

EDUCATION TRADE UNIONS ADDRESSING GENDER EQUALITY THROUGH SOCIAL DIALOGUE

RESEARCH REPORT

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INTRODUCTION

In recent years, new challenges for gender equality have arisen from rapid changes in modern society related to globalisation, increased migration and diversification of the population, technological progress, digitalisation and ongoing changes in family structures. Socio-economic changes resulting from these developments have consequences for the role of the teaching profession and implications for gender equality in the education sector and society as a whole. At the same time, many long-standing challenges and gaps remain in areas such as gender-based violence, equal economic independence for women and men, and equality in decision making.

This report summarises the main findings of a literature review and an online survey among ETUCE member organisations which was conducted in 2018, in the framework of the project '[Social dialogue and gender equality: Empowering education trade unions to address gender equality in the teaching profession through social dialogue](#)' (VS/2017/0323), undertaken by ETUCE. A total of 69 responses were received, representing 52% of the 132 education trade unions in membership of ETUCE. Responses were received from education sector trade unions in 43 countries (84% of the 51 countries where ETUCE has members). The full list of responding unions is provided in Annex 1. In addition, it reflects the main messages and good practices discussed in three training workshops organised in Rome, Vilnius and Munich in early 2019 in the framework of the project.

The aim of the project was 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. As such, it was a continuation of a significant body of work already undertaken by ETUCE on the issue of gender equality in the education sector and in education trade unions over the years and sought to take stock of progress as well as providing an impetus for further action in this area.

SETTING THE SCENE: THE EU LEGISLATIVE AND POLICY FRAMEWORK AND BROADER GENDER EQUALITY TRENDS ON THE LABOUR MARKET AND IN WIDER SOCIETY

Gender equality is a fundamental right enshrined in the EU Treaties¹⁶ and legislation¹⁷, providing in particular for equal treatment at work and equal pay for men and women. Gender equality and equal opportunities are also at the heart of the European Pillar of Social Rights (represented as principles 2 and 3 of the Pillar)¹⁸. The first legislative initiative which arose from the social pillar was a proposal from the Commission for a Directive on Work-life balance for Parents and Carers (COM/2017/0253 final¹⁹). In its Strategic engagement for gender equality 2016-2019²⁰, the Commission emphasises the need to address the following five key issues as a priority

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

16 Article 8 TFEU provides that 'in all its activities, the Union shall aim to eliminate inequalities, and to promote equality, between men and women'; Article 153 TFEU allows the EU to act in areas pertaining to equality between men and women with regard to labour market opportunities and treatment at work to supplement Member State activities; Article 157 enshrines the principle of equal pay for work of equal value.

17 Including the Directive on equal treatment of men and women in statutory schemes of social security (79/7); Pregnant Workers' Directive (92/85); Directive on equal treatment in employment and occupation (2000/78); Directive on equal treatment of men and women in the access to and the supply of goods and services (2004/113); Recast Directive 2006/54 which modernised and simplified existing provisions repealing the former directive on equal pay for men and women (75/117 The Directive on equal treatment of men and women in employment (76/207, as amended by Directive 2002/73) and the Directive on equal treatment of men and women in occupational social security schemes (86/378, as amended by Directive 96/97)).

18 European Pillar of Social Rights in 20 Principles, see https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights/european-pillar-social-rights-20-principles_en

19 <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52017PC0253>

20 https://ec.europa.eu/anti-trafficking/eu-policy/strategic-engagement-gender-equality-2016-2019_en

Despite the principles of gender equality and equal treatment being enshrined in the EU and national legislation for decades, the reality remains very different. Key gender inequalities in the labour market and wider society continue to persist:²¹

- Despite the proportion of highly qualified women exceeding that of men by nearly 10 percentage points (p.p.), the gender employment gap remains at 12 p.p. (2017, across the EU²²). The gender pay gap remains at 16.2 p.p. (unadjusted, 2017, across the EU)²³.
- Vertical and horizontal segregation in the labour market is still in evidence, with women more likely to be represented in sectors which tend to attract lower wages (including what is often referred to as the 3 c's: cleaning, caring and catering where women tend to get paid less than men working in other sectors but holding similar levels of qualifications). Similarly, women continue to be under-represented in higher level managerial and board level positions and broader decision-making structures within the public and private sector. Across the EU, Women make up around 30% of members of national parliaments and governments. In the private sector, in 2017, only 25% of board members in the largest listed companies were women, and only 15% of women held positions as executives. Due to the unequal distribution of caring responsibilities, women are significantly over-represented in part-time work (see also Figure A2.2 in the Annex). Women can also disproportionately be found in temporary employment and are more likely to be hired on other precarious contracts.
- The 'parenthood penalty' (or rather 'motherhood penalty') remains significant, with women's employment rates declining significantly the more children they have (see also Figure A2.1 in the Annex). In 2017, the difference between male and female employment rates in the EU stood at 12 p.p. (see Figure 1.1 below). Women also assume more care responsibilities for older and sick relatives, meaning this needs to be seen as a 'female carers' penalty'. This impacts not only career and salary opportunities but also leads to a higher poverty risk in older age.
- Women experience high levels of gender-based violence, with 33% of women reporting having been subject to physical, psychological or sexual violence since the age of 15.
- As shown in the EIGE's Gender Equality Index, over the past decade, progress towards gender equality in the European Union has been taking place 'at a snail's pace'.²⁴

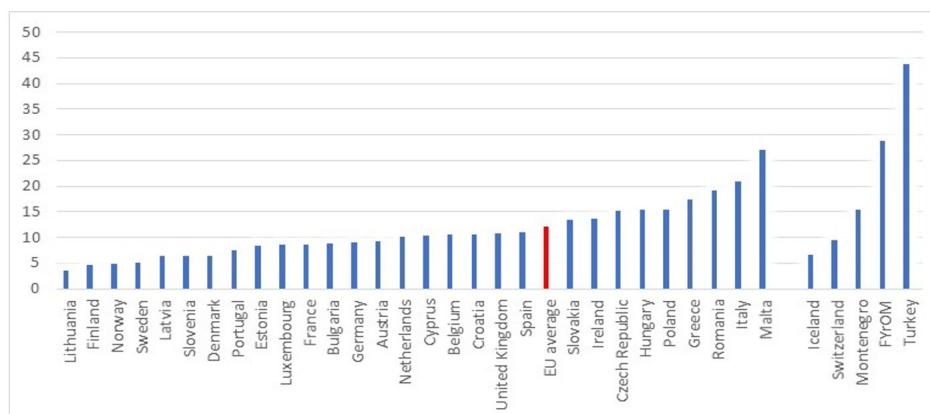
21 Statistical data is from Eurostat unless otherwise indicated.

22 Eurostat data, see https://ec.europa.eu/eurostat/statistics-explained/index.php/Gender_statistics

23 Eurostat data; https://ec.europa.eu/eurostat/statistics-explained/index.php/Gender_pay_gap_statistics

24 The Index has stood at 66.2 out of 100 in 2015, representing a 4.2-point increase since 2005, of which 1.2 points were gained from 2012 to 2015. See <https://eige.europa.eu/gender-equality-index>

Figure 1.1 Gender gaps in the employment rate of women and men, 2017

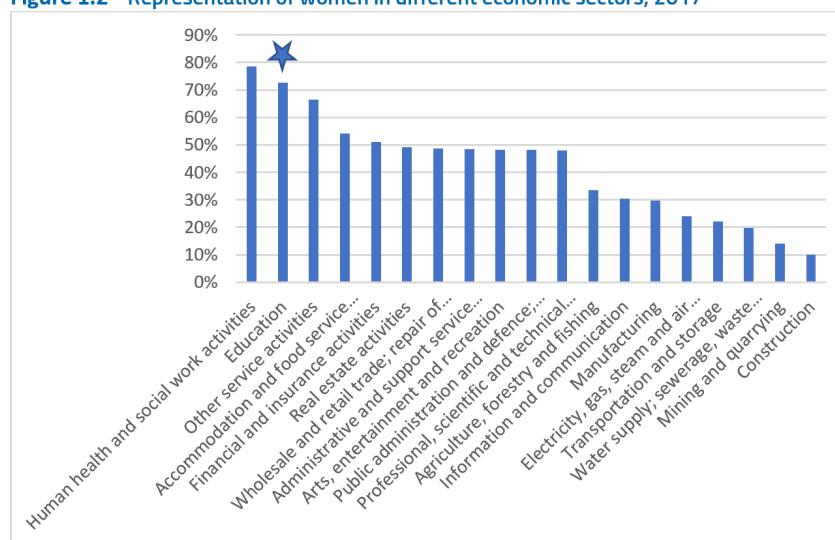


The figure shows the difference between male and female employment rate, 20-64 year olds, 2017 (p.p.) Source: Eurostat, Employment and activity by sex and age - annual data [lfsi_emp_a], accessed on 26/06/2018.

Gender stereotypes remain in evidence in relation to perceptions of women’s and men’s roles in the household, caring, in the labour market and in public life. These influence women’s (and men’s) choices regarding their lives and careers and continue to shape perceptions despite some significant advances having been made.

Figure 1.2 below demonstrates the predominance of women in certain sectors of the economy, many of which tend to attract lower salaries. The education sector is the second most female dominated sector in EU labour market.

Figure 1.2 Representation of women in different economic sectors, 2017



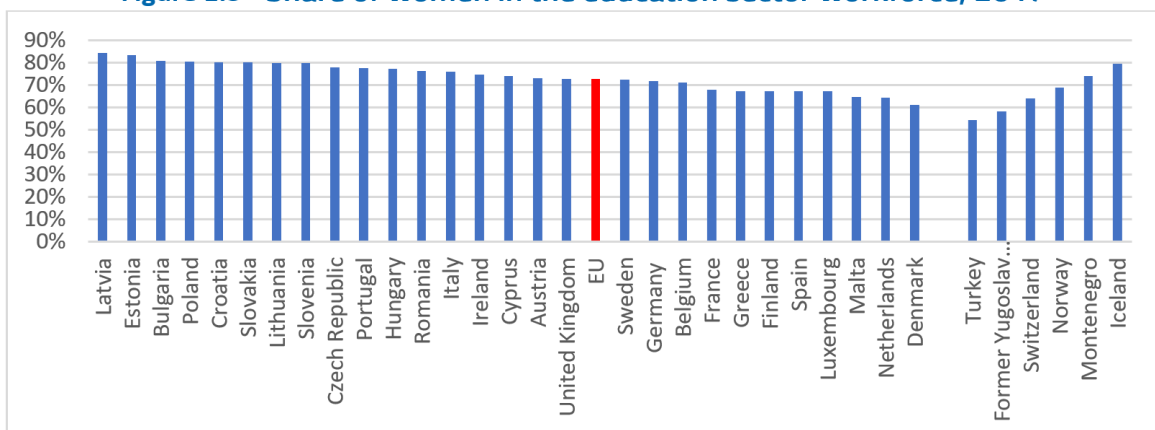
The figure shows the proportion of female workers in the total employment of the respective sector, 20-64 year olds, 2017 (Source: Eurostat, Employment by sex, age and economic activity (from 2008 onwards, NACE Rev. 2) - 1 000 [lfsa_egan2], accessed on 04/07/2018)

The teaching profession clearly has an important role to play in helping to address gender stereotypes and influencing education choices. Similarly, the issues of work-life balance conflict, associated with high levels of part-time work, the low representation of women in decision making positions and vertical segregation in different sub-sectors of education, as well as gender-based violence remain important issues for workers in the education sector as will be demonstrated below.

GENDER EQUALITY ISSUES IN THE TEACHING PROFESSION

Teaching is a highly gendered profession, with women making up over two-thirds of teachers on an EU average (71%, see Figure 1.3). In 2017, 73% of education sector workers were female, with country variations from over 80% in Latvia, Estonia and Bulgaria to around 65% in Malta, and lower rates in the Netherlands and Denmark. Within the education sector, most teaching professionals were female, ranging from over 80% in the Baltic states, Croatia and Bulgaria and 63-63% in France and Germany.

Figure 1.3 Share of women in the education sector workforce, 2017

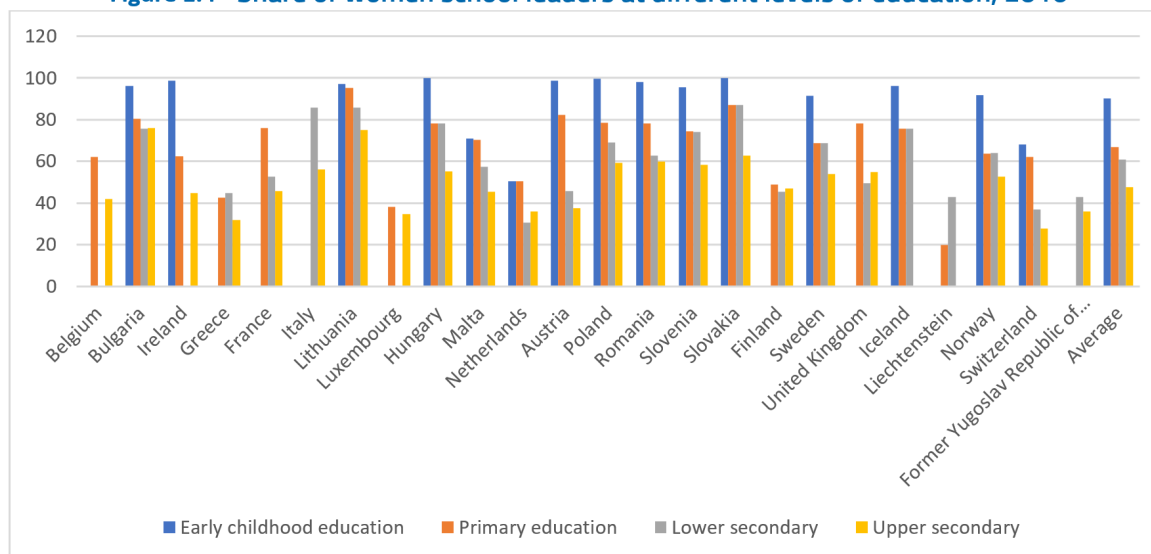


The figure shows the proportion of female education sector workers in the total education sector employment, 20-64 year olds, 2017 (Source: Eurostat, Employment by sex, age and economic activity (from 2008 onwards, NACE Rev. 2) - 1 000 [lfsa_egan2], accessed on 04/07/2018).

Women tend to be significantly **predominant in early childhood and primary education and under-represented in tertiary education**. Across the EU, while 98% of teachers in pre-primary education are women; this declines to 44% in tertiary education (2017 data). It is the sectors where women are predominant which suffer from low status, low pay and more limited career opportunities. This is arguably at least partly due to the perception of work in these sub-sectors being associated with traditional women's roles which remain under-valued.

Despite their over-representation in the sector overall, women are **under-represented in leadership** and decision making positions in education institutions (see Figure 1.4). Across the EU, in pre-primary education, an average of 90% of school leaders in the EU are women. In lower secondary education this decreases to 61% and to 48% in upper secondary education.

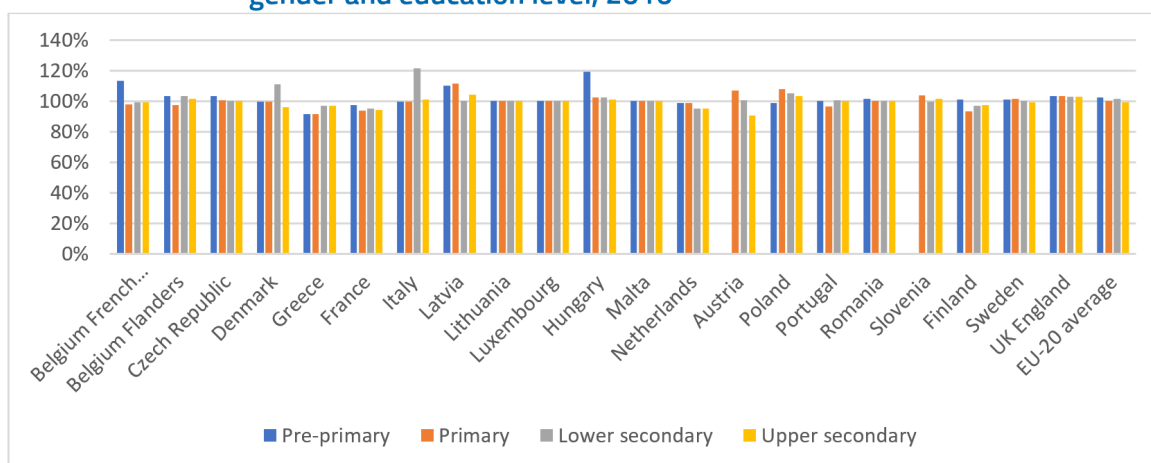
Figure 1.4 Share of women school leaders at different levels of education, 2016



The figure shows the proportion of female workers in the total education sector workforce at each education level, source: Eurostat, Classroom teachers and academic staff by education level, programme orientation, sex and age groups [educ_uoe_perp01], accessed on 05/07/2018. No data for Germany.

Across the EU, **the earnings of female and male teachers** across different education levels are similar (see Figure 1.5), with the exception of the upper secondary level where women on average earn 1 p.p. less than male teachers. However, there are significant gender inequalities in earnings at the country level. In Greece, France and the Netherlands, women continue to earn less than their male counterparts in the education sector, this is also the case in the traditionally more gender-equal countries like Finland and Denmark (the latter only in upper secondary education).

Figure 1.5 Share of female teachers' salaries compared to male teachers, by gender and education level, 2016



Source: Eurydice (2018). Own calculations. Data missing for Belgium German community, Bulgaria, Germany, Estonia, Ireland, Spain, Slovakia, Wales, Scotland, Northern Ireland.

Female teachers are more likely to access **continued professional development** but are less likely to have a mentor.²⁵ On average, 87.4% of female teachers participated in continuous professional development activities in 12 months prior to the survey, compared to 84.4% of male teachers over the same period. The pattern was consistent across all the countries participating in the TALIS survey, except for France and the Netherlands.

²⁵ OECD (2017).

GENDER IN EDUCATION TRADE UNIONS' STRUCTURES²⁶

Membership of trade unions in the education sector is predominately female, mirroring exactly the share of female teaching staff in the labour market (71%). However, leadership in education trade unions is not fully representative of union membership and the education workforce (see Figure 1.6):

- Since 2014, the share of female General Secretaries of education sector trade unions has increased and now stands at 50%. In the highest decision-making bodies, the share of women is also up from 48% to 56%.
- However, at the same time the number of female presidents and deputy general secretaries of education trade unions declined (to around 35%).²⁷

This under-representation of women in the trade union structures was expressed by one responding union as following:

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At school level women are the majority among shop stewards or elected workers' reps, but they often fail in taking on higher responsibilities at local level. We need a strategy to help the most talented ones."

Quote from the responses to ETUCE Survey, 2018

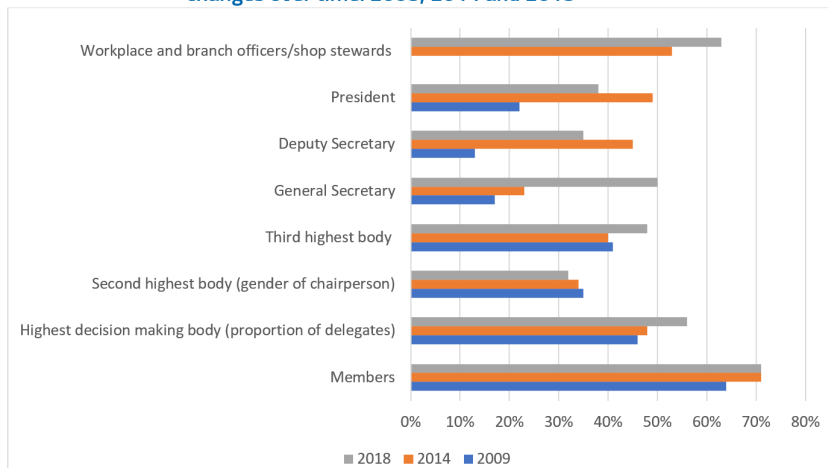
Only 60% of education trade unions have a department or individuals dealing specifically with gender equality issues (see Figure 1.7). In most cases, this responsibility is shared with other tasks as 24 unions pointed out that such persons work on gender equality issues mainly on the side. On average unions reported spending just 20% of their time on gender equality issues (ranging from 5 to 60% amongst the responding unions). Most of such persons working on gender equality issues are women.

Despite the lack of human resources dedicated to gender equality issues, the existing personnel and departments achieve a great degree of impact in their organisations, with 13 unions reporting such significant impact and 18 unions reporting some impact.

²⁶ Information from this point onwards is based on the ETUCE member survey conducted in 2018 and the three regional workshops.

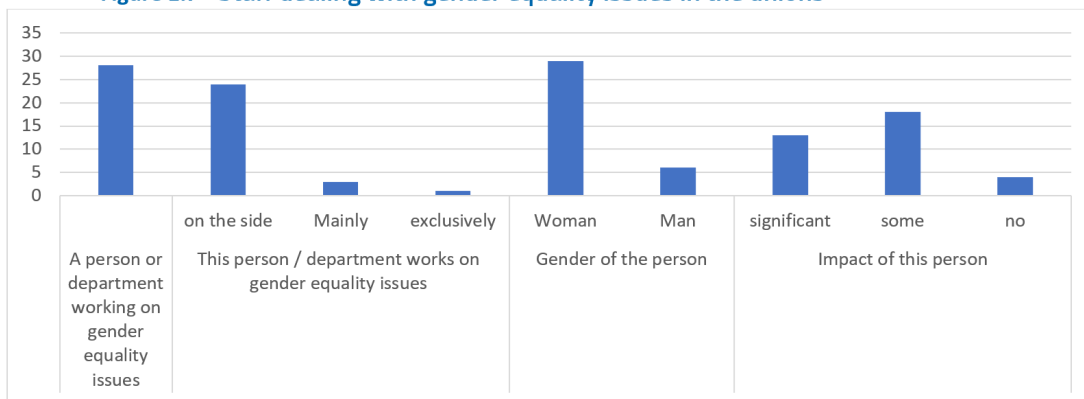
²⁷ It needs to be borne in mind that the positions of the president, general secretary and deputy secretary have different functions and aims in different trade unions and hence are not strictly comparable across the countries.

