



Education International
6th World Congress



Progress Reports

Congress Book 2B

Progress Reports



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EI 2011 Quadrennial Report on the Status of Women in Unions, Education and Society

EI Human and Trade Union Rights and Equality Unit
Angelika Striedinger

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A. Introduction

1. Aim and Context of this Report

EI Policy Declaration on Women in Education and Teachers' Organisations, 1995:

37.c. "EI should draw up a report for each ordinary congress on the progress made in each country and each member organisation, particularly with respect to participation by women in responsibilities and decision-making."

This report presents the results of a survey conducted by EI in 2009-2010 among its member organisations, combined with the most recent global data on women's rights and gender equality. It constitutes the Report on the Status of Women in Unions, Education and Society to the sixth EI World Congress in 2011.

The report begins with an analysis of gender equality within EI's member organisations (part B) and enquires about the status of women's representation in teacher union membership and leadership, the tools unions use to increase women's representation and the issues which are high on their list of priorities. The aim is to provide a current picture of the status of women's participation in their unions. The report continues with unions' perceptions of gender inequalities in education systems and societies (parts C, D) and asks what are the main obstacles for gender equality for teachers, students and in society, which achievements have been made and where more effort is needed. The aim of these chapters is to give an impression of gender equality in education and society, seen through the eyes of teachers' unions across the world. The report further outlines unions' suggestions on which priority issues and activities EI should focus on in its work on



gender equality in the coming years (part E). Through the report, the intention is not only to provide answers, but also to raise questions to discuss and suggest areas for further research. EI's first World Women's Conference "On the Move for Equality" served as a global discussion forum for this purpose, and the discussion will be continued at the women's caucus preceding the sixth EI World Congress and beyond. This report is therefore not the end of a process, but a catalyst for a focused and ongoing discussion on gender equality in the work of EI and its members.

2. Method

This report is based on the responses of EI's member organisations to a questionnaire in the period between July 2009 and January 2010. The coordination and communication with member organisations from Europe and North America was administered by EI head office, while in Asia-Pacific, Africa, Latin America and the Caribbean, EI regional offices were responsible for coordinating the survey responses. The EI Status of Women Committee had decided to carry out the survey on a regional basis, thus providing more time for unions to complete the survey, and embedding it in regional equality agendas. The aim was also to raise the response rate to the survey, which proved successful.

Compared with questionnaires from previous years (1995, 1998, 2001, 2004 and 2007), while the main questions and the general direction remain the same, this questionnaire was by far the longest and most detailed, containing around 350 questions. Additionally, EI regional offices had a chance to add region-specific questions. Three regions made use of this opportunity: Asia-Pacific, Europe and Latin America. The findings appear in the regional and sub-regional reports.

The data was analysed with the programme SPSS (Statistical Package for the Social Sciences), mostly using cross tabulation and simple correlations. The analysis aims at presenting a global picture and regional profiles.

Wherever possible, the results of this survey are compared to results of previous surveys. Some of the previous surveys had a very

low response rate (and thus a much stronger effect of sampling biases), so cannot be regarded as fully representative, but used as an indicator of a development.

In 26 countries, more than one union responded from the same country. For some parts of the analysis it was necessary to select one union per country (parts C and D). The selection was based on how thoroughly the survey had been completed and on the representativeness of the unions. In many cases, unions from the same country gave different responses to the same question. The results concerning gender equality in the unions (part B) can be regarded as highly valid, since they present first-hand information about EI's member organisations. The results from the other parts (C and D) have a different character: they are not a factual description of the countries' realities but instead represent teacher unions' analysis of their countries' education, political and social systems. As such, they provide a valuable insight into the unions' perception of the world.

3. Response Rate

The findings in this report are highly representative of EI's membership: 138 organisations from 95 different countries responded to the survey, representing 34 per cent of EI's member organisations (26 unions from Africa, 40 unions from Asia-Pacific, 45 unions from Europe, 14 unions from Latin America, 13 unions from North America and the Caribbean). While most corners of the globe are covered, responses mainly from North Africa, Southern Africa and the Middle East are fewer or missing.

Taking the size of member organisations into account, **the responding organisations represent 78 per cent of all individual members**. The graph below shows the response rate by region. The light bars represent the responding organisations in per cent and the dark bars represent individual membership in per cent. The percentage of individual members represented in this report is higher than the percentage of member organisations that responded to the survey, which leads to the conclusion that larger organisations responded more readily to the survey than smaller ones.

Graph: Response rate by region

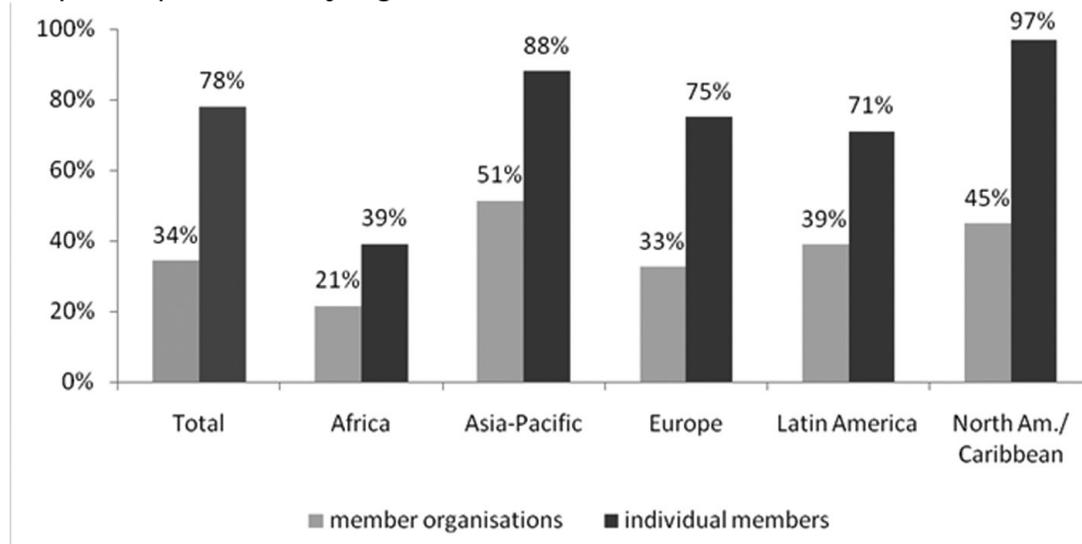


Table: Response rate 1995-2010

	1995	1998	2001	2004	2007	2010
Absolute number of MOs	64	110	78	44	77	138
Percentage of MOs	24%	39%	25%	14%	18%	34%

Totalling 138 organisations, this is the highest response rate in absolute numbers to all EI surveys on the status of women since their inception in 1995. In relative numbers, the response rate of 34 per cent was only topped in 1998, when 39 per cent of EI member organisations responded to the survey:

In terms of education levels, primary and secondary education personnel are represented by most unions (over 80 per cent); two thirds of the unions represent early childhood, and half of the unions represent higher education personnel.

B. Gender Equality in the Unions

1. Benefits from and Obstacles to Equality in Trade Unions

Data on women's representation in education unions, including data from previous EI surveys, consistently show that women constitute the majority of the teaching force and union membership, but are under-represented in the union leadership.

Under-representation of women in unions is a global phenomenon. A study by the International Labour Organisation (ILO 2008) analyses women's participation in social dialogue institutions at national level in government delegations, employers' and workers' groups. Data from Africa, Asia, Europe, Latin America and the Caribbean shows that women account for only 15 per cent of total members in social dialogue institutions. The percentage of women in workers' groups is at 13 per cent even lower than that of government delegations (19 per cent); the lowest representa-

tion of women can be found in employers' groups (10 per cent). Trade unions, founded on the principles of equality, justice and solidarity, ought to be the most progressive in terms of gender equality, rather than lagging behind.

2. Representation of Women in Union Membership and Leadership

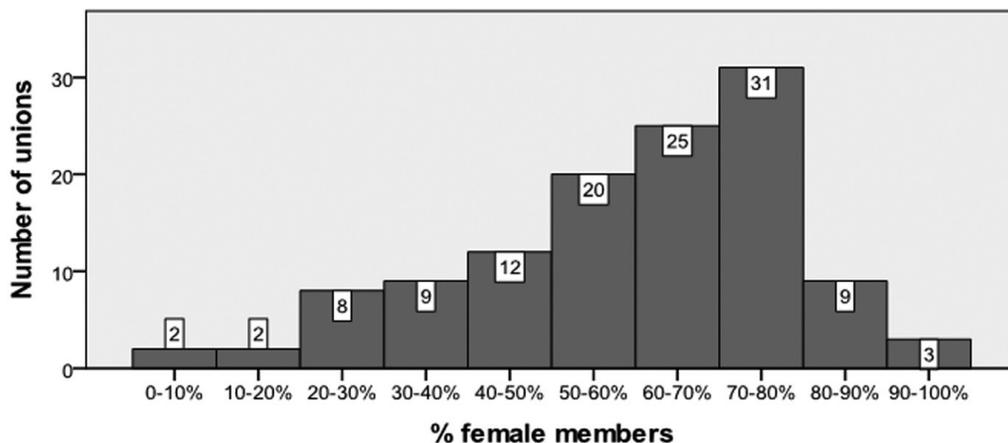
In the first part of the survey, unions were asked to portray their organisation in gender-related light. It included questions on the number of women in the union membership and in leadership positions, as well as on the existence of union structures for gender equality, policies and activities. Unions were invited to provide additional information about gender equality mechanisms within the union and on union activities related to women's rights and gender equality.

Women make up a majority of teacher union members: Almost 66 per cent of unions that responded to this question have between 50-80 per cent female members. The global average is 60 per cent female members.

There are strong regional differences in the gender composition of union membership, reflecting the regional differences in the gender composition of the teaching profession (see part D.3):

- African teacher unions have the lowest percentage of female members (average 40 per cent). Three quarters of African unions have fewer than 50 per cent female members.
- Caribbean teacher unions have the highest percentage of female members (average 76 per cent). Almost all Caribbean unions have over 70 per cent female members.

Graph: Percentage of women in union membership (frequency distribution)



In the other regions, the average quota of female members lies between 55-70 per cent, but there is great diversity within the regions (minimum: three per cent, maximum: 93 per cent).

While women constitute the majority of union members in most regions, they are under-represented in the union leadership. The higher the decision-making body, the lower the percentage of women: globally, the percentage of women decreases from 60 per cent of members to 50 per cent of conference delegates and further to 40 per cent on unions' executive boards.

Except for 2004, this pattern has been reflected in all surveys on the status of women that EI has conducted: The percentage of women in union membership has always been above 50 per cent, decreasing to around 50 per cent of women at the conference, and further decreasing to fewer than 40 per cent women on executive boards. The comparison shows that the percentage of women on executive boards and in leadership positions is rising slowly and unevenly.

This pattern of "more power – fewer women" is visible in all regions (exception: in North American unions the percentage of women on the executive board is higher than at the conference), and strongest in Africa and Latin America, where the percentage of women in the membership is twice as high as the percentage of women on executive boards.

When it comes to leadership positions in EI's member organisations, the data shows that **women are severely under-represented on the front line** (24 per cent presidents, 34 per cent general secretaries) and better represented in the second tier (48 per cent vice-presidents, 42 per cent deputy general secretaries), but even there, the percentage of women is under 50 per cent

and far lower than their proportion in the membership. There are regional differences:

- In Africa and North America, the proportion of female members is well reflected in presidents and vice-presidents, but women are under-represented among general secretaries and deputy general secretaries.
- In the Caribbean, women are strongly under-represented among general secretaries. The other positions more or less reflect the proportion of women in the union membership.
- In Europe, Latin America and Asia-Pacific, women are under-represented in all high-level positions. In Europe this applies to general secretaries in particular, and in Latin America and Asia-Pacific above all to presidents.

