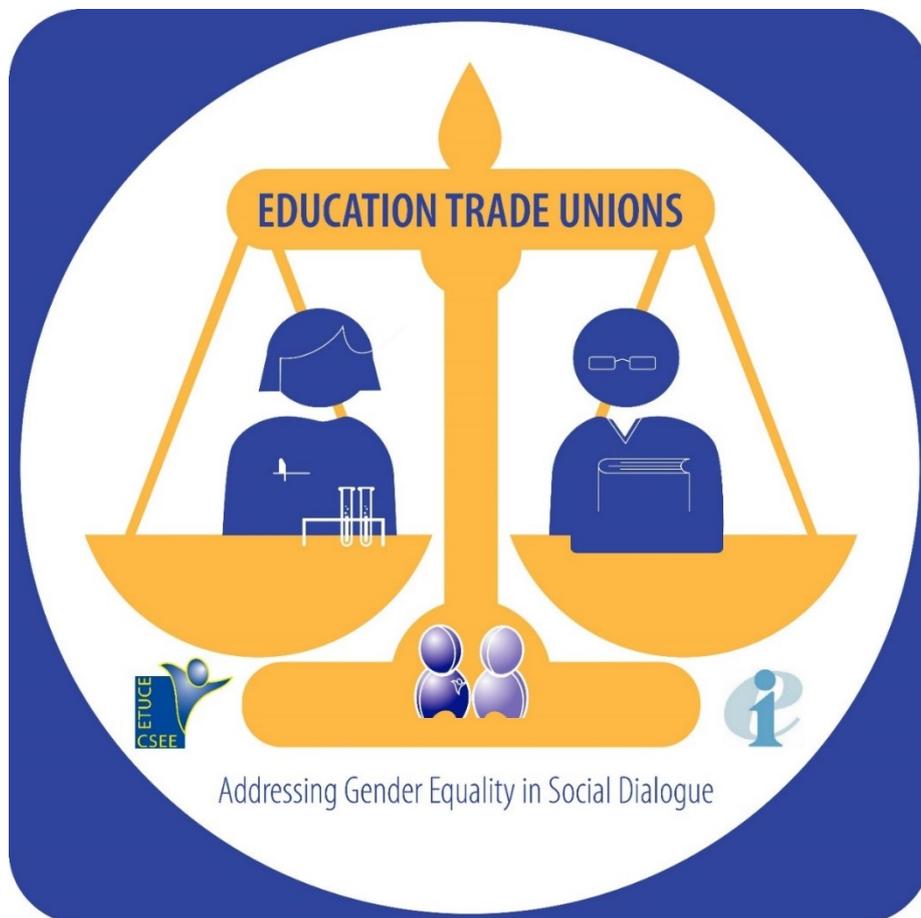


ETUCE Training Workshop

Education Trade Unions Addressing Gender Equality Through Social Dialogue

Rome, 14-15 January 2019



Background document



This project is carried out with the financial support of the European Commission

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 segregation in the education sector and society as a whole. At the same time, many long-standing challenges and gaps remain in such areas such as equal economic independence for women and men, equality in decision making and gender based violence.

This document is a contribution to discussions in training workshops organised 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), carried out by ETUCE. [The aim of the project is 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.](#) It is a continuation of previous work by ETUCE on the issue of gender equality in the education sector and in education trade unions and seeks to take stock of progress as well as providing an impetus for further action in this area.

Objectives of the training workshop:

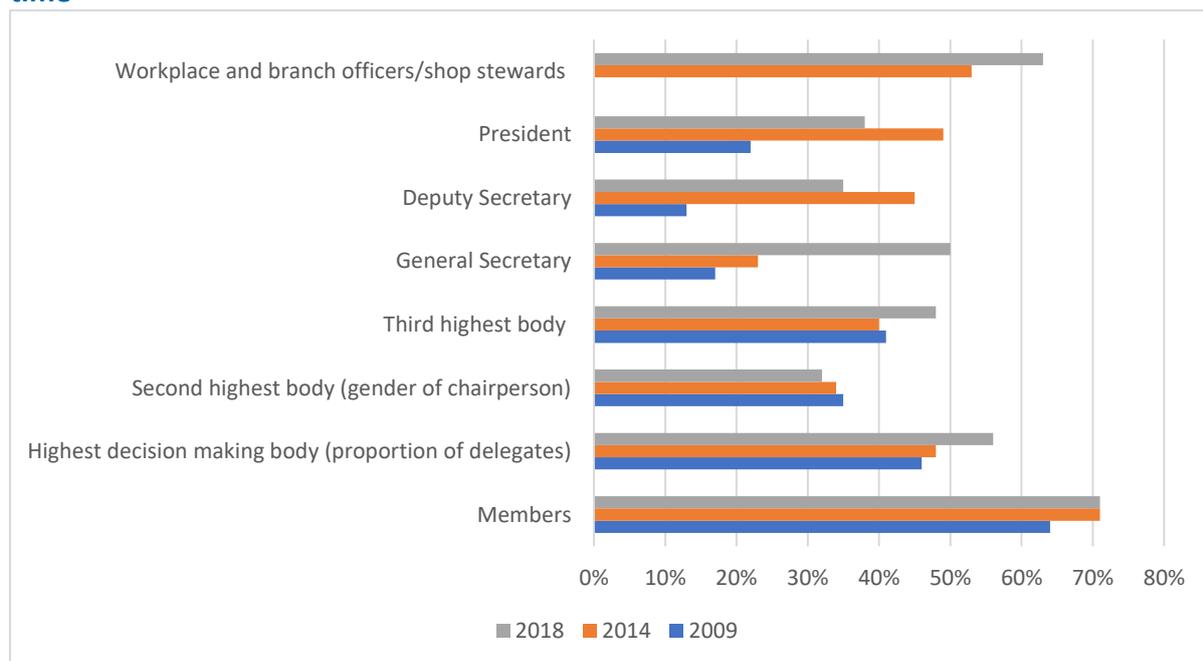
- ✓ to share good practices of tackling the gender inequality in the education sector through different social dialogue instruments and to acquire knowledge and expertise;
- ✓ to discuss the outcomes of the online survey and to enrich the research report with specific country cases;
- ✓ to collect recommendations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

This short background document, prepared by project’s researchers Inga Pavlovaite and Dr Tina Weber, summarises the key findings from the literature review and the **online survey among ETUCE member organisations** which was conducted from May to July 2018. A total of 63 responses were received, representing 47% of the 132 education trade unions in membership of ETUCE. Responses were received from education trade unions in 39 countries (76% of the 51 countries where ETUCE has members). The full list of responding unions is provided in Annex 1.

Factsheet

- Gender equality is a fundamental right enshrined in the EU Treaties and legislation, providing for gender equality particularly in relation to 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.
- However, as shown in the EIGE Gender Equality Index, over the past decade, progress towards gender equality in the European Union has been taking place ‘at a snail’s pace’.
- Teaching is a highly gendered profession: in 2017, on average, 73% of education sector workers in the EU 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.
- Men tend to be significantly under-represented in early childhood and primary education and women are under-represented in teaching positions in tertiary education. Across the EU, while 98% of teachers in pre-primary education are women, the percentage declines to 44% in tertiary education (2017 data).
- 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 Europe, in pre-primary education, an average of 90% of school leaders are women. In lower secondary education, this decreases to 61% and to 48% in upper secondary education. Only 12% of university deans in Europe are women.
- Across the Europe, salaries of female and male teachers across different education levels are similar: in 2016, the differences were relatively small, below 3% or around 860€ per year. The only exceptions to this were the early childhood education level where male teachers earned slightly less than their female counterparts, and the upper secondary level where women on average earned 1% less than men.