Figure 1.6 Key figures: women in the decision-making structures of the unions: changes over time: 2008; 2014 and 2018



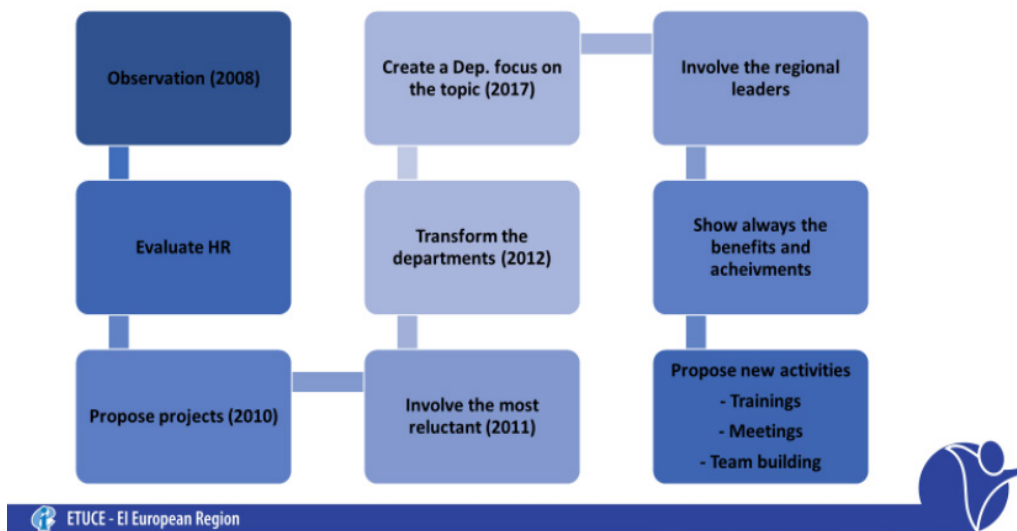
Source: ETUCE surveys, 2018, 2014, 2009, the figure shows the proportion of women in the respective trade union structures.

Figure 1.7 Staff dealing with gender equality issues in the unions



Source: ETUCE survey, 2018. The figure shows the number of responding unions.

STEP BY STEP APPROACH



'Step by step approach' to creating an Equality department, FSLE, Romania

BOX 1: Trade unions creating a dedicated equalities department in education trade unions

In **Romania, FSLE** established an internal structure focussed specifically on the equality issues within the union. The establishment and development of the Department's activities was a gradual process taking place over several years. The process started with the initial observation of the existing union internal structures, including the gender-balance of the management board, the existing composition of departments and committees. Subsequently, the existing structure was evaluated to review the level of attention to equality issues in the union. To demonstrate concrete and tangible value of equality related work for union members, the promoters of the Equalities Department implemented a series of concrete projects and activities for the members where equality issues were part of the overall training and continuous professional development agenda. The focus of the Department's work has always been to demonstrate the benefits and positive achievements of the equalities related work. Looking forward, the Department is planning further activities, training, meetings and team building activities to promote the equality agenda amongst its members further.

In **Germany, VBE** has achieved an establishment of advisors on gender equality at the regional level of the union representation who provide advice, support and monitoring of the gender equality issues amongst the union members. The union has also issued gender equality guidelines to provide a formal focus for its equality work.

In **Spain, FeSP-UGT** also created an equalities department which now organises significant campaigns. These have included the Day for Wage Equality (22nd February), International Women's Day (8th March), LGBTI Pride (June 28th) and the International Day for the Elimination of Violence against Women (25 November). The 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 is carried out. Examples of research include stereotypes and references to women in textbooks and the privatisation of gender-based violence services.

In **the UK**, the newly merged **National Education Union (NEU)** has set up a dedicated Equalities department within the newly established union as a concrete commitment of the union's call for equality across the education systems. This involves two staff members working exclusively on gender equality issues and undertakes a range of analysis, mobilisation and awareness raising work in the union. The department also builds strongly on Women's Organising Forums set up in 2016. The Forums were set up to promote and develop the engagement of women in the Union; share and build on effective practice and advise on union policy in relation to respective groups.

GENDER EQUALITY ISSUES ADDRESSED BY THE EDUCATION TRADE UNIONS' ACTIONS

A comparison of the trends between the 2009, 2014 and 2018 surveys carried out by ETUCE (see Figure 1.8) shows that the use of core activities by the trade unions to implement gender equality policies has been decreasing across the decade, across all types of activities included in the surveys. In the words of one responding union:

//
work on gender equality issues is still quite a new field of work for the trade union. Many consider it is not so important - that priority should be given to fighting for higher salaries and working conditions of our members."

Quote from the responses to ETUCE Survey, 2018

Over half of 2018 survey respondents argued that attention to gender equality issues has increased in their organisation but 60% said that resources remained the same. For example, one responding trade union pointed out that:

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the most important development is that it was recognized that our trade unions need a group which would work on equality issues and that the Equality Committee was established'.

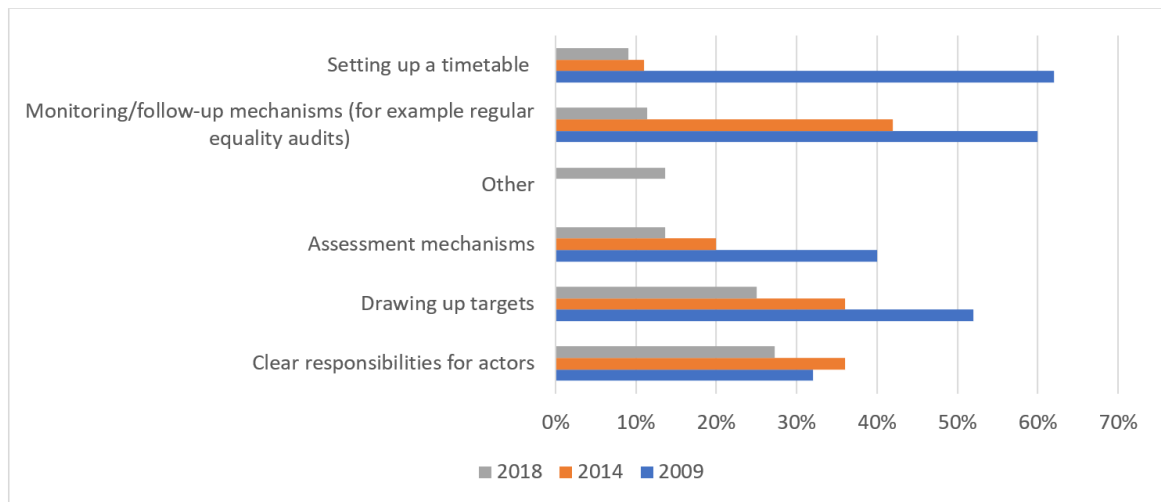
Quote from the responses to ETUCE Survey, 2018

Measures undertaken in a variety of areas are described below.

Although the **under-representation of women in decision-making structures** of education trade unions is considered to be a significant issue by nearly 70% of respondents to the 2018 survey of education trade unions, only 40% of trade unions indicate that internal gender equality policies are in place. The share of education trade unions indicating that measures have been taken to address the under-representation of women in the unions' decision-making bodies

decreased from two thirds in 2014 to under 45% in 2018. Relevant policies in this area mainly seek to increase the representation of women in decision making structures (either to ensure parity or greater representation of membership). Efforts to target more representative leadership structures are largely focussed on campaigns to encourage more women to come forward for leadership positions and mentoring for aspiring leaders, rather than instituting internal quotas.

Figure 1.8 Core trade union activities to implement the gender equality policies, 2009, 2014 and 2018



Source: ETUCE surveys, 2018, 2014, 2009. The figure shows the proportion of responding trade unions indicating such mechanisms.

BOX 2: Trade unions promoting the representation of female leaders in trade union structures

The **Croatian Teachers' Union (CTU)** has been successful in countering the trend of male dominated leadership in education trade union with a predominately female membership. The union now has a female president and nearly 55% of members of its Assembly and 65% of its Great Council are women. The importance of demonstrating good leadership and mentoring, as well as overcoming stereotypes and discrimination which still continue to persist in trade union structures were highlighted as critical success factors. In addition, the union organised 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.

In the **UK**, the **NEU (NUT section)** has delivered training programmes to encourage women to come forward for leadership positions. Third sector organisation such as WomenED have been set up to help women into leadership positions.

Teachers Union of Serbia (TUS), Serbia, is working to raise awareness about the lack of women in leadership positions in the education sector by publishing materials on their website and holding round-tables focussing on the issue. Confidence workshops and seminars on gender equality and leadership skills are being organised by TUS for female teachers who aspire to be school leaders as part of regular continuous professional development for teachers in Serbia, accredited by the Ministry of Education.

Women's Corner' on the trade unions website, TUS, Serbia

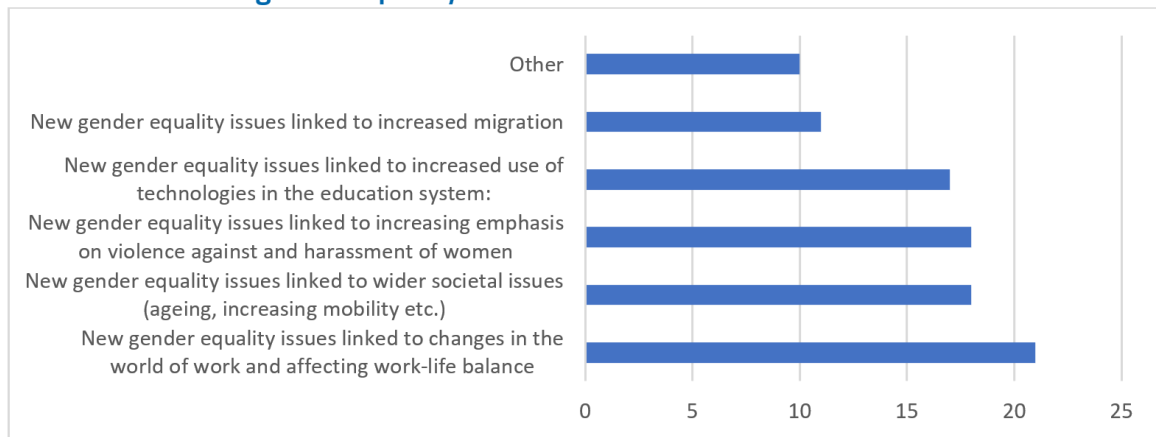
was highlighted, as many women are considered to be discouraged from coming forward for such role due to concerns about potential work-life balance issues arising.

Difficulties in **reconciling work and family life** were considered to be key issues both in relation to the under-representation of women in leadership functions in education trade unions and in leadership roles in education workplaces. 80% of respondents highlighted the importance of addressing the under-representation of women in leadership functions in the sector, but only 40% of trade unions indicated actions had been taken to address this issue. As shown in Figure 1.9, work-life balance conflict was also considered the most important 'new' issue coming to the fore in union's work on gender equality. The most frequently mentioned new issue related to addressing work-life balance conflicts, mentioned by 21 respondents. This was followed by equality issues linked to wider societal changes and the importance of addressing violence and harassment aimed at women. Issues related to increased migration were mentioned by 11 responding unions.

This assessment can be seen to reflect the persistence of some issues (e.g. work-life balance conflicts) which continue to play a very significant role in entrenched employment, pay and pension gaps between men and women in the labour market overall and in the education sector. Such challenges are exacerbated by societal changes such as demographic change and greater mobility which can increase the challenge of caring for the main care givers, which continue largely to be women.

In the three regional workshops held as part of the project, the promotion of women in trade union decision making structures was considered to be of high significant, particularly if education trade unions are to be seen to lead by example. The possibility of introducing gender quotas and parity rules was discussed, as well as suggestions to create balanced pools of candidates. While there was discussion about the use and value of quotas, there was agreement on the importance of mentoring and support structures which would encourage women to come forward. The crucial significance of addressing work-life balance issues alongside such discussions

Figure 1.9 Have any new issues come to the fore the union’s internal work on gender equality?



Source: ETUCE survey, 2018. The figure shows the number of responding unions.

BOX 3: Trade unions enhancing work-life balance for workers in the education sector

The **Teachers’ Union of Ireland (TUI)** has been active in this area. The union has commissioned surveys and other research to assess the extent of problem, e.g. gender balance research 2017. 2016 TUI report on gender imbalance in promotions in tertiary education and how to address it through promotion processes and better work-life balance, partly leading to a Government action plan and annual monitoring (for more information see http://hea.ie/assets/uploads/2017/04/hea_review_of_gender_equality_in_irish_higher_education.pdf) . The Union has also been negotiating parental leave, additional maternity leave including 30 day overlap, foreign adoption leave, emergency services leave, carer’s leave over 100 weeks now, professional time, and bereavement leave claim up to 20 days. It is now examining whether email and social media policies should be provided by employers. The union has also been trying to set limits on workload e.g. through the 2016 workload agreement and insisting that CPD should be available but not compulsory (especially out of normal work hours). The union has also an Equality Council and organises equality topic conferences (e.g. combined equity / education conference in 2018; for more information see <https://www.tui.ie/news/tui-education-equality-conference-2018-presentations-available-to-download.12358.html>).

In order to improve work-life balance, well-being, mental health, and leisure time, in Italy, **UIL Scuola** integrated these concerns in the negotiations on the latest collective agreement in the sector. 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.

The **Malta** Union of Teachers (**MUT**) has succeeded in introducing several work-life balance measures in collective and sectoral agreements. The union is 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.

70% of 2018 survey respondents considered differences in the **representation of men and women in different sectors of education** to be a significant issue. However, less than 50% of responding unions indicated actions had been taken to address this and only one example was provided of collective bargaining being used in attempts to address the under-representation of men in pre-primary and primary education.

The overall **recognition and remuneration of the teaching profession** was considered to be a key issue which needed to be addressed. Salaries more on a par with what can be achieved by young people graduating with similar qualifications in other sectors, as well as the equalisation of pay between different education sectors were highlighted as important issues for debate by participants at the regional workshops organised as part of the project.

BOX 4: Trade unions enhancing the attractiveness of the teaching profession

In **Denmark**, **BUPL** 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 the **Netherlands**, **AOb** has campaigned and went on industrial action to achieve that the collective labour agreements are changed to reflect more beneficial salary scales for teachers. Social dialogue instruments were also used to ask for better salary scales with growth opportunities.

In **the UK**, **NASUWT** has conducted campaigns for all salaries in state funded schools to be regulated. In addition, the NASUWT has campaigned for all schools to be covered by the Gender Pay Gap Reporting Regulations. The NASUWT has also campaigned for the lifting of the pay cap for short-term supply teachers in Scotland which was in place from 2011 to 2017. This overwhelmingly benefits women who wish to work flexibly. The union has also gone into a national trade dispute with governments and administrations across the UK on pay, pensions, working conditions and jobs since 2011. It is also undertaking an annual pay survey of members across the UK to identify equality disparities, as well as having developed the model pay policies and checklists for negotiators.

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Le SNES-FSU exige :

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- Des contenus d'enseignement, des pratiques pédagogiques et des manuels scolaires qui contribuent à la lutte contre les stéréotypes et les discriminations, et à la construction d'une culture commune émancipatrice, respectueuse et égalitaire.
- La prise en compte de la construction sociale du genre dans les programmes.
- Des programmes d'éducation à la sexualité, sans tabous, pour tous les élèves, assurés par des professionnels et des personnels formés, et l'application de la loi du 4 juillet 2001 qui prévoit trois séances par an à tous les niveaux de la scolarité.
- Le développement des programmes de lutte contre les violences sexistes, lesbophobes et homophobes.

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- Le SNES-FSU dénonce la dévalorisation des métiers enseignants, comparable à celle des autres filières professionnelles féminines.
- Il combat les politiques de management des personnels, d'individualisation des carrières et des rémunérations, porteurs d'aggravation des inégalités entre femmes et hommes.
- Il lutte contre le temps partiel subi par les non-vitales, et particulièrement les enseignantes contractuelles, synonyme de revenu salarial partiel.
- Il lutte contre l'interruption des contrats pour cause de grossesse.

Retraites

- Le SNES-FSU dénonce des régressions pénalisant particulièrement les femmes et ayant aggravé les inégalités femmes-hommes : recul de l'âge de la retraite, augmentation des annuités et décotes, perte des bonifications pour enfant.
- Il revendique le rétablissement de la bonification pour enfant et une majoration de la durée d'assurance portée à deux ans pour les métiers fonctionnaires, comme pour les parents ayant élevé seuls leurs enfants.

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Le SNES-FSU revendique :

- Les mêmes droits familiaux pour toutes les familles.
- L'extension du congé maternité à 26 semaines et un congé du second parent allongé et rendu obligatoire.
- Un meilleur partage des tâches domestiques (congé parental).
- La création de davantage de structures de garde d'enfants accessibles ou gratuites selon les revenus et un meilleur accompagnement des mères isolées et de leurs enfants.



Contre les violences et les inégalités

Le SNES-FSU exige que :

- La définition complète du harcèlement sexuel soit insérée dans le code du travail et dans le statut de la Fonction publique.
- Les métiers féminisés, systématiquement dépréciés, ne soient plus liés à l'écart des rémunérations salariales.
- Les lois sur les violences soient appliquées immédiatement et renforcées.
- La mixité des métiers et l'orientation des femmes vers des métiers plus rémunérateurs soit favorisée.

Le Groupe femmes du SNES-FSU travaille sur les questions de droits des femmes, d'égalité. Il fait partie du secteur Droits et Libertés. Le SNES-FSU participe au Groupe national d'information et d'éducation sexuelle GONES qui est un collectif regroupant associations de parents d'élèves, de personnels de l'Éducation nationale et de mouvements éducatifs populaires. Il agit auprès des pouvoirs publics pour favoriser l'éducation à la sexualité des jeunes, en rappelant que le rôle de l'école est complémentaire à celui de la famille. Le SNES-FSU participe au secteur Femmes de la FSU.

Gender equality brochure, SNES-FSU, France

be victims of having unflattering or inappropriate pictures of themselves shared online without permission. Thus, cyberbullying and online violence as well as being a tool used to bully teachers themselves, have an increasingly strong impact on students that teachers have to deal with.

BOX 5: Trade unions addressing violence and harassment in the workplace

The **Bulgarian** Union of Teachers (**SEB**) has been instrumental in working with the government to ensure the criminalisation of the harassment of teachers in legislation. As a result, violence against teachers, including gender-based violence, has been radically reduced.

For **NASUWT** in the **UK**, gender-based violence is a key campaigning issue. Surveys are being run to establish the extent of the problem in schools. The abuse of social media and mobile phones as a tool for gender-based violence is particularly emphasised in this work.

It could be considered surprising that **new challenges** linked to migration do not appear higher on the agenda, but this is an issue which is considered to be an opportunity as well as a challenge, and in terms of the teaching profession, can be localised in particular countries and urban centres where the number of migrant children entering the education system has increased.

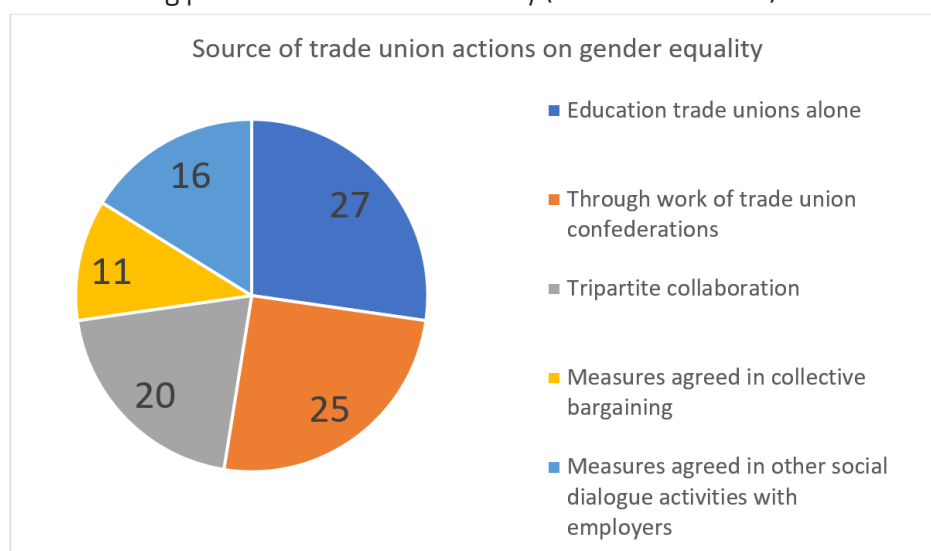
28 <https://eige.europa.eu/rdc/eige-publications/gender-equality-and-youth-opportunities-and-risks-digitalisation>

THE ROLE OF SOCIAL DIALOGUE IN ADDRESSING GENDER ISSUES IN THE TEACHING PROFESSION

Social dialogue is defined by the International Labour Office 'to include all types of negotiation, consultation or simply exchange of information between, or among, representatives of governments, employers and workers, on issues of common interest relating to economic and social policy'²⁹.

Social dialogue takes many different forms as indicated above, and take place at different levels. It can exist as a tripartite process, with the government as an official party to the dialogue or it may consist of bipartite relations only between labour and management (or trade unions and employers' organizations), with or without indirect government involvement.

Social dialogue (either in the form of collective bargaining or other bipartite or indeed tripartite action) remains notably under-represented among the approaches taken to address gender (in) equality in the teaching profession and wider society (see also Table 1.1).



29 <http://www.ilo.org/ifpdial/areas-of-work/social-dialogue/lang--en/index.htm>%20%20a

Most of the measures taken by trade unions to address various aspects of gender equality were taken by trade unions acting alone or through the trade union confederations (27% and 25% respectively). In contrast, only 11% of measures were the result of collective bargaining between education employer and trade union organisations. A further 16% of measures arose out of social dialogue between education employers and trade unions (but were of a less binding nature than those enshrined in collective agreements) and a further 20% through tripartite actions of trade unions, employers and the government working together.

When looking at gender equality measures taken with the involvement of education trade unions as a totality, the highest share of such activities was to address broader gender segregation in employment in the labour market, followed by differences in the representation of male and female staff in different education sectors. It is in relation to the latter measures, as well as the issue of work-life balance that collective bargaining is the most frequently used tool.

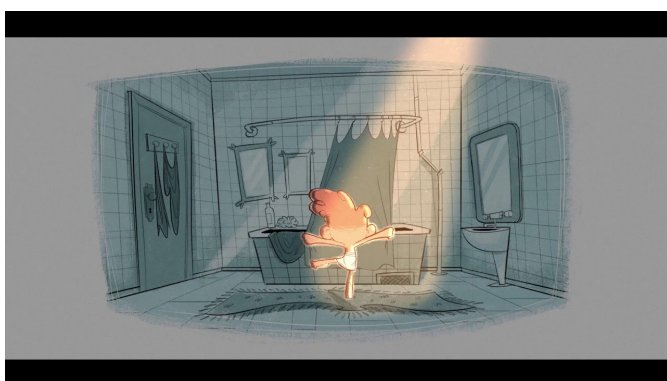
With regard to the issue of addressing gender (in)equality in the wider labour market, the survey of ETUCE members showed that 47% of trade union have been involved in activities in this area.

