



Social dialogue and gender equality: Empowering equality in the teaching profession through social dialogue


Presentation of background research

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Introduction

- Presentation based on:
 - Desk research
 - ETUCE survey results

 Responses represent 47% of ETUCE members and 76% of countries in which ETUCE has members



Thanks to everyone who has responded so far and
ETUCE survey remains open – respond if you haven't yet!

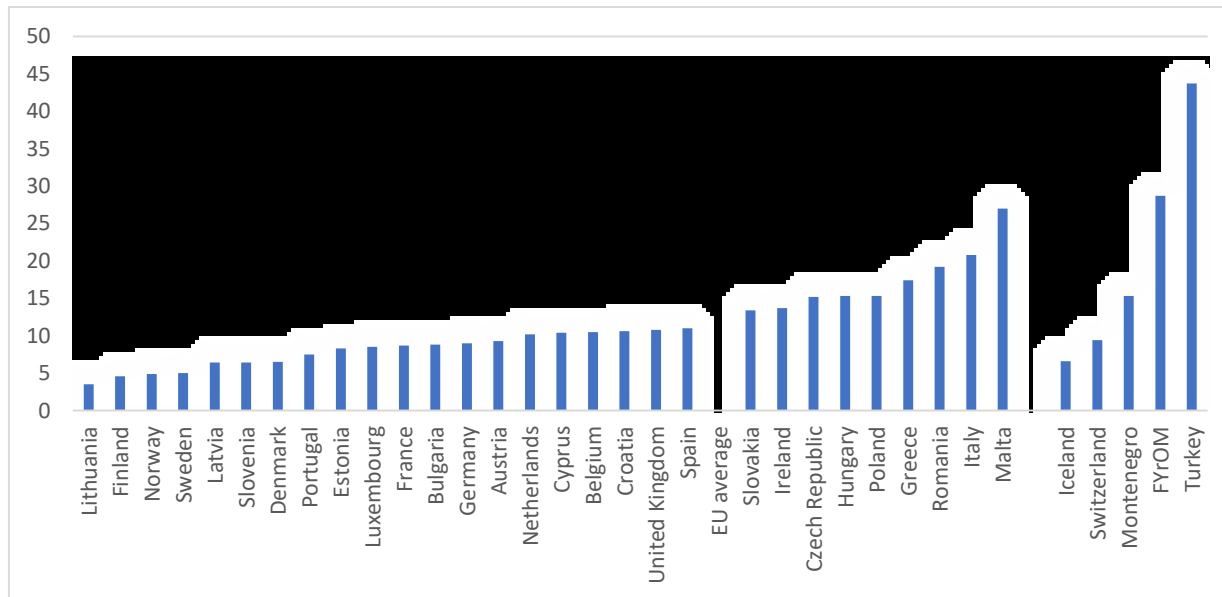
Sector of responding trade unions	Number of responses
Early childhood education	49
Primary education	53
Secondary education	51
Vocational education	46
Higher education	36
Other	15 (e.g. adult education etc.)

Gender equality is a fundamental right enshrined in the EU Treaties and legislation...



- Article 8 TFEU '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 at work
- Article 157 TFEU enshrines principle of equal pay for work of equal value
- Also
 - Article 23 of the Charter of Fundamental Rights
 - Principles 2 and 3 of the European Pillar of Social Rights
 - Various EU's Directives and proposals for Directives
 - EU's Strategic engagement for gender equality 2016-2019