Do unions with a higher proportion of female members have more women in leadership positions? In the case of presidents, general secretaries and deputy general secretaries, there is a weak, but significant correlation: the higher the proportion of female members, the more likely a union is to have a female president, general secretary or deputy general secretary. In the case of vice-presidents, the data does not show a significant correlation.¹

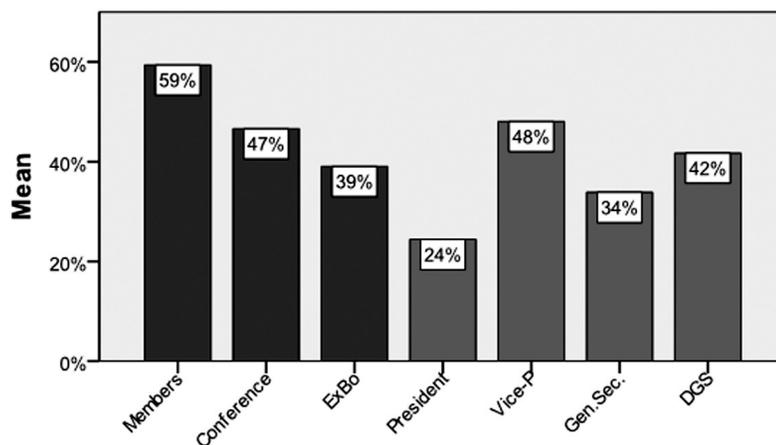
The pattern of "more power – fewer women" can also be observed in the case of union staff: on average, half the staff are women, but there are fewer women in management (43 per cent), and more women in administrative / secretarial staff positions (62 per cent). While in Europe, North America and the Caribbean there are more women in total staff numbers (around 65 per cent, as opposed to 40-55 per cent in the other regions). The percentage

¹ Pres: R2=.05; sig=.021. GS: R2=.08; sig=.003. DGS: R2=.08; sig=.015. Vice-pres: R2=.01; sig=.267.

Table: Average percentage of women in unions' decision-making bodies 1995-2010

	1995	1998	2001	2004	2007	2010
% female members	66%	> 50%	63%	53%	> 50%	59%
% women at conference	43%	-	50%	54%	51%	47%
% women on executive board	35%	< 30%	25%	33%	46%	39%
% women in leadership	-	-	< 20%	21%	37%	36%

Graph: Average percentage of women in unions' decision-making bodies and positions



of female employees is much higher in administrative staff grades (70-87 per cent) than in management staff (45-55 per cent).

Conclusions:

- **Positions of more power – fewer women: women represent the majority of union members in most regions, but they are under-represented in the union leadership. The higher the decision-making body, the lower the percentage of women.**
- **Slow, but uneven improvement: compared to previous years, the representation of women in union leadership positions is rising, but slowly and unevenly.**

3. Mechanisms for Gender Equality in Unions

Are there mechanisms in place in the unions to ensure that women are represented in high- decision-making bodies? Half of the unions confirm that such mechanisms exist in their union, but there are distinct differences between the regions: in Africa and Asia-Pacific, three quarters of unions have such mechanisms; in North America and Latin America around 40 per cent, and in Europe and the Caribbean such mechanisms only exist in a quarter of the unions.

These mechanisms are generally quotas or reserved places for women. 41 unions mention these mechanisms, namely a third of all unions that responded to this question. A similar

question was asked in previous surveys, and a comparison of the findings shows that while in 1998, less than a quarter of unions stated that they had reserved leadership positions for women in their union, this number seems to have stabilised at around 30 per cent.

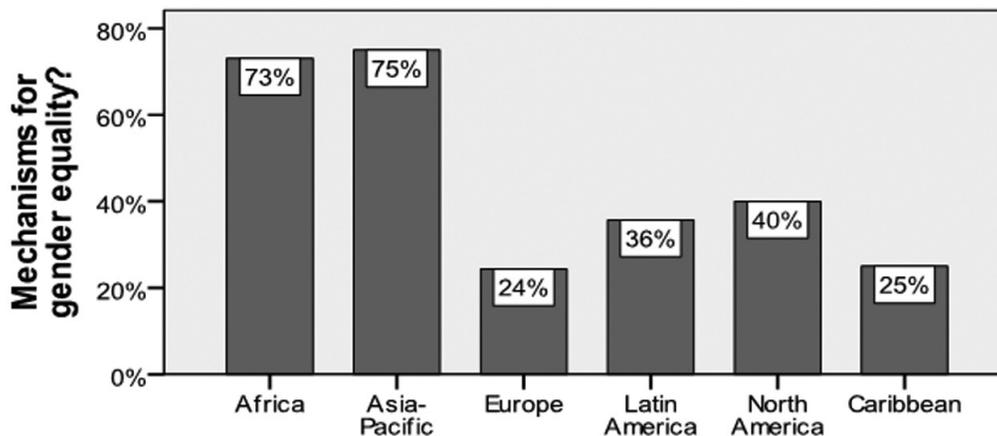
Quotas start at 20 per cent women in leadership positions; for the most part they arrive at a minimum of 30 per cent; some unions have 50 per cent quotas. The quotas are applied for different decision-making bodies: chiefly executive boards (mentioned by seven unions), representative positions and elected bodies (four unions) or congresses (four unions). Some unions have more specific regulations, for example that there has to be at least one, or more than one woman as vice president (mentioned by five unions). In other cases, there are places reserved for the women’s officer or gender equality committee in decision-making bodies (seven unions). Ten organisations explained that they did not have statutory mechanisms, but that a special effort was being put into increasing the number of female members and their representation in decision-making positions. These efforts included leadership training and mentoring programmes for female members, internal gender audits and gender mainstreaming procedures, as well as action plans and incentives to increase the number of women in the union leadership.

Are these mechanisms effective? The data show that unions with gender equality mechanisms do not appear to have a better representation of women in high decision-making positions and bodies. It is therefore not easy to answer the question whether these mechanisms are effective. Firstly, implementing structural change in an organisation can take a long time. It is therefore essential to know how long these mechanisms have been in existence. Secondly, their effectiveness depends on the organisation’s overall commitment to gender equality. If unions have gender equality mechanisms, they may just exist as a lip service in order to silence union members who are fighting for gender equality. If unions do not have these mechanisms, the reason could either

Table: Average percentage of unions with gender quotas 1995-2010

	1995	1998	2001	2004	2007	2010
per cent of unions that use quotas, reserved places	-	23%	32%	26%	31%	31%

Graph: Percentage of unions with gender equality mechanisms by region



be that gender equality is not on their agenda, or that women are already well represented in the leadership.

Conclusions:

- **Unclear effectiveness of gender equality mechanisms: half of the unions have mechanisms to ensure gender equality in high decision-making positions, but the data does not provide a clear indication whether these mechanisms actually improve the gender balance in the union leadership.**

There are also other structures for gender equality, such as a women's network (75 per cent of unions) or a women's caucus (50 per cent of unions). These structures often exist side by side: almost half of the unions have all three structures (committee, network and caucus), and three quarters have at least two of these structures. 20 per cent of the unions that responded to the survey do not have any of these structures in their organisation. This applies to European organisations, in particular, while many unions in Africa and Asia-Pacific indicate that they have such structures.

Practically all unions have gender equality policies: they provide equal opportunities to women in all union-related activities (over 90 per cent), have specific resolutions for gender equality (two thirds), reserve places for women in educational programmes and training (half the unions), or have a specific budget allocated for gender equality activities (half the unions). Caribbean unions do not seem to have many specific policies to ensure gender equality, as opposed to unions in Asia-Pacific and North America where these policies are numerous.

Over 90 per cent of the unions carry out activities related to gender equality: networking with other unions or NGOs (over 80 per cent), organising training on women's rights (three quarters), running campaigns (two thirds) and preparing research on gender issues (two thirds). These activities are rare in Caribbean unions, but seem to play an important role for unions in Africa and Asia-Pacific.

All in all, policies, activities and structures for gender equality are quite widespread among EI's membership. Unions in Asia-Pacific and Africa appear to be more active on gender equality than unions in other regions – the lowest intensity is displayed by unions in Europe and the Caribbean.³

The following graph shows the number of unions which have structures for gender equality (dark blue bars), those which have gender equality policies (blue bars), and those which organise activities related to gender equality (light blue bars).

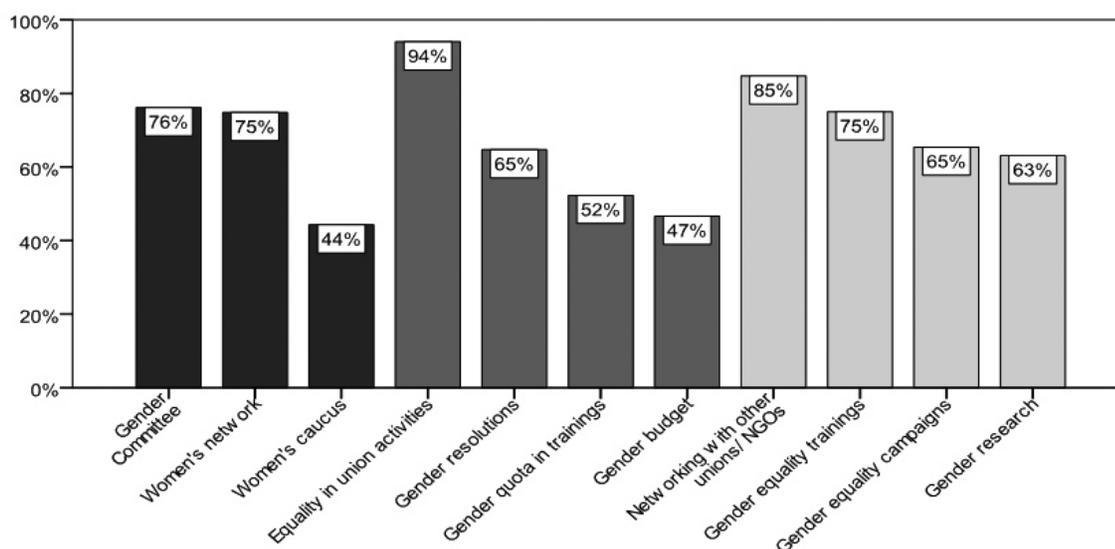
76 per cent of the unions that responded to the survey have a committee dealing explicitly with women's rights and/or gender equality; in two thirds of these cases it is a women-only committee. In 80 per cent of these unions, the committee is guaranteed by the union's constitution. The members are mostly elected (70 per cent) rather than appointed. Whether unions have such a committee is not dependent on the percentage of female union members.²

13 per cent of the responding unions say that they are considering establishing a gender equality committee. Only 11 per cent do not have a committee and are not planning to introduce one. These unions mainly come from North America and Europe: a fifth of North American unions and a third of European unions have no plans to create a gender committee.

² Tau-c=.09; sig=.222.

³ ANOVA sig=.000

Graph: Percentage of unions with gender equality structures, policies and activities



Some unions described their gender equality activities in more detail: they advocate for women's rights by developing policies, organising petitions to parliament, participating in governmental consultations, lobbying to include gender issues in the teachers' code of conduct and in collective agreements, and by advocating for the development of gender sensitive curricula.

Unions across the globe organise campaigns and projects such as activities on International Women's Day (8 March) and on the International Day for the Elimination of Violence against Women (25 November); participation in women's marches; exhibitions on women's history, feminist movements and the role of women in union struggles; articles on gender equality in trade union magazines or specific women teachers' magazines; production of publications, web pages and campaign materials for women's rights; as well as guidance documents for school representatives and information on gender sensitive language. Some unions organise health education and tests for HIV/AIDS and other sexually transmittable diseases, breast and cervical cancer and breastfeeding. Unions further mentioned that they conduct research projects on the status of women; that they organise conferences and training for recruitment of women as union members, as well as skills and leadership development or mentoring projects; and that they work on international cooperation projects, mainly in the context of the EI regional and sub-regional women's networks.

Questions on unions' structures, policies and activities on gender equality were asked in previous surveys. A comparison of data shows irregular developments, but some conclusions can be drawn:

- An increasing number of unions have gender equality committees.
- The number of unions organising a pre-congress women's caucus appears to be rising.
- Just under half the unions have a specific budget for gender equality activities, with no major changes since 2004.
- The number of unions preparing research on gender issues appears to be rising rapidly (more than doubled in the past four years).

Do unions with a gender equality committee, network or caucus have more women in their leadership? An analysis of the data shows contradictory results: unions that have a gender equality structure have more female general secretaries, but significantly fewer female presidents and fewer women on the executive board.⁴ The data therefore give no clear indication with regard to

4 GS: T-Test sig=.056. Pres.: T-Test sig=.002. ExBo: T-Test sig=.061.

the effect of gender equality structures on women's representation in union leadership.

