

# EMPOWERING EDUCATION TRADE UNIONS TO ADDRESS GENDER EQUALITY IN THE TEACHING PROFESSION THROUGH SOCIAL DIALOGUE

TRAINING WORKSHOP  
Rome, January 14-15, 2019

## REPORT



EUROPEAN TRADE UNION COMMITTEE FOR EDUCATION  
COMITE SYNDICAL EUROPEEN DE L'EDUCATION



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## ABBREVIATIONS

BUPL	The Danish National Federation of Early Childhood Teachers and Youth Educators
CISL Scuola	Confederazione Italiana Sindacati Lavoratori- Scuola
CTU	Croatian Teachers' Union
EGITIM-SEN	Syndicat des Fonctionnaires Publics du Secteur d'Education (Turkey)
ESTUS	Education and Science Trade Union of Slovenia
ETUCE	European Trade Union Committee for Education
FESP-UGT	Federación de Trabajadores de la Enseñanza de la UGT
FLESTU	Federation of Lithuanian Education and Science Trade Unions
FSLE	Fédération des Syndicats Libres de l'Enseignement (Romania)
KTOS	Cyprus Turkish Teachers' Trade Union
MUT	Malta Union of Teachers
OELMEK	Organisation of Secondary School Teachers of Cyprus
SNUipp-FSU	Syndicat National Unitaire des instituteurs, professeurs des écoles et PEGC, France
SPASH	Independent Trade Union of Education of Albania
STEM	Science, Technology, Engineering and Mathematics
STES-Intersindical	Confederación de Sindicatos de Trabajadoras y Trabajadores de la Enseñanza - Intersindical
UIL-Scuola:	Unione Italiana del Lavoro- Scuola
VBE	Verband Bildung und Erziehung

# 1. INTRODUCTION

The first training workshop of the ETUCE project [Social dialogue and gender equality: Empowering education trade unions to address gender equality in the teaching profession through social dialogue](#) took place in Rome, Italy on 14-15 January 2019.

Recent socio-economic changes in Europe, the rapid spread of digital technology, and migration have had a significant impact on gender equality. However, ETUCE studies reveal that less than 40% of the education trade unions deal with the gendered effect of the economic crisis and address issues of gender equality in social dialogue. This project therefore seeks to provide education trade unions with concrete tools and practices to address the challenges of gender inequality through enhanced social dialogue in the education sector at national, regional and local level. This two-year project (December 2017 - November 2019) continues the work that ETUCE and its member organisations have achieved in this field and seeks to update the existing [ETUCE Action Plan on Gender Equality](#) (2010) while promoting concrete measures for its implementation at national and local level. The training workshop '*Education Trade Unions Addressing Gender Equality Through Social Dialogue*' is one of several activities that the ETUCE Secretariat is organising in the project period from December 2017 – November 2019, and it is the first workshop in a series of training workshops on addressing gender equality in social dialogue. Two consequent workshops are to take place in Vilnius and Munich in spring 2019. The findings and good practices collected during the three workshops are to be presented in the online database of good practices and used to update the existing ETUCE Action Plan on Gender Equality (2010) in order to better support ETUCE member organisations in promoting gender equality within education trade unions and in the teaching profession with a view to providing concrete measures for ensuring the gender equality perspective in policy-making at national and local level. A final conference is due to take place on 16-17 September in Bucharest, Romania. In short, this project aims to raise awareness about the need to include the discussion on gender equality in social dialogue at national and European level in the education sector with the aim of enhancing

the professional status of teachers, trainers and school leaders and to make the teaching profession more attractive for both men and women.

