

EMPOWERING EDUCATION TRADE UNIONS TO ADDRESS GENDER EQUALITY IN THE TEACHING PROFESSION THROUGH SOCIAL DIALOGUE

TRAINING WORKSHOP
Munich, 28-29 March, 2019

REPORT



EUROPEAN TRADE UNION COMMITTEE FOR EDUCATION
COMITE SYNDICAL EUROPEEN DE L'EDUCATION



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ABBREVIATIONS

AOB	Algemene Onderwijsbond
ATL	(The Education Union, *now part of the National Education Union)
DOE	Greek Primary Teachers Federation
EIGE	European Institute for Gender Equality
EIS	Educational Institute of Scotland
ETUCE	European Trade Union Committee for Education
GEW	Gewerkschaft Erziehung und Wissenschaft
NASUWT	National Association of Schoolmasters Union of Women Teachers
NEU-NUT	National Education Union (formerly the National Union of Teachers)
OAJ	Opetusalan Ammattijärjestö,
OECD	Organisation for Economic Co-operation and Development
STEM	Science, Technology, Engineering and Mathematics
TUI	Teachers' Union of Ireland
UNED	Universidad Nacional de Educación a Distancia
VBE	Verband Bildung und Erziehung

1. INTRODUCTION

The final training workshop of the ETUCE project Social dialogue and gender equality: Empowering education trade unions to address gender equality in the teaching profession through social dialogue took place in Munich, Germany on 28-29 March 2019. Recent socio-economic changes in Europe, the rapid spread of digital technology, and migration have had a significant impact on gender equality. However, ETUCE studies reveal that less than 40% of education trade unions deal with the gendered effect of the economic crisis and address issues of gender equality in social dialogue. This project therefore seeks 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. This two-year project (December 2017 - November 2019) continues the work that ETUCE and its member organisations have achieved in this field and seeks to update the existing ETUCE Action Plan on Gender Equality (2010) while promoting concrete measures for its implementation at national and local level. This training workshop 'Education Trade Unions Addressing Gender Equality Through Social Dialogue' is one of several activities that the ETUCE Secretariat is organising in the project period from December 2017 - November 2019, and is the last of three workshops on addressing gender equality in social dialogue. More than 25 participants, representing Austria, Cyprus, Denmark, Finland, Germany, Greece, Ireland, Spain, the Netherlands and the United Kingdom were in attendance at the final training workshop in Munich. Prior to this, two workshops took place in Rome on 14-15 January 2019 and Vilnius on 25-26 February 2019. The findings and good practices collected during the three workshops are to be presented in the online database of good practices and used to update the existing ETUCE Action Plan on Gender Equality (2010) in order to better support ETUCE member organisations in promoting gender equality within education trade unions and in the teaching profession with a view to providing concrete measures to ensure the gender equality perspective in policy-making at national and local level. A final conference is due to take place on 16-17 September in

Bucharest, Romania, where the online database of good practices, the project's research report, and an animated clip on gender stereotypes are to be launched, and the updated gender Equality Action Plan is to be discussed.

PROJECT OBJECTIVES

- Provide education trade unions with concrete tools and practices;
- Raise awareness of the need to include the discussion on gender equality in social dialogue at national and European level in the education sector;
- Identify major factors in gender inequality in the teaching profession;
- Update the ETUCE Action Plan on Gender Equality;
- Assess the implementation of the Recommendations of the ETUCE Standing Committee for Equality

From left to right: Alison Morrisroe (ETUCE), Ekaterina Efimenko (ETUCE), Trudy Kerperien, (ETUCE Vice-President, AOb), Sandra Schäfer (VBE), Frauke Gützkow (GEW)



2.OBJECTIVES OF THE WORKSHOP

Following up on the objectives of the ETUCE Work Programme 2017-2020, ETUCE is committed to promoting concrete measures for enhancing gender equality in the teaching profession. This commitment was demonstrated by the adoption of a Resolution at ETUCE's Special Conference in Athens 2018, which mandates the Standing Committee for Equality to develop an Action Plan for Equality, Diversity and Inclusion. ETUCE also closely cooperates with the European Institute for Gender Equality (EIGE), who presented their work during the second training workshop in Vilnius, Lithuania. In light of ETUCE's campaign aimed at candidates for the 2019 European Parliament elections, ETUCE Vice-President, Trudy Kerperien, underlined the need for a teaching profession which appeals to men and women equally to shape the future of Europe, and encouraged participants to get involved and organise activities within the framework of this campaign in their home countries.

