



European Trade Union Committee for Education
Comité Syndical Européen de l'Education

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ETUCE SURVEY

on gender equality in the education sector, the teaching
profession and within teacher trade unions

Preliminary version
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Contents

1. Introduction	4
2. Methodology and response results	5
3. Female teacher trade union membership	5
4. Women representation in teacher trade unions' constitutional bodies and decision-making positions	6
4.1. Unions' highest decision-making body: Congress, Convention or General Assembly.....	7
4.2. Women representatives at the ETUCE General Assemblies and Council meetings	9
4.3. Unions' second highest decision-making body: Executive Committee	10
4.4. Unions' third highest decision-making body: management committee	11
4.5. The positions of General Secretary, deputy General Secretary and President	11
4.6. Unions' statutory (advisory) committees and their structure.....	12
4.7. Unions' working groups and their structure	13
5. Women representation in teacher trade unions' secretariats	13
5.1 Teacher unions as employers	13
5.2 Departments working exclusively with Gender issues	14
6. Trade union policies on gender equality.....	15
6.1 National Unions' awareness of the European social partners tools on gender equality.....	15
6.2 National Unions' policies on gender equality.....	16
6.3 Objectives and trends of the national unions' policies on gender equality.....	17
6.4 Measures in favour of gender equality in the trade union structures.....	18
6.5 Measures in favour of gender equality in the teaching profession	19
7. Trade union actions in favour of promoting gender equality which are not formerly included in a written policy.....	20
8. National policies and/or legal frameworks promoting gender equality in education	21
8.1 Overall national policies and/or legal frameworks on gender equality	21
8.2 Specific national policies on gender equality in the education sector	24
9. Gender balance in the teaching profession: recruitment, career development and working conditions.....	24
Annexe I: Tables	28
Table 1: Female teacher unions' membership	5
Table 2: Comparisons between the percentages of women members of the Union and the percentage of women delegates in the highest decision-making body	7
Table 3: Women representatives at the ETUCE main decision making body and the ETUCE main consultative body	9

Table 4: Teacher unions' Executive Committees' structure	29
Table 5: Teacher unions' Executive Committee structures and deputy chairpersons	30
Table 6: Teacher unions' Management Committee structures	31
Table 7: Percentage of women holding the positions	11
Table 8: View of the positions of general secretary, deputy general secretary and president.....	33
Table 9: Unions' statutory committees and their themes and structures	34
Table 10: Unions' Working groups and their themes and structures.....	37
Table 11: Elected members in the Union secretariats.....	39
Table 12: Technical staff in the Union secretariats	41
Table 13: Proportion of women working in the unions' secretariats.....	14
Table 14: National teacher union awareness of the European social partners instruments on gender equality	43
Table 15: National teacher union policies on gender equality.....	44
Table 16: Objectives promoted by the Unions' gender equality policies.....	45
Table 17: Breakdown of mechanisms used in view of a successful implementation of gender equality policies	18
Table 18: Measures used for ensuring gender equality in the internal structures of the unions	19
Table 19: Measures promoted by the union written policies in favour of gender equality in the union structures	46
Table 20: Measures used for ensuring gender equality in the teaching profession	20
Table 21: Measures promoted by the union written policies in favour of gender equality in the teaching profession	47
Table 22: Policies in which Unions have incorporated a gender dimension	48
Table 23: National systems for promoting gender equality.....	50
Table 24: National systems for promoting gender equality in the education sector.....	53
Table 25: Assessment of the national systems for promoting gender equality in the education sector by the teacher unions participating in the survey	54
Table 26: Proportion of women employees in school leadership and teaching staff	55
Table 27: Proportion of women in teaching staff in pre-school and primary education	55
Table 28: Basis for promotions, salary increases and/or career developments	56

1. Introduction

The current report presents the preliminary results of the ETUCE survey on gender equality in the education sector, in the teaching profession and within teacher trade unions in the EU/EFTA and candidate countries. This survey has been launched in December 2008 in the frame of a 1 and a half year project, implemented by the ETUCE on promoting women representation in teacher unions and their empowerment in their own profession.

It is well-known that the education sector's workforce has been and remains highly segregated across Europe, although in some countries there is a decrease in the gender segmentation. Women remain heavily under-represented in school leadership and other promotional positions, as well as in the trade union leadership and internal structures. In some countries, women under-representation at high level positions is leading, not directly but often with the same result, to a pay gap and even to a pension gap within the profession. In general, the gender pay gap is still 15% on average in Europe.

The ETUCE considers that data gathering is particularly important for providing a clear picture on where we stand now concerning workforce segregation in education in Europe. Furthermore, the ETUCE considers that looking into teacher unions own situation concerning gender equality as well as being transparent on such issues is of particular importance. In this sense, the ETUCE survey has tried to collect as many information from its member organisations as possible and to provide an illustrative picture of the state of gender equality within their own structures and in the education sector. The survey aimed at gathering not only the number of women representatives in various structures, but also how their representation is ensured, what policies are developed by the unions in that field or what activities help to gender mainstream policies and strategies.

By this report the ETUCE aims at identifying the obstacles preventing the achievement of a better and more dynamic working life for women in the education sector in Europe. Overcoming these obstacles will be beneficial not only for the empowerment of women in society but also for the improvement of general gender equality statistics. But most importantly, it will increase the status of the teaching profession and will promote an increase in teachers' remuneration and overall in the educational achievements of students.

Furthermore, raising awareness among national teacher organisations on these obstacles and helping them in becoming more pro-active in that field is also an objective of the current ETUCE project. Various legal and policy tools have been developed at EU level for the last 50 years. Several action plans, a Charter on Gender mainstreaming in trade unions and a Framework of actions on gender equality have been promoted by the European Social Partners at EU level. National teacher unions are also requested to implement these policy documents at both national and union levels. The results of the survey will help the ETUCE in providing guidance to its member organisations for a successful implementation of these policy documents.

2. Methodology and response results

The ETUCE Survey on gender equality gathered a satisfactory response rate of 32%, taking into account the length and level of difficulty of the survey questionnaire addressed to national teacher organisations. Out of the 110 ETUCE member organisations addressed by the survey, 35 responded to the questionnaire. SULF trade union from Sweden, representing higher education staff also answered the ETUCE survey, although HE sector was not covered because of the specificities this sector presents. Results provided by SULF are thus not included in the analysis of the survey results, but are provided in all tables for information.

It is important to be mentioned that the survey failed to represent all EU/EFTA and candidate countries. The 34 answers received at the ETUCE Secretariat cover 24 countries from the EU, including Norway and Switzerland. Additionally, answers were received from Scotland and Northern Ireland in the UK.

3. Female teacher trade union membership

From the data provided by the 34 responses, we could say that the survey covers approximately 3,000,000¹ individual affiliates, of whom 72% are women. It is worth underlying that **all of the member organisations who have answered the survey gather sex disaggregated statistics on their memberships.**

Table 1: Female teacher unions' membership

Country	Trade Union	Teacher union membership (total)	Number of female members	% of female members
Austria	GOED	230 144	119 413	51.88%
Belgium	COC	30 519	19 174	63%
Bulgaria	SEB	82 000	61 500	75%
Czech Republic	CMOS	40 701	31 258	77%
Cyprus	POED	5 487	4 883	89%
	OELMEK	5 900	3 700	62,70%
	KTOEOS	2 400	1 450	62%
Denmark	BUPL	53 601	46 096	86%
	DLF	94 019	63 887	68%
Estonia	EEMU			86%
Finland	OAJ	117 828	87 193	74%
France	SNEP	9 600	4 202	46,00%
	SNES	61 098	38 816	64%
Germany	GEW	248 793	172 045	69%
	VBE			68%

¹ 5 of the answers received only mention the percentage of female individual affiliates of the national trade union, without giving the total number of their membership

Greece	OLME	54 031	31 338	58%
Ireland	ASTI	18 161	12 349	68%
	INTO	37 892	31 554	83%
Italy	FLC CGIL			63%
Latvia	LIZDA	43 933	41 023	93%
Lithuania	CTUEW	1 200	1 050	88%
The Netherlands	CVNO	51 800	32 850	63%
Northern Ireland	UTU			
Norway	UEN	146 874	106 097	72%
Poland	Solidarność	700 000	420 000	60%
Portugal	FENPROF	58 759	47 569	80%
	FNE	30 000	n.a.	65%
Scotland	SSTA			62%
Slovenia	SVIZ	39 939		85%
Slovakia	ZPSaV NKOS	960	770	80%
Sweden	Lärarförbundet	175 229	145 018	83%
	SULF	19 402	7 022	47%
Switzerland	VPOD	35 000	16 800	48%
United Kingdom	NASUWT	274 911	196 561	72%
	NUT	292 238	222 218	76%
Total	34/110	2.943.017	1.992.762	72%

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

The general trend observed from **Table 1** above reveals that national teacher unions responding to the survey do represent more female than male members. In the case of 29 of the respondents, the percentage of female affiliates is above 60%. 10 of the responding trade unions represent more than 80% of women and it is LIZDA (Latvia) who represents the uppermost 93% of women. Only 5 teacher unions from the respondents indicate having a share of women's membership below 60%, from which 2 Unions are representing more men than women – SULF (Sweden) and VPOD (Switzerland).

It should however be noted that the lower numbers of women representation for some trade unions could be explained by the education sectors they cover, as for example GOED (Austria) representing VET education or SULF (Sweden) representing exclusively tertiary education.

A comparison could also be made between the “old” and the “new” member states, as far as women trade union membership is concerned. While in the first group presents an average of 68% of female affiliates per union, the latter has an average of 78%.

4. Women representation in teacher trade unions' constitutional bodies and decision-making positions

The ETUCE member organisations have been asked to present the latest figures in relation to the women representation in their decision-making bodies. The high

number of women in the teaching profession and within the trade union affiliation is not adequately represented in the unions' governing bodies or in posts with responsibilities, while in some cases a severe imbalance is observed.

4.1. Unions' highest decision-making body: Congress, Convention or General Assembly

As previously mentioned, the average share of women in membership could be estimated as 72% at the European level. However, one may notice that the percentage of women present at the last national teacher union Congresses/Conventions or General Assemblies in the countries providing information ranges around the average 54%.

Table 2: Comparisons between the percentages of women members of the Union and the percentage of women delegates in the highest decision-making body

Country	Trade Union	Female members as a % of all members	Existence of Congress Convention General Assembly	Frequency of meetings	% of women delegates at Congress	Increase in number of woman since the previous Congress
Austria	GOED		Yes	Every 5 years		
Belgium	COC	63%	Yes	Every 5 years		Yes
Bulgaria	SEB	75%	yes	Every 5 years	64%	No
Czech Republic	CMOS	77%	Yes	Every 4 years	66%	No
Cyprus	POED	89%	Yes	Every month	36%	No
	OELMEK	63%	Yes	Every 6 months	13%	Yes
	KTOEOS	62%	Yes	Every 2 years	58%	Yes
Denmark	BUPL	86%	Yes	Every 2 years	62%	Yes
	DLF	68%	Yes	Every 1 year	41%	Yes
Estonia	EEMU	86%	Yes	Once in 4 years	86%	No
Finland	OAJ	74%	Yes	Twice a year		Yes
France	SNEP	46%	Yes	Every 3 years		
	SNES	64%	Yes	Every 2 years	40%	Yes
Germany	GEW	69%	Yes	Every 4 years	45%	No
	VBE	68%	Yes	Every 4 years	35%	Yes

Greece	OLME	58%	Yes	Every 2 years	17%	Yes
Ireland	ASTI	68%	Yes	Every year		
	INTO	83%	Yes	Every year	61%	Yes
Italy	FLC CGIL	63%	Yes	Every 4 years	43%	Yes
Latvia	LIZDA	93%	Yes	Every 5 year	86%	No
Lithuania	CTUEW	88%	Yes	Every year	96%	Yes
The Netherlands	CVNO	63%	Yes	Every 6 months	40%	No
Northern Ireland	UTU		Yes	Every year	72%	No
Norway	UEN	72%	Yes	On average every 3 years	68%	Yes
Poland	Solidarność	60%	Yes	Every year	49%	No
Portugal	FENPROF	80%	Yes	Every 3 years	60%	No
	FNE	65%	Yes	Every 4 years	61%	No
Scotland	SSTA	62%	Yes	Every year		
Slovenia	SVIZ	85%	Yes	Every 4 years	65%	No
Slovakia	ZPSaV NKOS	80%	Yes	Every 2 years	78%	Yes
Sweden	Lärarförbundet	83%	Yes	Every 3 months	65%	Yes
	SULF	47%	Yes	Every 2nd year	49%	Yes
Switzerland	VPOD	48%	Yes	Every 4 years	39%	Yes
United Kingdom	NASUWT	72%	Yes		45%	Yes
	NUT	76%	Yes	Every year	49%	Yes
Total	34	70%			54%	19 Yes

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 2 above provides for a comparison between the percentage of affiliates and the percentage of women present at the last unions' main decision-making bodies for each individual respondent of the survey. The general trend observed here is that figures on woman representation at the Congress/Convention or General Assembly are largely below the share that women hold within the union membership. For 15 Unions the difference observed equals or is higher than 20%.

In few particular cases, the difference in this representation could be exceptionally high, i.e. in the case of CVNO (the Netherlands), OLME (Greece) or OELMEK

(Cyprus). It is however worth mentioning that OLME presents an important increase in women attendance in Congresses since in 2005. At that time, the percentage of women represented was 13,7%, while it reached 17% at the 2007 Congress of the Union.

For other teacher unions the two percentages are very closely following each other. We could indicate as example BUPL (Denmark), EEPU (Estonia), LIZDA (Latvia), CTUEW (Lithuania) UEN (Norway), FNE (Portugal) and ZPSaV (Slovakia). Furthermore, 19 teacher unions report that they have observed an increase in the women attendance at their highest decision-making body.