BOX 6: Trade unions addressing gender stereotypes in the wider labour market

Working jointly, **project partners including the Italian trade union confederation UIL, education trade unions MUT in Malta and FLESTU in Lithuania**, implemented the European funded [GET UP project](#). The main priority of the project is to address the stereotyping of educational and career choices and to promote gender equality in education, training, career guidance and at the workplace. To respond to this main priority the specific objectives of the project are to:

- define a European Minimum Standard of Competences on Gender Equality (EMSC) for those responsible of Human Resources at the workplace (directors, employers, trade unions), Career Guidance professionals and Teachers supporting training and employment choices in order to guide, promote, recruit and retain individuals by overcoming gender stereotypes and taking into consideration their skills, competences and interests;
- strengthen the skills and competences of the above-mentioned professionals of both private and public organisations and companies on European and national legislation, practices and behaviours aimed at overcoming gender stereotypes;
- raise awareness on gender equality among partner organizations and their members, as well as the whole public, thus promoting also at European level the benefits delivering from the equal participation in society of men and women;
- develop a game challenging gender stereotypes of teenagers, see <http://www.agenderstory.eu>

In **Finland**, **OAJ** union adopted an equality roadmap for more equal education in spring 2016. The union got 9 organisations involved and handed over the results in 2019 to the political parties. The idea to emerge was for the "[National plan for equal education](#)". The initiative led to a wider discussion, new cooperation partners (like LGBTI Rights organisations) and cooperation with the policy makers. Two seminars were organised with the policy makers, researchers and other organisations and media talking and writing about the union's agenda.



From the video '[Waste of talent](#)', GetUp project, UIL (Confederation, Italy), education trade unions MUT (Malta) and FLESTU (Lithuania).

To summarise, efforts have been made by education trade unions to address persistent and newly emerging challenges with regard to gender equality. However, more remains to be done, both with regard to internal trade union structures and in terms of addressing gender inequalities and gaps in the education sector, wider labour market and society. Social dialogue – and collective bargaining in particular – is an important but under-utilised tool to help deal with

inequalities linked to gender. Participants at the project round tables underlined that social dialogue can and indeed must be used as an effective tool to address the above issues. The challenges faced at Member States level to make this a reality vary depending on the maturity of social dialogue structures, the availability of an employer side counterpart (and their willingness to engage with these issues). Additional financial and organisational resources were seen to be crucial to enhance the role of social dialogue, and challenges were recognised which still persist – also within trade unions – to have the importance of gender equality issues fully recognised (for instance through the establishment of dedicated equalities units).

Collective bargaining could play a particular role in addressing issues of pay and working conditions, including working hours, in order to make the teaching profession more attractive. A number of positive examples are already in place where trade unions have succeeded to address the issues of flexible working arrangements, the right to disconnect and indeed greater pay parity between education sectors within collective agreements.

A particular role was also considered to exist for social dialogue to address the growing issues of gender-based violence and cyber bullying. The experiences presented at the regional workshops showed that such work can include awareness raising, the recognition of these issues in collective bargaining and working with governments to address the treatment of such forms of bullying and harassment in legislation.

Table 1.1 Measures taken by the trade unions to address various aspects of gender equality

	All topics		Address the under-representation of women in decision-making positions in schools	Help education staff reconcile work and family life	Support career development of female education staff	Address gender based violence in education workplaces	Address the issues of the differences in the representation of male and female staff in different areas of the education sector	Measures specifically targeting the horizontal segregation of the labour market.	Actions seeking to address the under-representation of women in decision making structures in the labour market
	Number	%							
Education trade unions alone (e.g. through research, lobbying, campaigning, awareness raising etc.)	60	27%	7	6	7	7	11	10	12
Through the work of trade union confederations	56	25%	7	7	5	7	10	12	8
Education trade unions, employers and government working together	43	20%	5	5	6	7	7	8	5
Education trade union and employers acting together in collective bargaining	25	11%	3	6	3	2	5	4	2
Education trade unions and employers acting together through other social dialogue activities (e.g. joint campaigns, lobbying, contributions to consultations etc.)	36	16%	3	5	6	6	3	7	6
All	220	100%	25	29	27	29	36	41	33
			11%	13%	12%	13%	16%	18%	15%

Source: ETUCE survey, 2018. Multiple answers were allowed hence the total number of responses exceed the number of respondents.

CONCLUSIONS

Gender equality is a fundamental right enshrined in the EU Treaties and legislation, providing for gender equality particularly in treatment at work and equal pay. Despite these principles being enshrined in legislation for decades, the reality remains very different, with vertical and horizontal labour market segmentation, as well as the gender pay gap remaining very much in evidence. Gender stereotypes continue to persist in relation to perceptions of women's and men's role in the household, caring responsibilities, the labour market and public life. These influence women's and men's choices regarding their lives and careers and continue to shape perceptions despite some significant advances having been made. As demonstrated by EIGE's Gender Equality Index, over the past decade, progress towards gender equality in the European Union has been taking place 'at a snail's pace'.

Education trade unions and education personnel have a vital role to play in helping to address gender stereotypes, influencing (further) education and career choices. However, this project has shown that as well as their role in promoting gender equality in wider society, education trade unions in particular need to continue their efforts to address gender disparities within the teaching profession and indeed in education trade unions themselves. Although there has been some progress over time, and this project has demonstrated that significant actions have been taken by education trade unions in promoting gender equality, research and discussions undertaken as part of this project also revealed some disappointing findings, highlighting again the need for more action to address a number of issues, especially bringing gender equality issues to the social dialogue and collective bargaining.

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

- Since 2014, the share of female General Secretaries of education sector trade unions has increased and now stands at 50%. In the highest decision-making bodies, the share of women is also up from 48% to 56%.
- However, at the same time the number of female presidents and deputy general secretaries of education trade unions declined (to around 35%).

Although the under-representation of women in decision-making structures of education trade unions is considered to be a significant issue by nearly 70% of respondents to a survey of education trade unions, only 40% of trade unions indicate that internal gender equality policies are in place. It is particularly concerning that the share of education trade unions indicating that measures have been taken to address the under-representation of women in the unions' decision-making bodies decreased from two thirds in 2014 to under 45% in 2018. Departments dedicated to equality issues can play an important role in furthering the cause of gender equality within trade union structures, to address gender disparities in the sector and in wider society. However, only

60% of education trade unions have a department or individuals dealing specifically with gender equality issues. In most cases, this responsibility is shared with other tasks. On average, unions reported spending 20% of their time on gender equality issues, demonstrating the need for further dedicated resources in this area.

Quotas remain controversial among efforts to target more representative leadership structures. A number of education trade unions have successfully launched campaigns to encourage more women to come forward for leadership positions and mentoring for aspiring leaders.

Difficulties in reconciling work and family life were considered to be key issues both in relation to the under-representation of women in leadership functions in education trade unions and in leadership roles in education workplaces.

The latter is the second issue where further action is required. Despite making up a high share of the workforce in the sector, women are under-represented in leadership and decision-making positions in education institutions. Across the EU, in pre-primary education, an average of 90% of school leaders in the EU are women. In lower secondary education, this decreases to 61% and to 48% in upper secondary education. Only 12% of university deans in Europe are women. Despite the high importance of addressing the under-representation of women in leadership functions in the sector (80% of survey respondents consider this to be a priority), only 40% of trade unions indicated actions had been taken to address this issue.

As demonstrated by examples presented during the regional workshops and presented by survey respondents, collective bargaining plays a significant role in tackling issues linked to work-life balance conflict, with measures to enhance working time flexibility, specific measures for carers, the right to disconnect and the treatment of travel time for teachers travelling between schools for their teaching duties all having been considered in various collective agreements.

The third area where gender issues remain to be addressed in the education sector is the under-representation of male teachers in pre-primary and primary education and the under-representation of women in tertiary education in particular. Across the EU, while 98% of teachers in pre-primary education are women, the percentage declines to 44% in tertiary education (2017 data).

Actions to address such gender disparities tend to be akin to measures aimed at addressing broader gender stereotypes in society, as well as measures to address pay disparities between different sectors of education. Further efforts are needed in this regard, since only 50% of education trade unions indicated that measures had been taken to address these issues.

Fourthly, gender-based violence and violence and harassment in the workplace more generally was considered to be a significant and growing problem by just over half of education trade unions, particularly in relation to the greater use of social media for the purposes of harassment and cyber-bullying. Activities implemented by trade union range of influencing national legislation to awareness raising of this issue within schools, with parents in particular and in wider society.

Finally, the role of educators in addressing gender stereotypes in society was widely recognised and indeed it is in this area that education trade unions are among the most active, working with NGOs, governments and education employers to tackle such stereotypes including in the teaching curricula and textbooks, as well as in education and career choices.

Social dialogue (either in the form of collective bargaining or other bipartite or indeed tripartite action) was shown to be an under-utilised tool among the approaches taken to address gender (in)equality in the teaching profession and wider society and trade unions participating in the project workshops agreed that it is important to exploit the potential of social dialogue further to enhance gender equality in the education sector. The potential of social dialogue to achieve this and supporting measures required very much depends on the capacities of social partners and the traditions of such dialogue already in place. Additional financial and organisational resources are therefore crucial to enhance the role of social dialogue, as well as the strong understanding of all social partners that gender equality is an issue to be discussed and negotiated on by trade unions. Learning from the experience of other trade unions was particularly emphasised as an important part of the project, which can be further enhanced with the creation of the database of good practices which is one of the outputs from the project. However, it can only be a first step and direct contacts between education trade unions (and their partners) are required to learn more about the organisational and contextual factors contributing to the success of different activities.

[ETUCE's Action Plan on gender equality within teacher trade unions' structures and in the teaching profession](#) contains commitments to address many of the issues mentioned above, but should be reviewed in light of the findings of the project, with regular monitoring of the activities undertaken to make these commitments a reality at national and local level a priority.

//

Our vision is for an education system in which gender stereotypes, sexism and sexual harassment no longer harm and limit the lives and opportunities of girls and boys. We have campaigned for a whole school approach for advancing gender equality. All our departments work closely together so we are tackling gender inequality in a range of different ways and on different issues, looking at both the staff and student side in schools".

Quote from the responses to ETUCE Survey, 2018

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ANNEX 1: LIST OF 2018 SURVEY RESPONDENTS (ETUCE MEMBERS)

Country	Union
Albania	Independent Trade Union of Education of Albania, SPASH-ITUEA
Andorra	Trade union of public teachers, SEP
Armenia	Branch Republican Union of Trade Union Organizations Workers of Education and Science of Armenia, CRSTESA
Belarus	Belarus education and science workers union, SBPES
Belgium	Christelijk Onderwijzersverbond, COV
Belgium	Syndicat Libre de la Fonction Publique - Vrij Syndicaat, SLFP VSOA
Bosnia and Herzegovina	Independent Trade Union of Primary Education Workers of Bosnia and Herzegovina, ITUPEWBH
Bulgaria	Bulgarian Union of Teachers, SEB
Cyprus	Cyprus Turkish Teachers' Trade Union, KTOS
Cyprus	Organisation of Secondary School Teachers of Cyprus, OELMEK
Cyprus	Association of Teachers of Technical Education Cyprus, OLTEK
Croatia	Trade Union of Workers in Pre-School Education of Croatia, TUWPSEC
Croatia	Croatian Teachers' Union, CTU
Czech Republic	Czech and Moravian Trade Union of Workers in Education, CMOS-PS

Country	Union
Denmark	The Danish Union of Teachers, DLF
Denmark	The Danish National Federation of Early Childhood Teachers and Youth Educators, BUPL
Estonia	Estonian Educational Personnel Union, EEPU
Finland	Opetusalan Ammattijärjestö, OAJ
France	Syndicat National des Enseignements de Second Degré, SNES-FSU
France	Syndicat National des Chercheurs Scientifiques, SNCS
France	UNSA Education
France	Fédération Formation et Enseignement Privés, FEP-CFDT
France	Syndicat National Unitaire des instituteurs, professeurs des écoles et PEGC, SNUipp-FSU
Georgia	Educators and Scientists Free Trade Union of Georgia, ESFTUG
Germany	Verband Bildung und Erziehung, VBE
Germany	Gewerkschaft Erziehung und Wissenschaft, GEW (2 responses)
Greece	Federation of Secondary School Teachers of Greece, OLME
Hungary	Munkástanácsok Keresztény Pedagógusok Ágazata - MOSZ PÁ/ KPSZT
Hungary	Pedagógusok Szakszervezete - PSZ-SEHUN
Iceland	Kennarasamband Islands, KI
Ireland	Irish Federation of University Teachers, IFUT
Ireland	Association of Secondary Teachers, Ireland, ASTI
Ireland	Irish National Teachers' Organisation, INTO
Israel	Israel Teachers Union, ITU

Country	Union
Italy	CISL-Scuola, CISL-S
Italy	UIL Scuola
Kosovo	SBASHK/UESCK
Kyrgyzstan	Trade Union of Education and Science Workers of Kyrgyzstan, TUESWK
Latvia	Latvian Educational and Scientific Workers' Trade Union, LIZDA
Lithuania	Federation of Lithuanian education and science trade unions, FLESTU
Luxembourg	Syndicat National des Enseignants, SNE
Malta	Malta Union of Teachers, MUT
Netherlands	Algemene Onderwijsbond, AOb
Norway	Norwegian Association of Researchers, NAR
Norway	Utdanningsforbundet / Union of Education Norway, UEN
Poland	National Education Section NSZZ "Solidarność", SKOiW "Solidarność"
Portugal	Federação Nacional dos Sindicatos da Educação, FNE
Portugal	Sindicato Nacional e Democrático dos Professores, SINDEP
Portugal	Federação Nacional dos Professores, FENPROF
Republic of Macedonia	Autonomous Trade Union of Education, Science and Culture of the Republic of Macedonia, SONK
Republic of Moldova	Education and Science Trade Union Federation from Moldova, ESTUFM
Romania	Free Trade Union Federation in Education, FSLE
Romania	Federația Națională Sindicală ALMA MATER, ALMA-MATER
Russian Federation	Education and Science Employees' Union of Russia, ESEUR

Country	Union
Serbia	Teachers Union of Serbia, TUS
Slovakia	Union of Education and Science Workers of the Independent Christian Trade Unions of Slovakia - ZPŠaV NKOS
Slovakia	Trade Union of Workers in Education and Science - OZPŠaV
Slovenia	Education and Science Trade Union of Slovenia, ESTUS
Spain	Confederación de Sindicatos de Trabajadoras y Trabajadores de la Enseñanza - Intersindical, STEs-Intersindical
Spain	Central Sindical Independiente y Sindical de Funcionarios, Sector de Enseñanza, CSIF
Sweden	Lärarnas Riksförbund, LR
Switzerland	Syndicat des Enseignants Romands, SER
Switzerland	Dachverband Lehrerinnen und Lehrer Schweiz LCH
Turkey	Syndicat des Fonctionnaires Publics du Secteur d'Education, EGITIM-SEN
UK	NASUWT – The Teachers' Union
UK Scotland	Educational Institute of Scotland, EIS
UK England and Wales	National Education Union - NUT Section, NEU-NUT

ANNEX 2: DETAILED SURVEY RESULTS

A1.1 Survey respondent profile

A1.1.1 Key features

The survey was launched in May 2018. As of end March 2019, 69 responses were received. This represents 52% of the 132 education trade unions in membership of ETUCE in 51 countries. The 69 responses are from education sector trade unions in 43 countries, covering 84% of 51 countries where ETUCE has members.

The key characteristics of the responding trade unions were as follows:

- The majority (88%) cover the whole country rather than a single region.
- Most covered level of education are primary education (by 56 responding trade unions), secondary education and early childhood education; the least covered is higher education (37 responding trade unions).
- Nearly 60% of responding trade unions cover both public and private institutions.
- 60% of respondents have a specific responsibility for gender equality issues in their organisations.

Table A1.1 Answers relevant to the whole country/specific region

Answer	Number of responses
Whole country	61
Specific region	8: Belgium - Flanders, FEDERATION OF BIH, North Part of Cyprus, Portugal -NORTH, Belgium - Communaute francaise, Germany – Bavaria, Switzerland- Suisse romande
Total	69

Table A1.2 Level(s) of education sectors covered by the trade union

Answer	Number of responses
Early childhood education	52
Primary education	56
Secondary education	54
Vocational education	49

Higher education	37
Other	15 (science organisations, adult education, music instruction, teacher qualifying institutions, culture and science)

Table A1.3 Nature of education institutions covered by in the trade union?

Answer	Number of responses
Both public and private	41
Only public	28
Total	69

Table A1.4 Does the respondent have a specific responsibility for gender equality issues in the trade union?

Answer	Number of responses
Yes	41
No	28
Total	69

A1.1.2 Comparisons with the 2014 and 2009 surveys¹⁶

The 2018 survey attracted more responses than the 2009 and 2014 surveys, with 40 and 49 respondents respectively. The membership coverage of the 2018 survey was 51%, which is also higher than 36% and 38% coverage of ETUCE member organisations achieved by the 2009 and 2014 surveys. The 43 countries covered in the 2018 survey is also higher than 32 countries covered in the 2014 survey.

In the 2014 survey, the education levels most widely represented in the survey responses are secondary (40 unions) and primary education (36 unions), followed by vocational (33 unions) and early childhood education (31 unions). Just over half the responding unions also represent higher education personnel (24 unions). This is broadly similar to the coverage achieved by the 2018 survey.

A1.2 Trade union membership and gender

62 responding trade unions provided information about their total membership. Across all responding organisations this amounted to 7.4 million education sector workers (see Table below). This is 67% of the 11 million ETUCE members across Europe. This is slightly lower than the members covered in the 2014 survey where the responding unions covered over 8 million workers and more than three-quarters of ETUCE membership.

48 responding trade unions provided information about the gender composition of their members (see Table A1.5). Out of 21 trade unions which did not provide this information, 15 indicated that this was due to the absence of such statistics and four stated having an explicit trade union policy not to collect gender statistics. 8 trade unions were able to estimate the proportion of female members even in the absence of such data.

¹⁶ In 2014 and 2009 ETUCE undertook similar surveys amongst its member organisations. Where comparable information exists, it is contrasted with the findings of this survey. The previous survey report is available at https://www.csee-etuce.org/images/attachments/Gender_equality_Survey_report_EN_only.pdf

Table A1.5 Number of female members of trade unions

Organisation	Country	Total number of members	Number of female members
SPASH-ITUEA	Albania	11580	65-70%
CRSTESA	Armenia	38273	32635
COV	Belgium	34555	29908
ITUPEWBH	Bosnia and Herzegovina	5500	
SEB	BULGARIA	82000	
TUWPSEC	Croatia		
CTU	Croatia		85.99%
KTOS	Cyprus	2222	1371
OELMEK	CYPRUS	5150	3477
OLTEK	Cyprus	507	102
CMOS-PS	Czech Republic	10703	70%
DLF	Denmark	59214	42147
BUPL	Denmark	53000	45000
NEU-NUT	England and Wales	336031	258511
EEMU	Estonia	5695	5210
OAJ	Finland	90119	69638
ESFTUG	Georgia	40700	37000
VBE	Germany	143627	
GEW	Germany	278243	199529
GEW Bavaria	Germany		
OLME	Greece	55000	
KPSZT	Hungary	147	118
The Icelandic Teacher's Union	Iceland	10444	8460
IFUT	Ireland	2439	1160
ASTI	Ireland	16900	11950
INTO	Ireland	36365	31134
UIL Scuola	Italy	93367	
SBASHK/UESCK	Kosovo	21321	10358
LIZDA	Latvia	25300	22897
FLESTU	Lithuania	8000	
AOb	Netherlands	85728	59557
Anonymous	Anonymous	22174	12101
UEN	Norway	175935	131414
Anonymous	Anonymous	70%	52.5%
Sindep	Portugal	155	104
SONK	Republic of Macedonia	18000	16000
FSLE	Romania	165000	113800

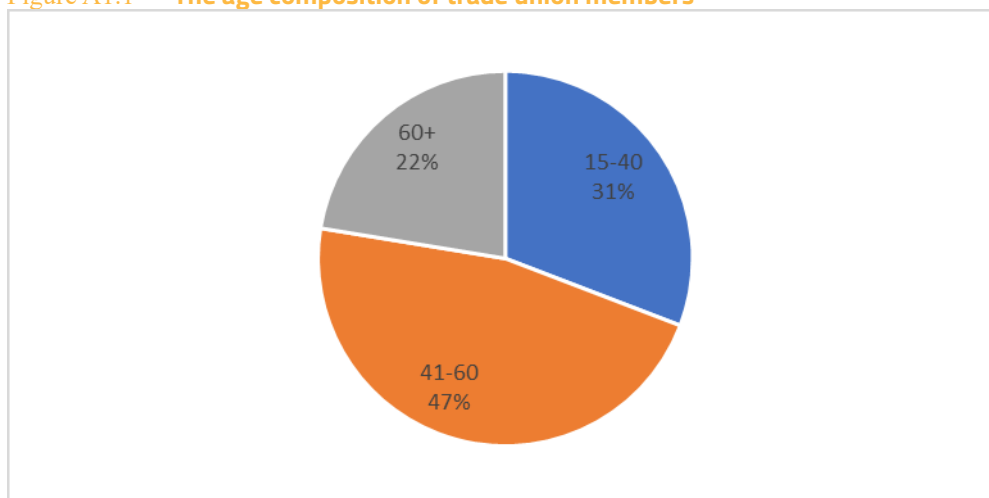
Organisation	Country	Total number of members	Number of female members
Alma Mater	Romania	6750	4388
EIS	Scotland	50734	39419
TUS	Serbia	35700	26030
OZPĀaV	Slovakia	47526	
Anonymous	Anonymous	37700	29920
STEs Intersindical	Spain	22580	
Csif	Spain	179952	104372
LR	Sweden	90000	60000
EGITIM SEN	TURKEY	86000	
NASUWT	UK		73%
SEP	Andorra	563	
SNES-FSU	France	57641	
SNCS-FSU	France	1580	620
FEP-CFDT	France	20000	
Anonymous	Anonymous	25432	
SNE/CGFP	Luxembourg	4000	
LCH	Suisse	28000	
SER	Suisse	7000	70%
Anonymous	Anonymous	552868	421299
Kyrgyzstan education and science workers union	Kyrgyzstan	90379	
ESTUFM	Republic of Moldova	108953	81973
ESEUR	Russian Federation	4190736	3350789
Total		7559576	5246461

The trade union membership is predominantly female - on average 71% of the members were female. However, country variations are significant. Around 90% of union members were female in Estonian, Latvian and Georgian trade unions. By contrast, women only constituted around 20% of all trade union members in Cyprus (OLTEK) and around 40% in France (SNCS-FSU).

Comparing this to the results of the 2009 and 2014 surveys, the proportion of female union members reported was 64% and 71% respectively. This indicates that the trend of increasingly female trade union membership has continued and stabilised by 2018.

Compared to the information on the gender of their members, the availability data on the age of members is lower. Out of 69 respondents, half (34) stated that such statistics are not collected in their organisations. 29 unions provided age breakdowns of their members which show that on average, nearly half of union members are middle-aged (41-60), followed by a third of young trade union members (aged 15-40). The

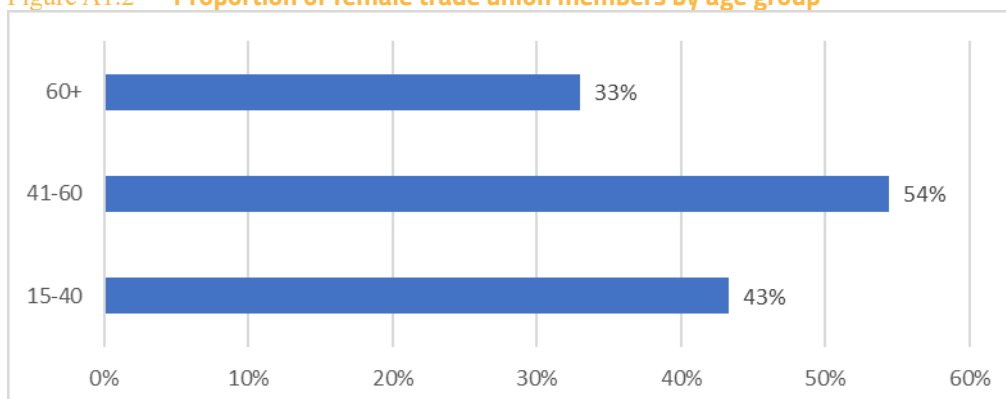
Figure A1.1 The age composition of trade union members



N=29.