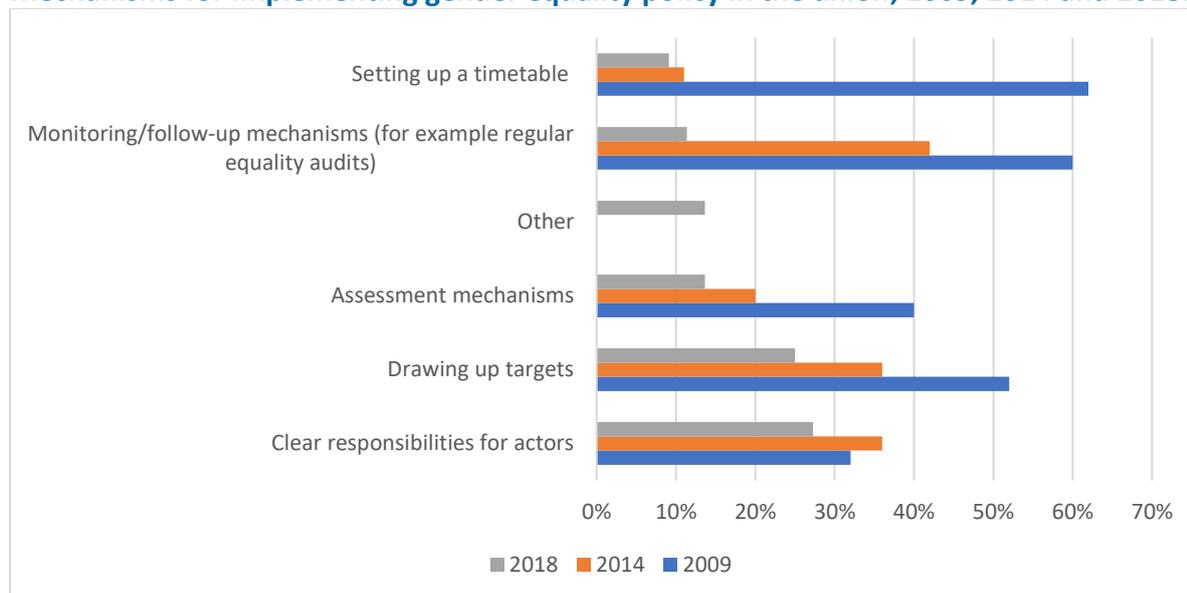
Women in the decision-making structures of the education trade unions: changes over time



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

- Membership of trade unions in the education sector is predominately female, mirroring the share of female teaching staff in the labour market (71%). However, leadership in education trade unions is not representative of union membership and the education workforce:
 - While the share of female General Secretaries of Education sector trade unions has increased since 2014, it remains at 50%.
 - Improvements were also made in the share of women in highest decision-making bodies (56% compared to 48% in 2014).
 - At the same time the number of female presidents and deputy general secretaries of education trade unions declined (to around 35%).
- 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 (ranging from 5 to 60% amongst the responding unions).
- A comparison of the trends between the 2009, 2014 and 2018 surveys shows that the importance and use of various mechanisms for implementing gender equality policies in the education trade unions have been decreasing across the decade, across all types of implementation mechanisms included in the surveys, including the definition of clear responsibilities which improved in 2014.

Mechanisms for implementing gender equality policy in the union, 2009, 2014 and 2018.



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

Gender equality issues addressed by the education trade unions:

- ✓ 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, 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 below 45% in 2018.
- ✓ 70% of 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 it.
- ✓ Gender based violence was considered to be a significant and growing problem by just over half of education trade unions, particularly in relation to the greater increased use of social media for the purposes of harassment and cyber-bullying.
- ✓ 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.
- ✓ Collective bargaining is used by education trade unions mostly to address broader gender segregation in employment in the labour market, as well as the issue of work-life balance and the representation of male and female staff in different education sectors.
- ✓ However, gender equality is a topic that to a large extent is not addressed in social dialogue. Only 12% of measures mentioned in the survey 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.

Speakers



Nègre, Anne

Vice-President in charge of Equality, Conference of INGOs – Council of Europe

Phd in Law, Anne Nègre is a barrister specialized in labour law and discriminations, she is also professor at University “Paris 1 – Panthéon – Sorbonne”. At the same time, she has also been leading a number of INGOs that promote gender equality at a national, European and international level. Anne Nègre was the International Federation of University Women (Graduate Women International) delegate at UNESCO, and its Vice-President. Currently, she is the University Women of Europe (UWE) Gender Equality Advisor and Coordinator to promote woman participation in corporate boards. Since January 2018, Anne Nègre was elected for three years as Vice-President in charge of Equality of the Conference of INGOs of the Council of Europe.



Weber, Tina

Project Researcher

PhD in Political Science, Tina has been conducting research in the field of gender equality and non-discrimination, industrial relations and labour market policy for over 25 years. Recent assignments have included the evaluation of implementation of equal pay for work of equal value provision of Directive 2006/54/EC as well as the implementation of the Pay Transparency Recommendation. She has also carried out an impact assessment of potential measures to improve work-life balance on behalf of the European Commission. Tina has worked with many social partner organisations at EU level to deliver research and capacity building assignments, including for ETUCE and EFEE.



