked by family responsibilities that are unequally distributed between women and men and the career patterns for both sexes are influenced by stereotypical ideas about which gender will be most suitable for specific positions or sectors.

Differences in education choices between women and men are also reflected in the teaching profession. In most EU Member States, women are over-represented as teachers at the levels of primary and lower secondary education. With a few exceptions, such as Finland where there is a near gender balance, the share of women teachers in primary schools usually exceeds 75%,<sup>5</sup> while the figure for upper secondary education is 62%.<sup>6</sup> However, in tertiary education, 43% of teaching staff are women with only 21% of them having a full professorship.<sup>7</sup> As for scientific research, women still remain a minority, accounting for 33,4% of researchers in the EU-28 in 2015, with women more affected by part-time and precarious employment, and women less involved in international mobility opportunities.<sup>8</sup>

Gender horizontal segregation in the teaching profession with men mainly employed in better-paid, higher-status positions (e.g. in tertiary education) than women working in 'gender typical' sectors and subjects, clearly undermines gender equality in education and the labour market. In order to combat horizontal segregation, education trade unions lobby for the stronger implementation of gender-sensitive curricula, campaign for raising the status and attractiveness of the teaching profession, and explain the role and the nature of the teaching profession to the public. According to the results of the ETUCE survey on *Gender Equality within education trade unions, the teaching profession and social dialogue* (2019), education trade unions require more research on horizontal gender segregation.

<sup>4</sup> Eurostat, Employment by sex, age and economic activity (from 2008 onwards, NACE Rev. 2) - 1 000 [ifsa\_egan2], accessed on 04/07/2018.

\*European University Association. Data on female university leadership in Europe. 2017

<sup>5</sup> <https://eige.europa.eu/gender-mainstreaming/policy-areas/education>

<sup>6</sup> Eurostat, *Classroom teachers and academic staff by education level, programme orientation, sex and age groups*, 2017.

<sup>7</sup> Eurostat, *Teaching staff in tertiary education by level and sex*, 2019.

<sup>8</sup> European Commission, *She Figures* 2018, p.59; 99; 101.

# HORIZONTAL GENDER SEGREGATION

Challenges	National/Local level actions	European level actions
<p>Women tend to be significantly more represented in ECE and primary education than men as <b>it is associated with care-giving</b> which is still largely considered to be the role of women in society</p>	<ul style="list-style-type: none"> <li>▪ Raise awareness and campaign to promote men's presence in ECE and primary education with a view to provide children with various and gender-balanced role models and avoid perpetuating gender stereotypes</li> <li>▪ Collect and disseminate information on horizontal segregation in the teaching profession among education sectors and school subjects in the national context</li> </ul>	<p><b>ETUCE commits to addressing horizontal segregation in the teaching profession through raising awareness on the issue and lobbying for adequate working conditions and equal opportunities for men and women in all education sectors.</b></p> <p>Other ETUCE actions include:</p> <ul style="list-style-type: none"> <li>▪ Lobbying for sustainable public investment in all education sectors, raising the social status of the teaching profession in Europe, and improving teachers' working conditions, including career opportunities with the view to make teaching profession in all education sectors attractive and based on equal opportunities for both men and women</li> <li>▪ Disseminating information on horizontal segregation in the teaching profession among education sectors and school subjects in Europe</li> <li>▪ Providing opportunities for ETUCE member organisations to exchange good practices and tools on supporting women academics and scientists in higher education and research in Europe</li> <li>▪ Supporting member organisations in enhancing opportunities for exchange of good practices on working with parents, families, media and local bodies to address the social obstacles for men working in ECE and primary education</li> </ul>
<p><b>Female teachers are underrepresented in higher education and research</b> and more often employed as teaching assistants than as full-time academic professionals. Furthermore, <b>female researchers</b> are more affected by part-time and precarious employment, and less involved in international mobility opportunities and experience more challenges than men in receiving funding for research</p>	<ul style="list-style-type: none"> <li>▪ Lobby the national/regional/local government/education authorities (including leadership of education institutions) to introduce gender equality oriented measures in higher education and research</li> </ul>	
<p><b>Female work is undervalued:</b> women are over-represented in education sectors that are lower paid, have lower prestige, and are considered to be 'less cognitive'</p>	<ul style="list-style-type: none"> <li>▪ Collect data and initiate a research on horizontal segregation in the education sector and its reasons in the national/regional/local context</li> <li>▪ Promote the value and raise awareness on the complexity of teaching in ECE and primary education</li> </ul>	
<p>In many European countries, <b>low pay in education sectors</b> (including higher education) and <b>inadequate working conditions make the teaching profession unattractive for men</b></p>	<ul style="list-style-type: none"> <li>▪ Promote financial incentives for teachers, academics and other education personnel in all education sectors</li> <li>▪ Demand equalising pay and career progression requirements for ECE, primary and secondary school teachers alike</li> </ul>	
<p><b>Parents perceptions of the teaching profession and social obstacles</b> make it more difficult for men to work in ECE and primary education</p>	<ul style="list-style-type: none"> <li>▪ Develop a strategy on how to use media and communication channels to promote a positive and gender-balanced image of the teaching profession based on respect for teachers and education staff with a view to challenge the traditional gender roles and attract young people, men and women to the profession</li> <li>▪ Promote traineeships to support education personnel who want to work in ECE and primary education</li> <li>▪ Promote the use of gender-neutral job offer descriptions in the education sector</li> </ul>	

