ETUCE SURVEY

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

THANK YOU FOR RETURNING THIS QUESTIONNAIRE NO LATER THAN 30 JANUARY 2009

Aims and scope

The aim of this questionnaire is to identify the current situation regarding gender equality in the education sector, the teaching profession and within national teacher trade union structures in the EU/EFTA and candidate countries.

As women’s presence in the education sector workforce has been and remains highly segregated across Europe -although in some countries there is a decrease in the gender segmentation- women remain heavily under-represented in school leadership and other promotional positions.

The results collected through this survey questionnaire will be analysed in order for the ETUCE to be able to outline the obstacles preventing for the achievement of a better and more dynamic working life for women in the education sector in Europe. The ETUCE believes that overcoming these obstacles will be beneficial not only for the empowerment of women in society or the improvement of general gender equality statistics. It will most of all favour an increase in the status of the teaching profession, an increase in teachers’ remuneration and thus in the educational achievements of students.

National teacher trade unions are equally accountable for gender equality within their own structures and membership. Several action plans, a Charter on Gender mainstreaming in trade unions and one Framework of actions on gender equality have been promoted by the European Social Partners at EU level. National teacher unions are also requested to implement these policy documents at both national and union levels. The results of the survey will help the ETUCE in providing guidance to its member organisations for a successful implementation of these policy documents.
Remarks

This questionnaire is not aimed at developing a scientific research but aspires at gathering information on different trends regarding gender equality in education across Europe. It is addressed and can be filled in by all ETUCE member organisations in the EU and candidate countries (Croatia, Turkey and the Former Yugoslav Republic of Macedonia).

In order to complete the information gathered via the current questionnaire, the ETUCE will use the data collected via the EI/ETUCE Teachers’ pay in Europe survey. This information will provide us with a clearer view on the situation regarding gender pay gap, gender pension gap and other gender differentials in the teaching profession as far as remuneration is concerned.

Please do not hesitate to use information available from previous national surveys on the issue when answering the questions, precisely quoting the source of information provided (concrete reference to relevant national or trade union studies and/or reports).

**BACKGROUND INFORMATION ON THE RESPONDENT:**

Organisation: ____________________________________________
Country: ________________________________________________
Name of respondent: _____________________________________
Position: ________________________________________________
Phone: _________________________________________________
Fax: ____________________________________________________
Email: __________________________________________________

**EDUCATION SECTOR COVERED BY THIS COMPLETED QUESTIONNAIRE:**
(Please tick as appropriate)

- [ ] Pre-school education
- [ ] Primary education
- [ ] Secondary education
- [ ] Vocational education
- [ ] All four education sectors
In order to facilitate a good understanding of the questionnaire, definitions of key concepts are provided below. Please use them while answering the questions and do not hesitate to contact the ETUCE Secretariat whether you need more details to fully understand what information is requested:

**Congress/Convention/General Assembly**: the supreme decision-making body of the trade union, which meets annually or less frequently.

**Checklist**: series of questions and/or instructions designed in advance in order to facilitate the examination of a policy, a practice or a measure.

**Executive Committee**: the second highest decision-making body of the Union, which holds a mandate to elaborate and implement the trade union policy between two Congresses/Conventions/General Assemblies.

**Gender** refers to the roles and responsibilities of men and women that are created in our families, our societies and cultures. It also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity).

In 2003, the European Commission has defined gender as the social differences between women and men that are learned, changeable over time and have wide variations both within and between cultures.

**Gender analysis** is the collection and analysis of sex-disaggregated information. Men and women both perform different roles. This leads to women and men having different experience, knowledge, talents and needs. Gender analysis explores these differences so policies, programmes and projects can identify and meet the different needs of men and women. Gender analysis also facilitates the strategic use of distinct knowledge and skills possessed by women and men.

**Gender equality** means equal visibility, empowerment and participation of both sexes in all spheres of public and private life. (Council of Europe, 1998)

**Gender mainstreaming** is the (re)organisation, improvement, development and evaluation of policy processes, so that a gender perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making (Council of Europe, 1998).