4.2. Women representatives at the ETUCE General Assemblies and Council meetings

Interesting results have been obtained from the data gathering of women participation in ETUCE statutory structures. The representation of women at the ETUCE General Assemblies and Council meetings between 2003 and 2008 has been assessed. As showed in **table 3**, women never represent more than 40% of all delegates in the meetings.

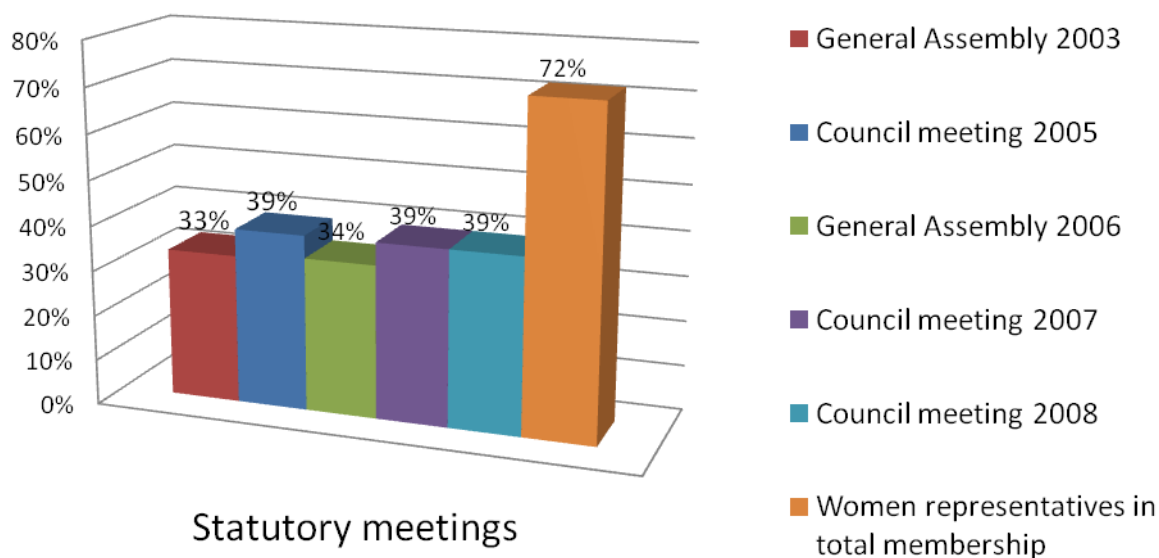
Table 3: Women representatives at the ETUCE main decision making body and the ETUCE main consultative body

Meeting	Year	Total	Number of men	Number of women	% of women representatives
General Assembly	2003	190	127	63	33%
Council meeting	2005	140	85	55	39%
General Assembly	2006	228	149	79	34.5%
Council meeting	2007	123	75	48	39%
Council meeting	2008	131	80	51	39%

Source: ETUCE archives

No progress is observed in women representation in the ETUCE main decision-making and consultative bodies. While it appears that more women representatives attend the Council meeting than the General Assembly, their participation has not increased at all during the last three meetings of the Council and has remained stable at 39% level. As far as the ETUCE General Assembly is concerned, an extremely slight increase of 1% has been observed between the meetings of 2003 and 2006. **Chart 1** bellow clearly illustrates the discrepancy in the representation of women in the total membership of the unions represented in the survey, in comparison to their presence as representatives at the ETUCE Council and delegates in the main decision-making body – the ETUCE General Assembly.

Chart 1: Women representatives at ETUCE structures - progress



Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009.

4.3. Unions' second highest decision-making body: Executive Committee

The ETUCE survey shows that the existence of Executive Committees is highly spread amongst national teacher unions, since 31 (91%) out of 34 member organisations indicate that they have an Executive Committee. For 50% of the member organisations the frequency of Executive Committee meetings is once a month or more. However, there is a wide variation amongst their practices - some member organisations hold meetings every week while other member organisations hold meetings only three times a year.

Tables 4 and 5 available under the annexes section reveal that 17 of the responding Unions have a man as a chair of the Executive Committee, while 14 have a woman (45%).

However, these figures do not give a reliable picture of the gender representation since 9 member organisations indicate that the chairperson changes either at every meeting or every year or that it is required for the new Chair to be of the other gender – rotation of genders. The ETUCE considers the latter as a recommendable practice which not solely ensures the presence of women at the chair position, but also promotes the necessary focus on gender issues as well as ensures the inclusion of topics women are concerned about in the agenda and discussions within that decision-making body. In average, from the unions which indicated having such Executive Committee (31 out of 34), 50% of the representatives in this body are women.

Furthermore, deputy chairpersons of the Executive Committee are elected in 26 out of 35 member organisations. The ETUCE survey shows that 19 men and 8 women hold a position as 1st deputy chairperson (30%). While men are overrepresented in the position of 1st deputy chairperson, the two genders are equally represented in the

position of 2nd deputy chairperson, whereas women constitute the majority in the positions of 3rd deputy chairperson.

4.4. Unions' third highest decision-making body: management committee

The ETUCE survey shows that the practice of having management committees is highly spread among the member organisations. In total 31 (89%) out of 34 member organisations indicate that they have a management committee.

84% of the member organisations who indicated that they have a management committee hold meetings every month or more. For one of the member organisations the frequency is every two weeks. **Table 6 included in the Annexes section** provides more detailed information on this issue.

The representation of women in this body is exceptionally variable within the different member organisations: i.e. from 0% in the case of CVNO-the Netherlands to 100% in the case of CTUEW-Lithuania (100%). The picture drawn is thus particularly multifaceted and figures are not easily comparable. However, as an average, women constitute 49% of the total number of members represented in the Management committees of the unions which answered that question.

4.5. The positions of General Secretary, deputy General Secretary and President

Out of the member organisations that have answered the related questions, there are respectively 80% having a general secretary, 14% having a deputy general secretary and 83% having a president. The percentage of women holding the different positions is illustrated in table 4 below.

Table 7: Percentage of women holding the positions

Position	Percentage of women holding the position	Trade unions holding such a position
General secretary	31%	9 out of 29
Deputy General Secretary	33%	5 out of 15
President	28%	10 out of 36

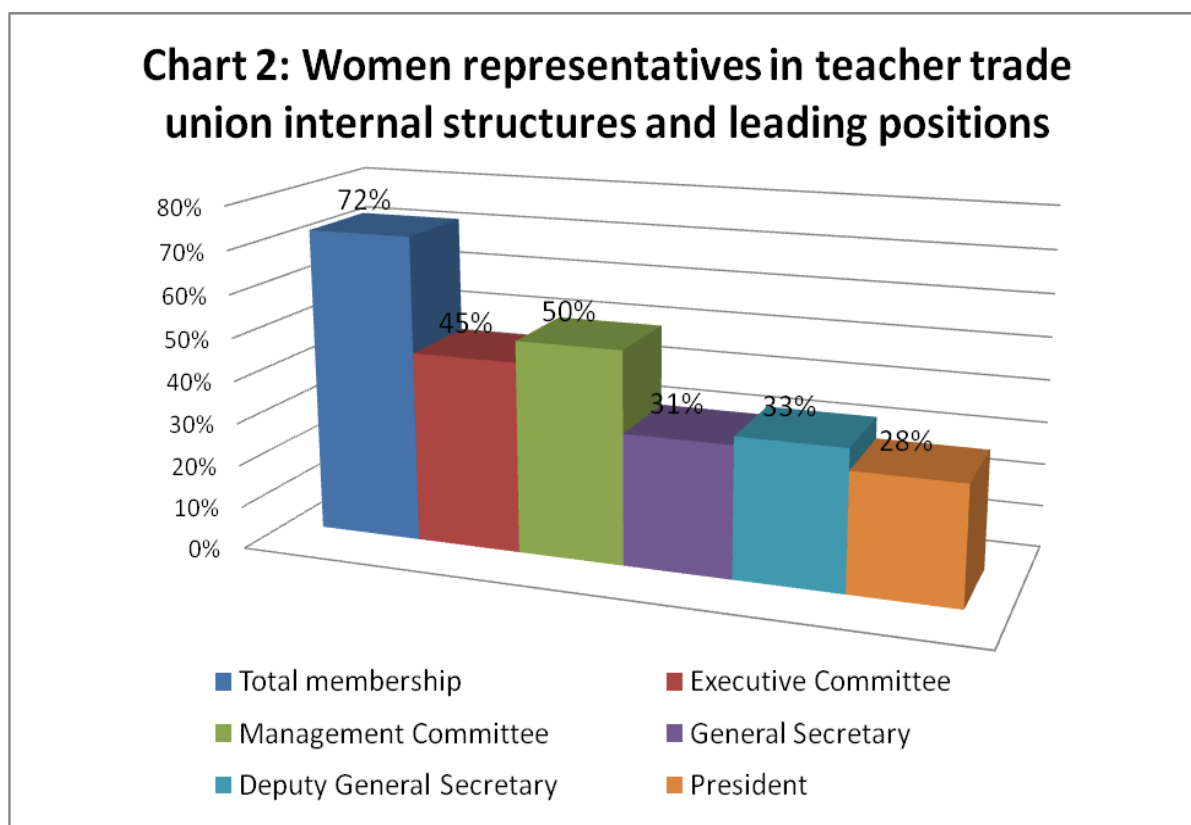
Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009.

It appears from the figures that women are again underrepresented in the leading positions of their unions. Additionally, it should be specified that only in 2 Unions, ZPSaV NKOS from Slovakia and SEB from Bulgaria, the 2 main leading positions of general secretary and president are currently held by women. Regardless of the importance and role of the position in the union, the data gathered in **table 8 (Annexes)** clearly show that in most of the Unions, with the exception of 7, there is no gender balance for the officers holding the 2 main positions.

In relation to the analysis of the representation of women in these key positions in trade unions, it is however worth mentioning that the status, role and responsibilities linked to the positions of general secretary and president vary significantly in the different unions. The situation strongly depends on the trade union traditions in the

given country. However, a general trend could certainly be identified: in the majority of the eastern European countries the union president holds the highest political power, while in many western European countries this is an honorary position and power is commonly held by the union general secretary.

Chart 2 below clearly shows the significant difference in the representation of women in their Union's decision-making bodies and leading positions compared to the average of women in the total membership of the unions, which is 72%.



Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009.

4.6. Unions' statutory (advisory) committees and their structure

Statutory committees are also well spread in the structures of the member organisations participating in the ETUCE survey. In total 21 (62%) out of 34 member organisations indicate that they have statutory committees. The frequency of their meetings varies from 1 per month to every 2 months or depending on the needs and issues discussed for few of them.

Table 9 available in the annexes section lists the names of and themes discussed by the statutory committees of the 21 unions holding such bodies. Despite their diversity which makes it difficult to precisely analyse the representation of women in these entities, several general trends could be identified:

- There is a clear traditional and strong representation and sometimes even exclusive presence of women in the Equality and Women Committees of all 21 unions. 100% of all members in the equality committee, including a chair position hold by a woman, could be underlined for both German unions VBE and GEW.

- 3 unions report having a committee dedicated exclusively to women issues and in all 3 cases the chair is a woman. Concerning the Equality Committees – among 8 unions having these committees, 6 are chaired by a woman.
- Committees dealing with Education Policies in almost all of the 21 represented unions are composed of fewer women than men. In some cases, women only represent 25% of the members of such committees, i.e. DLF, Denmark or FENPROF from Portugal. In the case of GEW, the union statutory committees at federal level are divided in terms of the level and nature of schools, i.e. primary schools, grammar schools, etc. It is worth mentioning that women are more numerous represented (81%) in the Primary schools committee or in the Special Pedagogical schools committee (75%), than in the Grammar School one (35%).
- Concerning the chairperson of the Education Committees, from 13 unions reporting to have a separate committee dealing with education issues, 8 are led by woman and 5 by men.
- Committees dealing with issues such as collective bargaining, salaries, pensions or health and safety issues women represent less than 30% of the total membership. Several examples of severe discrepancies could be mentioned: NASWUT (UK) union has 0% of women represented in their salaries, pensions and conditions of service committee; the same goes for their Health and Safety committee. The German VBE union reports having only 12% of women represented in the union's Professional Career Policy committee. Another example is the Danish DLF union where women represent only 25% of the collective bargaining and negotiation committee members.
- The situation regarding the chair positions of committees on working conditions appears to be more balanced in terms of gender representation.

4.7. Unions' working groups and their structure

The ETUCE survey also invited its member organisations to indicate their non-statutory groups, established occasionally for a short-term mission. 14 out of the 34 unions reported on such working groups/non-statutory committees. **Table 10 in the Annexes section** is listing their names and areas of work.

Again, a wide variety of working themes and issues could be observed. A common trend is that men are more often chairing working groups dealing with issues linked to principal teachers' interests, employment, social economic and political activities or collective bargaining (ASTI Ireland, FENPROF Portugal, FLC CGIL Italy or Solidarność, Poland). As far as women representation in the working groups is concerned, it is fair to underline that in these bodies their representation is much higher in average - reaching 60% - than it is for example in the Executive or management committees.

5. Women representation in teacher trade unions' secretariats

5.1 Teacher unions as employers

As employers, trade unions may also promote gender equality among their employees or take specific actions in order to encourage women to get involved in trade union

work. In the ETUCE survey questionnaire, a difference has been made between the elected and the not elected members of the trade union staff. With the exception of 1 Union, 33 teacher organisations provided information on the representation of women in their union secretariats as well as on departments in their organisations which were led by women. **Tables 11 and 12 available in the Annexes section** reveal the share of women both for the elected members and technical staff working in the trade union secretariats.