## PROJECT OBJECTIVES

- Provide education trade unions with concrete tools and practices;
- Raise awareness of the need to include the discussion on gender equality in social dialogue at national and European level in the education sector;
- Identify major factors in gender inequality in the teaching profession;
- Update the ETUCE Action Plan on Gender Equality;
- Assess the implementation of the Recommendations of the ETUCE Standing Committee for Equality

## 2.PROJECT ADVISORY GROUP

The project is led by an Advisory Group who provide guidance and field knowledge, assist in the design of the online survey activity, contribute to training workshops and the project conference as well as to the creation of an animated gender equality clip which is to be released before the end of the project. The Advisory Group consists of six representatives from national education trade unions for each level of education:



Ute Foit, VBE, Germany,



Alexandra Cornea, FSLE, Romania



Gabriella Tønneson Lanyi, BUPL, Denmark



Rossella Benedetti, UIL Scuola, Italy



Alexandra Bojanic, SNUipp-FSU, France



Inga Puisa, FLESTU, Lithuania

## 3.OBJECTIVES OF THE WORKSHOP



ETUCE President, Christine Blower

Following up on the objectives of the ETUCE Work Programme 2017-2020, ETUCE is committed to promoting concrete measures for enhancing gender equality in the teaching profession. This commitment was demonstrated by the adoption of a Resolution at ETUCE's Special Conference in Athens 2018, which mandates the Standing Committee for Equality to develop an Action Plan for Equality, Diversity and Inclusion. As stated by **ETUCE President, Christine Blower**, ETUCE is committed to equipping its members with practical tools to fight gender equality challenges by means of social dialogue.

## WORKSHOP OBJECTIVES

- To share good practices of tackling inequality in the education sector through different social dialogue instruments and to acquire knowledge and expertise;
- To discuss the outcomes of the online survey and to enrich the research report with specific country cases;
- To collect recommendations for the ETUCE Action Plan on gender equality



## 4. EUROPEAN CONTEXT: GENDER, EDUCATION, AND THE TEACHING PROFESSION



Anne Bergheim Nègre,  
Vice-President in charge of  
equality in Conference of  
INGOs, Council of Europe

**Anne Bergheim Nègre, Vice-President in charge of Equality in Conference of INGOs, Council of Europe,** provided insights into the mechanisms used by the Council of Europe to tackle issues such as gender-based violence and the under-representation of women in decision-making positions, and praised ETUCE for its exemplary political demands in this sphere. Dr. Nègre spoke about the structuring role that gender plays in our societies and pointed out that the equal rights proposed by the Council of Europe are to be implemented in our education structures.

She encouraged education trade unions to investigate whether there was a gender equality strategy within their ministries and Boards of Education and if so, whether there was an internal team or rapporteurs dedicated to monitoring this work. Dr. Nègre presented the key objectives of the Council of *Europe's Gender Equality Strategy 2018-2023* including combatting stereotypes and sexism; combatting gender-based violence; guaranteeing women access to justice; ensuring that there is equal representation of men and women in positions of public and political leadership; protecting the rights of female migrants and refugees; and incorporating equality issues in policies. Regarding current challenges, Dr. Nègre lamented the fact that there was *no European mechanism to adequately combat the gender pay gap* and mentioned Iceland's equal pay law, which obliges companies with more than 25 employees to prove that they pay men and women equally for the same job, as a good example for the rest of Europe. She also explained the Council of Europe's collective complaint procedure which includes the possibility for observations by national trade unions as well as collective complaints by trade unions. In 2016, a complaint was lodged against 15 European countries for having violated, among others, the right to non-discrimination

between men and women in remuneration. ETUC submitted observations on all 15 cases which have since been made public. It is hoped to have further observations on these cases following the reactions by the governments concerned.

## 5. PRELIMINARY SURVEY RESULTS

Project researchers, **Martina Weber** and **Inga Pavlovaite** gave an overview of the preliminary results of the online survey conducted among ETUCE member organisations. 47% of ETUCE members responded to this survey representing 76% of countries in which ETUCE has members. Despite gender equality being enshrined in EU treaties and legislation, significant gender gaps remain in employment, and are particularly acute in southern Europe. In the education sector, women continue to be over-represented in lower-

In early childhood education 90% of school leaders are women, compared to 61% in lower secondary and 48% in upper secondary education.



Only 12% of university deans are women!