## VERTICAL GENDER SEGREGATION IN THE EDUCATION SECTOR AND WITHIN EDUCATION TRADE UNIONS

Despite the high representation of women in the education sector, their representation within decision-making positions is low, especially in tertiary education. Across the EU, in pre-primary education, an average of 90% of school leaders in the EU are women. In lower secondary education this decreases to 61% and to 48% in upper secondary education. The proportion of women among heads of higher education, is 21,7% in 2017, while only 12% of university deans are women. In the research field, women make up 27% of members on boards, such as scientific or research and development commissions, councils, committees, foundations or academic assemblies, with only 20% being board leaders.<sup>9</sup>

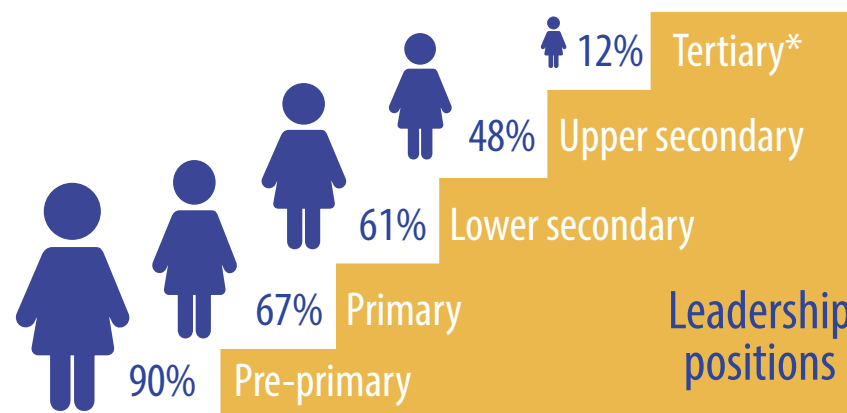
The 'sticky floor' and 'glass ceiling' phenomena are among the key barriers that women encounter in achieving senior positions. Unequal distribution of household and care responsibilities, including parental leave taken mostly by women, also impacts on the career progression of female teachers and researchers. Furthermore, female teachers, academics and other education personnel are more affected by precarious employment, and more often work part-time.

Membership of trade unions in the education sector is predominately female, mirroring the share of female teaching staff in the labour market (71%). However, leadership in education trade unions is not fully representative of union membership and the education workforce.

Education trade unions' efforts to target more representative in terms of gender equality leadership structures and to ensure full and effective participation at all levels of decision-making for both men and women in the education sector and within education trade unions, are largely focussed on campaigns to encourage more women to come forward for leadership positions, and training and mentoring for aspiring leaders, rather than instituting internal quotas.

“*At school level women are the majority among shop stewards or elected workers' reps, but they often do not take on higher responsibilities at local level. We need a strategy to address this.*”

ETUCE [Survey](#), 2019



<sup>9</sup> European Commission, She Figures 2018, p.129 - 131.