If in average elected women are working more in part time positions in their unions than full time, respectively 49% and 34%, it should be mentioned that situations amongst the different unions are particularly diverse. For 5 national organisations, the percentage of elected women working part time in the secretariat equals 100% (VBE, Germany; CTUEW, Lithuania; Solidarność, Poland; ZPSaV NKOS, Slovakia; Lärarförbundet, Sweden). Regarding the full time positions, elected women working in the secretariat represent only 30% or less of the total. As far as the technical not elected staff in union secretariats is concerned, in average women work more often in part time than in full time positions, respectively representing 86% and 77%.

Table 13 is illustrating the differences observed between the proportions of women present the union's secretariats as elected and as technical not elected staff members.

Table 13: Proportion of women working in the unions' secretariats

Position	Part time	Full time
Elected staff members	49%	34%
Non elected technical staff	86%	77%

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009.

5.2 Departments working exclusively with Gender issues

From the 34 unions included in the survey, 7 have a person or a department working exclusively on or holding a responsibility for gender issues (GOD, Austria; CMOS, Czech Republic; SNES, France, GEW, Germany, CTUEW, Lithuania, VOD, Switzerland and NUT, UK). 5 out of these 7 unions, report that the gender of the person responsible for the department is female.

The English Union NASUWT reports that although they do not have a specific department for gender issues, their Equality and Training Team is responsible for the Union's work on Gender Equality, while the National Official responsible for this team is a woman. The Bulgarian SEB union, as well as the Danish DLF union report that their gender activities are mainstreamed to all the departments in the Union, which explains the lack of a specific department dealing with gender issues.

Although it could be observed that unions from large countries represented in the survey are mainly the ones having a separate department on gender equality, there are exceptions to that rule. A smaller union such as CTUEW from Lithuania desires to enlarge its gender department and to allocate more human resources to gender issues.

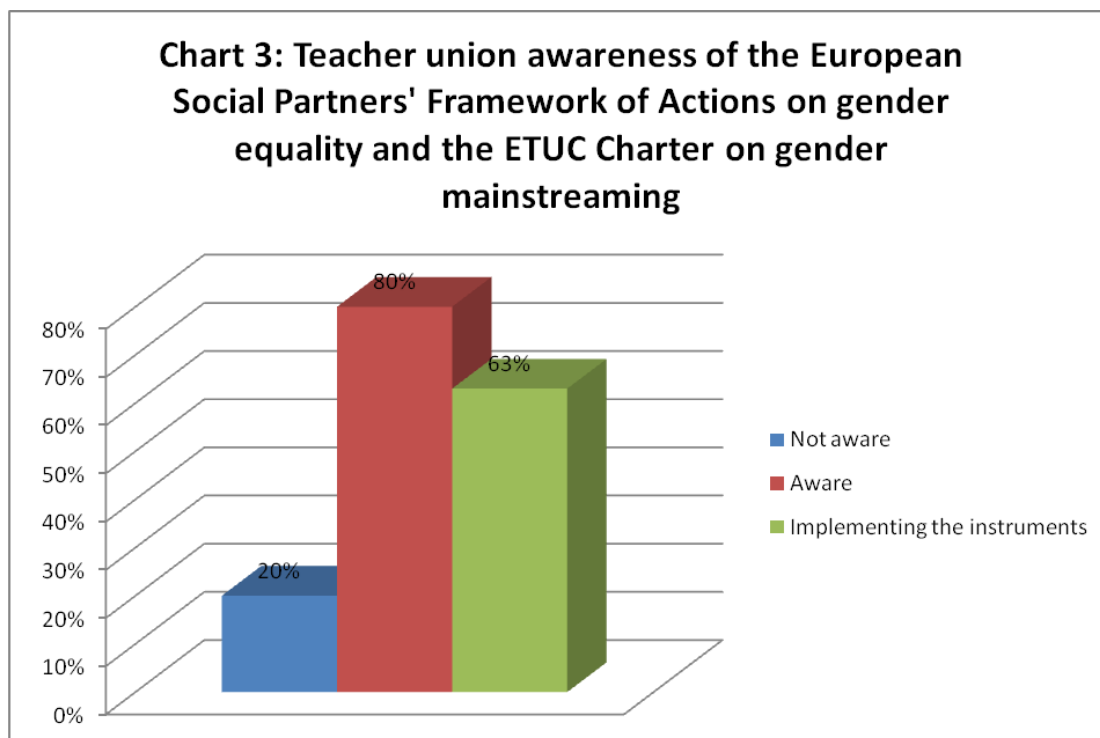
Concerning **cooperation of the gender department with the rest of the unions' internal bodies and structures**, 5 out of the 7 unions report that their department has an advisory status. Four unions explain that the work of this entity is carried out in close collaboration with the collective bargaining department (NUT, UK; VPOD, Switzerland, CTUEW, Lithuania and GEW, Germany).

4 out of the 7 unions are satisfied with the **financial and human resources** allocated to their gender equality unit – NUT, UK; VPOD, Switzerland, CMOS, Czech Republic and SNES, France. It is interesting to mention that 5 unions reporting not to hold a department or a person responsible for the gender issues have expressed their ambition to create such a structure or to see more resources allocated to the issue. The question of the need for a specific budget allocated to equality activities has also been raised.

6. Trade union policies on gender equality

6.1 National Unions' awareness of the European social partners tools on gender equality

The results from the ETUCE survey reveal that a majority of teacher organisations are aware of the existing European social partners instruments developed in order to promote gender equality. 80 % of the 34 unions participating in this survey declare themselves fully informed about the existence of both the 2005 Framework of Actions on Gender equality -signed by the European organisations of employers and employees in the frame of the European Social Dialogue- and the 2007 ETUC Charter on gender mainstreaming.



Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009.

Tables 14 and 15 in the Annexes section present the National teacher union's awareness of the European social partners' instruments and provide more details about their implementation by the unions.

Good example on gender mainstreaming:

A good example of a union strategy on how to progress towards a full and effective gender mainstreaming is the NUT work in this perspective. The Union has secured Government funding for a two year project called "Fairer Futures" which will allow NUT to give greater support to local equality representatives. The Union sees this group of local lay officers as the most strategic route to advance equal opportunities for teachers, members and young people.

The figures shown are encouraging. Indeed, 17 out of the 27 unions reporting being aware of the Framework of Actions inform that they have taken measures to implement the instrument. The situation is exactly the same as far as the ETUC Charter on gender mainstreaming is concerned. Chart 3 above presents these figures in a comprehensive way. The percentage of unions implementing the tools is calculated from the total number of unions aware of their existence.

Good example on promoting gender equality:

As part of their work on equality, the NASUWT union from the UK has tried to cover the priority areas of the European Social Partners Framework of Actions on Gender equality. The NASUWT has introduced the various initiatives, dealing with positive action training targeted at women members. These actions are aimed at increasing the participation of women members within the union or providing the Union's Equality Officers' with training courses addressing the principles and practices of encouraging greater participation of women members. Most importantly, an Annual Women Members Consultation Conference has been established, which helps direct the work of the Union. Additionally, a Women Members Advisory Committee which advises the Union on issues relating to Women's Equality has been set up. As far as the local level of Union representation is concerned, the introduction of the role of Local Association Equality Officer has been achieved. The majority of these local positions are ensured by women.

NASUWT has also negotiated a series of agreements on teachers' and head teachers' pay, working conditions and performance management. These agreements have had a positive impact on women teachers by taking into account the workload and working hours of teachers.

6.2 National Unions' policies on gender equality

Table 15 in the Annexes section resumes the situation in the unions concerning the unions' policies in favour of gender equality. The ETUCE survey questionnaire aimed at identifying how many unions have developed specific written policies on the issue, the date of their adoption and whether their current policy is a revised version of a previous document.

For 38% of the unions (13 organisations), a written gender equality policy is a reality. For 11 of these unions, their policy is a renewed version of an old policy, which started to be implemented back in the 80' or 90' for few of them. The Union which adopted its first gender equality policy very recently is FLC CGIL. Their policy dates back only to 2008.

Several of the 13 Unions explain that their policy is annually renewed and revised, but most often this revision takes place at the meetings of the highest decision making body of the Union. This is why it is particularly important that women members are well represented at these meetings. If up-to-date concerns and effective policy responses are to be put in the official union work programme, women representatives should have their word said at such meetings.

Good practice on the development of a gender equality policy for the union:

The German **GEW** union informed how their policy on gender equality is decided and put in practice within the Union. The most important document indicating the main lines of action are decided by the GEW Congress taking place every four years. On the basis of a particularly important decision taken by the GEW Congress in 1986, the GEW Gender equality department publishes a “Gender Report” for each Congress.

Additionally, for each Congress, several new motions are envisaged and presented for adoption. On the basis of Congress decisions, a work programme is elaborated within the Gender equality department in order to implement and to further develop the Congress decisions.

The GEW Congress in 2005 adopted the following objectives for action:

- Structure of women policy in GEW
- Coeducation and gender sensitive education
- Equality and anti-discrimination law education in schools, universities and research institutions.

6.3 Objectives and trends of the national unions' policies on gender equality

When it comes to the objectives which the Unions are aiming to achieve with their written policy, the ETUCE survey reveals that Union organisations are particularly eager to include a high number of themes and issues linked to women's concerns. All of the 7 objectives proposed in the questionnaire receive between 60% and 70% of coverage in the union policies. **Table 16 available in the Annexes table** presents in detail the different objectives covered.

From the responses received in relation to the various objectives proposed in the questionnaire, it appears that all 13 Unions disposing of a written policy are concerned about the gender equality situation within their own structures, membership and decision-making positions. Several unions indicate that they endeavour to also look at their profession and the education sector as a catalyst for gender equality in society in general. If one trend was to be mentioned, it would be that the earlier the union has started working on the issue, the more diverse are the topics covered in its policy.

In the case of few Unions, although no specific and written policy is dedicated to gender equality, various activities are undertaken in view of reaching the same objectives. In the case of NUT, there is no formal written policy. However, an Executive group called the Equality Audit Working Party which considers issues linked to gender exists and works towards achieving the same objectives. The Union's "Fairer Futures" Project has within its objectives targets such as the Promotion of gender equality within union membership and the Promotion of equal representation of women in internal structures.

In order to ensure the clearness and efficiency of one policy, it is important that a detailed work programme of the activities to be undertaken is accompanying it. 9 of the 13 Unions have been attentive to create such an official programme of actions which regulates the implementation of their national written policy. 11 among the 13 have been attentive to include mechanisms that ensure its good implementation. In most unions, there is a provision for the monitoring and follow-up of their policies (72%), as well as for the setting-up of a clear timetable for the implementation of both their policy and programme of actions (64%).

Table 17 indicates which of the various mechanisms for ensuring efficient implementation are used most by the organisations.

Table 17: Breakdown of mechanisms used in view of a successful implementation of gender equality policies

Type of mechanism	Targets	Timetable	Responsibilities on actors	Monitoring and follow-up	Assessment
% of use by national teacher unions	64%	64%	36%	72%	45%

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009.

A weak point for the implementation of written union policies appears to be their funding. According to the respondents, only for 5 out of the 13 unions (38%) having a written policy a specific budget heading in their union budget is allocated to the implementation of the action programme of their policy. Additionally, only 2 unions report having used external funding opportunities in order to finance the implementation of their policy. These two Unions are SEB, Bulgaria and GEW, Germany.

6.4 Measures in favour of gender equality in the trade union structures

From the questionnaire analysis, it appears that the unions having a written policy on gender equality (13 organisations) are very much concerned about the presence of women in their decision-making bodies and in their structures in general. Indeed, the measures used the most for the implementation of their union policies are those aiming at encouraging women to get involved in decision-making positions and those ensuring them a possibility to have a seat in these positions, covered up to 61.5% in average. **Table 18** reveals the percentages of use of the different measures proposed in the ETUCE questionnaire by the 13 union organisations concerned. **Table 19 in the annexes section** could be consulted for a complete presentation on these results union by union.

Table 18: Measures used for ensuring gender equality in the **internal structures of the unions**

Measure	Average use in %	Average score
Changes in statutes, i.e. quotas in elections	61,5%	3
Seats reserved for women in decision-making bodies	61,5%	3,25
Campaigns to encourage women to stand for decision-making positions	61,5%	3,125
Specific arrangements to facilitate participation in meetings, i.e. childcare facilities	61,5%	3,125
Dissemination of figures on decision-making broken down according to gender	54%	3,429
Changing work priorities in order to match female workers' interests	54%	2,857
Training in negotiation skills for the underrepresented gender	46%	3,167
Training in trade union activities and how to carry them out	46%	3

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009.

Unions were asked to rank the various measures they have put into practice, in order for the ETUCE to identify those that are the most efficient according to national organisations themselves. They were given the opportunity to score the measures according to their impact from 1 (very small impact) to 5 (very big impact). Although different national contexts require measures adapted to the particular country situation, it is considered useful to learn from each others' good practices.

Results from the union's assessment reveal that the dissemination of figures on decision-making broken down according to gender has had a significant impact at union level in the promotion of gender equality. This measure is closely followed by the one aimed at reserving seats for women in decision-making bodies. The two measures are scored respectively 3.429 and 3.25 of 5 in average.

Good practice on introducing measures aimed at ensuring gender equality in the union:

Lärarförbundet from Sweden has put in place a general policy aimed at ensuring that union workers with young children have the same rights and opportunities as others to make a career in the Union. This measure included in their written policy on gender equality is assessed as particularly efficient as it is score with a 5 (very big impact) by the union representative.

6.5 Measures in favour of gender equality in the teaching profession

Because a Union policy could not only aim at promoting gender equality internally in the organisation but also in the teaching profession, respondents were also asked to indicate which of the proposed measures they are putting in place to achieve this, as well as to score them (same system was used: 1-5 of 5). One may notice that several of the measures are very popular among the 13 unions possessing a written policy. The three measures used more often as revealed by the **table 20** are the following:

- Training and awareness for male and women union members on equal opportunities;
- Dealing with gender equality issues in collective agreements and
- Raising awareness and exchanging good practices on combating gender stereotypes in school.