Are unions with a higher representation of women in their leadership structures more active on gender equality issues? The data show no significant correlation between the percentage of women in leadership positions and the intensity of gender equality policies and activities.

However, there is a very strong connection between the existence of gender equality structures within a union and the intensity of gender equality policies and activities:

unions that have gender equality structures in their organisation also have more policies and organise more activities on this issue. Across the globe, women's committees, networks and caucuses are the place where the initiative is born to formulate policies and organise activities on gender equality.

Conclusions:

- **Complex correlations: Gender equality mechanisms and structures seem to have no clear impact on the representation of women in leadership positions, and the number of women in leadership positions does not appear to have a distinctive effect on the frequency of gender equality activities.**
- **Further research necessary: A case-by-case analysis could identify the effectiveness of policies aimed at gender equality in the union leadership in very different cultural and union contexts.**
- **Importance of gender equality structures: However, the data make obvious that across the globe, women's committees, networks and caucuses are the place where the initiative is conceived to formulate policies and organise activities on gender equality.**

Table: Gender equality structures, policies and activities 1995-2010

	1995	1998	2001	2004	2007	2010
% gender equality committees	-	-	-	26%	44%	76%
% pre-congress women's caucus	21%	36%	40%	56%	28%	44%
% budget for gender activities	-	-	-	46%	42%	47%
% research on gender issues	-	-	-	-	29%	63%

C. Education of Girls and Women

1. The Role of Education in Gender Relations and Development

Education systems have a two-fold impact on gender relations. On the one hand, they create opportunities for women to develop careers in the labour market and achieve financial independence. This is described as the right to education – who can access what education – and rights *through* education – which doors are opened by education and training. On the other hand, gender relations are reproduced or transformed in the school systems through interactions between girls and boys, female and male teachers. This concerns gender rights *within* education. In the past decade, many policy initiatives have led to great progress in the right of girls to education, guided by international frameworks such as the Millennium Development Goals (MDGs 2 and 3) and the Education For All goals (EFA goals 2 and 5):

- MDG 2: Achieve Universal Primary Education
Target: to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling
- MDG 3: Promote Gender Equality and Empower Women
Target: to eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015
- EFA goal 2: to ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality
- EFA goal 5: to eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality

These policy initiatives have been motivated and backed up by numerous studies showing that educating girls can make more dramatic positive changes than any other single intervention – both for the individual and for society as a whole. As expressed by former UN Secretary General Kofi Annan (2004): *“Study after study has taught us that there is no tool for development more effective than the education of girls and the empowerment of women. No other policy is as likely to raise economic productivity, lower infant and maternal mortality, or improve nutrition and promote health, including the prevention of HIV/AIDS.”*

Although a considerable amount of money has been invested in fostering the education of girls, many problems still persist. Worldwide nearly one billion people have had no schooling or left school after less than four years. Nearly two thirds are women

and girls. An estimated 77 million children, 55 per cent of whom are girls, are still denied any form of education (E4 2010: 4). Two thirds of the almost 800 million illiterate people worldwide are women (UNESCO 2010b: 1). There are still major obstacles to realising rights to education, in education and through education for millions. Gender inequalities are deeply entrenched in this denial of rights.

A recent report by UNGEI (United Nations Girls' Education Initiative) describes three major trends in the education landscape with regard to gender equality in the last 10 years (UNGEI 2010: 9):

- Gender parity in access and attendance has substantially improved, though progress is not uniform across all levels of schooling or all regions and countries.
- Large gaps remain in areas that involve gender equality, such as subject choices, gender bias and stereotypes in textbooks, teaching-learning processes and teacher attitude towards girls.
- Women are more likely than boys and men to have their education cut short as a result of adverse circumstances such as poverty, conflict, natural disasters and economic downturns.

The report identifies a range of challenges faced in attaining gender equality in education (UNGEI 2010: 19), most importantly the risk of losing the gains in girls' enrolment, attendance and retention due to reductions in education investment and in other areas that affect girls' education directly or indirectly. Similarly, the UNESCO EFA Global Monitoring Report 2010 (UNESCO 2010a: 6) highlights the effects of the economic crisis as a major threat to the right to education. While the crisis originated in the financial systems of the developed world, the aftershock is now reaching education systems in the world's poorest countries. Rising poverty, growing unemployment and diminishing remittances lead to situations where many poor and vulnerable households have to withdraw children from school because they cannot afford school fees or need the children's labour in the household or as an income source. The UNESCO report warns that *“the crisis could create a lost generation of children in the world's poorest countries, whose life chances will have been jeopardised by a failure to protect their right to education”* (ibid). In most cases, girls are the first to be taken out of school.

2. Access to Education

The UNESCO EFA Global Monitoring Report 2011 (UNESCO 2011) presents the most recent statistics for school attainment. It shows that much progress has been made in the past ten years. But while the MDGs set the goal of full universal primary schooling and elimination of gender disparities in primary and secondary education by 2015, reality is still far away from these targets.

Globally, 90 per cent of children in the primary education age group attend school, compared to 82 per cent in 1999⁵. This increase in school attendance applies to both boys and girls. The most dramatic increase in primary education attendance can

5 Net enrolment ratio (students enrolled in a level of education who belong to the relevant age group, as a percentage of the population in that age group)

be found in the regions that had low bases, i.e. south and west Asia (90 per cent) as well as sub-Saharan Africa (77 per cent). In most regions there are more than 95 girls per 100 boys in primary education, but more than half of the countries in sub-Saharan Africa, south and west Asia and the Arab states have not achieved gender parity at the primary level. Worldwide 26 countries still have fewer than 90 girls per 100 boys in school; 18 of these are in sub-Saharan Africa.

The situation is worse when it comes to secondary education. The global school attendance rate lies at 67 per cent⁶, and there are strong regional differences. The enrolment ratio is lowest in sub-Saharan Africa (34 per cent), which also shows the worst statistics in terms of gender parity: Only 79 girls per 100 boys attend secondary school, and the increase in school attendance in the past 10 years has been greater for boys than for girls. Low enrolment rates can be found as well in south and west Asia (54 per cent; 87 girls per 100 boys) and in Arab states (68 per cent; 92 girls per 100 boys).

The Gender Parity in Education Index⁷, computed by the UN Statistics Division (UNIFEM 2008: 124) indicates big regional differences for higher education, leading to substantial differences in women's chances to access leadership roles in politics, economy and administration.

One section of the EI questionnaire focused on the education of girls and women. Unions were asked about their opinion concerning access and barriers to education on the one hand, and gender equality within education on the other hand. Open-ended questions gave unions the opportunity to describe access barriers in more detail and explain how government measures affect girls' education.

Access to education is considered a problem by teachers' unions in one third of the countries responding to the survey. There are

strong regional differences: Almost all unions in Europe, North America and the Caribbean indicate that full access to education has been achieved for both girls and boys at all education levels. By contrast, unions in over 80 per cent of the countries in Latin America, as well as in half of the countries in Africa and Asia-Pacific say that access is a problem, and they identify about five times as many barriers to education as unions in Europe, North America and the Caribbean.⁸

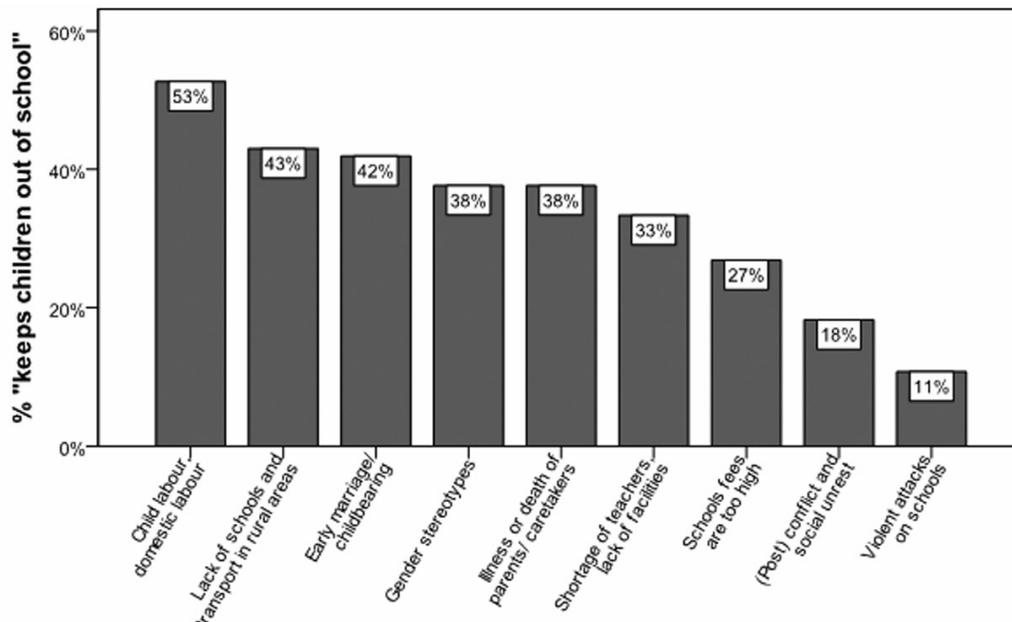
Barriers to Education

The reasons for absence and dropping out of school are multi-dimensional and mutually reinforcing: "Girls and children from poor households and rural areas all face a much greater risk of being out of school. These three categories interact with each other and with additional factors – such as language, ethnicity and disability – to create multiple barriers to school entry and survival!" (UNESCO 2010a: 12) A report from UNGEI points out that girls from socially disadvantaged families and poor households face the greatest education inequalities – such as girls from indigenous populations in Latin America, lower-caste populations in south Asia or rural populations in many developing countries. The rural-urban divides constitute one of the main challenges for EFA, and they are acute especially in sub-Saharan Africa and south Asia (UNGEI 2010: 14, 18).

The following graph shows which barriers to education were mentioned by how many unions. The most relevant barriers to education are related to child labour, lack of school infrastructure and gender stereotypes. Furthermore, illness or death of parents and caretakers is an important reason why children do not go to school.

The constellation of barriers to education seems to vary from region to region. In Africa, barriers to education are mainly related to gender roles, early marriage and childbearing, and illness or

Graph: Barriers to education



6 Gross enrolment ratio (students enrolled in a level of education, whether or not they belong in the relevant age group for that level, as a percentage of the population in the relevant age group for that level)

7 Gender Parity Index = the ratio of girls to boys enrolled

8 ANOVA eta2=.47; sig=.000



death of parents. In contrast, Latin American unions mention above all barriers connected to child and domestic labour. Additionally, many unions (20), mostly in Africa and Latin America, say that poverty keeps children out of school. Some added that parents with limited resources would rather send their sons to school than their daughters. Further barriers mentioned include: overcrowded schools and lack of qualified teachers (nine unions), ignorance and lack of support from parents (five unions), bad management of schools and corruption (three unions), lack of attractiveness of schools and inflexible school timing (three unions), sexual violence (three unions), as well as juvenile delinquency and gang violence (three unions).

The majority of African unions think that these barriers mainly keep girls out of education; in Latin America half of the unions say that the barriers mainly affect girls and half of the unions say that they affect both genders equally. In Asia-Pacific, Europe and the Caribbean, the majority of unions think that boys and girls are affected equally by barriers to education. Other social groups particularly affected by barriers to education are children from rural areas, indigenous children, Roma children, migrant children, ethnic and religious minorities, children with disabilities and special needs, as well as lesbian or gay students.

Unions were asked to describe government measures in recent years that have affected girls' education – both positive and negative initiatives. Unions from Asia-Pacific, Africa and Latin America frequently described measures that focus on the right to education for all, such as the introduction of new laws that aim at ensuring or prolonging free and compulsory education, creating more schools especially in rural areas and improving schools' infrastructure, providing midday meals for pupils and financial support for education to poor families.

Some unions described **specific efforts to support girls' education:**

- unions from Africa and Asia-Pacific: making basic education free for girls, introducing education schemes or scholarships for girls, building girls' dormitories, creating systems of motivation for girl students, creating incentives for parents to send girls to school.
- unions from Latin America and the Caribbean: measures to improve the legal status and re-entry of pregnant students into the education system.
- all regions: strategies and institutions (with budget allocation) that deal with gender equality for students.