\*European University Association. Data on female university leadership in Europe. 2017

# VERTICAL GENDER SEGREGATION

Challenges	National/Local level actions	European level actions
<p>Despite making up a high share of the workforce in the education sector, <b>women are still under-represented in leadership and decision-making positions in education institutions and within education trade unions</b></p>	<ul style="list-style-type: none"> <li>Encourage and promote the discussion on gender quotas, threshold, parity, proportionality and other structural and/or statutory measures and incentives, aimed at ensuring women representation at decision-making level in education institutions and within education trade unions</li> </ul>	<p><b>ETUCE commits to addressing the vertical segregation in the teaching profession and within trade unions through raising awareness on factors preventing women to apply for high-level positions in the education sector and education trade unions as well as on how promotional positions could be gender improved to become more accessible for women</b></p>
<p>A high percentage of female teachers and other education personnel work in <b>part-time employment and on short-term contracts</b> which prevents them from applying for decision-making positions</p>	<ul style="list-style-type: none"> <li>Address the gender perspective of precarious employment in the education sector in the national/regional/local social dialogue</li> </ul>	<p>Other ETUCE actions include:</p> <ul style="list-style-type: none"> <li>Addressing the issues of gender stereotypes and work-life balance as core causes of the vertical segregation, in ETUCE work on gender equality</li> </ul>
<p>In many countries, there exists a <b>social perception</b> that women can be good at teaching but not managing</p>	<ul style="list-style-type: none"> <li>Raise the status of the teaching profession and female teachers through media and other dissemination channels, including social media</li> <li>Promote role models of female leaders in education institutions and education trade unions</li> <li>Build the capacity of education trade unions to address social stereotypes about women's and men's working abilities and skills</li> </ul>	<ul style="list-style-type: none"> <li>Supporting member organisations in developing their internal equality action plans/written policies on gender equality</li> <li>Continuing to collect and disseminate on a regular basis information on women in leadership in the education sector and within education trade unions</li> </ul>
<p>Due to social gender stereotypes, patriarchal culture and work-life balance challenges (including excessive demands from school leaders), <b>women have to choose between career and family</b></p>	<ul style="list-style-type: none"> <li>Strengthen the visibility of women in their union structure and work towards facilitating their engagement in union high-level positions via various incentives, i.e. flexible working hours, adaptable time schedule of meetings, childcare facilities, etc.</li> <li>Lobby for making the management positions in education institutions more accessible for both women and men by allowing school leaders to job share</li> <li>Provide specific arrangements to facilitate participation of members with caring responsibilities in trade union's work and decision-making process (e.g. convenient arrangements for meetings, provision of childcare)</li> </ul>	<ul style="list-style-type: none"> <li>Providing opportunities for discussion on the issue of quotas, threshold, parity, proportionality and other structural and/or statutory measures and incentives, aimed at ensuring women representation at decision-making level in the unions</li> <li>Supporting member organisations in monitoring the developments in relation to the <a href="#">Directive on implementing the principle of equal treatment</a> and the implementation of the <a href="#">Beijing Platform for Action at national and regional level</a></li> </ul>

Challenges	National/Local level actions	European level actions
<p>Female teachers and other education personnel often <b>lack self-confidence and leadership skills</b></p>	<ul style="list-style-type: none"> <li>Provide leadership and management skills trainings to boost the confidence of candidates and newly elected female leaders in education institutions and education trade unions, as well as to encourage their networking</li> <li>Encourage the inclusion of female trade union members in negotiation teams of collective bargaining, with the view to introduce the issues relevant for women into the discussion</li> <li>Negotiate with education employers to provide female teachers and other education personnel who aspire to apply for leadership positions, with mentorship and leadership training programmes</li> </ul>	
<p><b>Perceptions of leadership characteristics based on the masculinity</b> prevent women from obtaining and maintaining decision-making positions (e.g. subjective assessment systems)</p>	<ul style="list-style-type: none"> <li>Lobby for gender-neutral assessment for school leaders and gender-balanced recruitment panels for leadership positions</li> <li>Lobby for trade union representatives to be included in the election panels for school leadership positions</li> <li>Provide gender-blind leadership training for trade union members</li> <li>Provide training for trade union members on unconscious bias</li> </ul>	
<p><b>Lack of support</b> for women leaders and managers <b>from female members of unions themselves</b> and lack of networking with women</p>	<ul style="list-style-type: none"> <li>Provide training for teachers and trade union members on networking skills</li> <li>Ensure that female teachers have mentors from decision-making positions at the education institution and/or education trade union, with the view to embolden them to pursue the leadership positions</li> </ul>	
<p>Existing <b>glass ceiling</b> in the education sector and within education trade unions</p>	<ul style="list-style-type: none"> <li>Further promote the career progress of women in the teaching profession by stimulating CPD focused on equal opportunity issues at national, regional, local and institutional level</li> <li>Lobby education authorities for conducting gender equality assessment of each national/regional reform regarding the education sector and teaching profession</li> <li>Organise trainings and capacity building projects addressing the vertical segregation in the teaching profession and education trade unions</li> </ul>	