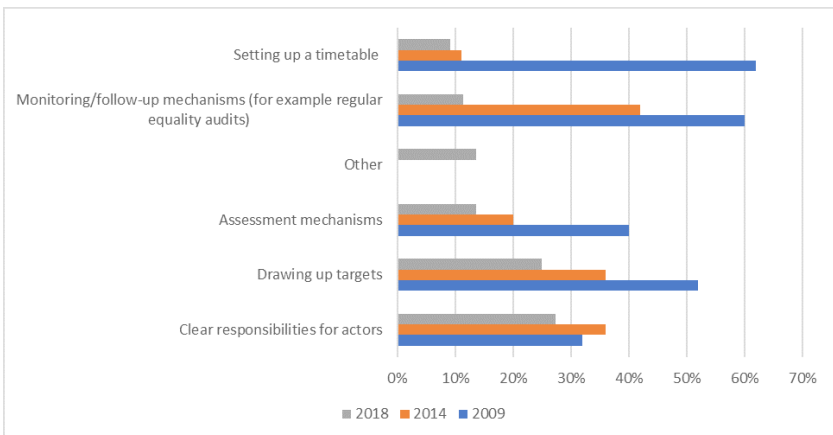
60% of trade unions have a department or individuals dealing specifically with gender equality issues but just 20% of time is actually dedicated to gender equality issues.



paying positions and under-represented in higher-level positions. Persistent gender stereotypes about male and female roles and associated perceptions of 'suitability' of different education sectors and roles are reckoned to be at the root of these imbalances. Regarding the composition of education trade unions, while membership is predominately female, leadership of the education trade unions is not fully representative of union membership, with only 50% of General Secretaries being female. It is surmised that these imbalances are caused by work-life balance issues, as well as persistent gender stereotypes.

The survey responses revealed that the capacity to address gender equality issues is limited in many trade unions and that under half of education trade unions had internal gender equality policies in place. What's more, the use of trade union core activities to implement gender equality policies has been decreasing.

Nonetheless, in 2018, 70% and 80% of respondents respectively considered the under-representation of women in certain sectors of education and in decision-making structures as significant issues to be addressed. As regards key emerging issues from the survey, work-life balance, the importance of addressing violence and harassment in the workplace and issues relating to migration were also mentioned. Findings also showed that gender equality is often a topic which is not addressed in social dialogue.



## 6. GENDER EQUALITY CHALLENGES FACED BY EDUCATORS IN ITALY AND EDUCATION TRADE UNIONS' ACTIONS ADDRESSING THESE CHALLENGES

**Pasquale Proietti, (National Secretary of UIL-Scuola), Sylvia Liuti, (Director of European projects, FORMA.Azione srl), Ivana Barbacci, (CISL Scuola), and Rossella Benedetti, (UIL-Scuola),** all presented their views on the gender equality challenges faced by educators in Italy as well as actions that their unions have undertaken to address these challenges.

In Italy, investment in equal opportunities is lacking and gender equality does not yet form part of education programmes. The speakers considered the gender equality training provisions which are currently in place to be unsatisfactory and remarked that there is a conservatism towards gender culture in general. Men are considered more capable when it comes to leadership positions, therefore, more training is required to overcome gender stereotypes within the education system. Furthermore, low wages within the education sector, including higher education, are detrimental to gender equality, with management position salaries in other industries topping those of university lecturers. In addition, there is room for improvement regarding maternity leave and carers' leave by national and collective

Rossella Benedetti, UIL-Scuola, Alexandra Bojanic, SNUipp-FSU, Sylvia Liuti, FORMA.Azione srl, and Ivana Barbacci, CISL Scuola, engage in a panel discussion on the gender equality challenges faced by educators in Italy and education trade unions' actions addressing these challenges



agreements. Lastly, gender-based psychological and physical violence in schools continue to be a matter of contention in Italy with research showing that female pupils are becoming subjects to male students.

Education trade unions in Italy are determined to make the Italian education system more gender equal and have undertaken numerous effective actions. In partnership with ETUCE member organisations the Lithuanian Education Trade Union and the Malta Union of Teachers, FORMA.Azione srl participated in the recently-concluded GetUp (Gender Equality Training to Overcome Unfair Dismissal in Education and Training Market) project, aimed at addressing gender stereotyping of educational and career choices, promoting gender equality in career guidance and strengthening the skills and competences of professionals involved in transition phases of the education-training- labour market chain. In terms of output, this project has produced awareness-raising tools, an online learning platform and a training curriculum which involves key competences in order to overcome stereotypes. Furthermore, in order to improve work-life balance, well-being, mental health, and leisure time were all part of CISL Scuola's latest collective agreement negotiations. Likewise, a collective agreement on the right to disconnect has recently been introduced, which stipulates that social partners at school level can engage in complementary bargaining with a view to establishing criteria regarding the use of ICT outside of work hours to ensure a better work-life balance. Moreover, UIL-Scuola is actively lobbying for higher salaries which are closer to the European average in a bid to close the pay gap between the education sector and other industries and obtain higher salaries for the predominantly-female teaching force.