Systematically incorporating the specific conditions, priorities and needs of men and women into all policies in order to promote activities based on gender equality or to mobilise all general policies and measures specifically for the purpose of achieving equality by actively and openly taking into account at the planning stage their possible effects on the respective situations of men and women, monitoring them and assessing them (Commission Communication COM(96) 67 final of 21 February 1996).
Management Committee/Board applies the trade union policies by taking decisions between two executive committee meetings.

Statutory Committee could also be called advisory committee, which is provided for in the union statutes to work on a specific topic, to develop policies and to advise the Executive Committee.

Working Group is a non-statutory group established occasionally in order to complete a short term mission.
The 1st part of the current questionnaire is aimed at analysing the situation regarding gender equality within national teacher trade unions’ affiliation and structures, as well as on their policies towards the achievement of gender equality.

A. Trade union affiliation

1. In your trade union, please state the total number of members and either the number of female members or the proportion (%) of female members as a percentage of all members:

<table>
<thead>
<tr>
<th>Total number of affiliates</th>
<th>Number of female members</th>
<th>Proportion of female members as a percentage of all members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. If this data is not available, please state why (tick as appropriate):

- No overall statistics taking gender into consideration
- Trade union policy (does not want this information to be available)
- Other

If other, please explain:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

B. Trade Union constitutional bodies

3. Please describe the constitutional bodies of your trade union:

- Congress/Convention/General Assembly
  (Highest decision-making body) YES □ NO □

1 In case only a partial study over a certain amount of affiliates has been conducted, please indicate the proportion of female members as a percentage of all members.
Frequency of meetings: Every ......................

Number of delegates at last Congress (date ............) Men:......... Women:........

Is there an increase in the number of women attending since the previous Congress: YES □ NO □

Is there an increase in the number of men attending since the previous Congress: YES □ NO □

- Executive Committee
  (Second highest decision-making body)

Frequency of meetings: Every ......................

Who it is chaired by - a man or a woman? F □ M □

Does the chairperson change:
  - at every meeting? YES □ NO □
  - yearly? YES □ NO □

Are there any deputy chairpersons?
  - 1st Deputy Chairperson F □ M □
  - 2nd Deputy Chairperson F □ M □
  - 3rd Deputy Chairperson F □ M □

- Management Committee/Board/National Secretaries
  (Third highest decision-making body)

Frequency of meetings: on average every ......................

<table>
<thead>
<tr>
<th>Total number of members</th>
<th>How many of these are men?</th>
<th>How many of these are women?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is there a General Secretary? YES □ NO □
Is the General Secretary a woman or a man? Women □ Men □

Is there a Deputy General Secretary? YES □ NO □
Is the Deputy General Secretary a woman or a man? Women □ Men □

Is there a President? YES □ NO □
Is the President a woman or a man? Women □ Men □

- Statutory Committees
  (Or other statutory bodies where decisions are prepared)

Frequency of meetings: Every ......................
Committee names | Themes/Objectives | Chair | % Women
--- | --- | --- | ---
 |  | F □ | M □ |
 |  | F □ | M □ |
 |  | F □ | M □ |
 |  | F □ | M □ |

If no data is available for each specific committee, what is the general average proportion of women who sit on all committees in your union: …………………………..%

- **Working groups**
  (Non-statutory groups established occasionally with a short term mission)

Frequency of meetings: 

| WG names | Themes/Objectives | Chair | % Women |
--- | --- | --- | ---
 |  | F □ | M □ |
 |  | F □ | M □ |
 |  | F □ | M □ |
 |  | F □ | M □ |

C. Trade Union secretariat

4. Please describe your trade union’s secretariat and its structure:

- **Secretariat** (day to day affairs)

  How many elected members work in your secretariat?

| Total number | How many of these are men? | How many of these are women? |
--- | --- | ---
Part time | ………………………. | ………………………. | ………………………. |
Full time | ………………………. | ………………………. | ………………………. |

How many employees work in your secretariat as technical staff?