## DIFFICULTIES IN RECONCILING WORK AND PRIVATE LIFE

Difficulties in reconciling work and private life continue to play a significant role in entrenched employment, pay and pension gaps between men and women in the labour market overall and in the education sector. The situation is often even more difficult for women with migrant background or Roma women: the lack of accessible childcare services and traditional gender roles are among major reasons for a high number of young migrant women (aged 16-24) not being in work, education or any kind of training<sup>10</sup>, and there being twice as many working Roma men as women in Europe<sup>11</sup>. The crucial significance of addressing work-life balance issues is also highlighted in connection to the vertical segregation in the education sector and within education trade unions, as many women are considered to be discouraged from coming forward for decision-making roles due to concerns about potential work-life balance issues arising.

A legislative progress has been made through EU legislation regarding the reconciliation of personal and professional lives of working parents and carers across the EU, linked to the adoption of the [Directive](#) on Work-Life Balance for Parents and Carers. Four main

rights have been enshrined in this Directive, including paternity leave of 10 days around the birth of a child, carer's leave of 5 days, 4 months parental leave, which includes two months' non-transferable leave, and flexible working arrangements.

However, a number of work-life balance challenges that are relevant for education personnel are not addressed in the Directive, including workload issues and work-related stress, CPD taking place outside of working hours, and the impact of digitalisation on work in the education sector. The ETUCE survey on [Gender Equality within education trade unions, the teaching profession and social dialogue](#) (2019) shows that the work-life balance conflict was considered the most important 'new' issue coming to the fore in education trade unions' work on gender equality. ETUCE member organisations and affiliates raise awareness about the interconnection between the work-life balance arrangements and gender pay and pension gaps, train teachers, academics, and other education personnel on the negative financial consequences of flexible part-time contracts, and promote solutions such as working time models, which cater for education personnel at different stages of their lives, and job-sharing arrangement for headship roles. To further improve work-life balance for education personnel at all levels of the education system, ETUCE member organisations call for creating a clear definition of what professional life means for the teaching profession, as well as for the right to disconnect to be included in collective agreements, affordable and accessible public child and elderly care, and the negotiation of contracts which include realistic workload expectations.



“ **31.5% of women are working part-time as compared to 8.2% of working men, while just over 50% of women work full-time, compared to 71.2% of men.** ”

European Commission, 2017. Study on equality between women and men in the EU. [https://eeas.europa.eu/sites/eeas/files/2017\\_report\\_equality\\_women\\_men\\_in\\_the\\_eu\\_en.pdf](https://eeas.europa.eu/sites/eeas/files/2017_report_equality_women_men_in_the_eu_en.pdf)

<sup>10</sup> FRA 'Second European Union Minorities and Discrimination Survey. Migrant women – selected findings', 2019.

<sup>11</sup> FRA 'Transition from education to employment of young Roma in nine EU Member States', 2018.