## EDUCATION PERSONNEL AVERAGE SALARIES IN COMPARISON WITH OTHER WORKERS WITH SAME EDUCATIONAL LEVEL

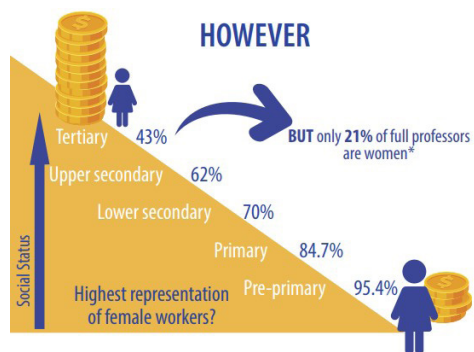
JOB PROFILE	AVERAGE SALARY	JOB PROFILE	AVERAGE SALARY
Non-teaching personnel	25.582,38	Employees	30.814
Teachers (pre-primary to upper secondary)	27.024,13	Middle-management	54.021
Headmasters (pre-primary to upper secondary)	69862,77	Top managers	101.821
Professors (higher education)	93.297,29		

Taken from Rossella Benedetti's presentation, UIL-Scuola, Italy.

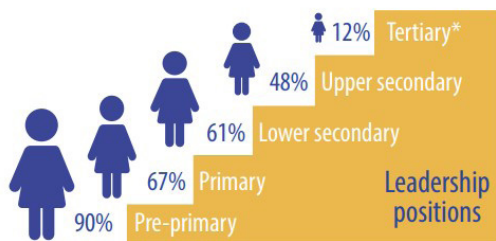
## 7. EDUCATION TRADE UNIONS ADDRESSING GENDER EQUALITY THROUGH SOCIAL DIALOGUE

### Horizontal and Vertical Segregation

**Alexandra Bojanic (SNUipp, France), Sandra Kimovec and Sanja Sprem (CTU, Croatia), and Tanja Modrijan (ESTUS, Slovenia)** discussed the challenges pertaining to horizontal and vertical segregation in the education sector of their respective countries and provided workshop participants with concrete examples of good practices they have implemented to overcome these challenges.



Horizontal segregation in the education sector. Eurostat. Education Statistics. 2016.

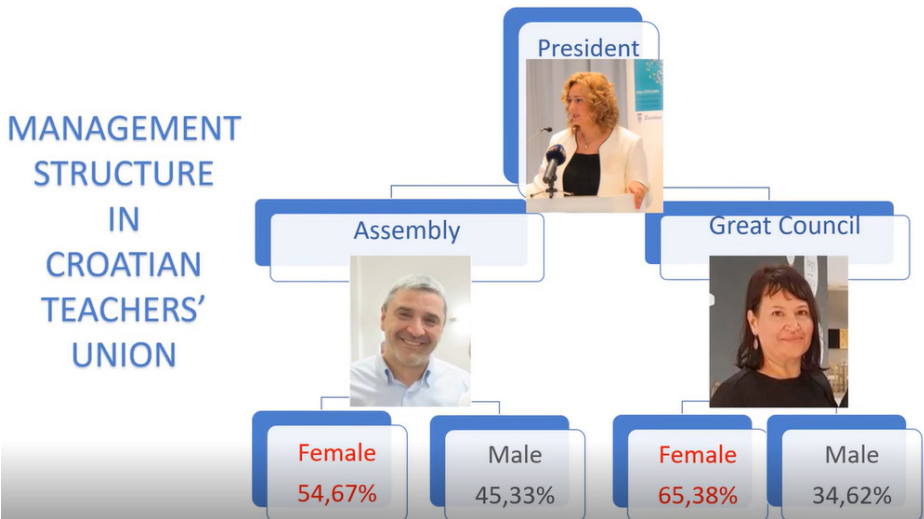


Vertical segregation in the education sector. Eurostat. Education Statistics. 2016. \*European University Association. Data on female university leadership in Europe. 2017