| Total number | How many of these are men? | How many of these are women? |
--- | --- | ---
Part time | ………………………. | ………………………. | ………………………. |
Full time | ………………………. | ………………………. | ………………………. |

- **Departments in the union**
  (working units within your union secretariat)
### Department name

<table>
<thead>
<tr>
<th>i.e. Collective bargaining</th>
<th>Presence</th>
<th>Chair</th>
<th>Number of men and women in the Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ☐ No ☐ F ☐ M ☐</td>
<td>Men:…… Women:……</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>i.e. Equality</th>
<th>Presence</th>
<th>Chair</th>
<th>Number of men and women in the Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ☐ No ☐ F ☐ M ☐</td>
<td>Men:…… Women:……</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>i.e. Health and Safety</th>
<th>Presence</th>
<th>Chair</th>
<th>Number of men and women in the Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ☐ No ☐ F ☐ M ☐</td>
<td>Men:…… Women:……</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>i.e. International affairs</th>
<th>Presence</th>
<th>Chair</th>
<th>Number of men and women in the Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ☐ No ☐ F ☐ M ☐</td>
<td>Men:…… Women:……</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Yes ☐ No ☐ F ☐ M ☐ | Men:…… Women:…… |

5. Does your Union have a Department/Person in its Secretariat working exclusively on gender issues?  
YES ☐ NO ☐

If yes, the responsible of the Department is a  
Man ☐ Women ☐

If yes, is this Department working closely with your collective bargaining Department/team?  
YES ☐ NO ☐

Does it have sufficient financial and human resources?  
YES ☐ NO ☐

Does it have an advisory status?  
YES ☐ NO ☐

How do you think the work of this department could be improved?

____________________________________________________________________

____________________________________________________________________

### D. Trade Union policies

6. Is your Union aware of the existence of the European Social Partners Framework of Actions on Gender equality?  
YES ☐ NO ☐

- If yes, are you implementing it:
  
  YES ☐ NO ☐
7. Is your Union aware of the existence of the ETUC Charter on Gender Mainstreaming in Trade Unions?

YES □  NO □

■ If yes, are you implementing it:

YES □  NO □

■ If yes, in which way?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

8. Does your Trade Union have a written gender equality policy?

YES □  NO □ (if no please move to question n°16)  I do not know □

If yes:

a. When was it adopted?

____________________________________________________________________

b. Is this the revision of an earlier document?

____________________________________________________________________

If yes, what objectives does this document promote (tick as many cases as necessary):

■ Promotion of gender equality within your trade union membership □

■ Promotion of equal representation of women in trade union internal structures and decision-making statutory bodies according to membership □

■ Promotion of gender parity in trade union internal structures and decision-making statutory bodies □
- Regular monitoring of changes in membership, regarding gender representation
- Recruiting women as trade union members
- Promotion of gender equality within the teaching profession
- Promotion of gender equality via the education practices and system
- Other

If other, please explain:

____________________________________________________________________
____________________________________________________________________

9. Is this policy accompanied by an official programme of actions regulating its implementation?

   YES [ ]      NO [ ]

10. What mechanisms does the policy involve in order to ensure its good implementation (mark as many cases as necessary):

    - Drawing up targets          YES [ ]      NO [ ]
    - Setting up a timetable      YES [ ]      NO [ ]
    - Setting up clear responsibilities on actors YES [ ]      NO [ ]
    - Monitoring/follow-up mechanisms YES [ ]      NO [ ]
    - Assessment mechanisms       YES [ ]      NO [ ]

   Explain more in details these mechanisms:

____________________________________________________________________
____________________________________________________________________

11. Is there a specific budget for the implementation of this policy and its measures?

    - Trade union budget YES [ ]      NO [ ]
    - External funding YES [ ]      NO [ ]

12. What measures are used for the implementation of your union gender equality policy regarding the trade union structures (mark as many as necessary):

    - Changes in statutes, i.e. quotas in elections
    - Seats reserved for women in decision-making bodies
    - Campaigns to encourage women to stand for decision-making positions
    - Specific arrangements to facilitate participation in meetings, i.e. childcare,
      Dissemination of figures on decision-making broken down according to gender
Changing work priorities in order to match female workers’ interests
Training in negotiation skills for the under-represented gender
Training in trade union activities and how to carry them out
Other

If other, please specify:

____________________________________________________________________
____________________________________________________________________

13. How would you assess the measures from question 12 (Please score the measures proposed for in your national policy according to their impact from 1 (very small impact) to 5 (very big impact)?