Many unions complained that their governments are not tackling long-term problems, keeping children, especially girls, out of the education system. Resources and investment in education are being reduced; tuition fees introduced in higher education; the number of pupils per teacher is rising; governments are abolishing structures for gender equality, and educational institutions are ignoring government programmes for gender equality.

Conclusions:

- **Barriers to education: The most relevant barriers are related to child labour, lack of school infrastructure and gender stereotypes.**
- **Persistent long-term problems: Unions describe government efforts to increase access to education – for all children, and for girls in particular. Nevertheless, long-term problems persist and are not being suitably tackled.**

3. Gender Stereotypes in the Classroom

Much work on gender and schooling focuses on access to education, trying to ensure that girls are enrolled in school. While the importance of gender parity in education is beyond dispute, many reports argue that access is not enough: *"When it comes to education, gender equality goes well beyond ensuring that equal numbers of girls and boys attend school. It is about changing attitudes and relationships and about the sharing of power."* (Bokova 2010: 5) Equal access to education often does not translate into institutionalised arrangements to secure gender rights within education. That includes gender equality in curricula, gender-sensitive language, gender-responsive textbooks, gender-aware teachers and empowering classrooms, atypical gender subject options and safe school environments.

An underlying problem is what some researchers refer to as "hegemonic masculinity", meaning strict societal roles whereby men dominate other men and subordinate women. This has been observed in many developed countries, as well as in East Asia, the Caribbean and Pacific countries. *"These roles deem education to be feminine and thus the domain of girls, whereas work is seen as belonging to boys and men. As a result, a number of countries are witnessing a trend whereby boys underperform in many subjects, especially language arts, and drop out of secondary schools at higher rates than girls."* (UNGEI 2010: 16) This research sees the reason for boys' under-achievement not in the "female orientation of schools" and the "feminised teaching staff", but rather in the persistence of gender stereotypes.

Gender Stereotypes in the Classroom

Many studies show how gender stereotypes are reproduced by the education system. These studies focus on the "hidden curriculum", a collection of messages transmitted to children through informal relations and interactions in classrooms. It is argued that students' informal interactions at school are the most influential aspect of their socialisation into what it means to be female and male in society. Since peer interaction and peer pressure play such an important role in forming gender identities, schools are critical spaces in which these notions can be either reinforced or countered.

For many years, studies have been consistent in revealing the dominance of boys regarding the school space they occupy,

the teacher-time that they demand, and the influence that they have over the rest of their peers. "Recent research has found that teachers' attitudes, classroom and other schooling processes, and textbooks continue to reinforce gender stereotyping despite the increase in gender reviews and additional training. Although there have been some changes in textbooks, with somewhat more balanced representations of men and women, stereotypical depictions persist in many countries." (UNGEI 2010: 15)

School textbooks often exclude girls and women or present them in demeaning ways, favouring gender stereotypes – for example, when men appear more often and in a wider set of roles as workers, while women are shown mainly in domestic and 'romantic' roles. Also the language in these books has been proven to be highly influential, especially on younger children. Gender stereotypes are reproduced by this language – for example when talking about a "fireman" instead of a "firefighter", or about boys "laughing" and girls "giggling" (Eurydice 2009: 26).

Furthermore, teachers' perceptions of male- and femaleness are crucial for their relations with pupils and can be an important factor in generating gender equality in schools. Despite this, many teachers are unaware of how they use gender as an important organising and categorising factor in the classroom. Studies on classroom interaction show that both male and female teachers tend to encourage passivity and conformity in their female students while at the same time valuing independence and individuality in their male students (ibid: 29). "When (...) more girls than boys are in school, officials come to think they have 'done' gender, although issues remain concerning economic, political and social rights, violence and ideas about masculinity and femininity that undermine equality concerns." (E4 2010: 11f)

EI's member unions indicate that a reproduction of gender stereotypes through curricular structure is being avoided in most countries. But they also say that this only partly translates into providing school books that are free of traditional gender roles. The number of countries where gender equality is part of teachers' education is even lower: unions from only half the countries indicated that this is the case.

Furthermore, although there is no legal barrier for women or men to teach in any subject, unions from 40 per cent of the countries (especially Latin America, North America and Europe) indicate that **in reality, in there is a gender division between subjects**. Women mainly teach languages, home economics, cooking and needlework; while men are concentrated in sciences,

technical education, mechanical engineering, wood- and metalwork. There are practically no male teachers in early childhood education and very few in primary education.

In a few countries, unions reported that **governments are trying to make their education systems more gender-sensitive**. These efforts aim at removing traditional gender stereotypes from curricula and text books, and introducing equality, human rights and sex education. Other important objectives are to make gender equality part of teachers' education, and to use specific incentives or quotas in order to create a stronger gender mix in education paths.

Conclusions:

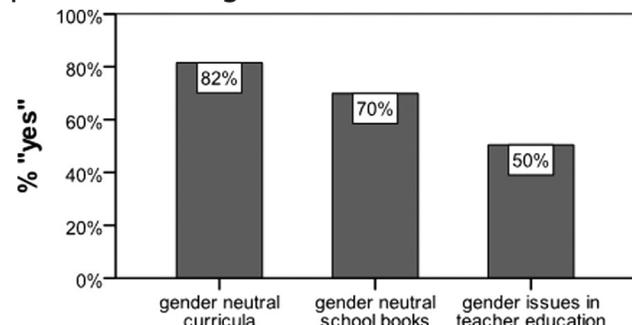
- **Gender stereotypes are still prevalent: Although there are no legally-defined gender differences in the process of education, gender stereotypes still shape subject choice and teaching materials.**

D. Gender Equality at Work, in Education Employment and in Society

1. Women's Rights and Gender Equality

At global level, the most comprehensive framework for realising women's rights and gender equality exists within the United Nations: The UN Convention to Eliminate all Forms of Discrimination Against Women (CEDAW), often described as a "bill of rights for women", was adopted in 1979. In 1995, the Fourth World Conference on Women in Beijing endorsed CEDAW and initiated the Beijing Platform for Action, a global agenda for women's empowerment. Another vehicle for women's rights was created in 2000 with the Millennium Development Goals, each of which can only be realised through substantial improvements in the field of gender equality and women's rights: "Women's empowerment is not a stand-alone goal. It is the driver of efforts to eradicate extreme poverty and hunger, achieve universal primary education, reduce child and maternal mortality, and fight against major diseases like HIV/AIDS and malaria. Women's empowerment is also a driver of sound environmental management and is, finally, essential for ensuring that development aid reaches the poorest through making women a part of national poverty reduction planning and resource allocation." (UNIFEM 2008: 117)

Graph: Percentage of countries with provisions for gender-sensitive education





Although the value of women's rights – both as human rights, and as a means for social and economic development – is widely affirmed, advocates for women's rights still find themselves confronted with counter-movements. Culture, religion and tradition are used as arguments to justify existing inequalities, and the progress made towards equality is used to argue that gender issues have already been taken into account, and that organised activity is unnecessary and even counterproductive. Women all around the world still face wide-ranging inequalities and discrimination. "In too many countries, even where the constitution or laws prohibit it, women may be denied equal pay; they may be sexually harassed at work, or dismissed if they become pregnant. Women who assert a claim to land may find that claim disputed by village elders or their own husbands. Women seeking care during childbirth may be pressed to pay bribes for a midwife's attention. Women who have been victims of sexual violence might encounter judges more sympathetic to the perpetrators, and receive no redress for their suffering." (ibid: 1)

A glance at global statistics makes it obvious that a more concerted effort is needed. The Gender Equity Index (GEI) computed by Social Watch (www.socialwatch.org) consists of internationally comparable data in the fields of education, economic activity and political empowerment. A comparison between 2005 and 2009 shows that the gender gap is not narrowing in most countries, and that the majority of the countries that show progress are those that were already comparatively better, regardless of whether they are rich or poor or in what region they are located. Globally, women perform 66 per cent of the world's work, produce 50 per cent of the food, but earn 10 per cent of the income and own one per cent of property (www.unifem.org).

The UNIFEM report '*Progress of the World's Women 2008-09*' therefore focuses on the issue of accountability and asks '*Who Answers to Women?*' Accountability systems that work for women contain two essential elements: the inclusion of women as participants in those systems, and making the advancement of gender equality and women's rights one of the standards against which the performance of officials is assessed.

The focus on accountability was also central to the 54th Session of the UN Commission on the Status of Women in March 2010. Several panel discussions evaluated progress made and challenges to the implementation of internationally-agreed commitments such as CEDAW, the Beijing Platform for Action and the MDGs (UN CSW 2010a, b, c). All of these discussions pointed out the importance of these instruments, and their effective function as catalysts for constitutional, legal and policy reforms. But at the same time, all panels concluded that in order to overcome poor legal enforcement and the resulting gaps between law and practice, effective systems for monitoring and accountability had to be implemented. This included the provision of an adequate budget and of effective evaluation mechanisms.

In the EI survey, unions were asked to describe the status of women teachers. Questions focused on working conditions and the difference between legal provisions and reality, with the option of describing discriminatory practices or best practice examples in more detail. Further questions asked for information on the gender composition of the teaching body and their salaries.

Unions were asked to describe the rights and liberties of women in society, their economic and political power, as well as gender-based discrimination.

According to EI member organisations, **legal provisions for gender equality among teachers exist in almost all of the countries**; there are no relevant regional differences. These provisions include laws on gender equality in teacher education, hiring, access to higher pay scales, non-discrimination and maternity protection. Many unions commented that gender equality and non-discrimination are enshrined in their countries' constitution and labour laws, and that female teachers are generally protected from discrimination. Unions were asked whether the enforcement of those laws is high, medium or low. Unions from 80 per cent of the countries indicated that most of these laws are highly-enforced. A high level of enforcement of gender equality regulations is most widespread when this applies to the conditions for becoming a teacher, and job protection during pregnancy. **There seems to be a bigger gap between legal provisions and the actual enforcement for laws on women's access to the highest pay scales and effective non-discrimination laws.** On a regional level, unions from the Caribbean indicated a particularly high enforcement of laws, while unions in Latin America say that gender equality provisions may have a legal basis, but are poorly implemented.

Similar to legal provisions for gender equality among teachers, unions from almost all countries indicated that there are laws for gender equality in the labour market, politics and the social system. But these **equality laws appear to be badly implemented: Unions from only 30-45 per cent of the countries judge the enforcement of these laws as "high"**. Caribbean unions are the only exception: They consider these laws to be well-implemented in over 80 per cent of the countries. In contrast, a particularly low level of enforcement is indicated by unions in North America and Latin America.

Many unions described government initiatives that affected the status of women in society positively. These initiatives concern legislative change, such as the introduction or improvement of non-discrimination and equal treatment laws (13 countries), as well as of other laws such as laws against sexual harassment and violence against women (13 countries), laws and regulations for the reproductive rights of women, family planning or anti-trafficking laws, as well as property-owning regulations for women. Some unions mentioned the ratification of ILO conventions 100, 111, 156 and 183, and the UN Convention on the Elimination of Discrimination Against Women (CEDAW).

Unions did not only report good news. One of the main complaints was that, **while policies existed, they were not adequately implemented and communicated.** This is partly due to a lack of resources, and partly because gender inequality is not recognised as a problem, or there being insufficient political will to tackle some issues, in particular when rape, violence and reproductive rights are concerned. Some governments even nullify efforts made by their predecessors.

Additionally, **there are also new developments that have negative side-effects on the status of women, most recently**

the economic crisis. Two thirds of the unions responding to this survey think that the economic crisis will reduce investment in infrastructure, and half of the unions think that it will increase women's poverty more than men's.

Conclusions:

- **Law versus reality:** There is a large gap between the existence and the enforcement of gender equality laws.
- **Reasons for the gap:** The difference between law and reality appears to exist principally as a result of the considerable impact of gender stereotypes, male networks and the unequal division of family responsibilities.

2. Gender: The "hidden dimension" of the MDGs

Women's rights are central to all MDGs, but most explicitly to goal number 3: "Promote gender equality and empower women". This goal includes a wide range of issues, focusing mainly on access to education, women in politics and gender equality in the labour market.