When it comes to the efficiency of the measures, the picture is changed and those considered as having the biggest impact according to unions are:

- *Raising awareness and exchanging good practices on combating gender stereotypes in school and Campaigns to empower women and promote their presence at leading positions in the education sector* – both scored 3.8 of 5 in average.
- *Changing themes for negotiation in collective agreements to match female worker's interests* is also considered as efficient mean to promote women interests – scored 3.7 of 5 in average.
- *Training and awareness for male and women union members on equal opportunities* – scored 3.5 of 5 in average.

Table 20: Measures used for ensuring gender equality in the **teaching profession**

Measure	Average use in %	Average score
Changing themes for negotiation in collective agreements to match female worker's interests	54%	3,7
Dealing with gender equality issues in collective agreements	84,60%	3,1
Monitoring the implementation of provision on gender equality in collective agreements	38%	2,5
Training and awareness for male and women union members on equal opportunities	92%	3,5
Raising awareness and exchanging good practices on combating gender stereotypes in school	69%	3,8
Research on the causes and consequences of the feminisation of the teacher education	54%	3,2
Research on the obstacles and glass ceiling for women preventing them to reach leading positions in the education sector	61,50%	3,3
Research on the interests and needs of women and men working in the education sector	23%	3,3
Campaigns to promote men's presence in the profession	38%	3,2
Campaigns to empower women and promote their presence at leading positions in the education sector	61,50%	3,8

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009.

Table 21 available in the annexes section provides a full picture of the responses of teacher unions concerning the measures they use for promoting gender equality in the teaching profession as well as the scores they have put to each measure according to its efficiency.

7. Trade union actions in favour of promoting gender equality which are not formerly included in a written policy

Even though a written policy has not been put in place, Unions are still working on gender equality issues via separate activities or measures. 16 out of 34 (or 47%) participating unions are dealing with the issue in such a way. 41% of them (14 out of 34 organisations) are also working on gender mainstreaming or incorporating a gender dimension in their main union policies.

These figures are encouraging and show that national teacher unions are attentive to the gender issue and aiming to incorporate it in their various policies and activities. **Table 22 in the annexes section** provides information on the examples shared by the organisations participating in the ETUCE survey on policies where a gender dimension has been incorporated.

For example, SNEP from France has been developing a study on career opportunities and has been eager to learn more of the possible differentials existing between women and men in the teaching profession. Lärarförbundet from Sweden has been working on gender mainstreaming, aimed principally at achieving greater awareness on women concerns in the Union. The patriarchal structure of the Swedish society and traditional thinking among teachers is however presented as an issue encountered when such themes are promoted.

8. National policies and/or legal frameworks promoting gender equality in education

The ETUCE survey also aimed at identifying what are the various national legal and policy framework on promoting gender equality and most of all are teacher unions aware of what their national legislation offers. Alongside national legislation, the very extensive European legal framework on gender equality is particularly important. This EU legislation covers equal pay and equal treatment for men and women in employment, statutory social security, occupational social security schemes, self-employment and access to and the supply of goods and services. One of the objectives of the ETUCE project on gender equality is to inform its member organisations on this EU legislation in order to promote its full and efficient use by national teacher unions.

8.1 Overall national policies and/or legal frameworks on gender equality

The ETUCE considers it particularly important that national Unions are aware of the existence of such policy and legal frameworks and make the full use of what these tools offer for the promotion of gender equality in the teaching profession and in the education sector overall.

As mentioned in the methodology section of this report, the ETUCE survey is representative for 24 EU and EFTA countries. From the responses received, it appears that 22 out of these 24 countries (91.6%) do have an overall national policy or legal framework on gender equality. When Northern Ireland and Scotland are included in the calculations, the percentage of countries having such national policy is 88% (23 out of 26 countries).

Concerning the two missing countries, the Czech Republic and the Netherlands, the national unions reported not being aware of such legislation or national strategy on gender equality.

Table 23 available in the annexes section provides detailed information on the national systems for promoting gender equality included in this report.

8.1.1. National legal framework

All unions from the 22 countries have reported about their national **general law regulating gender equality** in all spheres. In most of the cases, this law is called Gender equality Act or Equal opportunities for women and men Act. The EU gender equality law, together with the EU anti-discrimination legislation, helped the evolvement of such national tools combating all kinds of discrimination and promoting equal treatment for all.

In the majority of cases, the legislation mentioned by the Unions is the most recent one available in their country. However, some Unions seem to follow closely its evolution in time. For example, BUPL from Denmark has provided information on their national legislation in the field since 1976, when a first Act banned discrimination in pay, and until 2000 when a national act on equality between women and men in society in general has been adopted.

It is also worth mentioning that in some countries unions are aware that their national legislation on gender equality is often transposing existing EU Directives in this field. For example, GEW from Germany informs about the new federal Law called “Equal Treatment Act” which entered into force in 2006 and transposes the EU anti-discrimination directives 2000/43/EC, 2000/78/EC, 76/276/EEC (amended by Directive 2002/73) and 2004/113/EC.

8.1.2. National policy framework

As far as the national **policy frameworks** are concerned, unions present a variety of strategies and bodies working in favour of equal opportunities for women and men.

Several countries indicate the existence of a **specialised body working on gender issues**:

- In Austria, a permanent Commission on equal treatment is active in the field of gender issues at federal level.
- In Cyprus, a national Agency for Women Rights exists.
- In France, a “High Level Authority against discrimination and for equality” has been established in 2004.
- In Italy, since 2007, a Department for public administration and gender equality has been established within the Ministry of reform and innovation. This department works in favour of putting gender equality into practice in public administration.
- In Slovakia, a national centre for gender equality has been established recently

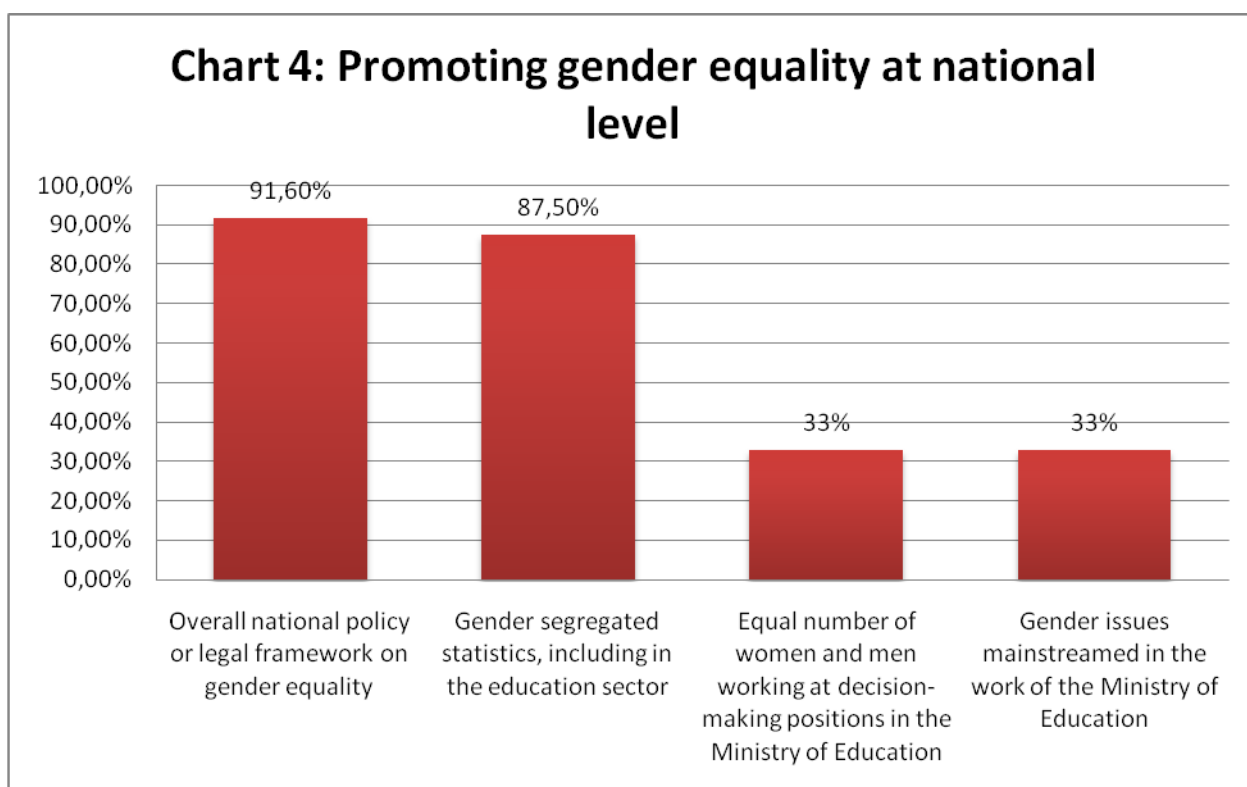
When it comes to **national policies or strategies** providing for action in favour of women, unions equally provide various examples:

- In Finland, a Governmental programme for Gender equality has been adopted and implemented in the period 2008-2011.

- In Greece, a Strategy for Gender Equality policies has been adopted in 2004, active in issues such as women employment, prevention of violence against women or the enforcement of women in decision-making.
- In Ireland, a National Women strategy is approved in 2006, under the general National Development Plan
- In Latvia, a gender mainstreaming Programme for the period 2007-2011 is succeeding to a previous one running between 2005 and 2006.
- In Slovenia, a national Programme for equal opportunities for women and men adopted in 2005 is currently running until 2013.

Concerning the collection of **gender segregated statistics** at national level, it appears that 21 out of the 24 countries (87.5%) collect such data, including in the education sector. When Northern Ireland and Scotland are included in the calculations, the figure is 22 out of 26 countries. For most of these countries, the statistics are gathered by:

- The national statistical office (62%);
- The national Ministry of Education (47.6%);
- Each education institution or the school master itself (14%).



Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009.

As far as the **national Ministries of Education and their work in favour of gender equality** are concerned, teacher Unions have been asked to assess both the presence of women in at decision-making positions in their Ministry and whether gender issues are sufficiently mainstreamed in the work of their Ministry.

Even though providing answers to these questions required the possession of information on how the national Ministry of education works, most of the unions participating in this survey tried to answer. It appears that in 33% of the countries (8 out of 24), national Ministries of Education are perceived as having an equal number

of women and men working at decision-making positions. Again for 33% of the countries, the national trade unions consider that gender issues are mainstreamed in the work of the Ministry of Education.

Chart 4 above provides a clearer view on the extend to which the basic requirements for a successful promotion of gender equality are covered in the countries.

When it comes to the presence of **single-sex schools** at national level, the ETUCE survey shows that only 7 out of the 24 countries do have such institutions (29%). However, in all 7 countries the number of these schools is insignificant with the exception of Ireland where it represents around 20 % of all schools. Single-sex schools however could be situated in all education levels. It is worth mentioning that such institutions are exclusively present in the “old” EU member states.

8.2 Specific national policies on gender equality in the education sector

When it comes to gender equality in the education sector, trade unions from several countries report that a specific national policy and/or strategy on how to ensure gender equality in sector have been adopted. More precisely, 10 out of the 24 countries of the report (41.6%) do indicate that such a specific programme for the promotion of gender equality in the education sector exists. **Table 24 in the annexes section** presents in detail which countries do have such a policy.

Nevertheless, when reading the comment from the national teacher unions, it appears that only 3 countries mention the name of the specific programme – France, Slovenia and Slovakia. In the case of the 2 latter ones, the specific programme is described as part of the overall national policy on gender equality which includes several activities focused at the education sector.

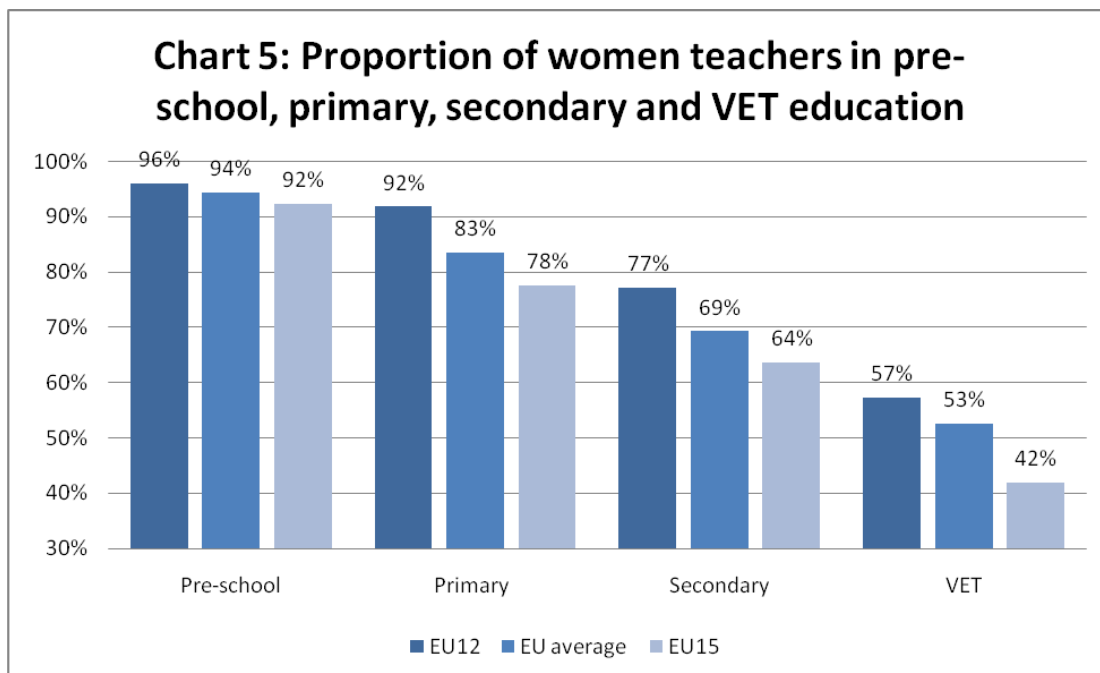
For two countries, Finland and the United-Kingdom, the national unions explain that the duty for providing equal opportunities in schools results from the national acts/laws providing for gender equality in general. In Portugal, the teacher union representing this country talks about separate measures adopted in favour of the promotion of gender equality in the sector.