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes in statutes, i.e. quotas in elections</td>
<td></td>
</tr>
<tr>
<td>Seats reserved for women in decision-making bodies</td>
<td></td>
</tr>
<tr>
<td>Campaigns to encourage women to stand for decision-making positions</td>
<td></td>
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<tr>
<td>Specific arrangements to facilitate participation in meetings</td>
<td></td>
</tr>
<tr>
<td>Dissemination of figures on decision-making broken down according to gender</td>
<td></td>
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<tr>
<td>Changing work priorities in order to match female workers’ interests</td>
<td></td>
</tr>
<tr>
<td>Training in negotiation skills for the underrepresented gender</td>
<td></td>
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<tr>
<td>Training in trade union activities and how to carry them out</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

14. What measures are used for the implementation of your union gender equality policy regarding gender equality in the teaching profession (thick as many as necessary):

Changing themes for negotiations in collective agreements to match female worker’s interests
Dealing with gender equality issues in collective agreements
Monitoring the implementation of provisions on gender equality in collective agreements
Training and awareness for male and women union members on equal opportunities
Raising awareness and exchanging good practices on combating gender stereotypes in schools
Research on the causes and consequences of the feminisation of the teaching profession
Research on the obstacles and glass ceilings for women preventing them to reach leading positions in the education sector
Research on the interests and needs of women and men working in the education sector
Campaigns to promote men’s presence in the profession
Campaigns to empower women and to promote their presence at leading positions in the education sector
Other

If other, please specify:
15. How would you assess the measures from question 14 (Please score them according to their impact from 1 (very small impact) to 5 (very big impact))?  

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changing themes for negotiations in collective agreements to match female worker’s interests</td>
<td></td>
</tr>
<tr>
<td>Dealing with gender equality issues in collective agreements</td>
<td></td>
</tr>
<tr>
<td>Monitoring the implementation of provisions on gender equality in collective agreements</td>
<td></td>
</tr>
<tr>
<td>Training and awareness for male and women union members on equal opportunities</td>
<td></td>
</tr>
<tr>
<td>Raising awareness and exchanging good practices on combating gender stereotypes in schools</td>
<td></td>
</tr>
<tr>
<td>Research on the causes and consequences of the feminisation of the teaching profession</td>
<td></td>
</tr>
<tr>
<td>Research on the obstacles and glass ceilings for women preventing them to reach leading positions in the education sector</td>
<td></td>
</tr>
<tr>
<td>Research on the interests and needs of women and men working in the education sector</td>
<td></td>
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<tr>
<td>Campaigns to promote men’s presence in the profession</td>
<td></td>
</tr>
<tr>
<td>Campaigns to empower women and to promote their presence at leading positions in the education sector</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

16. Is your Union implementing some activities to promote gender equality within the Union, which are not formerly part of a written trade union policy?  

YES ☐ NO ☐

17. Are there some of your union’s main policies in which you have incorporated a gender dimension (gender mainstreaming)?  

YES ☐ NO ☐

If yes, please indicate which policies and the following details:

<table>
<thead>
<tr>
<th>Policy</th>
<th>Impact expected</th>
<th>Measures used for the incorporation of the gender dimension</th>
<th>Problems encountered</th>
</tr>
</thead>
</table>
Part 2 of the questionnaire deals with national policy and legal frameworks on promoting gender equality in society and in the education sector. It is aimed at understanding the overall national context regarding gender issues, the specific policies that could exist on the promotion of gender equality in the education sector, together with some structural and organisational aspects of the national education system.