Women in decision-making

The 2010 MDG evaluation report shows that the number of women in politics is increasing, but very slowly and mostly when boosted by quotas and other special measures (UN 2010b: 25). Globally, the proportion of women in parliament reached an all-time high of 19 per cent in 2010, compared to 11 per cent in 1995, but is still far from the goal of 30 per cent and even further from the MDG target of gender parity. The highest proportion of women in parliament can be found in Rwanda, followed by Sweden, South Africa and Cuba. In 10 countries there are no women

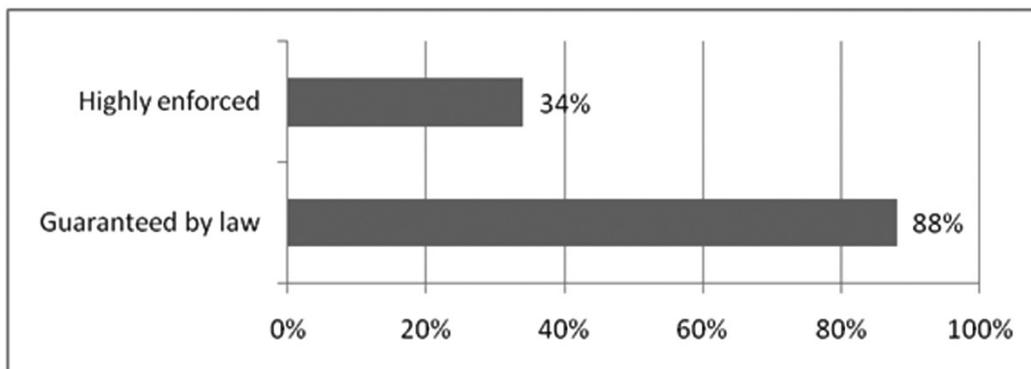
in parliament at all (Belize, Micronesia, Nauru, Oman, Palau, Qatar, Saudi Arabia, the Solomon Islands, Tonga and Tuvalu). When it comes to executive branches of governments, progress is even slower than in the legislative branches: Currently only six per cent of heads of state or heads of government, and 16 per cent of ministers are women. Furthermore, women are under-represented in the policymaking processes in areas that are critical to advancing gender justice, such as HIV/AIDS (30 per cent), climate change (30 per cent) and peace-building (eight per cent) (UNIFEM 2010: 13).

The UNIFEM report asserts that women's lack of voice in the public sphere starts in the home. Many women have no say in vital everyday decisions such as their own health care, household purchases, or visits to relatives. Often women are not able to negotiate using a condom. This lack of power is further exacerbated by lack of education, poverty, and – most of all – early marriage, disempowering girls throughout their lives: "Early marriage curtails girls' opportunities for education and exposes them to the risks of early pregnancy and childbirth, the leading causes of death for girls aged 15-19 in developing countries." (UNIFEM 2010: 12).

Participation of women in local politics and community organising can help strengthen their power in decision-making at all levels – from the household to international politics – and encourage them to become more visible. In order to support the critical role of women's organisations and networks, the level of development aid aimed at women's organisations needs to be increased substantially from the current 0.3 per cent (ibid: 15).

El's member organisations were asked if women and men have equal access to politics. In theory, women have an equal opportunity to participate in politics, but in practice they are kept out of the political system by financial and cultural barriers, male networks, family responsibilities and sometimes violence. Some unions point out that there are women in high political positions in their countries; others stress the small proportion of women in the political leadership and parliaments. While women are not regularly represented in top political positions, their numbers seem to be rising. This trend was confirmed by unions from 70 per cent of the responding countries, was even stronger in Africa and Latin America, but less so in Asia-Pacific.

Graph: Women have an equal opportunity to take part in politics





Women at work

In the field of women’s participation in the labour market, the progress report towards the MDGs shows that the proportion of women in paid employment outside the agricultural sector is slowly increasing in all regions and reached 41 per cent in 2008. The regions with the lowest percentage of female employment are southern and western Asia, as well as northern Africa, where the percentage of women among paid workers is around 20 per cent. *“But even when women represent a large share of waged workers, it does not mean that they have secure, decent jobs. In fact, women are typically paid less and have less secure employment than men.”* (UN 2010b: 22)

And the increase in female employment is not mirrored by an increase in the proportion of women in top-level jobs. Globally, only one in four senior officials or managers is a woman; with the lowest numbers (one in 10) again in south and west Asia and north Africa (ibid: 24).

When asked about equality in the labour market, EI’s affiliates explained that **while in theory and in law there are no barriers to gender equality in the labour market, in practice gender stereotypes and patriarchal mindsets lead to severe segregation.** Women dominate occupations that may be considered as extensions of their reproductive and caring roles. Additionally, there is a glass ceiling for women, caused by career breaks due to maternity leave and constraints due to family duties. Many unions point out that the number of women on corporate boards and in other leadership positions is still very low. There is a reluctance to recognise women’s professional skills; gender stereotypes lead to

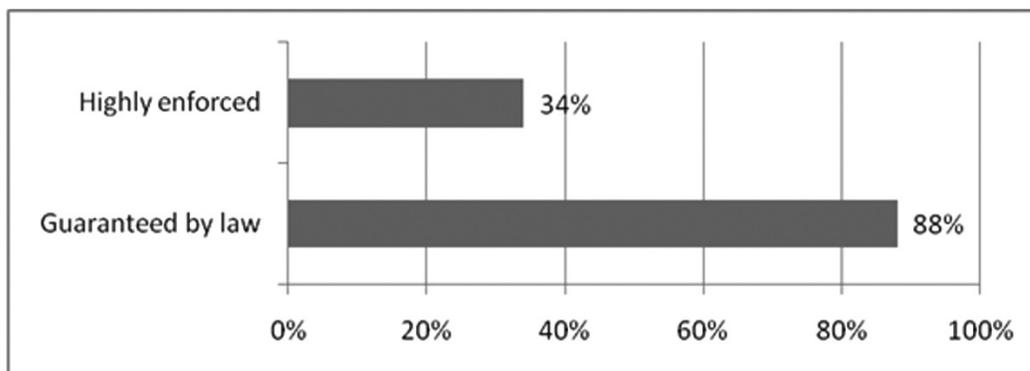
discrimination of women in selection procedures; and sometimes women self-select and are reluctant to apply for promotion. Unions especially from Africa and Latin America say that political affiliation and favouritism count more than competency, which may create a further disadvantage for women.

In contrast, other unions refer to women holding high leadership positions in their respective country’s economy and to their being encouraged to enter male-dominated fields and high positions; some unions say that in the case of equal competency, women have to be prioritised in certain fields. **Government efforts for gender equality in the labour market include:**

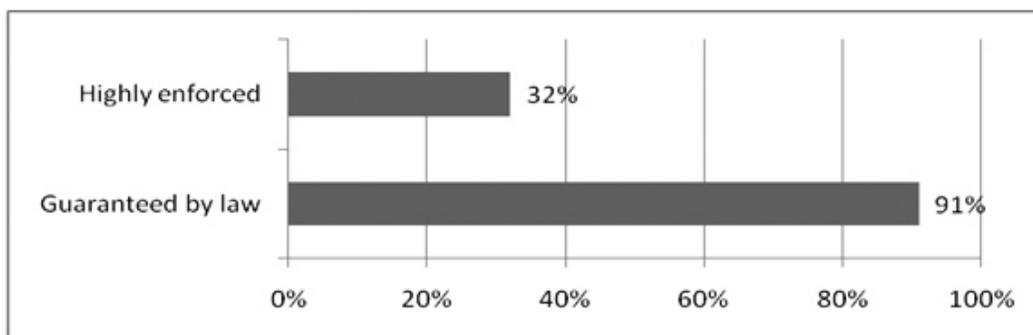
- projects to improve employment opportunities for women;
- initiatives for equal pay for work of equal value;
- regulations on workload, work-life balance, part-time work and flexible working;
- improved regulations for maternity and paternity leave or childcare facilities.

When it comes to pregnancy and parental leave regulations, unions indicate that job protection during pregnancy is well-enforced in most countries, but **maternity and parental leave systems are well-enforced in only 73 per cent of the countries.** There is a great variety of maternity leave systems, both in duration and in remuneration, and often the leave is too short and pay is too low. Paternity leave systems are not as widespread as maternity leave systems, and if they exist at all, they are limited to just a few days, and fathers often refrain from making use of

Graph: Women have equal access to any profession



Graph: In general, women have equal access to high positions in any job



them. Problems with legislation and implementation of maternity and parental leave systems include:

- protection is limited to certain groups or sectors (public schools, permanently employed teachers; and full-time teachers only).
- a lack of substitute teachers.

Some equality regulations are much more widespread than others in union policies and in government implementation:

- Widespread regulations (over 80 per cent implementation by government and 50 per cent in union policy) include maternity leave, pay equity and provisions against sexual harassment. These provisions seem to be more accepted and are higher on priority lists for the achievement of gender equality by both unions and governments. They deal with obvious discrimination against women and lay the foundation for gender equality in the labour market.
- Less frequent regulations (under 60 per cent implementation by government, under 30 per cent in union policy) are affirmative recruitment policies and complaint mechanisms in cases of discrimination. These provisions touch on less obvious gender inequalities. They deal with problems that become visible once the cornerstones of legal gender equality have been laid, and their purpose is to allow for a real implementation and enforcement of laws. As such they seem to encounter more resistance from both unions and governments.

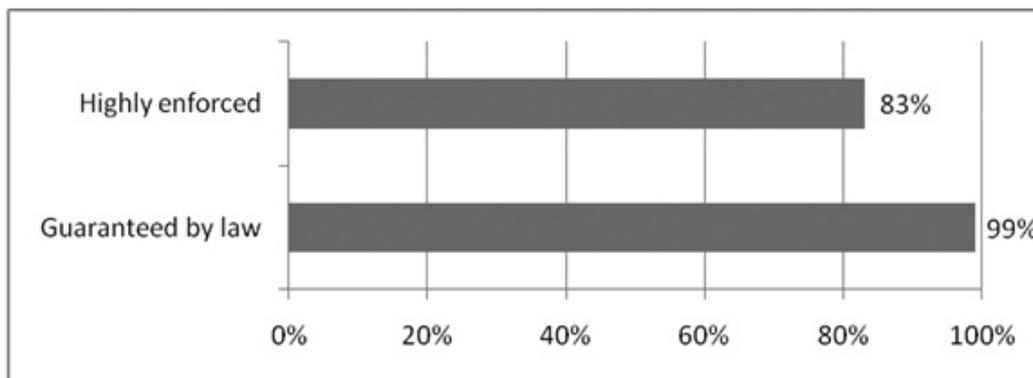
Women in poverty

The first MDG is to 'Eradicate extreme poverty and hunger'. Globally, statistics show a significant reduction in poverty, but they also show that women are still more likely than men to be poor and at risk of hunger because of the systematic discrimination they face in access to education, healthcare and control of assets (UNIFEM 2008: 119). Across all countries, the female population is poorer than the male population, and two thirds of the people living below the poverty line are women (ILO 2009: 23ff).

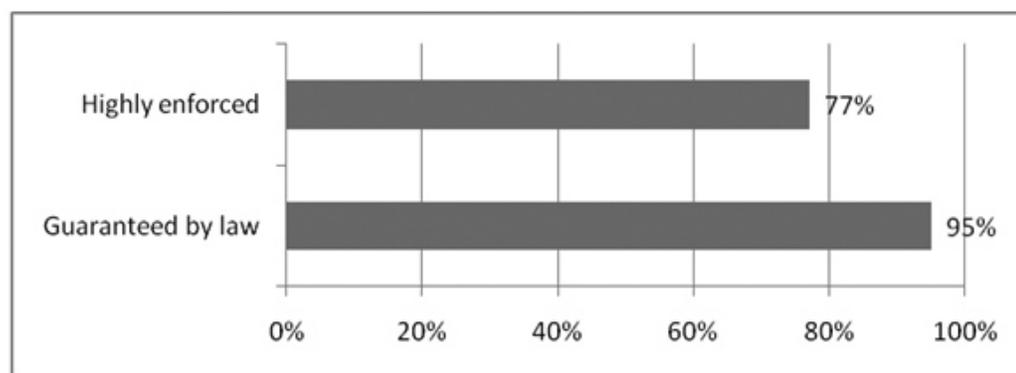
According to EI's member organisations, women have the right to inherit property in almost all the countries. The enforcement of women's rights to equal access to public services according to their needs is reported to be relatively high, but problems exist especially for women with low incomes, women from rural areas, as well as Indigenous women and women from culturally and linguistically diverse backgrounds.