WORKSHOP OBJECTIVES

- To share good practices of tackling 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

3. EUROPEAN CONTEXT: GENDER, EDUCATION, AND THE TEACHING PROFESSION

Héctor Cebolla Boada (Research Expert of Population Europe, Max Planck Institute for Demographic Research) shed light on the feminisation of the education sector in Europe, recalling that historically women have been associated with caring duties, such as teaching. Cebolla Boada also illustrated that a cultural norm has been imposed whereby men are portrayed as leaders, explaining the predominantly male management of schools across Europe. Overall, Cebolla Boada reported that wealthier and progressive countries tend to be less feminised and more gender-balanced than developing countries due to the harmful economic effects which can be generated by gender discrimination. Nonetheless, Cebolla Boada acknowledged that high levels of inequality still exist in some of the most progressive countries and that certain myths regarding the feminisation of the teaching profession linger on. For example, it is thought that the feminisation of the teaching profession lowers the prestige of the profession and leads to the underachievement of male students. It is also believed that female teachers have a different style to male teachers which can benefit one sex at the expense of the other and impact on student performances and career decisions. Cebolla Boada called these myths into question, presenting evidence from studies which showed that economic governance has a strong impact on gender equality in the education sector while there is no difference in self-efficacy between the genders. Cebolla Boada concluded that effective teaching was not influenced by gender and clarified that pedagogical knowledge, academic ability, verbal ability, and self-efficacy were the characteristics of a competent teacher.

4. PRELIMINARY SURVEY RESULTS

As part of this project, ETUCE commissioned desk research and an online survey to identify national findings relating to existing career segregation in the teaching profession and to identify and analyse the ways gender equality is addressed by education trade unions in social dialogue. **Inga Pavlovaite, Project Researcher**, reported on the preliminary survey results to the workshop participants.

47% of ETUCE members responded to this survey representing 76% of countries in which ETUCE has members. Despite gender equality being enshrined in EU treaties and legislation, significant gender gaps remain in employment, and are particularly acute in southern Europe. In the education sector, women continue to be over-represented in lower-paying positions and under-represented in higher-level positions. The survey revealed that apart from tertiary education, the teaching profession is not sufficiently attractive for men. Furthermore, female teachers are considered more suited to primary and early childhood education, posing a challenge for men who wish to work with younger age groups in several countries. As for school leadership, apart from early childhood learning centres and primary schools, men are over-represented in management positions. The survey also demonstrated that young male teachers are more likely to have a mentor, which is important in terms of their career progression.

From left to right: Héctor Cebolla Boada (Research Expert of Population Europe, Max Planck Institute for Demographic Research) and Inga Pavlovaite (Project Researcher)



Reflecting the situation in the education system, while education trade unions' membership is predominantly female, only 60% of the highest decision-making positions are held by women. The survey uncovered that work-life balance acted as a barrier for many women pursuing leadership positions and that respondents understood the need to rectify the situation. In addition to these issues, respondents mentioned gender-based violence and harassment as worrying trends in the workplace.

The capacity to address gender equality issues appears to be limited in many trade unions as very few unions have departments solely dedicated to gender equality matters. What's more, fewer unions are setting up timetables or establishing targets than before. The survey also demonstrated that gender equality is often excluded from social dialogue with unions opting for other approaches such as lobbying and awareness-raising.

70% of respondents considered the under-representation of women in decision-making structures within the education sector to be a problem.



Only 60% of trade unions have a department or individuals dealing specifically with gender equality issues!

5. GENDER EQUALITY CHALLENGES FACED BY EDUCATORS IN GERMANY AND EDUCATION TRADE UNIONS' ACTIONS ADDRESSING THESE CHALLENGES

Hildegund Rürger (President of The Bavarian State Women's Council), Frauke Gützkow (GEW) and Sandra Schäfer (VBE) enlightened participants on the challenges faced by educators in relation to gender equality in the German education system and provided examples of concrete actions being taken by their organisations and education trade unions to tackle these challenges.