18. Are there an overall national policy and/or legal framework on gender equality\(^3\) in your country?

| YES □ | NO □ |

If YES, please indicate its name, main trends and year of adoption. Please equally indicate whether the policy is succeeding to a previous one:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

19. Are there gender-segregated statistics, including in the education sector in your country?

| YES □ | NO □ |

If YES, please provide more information on who is collecting them and since when?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

\(^3\) Please notice that gender equality duties could also be part of a general Act/Legislation on Equality.
20. Are there schools which welcome female or male students exclusively in your country?

YES □     NO □

If YES, what is their percentage of the total amount of schools in your country?

____________________________________________________________________
____________________________________________________________________

If YES, at what education level are they situated?

____________________________________________________________________

21. As far as you are informed, are there an equal number of women and men in your national Ministry of Education, at decision-making positions?

YES □     NO □

22. Are gender issues mainstreamed in the work of your national Ministry of Education?

YES □     NO □     I do not know □

23. Is there a national policy on the promotion of gender equality in the education sector in your country?\(^4\)?

YES □     NO □

If NO, please go directly to section III.

If YES, please indicate its designation, the year it has been adopted and whether it is part of the overall national gender equality policy:

____________________________________________________________________
____________________________________________________________________

24. Is this policy accompanied by an official programme of actions regulating its implementation?

YES □     NO □

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\(^4\) Such a policy could include measures aimed at improving educational curricula and content, educational staff, etc. Part III of this questionnaire deals in details with the possible gender equality measures to be implemented at national level in the education sector.
25. As far as you are informed, were women and/or women organisations involved and/or consulted during the drafting of the gender equality policy for education?

  YES □ NO □

26. Does the national policy in the education sector include a specific timetable or period for the implementation of the activities or is its lifetime indefinite?

Specific period of time □ No time period specified □
Length of period: ............... 

27. Was your trade union involved and/or consulted during the drafting of the national policy for gender equality in education?

  YES □ NO □

If YES, please provide more information in which way?
____________________________________________________________________
____________________________________________________________________

28. According to your trade union, to what extend the national gender equality policy for the education sector is (please put an X in the appropriate case):

<table>
<thead>
<tr>
<th>Comprehensible</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including clear guidelines on its implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having a comprehensible timetable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actors concerned/responsible for the implementation are easily identifiable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financially well-provided-for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Efficient
5= to a very good extend; 4= to a great extend; 3= to a small extend; 2= to a minimal extend; 1= not at all

29. Are there any mechanisms included in your gender equality policy, regulating its:

  • Monitoring YES □ NO □
  • Final evaluation YES □ NO □
  • Revision YES □ NO □

If YES, please provide more information in which way (please put an X in the appropriate case)?

<table>
<thead>
<tr>
<th>Mechanism on</th>
<th>Very efficient</th>
<th>Efficient</th>
<th>Not too efficient</th>
<th>Not efficient at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
30. What weaknesses can you identify within the policy on gender equality in education, affecting its efficient implementation?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

31. In your view, what are the barriers to the full implementation of your national policy?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
III. COMBATTING GENDER INEQUALITY AND STEREOTYPES IN EDUCATION: NATIONAL POLICY APPROACHES AND MEASURES

In question 23, we have asked you whether in your country, gender equality in the education sector has been dealt with in a specifically dedicated policy. Whether or not there is such a policy in your country, some of the following measures could have been implemented at national level. Part 3 of the questionnaire aims at identifying which measures have been put in place in your country and how do you assess these as teacher trade union.

32. Are there any actions addressing gender roles and combating stereotypes in education, provided for in your country?

☐ Yes ☐ No (If no, go directly to question 33)

If YES, which of the following provisions have been implemented in your country? How would you assess those of the measures according to their impact from 1 (very small impact) to 5 (very big impact)\(^5\)?

i. Gender-sensitive assessment of current curricula in order to evaluate the impact they have on both genders

☐ Yes ☐ No Impact ……….

ii. Gender-sensitive analysis and assessment of main school materials and other learning/teaching tools

☐ Yes ☐ No Impact ……….

iii. Gender-sensitive review of data on pupil attainment, attendance, drop-out and exclusion

☐ Yes ☐ No Impact ……….

iv. Gender-sensitive assessment of current teacher initial education

☐ Yes ☐ No Impact ……….

v. Training on gender mainstreaming for school headmasters and teachers (Continuous Professional Development)

☐ Yes ☐ No Impact ……….

vi. Training on gender mainstreaming for staff representatives, i.e. shop stewards, union members, etc.