MDG number 7 is to 'Ensure environmental stability'. This includes improving access to safe drinking water and basic sanitation, which is still a problem for over one billion people, especially in rural areas and urban slums. In all regions, women shoulder the bulk of responsibility for collecting water, which keeps them from investing their time in paid employment, political activity or leisure. "It is estimated that women and children in Africa alone spend 40 billion hours every year fetching and carrying water – a figure equivalent to a year's labour for the entire workforce of France." (UNIFEM 2008: 130). Environmental degradation and lack of access to and control over natural resources have consequently had a particularly severe impact on women.

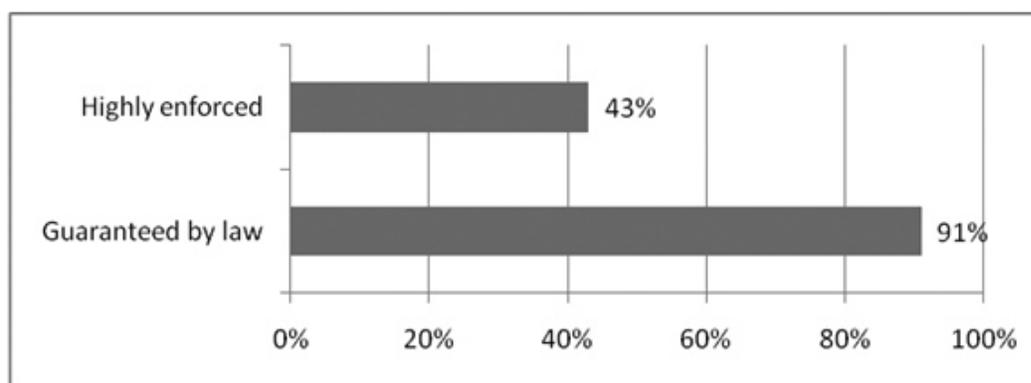
Graph: Women teachers are protected from losing their jobs during pregnancy



Graph: There are adequate maternity and / or parental leave systems in place for teachers



Graph: Women have access to public services according to their needs



With MDG 8 governments committed themselves to 'Develop a global partnership for development'. This goal refers to incoherencies between the strategies required for achieving the MDGs and economic and trade policy-setting frameworks: "For example, if decisions taken at national and global levels in relation to subsidies effectively disadvantage poor women's agricultural products, promote privatization schemes that price water out of poor women's reach or shrink the pool of Overseas Development Assistance (ODA) available for development cooperation, then even the best efforts at the national level will not be sufficient to achieve the MDGs." (UNIFEM 2005: 38)

(UNIFEM 2010: 6) When it comes to reproductive health, research shows that progress in expanding the use of contraceptives by women has slowed, and is lowest among poor women and women with no education (UN 2010b: 36f). This is particularly problematic because "it is estimated that one in three maternal deaths could be avoided if women who wanted contraception had access to it." (UNIFEM 2010: 6)

In the EI survey, the unions were asked about reproductive rights in their countries: Women have full control over their reproductive rights, free of coercion and social sanctions in almost all countries in North America, the Caribbean and Europe, in 80 per cent of the countries in Asia-Pacific, but in less than a third of African and Latin American countries.

Women's health

MDG number 6 aims to 'Combat HIV/AIDS, malaria and other diseases'. While the number of people newly infected with HIV peaked in 1994 and has since been declining, the number of people living with HIV worldwide continues to grow, with women constituting an increasing proportion. In sub-Saharan Africa, the region most heavily affected by the HIV/AIDS pandemic, over two thirds of people living with HIV in 2007 were women (UNIFEM 2009: 12). Growing evidence links the spread of HIV to gender inequalities, especially gender-based violence, child marriage and cultural norms of sexual ignorance and purity for women.

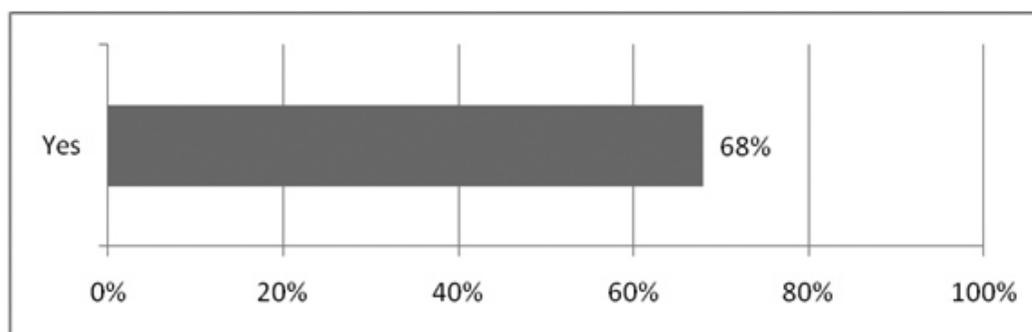
One of the goals towards which the least progress has been made is MDG 5 - 'Improve maternal health'. Every year there are more than 500.000 childbirth-related deaths among women, with 99 per cent of these deaths occurring in developing countries, and most of them being avoidable. Additionally, over 300 million women worldwide suffer long-term health problems and disability arising from complications during pregnancy or delivery

Violence against women

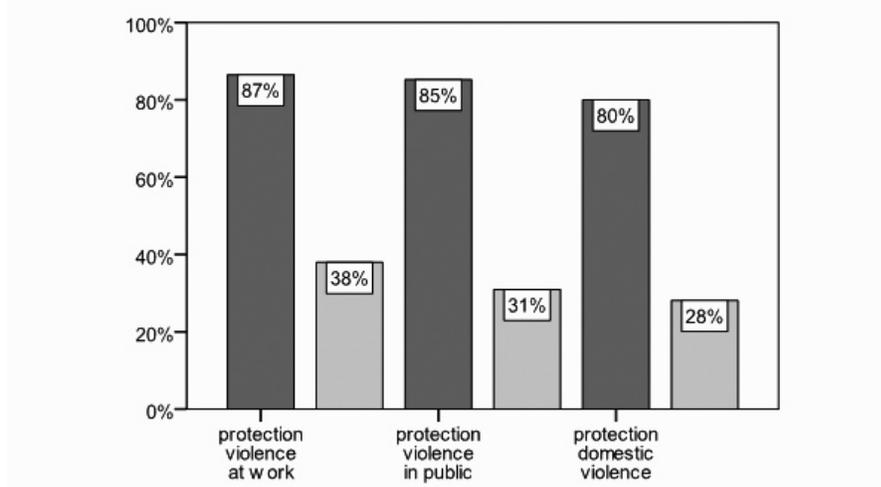
The issue of violence against women is absent in the MDGs. None of the goals, targets or indicators contain protection of women against violence, thus disregarding a "problem of pandemic proportions" (www.saynotoviolence.org). Among women aged 15-44, acts of violence cause more deaths and disability than cancer, malaria, traffic accidents and war together.

Violence against women takes many forms and occurs in many places - domestic violence in the home, sexual abuse of girls in schools, sexual harassment at work, rape by husbands or strangers, in refugee camps or as a tactic of war, trafficking of women and girls, or harmful practices such as female genital mutilation and child marriage. It affects women in every region of the world, of all age groups and social classes. Up to one in five women report having been sexually abused as children. Every year, about

Graph: Women have full control over their reproductive rights, free of coercion and social sanctions



Graph: Percentage of countries with anti-violence laws and high enforcement



5,000 women are murdered by family members in the name of honour. Every year, 640,000 women and girls are trafficked, most of them for sexual exploitation (WHO 2009). One in four women experiences physical or sexual violence during pregnancy (UNIFEM 2010: 16).

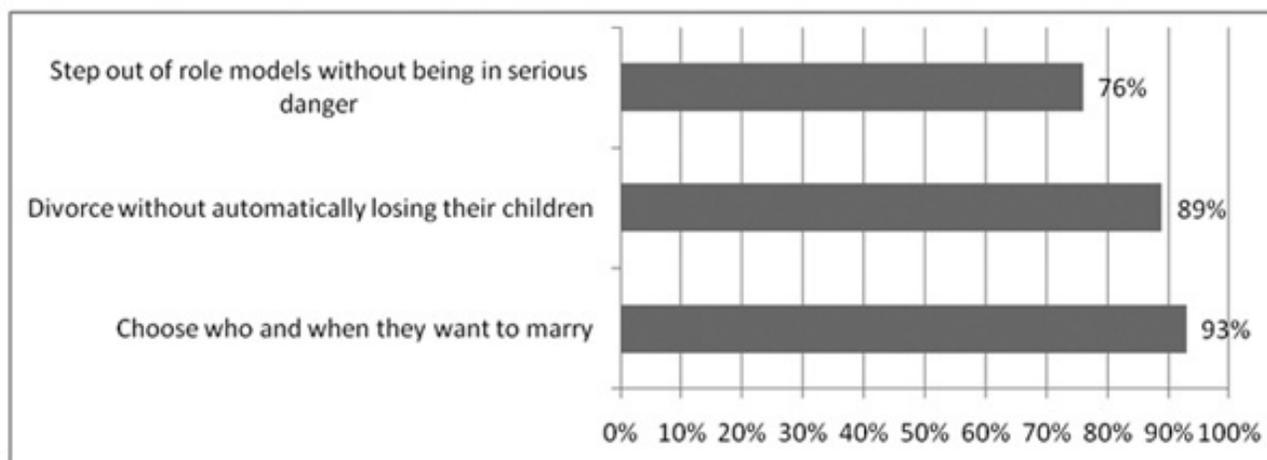
According to EI's member organisations, **legal provisions against gender-based violence are less commonplace than the above-described laws, and their enforcement is lower** – especially in Latin America and Africa, and most of all when domestic violence is concerned. Many women have not been educated about their rights, or they are afraid to report violence because of public pressure, scrutiny, emotional and economic dependency, fear of victimisation or a lack of trust in the authorities.

EI affiliates confirm that women have the right to choose whom and when they want to marry; or to divorce without automatically losing their children – except in Africa, where unions from only 70 per cent of the countries confirmed that women have this right. When women want to abandon traditional practices and role models, they can do so without being in serious danger from family, government or society in all countries in North America, the Caribbean and in Europe. In Asia-Pacific, unions from 80 per cent of the countries confirm this; yet in Africa and Latin America, this seems to be the case in only half the countries where unions responded to this question.

Conclusions:

- **Economic and family rights:** Some women's rights are widespread, such as inheriting property or decisions on marriage and divorce.
- **Body and identity:** When it comes to reproductive rights and the freedom to step out of gender role models, unions report that these rights are much more limited – especially in Africa and Latin America.
- **Enforcement of laws:** Although there is slow progress in the ratification of international frameworks for gender equality, the political will for proper enforcement of laws is lacking.
- **Low levels of enforcement of anti-violence laws:** The low levels of enforcement of laws relates to regulations dealing with violence against women in particular.

Graph: Women have the right to...





3. Pay Inequity and the Glass Ceiling for Women Teachers

In the world of work, pay differences between women and men remain one of the most persistent forms of inequality. According to the ILO (2009: 17), progress in closing the gap remains slow and the situation has even deteriorated in some countries. In a majority of countries, women's wages per hour of work represent between 70-90 per cent of men's wages, with even lower ratios in some Asian and Latin American countries. This pay gap of course only includes paid employment. Unpaid care work, equivalent to at least half of a country's GDP (ILO 2010: 51), is not part of the calculation. Since unpaid care work – or household work, defined as "looking after the physical, psychological, emotional and developmental needs of one or more other people" (ibid) – is mainly done by women, a calculation including this work would widen the official pay gap immensely.