According to EIGE's Gender Equality Index 2017, Germany achieved a score of 65.5 out of 100, slightly beneath the EU-28 average of 66.2. Nonetheless, progress is happening at a slightly faster pace than in the EU on average and Germany's score has increased by 5.5 points, remaining in 12th place in the EU ranking.

Panelists agreed that traditional gender roles were still prevalent in Germany with women doing the bulk of household chores and duties. Although the teaching profession is less feminised in Germany than in the EU on average, gender disparities across different education levels are rather strong. Women are also under-represented in leading positions, paid less in comparison to

From left to right: Ute Foit (Project Advisory Group), Sandra Schäfer (VBE), Frauke Gützkow (GEW), Hildegund Rürger (President of The Bavarian State Women's Council)



	Early childhood education	Primary education	Lower secondary	Upper secondary	Tertiary education
Germany	96%	87%	67%	54%	39%

Percentage of female educators per level. [Eurostat, Classroom teachers and academic staff by education level, programme orientation, sex and age groups leduc_uoe_perp011](#), accessed on 05/07/2018.

men within the education sector, and are often unaware of the negative impact that part-time work can have on their career in terms of salary and pension. Inadequate care services were also noted as a challenge, forcing women out of the labour market to take on extra care duties. Germany's situation is different to other European countries, in that it is a federation of 16 states, each in charge of setting their own teachers' pay standards. In certain states, primary school teachers, who are predominantly female, are paid less than secondary school teachers causing them to move to other German states in search of higher salaries. Moreover, as primary teachers and early childhood workers' qualifications are not on a par with those held by secondary school teachers in Germany, their work is often considered less complex and is therefore undervalued.

Education trade unions in Germany, GEW and VBE, are actively tackling gender equality issues in Germany. Hildegund Rüger (President of The Bavarian State Women's Council), has organised conferences to inform women about the impact that part-time work can have on their career, salaries and pensions. Frauke Gützkow (GEW) presented her union's current campaign, which involves working with federal governments to change their pay laws and equalise salaries for primary and secondary school teachers.

63-64% of education employees in Germany are women, compared to 71% across Europe.



GEW also raises awareness about the value of primary school teachers and their workload to gain public support for their equal pay campaign.



To achieve equal pay laws across Germany, we need joint trade union activities!

Frauke Gützkow,
GEW, Germany



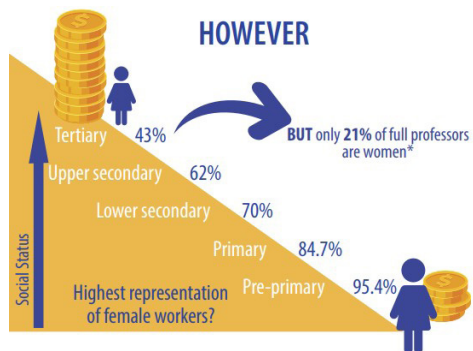
Attempts are also being made by VBE and GEW to promote gender equality within their unions. Sandra Schäfer (VBE) affirmed that more women are being represented in leadership positions and stressed that the values her union is trying to spread must be embraced by the union itself to ensure that campaigns are successful. As for GEW, Frauke Gützkow explained that they have a dedicated women's policy and an active Women's Council at federal level. This council organises

seminars in schools and conferences on gender equality issues and engages in transversal politics, taking part in negotiations about wages and working times.

6. EDUCATION TRADE UNIONS ADDRESSING GENDER EQUALITY THROUGH SOCIAL DIALOGUE

Horizontal and Vertical Segregation

Andrea Bradley (EIS, Scotland), Roland Gangl (GÖD, Austria) Trudy Kerperien (AOb, the Netherlands), Anissa Khattabi (AOb, the Netherlands), Sivi Pulkkinen (OAJ, Finland), Manos Androulakis (DOE, Greece) and Athanasios Kikinis (DOE, Greece) discussed horizontal and vertical segregation in their



European Education Statistics. 2016.

respective countries and shared examples of how their education trade unions were dealing with these issues.

Horizontal segregation refers to the clustering of women and men in different sectors and occupations or sub-sectors of education. Education is the sector with the second highest representation of female workers in the EU labour

market, 73%. According to [Eurostat](#),

just 10% of pre-primary and primary school teachers are men and only 21% of tenured professors are women. The underrepresentation of male and female teachers in certain subjects can also be considered horizontal segregation. Whereas a high percentage of women teach social sciences and languages, the opposite is true for technology, mathematics, science and vocational subjects.