29 unions also provided data on the proportion of female members in each age group. This varied significantly, with women making up 54% of members in the middle age group, followed by 43% of women amongst the young members and 33% of members in the older age group.

Figure A1.2 Proportion of female trade union members by age group



N=29.

A1.3 Gender and the decision-making and membership structures of trade unions

A1.3.1 General overview

The following Figure provides a summary of key gender statistics on the representation of women and men in the key decision-making structures of the responding trade unions in 2018. Given that 72% trade union members are female, this is not adequately reflected in the trade union decision-making structures. The most representative share of women can be found among branch officers, average of 63% of whom are women. The share of women is particularly low amongst presidents, deputy general secretaries and members of the second highest decision-making body of education sector trade unions.

If the goal to be achieved is one of gender parity (50:50 representation rather than representativeness of the union membership), achievements can be considered to be slightly more positive, although this is also not achieved amongst the share of female presidents, deputy general secretaries and the members of the second highest decision-making body of education sector trade unions.

Compared with the results of the 2014 survey, the trends are diverse. On the one hand, in a number of decision-making structures, the proportion of women has increased in 2018 compared to 2014, for example in the highest and third highest decision-making body, and amongst General Secretaries. However, the proportion of women has decreased in the second highest decision-making bodies, among deputy General Secretaries, and Presidents of education sector trade unions.

Figure A1.3 Key figures: gender and decision-making structures of the unions, 2018

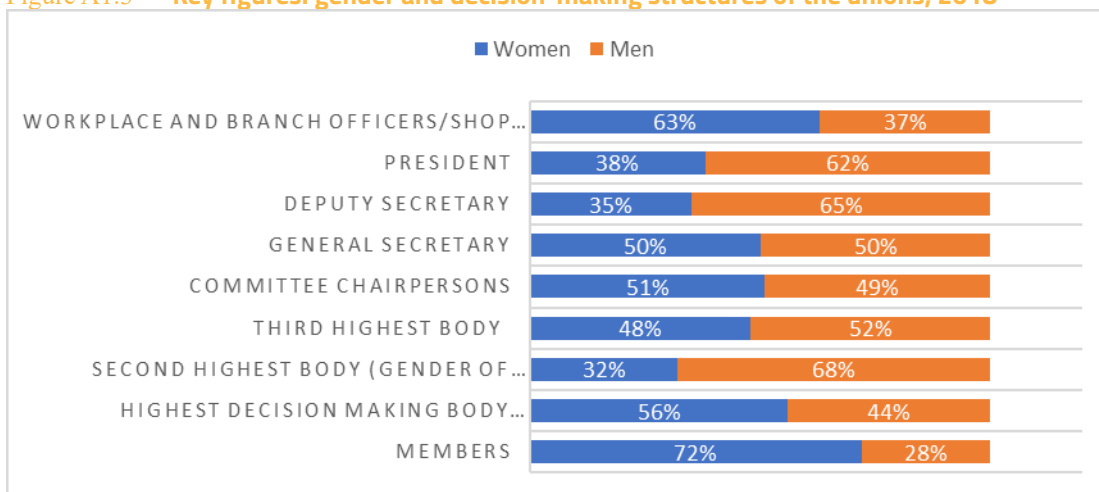
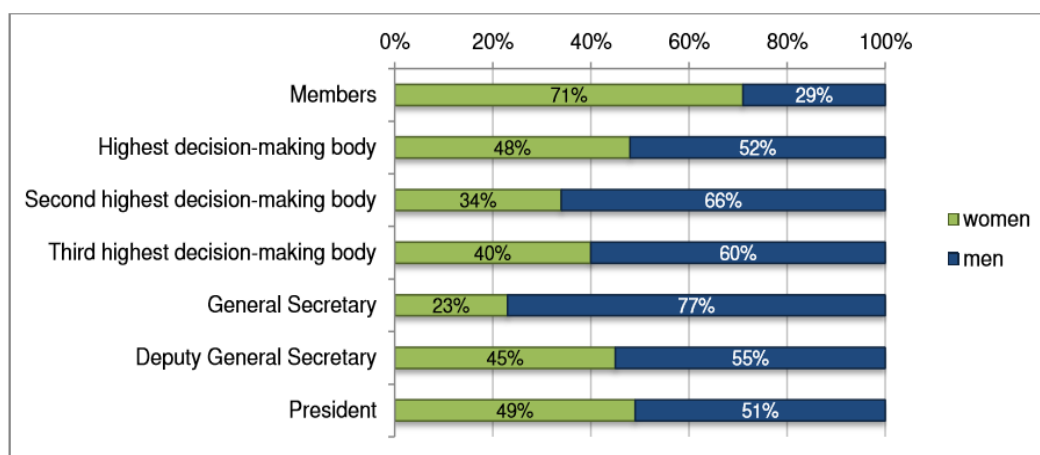


Figure A1.4 Key figures: gender and decision-making structures of the unions, 2014



A1.3.2 Gender in the decision-making structures

A1.3.2.1 General overview

The following data illustrates the gender ratio on the unions' key decision-making bodies. We asked about the three highest decision-making bodies in the unions. Since these bodies have different names in different organisations, respondents were provided with definitions of these bodies and structures. The questions concerned not only data on gender, but also on the age ratio.

Despite a predominantly female trade union membership, women are under-represented across all levels of education sector trade union decision-making structures. Within the highest decision-making body, women constituted on average 56% amongst the last meeting's delegates. At the second level of the trade union power structures, women made up 32% on average of the chairpersons of this body and 42% of the deputy chairpersons. On the third highest decision-making body, women constituted 48% on average of the members of this body.

Figure A1.5 Female representation in the trade union decision-making structures

Level of decision-making	Key survey findings
Highest decision-making body ¹⁶	<ul style="list-style-type: none"> Trade unions with such a body: 62 (out of 69 respondents) % of female delegates at the last congress of this body: average 56% (49 respondents), ranging from 22% to 94%
Second highest decision-making body ¹⁷	<ul style="list-style-type: none"> Trade unions with such a body: 57 (out of 69 respondents) % of female chairpersons of this body: average 32%, of whom 89% aged 41-60 80% of the chairpersons of this body are aged 41-60 60% of such leadership positions were shared (28 respondents) Average number of deputy chairpersons of the executive committee: 7, of which on average 3 were women (42%) (51 respondents) 75% of deputy chairpersons of the executive committee were on average aged 41-60 (51 respondents)
Third highest decision-making body ¹⁸	<ul style="list-style-type: none"> Trade unions with such a body: 47 (out of 69 respondents) Average proportion of women members of this body: 47%

A1.3.2.2 Highest decision-making body

The highest decision-making body was defined as the supreme decision-making body of the trade union, which meets annually or less frequently. All responding unions except one said that they have such a body in their union. In the responding organisations, this body is called the supreme decision-making body of the trade union, which meets annually or less frequently. Its usual names are Congress, Convention, General Assembly, or Conference.

At the last meeting of this body, 56% of the delegates were women. This represents reasonable gender parity, but it is lower than the share of female union members (72%). Female union members are thus underrepresented on the unions' highest decision-making bodies (with the gap being 16 p.p.).

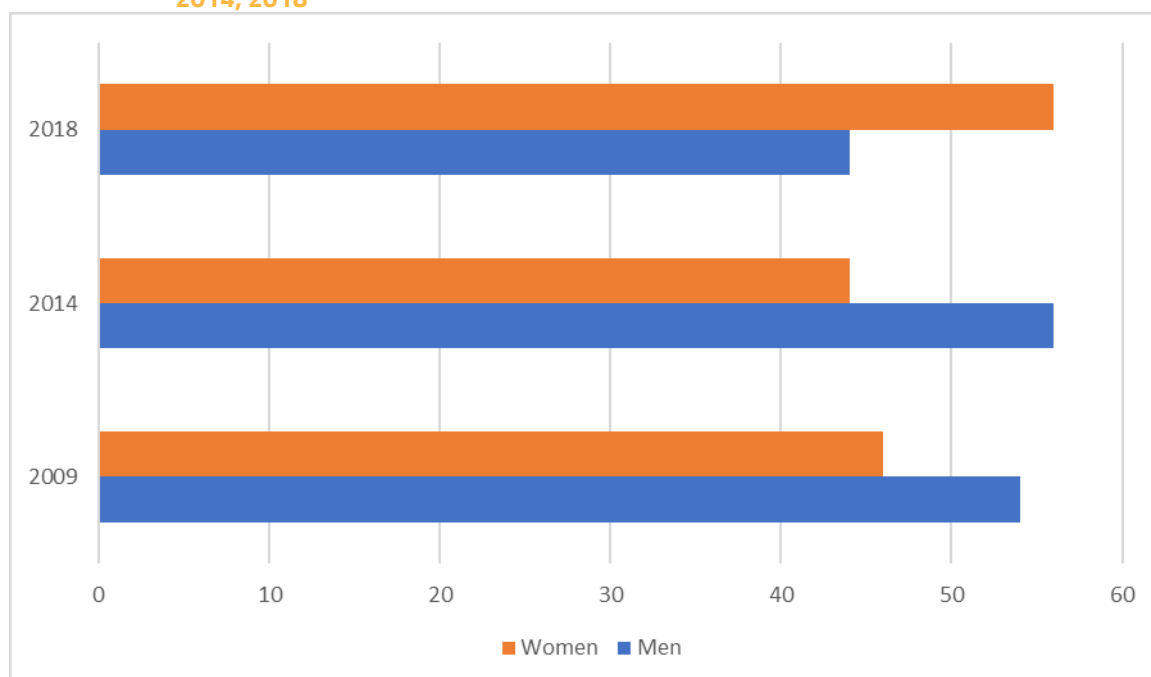
Compared with the results of the 2009 and 2014 surveys, there is a clear trend of increasing female representation at this level and the reversal of previous negative trend. The proportion of female delegates has increased from 46% in 2009 and 44% in 2014 to 56% in 2018. The gap between the percentage of women among union members and delegates at the last meeting of the highest decision-making body increased from 18 p.p. in 2009 (64% members, 46% delegates) to 27 p.p. in 2014 (71% members, 44% delegates) but has decreased by 2018 (72% members, 56% delegates).

¹⁶ This is the supreme decision-making body of the trade union, which meets annually or less frequently. Usual names: Congress, Convention, General Assembly, Conference.

¹⁷ Holds a mandate to elaborate and implement the trade union policy between the meetings of the highest decision-making body. Usual name: Executive Committee.

¹⁸ The group that implements the trade union policies and takes decisions between meetings of the executive committee. Usual names: Management Committee, Board.

Figure A1.6 Proportion of delegates at the last meeting of the highest decision-making body, 2009, 2014, 2018



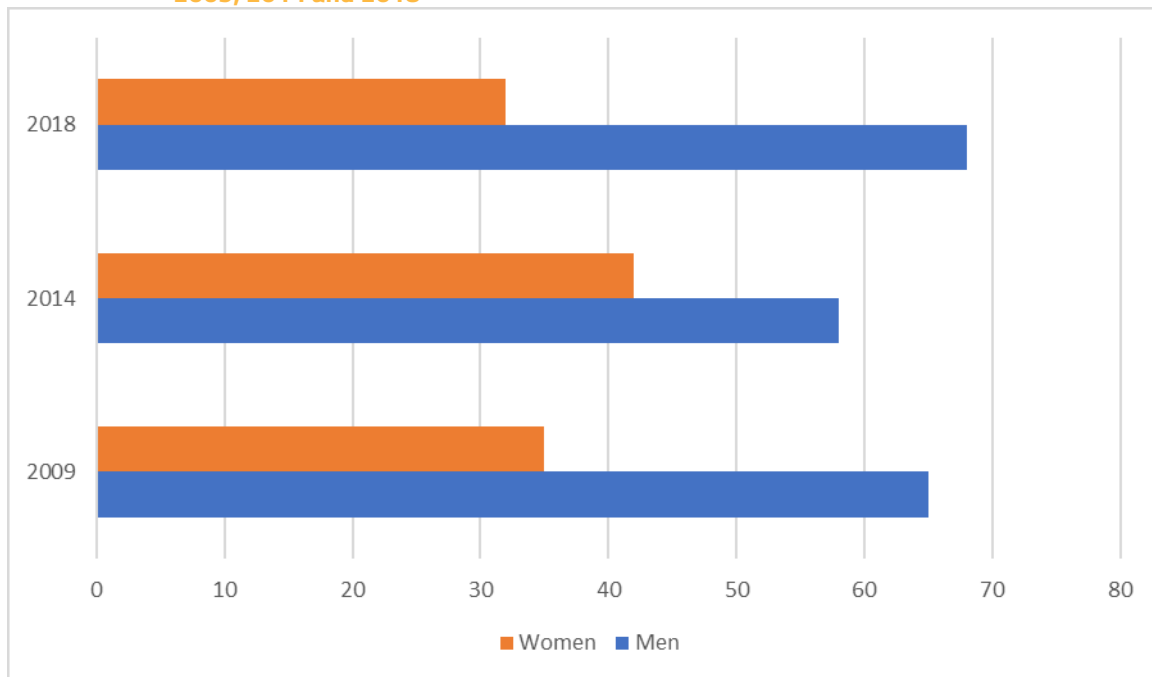
A1.3.2.3 Second highest decision-making body

The second highest decision-making body was defined as the body that holds a mandate to elaborate and implement the trade union policy between the meetings of the highest decision-making body. 57 of 69 responding to this question unions indicated that they have such a body. Among the responding unions, this body is usually called the Executive Committee. This tends to be the body with the greatest executive powers to take decisions in the daily decision making of the trade union.

32% of the chairpersons, and 42% of the deputy chairpersons of this decision-making body are women. Female union members are thus underrepresented among the chairpersons and deputy chairpersons of the second highest decision-making body – compared to 72% of women among the union members (the gap being 40 p.p. for the chairpersons and 30 p.p. for the deputy chairpersons). Over 75% of female chairpersons and deputy chairpersons are aged 41-60, indicating the role experience plays in nomination/appointment to such leadership roles.

Compared with the results of the 2009 and 2014 surveys, the data shows that the under-representation of women on these bodies has increased, and a previous positive trend has been reversed. The proportion of female chairpersons has increased from 35% in 2009 and 42% in 2014 to 32% in 2018. The gap between the percentage of women among union members and the chairpersons in the second decision-making body was 40 p.p. in 2018 and thus increased from a 30 p.p. gap in 2009 and 2014. The representation gap remained at 30%: 35% chairpersons and 64% members in 2009, 42% chairpersons and 72% members in 2014.

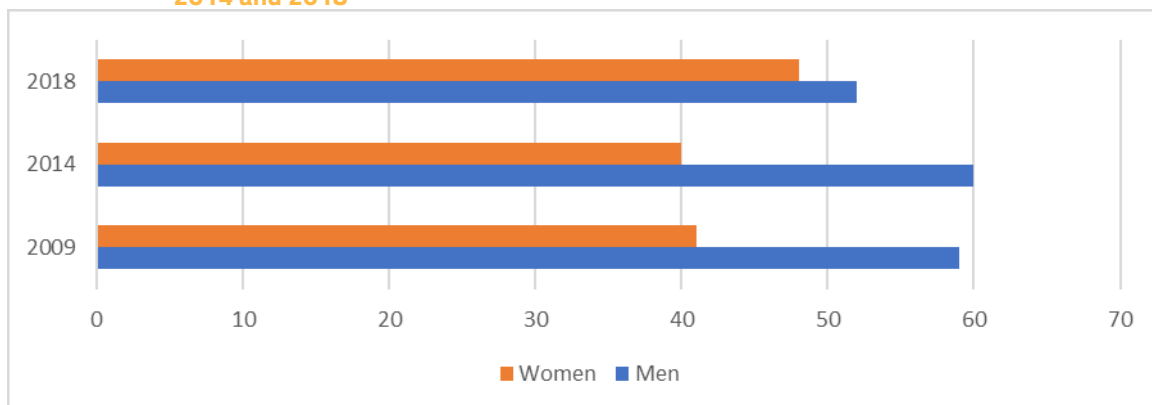
Figure A1.7 **Proportion of females amongst the chairpersons in the second decision-making body, 2009, 2014 and 2018**



A1.3.2.4 Third highest decision-making body

The third highest decision-making body was defined as the group that implements the trade union policies and takes decisions between meetings of the second highest decision-making body. 47 (out of 69 respondents) indicated that they have such a body in their organisation. Female union members are also underrepresented in this body, which is on average composed of 47% women members. Compared with their share in the union membership (72%), this constitutes a representation gap of 25 p.p. Compared with the results of the 2009 and 2014 surveys, the representation of women in the third highest decision-making body has increased by 2018, from 41% in 2009 and 40% in 2014.

Figure A1.8 **Proportion of females amongst the members in the third decision-making body, 2009, 2014 and 2018**



A1.3.2.5 Statutory committees

Statutory committees, or advisory committees, were defined as bodies which are based on regulations in the union statutes. They work on a specific topic, develop policies, and advise the union's decision-making bodies. Unions were asked to describe their most important committees, particularly those

dealing with gender and equality, with education policies, and with collective bargaining, salaries, pensions, health and safety.

In 2018, 41 responding unions (out of 69 total respondents) have indicated that in their structures they have statutory/advisory committees (based on regulations in the union statutes, works on a specific topic, develops policies and advises the second or third highest decision-making body (e.g. Executive Committee). The average number of such committees was three, ranging from one to the highest of nine committees in the National Education Union- NUT Section, England and Wales.

Importantly, 13 unions (or over a third of unions with the committees in their structures) indicated that they have a specific committee dedicated to the topics of equality, anti-discrimination or the issues affecting women in the trade union. The following unions indicated having such a committee, mostly in the western and northern Europe (e.g. UK, Ireland) as well as Portugal and Spain:

1. The Danish Union of Teachers, Denmark
2. UK: National Education Union-NUT Section, England and Wales
3. UK: Educational Institute of Scotland, Scotland
4. UK: NASUWT – The Teachers’ Union
5. VBE, Germany
6. Irish Federation of University Teacher, Ireland
7. ASTI, Ireland
8. INTO, Ireland
9. Union of Education Norway, Norway
10. Sindep, Portugal
11. STEs Intersindical, Spain
12. Csif, Spain
13. Women’s Committee, SPASH-ITUEA, Albania.

In the structures of such special trade union committees, women are under-represented (see Table below) as 53% of committee chairpersons are women compared to 72% female union members. Most (83%) of the committee chairpersons are aged 41-60. Amongst the members of the committees, women constitute 51% of members.

Table A1.6 Gender composition of the trade union committees

Chairpersons of the committees		Number	%
Gender	Male	53	47%
	Female	60	53%
Age	20-40	15	15%
	41-60	85	83%
	60+	12	12%
Committee members	Total number	1615	100%
	Female members	831	51%

N=41 unions with such committees.

Comparison with the results of 2014 survey is partially possible as the 2014 survey differentiated between the gender equality committees and other more general committees.

The 2014 survey found that in general equality committees, the genders are represented proportional to the union membership (72% of women among committee members and 75% among chairpersons), while they are underrepresented in committees dealing with education (50% of women among committee members and 43% among chairpersons) and with working conditions / collective bargaining (47% of women among committee members and 50% among chairpersons). Gender equality committees, on the other hand, are mainly composed of female members; and in all unions, that provide information on their gender equality committees, the chairperson is a woman. The 2009 data presented a similar picture: Women are widely underrepresented in union committees, except when it comes to equality structures.

Comparing this to the results of 2018 survey, where 53% of chairpersons and 51% of members were female, it appears that female representation in the committees has improved only slightly from the situation in 2009 and 2014 (when around 46% of chairpersons and 48% of the committee members were female).

A1.3.2.6 Leadership positions

Unions were asked to provide information on the gender and age of their general secretaries, deputy general secretaries, presidents, as well as workplace and branch officers or shop stewards.

In 2018, the situation of female representation in trade union leadership positions is mixed. Women fill 50% of the general secretary positions and 67% of the workplace and branch officers are also women. In contrast, under 40% of deputy general secretaries and presidents of education sector trade unions are women.

In terms of age, across all the leadership positions, the predominant age category is middle-age, 41-60. Another dominant trend is the mode of selection of the leadership positions, which is elections across all types of leadership positions.

Table A1.7 Gender dimension in the trade union leadership positions

		General Secretary	Deputy General Secretary	President	Workplace and branch officers/ shop stewards
Yes		31	21	40	38
No		12	20	7	4
Number of such positions		33	55	43	13543
How many of such positions are women?		16	20	17	9086
% of women in such positions		50%	35%	38%	67%
Average age category	20-40	2	2	2	2 ¹⁹
	41-60	21	15	27	21
	60+	9	4	11	1
Method of their selection	Elections	19	7	34	31
	Appointment	8	10	0	0
	Mixture of both	6	4	4	2

Please note that the respondents did not provide information on all aspects of the leadership positions, hence, the totals by aspect vary.