*Horizontal segregation* refers to the concentration of women and men in different sectors and occupations or sub-sectors of education, whereas *vertical segregation* refers to the concentration of women and men in different grades, levels of responsibility or positions. Education is the sector with the second highest representation of female workers in the EU labour market, 73%. However, in pre-primary and primary education, 10% of teachers are male, while in the tertiary education, out of 43% of female teachers only 21% have a full professorship. As regards leadership roles, in pre-primary education an average of 90% of

school leaders are women. In lower secondary education, this decreases to 61% and to 48% in upper secondary education. Moreover, only 12% of university deans in Europe are women.

As regards horizontal segregation, CTU, Croatia, has included gender equality in discussions with national social dialogue and cooperated with other national and international trade unions as well as NGOs to fight gender stereotypes and raise awareness among its affiliates about gender roles. Likewise, they coordinated a project entitled *Strengthening bipartite social dialogue in primary education*, with a view to improving material rights and dignity of the profession, which was proclaimed the best EU project in Croatia. In addition, they have managed to make curricula and administrative practices within schools more gender sensitive. Similarly, ESTUS, Slovenia has a committee for equality which recently organised a round-table to discuss gender-sensitive use of language in vocabulary and picture material in schools.



Management structure within the CTU, Croatia. Taken from Sandra Kimovec's and Sanja Sprem's presentation, CTU, Croatia.

Concerning vertical segregation, SNUipp-FSU, France, tries to be representative of the profession in terms of its membership and hierarchy. Although SNUipp-FSU, France, is currently at parity regarding general secretaries, they have researchers working on this topic to see how this figure could be increased. Moreover, within CTU, Croatia, the majority of Assembly and Great Council members are female. In addition, they put on training seminars for members, during which they can acquire legal and communication skills as well as how to perform decision-making roles in education bodies.

## Work-life balance challenges and gender pay and pension gaps in the teaching profession

**Speakers from Cyprus (Emel Tel, KTOS), Denmark (Gabriella Tønnesen Lanyi, BUPL), Malta (Claudette Mintoff, MUT), and Spain (Patricia Ruiloba, STES-Intersindical)**, with input from other workshop participants, illustrated ways in which education trade unions can combat work-life balance challenges and gender pay and pension gaps facing educators across Europe.

According to the results of the ETUCE survey, work-life balance conflict was the most frequently mentioned new issue, referred to by 21 respondents. This is largely due to women's significantly larger involvement in caring responsibilities and the fact that they are more likely to work part-time than men. Travelling long distances to work and being expected to be accessible 24/7 were also reported as significant factors causing strain for teachers.

MUT, Malta has succeeded in introducing several work-life balance measures in collective and sectoral agreements. They are also pushing forward the proposal that is currently being discussed with social partners whereby parents can use part of their leave to take care of sick family members. Moreover, Romania has a collective agreement which prohibits teachers from having hours in more than two different schools, and Italy has brought in the right to disconnect in a recent collective agreement, which specifies



that social partners at school level can engage in additional bargaining which allows them to establish criteria regarding the use of ICT outside of work hours to ensure a better work-life balance.

As regards the gender pay gap in the teaching profession, the results of the ETUCE survey report that it currently stands at 3%, with the only exceptions to this being in the early childhood education level, where male teachers earn slightly less than their female counterparts, and the upper secondary level, where women on average earn 1% less than men. The gender pay and pension gaps were noted by the majority of southern European countries present at this workshop. Malta was the only country present which reported not having a gender pay gap in the teaching profession due to collective agreements and the national capping of pensions.



In Malta, flexitime has been recently introduced in the collective agreements of some post-secondary institutions whereby lecturers can choose core hours during which they are available on premises

In Cyprus, a Committee of Equal Pay for Equal Work was created by KTOS in 2008 with a view to amending laws which have reclaimed rights on equal pay for equal work, retirement age and the pension gap..