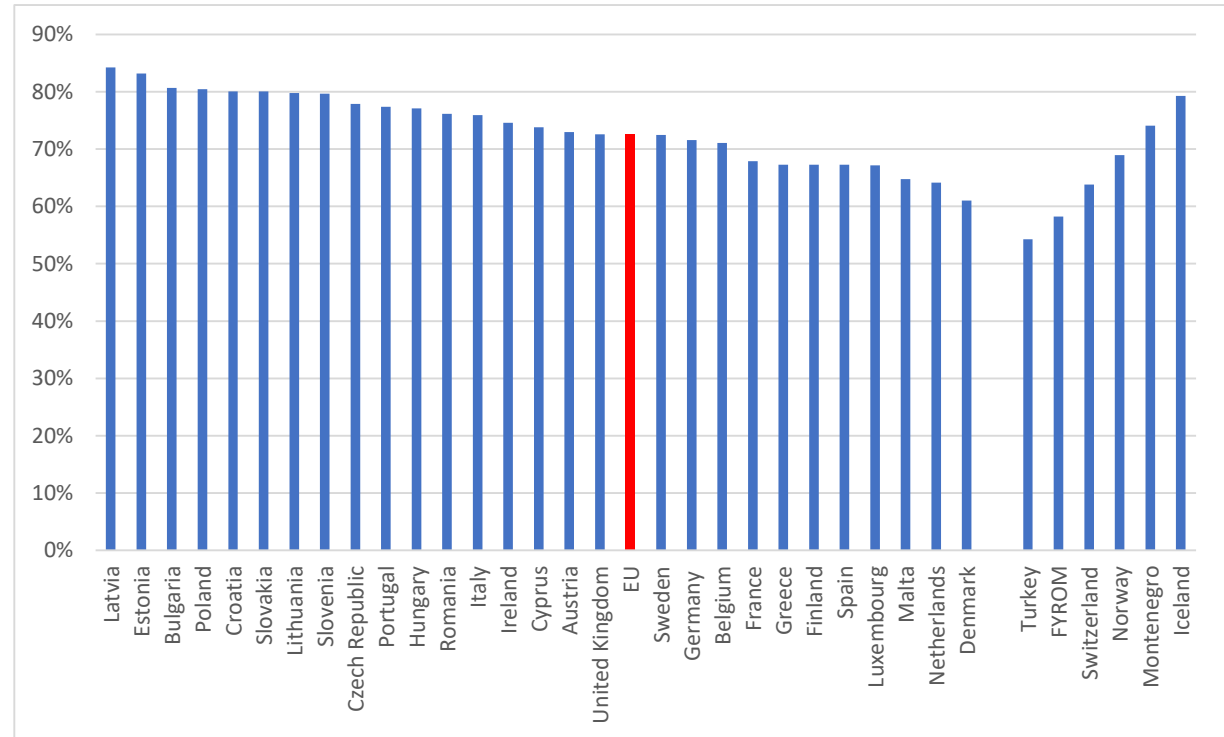
... but in reality significant gender gaps remain in employment



- Despite the proportion of highly qualified women exceeding that of men by nearly 10 p.p., the gender employment gap remains at 12 p.p. with significant differences between countries (2017, Eurostat)

And in the teaching profession...

- Many of these issues are also visible in the teaching profession, which is:
 - Highly gendered (73% of education sector workers and 71% of teachers are women) with significant differences between levels of education (Eurostat)
 - Men are under-represented in early childhood and primary education and women are less represented in tertiary education



Proportion of teachers who are women, 2017

Reasons for imbalances in representation of men and women in different teaching sectors

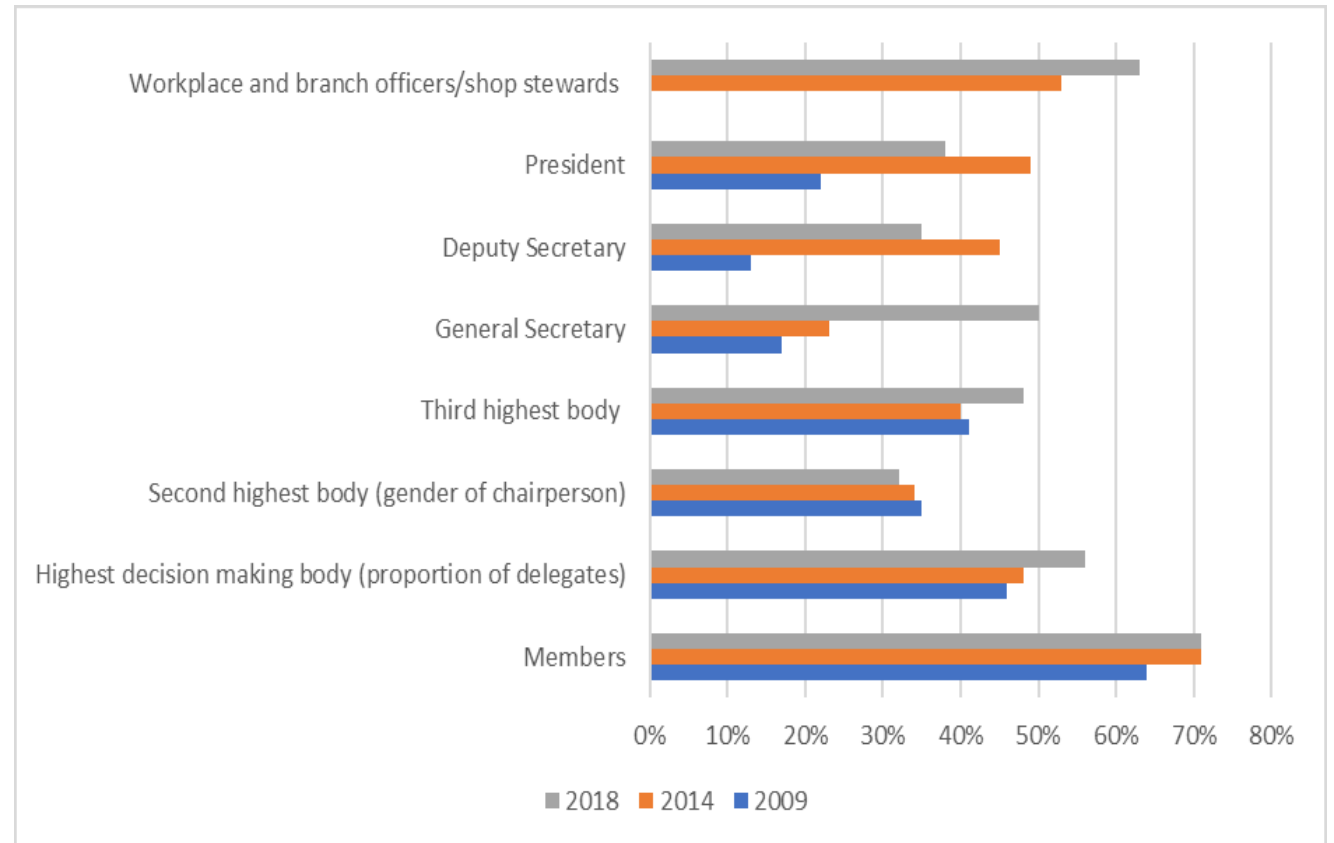
- Limited attractiveness of the teaching profession (in terms of pay and career progression) compared to other jobs open to individuals with relevant qualifications
- Persistent gender stereotypes about male and female roles and associated perceptions of 'suitability' of different education sectors and roles