	D.O.E.	O.L.M.E	Local Unions	
			Primary Schools	Secondary Education
Boards	1	1	134	90
Presidents	1	1	134	90
Men	1 100%	1 100%	98 73,13%	74 82,22%
Women	0	0	36 26,87%	16 17,78%
Executive Boards' Members	10	10	873	554
Men	6 60%	8 80%	489 56,01%	377 68,05%
Women	4 40%	2 20%	384 43,99%	177 31,95%

Number of male and female members and Presidents on the boards of education trade unions in Greece. Taken from DOE's presentation.

Thanks to the work of EIS Scotland, primary teachers' salaries are to increase by 13.5% between 2017 and 2020!



“More heroes in the classroom” is a campaign organised by AOb, the Netherlands, to encourage more students, in particular male students, to pursue teaching as a career.

Vertical segregation refers to the concentration of women and men in different grades or levels of responsibility. Despite making up a significant share of the workforce in the education sector, women are under-represented in leadership and decision-making positions in education institutions. Similar tendencies can be observed in education trade unions themselves; while membership of trade unions in the education sector is predominately female, mirroring the share of female teaching staff in the labour market (71%), leadership in education trade unions is not representative of union membership and the education workforce.

According to the panellists, working with younger children is considered to be less cognitive, resulting in the perception that early childhood education is more suited to women. Furthermore, salaries in the private sector are more attractive than the public education sector, thus failing to attract large numbers of men and exacerbating horizontal segregation.

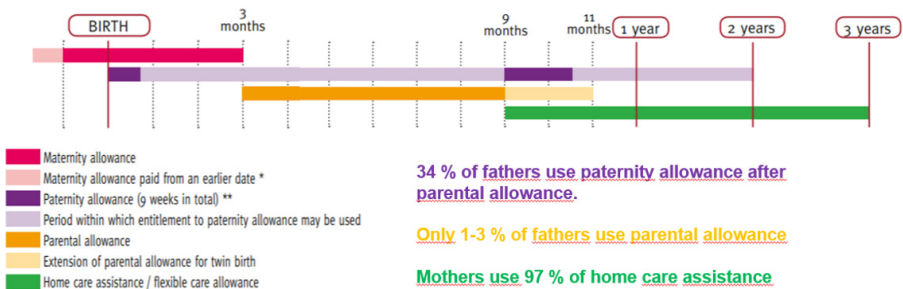


A positive discrimination law in Austria stipulates that equally-qualified female candidates have priority during recruitment, until parity in the workplace in question is reached.

Many positive steps have been taken to combat horizontal segregation in Scotland, Austria, the Netherlands, Finland and Greece. Andrea Bradley (EIS, Scotland) informed participants that her union was running a “[Get it right for girls](#)” campaign which challenged gender stereotypes, and that they were involved in reviewing the curriculum and embedding equality in initial teacher training programmes at university. Similarly in Austria, Roland Gangl (GÖD, Austria) reported that salaries for primary and secondary school teachers had been equalised. Anissa Khattabi (AOB, the Netherlands) reported that an impressive strike involving 40,000 people was held in the Netherlands calling for higher salaries and a reduced work-load and that grants were offered to schools that brought in male teachers.

Taken from Suvi Pulkkinen’s presentation (OAJ, Finland)

Parental leaves in Finland



“

Stereotypes must be broken down in education and through education!

Manos Androulakis and Athanasios Kikinis, DOE, Greece

”

As for vertical segregation, panellists pointed out that the ever-increasing workload of school leaders has made the position unattractive and puts off many female candidates due to work-life balance concerns. It was also observed that women are not confident enough to apply for leadership positions and that men are more likely to see themselves as leaders due to the traditional masculine qualities associated with leadership. Moreover, unconscious

bias in the recruitment process causes greater numbers of men to be chosen as school leaders.