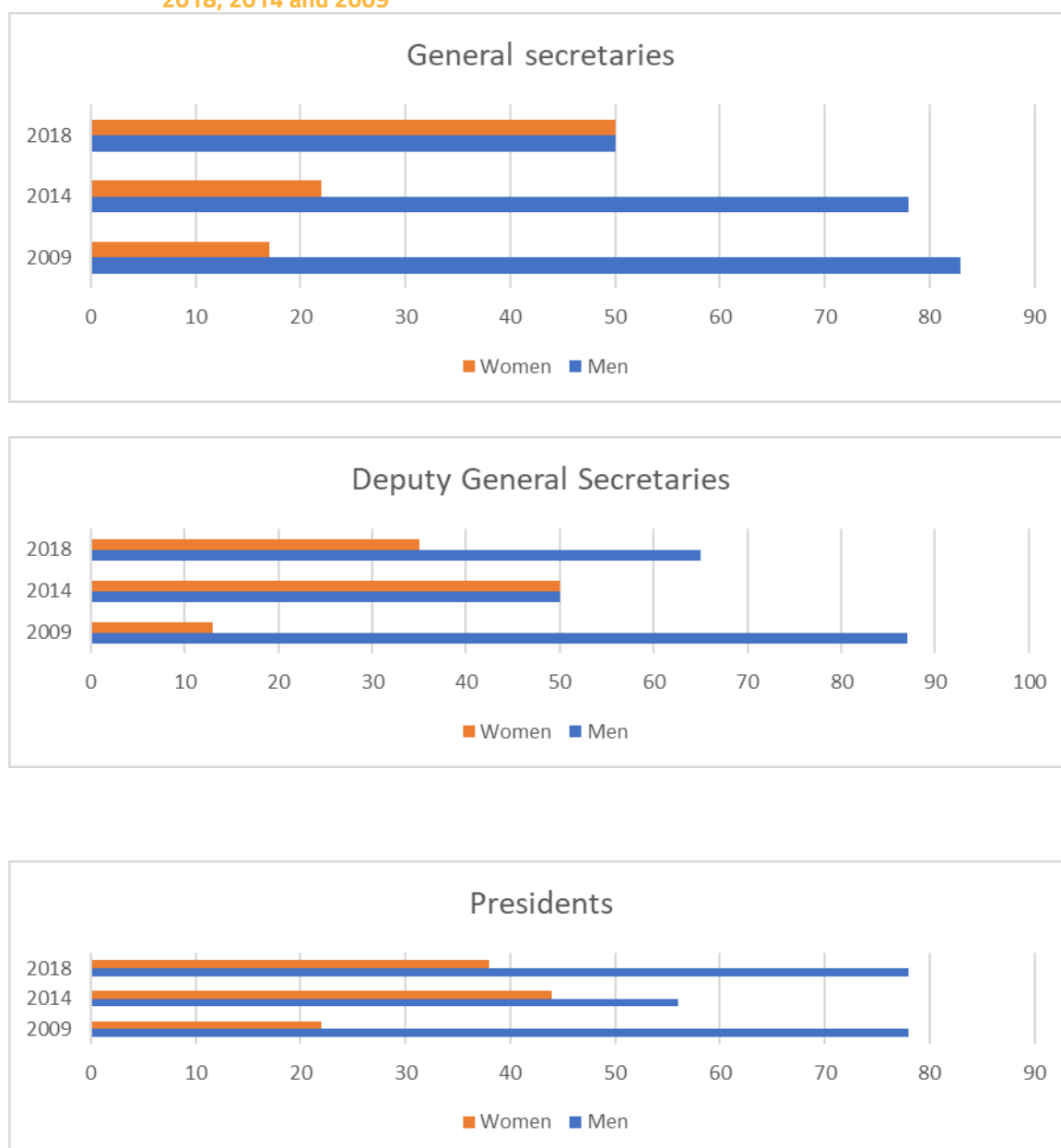
When it comes to analysing this data, caution is warranted, because the unions are structured differently. While in one union the secretary general may coordinate the every-day work of the union and

19 Number of trade unions indicating this is the case.

the president may fulfil a mainly representative function, in another union the president may be the one who leads the secretariat and coordinates activities.

Comparing the results from the 2009 and 2014 surveys, we see significant improvements in the female representation amongst the general secretaries, increasing from 17% in 2009 and 22 % in 2014 to 50% in 2018. Considering that this is the most important leadership position in many unions when it comes to coordinating the secretariat and making day-to-day decisions, it is worth noting this improvement. On the other hand, female representation has decreased amongst the deputy general secretaries (from 50% in 2014 to 35% in 2018) and presidents (from 44% in 2014 to 38% in 2018). Thus, the gender imbalances in these posts have become more significant.

Figure A1.9 Gender ratios amongst general secretaries, deputy general secretaries and presidents, 2018, 2014 and 2009



Workplace and branch officers, or shop stewards, were defined as union coordinators and leaders on a smaller organisational level, for example the level of schools or clusters of schools. 34 responding

unions said that they have such positions in their organisations. On average, 67% of these positions are occupied by women (which is an increase from 53% reported in the 2014 survey). While this number is still lower than the 71% percentage of women among union members, it is nevertheless the layer of union leadership that is the most representative of the gender ratio of the individual membership.

A1.3.2.7 Elected and non-elected union staff

The survey asked about paid union employees, differentiating between elected and non-elected staff. The majority of responding unions have both elected (35) and non-elected employees (45) amongst union staff (see Table A1.8). Only four unions reported having no employees paid from union funds. Across the responding unions, the elected members dominate union staff with over 96% of all union staff, as opposed to 4% of non-elected union staff. Most of the elected members work part-time (94%), whereas in contrast 66% of non-elected union staff work full-time.

In terms of the gender composition, women are well represented both among the elected union members working as union staff (51%). Their representation is even more significant among non-elected union staff (63%). Women elected union staff members also tend to work full-time to a greater extent compared to the overall elected members, 11% and 6% respectively. However, amongst non-elected union female employees the level of full-time employment is lower compared to all non-elected employees, at 45% and 66% respectively.

Table A1.8 Gender composition of the elected and non-elected union staff

	Number of unions	Number of such union staff	Number employed full time	% of full time employed	Number of female union staff	% of female staff	Number of female union staff employed full time	% of female full time
Elected members working among union staff	35	136,293	8,815	6%	69,892	51%	7,771	11%
Non-elected employees among union staff	44	5,183	3,432	66%	3,289	63%	1,489	45%
No employees paid out of union funds	4 unions							

A1.3.3 Attention to gender issues in the trade unions

Amongst unions providing information on this aspect, in 58% of organisations (or 30 out of 52 unions), there is a specific person or department working on gender equality issues (see Table A1.9). In 85% of cases, this person or department works on gender equality issues as part of other duties and responsibilities, with only 4 unions reporting that such persons/departments work exclusively / mainly on gender equality issues. On average, the person spends around 20% of their time working on gender equality issues, but this ranges from 5% to 60% amongst the responding unions.

This is similar to the results of 2014 survey, where two-thirds of unions indicated that they have a person or department among their paid staff who works on gender equality issues – either exclusively, or as one area of work among several. In 70% of the unions that have a person or department responsible for equality issues, their work on gender equality is part of a wider equality agenda; 30% of the unions have personnel that work exclusively on gender equality issues.

The responding unions indicated that having such person/department had a positive on the gender

equality policy within the union, with 34% indicating they had significant impact, 54% indicating some impact. Only 12% considered there was no impact. The examples of this impact provided by the responding unions include:

- The Trade Union always use the data and the suggestions to develop its policy.
- She has the task to put gender on the agenda of the organisation, but also in representations of the union, negotiations, publications and social media
- The outcomes of the workshops and projects create awareness within the union for both female and male members; especially young teachers.
- The Education and Equalities Department has led a very successful project on looking at sexism and sexual harassment in schools.
- There is high emphasis on gender equality and a high regard for work in this area at all levels of the union. The General Secretary drives the gender agenda in the union.
- It helps to balance the gender interests and insure equal participation and representation. This work has significant impact - not least in keeping gender issues on the agenda.
- Raising cases concerning gender discrimination at work in Poland is very expensive. An additional problem is that court procedures are very complicated in this matter. It often happens that teachers don't know how and where to turn. They need professional legal assistance.
- The Union has taken part and promoted at a national level workshops, seminars and conferences on gender equality. In collective bargaining questions such as parenthood and the reconciliation of work and family life; wage inequality and harassment are topics that are on the top of the negotiation. Two handbooks have been published: one on Gender Equality and the other on how to communicate about this issue within the Unions.
- In 5 years since this Department was set up we achieved to implement a national project on this topic (1500 teachers benefited from this); we elaborated 3 school national curricula approved by the Ministry of Education; we organized 2 International Congresses on Equal opportunities for children with special educational needs; we increase the number of the woman in decision making from 1 to 5.
- Gender equality issues have a high profile in the union and are regularly addressed through the highest decision-making bodies, and gender equality initiatives garner significant member engagement.
- We actively follow the fundamental issues that are important in the field of gender equality and we are responding to different situations on this topic, but more in-depth work is not possible at the moment, because the work on gender equality issues is only a small part of the all the working assignments of the person dealing with equality issues.
- The materials that we prepare are appreciated by teachers and persons who work for the equality.
- The Equality and Training team runs specific training for women activists and also the annual Conference for women. These events are having a significant impact on gender equality as it has encouraged more women to be engaged in the Union and take up elected positions. This number of women's engagement grows year on year. The Annual Women's Conference is now listed as the largest gathering of women teachers in the country. In 2017 the Union hosted over 400 women members at the event providing CPD and personal development training such as Assertiveness for

women, dealing with the menopause, Health and wellbeing and Managing stress.

Beyond this person/department dealing with gender equality issues, few unions (16) reported having additional staff working on gender equality issues. On average, the number of such additional staff was 4, and it ranged from one to 10 additional staff members. Most unions (14) reported having such permanent additional staff, whereas other staff categories were less represented.

Table A1.9 Staff dealing with gender equality issues in the union

Existence of a person or department among its paid staff (paid by the union or through paid leave from work), who works on gender equality issues	Yes	No
	30 ²⁰	21
This person or department works on gender equality issues	on the side	25
	Mainly	4
	exclusively	1
Time (in %) of her/his working time this person spends on gender equality issues	average	22%
	range	5-60%
Gender of the person ²¹	Woman	31
	Man	6
Impact of this person	significant	14
	some	19
	no	4
Additional staff working on gender equality issues	Number of unions reporting such staff	17
	Average number of such staff	2
	Range	1 to 10 ²²
	Number of unions with such permanent staff	14
	Temporary staff	3
	Volunteer staff	8
	Project based staff	3

In over 60% of responding unions, the resources allocated to gender equality issues remained the same over the last four years. Only nine unions reported that such resources have increased. This is consistent with the results reported in the 2009 and 2014 surveys. When asked whether these resources changed in the past five years, 40% of the unions responding to this question said yes – however, only three unions gave more detailed information, all indicating that this was a positive change: new posts were created, more personnel allocated, and more financial resources invested in equality work.

Moreover, in 63% of responding unions in 2018 indicated having no budget was specifically allocated to the work on gender equality issues. Only 13 unions reported having such a budget as part of the overall trade union budget and in four unions gender equality work is financed through external funding. This is a decrease compared to the 2014 survey where almost half the unions (46%) have a specific budget reserved explicitly for gender equality activities. This money is mostly part of the trade union budget (for 89% of the unions).

²⁰ Further 7 respondents indicated that such person does not exist, but they proceeded to indicate that other staff work occasionally on gender equality issues and provided further information about them, such as gender or their impact.

²¹ The total for this category (35) exceeds the total number of unions reporting the existence of such a person (28). This includes 7 respondents who have indicated that no such person exists, but provided further information about such person also about their gender.

²² The highest value reported was 48 but it was considered to be unreliable and was not considered in the analysis.

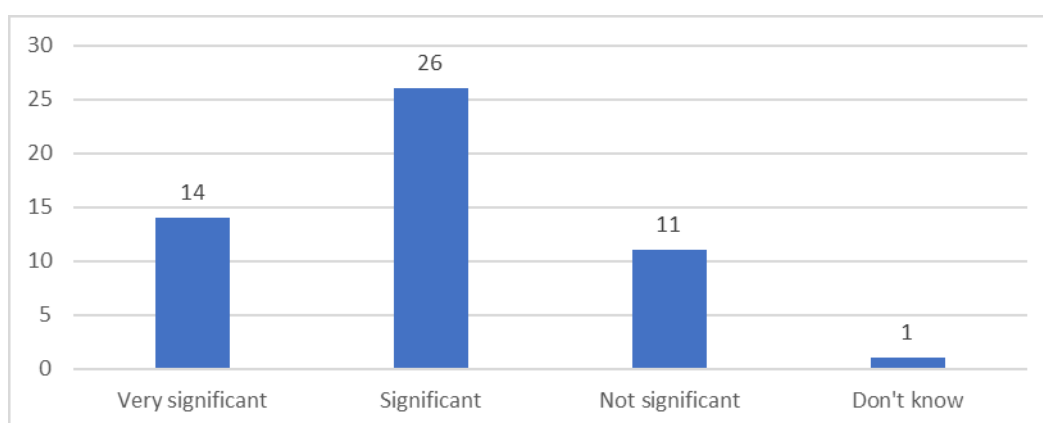
In nearly 70% of responding unions in 2018, the work on gender equality issues is ongoing, with a third of unions reporting such work is done on an occasional basis. Importantly, in over 60% of responding unions the level of this engagement has increased in the last four years.

Table A1.10 Attention to gender equality issues in the trade unions

Aspect		Number of responses
How did the resources change in the last 4 years?	same	27
	increased	9
	no data	6
Work on gender equality issues in the trade union is	Ongoing	31
	Occasional	17
The level of this engagement in the last 4 years	increased	22
	same	13
Budget allocated to gender equality issues in the trade union	No	32
	Yes, as part of the trade union budget	13
	Yes, financed through external funding	4

77% of responding trade unions considered that there is very significant and significant importance attached to the gender equality issues within the highest decision-making bodies of their organisation (see Figure below). In contrast, only 20% considered this to be insignificant.

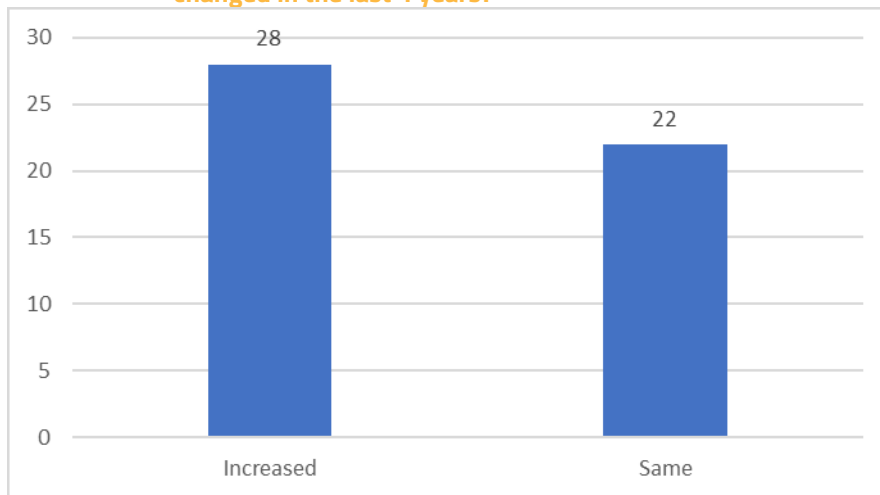
Figure A1.10 The importance of addressing gender equality issues within your organisation among the highest decision-making bodies of the organisation



N=52.

Over half of the responding trade unions considered that the importance attached to gender equality issues within your organisation increased in the last 4 years, with 45% considering that the level of importance accorded to it remained the same (see Figure A1.11). No respondents indicated that this importance has decreased.

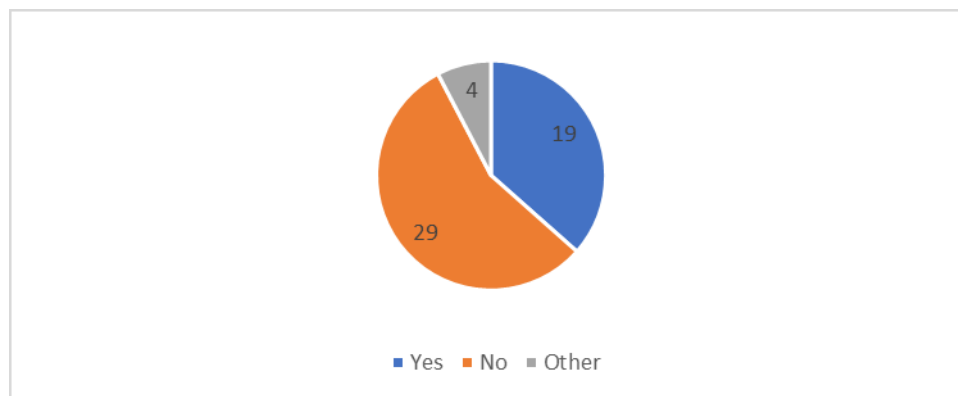
Figure A1.11 **Has the importance attached to gender equality issues within your organisation changed in the last 4 years?**



N=52.

The majority or 56% of responding unions do not have a written gender equality policy or strategy dealing explicitly with gender equality in the union's own structures (see Figure A1.12). 16 unions reported having such a policy, with four unions indicating other arrangements in place.²³

Figure A1.12 **Does your union have a written gender equality policy or strategy dealing explicitly with gender equality in your union's own structures?**



N=52.

In contrast, in 2014, 45% of unions indicated that they had a written policy that dealt explicitly with gender equality in the unions' own structures. This is a slight increase from 2009, when only 37% of the responding unions had such a policy. Six unions explained that they do not have a specific written gender equality policy as such, but alternative regulations in place, such as reports, or policies by the union federation, or they follow EI and ETUCE's policy on gender equality, or they treat gender equality as a

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- "It is more a commitment in congress documents to increase the number of women in decision-making bodies
- "is trying to secure funds to start implementing a gender equality project"
- "the last policy paper is from 1998 (and most of the issues are still standing)"

The 16 unions in 2018 having such a formal policy on gender equality policy or strategy dealing explicitly with gender equality in the union's own structures elaborated further on their objectives, implementation mechanisms and core activities. The dominant objective of such an explicit policy, reported by 14 out of 16 unions with such an explicit policy, was Increasing the percentage of women in union leadership, followed by nine unions striving for "Women and men should be represented in trade union decision-making bodies, proportional to the gender distribution in union membership". The core implementation mechanisms and core activities for the implementation of the policy are threefold, relating to the setting up clear responsibilities for actors, assessment mechanisms and drawing up targets.

Table A1.1 **Table1.11 Objectives and mechanisms to implement the explicit policy on gender equality**

Which objectives does this document promote in relation to the union's decision-making bodies?	n	Which mechanisms does the policy involve in order to ensure its good implementation?	N	What are your union's core activities to implement this policy?	N
Increasing the percentage of women in union leadership	14	Setting up clear responsibilities for actors	13	Setting up clear responsibilities for actors	13
Women and men should be represented in trade union decision-making bodies, proportional to the gender distribution in union membership	9	Assessment mechanisms	11	Drawing up targets	11
Women and men should be equally represented in trade union decision-making bodies (gender parity, 50% women and 50% men)	8	Drawing up targets	10	Assessment mechanisms	6
Increasing the percentage of men in union leadership	4	Setting up a timetable	10	Other ¹⁶	6
Other ¹⁷	3	Monitoring/follow-up mechanisms (for example regular equality audits)	8	Monitoring/follow-up mechanisms (for example regular equality audits)	5
		Other ¹⁸	5	Setting up a timetable	4

Responding unions indicated a wide range of practical measures taken to implement the explicit policy on gender equality (see Table A1.12). The most popular measure was providing training on equal opportunities, mentioned by 15 respondents, followed by awareness raising and good practice exchange

16

- monitoring to the additional politics
- finding funds and sources
- good coordination between in GEW between the organisations in the federal states and on national level
- Cooperation with the ministries, labor market unions and the center for Gender Equality and educational issues.
- statutory obligations of SBASHK
- Part of training of local union representatives

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- creating awareness on domestic violence, harassment and all forms of violence against women within the union, organizing seminars and training for students and education staff in schools, examining school books and the curriculum in order to eliminate the gendered discourses
- A equality policy that stresses equal opportunities, equal pay etc. for both genders.
- encourage women (or men) too seek position as local union representatives. Gender issues are part of our training program for local union representatives

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- campaigns, trainings, seminars, working with medias
- sharing the outcomes with the members and the public
- request to run for elections at all levels
- Cooperation with the ministries, labor market unions and the center for Gender Equality and educational issues.
- quota of 50% representation is decided

mentioned by 15 respondents. In contrast, campaigns to promote men’s presence in the profession, providing support to women leaders in union’s local branches and changing collective bargaining priorities to match the concerns of female education staff were only mentioned by 7 respondents. Noteworthy is the rather low frequency with which the collective agreements are used to promote the issues of gender equality, as well as relatively little research done on gender equality issues in the teaching profession.

Table A1.12 Key practical measures to implement the explicit policy on gender equality

Activity	No of respondents
Training on equal opportunities for male and female union members	15
Raising awareness and exchanging good practices on combating gender stereotypes in schools	14
Dealing explicitly with gender equality issues in collective agreements	12
Monitoring the implementation of provisions on gender equality in collective agreements	11
Research on the gender pay gap among education staff	11
Making teaching profession more attractive for both men and women	11
Campaigns to empower women and to promote their presence at leading positions in the education sector	10
Research on the specific interests and needs of women and men working in the education sector	9
Research on the obstacles and glass ceilings for women preventing them to reach leading positions in the education sector	8
Campaigns to promote men’s presence in the profession	7
Providing support to women leaders in union’s local branches	7
Changing collective bargaining priorities to match the concerns of female education staff	7
Other ¹⁹	5

A number of responding trade unions also indicated the emergence of new issues coming to the fore of union’s work on gender equality (see Table A1.13). The most frequently mentioned new issue were changes related to the work-life balance, mentioned by 23 respondents. In contrast, issues related to increased migration were mentioned by 11 responding unions.

Table A1.13 Have any new issues come to the fore the union’s internal work on gender equality?

Issue	No of respondents
New gender equality issues linked to changes in the world of work and affecting work-life balance ²⁰	23
New gender equality issues linked to wider societal issues (ageing, increasing mobility etc.)	18

19 Research on violence against women in school environment
Cooperation with different partners in the society. The Gender equality policy of The Icelandic Teachers' Union is approved by the General Meeting which are set at every fourth year. It is based on the Act on Equal Status and Equal Rights of women and men, together with other statutory provisions prohibiting discrimination. This policy is also rooted in international human rights treaties and human rights declarations.

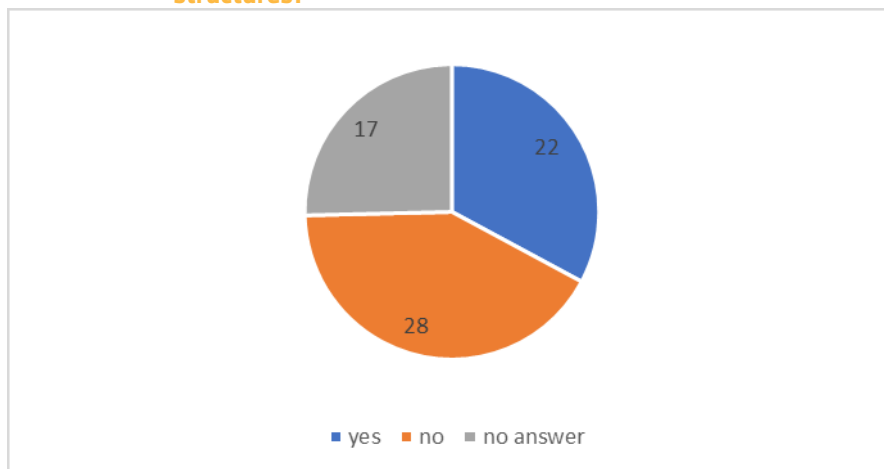
We do some member surveys, in which we monitor and compare answers according to gender. We use research or finance research projects to advocate our policy more than we do research ourselves. We do support a network of female local union leaders in order for them to meet and discuss common issues.

20 Also mentioned by 2 respondents selecting “other” category.

New gender equality issues linked to increasing emphasis on violence against and harassment of women ²¹	20
New gender equality issues linked to increased use of technologies in the education system:	18
New gender equality issues linked to increased migration	11
Other ²²	12

Less than half of respondents to this question (33%) indicated that their union had taken measures to improve gender equality in its decision-making structures. This is a decline from the two thirds of trade unions which indicated they had taken such measures in the 2014 survey.