# DIFFICULTIES IN RECONCILING WORK AND PRIVATE LIFE

Challenges	National/Local level actions	European level actions
<p>Data on women in the teaching profession collected and published by the Ministries and Research Institutes, shows that women progress slower in their career than men and often take part-time arrangements mainly due to the fact that <b>women continue to carry the burden of reconciling work and family life</b></p>	<ul style="list-style-type: none"> <li>▪ Lobby the national government for the immediate implementation of the <a href="#">Directive on work-life balance for parents and carers</a></li> <li>▪ Promote gender-friendly forms of management and the possibility of flexible working time arrangements convenient for teachers, academics, and other education personnel</li> <li>▪ Lobby other government sectors (such as economy, social policy, etc.) towards better gender equality</li> </ul>	<p><b>ETUCE commits to raising awareness on the impact of work-life balance on other gender equality issues, including gender pay and pension gap, career progression and gender balance in decision-making positions, reproduction of gender stereotypes, etc.</b></p> <p>Other ETUCE actions include:</p> <ul style="list-style-type: none"> <li>▪ Continuing to monitor developments in the European region in the field of work-life balance and ECE and disseminate the information to member organisations</li> </ul>
<p>Teachers, academics and other education personnel experience <b>increasing demands at their work and growing expectations</b> that the working day is longer than outlined in their contract (e.g. many administrative tasks)</p>	<ul style="list-style-type: none"> <li>▪ Negotiate with education employers and authorities for realistic timetables for teachers, school leaders, academics and researchers (especially regarding administrative burden which should be recognised as part of official working time in teachers' contracts) taking into account e-learning and teleworking</li> <li>▪ Provide training for education trade union members about working time, how it is paid, and the workload</li> <li>▪ Raise awareness of the public about teachers', academics', and other education personnel's 'real' workload through the media and campaigns</li> <li>▪ Negotiate collective agreements that reduce administrative burden of teachers</li> <li>▪ Implement and raise awareness among affiliates on the <a href="#">ETUCE Action Plan on teachers' work-related stress</a></li> <li>▪ Inform affiliates about contractual working time provisions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Further including work-life balance issues in the work of the ESSDE as regards the promotion of the attractiveness of the teaching profession</li> <li>▪ Continuing raising awareness on the impact on teachers' work-life balance (for both men and women) of the inclusion of ICT tools in education and in teaching, such as e-mail contacts with parents and students, blended learning, etc.</li> <li>▪ Continuing raising awareness on the impact of part-time work and other flexible working arrangements on women careers in the education sector</li> <li>▪ Lobbying for introduction of comprehensive and adequate mechanisms for monitoring the implementation of the <a href="#">Barcelona targets</a></li> </ul>

# DIFFICULTIES IN RECONCILING WORK AND PRIVATE LIFE

Challenges	National/Local level actions	European level actions
There is a <b>lack of sufficient, affordable, and accessible infrastructure</b> for work-life balance, including care facilities	<ul style="list-style-type: none"> <li>▪ Lobby the government , as well as regional and local authorities, to provide public affordable and accessible care facilities</li> </ul>	
There is a <b>social expectation from women to work 'the second shift'</b> at home (e.g. caring responsibilities, cleaning, cooking, etc.)	<ul style="list-style-type: none"> <li>▪ Lobby the government to introduce policies that encourage men to take more responsibilities at home</li> <li>▪ Promote the importance of men and women sharing equally caring and other home responsibilities in the national, regional, local context</li> <li>▪ Lobby for time models that cater for the needs of the teachers, academics, and other education personnel, at different stages of their career, and take into account such factors as education institution, local environment and national/regional education system</li> </ul>	
<b>CPD</b> takes place outside of teachers' working hours (sometimes even compulsory training)	<ul style="list-style-type: none"> <li>▪ Ensure via social dialogue and collective agreements that CPD of teachers, academics, and other education personnel takes place during teachers' working hours ensuring work-life balance without creating additional burden or increase of working hours</li> </ul>	
The problem of <b>ageing European population</b> creates additional caring burden which is usually taken upon by women	<ul style="list-style-type: none"> <li>▪ Raise awareness on the wider concept of 'care' which includes not only childcare but also sick family members, elderly and family members with special needs</li> <li>▪ Lobby the government to consider ageing and elderly care a state's responsibility not an individual burden</li> </ul>	

## GENDER PAY AND PENSION GAP

In the overall labour market in Europe, the gender pay gap remains at 16.2% and the gender pension gap stands at 37% (unadjusted, 2017, across the EU)<sup>12</sup>. These gaps are also widening when gender inequality intersects with such factors as migratory status, ethnic origins (e.g. Roma women), age and others. Addressing this significant inequality, The European Commission has adopted an [Action Plan on the Gender Pay Gap for 2017-2019](#), highlighting eight areas for action, ranging from improving the application of the equal pay principle to combatting vertical and horizontal segregation in all occupations and sectors.