Regarding solutions, with the contribution of EIS, the Scottish government has set up a “Career Pathways” independent panel which has recommended more job-sharing arrangements for headship roles in order to attract more women. They also have leadership programmes for women to encourage activism and leadership. Likewise in Austria, their National Council has a nationwide promotion plan for women and reveals how many men and

From left to right: Athanasios Kikinis and Manos Androulakis (DOE, Greece), Suvi Pulkkinen (OAJ, Finland)



women are in leading positions on a yearly basis. In the Netherlands, paternity leave has been extended from two days to six weeks to facilitate the return of women to work and to allow them to take on more roles of responsibility. A Dutch law was also brought in which requests education institutions to include descriptions in their policies of how to increase women in leadership positions. Lastly, Suvi Pulkkinen (OAJ, Finland) drew participants' attention to OAJ's call for parental leave quotas which would earmark five months for women, five months for men, and five months to be shared by both parents. According to Pulkkinen, this would encourage women to return to work and men to spend time with their young children, therefore attenuating the gender pay and pension gap.

Work-life balance challenges and gender pay and pension gaps in the teaching profession

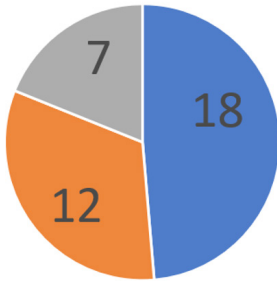
David Duffy (TUI, Ireland) and **Jennifer Moses (NASUWT, the UK)** discussed work-life balance challenges and the gender pay and pension gap in the teaching profession in their home countries and explained ways in which these issues were being addressed by their unions.

Work-life balance

According to the results of the ETUCE survey, the most frequently mentioned new issue was the difficulty to reconcile work and family life. Under 50% of

From left to right: Ekaterina Efimenko (ETUCE), Anissa Khattabi, Trudy Kerperien (AOB, the Netherlands), Roland Gangl (GÖD, Austria), Andrea Bradley (EIS, Scotland)





■ Yes ■ No ■ Don't know

Does your union help education staff reconcile work and family life?

Results from the ETUCE survey on gender equality within education trade unions, the teaching profession and social dialogue (May 2018 - March 2019)

respondents felt that their union actually helped them to juggle work and family commitments. Largely due to their significantly greater involvement in caring responsibilities (for children, elderly relatives, and relatives with special needs), women are more likely to work part-time compared to men. According to [Eurostat](#), in 2017, 31% of women worked part-time, compared to less than 8% of men. On the European level, efforts to legislate for better work-life balance provisions have been undertaken in recent years, including the [Directive](#)

on Work-Life Balance for Parents and Carers, which was passed in the European Parliament on 4 April 2019.

Cited as reasons for work-life balance difficulties in Ireland and the UK were the imposition of additional work-hours, the pressure on university lecturers to publish articles on top of teaching ("publish or perish"), and compulsory training taking place outside of school hours.

Gender pay and pension gap

According to [Eurostat](#), the gender pay gap on average in Europe in 2016 was 16.2%. In the EU, 16.2% of women were at risk of poverty in older age, compared to 12% of men. Research carried out by [Eurostat](#) and [OECD](#) have also shown that across 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

In Ireland, a new workload agreement was introduced in 2016 to ensure that no new tasks would be added to teachers' current workload.



NASUWT has developed checklists for negotiators to ensure that they always adopt a gender perspective when negotiating.



on average earned 1% less than men. 54% of members who responded to the ETUCE survey reported that their union addressed the gender pay and pension gap issue.

Noted as causes of the gender pay and pension gap were the large numbers of women engaged in part-time work, agency work and supply work, and the lack of flexible working arrangements for those in positions of leadership.

Both panellists provided inspiring ideas to tackle work-life balance challenges and the gender pay and pension gap. In Ireland, TUI, has negotiated [professional time](#) for teachers to support the implementation of new curriculum. Likewise, in the UK, NASUWT is actively campaigning for flexible working arrangements for teachers, including part-time arrangements for school heads and deputy heads.

To combat the gender pay and pension gap, the "[Senior Academic Leadership Initiative](#)" was launched in 2018 in Ireland, whereby 45 senior academic posts were created for female-only candidates with a view to increasing the

number of women in higher education. In the UK, NASUWT commissions independent research on pay and pensions, conducts an [annual pay survey](#) of members across the UK to gather evidence on equality disparities, and has developed model pay policies. NASUWT also campaigns for all teachers, including agency workers, to be enrolled in the Teachers' Pension Scheme and for a lower pension age for all working people, including working women.

