



Education International
Internationale de l'Éducation
Internacional de la Educación

<http://www.ei-ie.org>

ETUCE

European Trade Union Committee for Education EI European Region

EUROPEAN REGION- ETUCE

President

Christine BLOWER

Vice-Presidents

Odile CORDELIER
Andreas KELLER
Trudy KERPERIEN
Dorte LANGE
Galina MERKULOVA
Branimir STRUKELJ



5, Bd du Roi Albert II, 9th
1210 Brussels, Belgium
Tel +32 2 224 06 91/92
Fax +32 2 224 06 94
secretariat@csee-etu.org
<http://www.csee-etu.org>

European Director

Susan Flocken

Treasurer

Mike JENNINGS

Draft ETUCE Conference note

“Enhancing gender equality in and through education”

7-8 May 2018

Baku, Azerbaijan

The ETUCE Conference on “Enhancing gender equality in and through education” on 7-8 May 2018 in Baku, Azerbaijan, addressed the promotion of gender equality in education, focusing on how to overcome gender stereotypes, enhance the representation and participation of women in decision-making in all education sectors, and making the teaching profession more attractive for both men and women.

In the context of the existing international and European legislative framework on gender equality and human rights, the ETUCE Resolutions adopted at the ETUCE Conference in 2016, as well as following the recommendations of the EI [Gender Equality Action Plan](#) (2015-2019), the ETUCE [Action Plan](#) on *Gender equality within teacher trade unions’ structures and in the teaching profession*, and the recommendations of the ETUCE Standing Committee for Equality,

the Conference acknowledges that:

1. Even though equal access to education for girls and boys is granted in most countries of the European region, gender stereotypes still limit the opportunities in the lives of girls and boys and create obstacles during the educational cycle that influence their careers and life choices.
2. Segregation in study fields for women and men remains a serious issue in the current educational systems and leads to gender segregation in the labour market with women underrepresented in the ICT, science, technology, engineering and mathematics (STEM) sectors, and men not prone to choose a career in education, health and public services.
3. Even though the majority of employees working in education are women, horizontal gender segregation persists in the teaching profession. A high percentage of women work in early childhood and primary education as these sectors are often associated with care-giving and are usually lower paid than employments in other education sectors, whereas men are mainly employed in better-paid, higher-status positions (e.g. in tertiary education).
4. Due to challenges of work-life balance and unequal distribution of caring responsibilities between men and women, women are still under-represented in leadership and decision-making positions both in the teaching profession and education trade unions¹.
5. Lack of adequate and sustainable public investment in education and teacher training makes the teaching profession unattractive and has a negative impact on the quality of education.

¹ ETUCE Survey report “[Gender Equality in Education Trade Unions in Times of Austerity](#)”, 2014.

The Conference participants commit to:

1. Addressing all aspects of gender equality in education and the teaching profession, including elimination of gender stereotypes, gender segregation and the gender pay gap, enhancement of representation of women in leadership positions, and promotion of gender-sensitive language.
2. Addressing and promoting gender equality in social dialogue and collective bargaining with a focus on increasing salaries and decent working conditions on an equal basis for women and men
3. Seeking the inclusion of gender equality issues and gender-sensitive approaches in the legislative framework (e.g. maternity/paternity leave legislation and work-life balance)
4. Making provisions in the union structure to further support education trade unions' work on gender equality, e.g. through gender equality committees, including women in collective bargaining committees, promoting succession planning for women in leadership positions
5. Lobbying for increased public investment in education with a view to providing teachers during their initial training and continuous professional development with tools and knowledge on how to teach gender equality topics and human rights
6. Promoting a whole school approach that involves, teachers, school leaders, pupils parents and service providers in education institutions.
7. Addressing specific challenges for gender equality for migrants and refugees to ensure equal access to education for all children.
8. Promoting the inclusion of gender equality topics and values of mutual respect in the curriculum for children from an early age on with tools and methods adapted to learners' needs.
9. Raising awareness on and promoting gender equality in education in times of digitalisation.
10. Implementing and promoting concrete and practical measures against gender-based violence.
11. Promoting and supporting active democratic citizenship education with a view to supporting equal opportunities for men and women.