“ *In the Research note [Tackling the gender pay gap: not without a better work-life balance](#), EIGE recalls that the gender pay and pension gap is a subtle form of inequity which accumulates over the years and is caused by the clustering of women in underpaid feminised professions, the lack of women enrolling in STEM courses, and the absence of women in big companies offering generous pay structures.* ”



<sup>12</sup> Eurostat data; [https://ec.europa.eu/eurostat/statistics-explained/index.php/Gender\\_pay\\_gap\\_statistics](https://ec.europa.eu/eurostat/statistics-explained/index.php/Gender_pay_gap_statistics)

Even though in most of the EU countries, teachers' salaries are fixed and based on state salary grids, male teachers usually advance in their career faster than their female colleagues (due to career breaks or part-time work taken more often by women due to caring responsibilities), they are more present in better-paid and higher-status positions, and they are often given extra-curricular opportunities to earn more. Such arrangements result in significant gender pay and pension gaps in the sector. Horizontal segregation in the teaching profession also contributes to the gender pay gap as teaching in primary and ECE sectors where the majority of education personnel are women, is in many countries undervalued and paid less than other education sectors. Among other reasons for the gender pay and pension gap in the education sector, the following ones can be highlighted:

- Part-time work due to difficulties to balance work and family life;
- Persistent glass ceiling limiting higher earnings potential among female education personnel and gender stereotypes in society;
- Women feeling lack of management skills and reluctance to come forward for leadership positions.

Education trade unions play a key role in addressing the gender pay gap through collective bargaining and the creation of specific tools such as workplace equality plans. Even though, provisions for equal pay of women and men in the education sector exist in Europe, the low valorisation of the teaching profession and challenging working conditions have a strong negative impact on gender equality in the education sector. By lobbying for higher salaries and better working conditions in the education sector, education trade unions aim to close the pay gap between the education sector and other industries and to obtain higher salaries and better working conditions for the predominantly female teaching force.

# GENDER PAY AND PENSION GAP

Challenges	National/Local level actions	European level actions
<p><b>Horizontal segregation in the teaching profession</b> contributes to the gender pay gap as teaching in primary and ECE sectors where the majority of education personnel are women, is in many countries undervalued and paid less than other education sectors</p>	<ul style="list-style-type: none"> <li>Act towards emphasizing and enriching the skills content of the teaching profession as well as ensuring that all teacher education leads to a full Master degree in order to offer better career and salary paths and opportunities for women in the education sector</li> <li>Raise awareness among their members and the public about the historical gender pay and pension gaps and educate them on how to address the various causes of this gap (horizontal and vertical segregation in the education sector), work-life balance, precarious and part-time employment, etc.</li> <li>Initiate actions to increase the number of female candidates in senior academic leadership positions</li> </ul>	<p><b>ETUCE commits to promoting equal pay in all education sectors, as well as following and assessing international and EU developments and ETUC actions on the reasons and links between labour market segregation and gender pay gap across the European region</b></p> <p>Other ETUCE actions include:</p> <ul style="list-style-type: none"> <li>Raising awareness on the gender pay and pension gap as a complex issue interlinked with other gender inequalities, including horizontal and vertical segregation in the education sector, work-life balance, precarious and part-time employment, and others.</li> <li>Disseminating statistics on percentages of men and women in senior positions at all levels of education across Europe</li> <li>Seeking an opportunity to develop a study on the implementation of the principle of equal pay for work of equal value in the education sector</li> <li>Continuing to lobby the European institutions in favour of a Master level of education for all teachers in all education sectors, giving them access to PhD studies and providing all teachers regardless of their gender with equal career opportunities</li> </ul>
<p>Male teachers usually <b>advance in their career</b> faster than their female colleagues (due to career breaks or part-time work taken more often by women due to caring responsibilities)</p>	<ul style="list-style-type: none"> <li>Collaborate with research institutions and civil society organisations with the view to conduct research on the causes of gender pay gap</li> <li>Lobby the government for legislation which require the equal sharing of caring responsibilities between both parents (e.g. mandatory non-transferable parental, paternity and maternity leaves)</li> <li>Lobby the government to consider parental leave for career progression rather than consider it as time off work</li> </ul>	
<p>There are fewer men than women in the teaching profession on average, so they are <b>more present in better-paid and higher-status positions</b>, and they are often given extra-curricular opportunities to retain them in the profession</p>	<ul style="list-style-type: none"> <li>Negotiate with education employers pay transparency agreements at regional, national and institutional level</li> <li>Lobby and promote raising the status of the teaching profession in order to make it more attractive for both women and men</li> <li>Monitor regularly the implementation of the principle of equal pay for work of equal value in the education sector and conduct surveys on the annual pay of affiliates</li> <li>Collect gendered data on other elements of pay which might be offered in the teaching profession</li> </ul>	

## GENDER-BASED VIOLENCE AND HARASSMENT

Gender-based violence remains a serious and highly unreported problem in Europe: according to the [study](#) on violence against women by FRA, one in three women (33%) in the EU has experienced physical and/or sexual violence since she was 15 years old. On 21 June 2019, the 108th Centenary ILO voted in favour of the new [Convention and Recommendation on Violence and Harassment in the World of Work](#) which sets out to protect all workers in both public and private sectors.