Analyses of labour statistics (ibid: 51ff) show that in the main the greater the proportion of women in the labour market, the narrower the gender pay gap. Furthermore, careers likely to be dominated by women such as first-level education teachers, professional nurses and office clerks, have the smallest gender pay gaps. But when comparing the average salaries of female-dominated occupations with the average salaries of male-dominated occupations, there is a strong wage bias towards male-dominated jobs. Most women thus find themselves either in "typically female" jobs, receiving lower salaries than employees of "typically male" jobs; or they work in less traditional fields, where they are confronted with greater gender wage gaps and a glass ceiling. "The unfortunate fact remains that engaging in the labour market brings women less gains than the typical working male (monetarily, socially and politically)." (ibid: 56)

Gender pay gap for teachers

Teaching, at early childhood education and primary education levels, is a female-dominated occupation. According to UNESCO statistics (www.uis.unesco.org), globally almost 90 per cent of early childhood teachers and over 60 per cent of primary school teachers are women. These proportions change with higher education levels: In secondary education about half the teachers

are female, and in higher education under 40 per cent. In most regions the percentage of female teachers in early childhood education is two to three times higher than the percentage of female teachers in higher education. The regions with the biggest gender difference are sub-Saharan Africa (14 per cent female teachers in higher education vs. 75 per cent in early childhood education) and the Arab states (22 per cent female teachers in higher education vs. 91 per cent in early childhood education).

Across all regions there is a clear trend: **the higher the education level, the lower the percentage of female teachers.** The opposite is true when it comes to teachers' salaries: **the higher the education level, the higher the teachers' salaries.**

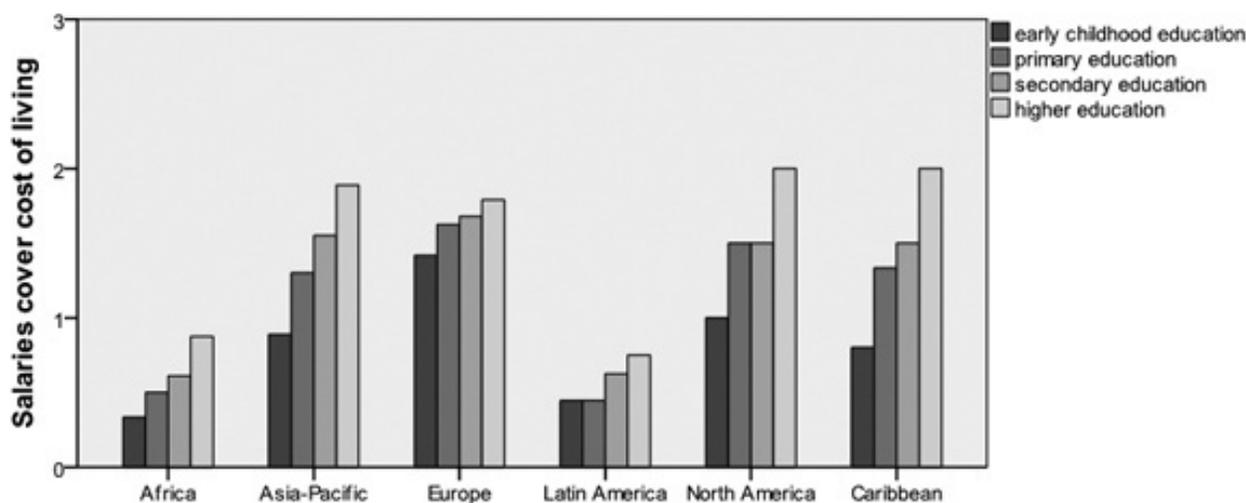
Providing information on the number of education personnel, disaggregated by gender and by education levels, was only possible for about half the unions that responded to the survey, and often incomplete. The following table gives an overview of the data submitted. The average percentage of women (median) for each education level is shown.

Table: Percentage of female teachers in education levels by region (median)

	% early childhood education teachers	% primary education teachers	% secondary education teachers	% higher education teachers
Africa	78	50	35	40
Asia-Pacific	98	68	54	43
Europe	97	79	57	37
Latin America	95	80	63	54
North America	97	83	63	43
Caribbean	99	86	69	43
Global	95	77	57	42

The data show a clear trend: the higher the education level, the lower the percentage of women teachers. This trend is visible

Graph: Teachers' salaries in relation to the cost of living



across all regions (except in Africa, where unions indicate that the percentage of female teachers is greater in higher education than in secondary education).

When it comes to teachers' salaries, unions across all regions indicate a reverse trend: the higher the education level, the higher the teachers' salaries. The graph on the page before shows to which extent the salaries cover the cost of living (0 = too little; 1 = barely enough; 2 = adequate; 3 = good).

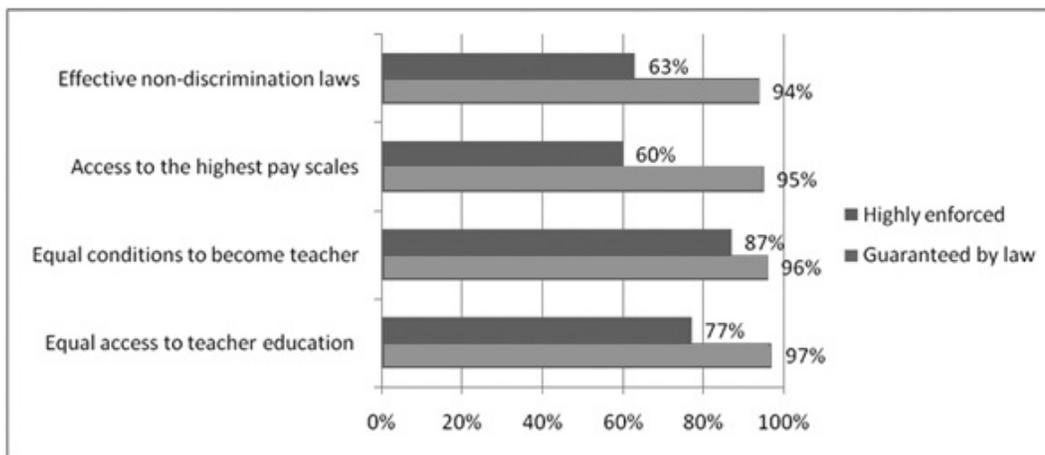
Two separate facts lead to one conclusion: women are over-represented in lower-paid areas of teaching, and under-represented in higher-paid areas. In other words: the salaries in feminised sectors of the teaching profession are lower than those in sectors with more male employees.

Unions provided explanations for this situation: women are burdened with family responsibilities, limiting their flexibility, their ability to take on additional duties and receive bonuses, and their opportunities for further training. Poorly-regulated maternity leave systems have further harmful effects on women teachers' careers. **All these factors, together with cultural barriers and a lack of confidence to apply for top posts, lead to an under-representation of women in the highest pay scales and job positions.** Women therefore dominate the lower echelons of educators, with worse employment conditions and lower pay. In addition, women are under-represented in school leadership positions where the salaries are higher.

Conclusions:

- **Inequity in education hierarchy and pay: Women are overrepresented in early childhood and primary education, where salaries are lower; and under-represented in higher education, where the salaries are higher.**
- **Discrimination causes further discrimination: The reasons for pay inequity are gender stereotypes, discrimination against women in the labour market and unequal distribution of family responsibilities.**

Graph: Equality for women teachers



Direct and indirect discrimination

There are a number of reasons for the gender pay gap in the teaching profession (UNDP 2006), all of which derive from the persistence of traditional gender stereotypes.

- Employment segregation: Teaching in early childhood education and primary education is a female-dominated job, while higher education is a mixed to male-dominated occupation. This trend is closely linked to gender stereotypes, with early childhood education and primary education being regarded as an extension of motherhood, and therefore as 'typically female'. Female-dominated occupations are perceived to be of a lower value which in turn is expressed in lower salaries.
- Reconciliation of work and family responsibilities: Women still bear the brunt of house- and family care work, even when they are in employment. This means that they have less time and scope to invest in their careers. The difficulties in combining paid and unpaid employment is the main reason why many women either do not return to employment after their maternity leave, or work part time, which means part time salary.
- Glass ceiling: Even when they represent the majority of teachers, women are under-represented in senior and headship roles. The higher the hierarchical level and the associated decision-making power and prestige, the lower the percentage of women.

Unions describe access to teacher education and the teaching profession as a problem of varying magnitude:

- Some unions state the problem is not women's access to teaching, but rather a shortage of male teachers. In several countries governments have introduced special benefits for male teachers as incentives for men to enter the profession.
- Other unions indicate a lack of female teachers and describe concrete efforts to facilitate women's access to the teaching profession: gender quotas for teaching jobs, scholarships and flexible timetables to facilitate access to teacher education for women from remote areas or affirmative action to encourage women to apply for higher positions.



Many unions argue that, while equal rights are laid down by law, gender differences do occur on account of social disparities and gender discrimination in society. Women teachers often are not aware of their rights, and even if they are, there are few procedures available that enable women to protest against inequities and prove discrimination. Lack of accountability appears to be a problem across all regions. Unions reported a lack of transparency in selection procedures and favouritism shown by members of selection committees, as well as discriminatory practices in promotion and appointment processes in schools. Additionally, laws sometimes exist for the public sector, but not for private schools, and often the implementation of laws depends largely on the school leadership.

Conclusions:

- **Law versus reality: The gap between legal provisions and their enforcement is widest in women's access to higher pay scales in the education hierarchy, and in non-discrimination laws.**
- **Impact of gender discrimination: While equal rights are laid down by law, gender differences do occur because of social disparities and gender discrimination in society. A lack of accountability procedures and complaint mechanisms further contributes to the disparity between law and reality.**

E. Conclusions and Priorities for EI's Work

1. Conclusions from the Data

All through the report one message appears again and again: The large gap between stated commitments or policy goals on the one hand, and their implementation on the other hand. Despite mechanisms for gender equality in education unions, women are under-represented in the union leadership. Despite gender equality in school curricula, gender stereotypes determine subject choice and teaching materials. Despite laws for gender equality in the labour market, women face discrimination in recruitment, promotion and pay. Despite equal access to politics, women are under-represented in the political leadership. Despite the existence of laws, women are still not effectively protected against male violence.

These disparities between policy and reality are not isolated cases of gender inequality but show how discrimination against women and gender stereotypes are manifest in all sections of society. One of the root causes seems to be the unequal division of family responsibilities. Where laws for gender equality exist, they are often badly implemented. Where accountability systems or complaints mechanisms exist, women are frequently unable to make proper use of them on account of their subordinate status in relation to men at home or as decision-makers and power-holders. Lack of security, power and resources prevents women from holding public or private institutions to account and mutes their voice in determining collective goals.

Education can play a key role in empowering women and enabling them to break through the cycle of gender discrimination. This starts with access to education, but it does not stop there. Education has to challenge gender stereotypes through curricula, teaching methods and teaching materials. Through education women gain access to career development, financial independence and autonomy as well as to full participation in the social and political life of their societies.

When it comes to education unions' contribution to the attainment of equality between women and men, the report underlines the importance of committees and networks for gender equality as these are the places where the initiative is born to organise activities and campaigns for women's rights. EI Deputy General Secretary Jan Eastman said "*Gender equality in union's lies within union members' power and control. Progress made indicates that it is a realisable goal; and an essential goal to achieve.*"

2. Priority Issues and Activities

Unions were asked to state which issues and activities ought to be priorities of EI's work at a global level. The following tables show which themes were mentioned most frequently by the unions.

# of unions	Issues
45	Education of girls and women Quality public education for all, investment in education, women in higher education Gender stereotypes, gender equality education in curricula; schools as safe sanctuaries
32	Gender equality for teachers Working conditions, pay equity, equal pensions, teacher education, teacher recruitment, maternity rights, reconciliation of work and family responsibilities
23	Women in unions Women in union leadership, young women in unions
23	Beijing Platform for Action and MDGs Women's rights, gender equality in developing countries
19	Violence against women

# of unions	Activities
36	EI women's networks Support to regional women's networks, as well as connecting the different networks and women's committees at a global level – newsletters, information exchange. (e.g. south-south cooperation project)
35	Training Half of unions referred to skills training for women, especially leadership training. Half referred to training on gender issues for men and women, including the development of an education programme for gender equality.
27	Advocacy To UN, ILO, CSW, national governments. Develop EI gender equality strategy together with member organisations.
14	Campaigns Disseminating information and raising awareness. Decentralised campaigns adapted to regional context. Including publications (electronic info kits, posters, brochures)
13	Research On several issues. Including case studies.

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On the Move for Equality

EI First World Women's Conference Report

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1. On the Move for Equality: EI's First World Women's Conference

Education International is the voice of the teaching profession across the globe. A global federation of about 400 unions in more than 170 countries and territories, it represents 30 million teachers and education employees in education organisations from early childhood to higher education. EI assists the development of independent democratic education unions and builds solidarity and cooperation among them. EI promotes the principle that quality education, funded publicly, should be available to every student in every country. EI advocates for socially just societies, in which the principle of equality is paramount; EI aims to combat racism and xenophobia, and to challenge discrimination on the grounds of gender, sexual orientation, socio-economic status, and racial or ethnic origin or characteristics.