Figure A1.13 Does your union take measures to improve gender equality in its decision-making structures?



N=67.

Among the most commonly named activities were campaigns to encourage candidacies for decision-making positions and the introduction of specific arrangement to facilitate participation in trade union's work and decision-making processes (e.g. timing of meetings, provision of childcare etc.). Among those that indicated that they did not take any such measures, this was either because this was not perceived to be an issue, because female representation in decision making structures was already considered to be significant or because this was not (yet) formally recognised to be an issue by the leadership. Some respondents highlighted difficulties with finding women who were willing to take on such roles. In the context of systems where no quotas are implemented, no specific measures were taken by some unions as appointment to such positions was based on elections.

²¹ Also mentioned by 1 respondent selecting "other" category.

²²

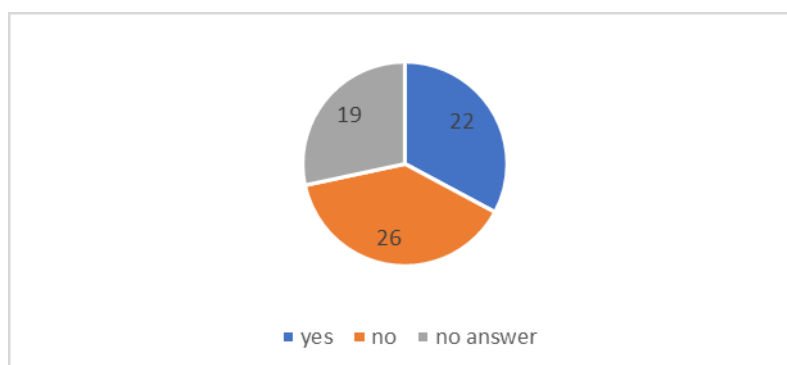
- equal pay for equal work
- issues linked to paternity leave
- Linked to pregnancy including assisted pregnancy and time required by members away from work.
- Gender pay gap
- gender equality issues linked to #Metoo
- ... linked to quality education without discrimination particularly for girls living in poor or vulnerable situations
- New gender equality issues linked to increased discussion of the impact of menstruation on education and work
- Sexual harassment in the workplace, particularly from parents, students and other colleagues

Table A1.14 Measures taken to improve gender equality in decision making structures

Activity	No of respondents
Campaigns to encourage candidacies for decision-making positions	12
Specific arrangements to facilitate participation in trade union's work and decision-making process (e.g. convenient arrangements for meetings, provision of childcare)	10
Training in negotiation/leadership skills for the under-represented gender	10
Dissemination of data on gender distribution in decision-making bodies	9
Changing policy priorities in order to match the concerns of the underrepresented gender	5
Gender quotas in elections	2
Gender quotas in non-elected decision-making bodies and committees	3
Other ²³	5

Around 33% of trade unions responding to this question indicated that specific measures were being taken to improve gender equality though specific measures in the unions employment and working conditions.

Figure A1.14 Does your union take measures to improve in the trade union's employment and working conditions?



N=67.

The high number of respondents indicating the absence of activities in this area is primarily due to the fact that this is not considered to be a specific issue and no discrimination is considered to exist in relation to working conditions in trade unions. Where this was considered to be an issue and action had been taken, among the specific measures introduced were primarily policies which offered enhanced rights to maternity, paternity and parental leave as well as flexible working when compared to existing legal provisions.

²³ Among the other measures mentioned were: conferences, seminars, campaigns, providing carers' and childcare expenses including for congresses etc.

Table A1.15 Measures taken to improve gender equality in working conditions in trade unions

Activity	No of respondents
Improved maternity leave policies	13
Improved parental leave policies	13
Improved carers' leave policies	9
Improved paternity leave policies	12
Improved flexible working time policies	13
Improved support to access childcare provisions (can be direct provision of service, financial support, childcare vouchers etc.)	9
Improved support to access adult/eldercare provisions	7
Improved measures to tackle gender-based harassment/violence in the workplace	8
Other ²⁴	5

Some examples of these measures are as follows:

Country	Union	Name/content of measure
Northern part of Cyprus	KTOS	Recommendations were prepared for government to improve WLB and as a result, entitlements to leave were increased.
Bulgaria	BULGARIAN UNION OF TEACHERS (SEB)	Flexible working time to give better opportunities mothers to be more time with her children. Main activities were conferences, seminars. Main results were teachers to be free of other arrangements during their free time. Challenges include: it takes long time to get this measure in place, especially at local level.
Bulgaria	BULGARIAN UNION OF TEACHERS (SEB)	Training teams. To get better skills. We have made lots of campaigns, training. The goal is to raising the activity of trade unionist on this matter.
Ireland	Irish Federation of University Teacher (IFUT)	Taking equality claims on behalf of mothers.
Ireland	Irish Federation of University Teacher (IFUT)	Highlighting gender inequality in Higher Education
Italy	UIL Scuola	Access to flexible working time to workers with family responsibilities

²⁴ Other measures include primarily campaigns/lobbying to influence legislation

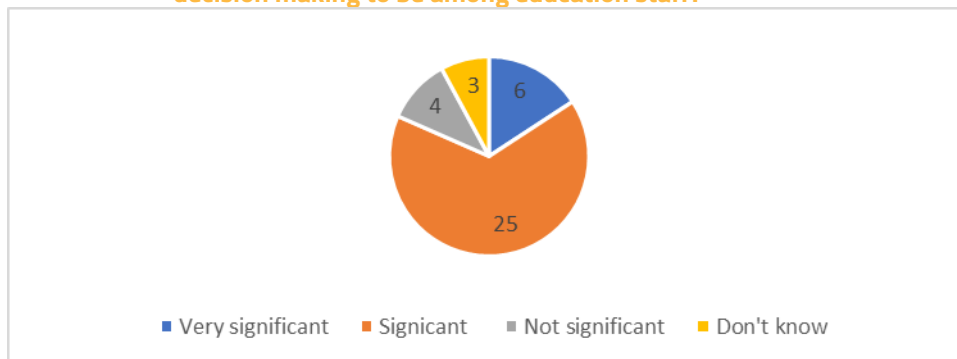
Kosovo	SBASHK/UESCK	Improved maternity leave policies. 12 months break. Aimed at changes in law to secure protection of mothers with children up to the age of five.
Lithuania	Federation of Lithuanian education and science trade unions	Equal salaries; Free days for parents
Romania	Free Trade Union Federation in Education	Small number of women involved in training in 25 counties. 564 teachers were trained on this topic and acquired abilities and competencies. The number of women candidates at the position of county leader increased by 15%; the number of women elected in the highest decision body at national level increased from 1 to 5; 1st time in our organization history a woman was elected as General Secretary
Romania	Free trade union federation in education	"Be bold for change" public campaign lack of information about the role and rights of women in our society 5 regional workshops; 16 appearances at National TV shows; meetings with teachers from 164 schools 4950 teachers received information about topic 87 schools joined to our network created 4 years ago; The Network has now 121 info points available for teachers, students and parents
Spain	STEs Intersindical	Improved parental leave (non-transferable element). Waiting for the result of the proposal of law
Spain	STEs Intersindical	Improved flexible working time policies to facilitate reconciliation of work and family life. Goal is to encourage more men to use flexible working time and increase their involvement in caring responsibilities
Spain	Csif	Against gender violence and harassment. Aimed at change in the law. Used training, meetings and social media.

UK	NASUWT	Improved flexible working rights for women. Lack of information and employers refusing requests for flexible working. Campaigns and advice and guidance for members. Members now know their rights and empowered to challenge employers. Members previously not aware of their rights. Advice and guidance and training now provided
UK	NASUWT	Casework and issues raised by women. Events on tackling gbv and research/ surveys. Presented evidence from research to Government and now improved guidance in schools on tackling it introduced. Better school guidance and Govt now tackling the problem of GBV.
UK	NASUWT	Improved maternity leave policy

1.2 Addressing gender (in)equalities in Education workplaces through social dialogue

82% of respondents considered the issue of under-representation of women in leadership positions among education staff to be significant or very significant (31 out of 38).

Figure A1.15 How significant do you consider the issue of the under-representation of women in decision making to be among education staff?



N=38.

Where these issues were not seen as significant, women are already seen to be well represented, quotas apply, or women are indeed represented in line with their numbers in employment in the education sector and therefore dominate in such positions. Among those unions that considered this issue to be very significant or significant, the main reasons for such under-representation were considered to be:

- Difficulties in balancing work and family responsibilities and associated part-time work, which made it more difficult to access such positions (25 respondents considered this to be significant or very significant);
- Broader stereotypes in the labour market and wider society which results in men to be considered more suited to leadership roles (25 respondents considered this to be significant or very significant);
- Persistent glass ceiling (22 respondents considered this to be significant or very significant);

- Reluctance to come forward for higher level/leadership positions (20 respondents considered this to be significant or very significant).

It is important to note that many of these issues are interlinked and would need to be addressed holistically to be overcome.

Table A1.16 Main reasons for this under-representation

Reasons	Very significant	Significant	Not significant	Neutral	Don't know
Difficulties in balancing work and family responsibilities and associated part-time work	14	11		2	
Reluctance to come forward to higher level/leadership positions	13	7	1	9	
Gender stereotypes in society and the labour market	11	14		5	
Glass ceiling	11	11		5	
Lack of management skills	3	6	16	3	
Other reasons		4 ²⁵			

N=38.

Despite the perceived significance of this issue, only 39% of responding unions indicated that they have undertaken efforts to address the under-representation of women in decision-making positions in schools in the past 4 years (see Table A1.17). A number of unions explained why no such efforts have been undertaken:

- The union has more urgent problems to address –4 respondents,
- Gender equality in this respect is not considered to be a problem –2 respondents,
- No cases/complaints on the part of union members on this issue –2 respondents.

Table A1.17 In the past 4 years, efforts to address the under-representation of women in decision-making positions in schools have been undertaken

Yes	17
No	19
Don't know	8

N=44.

²⁵ These included lack of female role models, social stereotypes, traditional role of women in society, sexist attitudes, lack of care infrastructure with caring burden falling mostly on women

Where such efforts have been undertaken, they were primarily led by the trade unions themselves, either working alone (mentioned by 8 responding unions) or via the work of trade union confederations (also by 7 respondents). Joint efforts with the employers and/or government departments were more rarely implemented.

Table A1.18 Efforts to address the under-representation of women in decision-making positions in schools have been undertaken by:

Answer option	No.
Education trade unions alone (e.g. through research, lobbying, campaigning, awareness raising etc.)	8
Through the work of trade union confederations	7
Other ²⁶	5
Education trade unions, employers and government working together	5
Education trade union and employers acting together in collective bargaining	4
Education trade unions and employers acting together through other social dialogue activities (e.g. joint campaigns, lobbying, contributions to consultations etc.)	3

N=16, multiple choices were allowed.

Table A1.19 Overview of key measures

Country	Union	Nature of the measure	Further links
Bulgaria	BULGARIAN UNION OF TEACHERS (SEB)	Training for women which participate in political parties to participate in national and local parliaments; work with the media; preparing documents adding points in collective agreements at national and local level; encouraging more women into decision making, especially at local level	http://www.ssubg.info/ssubg.php?page=1&lang=bg
France	SNUipp	Measures to increase the attractiveness of the profession	

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- Laws and state policies in line with EU policies, NGO's lobbying on gender issues, change of attitudes in the Cypriot society due to higher education and other reasons
- Education Unions working with third sector organisations/ specialist charitable organisations and lobby groups
- Women support plans by various regions
- Through the work of the Kif committee: <http://kifinfo.no/en>
- on different occasions

Country	Union	Nature of the measure	Further links
Iceland	The Icelandic Teacher's Union	<p>Shortage of Gender equality education.</p> <p>Educating future generations with gender glasses.</p> <p>Upper secondary school levels is getting some results.</p> <p>Conversation with ministry of education</p> <p>Providing money to increase consciousness about gender issues.</p>	https://www.youtube.com/watch?v=erhSeC06Pxx
Norway	UEN	<p>Increase the proportion of female professors</p> <p>Part of annual dialogue between ministry and Institutional leaders</p> <p>Monitoring not yet implemented</p>	<p>see our policy document and information about gender/equality on our website: https://www.forskerforbundet.no/var-politikk/vare-politikkdokumenter/var-likestillingspolitikk/</p>
Poland	SKOiw "Solidarność"	The recent change in education law has strengthened the role of trade unions in the committees choosing school directors. Trade unions have a chance to check whether the candidate for the school head has the appropriate qualifications in the field of anti-discrimination law or not. Trade unionists may also convince other committee members (representatives of local authorities and members of the parents' council) to vote for the right candidate.	
Spain	STEs Intersindical	<p>To facilitate the teacher education: every time there are more persons trained in equality</p> <p>To achieve that the training in equality is obligatory for every teacher</p>	organizaciondemujeres.org
Spain	Csif	Increase the number of women leaders, training is gender equality	

Country	Union	Nature of the measure	Further links
UK	NEU-NUT	The Department for Education is interested in working with the union on how to create a more diverse education workforce, including how to make leadership positions more representative. We have yet to see any tangible outputs or benefits from this work. The NEU (NUT) section has delivered programmes and training to encourage women into leadership positions. Third sector organisations like WomenED have also been set up to help women into leadership positions. We have raised awareness about the status of women and the barriers they face in education through motions at TUC and at our own democratic events. We also respond to consultations to reduce sexism and sexual harassment in schools.	
UK	NASUWT	The NASUWT has continued to play a leading role in promoting equality and tackling discrimination in education. In its engagement in all aspects of education policy, the NASUWT is scrupulous in highlighting risks to equality and diversity and opportunities to tackle prejudice and create genuine equality of opportunity for all. The NASUWT is also active in campaigns focused on the promotion of equality and regularly engages with Parliamentarians and other key civil society actors in this regard.	

The majority (or nearly 70%) of the responding unions considered that issues regarding the differences in the representation of male and female staff in different areas of the education sector (e.g. over-representation of women in pre-primary and primary education, under-representation in tertiary education) were very significant and significant amongst the education staff (see Table A1.20).

Table A1.20 How significant do you consider the issues of the differences in the representation of male and female staff in different areas of the education sector (e.g. over-representation of women in pre-primary and primary education, under-representation in tertiary education) to be among education staff

Answer	No.
Very significant	11
Significant	24
Not significant	12
Don't know	4

N=51.

Responding unions which considered this to be a very significant and significant issue also expressed the multiple reasons for this inequality (see Table A1.21). The main reason identified related to the social stereotypes and expectations of women's roles, mentioned by 19 respondents, followed by the lack of female role models in the under-represented education fields and perceived status of different education sectors (16 and 13 respondents accordingly). In contrast the perceived demands of different education sectors were identified as the main reason only by 2 respondents.

Table A1.21 The main reasons behind these differences are...

Answer	No.
Social stereotypes and expectations of women's roles	19
Lack of female role models in the under-represented education fields	16
Perceived status of different education sectors	13
Difference in women's education choices	9
Other	4
Perceived demands of different education sectors	3

It is important to note is that the majority of responding unions considered that such differences in the representation of male and female staff in different areas of the education sector have either remained the same or even increased over the last four years (see Table below). This indicates the lack of progress and change in this area.

Table A1.22 In the past 4 years, the differences in representation of male and female staff in different areas of the education sector have...

Answer	No.
Remained the same	17
Increased/extended	7
No data available	2
Decreased/narrowed down	3

N=29.

Only 44% of responding unions indicated that they have undertaken efforts to address the issues of the differences in the representation of male and female staff in different areas of the education sector in the past 4 years (see Table A1.23). A number of unions explained why no such efforts have been undertaken:

- The union has more urgent problems to address – 1 respondent,
- Gender equality in this respect is not considered to be a problem – 3 respondents

Table A1.23 In the past 4 years, efforts to address the issues of the differences in the representation of male and female staff in different areas of the education sector have been undertaken

Yes	19
No	12
Don't know	12

N=43.

Where such efforts have been undertaken, they were a mix of education unions and employers acting together (mentioned by 11 respondents), as well as the action of trade unions alone (11) or via the trade union confederation (7 respondents). The least widespread action type was trade union and employers acting together in collective bargaining which was identified by 3 respondents.

Table A1.24 Efforts to address the issues of the differences in the representation of male and female staff in different areas of the education sector have been undertaken have been undertaken by:

Answer option	No.
Education trade unions and employers acting together through other social dialogue activities (e.g. joint campaigns, lobbying, contributions to consultations etc.)	11
Education trade unions alone (e.g. through research, lobbying, campaigning, awareness raising etc.)	11
Through the work of trade union confederations	7
Other ²⁷	7
Education trade unions, employers and government working together	5
Education trade union and employers acting together in collective bargaining	3

N=18, multiple choices were allowed.

Table A1.25 Overview of key measures

Country	Union	Nature of the measure	Further links
Albania	SPASH-ITUEA	1. Establishment of TU Women's Committees in local level (in Albania: 36 Committees in 36 districts, providing this way a wider coverage)	
Germany	VBE	Publicity campaign for more men in the primary school education, courses to prepare women to take leadership positions	

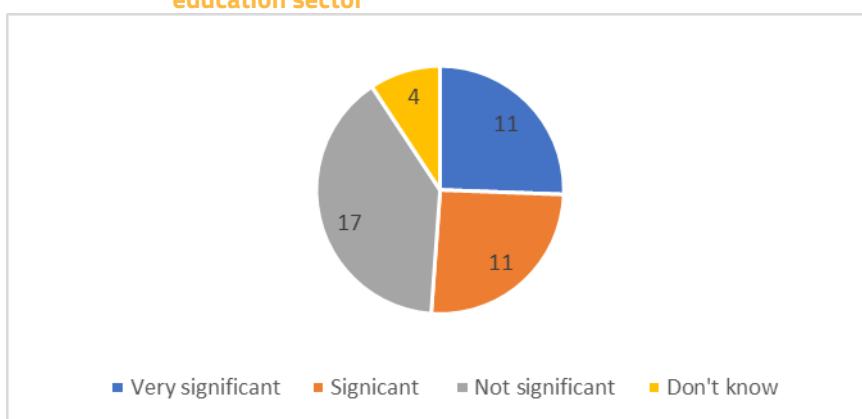
27

- working with media
- Special program about deconstructing stereotypes in the workplace in cooperation with the Center for Gender Equality.
- campaigns by ministry of education
- mainly government campaigns
- Policy on gender in the National Research Council, Policies on gender at institutional lever, awareness of gender in recruitment processes.
- Information put on the Union's websites
- the lack of women in decision-making positions was pointed out by various institutions in their researches, findings on different occasions; also a trade union outside the public sector was active in this field, mainly through research, awareness raising

Germany	GEW	several political consultations with Federal Ministry of youth (early childhood education) and Federal Ministry of education and science (higher education, advanced training), regular consultations with the ministry of education in the federal states	
Netherlands	Algemene Onderwijsbond (Aob)	Salary negotiations, shortages because of too low salaries	
Norway	Union of Education Norway	Two monitors of the number of female professors, indicating a gender imbalance in HEIs, monitored by the ministry media, lobbying	https://www.forskningsradet.no/no/Nyheter/Forskningsradet_lanserer_

Just over 50% (51.2%) of respondents considered the issue of the pay and pension gap to be a significant concern in the education sector. 41% of respondents did not consider this to be an important issue while the remainder did not know.

Table A1.26 How significant do you consider the issues of the pay and pension gap to be in the education sector



N= 43.

Among those that considered the pay and pension gap not to be an issue, the majority argued that there is no pay differential between male and female education staff. Among those that considered this to be a significant or very significant issue, the main reasons for this were as follows:

- Part-time working due to difficulties to balance work and family life (11 respondents considered this to be a significant or very significant reason);
- Persistent glass ceiling limiting higher earnings potential among women educators and gender stereotypes in society (8 respondents respectively considered this to be a significant or very significant reason);
- Lack of management skills (6 respondents considered this to be a significant or very significant reason);
- Reluctance to come forward for leadership positions (5 respondents considered this to be a significant or very significant reason).

Similarly, 6 respondents considered the lack of management skills among women to be a very

insignificant reason limiting career and earnings potential among female teachers.

Table A1.27 The main reasons for this were...

Reasons	Very significant	Significant	Rather insignificant	Insignificant	Neutral	Don't know
Glass ceiling	5	3	3		2	
Difficulties balancing work and family life and associated part-time work	8	3		2		
Gender stereotypes in society and the labour market	4	5			1	
Reluctance to come forward for leadership positions		5	2	3	3	
Lack of management skills		6	5	6	1	
Under-valuation of subjects taught predominately by women			2	1	7	
Other reasons	1	4 ²⁸				

Two respondents indicate that the pay gap has increased in the last 4 years while three argue that it has declined and nine respondents indicate that it has remained the same.

Only a third of respondents (33%) indicated that actions had been undertaken to seek to address the gender pay and pension gap. In 8 cases this was done by education trade unions alone; 3 unions indicated that action resulted from collective bargaining; a further 3 indicated that joint action with employers was taken in the form of lobbying/campaigns and 4 respondents argued that tripartite actions was taken with government (multiple answers were possible).

Table A1.28 In the past 4 years, efforts to address the gender pay and pension gap have been undertaken

Yes	14
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²⁸ These included lack of female role models, social stereotypes, traditional role of women in society, sexist attitudes, lack of care infrastructure with caring burden falling mostly on women

No	21
Don't know	8

N=43.

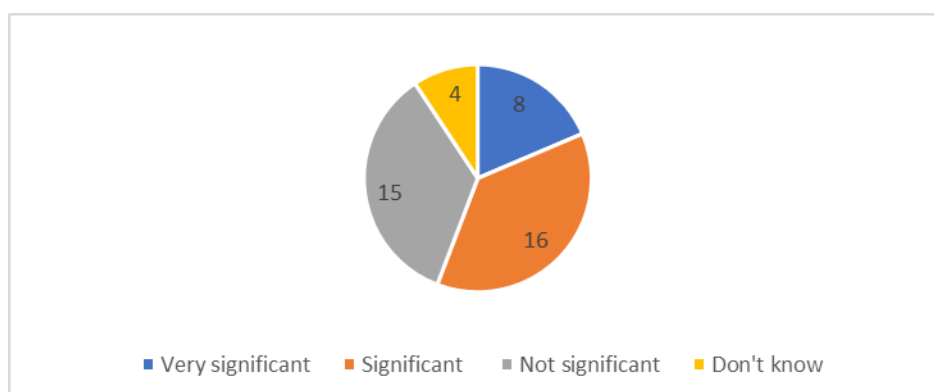
Among those that indicated that no action was taken 10 stated that this was because this is not an issue, while 3 responded that it was not a priority (in one case it was considered that no action could be taken because of restrictions placed on wage developments by the Troika).