☐ Yes ☐ No Impact ……….

vii. Gender mainstreaming checklists, benchmarks, indicators and monitoring tools for schools

☐ Yes ☐ No Impact ……….

\(^5\) 5= very big impact; 4= great impact; 3= small impact; 2= minimal impact; 1= very small impact
viii. Checklists for gender-responsive classrooms
☐ Yes ☐ No Impact ………

ix. Regular audits and review of equality materials in schools
☐ Yes ☐ No Impact ………

x. Whole school policies and strategies committing the school to gender equality
☐ Yes ☐ No Impact ………

xi. Actions to redress under representation of one gender within the school staff
☐ Yes ☐ No Impact ………

xii. Promotion of technical and scientific professions among girls and women
☐ Yes ☐ No Impact ………

xiii. Extra-curricular activities designed to attract equally girls and boys
☐ Yes ☐ No Impact ………

xiv. Training for teachers, supervisors and other school staff on procedures for responding to sexist or homophobic behaviour
☐ Yes ☐ No Impact ………

xv. Other (please describe and indicate its impact):
Impact ………

33. Are there any affirmative actions aimed at promoting women in decision-making in the education sector provided for in your country?

☐ Yes ☐ No (If no, go directly to question 34)

If YES, which of the following provisions have been implemented in your country? How would you assess those of the measures according to their impact from 1 (very small impact) to 5 (very big impact)?

xvi. Introduction of quotas for the filling of some positions within the school hierarchy
☐ Yes ☐ No Impact ………

xvii. Introduction of quotas for the filling of some positions within the Ministry of Education
☐ Yes ☐ No Impact ………

---

6 5= very big impact; 4= great impact; 3= small impact; 2= minimal impact; 1= very small impact
xviii. Activities to promote women presence at decision-making positions in the Ministry of Education

☐ Yes ☐ No Impact ……….

xix. Activities to promote equal participation of women and men at the hierarchy positions in the education sector

☐ Yes ☐ No Impact ……….

xx. Activities to promote women representation when decisions are taken in schools

☐ Yes ☐ No Impact ……….

xxi. Activities to promote women representation when decisions are taken in the Ministry of Education

☐ Yes ☐ No Impact ……….

xxii. Other (please describe and indicate its impact):

Impact ……….

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

34. Are there any actions aimed at supporting work-life balance provided for in your national policy on gender equality in education?

☐ Yes ☐ No (If no, go directly to question 35)

If YES, which of the following provisions have been implemented in your country? How would you assess those of the measures according to their impact from 1 (very small impact) to 5 (very big impact)?

xxiii. Activities to compensate for gender disadvantage or discrimination via childcare facilities and maternity leaves

☐ Yes ☐ No Impact ……….

xxiv. Activities to compensate for gender disadvantage or discrimination via flexible working hours

☐ Yes ☐ No Impact ……….

xxv. Sabbatical leave availability and promotion

☐ Yes ☐ No Impact ……….

xxvi. Parental leave availability and promotion

☐ Yes ☐ No Impact ……….

7 5= very big impact; 4= great impact; 3= small impact; 2= minimal impact; 1= very small impact
xxvii. Activities aimed at encouraging parents to share leave periods more equally

☐ Yes  ☐ No  Impact ………

xxviii. Other (please describe and indicate its impact):  Impact ………

____________________________________________________________________________________

____________________________________________________________________________________

35. Are there any actions aimed at tackling the gender pay gap provided for in your national policy on gender equality in education?