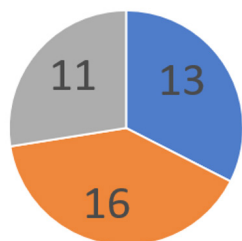
Trade unions' actions addressing gender equality issues linked to wider societal issues (demographic change, greater mobility etc.) and gender-based violence in the workplace

ETUCE survey respondents cited equality issues linked to wider societal changes (demographic ageing, increasing mobility, political situation in the country, religion, etc.) and gender-based violence in the workplace as the most critical emerging issues in the teaching profession.

On average, in the EU, women experience high levels of gender-based violence, with the [European Agency for Fundamental Rights](#) reporting that 33% of women have experienced physical, psychological or sexual violence since the age of 15. Over 57% of respondents to the ETUCE survey considered gender-based violence in the workplace to be an issue for education

From left to right: David Duffy (TUI, Ireland), Jennifer Moses (NASUWT, the UK)





■ Yes ■ No ■ Don't know

staff. This is primarily linked to harassment and threats of violence from pupils and parents and is also finding increasing expression in the use of social media as a tool of harassment. Needless to say, along with unmanageable workloads, gender-based violence is one of the major causes of burn out amongst teachers.

Does your education trade union address gender-based violence in the workplace?

Answers from the ETUCE Survey on gender equality within education trade unions, the teaching profession and social dialogue (May 2018 - March 2019)

Participants agreed that the rise in gender-based violence incidents in schools was directly linked to the increasing disrespect being shown to teachers in many countries across Europe. It was also underlined that teachers can be ashamed to report gender-based violence at school and that there is often no monitoring of gender-based violence by education trade unions and national governments. Moreover, school leaders are generally not aware of the appropriate way to support teachers and therefore opt for a neutral position. As regards wider societal issues, participants identified governments which oppose the equality agenda, lingering gender stereotypes, and the inclusion of migrant girls and women in education and the labour market as the most significant challenges.



OAJ, Finland, pushes for longer parental leave and free early childhood education, rather than home care assistance, to encourage migrant woman to pursue full-time work instead of caring for their children at home.

TUI, Ireland, has developed guidelines for schools which include concrete steps to be taken by education personnel who experience gender-based violence.



Participants emphasised that all education personnel needed to be made aware of legal information regarding gender-based violence in schools. Moreover, participants underscored the importance of unpacking the male identity for teachers by running diversity campaigns and proposed building alliances with civil society organisations to raise awareness about this issue collectively. Participants also pointed out that classes on democratic values, equality and diversity for both students and parents could help them become cognizant of such wider societal issues and encourage bottom-up solutions to these challenges.

7. ESTABLISHING A GENDER EQUALITY DEPARTMENT WITHIN TRADE UNIONS

Sally Thomas, (NEU-NUT, the UK)¹ presented the path taken by her union to create a dedicated gender equality department. NUT's interest in gender equality can be traced back to the 1970s when it began to be examined as part of the Education and Equality Policy department. Equality grew in importance from this date onwards and women were gradually given a greater voice within the union. In 2009, the first female general secretary was elected. This was followed by quotas being introduced at conferences in 2013 which required male and female speakers to alternate to ensure that women's voices would be heard more clearly. Moreover, in 2015, a motion was passed to have an executive board which represents their membership.

¹ In 2017, NUT (National Union of Teachers) and ATL (The Teachers' Union) merged to form the National Education Union (NEU).



NEU's "[It's just everywhere report](#)" on tackling sexism in schools. Taken from Sally Thomas' presentation.

The next step was the establishment of women's organising forums in 2016, which were tasked with promoting the engagement of women in the union, advising on policy, and recruiting new members, such as women in the classroom. Thomas also credited the #metoo movement with bringing equality issues to the fore in society in general, resulting in equality issues being taken more seriously at national level.