9. Gender balance in the teaching profession: recruitment, career development and working conditions

Part 4 of ETUCE’s gender survey aimed at identifying at what point there is a gender imbalance of workers within the education sector, are there any career development differentials for women and men in the teaching profession, as well as are working conditions in schools having an impact on a career choice in the education sector.

As shown by **Chart 5** bellow, the proportion of women in teaching declines the higher the level of education is. While almost all teachers in pre-school education are women (94%), women represent half (53%) of all teachers in VET. The proportion of women teachers in primary education is significantly lower (average 83 %) compared to the average in pre-school education. This trend is even more pronounced in secondary education level, where women represent 69% of all teachers.

The percentages of women teachers in primary and secondary education have not changed radically since the ETUCE conducted a similar data gathering in 1995². While data is not completely comparable between the two surveys and the number of countries in the 1995 survey is low (only the 15 “old” member states were participating), the results of the surveys are quite alike. Proportion of women teachers in early childhood education in the 1995 survey was 93 % and 92 % in the current ETUCE survey. The proportion of women teachers in primary education in the 1995 survey was 74 % and 78 % in the current survey. While these numbers are uncertain and don’t offer proof of a trend, they do seem to indicate that the proportion of women teachers in pre-school and primary education has not changed much in the last decades.



Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Another noticeable trend is that women make out a greater part of the teaching personnel in the new member countries, than in the old³. Apart from pre-school, where the proportion of female teachers is close to equal, the difference in proportions of women teachers in EU-15 and EU-12 countries remains about 13 to 15 percent points.

Table 26 in the annexes section presents in details the figures provided by national unions on the proportion of women employees in school leadership and teaching staff, while table 27 presents the figures from the 1995 ETUCE data gathering.

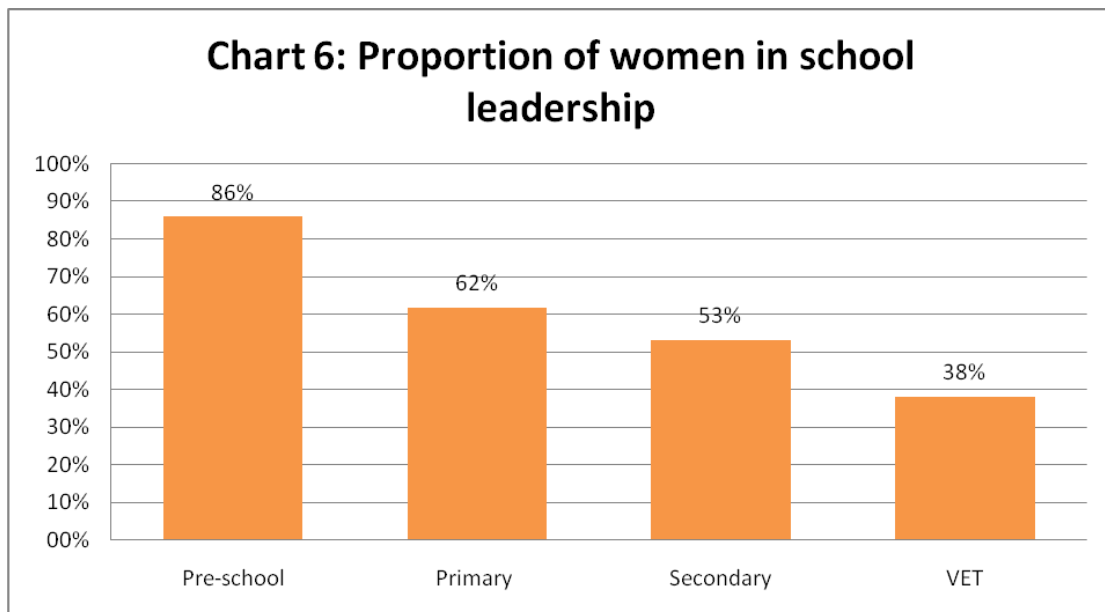
Chart 6 below shows that the proportion of women in school leadership also seems to decrease as the level of education rises⁴. If in the pre-school sector the presence of women in school leadership positions reflects more or less well the overall presence

² The ETUCE publication “Internal Report on the Feminisation of the Teaching Profession“ can be found here: http://etuce.homestead.com/Publications_until_2004/1996/1996_feminisation_eng.pdf

³ Unions representing 17 countries answered this question – 7 EU-12 countries and 10 EU-15 (plus Norway and N. Ireland).

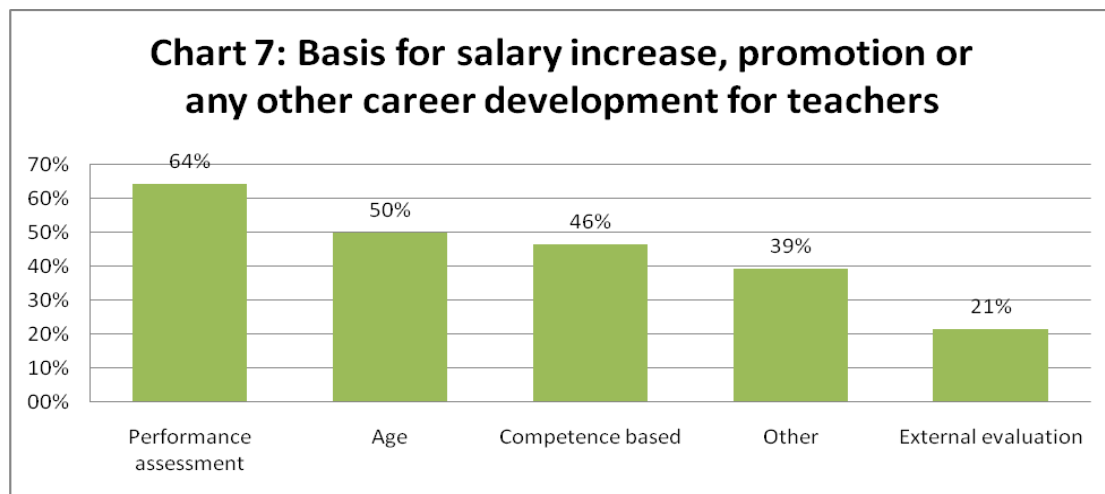
⁴ As only 8 countries were represented in the answers of this question, no comparison has been made between EU-15 and EU-12 countries.

of women in that sector as teaching staff (with differences of only 8%), the difference in the numbers regarding primary education for example is important – 83% of women teacher and only 62% of women school leaders.



Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

The participating member organisations were also asked whether or not a national recruitment strategy is applied in their respective countries. One fourth of the organisations (25%) that answered this question answered yes to this. Those organisations that answered yes were asked to inform about the specific nature of these recruitment strategies. Most of the Unions mention that measures and projects to ensure bigger proportions of male teachers are part of these strategies.



Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

About one in three of the participants also answered that at least one study, exploring the factors that affect an individual’s decision to choose teaching as a career, has been developed in their country. When asked to list some of the main results of these studies, several participants mention the perceived lack of status of the teaching

profession, while others mention the lack of career opportunities and lacking influence decision-making in the education system.

Chart 7 shows the results of the questionnaire question about the basis for a salary increase, a promotion or any other career development for women teachers in the respective countries. Organisations from 22 countries answered this question.

Most of the participating organisations report that assessment of performance serves as basis for a salary increase, promotion or other career development – 64%. About in half of the countries competence and age are indicated as factors influencing the career development or salary increase for a teacher (respectively 46% and 50%), while only 21 % states external evaluation. Several organisations also chose the category other, and were given the opportunity to describe these sources of basis for promotions etc. Most of these mention experience and seniority as basis for promotion, salary increase and/or career development.

It is also worth noticing that for 21% of the countries (6 countries), a salary increase or promotion could be based on external evaluation. These countries are Austria, Bulgaria, Czech Republic, France, Poland and Sweden. It could be interesting to explore the impact of the use of such external evaluation on women promotions and career development in the education sector.

20 % of the participating organisations answer that “studies exploring how working conditions⁵ in the education sector affect teacher recruitment and retention of teachers” has been implemented in their respective countries. Unfortunately, very few organisations chose to describe different trends occurring regarding women and men’s points of views. Some of the unions mention that women are more likely to suffer from work-related stress illnesses, while men are more often are unhappy with their salary levels and more often leave the teaching profession for more attractive positions.

⁵ These could be class sizes, induction programmes, administrative support availability, level of school autonomy, student discipline issues, lack of support from management, salaries, material and technical equipment of schools, etc.

Annexe I: Tables

Table 4: Teacher unions' Executive Committees' chairpersons

Table 5: Teacher unions' Executive Committee structures and deputy chairpersons

Table 6: Teacher unions' Management Committee structures

Table 8: View of the positions of general secretary, deputy general secretary and president

Table 9: Unions' statutory committees and their themes and structures

Table 10: Unions' Working groups and their themes and structures

Table 11: Elected members in the Union secretariats

Table 12: Technical staff in the Union secretariats

Table 14: National teacher union awareness of the European social partners instruments on gender equality

Table 15: National teacher union policies on gender equality

Table 16: Objectives promoted by the Unions' gender equality policies

Table 19: Measures promoted by the union written policies in favour of gender equality in the union structures

Table 21: Measures promoted by the union written policies in favour of gender equality in the teaching profession

Table 22: Policies in which Unions have incorporated a gender dimension

Table 23: National systems for promoting gender equality

Table 24: National systems for promoting gender equality in the education sector

Table 25: Assessment of the national systems for promoting gender equality in the education sector by the teacher unions participating in the survey

Table 26: Proportion of women employees in school leadership and teaching staff

Table 27: Proportion of women in teaching staff in pre-school and primary education

Table 28: Basis for promotions, salary increases and/or career developments

Table 4: Teacher unions' Executive Committees' structure

Country	Trade Union	Executive Committee	Frequency of meetings?	Chaired by a man or a woman?
Austria	GOED	Yes	1-2 times a year	Man
Belgium	COC	Yes	Every month	Man
Bulgaria	SEB	Yes	Once a year	Woman
Czech Republic	CMOS	Yes	Every second month	Man
Cyprus	POED	Yes	Every week	Man
	OELMEK	Yes	Every week	Man
	KTOEOS	Yes	Every month	Man
Denmark	BUPL	Yes	Every second month	Men/Woman
	DLF	Yes	Every month	Man
Estonia	EEMU	Yes	3 times a year	Woman
Finland	OAJ	Yes	Every month	Man
France	SNEP	Yes	Every 6 weeks	/
	SNES	Yes (National Bureau)	Every 2 weeks	No chair
Germany	GEW	Yes	3 times a year	Woman/Man
	VBE	Yes	/	Man
Greece	OLME	Yes	Every week	Man
Ireland	ASTI	Yes	Every 6 months or more frequently if required	Man
	INTO	Yes	Every 6 weeks	Man
Italy	FLC CGIL	Yes	Every month	Woman
Latvia	LIZDA	No	Every month	Woman
Lithuania	CTUEW	Yes	Every 3 months	Woman
Netherlands	CVNO	Yes	Every month	Man
Northern Ireland	UTU	Yes	Every month	Woman
Norway	UEN	Yes	Every month	Woman
Poland	Solidarność	Yes	Every 2 months	Man
Portugal	FENPROF	Yes	Every 3 months	Man
	FNE	Yes	Every 2 months	Man
Scotland	SSTA	Yes	Every quarter	Woman
Slovenia	SVIZ	Yes	Every month	Woman
Slovakia	ZPSaV NKOS	Yes	Every term	Woman
Sweden	Läraryrket	Yes	10 times a year	Woman
	SULF	Yes	Every second month	Woman
Switzerland	VPOD	Yes	4 times a year	Woman
United Kingdom	NASUWT	Yes	Every month	Woman
	NUT	Yes	Ten per year	Man

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 5: Teacher unions' Executive Committee structures and deputy chairpersons

Country	Trade Union	1st deputy	2nd deputy	3rd deputy	4th deputy	5th deputy
Austria	GOED	Man	Man	Woman	/	/
Belgium	COC	Man	Women	/	/	/
Bulgaria	SEB	Man	/	/	/	/
Czech Republic	CMOS	Female	Man	/	/	/
Cyprus	POED	Man	/	/	/	/
	OELMEK	Man	/	/	/	/
	KTOEOS	/	/	/	/	/
Denmark	BUPL	/	/	/	/	/
	DLF	Man	/	/	/	/
Estonia	EPU	/	/	/	/	/
Finland	OAJ	Woman	Woman	Woman	/	/
France	SNEP	/	/	/	/	/
	SNES	/	/	/	/	/
Germany	GEW	/	/	/	/	/
	VBE	Man	Man	Woman	Man	Man
Greece	OLME	Man	/	/	/	/
Ireland	ASTI	Man	/	/	/	/
	INTO	Woman	/	/	/	/
Italy	FLC CGIL	/	/	/	/	/
Latvia	LIZDA	Man	/	/	/	/
Lithuania	CTUEW	Woman	Woman	Woman	/	/
Netherlands	CVNO	Man	/	/	/	/
Northern Ireland	UTU	Man	Man	/	/	/
Norway	UEN	Man	/	/	/	/
Poland	Solidarność	Man	Man	/	/	/
Portugal	FENPROF	/	/	/	/	/
	FNE	Man	Woman	Man	/	/
Scotland	SSTA	Man	Man	/	/	/
Slovenia	SVIZ	Man	woman	/	/	/
Slovakia	ZPSaV NKOS	Woman	Woman	Woman	/	/
Sweden	Läraryrskförbundet	Woman	Woman	/	/	/
	SULF	Woman	Man	Woman	/	/
Switzerland	VPOD	Woman	/	/	/	/
United Kingdom	NASUWT	Man	Man	/	/	/
	NUT	Man	Woman	Woman	/	/