☐ Yes  ☐ No (If no, go directly to question 36)

If YES, which of the following provisions have been implemented in your country? How would you assess those of the measures according to their impact from 1 (very small impact) to 5 (very big impact)?

xxix. Activities to promote gender neutral pay system in the education sector

☐ Yes  ☐ No  Impact ………

xxx. Activities to promote a transparent pay system in the education sector

☐ Yes  ☐ No  Impact ………

xxxi. Activities to promote gender equality in employment in both private and public education sector

☐ Yes  ☐ No  Impact ………

xxxii. Raising-awareness on labour market needs and career opportunities for both genders in schools

☐ Yes  ☐ No  Impact ………

xxxiii. Activities to promote the participation of boys and girls in school and extra-curricular activities not traditionally associated with their gender

☐ Yes  ☐ No  Impact ………

xxxiv. Teacher training on how to make both genders feel confident in choosing a non-traditional school and university subject for their gender

☐ Yes  ☐ No  Impact ………

xxxv. Career counselling in schools, which is not oriented towards traditional gender career choices and stereotypes

☐ Yes  ☐ No  Impact ………

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8 5= very big impact; 4= great impact; 3= small impact; 2= minimal impact; 1= not at all
xxxvi. Other (please describe and indicate its impact): Impact ………

____________________________________________________________________

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36. Please describe any other national policies good practices not included in the list, which you consider efficient in your country?

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37. Please describe a national policy practice which you have considered to have a negative impact on gender equality in education in your country?

____________________________________________________________________

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____________________________________________________________________
This part is aimed at identifying at what point there is a gender imbalance of workers within the education sector, are there any career development differentials for women and men in the teaching profession, as well as are working conditions in schools having an impact on teacher’ career choice. Information on the eventual gender remuneration differentials in the teaching profession will be assembled from the EI/ETUCE Teachers’ pay in Europe survey.

38. Please fill in the following table with the latest figures available (year 2000 onwards) in your country:

<table>
<thead>
<tr>
<th>Education level</th>
<th>Education personnel</th>
<th>Total number of full time workers</th>
<th>Women full time workers</th>
<th>Total number of part time workers</th>
<th>Women part time workers</th>
<th>Total number of seasonal workers</th>
<th>Women seasonal workers</th>
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</thead>
<tbody>
<tr>
<td>Pre-school</td>
<td>School leadership</td>
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<td>Non-teaching staff</td>
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<tr>
<td>Primary</td>
<td>School leadership</td>
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</tbody>
</table>

Please indicate also the source and year of the data:

____________________________________________________________________
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____________________________________________________________________

39. Is there any recruitment strategy applied to the education sector in your country?

☐ Yes ☐ No
If YES, are there any specific provisions aimed at ensuring the presence of the under-represented gender in the sector (i.e. quota targets, recruitment campaigns, deployment strategies\(^9\), incentives, etc.? Please describe the provisions of the strategy:

____________________________________________________________________
____________________________________________________________________
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40. Is there any study implemented in your country, exploring the factors that affect an individual’s decision to choose teaching as a career?

☐ Yes  ☐ No

If YES, please indicate the name of that study and the year of its implementation:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

If YES, please describe the main results of that study:

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____________________________________________________________________
____________________________________________________________________

Please describe any different trends occurring regarding women and men’s choices:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

\(^9\) Strategies aimed at ensuring that teachers from the under-represented gender are attracted to areas with significant shortages of teachers from that gender
41. What is the basis for a salary increase, a promotion or any other career development for women teachers in your country?

☐ Competence based
☐ Performance assessment\(^{10}\)
☐ External evaluation
☐ Age
☐ Other

If other, please explain:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

42. Is there any study implemented in your country, exploring how working conditions in the education sector (class sizes, induction programmes, administrative support availability, level of school autonomy, student discipline issues, lack of support from management, salaries, material and technical equipment of schools, etc.) affect teacher recruitment and retention in your country?

☐ Yes ☐ No

Please describe any different trends occurring regarding women and men’s point of views:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

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\(^{10}\) This process concerns the assessment the overall performance of a teacher and/or a head teacher and the planning of the individual’s future development in the context of an education improvement plan.
Additional comments:

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Thank you for your cooperation and for your time!