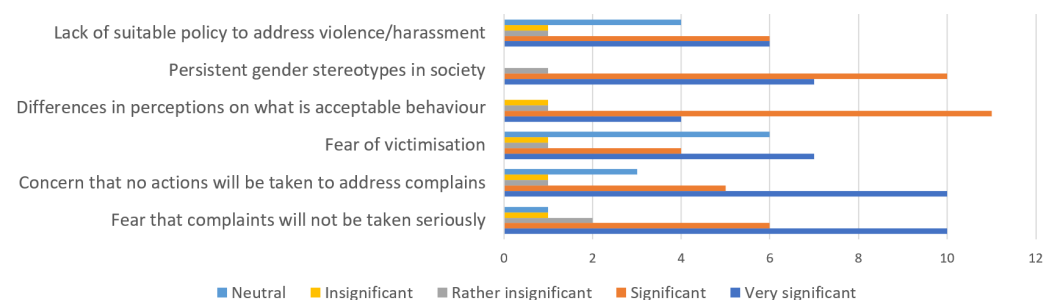
While violence and harassment against women has been a long-standing concern in the education sector, the #MeToo movement and new technological challenges (e.g. cyber-bullying) have brought this topic increasingly into prominence. Across Europe, teachers receive threats of violence from students, parents and other staff members but are reluctant to report such incidences as they fear that their claims will not be taken serious or will result in inaction. Cyberbullying and online violence as well as being a tool used to bully teachers themselves, have an increasingly strong impact on students that teachers have to deal with.



A particular role is played by education trade unions in addressing the growing issues of gender-based violence and cyber-bullying, organising the prevention work, and ensuring safe and secure learning and teaching environments for all students and education personnel, based on mutual respect, trust and universal values. Such work can include influencing national legislation, recognising these issues in collective bargaining and working with governments and education authorities to address the treatment and prevention of such forms of bullying and harassment in legislation, as well as awareness raising on the issue within schools, in particular, with students and parents, and in wider society.

ETUCE actively and continuously supports its member organisations in the prevention and combatting of gender-based violence and harassment in the education sector: this issue is addressed among other things in the Joint Implementation Guide of the Multi-Sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work '[How to Prevent and Mitigate Third-Party Violence and Harassment in Schools](#)' (2012), and the joint ETUCE/EFEE development of an Online Interactive Risk Assessment for the Education Sector in the framework of the [OIRA project](#) (2018-2019).

**Main reasons why gender-based violence in education workplaces is seen to persist**



[ETUCE survey on Gender Equality within education trade unions, the teaching profession and social dialogue](#) (2019)