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 6: Teacher unions' Management Committee structures

Country	Trade Union	Management committee/ Board/National Secretaries	Frequency of meetings	Total number of members	Percentage of women from the total number
Austria	GOED	Yes	On demand	/	40%
Belgium	COC	Yes	Every 2 weeks	/	
Bulgaria	SEB	Yes	On average every month	11	64%
Czech Republic	CMOS	Yes	Once a year	82	66%
Cyprus	POED	Yes	On average every year	100	43%
	OELMEK	Yes	On average every 2 days	5	0%
	KTOEOS	Yes	On average every week	5	0%
Denmark	BUPL	Yes	On average every week	7	29%
	DLF	yes	On average every month	5	60%
Estonia	EEPU	Yes	Once a month	7	57%
Finland	OAJ	Yes	On average every second month	5	60%
France	SNEP	/	On average every week	12	17%
	SNES	Yes	On average every week	22	55%
Germany	GEW	Yes	On average every second week	8	50%
	VBE	Yes	/	7	86%
Greece	OLME	No	/	/	/
Ireland	ASTI	Yes	Every month	/	/
	INTO	No	/	/	/
Italy	FLC CGIL	Yes	On average every week	10	30%
Latvia	LIZDA	Yes	On average every month	53	87%
Lithuania	CTUEW	Yes	On average every month	7	100%
Netherlands	CVNO	Yes	On average every week	4	0%
Northern Ireland	UTU	No	/	/	/
Norway	UEN	Yes	Every 6 month	48	73%
Poland	Solidarność	Yes	On average every month or more frequently	17	42%

Portugal	FENPROF	Yes	On average every month	35	29%
	FNE	Yes	On average every week	14	36%
Scotland	SSTA	Yes	On average every 2 month	12	25%
Slovenia	SVIZ	Yes	On average twice a year	52	62%
Slovakia	ZPSaV NKOS	Yes	On average every month	13	85%
Sweden	Läraryförbundet	Yes	On average every month	6	83%
	SULF	Yes	On average every month	4	75%
Switzerland	VPOD	Yes	On average every month	8	50%
United Kingdom	NASUWT	Yes	On average every month	7	43%
	NUT	Yes	On average every month	10	60%

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 8: View of the positions of general secretary, deputy general secretary and president

Country	Trade Union	Is there a general secretary?	Is the general secretary a man or a woman?	Is there a deputy general secretary?	Is the deputy general secretary a man or woman?	Is there a president?	Is the president a man or woman?
Austria	GOED	Yes	Woman	/	/	Yes	Man
Belgium	COC	Yes	Man	Yes	Man	Yes	Man
Bulgaria	SEB	Yes	Woman	/	/	Yes	Woman
Czech Republic	CMOS	No	/	No	/	Yes	Man
Cyprus	POED	Yes	Man	Yes	Man	Yes	Man
	OELMEK	Yes	Man	Yes	Man	Yes	Man/Woman
	KTOEOS	Yes	Man	No	/	Yes	/
Denmark	BUPL	Yes	Woman	No	/	Yes	Man
	DLF	Yes	Man	Yes	Man	Yes	Man
Estonia	EEMU	No	/	No	/	Yes	/
Finland	OAJ	No	/	No	/	Yes	/
France	SNEP	Yes	Man	Yes	1 man/1 woman	/	/
	SNES	4 General Secretaries	2 men and 2 women	/	/	/	/
Germany	GEW	Yes	Man	No	/	Yes	Man
	VBE	Yes	Man	No	/	Yes	Man
Greece	OLME	No	/	/	/	/	/
Ireland	ASTI	Yes	Man	Yes	Man	Yes	Woman
	INTO	Yes	Man	Yes	Woman	Yes	Man
Italy	FLC CGIL	Yes	Man	No	/	No	/
Latvia	LIZDA	No	/	No	/	Yes	Woman
Lithuania	CTUEW	No	/	No	/	Yes	Woman
Netherlands	CVNO	Yes	Man	Yes	Man	Yes	Man
Northern Ireland	UTU	Yes	Woman	No	/	Yes	/
Norway	UEN	No	/	No	/	No	/
Poland	Solidarność	Yes	Man	Yes	Woman	Yes	Man
Portugal	FENPROF	Yes	Man	/	/	/	/
	FNE	Yes	Man	/	/	Yes	Man
Scotland	SSTA	Yes	Man	Yes	Man	Yes	Woman
Slovenia	SVIZ	Yes	Man	/	/	Yes	Woman
Slovakia	ZPSaV NKOS	Yes	Woman	Yes	Woman	Yes	Woman
Sweden	Läraryrket	Yes	Man	Yes	Man	Yes	Man
	SULF	Yes	Woman	No	/	Yes	Woman
Switzerland	VPOD	Yes	Man	Yes	Woman	Yes	Woman
United Kingdom	NASUWT	Yes	Woman	Yes	Man	Yes	Man
	NUT	Yes	Woman	No	/	Yes	Man

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 9: Unions' statutory committees and their themes and structures

Member organisation	Committee names	Themes/objectives	Chair	% woman
Belgium COC	Women's Committee	Gender	Woman	85%
	Young Representatives	Young staff related issues and role in TU	Woman	60%
	Recruitment committee	Attracting membership	Woman	45%
	Reflection Committee	General policy	Man	35%
Cyprus KTOEOS	Education Committee	Educational issues	Man	/
	Equality Committee	Gender equality	Man	/
	Environment Committee	Environment issues	Man	/
	Economy Committee	Financial issues	Man	/
Denmark BUPL	Salary negotiations	/	/	62%
	International affairs	/	/	29%
Denmark DLF	Educational policy	National educational questions. (Curriculum, guidance, evaluation, equality, school-home liaisons etc.)	Woman	25%
	Organisation and working environment	Developing the organisation, teacher's right as employees, teachers working environment in general, violence against teachers.	Woman	43%
	Collective bargaining and negotiation	Collective bargaining about wages and working time	woman	25%
Finland OAJ	Education	/	Woman	77%
	Working conditions	/	Man	54%
	Organisation	/	Man	69%
	Economy	/	Woman	43%
Germany GEW	FEGC Economic Schools	/	Woman	29%
	FEGC Social Pedagogic Professions	/	Man	75%
	Federal Committee of Female Students	/	Woman/ Man	26%
	Federal Committee of Female Pensioners	/	Man	56%
	FEGC Comprehensive Schools	/	Woman	41%
	FEGC Secondary Modern Schools	/	Woman	29%
	FEGC Grammar Schools	/	Woman	35%
	Federal Committee Young GEW	/	Woman/ Man	52%
	Federal Office for Legal Protection	/	Man	29%
	FEGC Adult Education	/	Man	40%
	BAMA	/	Man	36%
	FEGC Vocational Schools	/	Woman/ Man	29%
	Federal Committee of Women	/	Woman	100%
	FEGC of Universities and Research	/	Woman/ Man	29%
	FEGC Secondary General School	/	Man	36%
FEGC Primary Schools	/	Woman	81%	

	FEGC Special Education Professions	/	Woman	75%
	FEGC School Supervision and Administration	/	Man	14%
Germany VBE	Education Policy	/	Man	36%
	Professional Career Policy	/	Man	12%
	Equality	/	Woman	100%
Greece OLME	Centre for research and documentation of OLME	Educational professional	Man	22%
Ireland ASTI	Equal opportunities committee	Promotion of equal opportunities	Woman	25%
	Education committee	Promotion of educational services and teachers professional development	Woman	37%
	Trustees	/	/	/
	Sickness benefit fund	/	/	/
Ireland INTO	Benefit funds	/	Woman	60%
	Education	Education	Woman	44%
	Equality	Equality	Woman	94%
	Principal teachers	School leadership	Woman	27%
Italy FLC CGIL	Public school	/	Men	55%
	Private school	/	Men	43%
	University		Woman	25%
	Research		Men	39%
	High level musical training		Woman	37%
	University Professors Forum	Politics, reforms	Men	48%
	VET	/	Men	48%
Northern Ireland UTU	Education and policy	/	Woman	/
	Organisation and membership	/	Man	/
	Political and equality	/	Man	/
	International relations	/	Woman	/
Norway UEN	Pay and income policy	/	Woman	56%
	Education policy	/	Man	67%
	Organisation policy	/	Woman	50%
	Sami policy	/	Woman	83%
Portugal FENPROF	Organisation	/	Man	16%
	Legal department	/	Man	40%
	Education policy	/	Man	25%
	Education sectors	/	Man	70%
	International Affairs	/	Man	25%
	Teacher training	/	Man	66%
	Special Education	/	Man	71%
	Leadership/management	/	Woman	42%
	Public competitions	/	Woman	71%
Scotland SSTA	Education	Curriculum, etc.	Woman	40%
	Salaries / conditions	Teacher conditions of work	Man	40%
Slovenia SVIZ	Supervision committee	Supervision financial operation	Man	67%
	Committee for constitution matters and complaints	Accepting and deciding on different complaints from members	Man	40%
	Healthcare helping fund	Organising humanitarian actions and helping our members with money for medicine or surgeries	Woman	86%
Sweden Lärarförbundet	Equality committee	Gender and other equality issues	Woman	73%

Sweden SULF	Professors	Issues concerning the group	Woman	40%
	Senior lectures and researchers	Issues concerning the group	Man	60%
	Junior lectures	Issues concerning the group	Woman	80%
	Doctoral candidates	Issues concerning the group	Man	35%
Switzerland VPOD	Education, Training and Science.	Education	Woman	50%
United Kingdom NASUWT	Salaries, pensions and conditions of service	Direct the work of the union on pay and conditions	Man	0%
	Education committee	Directs the work of the union on educational policy	Man	40%
	Equal Opportunities Committee	Directs the work of the union on the equal opportunities issues within the union, education sector and wider society.	Woman	67%
	Trade union education and training committee	Oversees the design and delivery of the union's training programme.	Man	13%
	Recruitment committee	Focuses on the trade union organisation and recruitment of members.	Woman	38%
	Legal aid, services and central benevolent committee	Oversees the legal work of the union and the union's benevolence fund.	Man	16%
	Health and safety committee	Directs the work of the union on health on health and safety issues.	Man	0%
	Woman members advisory committee	Advice union on the issues relating to woman's equality.	Woman	100%
	Lesbian, gay, bisexual and trans members advisory committee	Advice union on issues relation to LGBT equality.	Man	33%
	Black and minority ethnic members committee	Advise union on the issues relating to BME teacher equality.	Woman	77%
	Disabled members advisory committee	Advice union on the issues to disabled teachers equality.	Man	44%
	Young members advisory committee	Advise union on issues relating to young members equality.	Woman	55%
United Kingdom NUT	Education and equal opportunities	Education policy, equal opportunities, professional development courses for members, responses to government proposals.	Woman	50%
	Organisation and administration	HR function, IT department, organisation of the union's annual conference each year.	Woman	43%
	Membership and communications	Recruitment and retention of members, training courses for union officers, membership services.	Man	30%
	Salaries superannuation and conditions of service	Pay policy, pensions' policy, collective bargaining, health and safety policy, conditions of service.	Woman	21%

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 10: Unions' Working groups and their themes and structures

Member organisation	WG names	Themes/objectives	Chair	% woman
Belgium COC	Rationalisation WG	Rationalisation HE	Man	15%
	Blueprint Sec. Ed	New structures secondary education	Woman	45%
Denmark BUPL	Different contemporary names	On different contemporary issues	/	50% in general, but not fixed
Estonia EPU	General education	/	Woman	86%
	Vocational education	/	Woman	81%
	Pre-school education	/	Woman	100%
	Russian-medium schools	/	Man	89%
France SNEP	Careers	Staff/civil servants/status and career	Man	40%
	Education	Follow up of policies and life of education institutions	Woman	30%
	Trade union life	Trainings for affiliates / internships	Man	43%
	IT/Secretariat and administration	Internal management	Man	0%
Ireland INTO	Rules review	Union rules	Man	47%
	Working together	Working relations	Man	54%
	Probation	Teacher probation	Man	40%
Ireland ASTI	Community and comprehensive	Promote interests of members in C&C schools	Man	25%
	Non-permanent	Promote interests of P/T teachers	Woman	50%
	Principals	Promote interests of principals teachers	Man	29%
Italy FLC CGIL	Social situation	Political, economic and social activities as well as human resources - evaluation of results achieved from a social point of view	Man	63%
	Immigrant children	Integration	Men	75%
Latvia LIZDA	Preschool	According to the work plan	Woman	100%
	General education	According to the work plan	Woman	100%
	Special education	According to the work plan	Woman	100%
	Vocational education	According to the work plan	Woman	100%
	Headmasters	According to the work plan	Woman	80%
	Higher education and science	According to the work plan	Woman	85%
	Hobby education	According to the work plan	Woman	85%
School nurses	According to the work plan	Woman	100%	