Women are under-represented among the school leaders

- In early childhood education 90% of school leaders are women, compared to 61% in lower secondary and 48% in upper secondary education. Only 12% of University deans are women (2016, Eurostat)
- The pay gap in the sector is relatively small, but does still exist at an average of 3% in 2016 (Eurydice)
- There are no differences in relation to access to continuous professional development between male and female teachers, but young male teachers are more likely to have a mentor than their female counterparts (OECD TALIS survey)

Representation of women and men in trade union structures

- While membership is predominately female, leadership of the education trade unions is not fully representative of union membership
- Over time, share of female General Secretaries has increased (but still only 50%)
- Share of female presidents has declined



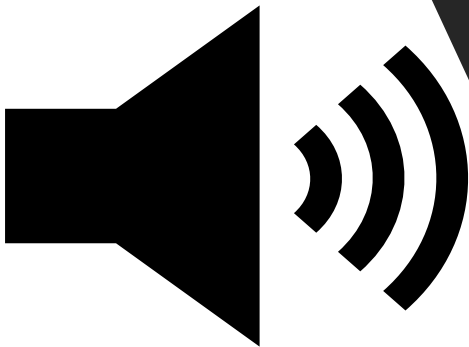
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Capacity to address gender equality issues is limited in many trade unions

- In 2018, only 60% of trade unions have a department or individuals dealing specifically with gender equality issues
- This task is only one among others with around 20% of time spent on these issues
- There are some differing views:

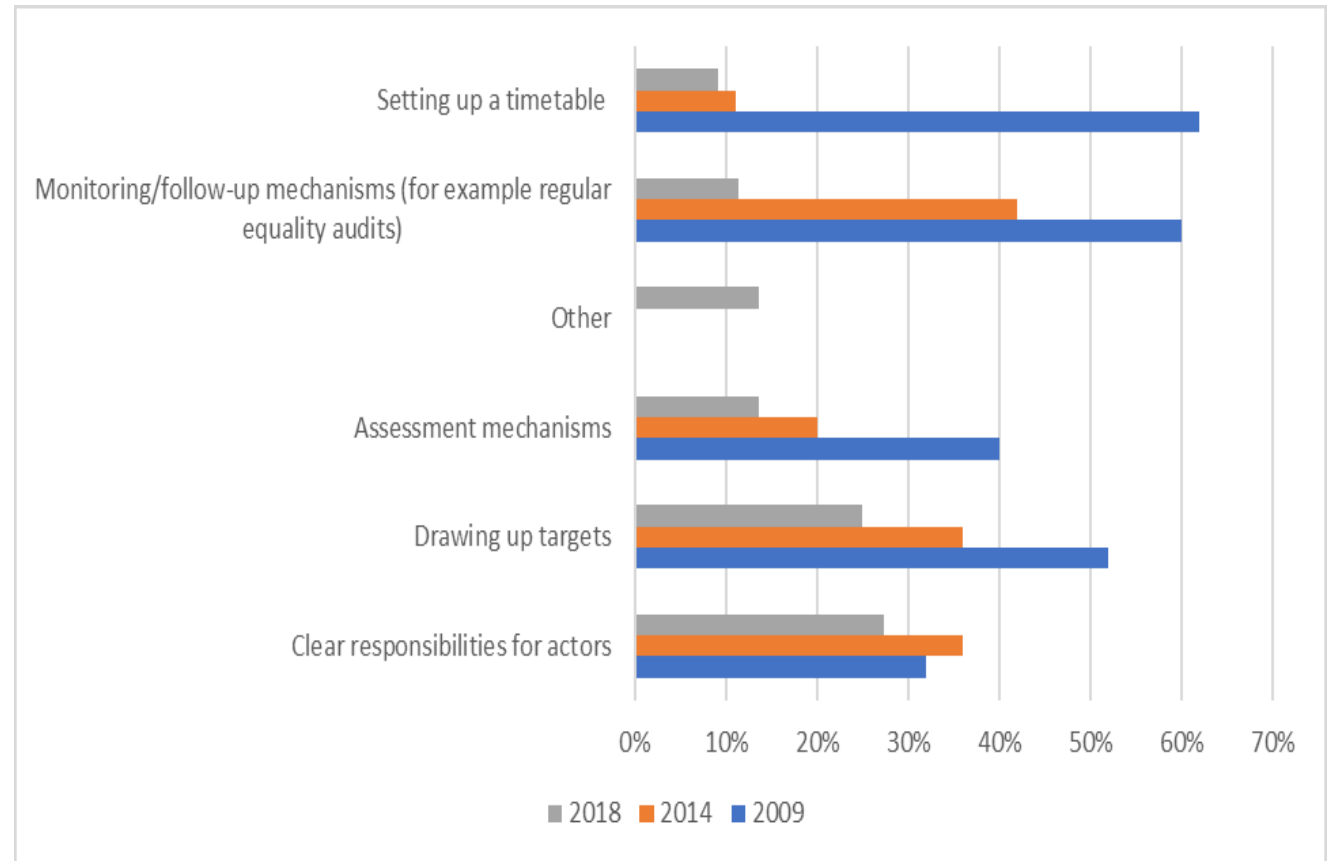
‘work on gender equality issues is still quite a new field. Many consider it as not so important – that priority should be given to fighting for higher salaries...’

‘the most important development was that it was recognised that our trade union needs a group which would work on equality issues and...the Equality Committee was established’



The use of trade union core activities to implement gender equality policies has been decreasing

- Although 70% of respondents to the survey considered that the under-representation of women in trade union decision making structures is a significant issue, only 40% indicated they had internal gender equality policies in place
- Need for more buy-in from all trade union leaders on the importance of gender equality considerations for both sexes



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Reasons for under-representation of women in trade union decision-making structures

- Work-life balance conflicts were considered to be the most important reason. Among other reasons were persistent gender stereotypes (including in relation to caring roles at home, despite evidence that men wish to get more involved), perceived glass ceiling
- The main measures taken to address this issue revolved around encouraging more women to come forward and implementing better work-life balance measures and for male trade union leaders (and members) to recognise equality agendas as being to everyone's benefit



The under-representation of women in certain sectors of education and in decision making structures is considered to be an important issue

- In 2018, 70% and 80% of respondents respectively considered these to be important issues to be addressed
 - 50% of trade unions indicated they had taken action to address the unequal representation of men and women in different sectors of education (with a focus on increasing the share of female tenured professors and male early education and primary teachers)
 - 40% indicated they had taken measures to support women into leadership functions in education institutions
- ➔ Demonstrates importance of need for greater buy-in and resources for equality measures



Work-life balance conflict considered to be key 'emerging issue'

- ...this was followed by wider societal changes and importance to address violence and harassment in the workplace
- Issues related to increased migration were also mentioned



The role of social dialogue in enhancing gender equality in the education sector

- Gender equality is a topic generally not addressed in social dialogue
- Women are not widely encouraged to be part of negotiating teams
- Where it is used, work-life balance and gender segregation in employment are most likely to be discussed

Approach to address gender equality issues, 2018	Share of answers
Education trade unions alone (e.g. through research, lobbying, campaigning, awareness raising etc.)	27%
Through the work of trade union confederations	25%
Education trade unions, employers and government working together	20%
Education trade union and employers acting together in collective bargaining	11%
Education trade unions and employers acting together through other social dialogue activities (e.g. joint campaigns, lobbying, contributions to consultations etc.)	16%
All	100%

Thank you for your
attention!

Questions?