Education trade unions in southern Europe have also undertaken many fruitful actions to overcome this issue. BUPL, Denmark, has collaborated with other trade unions in collective bargaining with a view to obtaining higher salaries for predominantly-female professions. In 2018, these efforts paid off resulting in an extra two million euros for early childhood educators as well as enhanced recognition of the early childhood education profession. More ambitious collective bargaining has been announced for 2021 involving bargaining with public employers and dialogue with the Danish government. In Spain, STES-Intersindical collaborates with feminist organisations and conducts research on the causes of the gender pay gap. Given the impact that pregnancy and motherhood have on women's careers, salaries and pensions, STES-Intersindical has proposed a bill to the government of Spain which would equally share responsibilities and care of children between both parents.

## **8. GENDER EQUALITY ISSUES LINKED TO WIDER SOCIETAL ISSUES (DEMOGRAPHIC CHANGE, GREATER MOBILITY ETC.) AND GENDER-BASED VIOLENCE IN THE WORKPLACE**

**Feray Aytekin Aydogan, EGITIM-SEN, Turkey, and Anxhela Llalla, SPASH, Albania,** discussed gender equality issues linked to wider societal issues and gender-based violence, and provided participants with best practices to effectively deal with such sensitive issues.

Among the most frequently mentioned new issues in the ETUCE survey were equality concerns linked to wider societal changes, such as demographic ageing, increasing mobility, and the political situations in certain countries. The most worrying form of societal issue impacting gender equality noted

during this workshop was the stripping away of teachers' freedoms and general attacks on human rights and trade unions in countries where religion has an influential role in society.

According to Aytekin Aydogan, gender equality is under threat as the current Turkish government promotes gender roles which are in accordance with religion. For example, a project funded by the European Union and the Government of Turkey "Promoting Gender Equality in Education (ETCEP)" was forced to stop because the Turkish government claimed that teachers were teaching LGBTI values and acting against the values of Islam.



Turkish children taking part in the Promoting Gender Equality in Education project in Turkey. Taken from Feray Aytekin Aydogan's presentation, EGITIM-SEN, Turkey.

Gender-based violence is also a common occurrence across Southern European education systems and in Europe in general. On average in the EU, women experience high levels of gender-based violence, with 33% of women

reporting having experienced physical, psychological or sexual violence since the age of 15. Likewise, over 57% of respondents to the ETUCE survey considered gender-based violence in the workplace to be an issue for education staff. In general, the use of social media to harass staff was flagged as being



*"the world will change if women are free".*

Quote from Feray Aytekin Aydogan, EIGTIM-SEN



the most problematic form of gender-based violence and it was noted that the under-reporting of violent incidents aimed at teachers is widespread across southern Europe.

In *Albania*, research conducted by SPASH in 2017 revealed that violence committed by school leaders towards teachers was the most common. This was followed by violence between teachers, violence from students towards teachers and then parents towards teachers. What's more, many teachers feel too ashamed to report incidents as bullying and harassment are not considered to be acts of violence. In addition, many children's books in primary schools contain violent and malicious content. In *Turkey*, it was reported that sexual abuse and violence against children in schools, in courses, in dorms had been increasing considerably.

Southern European countries are doing their utmost to fight against all gender equality issues linked to wider societal issues and gender-based violence in the workplace. In Turkey, EGITIM-SEN calls for gender equality courses in all university faculties and high schools. They also demand that racist, ethnocentrist and discriminatory content be excluded from all education materials and textbooks.

## What are we teaching in primary school books?

### ▶ Cited parts from book:

- "Beni together with his wife and children was an emigrant in Greece. Beni was addicted to alcohol and when his wife did not give money to buy more alcohol, he **bit her and she passed away**. Beni ended in jail. Grandparents were taking care of the children and they **could not hide to transmit to kids the hate they had towards their dad**"
- "**Magic chalk**: When I don't want to go to school, I mix chalk with water and it increases my body temperature. When my mom checks my fever, she doesn't let me come to school" (**Self-hurt; Lying**)
- "Roland, –said Elisabeth– Your clothes are so beautiful and your hair so soft, but **you are an idiot**. After that they did not get married"
- Exercise 5: "You are traveling in a train together with your sister without tickets and you get caught by the officer. He is authorized to use **special punishment**. For that reason he takes out 9 chocolates but 3 of them are **deathly poisoning** and he **forces you to pick one**.
  - A) If you pick before your sister, how is the probability for your sister to live?.....
  - D) **Is it in your interest to convince your sister to pick first?**

### Teachers reported the textbooks– they got threatened by employers.

- After SPASH and parent community reaction, 130 textbooks were removed and replaced.