# GENDER-BASED VIOLENCE AND HARASSMENT

Challenges	National/Local level actions	European level actions
<p>Gender-based violence in education institutions has a <b>damaging effect on the learning environment</b> of students and the <b>working environment</b> of teachers, academics, and other education personnel, leading to burn-outs and psychological traumas</p>	<ul style="list-style-type: none"> <li>Promote and lobby for the implementation of the <a href="#">ILO Convention and Recommendation on Violence and Harassment in the World of Work</a> in the context of gender-based violence in education</li> <li>Promote the implementation of the <a href="#">European Social Partners' Framework Agreement on Harassment and Violence at Work</a> at national and trade union level</li> <li>Establish dedicated gender equality departments which deal with reports on gender-based violence and harassment towards teachers, academics and other education personnel, provide guidance and legal support if necessary</li> <li>Negotiate in social dialogue for including the provisions on protecting teachers, academics and other education personnel from gender-based violence at the workplace</li> <li>Negotiate specific and joint guidelines on how to implement the European instruments addressing gender-based violence and harassment, including cyber-harassment, with employers in education at national level</li> <li>Negotiate for introducing an 'emergency leave' for victims of domestic violence in the collective agreements in the education sector</li> </ul>	<p><b>ETUCE commits to continuing to raise awareness on issue of gender-based violence against teachers, academics and other education personnel and to lobby education/employment authorities to consider it a health and safety issue at the workplace</b></p> <p>Other ETUCE actions include:</p> <ul style="list-style-type: none"> <li>Continuing the implementation of the <a href="#">ETUCE Action Plan on Preventing and Tackling Violence in Schools</a>, as well as raising the awareness of member organisations on this policy document</li> <li>Monitoring and addressing the impact of digitalisation on the gender equality and education by raising awareness about the effect of cyber-harassment and cyber bullying on teaching and learning environments</li> <li>Promoting and lobbying for the implementation of the <a href="#">ILO Convention and Recommendation on Violence and Harassment in the World of Work</a> in the context of gender-based violence in education in all countries of the European region</li> <li>Encouraging and supporting the dialogue of European and national actors in education with global and national service providers of media and information policies to seek ways to set up sustainable technical measures to prevent and avoid gender-based cyber-harassment</li> </ul>
<p>The <b>use of social media and other digital tools</b> to harass education personnel and students and also to spread the recordings of the attacks, is among the most problematic forms of gender-based violence</p>	<ul style="list-style-type: none"> <li>Strengthen the engagement with families to work on preventing the cyber-bullying and cyber-harassment</li> <li>Lobby for including the issue of the prevention of gender-based harassment and violence at school, including the prevention of cyber-harassment, as part of the teacher initial and continuous professional development</li> </ul>	
<p><b>Under-reporting of gender-based violent incidents</b> aimed at education personnel (from education institution leaders, parents, students, etc.) and students is widespread in Europe</p>	<ul style="list-style-type: none"> <li>Raise awareness of education personnel on gender-based workplace-related discrimination, violence and harassment through organising training and workshops for trade union's members</li> <li>Lobby the government and education authorities to implement a law that would hold parents' responsible for violence, including gender-based violence, committed by their children</li> </ul>	
<p>In some countries, gender-based bullying, harassment, and psychological abuse <b>are not considered to be acts of violence</b> and are not covered by legislation</p>	<ul style="list-style-type: none"> <li>Collaborate with other trade unions and civil society for raising the awareness of the public on gender-based violence and lobbying policy-makers and education employers for comprehensive regulations (in particular, for education institutions) that would cover not only physical violence, but also bullying, harassment, and psychological abuse</li> <li>Promote the adoption of guidelines on how to develop comprehensive education institution action plans and policies (including training, risk assessment, mediation and victim support), which encompass all types of violence and harassment</li> </ul>	

# GENDER-BASED VIOLENCE AND HARASSMENT

Challenges	National/Local level actions	European level actions
<p>In some countries, <b>it is a cultural problem</b> based on sexist stereotypes (e.g. children's school books contain references to gender-based violence and harassment)</p>	<ul style="list-style-type: none"> <li>▪ Monitor the curricula and teaching and learning materials to remove any references to gender-based violence and harassment</li> <li>▪ Promote classes on democratic values, equality and diversity for both students and parents</li> <li>▪ Lobby education authorities for funding employee assistant programmes: putting in a place a 'person of confidence' for each education institution to support teachers, academics and other education personnel who experience gender-based violence</li> <li>▪ Promote inclusion of teaching about healthy and safe relationships (including sex education) and the impact of gender-based violence and harassment, in the curricula</li> </ul>	
<p><b>Lack of guidance in schools:</b> school management is often not aware of an appropriate way to react to gender-based violence and harassment towards the education personnel and opt out for the neutral position</p>	<ul style="list-style-type: none"> <li>▪ Promote clear regulations and mechanisms of reporting gender-based violence at school and exchange good practices with other trade unions in that regard</li> <li>▪ Prepare practical and concrete guidelines for teachers, academics and other education personnel on ways to prevent, react and sanction gender-based violence and harassment in the education institution</li> <li>▪ Negotiate for creating a team of experts (e.g. psychologists) in every education institution to effectively deal with the issue of gender-based violence towards education personnel and students</li> <li>▪ Ensure that all education personnel are aware of legal information regarding gender-based violence at the workplace</li> </ul>	
<p><b>Domestic gender-based violence</b> often causes violence in the workplace and education institutions</p>	<ul style="list-style-type: none"> <li>▪ Promote a whole-institution approach of collaborating with families, social services and local community to address the issues of domestic and education institution-based violence and harassment</li> <li>▪ Work with media, parents and civil society with the view to combat gender-based violence and harassment inside and outside of education institutions</li> <li>▪ Lobby the government to ratify the <a href="#">Istanbul Convention on preventing and combating violence against women and domestic violence</a> by all European countries</li> </ul>	



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