Poland Solidarność	Collective bargaining	/	Man	1%
	Media	/	Man	2%
	International affairs	/	Woman	45%
Portugal FENPROF	Employment	/	Man	57%
	Services (i.e. Insurances)	/	Man	17%
	Retired	/	Woman	71%
Scotland SSTA	Recruitment	Increase TU activity	Woman	30%
	Young teachers	Increase TU activity	Woman	70%
Slovenia SVIZ	WG for "non-violence"	Preparing suggestions and actions against violence in schools anonymous SOS-phone	Woman	86%
	"Lisa" healthcare fund	Helping members with health problems, organising surgeries and raising/donating money	Woman	86%
	Scholarship WG	Receiving applications for scholarships and deciding on recipients	Man	67%
	Floods-help fund	Receiving Applications for scholarships and deciding on recipients	Man	86%
	Equality WG	Equality issues	Woman	80%
Sweden SULF	The working group on the assembly for university teachers	Organize the biannual assembly on the professional issues	Man	60%
	The working group on pedagogical policies	Prepare our policy on pedagogical issues	Woman	60%
	The working group on research policies	Prepare our policy on research issues	Man	33%
United Kingdom NUT	Equal opportunities	Gender issues	Woman	/
	Equal opportunities	Race issues	Man	/
	Head and deputies		Man	/
	Primary schools		Man	/
	Retired teacher union members		Man	/
	Secondary schools		Man	/
	Special education		Woman	/
	Young teachers		Woman	/
	Union members paid under Soulbury committee		Woman	/

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 11: Elected members in the Union secretariats

Trade Union	Elected Employees	Total	Men	Woman
Austria GOD	Part time:	50	30	20
	Full time:	/	/	/
Belgium COC	Part time:	/	/	/
	Full time:	6	5	1
Bulgaria SEB	Part time:	24	4	17
	Full time:	5	2	3
Cyprus POED	Part time:	5	5	/
	Full time:	2	2	/
Cyprus OELMEK	Part time:	7	5	2
	Full time:	/	/	/
Cyprus KTOEOS	Part time:	3	3	/
	Full time:	2	2	/
Denmark BUPL	Part time:	/	/	/
	Full time:	12	9	3
Denmark DLF	Part time:	/	/	/
	Full time:	5	2	3
Estonia EEPU	Part time:	/	/	/
	Full time:	1	1	/
France SNES	Part time:	19	9	10
	Full time:	3	3	0
France SNEP	Part time:	7	6	1
	Full time:	5	4	1
Germany GEW	Part time:	/	/	/
	Full time:	8	4	4
Germany VBE	Part time:	1	0	1
	Full time:	4	1	3
Greece OLME	Part time:	/	/	/
	Full time:	/	/	/
Ireland ASTI	Part time:	3	3	0
	Full time:	1	1	0
Ireland INTO	Part time:	/	/	/
	Full time:	2	1	1
Italy FCL CGIL	Part time:	0	0	0
	Full time:	10	7	3
Latvia LIZDA	Part time:	0	/	/
	Full time:	2	1	1
Lithuania CTUEW	Part time:	3	0	3
	Full time:	/	/	/
Netherlands CVNO	Part time:	/	/	/
	Full time:	4	4	0
Northern Ireland	Part time:	/	/	/
	Full time:	1	0	1

Norway UEN	Part time:	0	0	0
	Full time:	46	22	24
Poland Solidarność	Part time:	2	0	2
	Full time:	1	1	0
Portugal FENPROF	Part time:	2	1	1
	Full time:	1	1	0
Portugal FNE	Part time:	1	1	0
	Full time:	2	1	1
Scotland SSTA	Part time:	/	/	/
	Full time:	1	1	0
Slovenia SVIZ	Part time:	/	/	/
	Full time:	2	2	0
Slovakia ZPSaV NKOS	Part time:	2	0	2
	Full time:	0	0	0
Sweden Lärarförbundet	Part time:	2	0	2
	Full time:	1	0	1
Switzerland VPOD	Part time:	13	9	4
	Full time:	/	/	/
UK NASUWT	Part time:	0	0	0
	Full time:	1	0	1
UK NUT	Part time:	0	0	0
	Full time:	2	0	1

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 12: Technical staff in the Union secretariats

Trade Union	Technical staff	Total	Men	Woman
Austria GOD	Part time:	2	/	2
	Full time:	7	/	7
Belgium COC	Part time:	10	5	5
	Full time:	34	16	18
Bulgaria SEB	Part time:	/	/	/
	Full time:	17	4	13
Czech Republic CMOS	Part time:	4	1	3
	Full time:	12	2	10
Cyprus POED	Part time:	/	/	/
	Full time:	3	1	2
Cyprus OELMEK	Part time:	1	/	1
	Full time:	4	/	4
Cyprus KTOES	Part time:	2	/	2
	Full time:	/	/	/
Denmark BUPL	Part time:	/	/	/
	Full time:	153	58	95
Denmark DLF	Part time:	/	/	/
	Full time:	150	80	70
Estonia EEPU	Part time:	/	/	/
	Full time:	3	/	3
Finland OAJ	Part time:	/	/	/
	Full time:	2	1	1
France SNES	Part time:	12	0	12
	Full time:	14	3	11
France SNEP	Part time:	2	0	2
	Full time:	4	0	4
Germany GEW	Part time:	15	/	15
	Full time:	41	16	25
Germany VBE	Part time:	1	0	1
	Full time:	2	0	2
Greece OLME	Part time:	/	/	/
	Full time:	3	/	3
Ireland ASTI	Part time:	1	0	1
	Full time:	21	3	18
Ireland INTO	Part time:	/	/	/
	Full time:	10	3	7
Italy FLC CGIL	Part time:	2	1	1
	Full time:	10	3	7
Latvia LIZDA	Part time:	0	/	/
	Full time:	4	0	4
Netherlands CVNO	Part time:	?	/	Most Woman
	Full time:	?	Most Men	/

Northern Ireland UTU	Part time:	6	1	5
	Full time:	6	1	5
Norway UEN	Part time:	10	3	7
	Full time:	107	30	77
Poland Solidarność	Part time:	0	/	/
	Full time:	1	0	1
Portugal FENPROF	Part time:	0	0	0
	Full time:	3	0	3
Portugal FNE	Part time:	1	/	1
	Full time:	3	2	1
Slovenia SVIZ	Part time:	/	/	/
	Full time:	9	2	7
Slovakia ZPSaV NKOS	Part time:	0	0	0
	Full time:	0	0	0
Sweden Lärarförbundet	Part time:	/	/	/
	Full time:	/	/	/
Sweden SULF	Part time:	2	/	2
	Full time:	6	2	4
Switzerland VPOD	Part time:	19	6	13
	Full time:	/	/	/
UK NASUWT	Part time:	7	3	4
	Full time:	91	49	42
UK NUT	Part time:	17	1	16
	Full time:	109	34	75

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 14: National teacher union awareness of the European social partners instruments on gender equality

Country	Trade Union	Aware of the existence of the European Social Partners FA on Gender equality?	Are you implementing it?	Aware of the ETUC Charter on Gender Mainstreaming?	Are you implementing it?
Austria	GOED	Yes	Yes	Yes	Yes
Belgium	COC	Yes	Yes	Yes	Yes
Bulgaria	SEB	Yes	Yes	Yes	Yes
Czech Republic	CMOS	Yes	Yes	Yes	Yes
Cyprus	POED	Yes	Yes	Yes	/
	OELMEK	Yes	Yes	No	/
	KTOEOS	Yes	No	No	/
Denmark	BUPL	Yes	No	Yes	Yes
	DLF	Yes	Yes	Yes	yes
Estonia	EEMU	Yes	Yes	Yes	Yes
Finland	OAJ	No	/	No	/
France	SNEP	Yes	No	Yes	No
	SNES	Yes	No	Yes	No
Germany	GEW	Yes	Partly	Yes	Yes
	VBE	Yes	No	Yes	Yes
Greece	OLME	Yes	No	Yes	No
Ireland	ASTI	Yes	Yes	Yes	Yes
	INTO	No	/	No	/
Italy	FLC CGIL	No	/	Yes	Yes
Latvia	LIZDA	Yes	No	Yes	No
Lithuania	CTUEW	Yes	Yes	Yes	Yes
Netherlands	CVNO	Yes	No	Yes	Yes
N. Ireland	UTU	No	/	No	/
Norway	UEN	No	/	No	/
Poland	Solidarność	Yes	/	Yes	No
Portugal	FENPROF	Yes	Yes	Yes	No
	FNE	Yes	Yes	Yes	Yes
Scotland	SSTA	Yes	Yes	Yes	No
Slovenia	SVIZ	No	/	No	/
Slovakia	ZPSaV NKOS	Yes	Yes	Yes	Yes
Sweden	Lärarförbundet	No	No	Yes	No
	SULF	No	/	No	/
Switzerland	VPOD	Yes	No	Yes	No
United Kingdom	NASUWT	Yes	Yes	Yes	Yes
	NUT	Yes	Yes	Yes	Yes

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 15: National teacher union policies on gender equality

Trade Union	COC (BE)	SEB (BG)	SNES (FR)	GEW (DE)	ASTI (IR)	INT O (IR)	FLC CGIL (IT)	CVNO (NL)	UEN (NO)	SVIZ (SI)	Lärarförbundet (SE)	VPOD (CH)	NASUWT (UK)
Written gender equality policy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Adoption year	1998 and revised in 2002 and 2006	1994	Congress	Different year	Early 90's	2004	2008	2000	2002	1998	2007	On several congresses since the 80'	Renewed yearly
Revision of an earlier document	Yes	Revised at each Congress	Yes	Yes	No	Yes	No	/	Yes	No	Yes	/	/
Official programme of actions regulating the policy implementation	Yes	Yes	No, but they monitor between 2 Congress	Partly	No	Yes	No	Yes	No	No	Yes	Yes	Yes
Mechanisms involved in order to ensure good implementation	Drawing up targets	No	Yes	No	Yes	No	No	Yes	No	No	Yes	Yes	Yes
	Setting up a timetable	Yes	Yes	No	Yes	No	No	No	Yes	No	No	Yes	Yes
	Setting up clear responsibilities on actors	Yes	Yes	No	Yes	No	No	No	No	No	No	No	No
	Monitoring/follow-up structures	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No	No	Yes	No
	Assessment mechanisms	No	Yes	No	No	No	No	Yes	No	Yes	No	No	No

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 16: Objectives promoted by the Unions' gender equality policies

Objectives promoted in the written policy on gender equality	COC	SEB	SNES	GEW	ASTI	INTO	FLC CGIL	CVNO	UEN	SVIZ	Läraryförbundet	VPOD	NASUWT
Promotion of gender equality within the trade union membership?	/	x	/	x	x	x	/	x	/	x	x	x	x
Promotion of equal representation of women in trade union internal structures and decision-making statutory bodies according to membership?	x	x	x	x	x	/	/	/	/	x	x	x	x
Promotion of gender parity in trade union internal structures and decision-making statutory bodies?	x	x	/	/	/	x	x	x	/	x	x	/	x
Regular monitoring of changes in membership, regarding gender representation?	x	x	/	x	x	x	/	x	/	/	x	x	x
Recruiting women as trade union members?	/	x	x	/	x	/	x	/	x	/	x	x	x
Promotion of gender equality within the teaching profession?	/	x	x	x	x	x	/	/	x	x	x	/	x
Promotion of gender equality via the education practices and system?	/	x	x	/	x	x	/	/	x	x	x	/	x
Other?	/	x	/	/	x	/	/	/	/	/	/	x	/

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 19: Measures promoted by the union written policies in favour of gender equality in the union structures

Measures	COC		SEB		SNES		GEW		ASTI		INTO		FLC CGIL		CVNO		UEN		SVIZ		Läraryförbundet		VPOD		NASUWT	
	x	1	x	4	/	/	x	2	x	1	/	/	x	4	/	/	x	4	x	3	/	/	x	5	/	/
Changes in statutes, i.e. quotas in elections	x	1	x	4	/	/	x	2	x	1	/	/	x	4	/	/	x	4	x	3	/	/	x	5	/	/
Seats reserved for women in decision-making bodies	x	2	x	5	/	/	x	2	x	1	/	/	x	3	/	/	x	5	x	3	/	/	x	5	/	/
Campaigns to encourage women to stand for decision-making positions	x	2	x	3	x	3	x	4	x	2	/	/	/	/	x	2	/	/	x	5	/	/	/	/	x	4
Specific arrangements to facilitate participation in meetings, i.e. childcare facilities	x	3	x	2	/	/	x	4	x	2	x	3	/	/	/	/	/	/	x	4	/	/	x	2	x	5
Dissemination of figures on decision-making broken down according to gender	x	1	x	4	/	/	x	4	x	5	x	3	/	/	/	/	/	/	x	2	/	/	/	/	x	5
Changing work priorities in order to match female workers' interests	/	/	x	3	/	/	x	2	x	1	/	/	/	/	/	/	/	/	x	2	x	4	x	3	x	5
Training in negotiation skills for the underrepresented gender	/	/	x	4	/	/	/	/	x	1	/	/	x	4	x	3	/	/	x	4	/	/	/	/	x	3
Training in trade union activities and how to carry them out	/	/	x	4	/	/	/	/	x	2	/	/	x	4	x	1	/	/	x	4	/	/	/	/	x	3
Other	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	x	5	/	/	/	/

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 21: Measures promoted by the union written policies in favour of gender equality in the teaching profession