Pavlovaite, Inga

Project Researcher

Inga has over 15 years’ experience of comparative analytical research and evaluation at the European level. She has led and conducted quantitative and qualitative research for a range of assignments in the policy areas of social affairs, education and skills, employment, justice and home affairs, regional policy at the regional, national and European levels. She has led the evaluations of policy programmes, projects and interventions, the assignments relating to the performance management and organisational change, and provided advice and identification of good practice and the use of quantitative data and qualitative research to support evidence-based policy making. She is well-experienced in the application of quantitative and qualitative methods, including literature reviews, interviews, surveys, statistical descriptive and inferential analysis and qualitative comparative analysis. Inga has extensive experience of research on gender issues at the European level, and research on the gender issues in the area of education.



Liuti, Sylvia

Director of European projects, Quality Assurance and Gender Equality
FORMA.Azione srl

With a degree in Economics, since 1991 she has been working in Vocational Education and Training and Adult Learning, first as employee of a private company based in Perugia (IT) and then, since 1997, as co-founder, together with other two partners, of FORMA.Azione srl, which is an accredited vocational training centre, ISO9001 certified, specialised in higher VET training courses, EfVET member. With relation to the specific professional areas of work she is Expert of Gender Equality in the Labour Market and Quality Assurance in Vocational Education and Training and Adult Learning, Senior Trainer of Public Speaking, Interpersonal Communication, Gender equality, and also Project management and Coordination of Transnational projects at EU level.

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List of survey respondents (ETUCE members)

	Country	Union
1.	Andorra	SEP
2.	Armenia	CRSTESA
3.	Belarus	Belarus Education and Science Workers Union
4.	Belgium	COV
5.	Belgium	SLFP Enseignement
6.	Bosnia and Herzegovina	ITUPEW BiH
7.	Bulgaria	Bulgarian Union Of Teachers (SEB)
8.	Cyprus	KTOS
9.	Cyprus	OELMEK
10.	Cyprus	OLTEK
11.	Denmark	The Danish Union of Teachers
12.	Denmark	BUPL
13.	Estonia	Estonian Educational Personnel Union (EPU)
14.	Finland	OAJ
15.	France	SNES-FSU
16.	France	SNCS-FSU
17.	France	UNSA Education
18.	France	FEP-CFDT
19.	France	SNUipp
20.	FYROM	Autonomous Trade Union of Education, Science and Culture of the Republic of Macedonia (SONK)
21.	Georgia	Educators and Scientists Free Trade Union
22.	Germany	VBE
23.	Germany	GEW
24.	Hungary	KPSZT
25.	Hungary	PSZ-SEHUN
26.	Iceland	The Icelandic Teacher's Union
27.	Ireland	Irish Federation of University Teacher (IFUT)
28.	Ireland	ASTI
29.	Ireland	INTO
30.	Israel	Israel Teachers Union - ITU
31.	Italy	CISL-Scuola
32.	Italy	UIL-Scuola
33.	Kosovo	SBASHK/UESCK
34.	Kyrgyzstan	Kyrgyzstan education and science workers union
35.	Latvia	Latvian Educational and Scientific Workers' Trade Union (LIZDA)
36.	Lithuania	Federation of Lithuanian education and science trade unions
37.	Lithuania	FLESTU
38.	Luxembourg	SNE/CGFP
39.	Malta	Malta Union of Teachers
40.	Netherlands	Algemene Onderwijsbond (Aob)
41.	Norway	Norwegian Association of Researchers (NAR)
42.	Norway	Union of education Norway
43.	Poland	SKOiW "Solidarnoczn"

44.	Portugal	FNE
45.	Portugal	Sindicato Nacional e Democrático dos Professores (SINDEP)
46.	Portugal	FENPROF
47.	Republic of Moldova	ESTUF
48.	Romania	Free Trade Union Federation in Education (FSLI)
49.	Romania	Alma Mater NTUF
50.	Russian Federation	All Russian education union
51.	Serbia	Teachers Union of Serbia (TUS)
52.	Slovakia	ZPŠaV NKOS
53.	Slovakia	OZPŠaV
54.	Slovenia	Education, Science and Culture Trade Union (ESTUS)
55.	Spain	STEs-Intersindical
56.	Spain	CSIF
57.	Sweden	National Union of Teachers in Sweden (LR)
58.	Switzerland	Dachverband Lehrerinnen und Lehrer Schweiz (LCH)
59.	Switzerland	Syndicat des enseignants romands (SER)
60.	Turkey	EGITIM SEN
61.	UK	NASUWT
62.	UK Scotland	Educational Institute of Scotland (EIS)
63.	UK England and Wales	National Education Union - NUT Section