Violent content in Albanian children's books. Taken from Anxhela Llalla's presentation, SPASH, Albania.

In Albania, SPASH has established women committees in every district of the country, and provided training seminars on gender-based discrimination and violence at the workplace. They have also succeeded in having 130 books with violent content removed from schools.

## 9. ESTABLISHING A GENDER EQUALITY DEPARTMENT WITHIN TRADE UNIONS

**Laura López Machín, FeSP-UGT, Spain**, gave a presentation on how to establish a gender equality department within trade unions. The gender equality department within FeSP-UGT, a trade union which represents all public service workers, leads many campaigns which focus on international days throughout the year. Such campaigns include the Day for Wage Equality (22nd February), International Women's Day (8th March), LGBTI Pride (June 28th) and International Day for the Elimination of Violence against Women. Each campaign has a specific communication strategy with the intention of opening the federation to wider society. Their gender equality department also engages in academic research, with the funding of Madrid City Council and several universities, and develops a specific action plan and communication campaign for each of the studies that they carry out. Examples of research include stereotypes and references to women in textbooks, the home help sector in Spain and the privatisation of gender-based violence services. The

Christine Blower, ETUCE President and Laura López Machín, FeSP-UGT, Spain



department also implements equality plans within hospitals and health institutions and in schools through their "Igualdad Association". Moreover, they arrange regular meetings with departments in other regions of Spain to network, discuss challenges and ensure that they have a common strategy. López Machín also made reference to the challenges facing the gender equality department within her union. Having a unified message across the country can be problematic due to the sheer size and hierarchical nature of the organisation. Lack of financial support is also a matter of concern leading unions to look for funding from external sources such as the European Commission, the Women's Institute and Google.



## 10.CONCLUSIONS

During this workshop, participants provided several ways in which social dialogue could be used as a tool to combat horizontal and vertical segregation in the education sector, eliminate the gender pay gap amongst teachers, improve work-life balance, protect the fundamental rights of all students and teachers regardless of religion, sexual orientation and ethnicity, and prevent gender-based violence and harassment.

Gender quotas and gender parity rules were both suggested as ways to reverse horizontal and vertical segregation in the education sector. It was also argued that education trade unions should lead by example by increasing resources to work on gender issues within their own unions. Participants also pointed out that families have a key role to play in ensuring that gender stereotypes are not perpetuated in the homeplace and that school textbooks must give young girls something to aspire to in order to encourage women to pursue careers in areas such as STEM and to fulfil leadership roles.

In order to improve work-life balance, participants underlined that time spent travelling to work should be considered as working time and that a right to disconnect should be included in collective agreements across Europe. The



benefits of flexible working hours and teleworking provisions for education staff were also highlighted. As far as the protection of human rights is concerned, participants put forward the notion of creating a Human Rights and Equality secretariat in charge of raising awareness about human rights, children's rights, women's rights, LGBTI rights, the rights of individuals with disabilities, and the rights of immigrants. As regards gender-based violence, participants proposed that education trade unions take a more active role by establishing a gender equality department dedicated to dealing with reports of gender-based aggression towards teachers.

Furthermore, participants suggested numerous possible actions which education trade unions could engage in with a view to implementing an explicit gender equality policy with their respective unions.

## Implementing an explicit gender equality policy

- a project in collaboration with NGOs, feminist organisations and other unions aimed at raising awareness about gender-based violence and eliminating all kinds of such violence in schools via seminars, the publication of guidelines, the signing of collective agreements and lobbying for new legislation;
- the creation of candidate pools for leadership positions within schools, consisting of four women and three men, to provide more options to choose women;
- the creation of an internal department in charge of monitoring the implementation of provisions on gender equality in collective agreements both at national and regional level;
- a campaign to promote men's presence in primary and pre-primary schools with a view to addressing stereotypes in early-childhood education, increasing the social view of the teaching profession to young people, and raising the attractiveness of the teaching profession;











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