Table A1.29 Overview of key measures

Country	Union	Nature of the measure
Belgium	COV	Parental leave 80%. Before it was in the education sector not possible to take parental leave for 20% (for example: 1 day a week). Only 100% and 50% was possible. With the 80% more persons take the option of parental leave. still social dialogue about the future pensions in the public (and educational) sector
Denmark	BUPL	Collective bargaining 2018 Special amount for ECE educators
Germany	GEW	GEW was successful in some of the federal states to get a better classification and payment for the work of primary school teachers, in the last collective agreement for early childhood education GEW reached together with the trade union Verdi. Similarly for trainers on courses for migrants, salaries could also be improved
Belarus	Belarus education and science workers union, SBPES	Improved child and eldercare facilities
Kyrgyzstan	Trade Union of Education and Science Workers of Kyrgyzstan, TUESWK	Improved child and eldercare facilities

Just over half (56%) of respondents indicated that the extent of part-time work among female education staff was an important issue (negatively) impacting gender equality. Nearly 40% of respondents did not consider this to be a significant issue.

Table A1.30 Do you consider the extent of part-time work among female education staff to be an issue (negatively) impacting gender equality?



N=43.

Among those who considered this to be a significant or very significant issue, the main reasons for female education staff to work part-time were a lack of suitable childcare and other care facilities (12 and 9 respondents respectively), personal choice (10 respondents) and a lack of full-time work opportunities (9 respondents).

Table A1.31 The main reasons for female education staff to work part-time are...

Reasons	Very significant	Significant	Rather insignificant	Insignificant	Neutral
Lack of suitable childcare facilities	8	7	0	2	3
Lack of suitable facilities to support care for older/disabled relatives	5	7	3	0	5
Lack of opportunity to undertake further training during working hours	4	7	3	2	5
Personal choice	5	7	5	0	4
Lack of availability of full-time work opportunities	5	6	4	4	3
Other reasons ²⁹					

A majority of respondents indicate that the level of part-time working has stayed the same (20 respondents) with 3 arguing that it had increased and one responding it has fallen. The remainder

²⁹ Workload and combining this with family/ caring responsibilities

indicated that no data on this issue is available. Among those that indicate an increase, this was either seen as the result of more women entering the profession (and a preference among teachers with children to work part-time), while another answer considered the rise in part-time jobs to be the result of the economic crisis and the lack of funding for full-time jobs.

Just under 50% of respondents (49%) indicate that their union has contributed to actions to help education staff to better reconcile work and family life. Where no actions have been taken, this was either not considered necessary, not a priority or in a few cases it is not seen to have been possible as a result of the economic crisis and the lack of resources.

Table A1.32 In the past 4 years, efforts to help education staff reconcile work and family life have been undertaken have been undertaken

Yes	20
No	12
Don't know	9

N=41.

Where actions have been taken, 8 respondents indicate that this has been by education trade unions alone, in 6 cases this has been achieved as part of collective bargaining, in 5 cases this has been through other joint social partner activities and in a further 6 cases improvements have been the result of tripartite action. In 9 cases the results are argued to be the work of trade union confederations (multiple answers were possible).

In the majority of cases, these measures related to enhanced leave provision (over and above statutory requirements). Improvements in childcare provisions and enhanced flexible working opportunities were among the other measures introduced (see table A1.33 below). An overview of the measures reported is presented in Table A1.34.

Table A1.33 Nature of these measures

Enhanced provision for flexible working time arrangements	9
Improved leave measures (parental leave, paternity leave, maternity leave, carers' leave)	15
Enhanced provisions for childcare	10
Enhance provisions for adult/eldercare	5
Other	4 ³⁰
Total	43

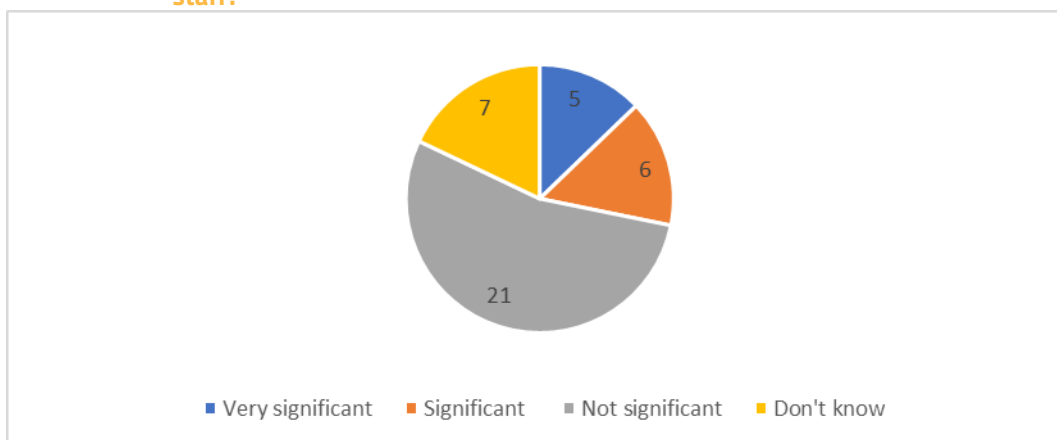
³⁰ Workers who study in vocational training courses are guaranteed the preservation of wages, payment of the cost of courses and travel expenses at the employer's expense

Table A1.34 Overview of measures

Country	Union	Nature of the measure	Further links
UK	NASUWT	Tackling discrimination in pay and conditions of service. NASUWT research shows that older women specifically are disproportionately affected by redundancy and capability measures	
Poland	SKOİW "Solidarność"	Enhanced childcare provision. Each teacher may take advantage of the childcare allowance up to the age of 14. The exemption is payable within two days for a calendar year.	
Lithuania	FLESTU	Impact to the new legislation, more visibility to discrimination and gender stereotypes existing in education	https://www.google.com/url?q=http://www.getupproject .
Latvia	LIZDA	Assistance in balancing work and private life of education staff has been provided through collective bargaining and agreements between trade union and employers (e.g., school directors, rectors, etc.)	
Northern Cyprus	KTOS	Changes in the law are suggested for maternity leaves and child care.	
Bulgaria	SEB	Better conditions negotiated in collective agreements for longer leave for parents with more than 2 children	
Belgium	COV	Reintegration in the work after a long period of illness (for example after cancer) and measures for flexible working not on a day base, but by month	

Lack of access to training/career development is less likely to be seen as a significant issue impact female education staff. Less than 30% of respondents (28%) considered this to be a significant or very significant issue, while 54% of respondents considered this not to be an important issue.

Table A1.35 How significant is lack of access to training/career development for female education staff?



N=39.

For the respondents who considered this to be significant or very significant³¹, the key barrier to accessing training was considered to be the lack of offer of education/training opportunities during working hours (13 respondents), difficulties in reconciling the time required for training for family responsibilities (12 respondents); lack of paid training offer and the lack of suitable female role models (11 respondents respectively).

Table A1.36 Main reasons for not accessing training...

Reasons	Very significant	Significant	Rather insignificant	Insignificant	Neutral	Don't know
Differences in access to training/career development at different levels of education	5	5	1	1	2	
Lack of offer of training/education opportunities during working hours	6	7	0	3	0	
Difficulties in reconciling time required for further training with family responsibilities	6	6	0	0	1	

³¹ It should be noted that more respondents provided answer to this than considered the issue to be significant/very significant.

Stereotypes and perceptions about the role of women	6	5	0	0	2	
Lack of suitable role models in higher level positions	5	5	0	0	3	
Training/education opportunities have to be paid for by employees	6	5	0	0	1	
Other reasons ³²						

In line with the significance attached to this issue, only a quarter of respondents indicated that measures had been taken to support career development of female education staff specifically in the last 4 years.

Table A1.37 In the past 4 years, have measures been taken to support to career development of female education staff

Yes	10
No	17
Don't know	12

N=39.

Where no action has been taken this is usually because training is considered to be open to all education staff equally. Where actions were taken, in 8 cases these are argued to have been taken by education unions alone, in three cases measures were the result of collective bargaining, 6 respondents indicated measures were the result of other joint social dialogue activities and in six cases, tripartite actions are also argued to have been taken. In five cases, trade union confederations are considered to have been important actors.

Table A1.38 Overview of key measures

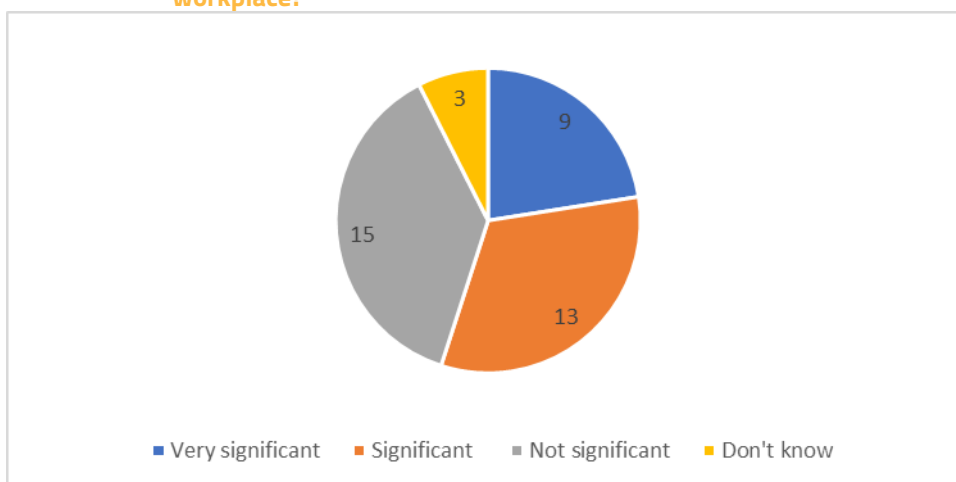
Country	Union	Nature of the measure
Germany	VBE	Specific plans to support the training of female education staff at regional level. Appointment of equal opportunities advisers at regional and federal level
Northern Cyprus	KTOS	Organisation of panels, workshops and conferences
Iceland	KI	Awareness raising

32 Lack of empowered women and glass ceiling

Ireland	IFUT	Cases taken through industrial relations procedures.
Ireland	INTO	School leadership preparatory courses/programmes and mentoring are more widely available; not specifically for gender equality purposes but the expansion of availability is likely to benefit women who are potential school leaders.
Latvia	LIZDA	Training/career development opportunities for education staff has been discussed on a regular basis with employers and local government leaders
UK	NASUWT	The Union provides workshops and training on career development opportunities for women teachers, particularly those in supply or temporary work

Over 53% of respondents considered gender-based violence in the workplace to be an issue for education staff. This is primarily linked to harassments and threats of violence from pupils and parents and is also finding increasing expression in the use of social media as a tool of harassment.

Table A1.39 How significant is the issue of gender- based violence for education staff in the workplace?



N=40.

The main reasons this phenomenon is considered to persist or indeed grow as an issue is seen to relate persistent gender stereotypes in society (17 respondents considered this to be very significant or significant), fear that complaints will not be taken seriously and/or no action will be taken to address complaints (16 respondents respectively), differences in perceptions of what is considered to be acceptable behaviour (15 respondents) and the lack of suitable policies to address violence or harassment in the workplace.

Table A1.40 Main reasons why gender-based violence in education workplaces is seen to persist...

Reasons	Very significant	Significant	Rather insignificant	Insignificant	Neutral
Fear that complaints will not be taken seriously	10	6	2	1	1
Concern that no actions will be taken to address complains	10	5	1	1	3
Fear of victimisation	7	4	1	1	6
Differences in perceptions on what is acceptable behaviour	4	11	1	1	0
Persistent gender stereotypes in society	7	10	1	0	0
Lack of suitable policy to address violence/harassment	6	6	1	1	4
Other reasons ³³					

35% of respondents argued that their trade union has been involved in the development or implementation of measures to address gender based violence in education workplaces. A third of respondents indicated that no action has been taken in this regard.

Table A1.41 In the past 4 years, have measures been taken to address gender based violence in education workplaces

Yes	15
No	16
Don't know	12

N=43.

Where no action has been taken this is usually because this is not perceived to be a significant issue. However, in three cases, the lack of action was attributed to a lack of resources and in another due to a lack of awareness and data to underpin suitable activities. Where actions are taken, in 9 cases these are argued to have been taken by education unions alone, in three cases measures were the result of collective bargaining, 7 respondents indicated measures were the result of other joint social dialogue activities and in seven cases, tripartite actions are also argued to have been taken. In eight cases, trade union confederations are considered to have been important actors.

33 Lack of empowered women and glass ceiling

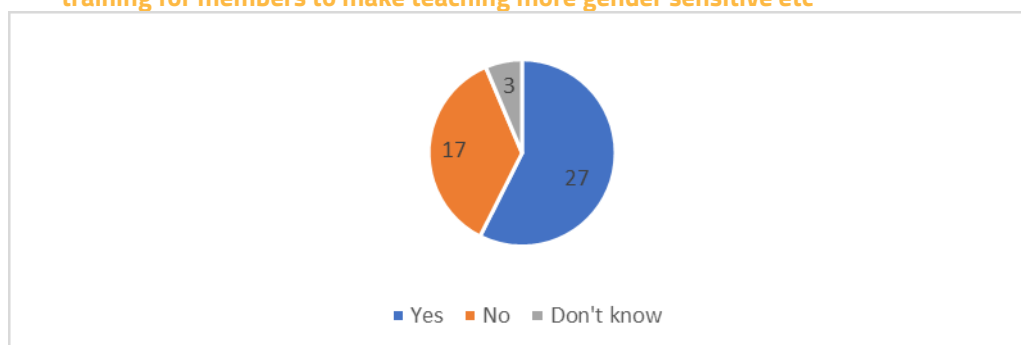
Table A1.42 Overview of key measures

Country	Union	Nature of the measure	Further links
Bulgaria	SEB	Criminalization of the harassment over teachers through changing relevant legislation	http://www.sbubg.info/sbubg.php?page=1&lang=bg
Northern Cyprus	KTOS	Implementation of zero tolerance policy	
Iceland	KI	Awareness raising regarding this issue	
Norway	UEN	Following from #metoo, there is increased awareness on harassment in academia. Questions on harassment is now being developed and will be included in the annual working environment survey among staff in HEIs. The union is represented in the working Group developing the questions.	https://www.forskerforbundet.no/nyheter/2017/stotter-opproppet-metooakademia/ http://pahoyden.no/2018/03/oppstart-arbeidet-mot-seksuell-trakassering-i-akademia
UK	NASUWT	Gender based violence is a key campaigning issue for the NASUWT. We have run surveys to establish the extent of the problem in schools and particularly highlighted the issue of abuse of social media and mobile phones as a tool for gbv in schools.	www.nasuwt.org.uk

1.3 Addressing gender (in)equalities in the labour market and wider society

Trade unions in the education sector can also play an important role in addressing gender stereotypes and gender equality in the wider labour market and society because of the role educators can play in shaping views and opinions, thus influencing gender stereotypes. The survey found that in the last 4 years, over half of education trade unions (57%) have been involved in measures seeking to improve gender equality in wider society.

Table A1.43 In the past 4 years, has your union been involved in measures seeking to improve gender equality in wider society (e.g. addressing gender stereotypes, providing training for members to make teaching more gender sensitive etc

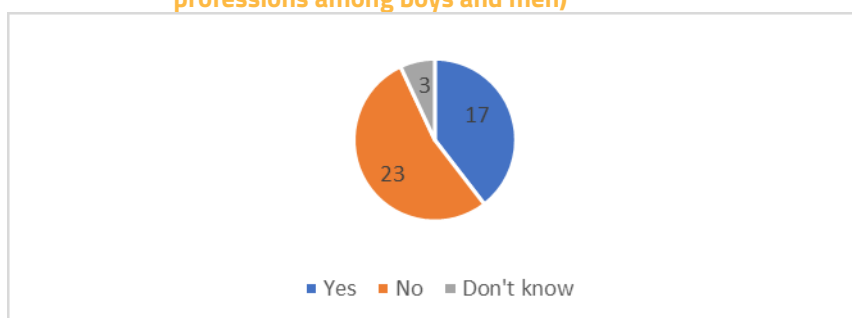


N= 47.

In the cases where trade union had not been involved in such actions, 3 unions argued this was because it was not necessary, 12 attributed it to a lack of resources whereas three argued that this type of action was the responsibility of the trade union confederation (rather than an education sector trade union).

Another important role which can be played by educators relates to shaping pupil's interest with regard to the selections of subjects for further study/career profiles. The survey showed that around 40% of education trade unions considered that they had been involved in measures specifically targeting the horizontal segregation of the labour market.

Table A1.44 In the past 4 years, has your union been involved in measures seeking to address horizontal segregation in the wider labour market (e.g. through measures to promote technical and scientific professions among girls and women or social and caring professions among boys and men)



N=43.

4 unions argued that no action in this area was taken as it was not necessary, 12 considered that a lack of resources made it impossible to take actions, whereas 5 respondents saw such activities as the responsibility of the trade union confederation and 5 cited other reasons (including lack of interest and lack of time). In 11 cases, actions were taken by education unions alone, 4 saw this as being the result of collective bargaining, 7 of other social dialogue activities and 9 as the result of tripartite activities. 13 considered this to be the work primarily of trade union confederations.

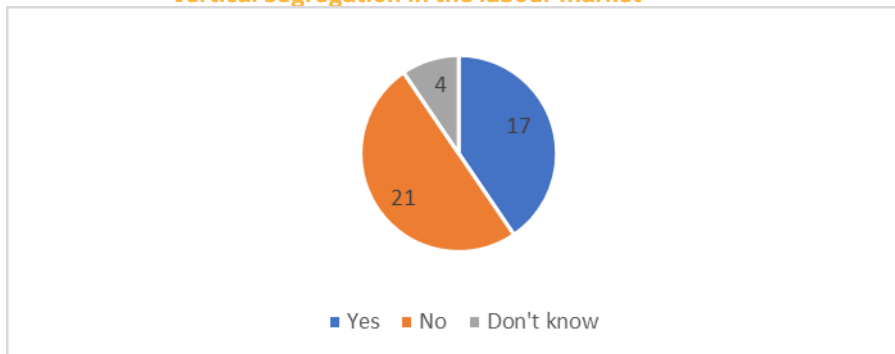
Table A1.45 Overview of key measures

Country	Union	Nature of the measure	Further links
Germany	VBE	Boys und Girls – Days, providing specifically information on MINT subjects	
Italy	UILScuola	Support to schools applying for projects financed through ESF funds. Participation to joint campaigns with the ministry and the confederation National campaign against violence at school	

Lithuania	FLESTU	Our organisation is involved into the project seeking to overcome the crucial gender-related issues of women low participation to the labour market, the sectoral and vertical segregation, the lack of family-friendly policies, the persistence of well-rooted gender stereotypes. Partners are convinced that one way to tackle them is to strengthen the role played by educational and career choices and by the people able to guide and support such transition phases. For that, GET UP concentrates its efforts on improving the competences of key actors in transition phases. In addition, it will work on integrating skills and competences of HR managers and employers so as to promote and ensure gender equality at the workplace.	
Denmark	BUPL	Curriculum overview of equal rights in ECE and primary education	https://uvm.dk/publikationer/folkeskolen/2017-ligestilling-i-dagtilbud-og-uddannelse
Norway	UEN	We have been working for awareness gender stereotypes in the Education sector	
Spain	STEs Intersindical	We prepare materials for visibilizar important women in all the fields of the knowledge and so that the children learn to be related in equality to the girls	

40% of respondents answered that their trade union had been involved in actions seeking to address the under-representation of women in decision making structures in the labour market.

Table A1.46 In the past 4 years, has your union been involved in measures seeking to address vertical segregation in the labour market



N=42.

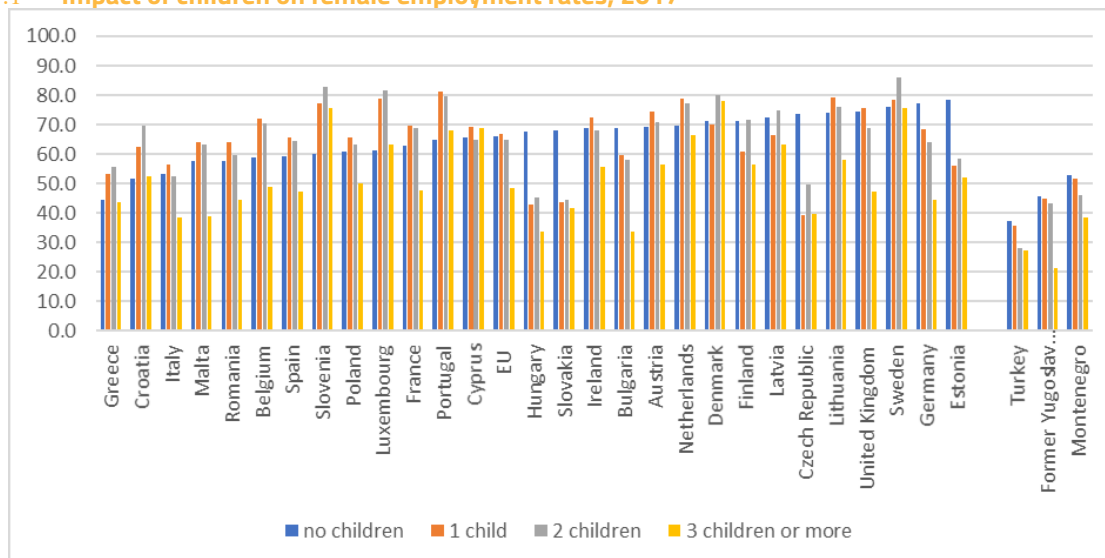
6 of the responding unions argued that such action was not necessary, 7 referred to a lack of resources, 6 saw such measures to be the responsibility of the trade union confederation. 14 trade unions indicated that relevant measures were taken by education trade union alone, 2 were the result of collective bargaining, 6 arose from social dialogue in the education sector, 5 were the result of tripartite action and 8 were realised through the work of the trade union confederation.

Table A1.47 Overview of key measures (in addition to the measures mentioned above)

Country	Union	Nature of the measure	Further links
Germany	VBE	Establishment of advisors on gender equality, gender equality guidelines	https://www.schulministerium.nrw.de/docs/LehrkraftNRW/Gleichstellung/Fuer-Gleichstellungsbeauftragte/Schulaufsicht/FFP-BezReg/index.html https://www.bildung.bremen.de/detail
Germany	GEW	Consultations with Labour Market Authority, Campaign "Agreed wages for every one", Codex on good labour in higher education	
Ireland	INTO	School leadership preparatory and mentoring programmes.	
Italy	UILScuola	A transnational project called GET UP -GENDER EQUALITY TRAINING TO OVERCOME UNFAIR DISCRIMINATION PRACTICES IN EDUCATION AND LABOUR MARKET.	http://www.getupproject.eu/

ANNEX 3: STATISTICAL DATA ANNEX

Figure A1.1 Impact of children on female employment rates, 2017

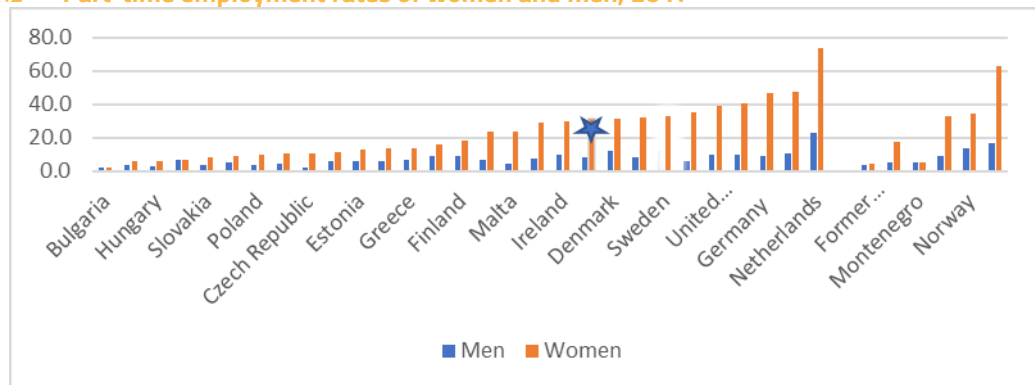


The figure shows the employment rates of women without children, with 1, 2, 3 or more children, 15-64 year old women, children aged 6 and below, 2017 Source: Eurostat, Employment rate of adults by sex, age groups, educational attainment level, number of children and age of youngest child (%) [lfst_hheredch], accessed on 03/07/2018.

