



European Trade Union Committee for Education  
Comité Syndical Européen de l'Education

Bd. du Roi Albert II, 5 – 9th floor  
B-1210 Brussels, Belgium

## **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

## DEFINITIONS

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.

## I. WOMEN REPRESENTATION AND GENDER POLICIES IN THE TEACHER TRADE UNION MOVEMENT

The 1<sup>st</sup> 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<sup>1</sup>:

Total number of affiliates	Number of female members	Proportion of female members as a percentage of all members
.....	.....	.....%

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:

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### B. Trade Union constitutional bodies

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

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

<sup>1</sup> 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 YES  NO   
(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? YES  NO   
- 1<sup>st</sup> Deputy Chairperson F  M   
- 2<sup>nd</sup> Deputy Chairperson F  M   
- 3<sup>rd</sup> Deputy Chairperson F  M

- Management Committee/Board/National Secretaries YES  NO   
(Third highest decision-making body)

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

Total number of members	How many of these are men?	How many of these are women?
.....	.....	.....

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 YES  NO   
(Or other statutory bodies where decisions are prepared)

Frequency of meetings: Every .....

Committee names	Themes/Objectives	Chair		% Women
		F <input type="checkbox"/>	M <input type="checkbox"/>	
		F <input type="checkbox"/>	M <input type="checkbox"/>	
		F <input type="checkbox"/>	M <input type="checkbox"/>	
		F <input type="checkbox"/>	M <input type="checkbox"/>	

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 YES  NO   
 (Non-statutory groups established occasionally with a short term mission)

Frequency of meetings: Every .....

WG names	Themes/Objectives	Chair		% Women
		F <input type="checkbox"/>	M <input type="checkbox"/>	
		F <input type="checkbox"/>	M <input type="checkbox"/>	
		F <input type="checkbox"/>	M <input type="checkbox"/>	
		F <input type="checkbox"/>	M <input type="checkbox"/>	

### C. Trade Union secretariat

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

- Secretariat (day to day affairs) YES  NO

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 YES  NO   
 (working units within your union secretariat)

Department name <sup>2</sup>	Presence	Chair	Number of men and women in the Department
i.e. Collective bargaining	Yes <input type="checkbox"/> No <input type="checkbox"/>	F <input type="checkbox"/> M <input type="checkbox"/>	Men:..... Women:.....
i.e. Equality	Yes <input type="checkbox"/> No <input type="checkbox"/>	F <input type="checkbox"/> M <input type="checkbox"/>	Men:..... Women:.....
i.e. Health and Safety	Yes <input type="checkbox"/> No <input type="checkbox"/>	F <input type="checkbox"/> M <input type="checkbox"/>	Men:..... Women:.....
i.e. International affairs	Yes <input type="checkbox"/> No <input type="checkbox"/>	F <input type="checkbox"/> M <input type="checkbox"/>	Men:..... Women:.....
	Yes <input type="checkbox"/> No <input type="checkbox"/>	F <input type="checkbox"/> M <input type="checkbox"/>	Men:..... Women:.....
	Yes <input type="checkbox"/> No <input type="checkbox"/>	F <input type="checkbox"/> M <input type="checkbox"/>	Men:..... Women:.....
	Yes <input type="checkbox"/> No <input type="checkbox"/>	F <input type="checkbox"/> M <input type="checkbox"/>	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?

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## 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

<sup>2</sup> Add as many as necessary.



- If yes, in which way?

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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?

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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?

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- b. Is this the revision of an earlier document?

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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:

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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 <input type="checkbox"/> | NO <input type="checkbox"/> |
| ▪ Setting up a timetable                      | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| ▪ Setting up clear responsibilities on actors | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| ▪ Monitoring/follow-up mechanisms             | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| ▪ Assessment mechanisms                       | YES <input type="checkbox"/> | NO <input type="checkbox"/> |

Explain more in details these mechanisms:

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

- |                      |                              |                             |
|----------------------|------------------------------|-----------------------------|
| • Trade union budget | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| • External funding   | YES <input type="checkbox"/> | NO <input type="checkbox"/> |

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:

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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)?

Measure	Score
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	
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 underrepresented gender	
Training in trade union activities and how to carry them out	
Other	

14. What measures are used for the implementation of your union gender equality policy regarding gender equality in the teaching profession (tick 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:

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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)?

Measure	Score
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	

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:

Policy	Impact expected	Measures used for the incorporation of the gender dimension	Problems encountered


## II. GENERAL POLICY AND/OR LEGAL FRAMEWORK ON PROMOTING GENDER EQUALITY AND EQUITY IN EDUCATION AT NATIONAL LEVEL

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**<sup>3</sup> 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:

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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?

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<sup>3</sup> 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?

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If YES, at what education level are they situated?

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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<sup>4</sup>?

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:

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

YES

NO

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<sup>4</sup> 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?

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

	5	4	3	2	1
Comprehensible					
Including clear guidelines on its implementation					
Having a comprehensible timetable					
Actors concerned/responsible for the implementation are easily identifiable					
Financially well-provided-for					
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)?

Mechanism on	Very efficient	Efficient	Not too efficient	Not efficient at all
Monitoring				
Final evaluation				
Revision				



30. What weaknesses can you identify within the policy on gender equality in education, affecting its efficient implementation?

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

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### 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)<sup>5</sup>?

- 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 .....

<sup>5</sup> 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 .....
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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)<sup>6</sup>?

- 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 .....

<sup>6</sup> 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 .....
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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)<sup>7</sup>?

- 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 .....

<sup>7</sup> 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 .....

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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)<sup>8</sup>?

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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<sup>8</sup> 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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#### IV. GENDER BALANCE IN THE TEACHING PROFESSION: RECRUITMENT, CAREER DEVELOPMENT AND WORKING CONDITIONS

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's 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:

Education level	Education personnel	Total number of full time workers	Women full time workers	Total number of part time workers	Women part time workers	Total number of seasonal workers	Women seasonal workers
Pre-school	School leadership						
	Teachers						
	Non-teaching staff						
Primary	School leadership						
	Teachers						
	Non-teaching staff						
Secondary	School leadership						
	Teachers						
	Non-teaching staff						
VET	School leadership						
	Teachers						
	Non-teaching staff						

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, recruitments campaigns, deployment strategies<sup>9</sup>, 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:

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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:

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<sup>9</sup> 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<sup>10</sup>
- External evaluation
- Age
- Other

If other, please explain:

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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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<sup>10</sup> 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!