Finally in 2017, after the merger of NUT and ATL, the newly-formed NEU established an Equality, Social Justice and International department, which was separate from the Education and Equality Policy department. This department focuses on the rights of

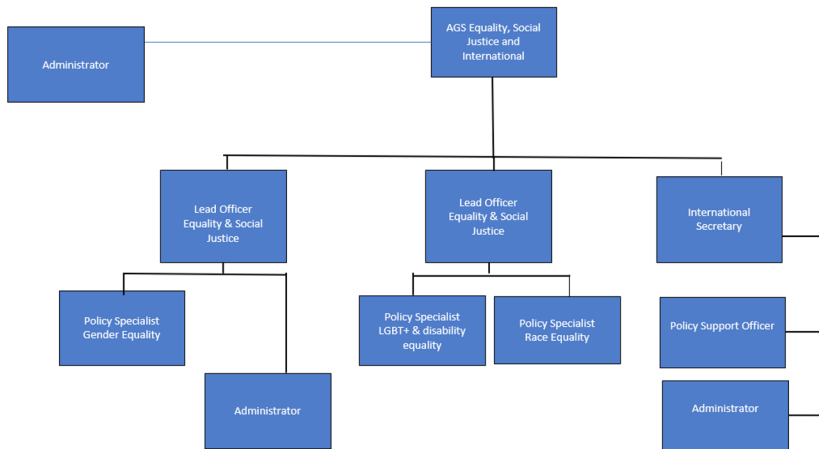
women and girls and among its responsibilities are encouraging girls to study STEM subjects, combating sexism, and reducing workload and improving working conditions. Thomas explained that core trade union funding is used for this department and that there is no specific budget allotted to gender equality issues. Thomas alluded to several challenges that this department may come up against. As the Equality, Social Justice and International Department is no longer part of the Education Policy Department, they must make sure that equality is embedded in education policy and curriculum reform. Similarly, as the equality department does not partake in collective

From left to right: Udo Beckmann (VBE, Germany), Sally Thomas (NUT, UK), Inga Pavlovaite (Project Researcher)



bargaining, they need to ensure that equality issues are discussed during negotiations with employers and the government. Sally Thomas' key advice is that support from other departments within the union, empowered female union members and a strong union membership are all vital for a successful gender equality department.

[NEU Equality, Social Justice and International Structure](#)



Organigramme of NEU's Equality, Social Justice and International Department. Taken from Sally Thomas' (NEU, UK) presentation.



Women will become active in the union if issues that affect their daily lives are being discussed

Sally Thomas, NEU, UK



8. CONCLUSIONS

Education trade unions should raise awareness about the interconnection between work-life balance arrangements and gender pay and pension gaps and promote working time models which cater for teachers at different stages of their lives, concluded the participants of this workshop. During the work in smaller groups and plenary discussions, participants suggested several ways in which social dialogue could be used as a tool to combat horizontal and vertical segregation in the education sector, eliminate the gender pay and pension gap, improve work-life balance, and prevent gender-based violence and harassment in the workplace.

- In order to combat horizontal segregation, participants suggested that education trade unions gather more data on this topic and prioritise their resources to ensure that a gender perspective is included in all negotiations. It was also pointed out that education trade unions could provide training on gender stereotypes for teachers and trade union members alike.
- As for vertical segregation, participants agreed that mentors for female teachers could embolden them to pursue leadership positions, as could training on networking skills. The notion of gender-neutral assessment for school leaders and gender-balanced recruitment panels for leadership positions were also put forth to boost the number of women in leading roles. Making management positions more accessible to both men and women by allowing school leaders to job share was also recommended.
- To improve work-life balance for teachers, participants proposed negotiating contracts that control workload such as administration, lesson planning and assessment. They also stressed the need for policies which encourage men to share the “second shift” as well as better public care services for children and the elderly.

- To mitigate the gender pay and pension gap, participants called for parental leave which contributes to career progression rather than being considered time off, as well as non-transferable parental leave to encourage women to return to work.
- Participants concluded that gender-based violence should be considered a health and safety issue and that more data should be collected on this topic. Participants also proposed that governments should fund employee assistance programmes and put in place persons of confidence for each school to support teachers who experience gender-based violence.

As a result of the practical exercise on implementing an explicit gender equality policy, participants came up with inspiring ideas, such as:

- organising a series of trainings on equal opportunities for male and female candidates to deal with issues collectively;
- providing gender-blind leadership training to women leaders in local union branches;
- running a campaign entitled "Teaching, go for it!" where male and female explain why they love their jobs with the intention of increasing diversity within the teaching force;
- raising awareness of the need to change teacher training so that teachers feel confident that they are not perpetuating stereotypes during their lessons.



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