Measures	COC		SEB		SNES		GEW		ASTI		INTO		FLC CGIL		CVNO		UEN		SVIZ		Lärarförbundet		VPOD		NASUWT			
Changing themes for negotiation in collective agreements to match female worker's interests?	/	/	x	4	x	4	/	/	/	/	/	/	x	3	/	/	x	3	x	4	/	/	x	/	x	4		
Dealing with gender equality issues in collective agreements?	x	2	x	3	/	/	/	/	x	2	x	4	x	3	x	/	x	3	x	4	x	3	x	/	x	4		
Monitoring the implementation of provision on gender equality in collective agreements?	/	/	x	3	/	/	/	/	/	/	/	/	x	2	/	/	x	3	/	/	x	2	x	/	/	/		
Training and awareness for male and women union members on equal opportunities?	x	3	x	4	x	3	x	3	x	3	x	3	x	3	/	/	x	3	x	5	x	4	x	/	x	5		
Raising awareness and exchanging good practices on combating gender stereotypes in school?	x	2	x	4	x	4	x	3	x	3	x	4	/	/	/	/	/	/	/	/	x	5	x	/	x	5		
Research on the causes and consequences of the feminisation of the teacher education.	x	2	x	4	/	/	x	3	/	/	x	3	/	/	/	/	/	/	x	4	/	/	x	/	x	3		
Research on the obstacles and glass ceiling for women preventing them to reach leading positions in the education sector?	x	2	x	4	x	3	x	3	x	2	x	4	/	/	/	/	/	/	x	3	/	/	x	/	x	4		
Research on the interests and needs of women and men working in the education sector?	x	3	x	4	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	x	3		
Campaigns to promote men's presence in the profession?	/	/	x	4	/	/	/	/	/	/	x	3	/	/	/	/	x	3	x	4	/	/	/	/	x	2		
Campaigns to empower women and promote their presence at leading positions in the education sector.	/	/	x	4	/	/	x	5	/	/	x	3	/	/	x	/	x	3	x	4	/	/	x	/	x	4		
Other?	/	/	/	/	/	/	/	/	/	/	/	/	/	/	x	/	/	/	/	/	/	/	/	/	/	/		

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 22: Policies in which Unions have incorporated a gender dimension

Unions	Policy	Impact expected	Measures used for the incorporation of the gender dimension	Problems encountered
SEB, Bulgaria	Career development	Join higher grades of responsibility	Help women participate in trainings	To find volunteers
	Trade Unionism	Increase affiliation of women	Promotion of TU membership	Find time to participate
	Qualifications	Improve skills	Higher number of women in trainings	Family responsibilities
EEPU, Estonia	Equal Pay for equal work	/	/	/
SNEP, France	Article 7 of statutes – providing for an equal representation of genders in all responsibility positions	Balance the affiliation and its action in terms of gender representation	Measures to provide care facilities for all women present at Congress	Find out measures that are not against one group
	Study on careers	Update information on career differentials	Study and action + considering working with a sociologist	Analysis of the causes for the differentials at local level
SNES, France	Career, pension, professional development			
FLC CGIL, Italy	Training for trade unionists	/	Trainings in all the country	/
	Collective bargaining	/	Agreement	On paper everything is easy, but in reality it is extremely difficult
	Quotas	/	Statutes	/
CTUEW, Lithuania	Equality in the work place	Decent pay for decent work	Collective bargaining	Small number of collective agreement
	To increase qualification	Better salary	Collective bargaining	Deficit of education system budget
	Reconcile work and family life	Flexible work time	Collective bargaining	Small number of collective agreement.

ZPSaV NKOS, Slovakia	Promoting union work amongst men	Reinforcing the efficiency of trade union	Create area for men's exercise	No problems encountered.
Läraryrbundet, Sweden	Gender mainstreaming in all policy documents	Greater awareness of gender issues.	/	Patriarchal structures in society and among teachers.
SULF, Sweden	Educational issues	The independent search for new knowledge requires openness and freedom from intolerance and restrictions. So, gender equality is one important prerequisite for high quality research and education.	Various measures to make the university teacher career attractive to young women as well as young men.	Too many talented women tend to choose careers outside HEIs after their doctorate and post doctorate. Insecure working conditions: scholarships, temporary positions and the high degree of competitiveness are considered to be the reason for this.
	The Academic Leadership	Young female and male academics should be encouraged to accept academic leadership missions.	Trainee programs in academic leadership should be offered to female and male academics.	Such programs are being developed and seem to attract both men and women. The rising number of female rectors (over 40 % during the last years) reflects it.
	Policy on Research Issues	See Educational Issues above	/	The work on the policy is still in progress.
	Pedagogical issues	Teaching should be regarded as just an important task as research.	Various actions to improve the importance of teaching and to make pedagogical merits count when salary and promotion is decided.	The policy has just been decided, but is not yet printed.

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 23: National systems for promoting gender equality

Country	Overall national policy and/or legal framework	Gender-segregated statistics, including in the education sector		Schools which welcome female or male students exclusively			Equal number of W and M in the Ministry of Education, at decision making positions	Gender mainstreaming in the work of the national Ministry of Education
		Y/N	Collected by	Y/N	%	Education level		
Austria	Yes	Yes	Statistics Austria since 1945	No	/	/	Yes	Yes
Belgium	Yes	Yes	Ministry of Education and Training since 1990	No	/	/	Yes	/
Bulgaria	Yes	Yes	All education institutions	No	/	/	Yes	Yes
Czech Republic	No	No	/	No	/	/	No	No
Cyprus	Yes	No	/	No	/	/	No	No
Denmark	Yes	Yes	The ministry of Education has some statistics, while the Employers Union has to hold wage statistics	No	/	/	No	Yes
Estonia	Yes	Yes	Ministry of Education and Research	No	/	/	Yes	/
Finland	Yes	Yes	Statistics Finland	No	/	/	Yes	Yes
France	Yes	Yes	Ministry of Education	Yes	In private education	All levels	No	No

Germany	Yes	Yes	Ministries of Education in each Laender and Statistisches Bundesamt	Yes	Marginal	All levels	No	No
Greece	Yes	Yes	National Statistical Service of Greece, Research centre on gender equality and Greek ministry of Education	Yes	Only one school from 3500 secondary education schools	Secondary education	No	No
Ireland	Yes	Yes	Central statistics office, Department of Education and Science, Trade unions	Yes	Single sex male post-primary schools 15%, Single Sex female post-primary 19%	Primary and Post -Primary	No	Yes
Italy	Yes	Yes	Collected by all public administrations and by the Department of gender equality and public administration	No	/	/	No	No
Latvia	Yes	Yes	Central bureau of statistic, since 1991	No	/	/	No	No
Lithuania	Yes	Yes	Department of Statistics	No	/	/	No	/
Netherlands	No	/	/	/	/	/	/	/
Norway	Yes	Yes	Statistics Norway	No	/	/	Yes	/
Poland	Yes	Yes	School managers, local authorities and Ministry of Education	Yes	1%	Secondary	Yes	/

Portugal	Yes	Yes	INE since 1953 + Ministry of Education and the National Statistics Institute	Yes	Very few	All levels	No	No
Slovenia	Yes	Yes	Statistical office of the Republic of Slovenia	No	/	/	Yes	Yes
Slovakia	Yes	Yes	Statistical office since long time	No	/	/	No	/
Sweden	Yes	Yes	Statistics Sweden since 1882	No	/	/	No	Yes
Switzerland	Yes	Yes	Federal Office of statistics	No	/	/	No	/
United Kingdom	Yes	Yes	Department for Children, Schools and Families (DCSF), Workforce Statistics and Database of Teacher Records; Training and Development Agency (TDA) and Education Data Surveys	Yes	From a total of 22,918 state schools in England, the number of single- sex schools has fallen in the past 40 years from nearly 2,500 to just over 400. In England there are 183 boys-only state secondary schools and 229 girls-only ones.	Predominantly at secondary level, but both primary and secondary can be sex-single in the UK	/	Yes
Northern Ireland	Yes	Yes	Department of Education	Yes	No more than 6%	Primary and secondary	No	/
Scotland	No	No	/	Yes	Less than 1%	/	Yes	/

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 24: National systems for promoting gender equality in the education sector

Country	National policy on the promotion of gender equality in the education sector	Name and year of adoption	Policy accompanied by an official programme of action for its implementation	Were women and/or women organisations involved and/or consulted during its drafting	Does the national policy include a specific timetable for its implementation
Bulgaria	Yes	/	Yes	Yes	Yes
Finland	Yes	The Law of Equal opportunities (2005) obliges schools to provide a plan for equal opportunities	Yes	Yes	Every 3 years
France	Yes	In 2000, a Charter titled "From coeducation to equality" has been adopted as a tool for fighting stereotypes and developing equality for teachers	No	Yes	No
Ireland	Yes	Gender Equality Unit (1998) with department of Education and Science, part of the NDP	Yes	Yes	No
Poland	Yes	/	No	No	/
Portugal	Yes	Some measures specific to the education sector are adopted, but as teachers are civil servants all the national measures apply to them	/	/	/
Slovenia	Yes	Part of the overall national Programme for Equal Opportunities for Women and Men	Yes	Yes	Yes
Slovakia	Yes	Part of the overall national gender equality policy	Yes	Yes	No
Sweden	Yes	/	Yes	Yes	No
United Kingdom	Yes	Part of the gender equality duty, 2007	Yes	Yes	Yes - first review in spring 2010, to influence a revision

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 25: Assessment of the national systems for promoting gender equality in the education sector by the teacher unions participating in the survey

Country	Bulgaria	Finland	France SNEP	France SNES	Germany VBE	Ireland INTO	Ireland ASTI	Poland	Portugal	Slovenia	Slovakia	Sweden	UK	
To what extent the national policy for the education sector is:	Comprehensible	3	/	1	3	2	4	3	2	/	4	4	5	5
	Including clear guidelines on its implementation	4	/	1	3	4	4	2	2	/	/	4	4	5
	Having a comprehensible timetable	4	/	1	1	2	3	1	2	/	/	4	1	5
	Actors responsible for the implementation are easily identifiable	4	/	1	3	4	4	2	3	/	/	4	2	5
	Financially well-provided for	3	/	1	1	2	4	2	1	/	/	4	4	1
	Efficient	3	/	1	2	2	4	3	1	/	/	4	3	/
Are there any mechanisms included in your gender policy, regulating its:	Monitoring	Yes	/	No	Yes	Yes	Yes	No	No	/	Yes	Yes	Yes	Yes
	Final evaluation	Yes	/	No	Yes	Yes	Yes	No	Yes	/	yes	Yes	yes	Yes
	Revision	Yes	/	No	Yes	Yes	Yes	No	Yes	/	Yes	Yes	Yes	Yes

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 26: Proportion of women employees in school leadership and teaching staff

Country	Pre-school School Leadership	Pre-school Teachers	Primary School Leadership	Primary Teachers	Secondary School Leadership	Secondary Teachers	VET School Leadership	VET Teachers
Bulgaria	100,0%	89,7%	73,0%	-	83,2%	63,7%	30,4%	51,1%
Cyprus	56,0%	91,6%	-	-	-	-	-	62,7%
Denmark	74,9%	78,4%	-	-	40,1%	71,3%	-	-
Estonia	-	99,7%	-	85,7%	-	-	-	66,6%
Finland	-	-	36,8%	72,7%	34,8%	72,7%	46,4%	51,9%
France	-	-	-	81,0%	-	57,4%	-	-
Germany	-	-	-	79,1%	-	50,1%	-	32,1%
Greece	-	-	-	-	44,1%	56,0%	-	-
Ireland	-	-	58,2%	85,0%	-	-	-	-
Italy	-	99,4%	-	-	32,3%	66,9%	-	-
Latvia	-	-	-	93,0%	-	83,7%	-	68,2%
Lithuania	98,3%	98,8%	97,0%	98,9%	77,5%	87,1%	7,8%	73,0%
N. Ireland	-	-	56,1%	74,2%	-	-	-	-
Norway	-	94,3%	50,0%	61,1%	-	-	-	-
Portugal	-	97,2%	-	89,8%	-	71,3%	-	-
Slovakia	100,0%	100,0%	-	88,9%	55,7%	74,1%	53,1%	7,2%
Slovakia	-	-	-	92,5%	58,1%	77,1%	53,1%	71,7%
Average	85,9%	94,4%	61,8%	83,5%	53,2%	69,3%	38,2%	53,8%

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009

Table 27: Proportion of women in teaching staff in pre-school and primary education

Country	Pre-school	Primary
Denmark	92,0%	58,1%
France	77,0%	77,4%
Germany	96,7%	85,0%
Greece	99,1%	54,4%
Ireland	-	76,7%
Italy	99,6%	91,5%
Total	92,9%	73,8%

Source: ETUCE publication Internal Report on the Feminisation of the Teaching Profession:
http://etuce.homestead.com/Publications_until_2004/1996/1996_feminisation_eng.pdf

Table 28: Basis for promotions, salary increases and/or career developments

Country	Competence-based	Performance assessment	External evaluation	Age	Other
Austria	/	Yes	Yes	/	/
Bulgaria	Yes	Yes	Yes	Yes	Yes
Czech republic	Yes	Yes	Yes	/	/
Cyprus OELMEK	/	Yes	/	Yes	Yes
Cyprus KTOEOS	/	Yes	/	Yes	/
Denmark BUPL	Yes	Yes	/	/	Yes
Denmark DLF	Yes	/	/	Yes	/
Finland	Yes	/	/	Yes	Yes
France SNEP	/	/	Yes	Yes	/
France SNES	/	Yes	/	Yes	/
Germany VBE	/	Yes	/	Yes	/
Greece	/	/	/	/	Yes
Ireland ASTI	Yes	Yes	/	/	Yes
Ireland INTO	/	/	/	/	Yes
Italy FLC CGIL	/	/	/	Yes	/
Latvia LIZDA	/	Yes	/	/	/
Lithuania CTUEW	Yes	Yes	/	Yes	/
Northern Ireland	Yes	/	/	/	/
Norway	Yes	/	/	/	Yes
Poland	Yes	Yes	Yes	/	/
Portugal FENPROF	/	Yes	/	/	/
Portugal FNE	/	Yes	/	Yes	/
Slovakia ZPSAV NKOS	Yes	Yes	/	/	/
Slovenia SVIZ	/	/	/	Yes	Yes
Sweden Lärarförbundet	Yes	Yes	Yes	/	/
Switzerland VPOD	/	/	/	Yes	Yes
UK NASUWT	/	Yes	/	/	/
Total	46,4%	64,3%	21,4%	50,0%	39,3%

Source: ETUCE Survey on gender equality in the education sector, the teaching profession and within teacher trade unions, 2009