The impact of parenthood on women's employment rates is also negative, especially if women have more than one child. On an EU average, whilst the employment rate for women without children was 66% in 2017, the employment rate of women with 2 children decreased to 64% and with 3 children it fell to 48%. The country patterns vary, with the impact of having children on women's employment being particularly severe in Hungary, Slovakia, the Czech Republic and Slovakia, and less severe or almost non-existent in Denmark, Sweden or Slovenia. On the other hand, men's employment rates tend to increase with the presence of children in the family.

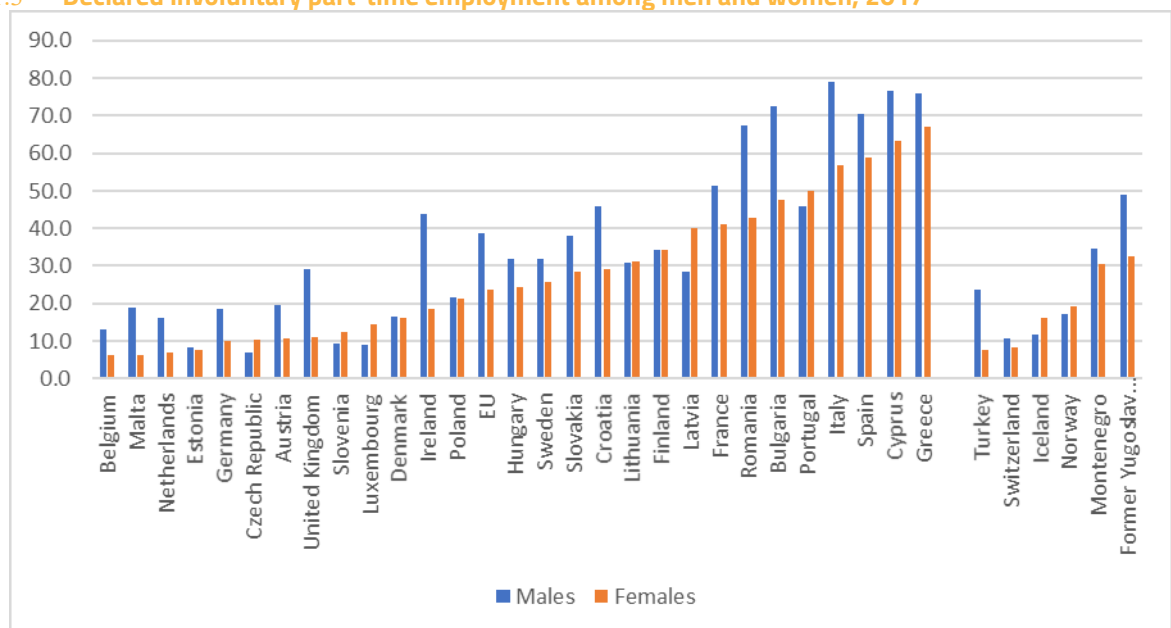
Largely due to their significantly greater involvement in caring responsibilities (both for children and older and disabled relatives), women are more likely to work part-time compared to men (see Figure A2.2). Across the EU, in 2017, 31% of women worked part-time, compared to less than 8% men. Again, country variations are significant, ranging from very low female part-time employment rates in the Central and Eastern European countries to rates above 40% in Germany, Austria, Switzerland and the Netherlands.

Figure A1.2 Part-time employment rates of women and men, 2017



The figure shows the proportion of part-time workers in the total employment of the respective sex, 20-64 year olds, 2017 (p.p.) Source: Eurostat, Part-time employment and temporary contracts - annual data [lfsi_pt_a], accessed on 26/06/2018.

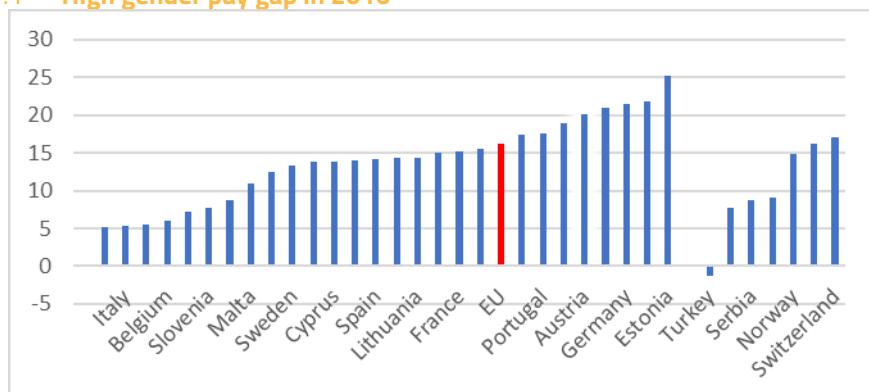
Figure A1.3 Declared involuntary part-time employment among men and women, 2017



The figure shows the proportion of part-time workers who work part-time on involuntary basis in the total part-time employment of the respective sex, 20-64 year olds, 2017 Source: Eurostat, Involuntary part-time employment as percentage of the total part-time employment, by sex and age (%) [lfsa_eppgai], accessed on 03/07/2018.

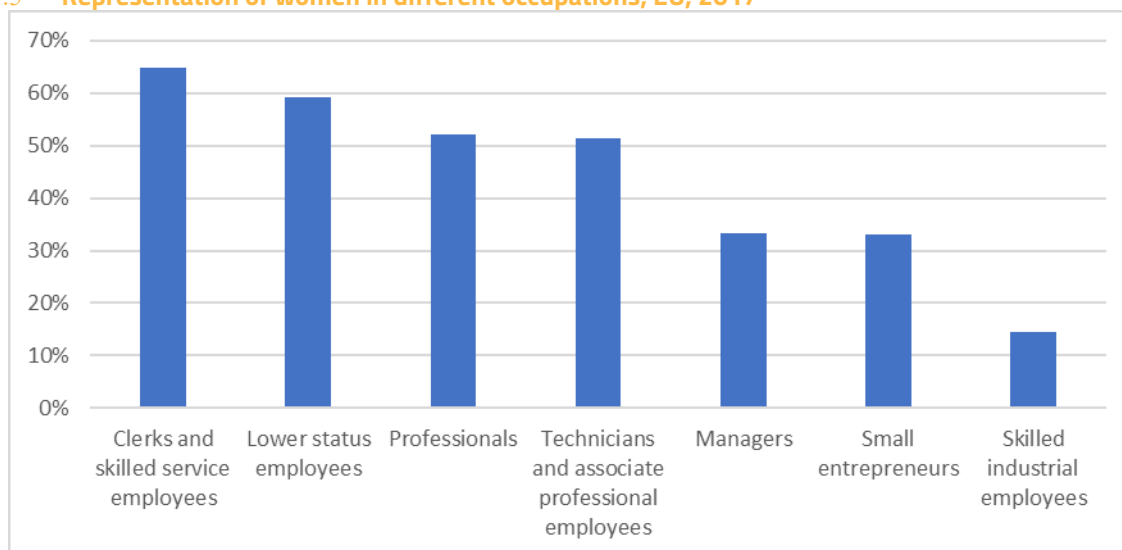
Lower employment and higher part-time and temporary employment rates for women affectively negatively their earnings in the labour market. As shown in Figure 2.6, the gender pay gap in 2016 was 16.2%. This means that women's gross hourly earnings were on average 16.2 % below those of men in the European Union (EU-28). Across the EU Member States, the gender pay gap varied by 20 p.p., ranging from 5.2 % in Romania to 25.3 % in Estonia.

Figure A1.4 **High gender pay gap in 2016**



The figure shows the difference between the average gross hourly earnings of men and women expressed as a percentage of the average gross hourly earnings of men. It is calculated for enterprises with 10 or more employees.³⁴ Source: Eurostat, Gender pay gap in unadjusted form, accessed on 26/06/2018. Values for Ireland, Greece, Italy, Serbia and Turkey are from 2014.

Figure A1.5 **Representation of women in different occupations, EU, 2017**



The figure shows the proportion of female workers in the total employment of the respective occupational group, 20-64 year olds, 2017 (Source: Eurostat, Employment by sex and European socio-economic group [Ifsa_esegg], accessed on 04/07/2018).

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http://ec.europa.eu/eurostat/statistics-explained/index.php/Gender_pay_gap_statistics

Figure A1.6 Proportion of women across different education levels differs, 2016

Country	Education levels				
	Early childhood education	Primary education	Lower secondary education	Upper secondary education	Tertiary education
European Union	n/a	n/a	n/a	n/a	n/a
Belgium	97%	82%	64%	63%	
Bulgaria	100%	94%	80%	77%	49%
Czech Republic	100%	94%	78%	63%	38%
Denmark	n/a	n/a	n/a	n/a	n/a
Germany	96%	87%	67%	54%	39%
Estonia	99%	91%	83%	70%	49%
Ireland	99%	86%	n/a	70%	n/a
Greece	n/a	71%	66%	54%	34%
Spain	94%	76%	60%	55%	41%
France	89%	83%	60%	59%	41%
Croatia	99%	94%	74%	67%	49%
Italy	99%	96%	77%	63%	37%
Cyprus	99%	83%	71%	61%	40%
Latvia	100%	93%	85%	80%	54%
Lithuania	99%	97%	82%	79%	56%
Luxembourg	96%	76%	54%	54%	35%
Hungary	100%	97%	77%	64%	43%
Malta	99%	85%	69%	60%	36%
Netherlands	88%	87%	53%	53%	45%
Austria	99%	92%	72%	55%	40%
Poland	98%	86%	73%	66%	45%
Portugal	n/a	81%	72%	69%	n/a
Romania	100%	90%	72%	70%	50%
Slovenia	98%	97%	79%	66%	40%
Slovakia	99%	90%	77%	72%	45%
Finland	n/a	79%	74%	60%	52%
Sweden	96%	77%	77%	53%	45%
United Kingdom	98%	85%	64%	61%	n/a
Iceland	94%	83%	83%	n/a	n/a
Liechtenstein	n/a	78%	55%	51%	35%
Norway	92%	75%	75%	53%	46%
Switzerland	97%	83%	54%	44%	35%
Former Yugoslav Republic of Macedonia	100%	83%	59%	59%	47%
Serbia	99%	86%	65%	65%	46%
Turkey	n/a	59%	59%	51%	44%
Average	97%	85%	70%	62%	43%

The figure shows the proportion of female workers in the total education sector workforce at each education level, source: Eurostat, Classroom teachers and academic staff by education level, programme orientation, sex and age groups [educ_uae_perp01], accessed on 05/07/2018.

Figure A1.7 Average actual teacher salaries, by gender and education level, 2015, USD adjusted for PPP

	25-64 year-olds				25-64 year-old men				25-64 year-old women			
	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes
	(1)	(2)	(3)	(4)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)
OECD												
Countries												
Australia	m	52 847	53 355	53 372	m	52 931	53 898	53 918	m	52 701	52 857	52 875
Austria ¹	m	55 546	65 367	70 466	m	52 604	67 083	73 882	m	55 763	64 618	67 515
Canada	m	m	m	m	m	m	m	m	m	m	m	m
Chile	27 791	27 219	27 383	29 897	27 145	28 744	28 574	30 974	27 804	26 820	26 901	29 207
Czech Republic	19 803	23 211	23 169	24 141	19 402	23 158	23 174	24 300	19 804	23 214	23 168	24 075
Denmark ²	47 443	57 546	58 247	66 316	47 696	57 883	58 599	67 108	47 395	57 423	58 104	65 602
Estonia	14 662	22 066	22 066	22 066	m	m	m	m	m	m	m	m
Finland ³	33 263	44 930	49 427	55 420	32 892	47 349	50 325	56 463	33 274	44 112	49 061	54 940
France ⁴	38 668	38 154	44 409	50 021	39 743	40 754	45 868	51 695	38 579	37 496	43 608	48 687
Germany	m	65 043	71 768	76 143	m	m	m	m	m	m	m	m
Greece ¹	22 929	22 929	24 379	24 379	24 714	24 714	24 967	24 967	22 454	22 454	24 040	24 040
Hungary	22 410	23 343	23 343	24 829	19 541	22 904	22 904	24 698	22 425	23 417	23 417	24 896
Iceland	m	m	m	m	m	m	m	m	m	m	m	m
Ireland	m	m	m	m	m	m	m	m	m	m	m	m
Israel	36 601	36 784	40 156	36 492	30 814	36 463	39 497	m	36 628	36 836	40 330	m
Italy	34 756	34 756	34 645	37 567	34 873	34 873	34 280	37 610	34 752	34 752	34 790	37 472
Japan	m	m	m	m	m	m	m	m	m	m	m	m
Korea	m	m	m	m	m	m	m	m	m	m	m	m
Latvia	13 087	17 570	16 406	18 359	13 299	18 537	17 104	18 296	13 086	17 521	16 339	18 365
Luxembourg	95 407	95 407	108 587	108 587	95 407	95 407	108 587	108 587	95 407	95 407	108 587	108 587
Mexico	m	m	m	m	m	m	m	m	m	m	m	m
Netherlands	50 780	50 780	63 912	63 912	51 549	51 549	65 552	65 552	50 641	50 641	62 078	62 078
New Zealand	m	42 776	43 640	46 375	m	42 757	43 812	46 974	m	42 780	43 558	45 911
Norway	44 574	50 243	50 243	55 153	43 586	50 223	50 223	55 458	44 655	50 251	50 251	54 923
Poland	26 552	30 750	31 373	30 803	24 880	29 369	30 235	30 131	26 557	30 916	31 706	31 040
Portugal	46 432	42 458	41 480	45 238	43 603	43 252	41 068	44 410	46 448	42 275	41 606	45 639
Slovak Republic ¹	16 451	22 307	22 307	22 291	m	m	m	m	m	m	m	m
Slovenia ⁵	26 450	36 695	37 359	39 623	22 142	34 884	37 368	39 202	26 560	36 810	37 363	39 760
Spain	m	m	m	m	m	m	m	m	m	m	m	m
Sweden ¹	37 006	40 822	42 001	43 730	36 737	40 487	42 044	44 027	37 023	40 878	41 981	43 532
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m
Turkey	m	m	m	m	m	m	m	m	m	m	m	m
United States ¹	50 946	52 516	53 548	55 328	49 940	55 122	55 118	57 366	51 539	52 008	52 518	54 075
Economies												
Flemish Com. (Belgium)	51 248	51 815	50 509	65 386	49 440	53 204	49 239	64 901	51 284	51 494	50 943	65 650
French Com. (Belgium)	49 381	49 065	48 046	61 240	43 511	49 825	48 435	61 788	49 546	48 891	47 865	60 937
England (UK) ¹	41 955	41 955	45 212	45 212	39 888	39 888	45 825	45 825	42 239	42 239	44 893	44 893
Scotland (UK) ⁶	41 634	41 634	41 634	41 634	m	m	m	m	m	m	m	m
OECD average	37 093	41 827	44 070	46 928	37 657	42 787	45 157	49 049	38 957	42 379	44 608	48 030
EU22 average	36 516	41 308	43 893	47 153	37 607	42 258	45 148	49 080	38 675	41 983	44 676	48 206
Partners												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	m	m	m	m	m	m	m	m
Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
Lithuania	19 372	19 372	19 372	19 372	19 372	19 372	19 372	19 372	19 372	19 372	19 372	19 372
Russian Federation ⁷	17 420	20 908	20 908	20 908	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m

The figure refers to annual average salaries (including bonuses and allowances) of teachers in public institutions, in equivalent USD converted using PPP for private consumption, calculated using Source: OECD (2017) Education at a Glance 2017 Indicators, https://read.oecd-ilibrary.org/education/education-at-a-glance-2017_eag-2017-en accessed 9/07/2018.

Figure A1.8 Share of female teachers by age and level of education

	Primary		Lower secondary		Upper secondary		All tertiary		Total primary to upper secondary		All tertiary	
	2015		2015		2015		2015		2015	2005	2015	2005
	< 30 years	>= 50 years	< 30 years	>= 50 years	< 30 years	>= 50 years	< 30 years	>= 50 years	All ages	All ages	All ages	All ages
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD												
Australia	m	m	m	m	m	m	m	m	m	m	m	m
Austria	94	91	76	72	72	52	53	38	73	m	43	m
Belgium ¹	84	77	72	58	70	57	65	44	70	65 ^d	49	41
Canada	83 ^d	70 ^d	x(1)	x(2)	83	70	58	45	74	73	49	48
Chile	80	80	71	65	60	49	m	m	71	70	m	m
Czech Republic ¹	92	94	74	82	56	56	67	69	76	71 ^d	40	40
Denmark	m	m	m	m	m	m	m	m	m	m	m	m
Estonia ²	84	91	79	83	62 ^d	72 ^d	52	46	83 ^d	m	49	48
Finland	82	76	75	73	70	55	46	51	71	69	51	47
France ¹	90	74	68	62	62	52	43 ^d	33 ^d	67	65	38 ^d	38
Germany ³	93	84	78	66	73	49	45	27	69	65	38	32
Greece	86	55	71	59	68	44	m	m	64	59	m	36
Hungary	95	97	71	76	63	59	52	37	79	79	42	39
Iceland	73	83	72	83	m	m	m	m	m	m	m	m
Ireland ⁴	86	85	x(5)	x(6)	64 ^d	67 ^d	m	m	80	72	44	39
Israel ⁴	91	83	87	76	82	65	m	m	80	79	m	m
Italy	96	96	51	77	63	65	56	33	80	78	37	34
Japan ⁵	65	68	46	38	40 ^d	22 ^d	47 ^d	23 ^d	49	46	27 ^d	18
Korea	73	87	74	54	71	27	67	21	67	61	35	31
Latvia	85	94	67	85	64	80	55	53	87	m	56	m
Luxembourg	79	76	68	51	63	46	45	27	64	57	38	m
Mexico	m	m	m	m	m	m	m	m	57	56	m	m
Netherlands	89	82	62	43	64	45	51	34	69	66	44	35
New Zealand	87	86	74	66	65	59	49	47	72	69	49	50
Norway	71	77	71	77	60	47	41	43	69	m	46	m
Poland	82	87	67	75	62	62	m	m	76	76	44	41
Portugal ⁵	85	78	66	74	54 ^d	66 ^d	48 ^d	38 ^d	74 ^d	74	44 ^d	42 ^d
Slovak Republic	89	91	76	78	79	72	57	41	78	77	45	42
Slovenia	95	98	80	78	70	60	38	36	81	78	41	33
Spain	81	74	68	56	63	51	60	36	66	62	42	39
Sweden	72	78	71	78	55	50	48	42	71	m	44	m
Switzerland ¹	89	77	67	47	55 ^d	39 ^d	52	29	63 ^d	62	34	32
Turkey	m	m	m	m	m	m	53	30	m	m	43	38
United Kingdom ⁶	82	88	67	60	57	55	49	40	72	68	44	40
United States ⁷	89	89	70	68	63	57	m	m	75	74	49 ^d	44 ^d
OECD average	85	83	70	67	64	55	52	39	72	68	43	39
Average for countries with available data for both reference years							52	35	71	68	43	39
EU22 average	87	84	70	69	64	58	52	40	74	69	44	39
Partners												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	84	92	63	72	56	61	50	41	74	m	46	m
China	m	m	m	m	m	m	m	m	57	m	25	m
Colombia	m	m	m	m	m	m	m	m	64	m	61	m
Costa Rica	m	m	m	m	m	m	m	m	69	m	m	m
India	60	44	57	34	m	m	m	m	m	m	m	m
Indonesia	70	49	54	54	51	52	61	21	57	m	50	m
Lithuania	90	97	75	81	63	78	54	51	85	84	56	53
Russian Federation ⁸	m	m	m	m	m	m	65 ^d	53 ^d	87	86	59 ^d	51 ^d
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	40	m
South Africa ⁹	m	m	m	m	m	m	m	m	m	m	48	m
G20 average	80	76	66	58	m	m	m	m	68	m	42	m

Source: OECD (2017) Education at a Glance 2017 Indicators, https://read.oecd-ilibrary.org/education/education-at-a-glance-2017_eag-2017-en accessed 9/07/2018.

Figure A1.9 Teachers having a mentor in secondary education, in 2013, by gender

	Gender			
	Male teachers		Female teachers	
	%	(S.E.)	%	(S.E.)
Bulgaria	5.9	(1.1)	6.1	(0.8)
Croatia	6.8	(0.9)	5.1	(0.5)
Cyprus	6.2	(1.0)	6.4	(0.6)
Czech Republic	4.5	(0.8)	3.6	(0.5)
Denmark	3.5	(0.8)	4.6	(0.8)
Estonia	4.2	(1.1)	3.2	(0.5)
Finland	3.1	(0.7)	2.7	(0.6)
France	4.6	(0.7)	3.0	(0.5)
Iceland	4.2	(1.2)	6.4	(0.7)
Italy	5.6	(0.9)	4.1	(0.5)
Latvia	7.5	(1.8)	3.6	(0.6)
Netherlands	15.6	(1.9)	17.5	(1.8)
Norway	8.1	(3.7)	6.2	(2.3)
Poland	11.4	(1.1)	11.6	(0.6)
Portugal	5.2	(0.8)	3.9	(0.5)
Romania	7.7	(1.1)	8.1	(0.9)
Serbia	7.6	(0.9)	8.6	(0.7)
Slovak Republic	5.1	(0.9)	4.0	(0.4)
Spain	3.3	(0.5)	4.2	(0.6)
Sweden	5.1	(0.8)	3.0	(0.4)
Sub-national entities				
England (United Kingdom)	20.7	(2.2)	18.2	(1.2)
Flanders (Belgium)	9.6	(1.1)	10.4	(1.0)
Average MS	6.3	1.1	5.8	0.7

The figure shows the percentage of lower secondary education teachers who participated in professional development activities in the 12 months prior to the survey. Source: TALIS 2013 Results: An International Perspective on Teaching and Learning, <http://www.oecd.org/education/school/talis-excel-figures-and-tables.htm> accessed 09/07/2018.