Working to achieve gender equality in unions, education and society has been a principal aim and a major work priority for EI since its Founding Congress in 1995, and this is reflected in the work of all five of EI's regions. The main driving force for gender equality is the political leadership; an increasingly important force is the regional and sub-regional women's networks: Latin America Education Workers Women's Network; Pan African Women's Education Network (AWEN); SAARC, ASEAN and COPE sub-regional networks in Asia-Pacific; Status of Women Committee of the Caribbean Union of Teachers; ETUCE Women's Network in Europe. Developing a network for gender equality in the MENA geographic region has begun.

On the Move for Equality, EI's first World Women's Conference took place in Bangkok, Thailand, 20-23 January, 2011. It was jointly organised by the EI Asia Pacific Regional Office and EI



Brussels, and hosted by the EI member organisations in Thailand: the National Thai Teachers Union NTTU, the Private School Teachers' Association of Thailand PSTAT, the Education Society of Thailand EST, and the Federation of Elementary Education Teachers' Associations of Thailand FEETAT.

The Conference was organised in accordance with a decision adopted by the 28th Executive Board Meeting, October 2006, on recommendation from the Status of Women Committee. The progress towards the Conference, including the development of the programme and support for the participation of network representatives, ensued over the intervening period, with full engagement of the Status of Women Committee and the Equality coordinators. Strong support from the Asia Pacific Regional Office, all Equality Coordinators, member organisations, particularly in the form of assistance to fund participation of Women's Network members from all regions, from the secretariat, and from the leadership of EI as well as the Status of Women Committee were instrumental in making the Conference a reality and a success.

This report outlines the discussions and outcomes of this groundbreaking event. The first chapter describes the concept of the Conference; the second chapter shows the main outcome of a resolution on gender equality for consideration by EI's sixth 6th World Congress in July 2011; later chapters provide some detail on the discussions of the plenary and workshop sessions, and the last chapter gives an overview of participants' evaluation of the Conference.

Purpose of the Conference

The Conference was intended to be participatory in nature, to create a space and bring together people representing the diverse membership of EI for in-depth discussion, analysis and reflection on the status of women in 2011 and the means of empowering women and girls. It was intended to serve as a vehicle to inform, stimulate and move forward in a significant way the collective means of achieving gender equality, particularly in unions, and through unions, in education and society. A revitalised, more visible, coherent and cohesive collective effort to empower girls and women and to achieve gender equality in unions, in education and in society was anticipated as an outcome.

The aims of the conference were:

- To create a joint understanding of the state of progress towards equality for women and men in unions, education and society;
- To advance and empower women and girls through education;
- To further the achievement of gender equality in unions and education, validate the effectiveness of the networks in the struggle for gender equality; and
- To bring together the regional and sub-regional networks in a global meeting.

The ***On the Move for Equality*** conference did provide the space and opportunity for participants to share and contribute to a forum, the outcomes of which will inform EI's work on gender in the years to come. It will provide a basis for discussion at the sixth World Congress, to be held in South Africa in July 2011, with consideration of the resolution on Gender Equality providing the starting point for the development of an EI Global Action Plan "On the Move for Equality", aimed at setting the priorities and main areas of action for the next quadrennium period.

In brief, the Conference found among other conclusions that

- Gender stereotypes are present in schools in all regions and must be effectively addressed for empowerment of girls;
- Unions should reflect their principles and policies of equality, diversity and empowerment in their own actions;
- Women are not an homogeneous group; diversity within as well as among regions is important to recognise;
- Men are necessary and willing allies to institutionalise policies, programmes and action to achieve gender equality;
- Progress can be seen, but is slow, uneven and vulnerable to the global economic crisis, food and climate crises;
- More and concerted action is warranted to make equality on the ground a reality for women and men, boys and girls.

Programme Outline

	19 January:	20 January:	21 January:	22 January:	23 January:
	Networks Welcome	Pre-Conference event: Connecting the EI Women's Networks through their Past and Future Strategies	Taking Stock of the Status of Women in Today's World	Advancing and Empowering Women and Girls through Education	A Step Closer to Equality
Morning session		Regional meetings of EI's Women's Networks	Keynote address by Susan Hopgood; Panel moderated by Sylvia Borren, with Christine Nathan, Fatima da Silva, Gemma Adaba, Jan Eastman, Joyce Powell; Chair: Irene Duncan Adanusa	Keynote address by Saniye Gülsel Corat; Panel moderated by Monique Fouilhoux, with Carolyn Hannan, Assibi Napoe, Maki Hayashikawa, Stella Maldonado; Chair: Lok Yim Pheng	Report on conference outcomes by Teopista Birungi; responses by Milagros Ogalinda, Gloria Inés Ramírez, Lorretta Johnson; Chair: Haldis Holst; Plenary Discussion; Closing Remarks by Susan Hopgood
Afternoon session		First Global Meeting of Regional Women's Networks	Workshop session I (11 choice workshops) Workshop session II (10 choice workshops)	Workshop session III (11 choice workshops) Workshop session IV (10 choice workshops)	
Evening programme	Welcome and Introduction to the Conference for representatives of EI's Women's Networks	Conference Opening: Fred van Leeuwen, Hon. Minister of Education Mr. Bunyakiat, Boonpun Sanbho, Susan Hopgood; Reception	Cultural event; Reception and dinner	Free evening	

The Conference documents included the Conference programme and practical information, as well as a background document outlining the scope of issues and the latest developments in gender equality and women's rights around the globe. The documents also included the report of the EI survey on the status of women in unions, education and society, and the brochure 'EI Regional and Sub-Regional Women's Networks'. Locally made vibrantly coloured Thai silk bags were a welcome addition.

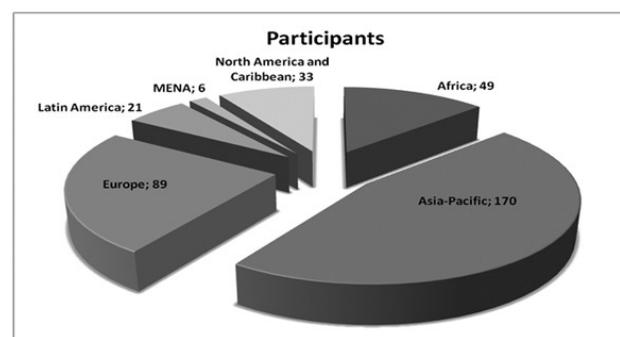
All Conference documents, presentations, speeches and reports, as well as video footage and photos can be found at: www.ei-ie.org/women2011. A Facebook page was created which lives on after the Conference, to update the EI equality Facebook community about global developments and activities on gender equality.

One other space for member organisations to share their experiences and inspiration for their activities was the Exhibition area, which gave the participants the opportunity to display materials of their unions' activities and campaigns. Fifteen tables and ten notice boards overflowed with leaflets, brochures, t-shirts, stickers, buttons, banners, posters and photos of gender equality campaigns, actions and research performed by EI and its member organisations and its networks. The UN Girls' Education Initiative and UNESCO also provided publications, quickly collected by the participants.

Participants, Speakers and Facilitators

Participants numbered 368, of whom 321 represented EI member organisations and a third of these participants were active in the regional and sub-regional EI women's networks and took part in the pre-Conference event for the networks. Participants were mainly those responsible for the equality agenda and/or union leaders, at whom the conference was targeted. The vast majority were women but over 40 male unionists were welcome and active participants. The majority of participants came from the Asia-Pacific, Europe and Africa regions, although participation was representative of EI membership in each region.

Chart: Number of participants from each region





Nearly half of the 49 participants from Africa were members of the Africa Women's Education Network (AWEN). The Asia-Pacific region, the most populous and diverse region amongst EI regions, was represented by 170 participants, almost a third of whom were members of one of the sub-regional networks, ASEAN, SAARC or COPE. European EI member organisations participated in the Conference with 89, a third of these participants being active in the ETUCE Women's Network. The North America and Caribbean region was represented by 33 participants, five of whom came from the Caribbean Union of Teachers Status of Women Committee. Almost all of the 21 participants from Latin America were members of the Education Workers Women's Network; the Middle East and North Africa region was represented by six participants.

Additionally a number of speakers, as well as guests from sister and partner organisations engaged in the Conference: EI Education and Solidarity Network; Global Union Federations PSI (Public Services International) and ITUC (International Trade Union Confederation); Government representatives of Thailand and Colombia; UN agencies including UNESCO, the UNICEF Girls' Education Initiative, ILO; global civil society alliances such as the Global Call to Action Against Poverty.

2. Recommendations

The EI Executive Board at their meeting of 22-24 March 2011 adopted the following recommendations arising from the ***On the Move for Equality*** Conference:

1. **Action Plan 2011 – 2015**

1. That an ***EI Gender Equality Action Plan for the 2011 – 2015*** period be developed, based on the collective thinking of and recommendations arising from the ***On the Move for Equality Conference 2011***, for consideration by the EI Executive Board immediately following the sixth World Congress, such action plan to include an annual e-consultation forum among members and networks, and indicators to mark progress and examine success along the way.
2. That development of the plan be carried out through consultation with the Status of Women Committee, the Women's Caucus, and with feedback from member organisations, and regional and sub-regional networks.
3. That the ***On the Move for Equality*** Conference 2 be convened.

That the following resolution on Gender Equality be recommended to the sixth World Congress of Education International meeting in Cape Town, South Africa, from 22-26 July 2011

1. Affirms that gender equality is a human right, and one that underpins human endeavour for sustainable development, social justice, peace and security, and quality education for all;

2. Affirms EI's principle aim on the importance of equality, non-discrimination, respect for girls and women, and recognition of and respect for diversity;
3. Affirms EI's commitment to gender equality and empowerment of women in unions, education and society;
4. Affirms the right of women to make decisions about their own lives;
5. Recognises EI's policy and programmatic efforts to achieve gender equality, engaging both men and women;
6. Recognises also that persistent gender inequalities continue to exist, in unions, in education, and in society, despite international standards and agreements, such as the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW 1979), Education For All and Millennium Development Goals (EFA and MDG 2000); and United Nations world conferences and specific action plans, such as the Beijing Platform for Action (BPA 1995);
7. Notes progress, but also that no country has fully achieved gender equality despite enabling legislation;
8. Notes that global crises of finance, food security and climate change are exacerbating the situation of many women and girls;
9. Recognises MDG and EFA goals will not be universally met by 2015, and that consideration to strategic action beyond 2015 must be given, so as to ensure implementation and sustainability;
10. Notes that women outnumber men in education union membership globally and in most countries, but that progress in women's participation in union leadership is slow and uneven;
11. Believes that full representation and ensuring full participation of all members is the responsibility of the union;
12. Notes that diversity within countries and groups as well as among countries is important to consider in policy, programme and action;
13. Understands that collective responsibility and action are necessary to bring about significant change towards gender equality and the empowerment of women, and that the actions of member organisations largely determine what EI can achieve;
14. Affirms EI's commitment to pursue non-discrimination and gender equality in all and through all its endeavours, globally, regionally and nationally.

Purpose

To build on the outcomes and the momentum created by EI's first world women's conference, *On the Move for Equality*, to revitalise, broaden and deepen collective union action in the struggle for gender equality, in unions, in education and in society.



Recommends that EI

1. Promote and implement an EI Gender Equality Plan of Action, such plan to include specific targets and measures of success; with focus on the short term, 2011-2015, and considering the longer term, to 2030;
2. Include in the plan five objectives based on the key areas below:
 - Strengthen and democratise unions through achieving gender equality in unions, with full participation of women in unions and in union leadership; full participation of men in promoting gender equality; support for the work of Women's Networks; and ensure that EI policies and structures effectively support programmes and action that address gender justice and empowerment of girls and women;
 - Ensure inclusive gender-sensitive quality public education, with focus on the education of girls; on impediments such as child labour, stereotyping and gender based violence; and on the centrality of the role of the teacher;
 - Mobilise member organisations to advocate for and hold governments to account to meet MDG and EFA goals, ratify, implement and monitor treaties and conventions, improve the application of standards and enforce existing legal frameworks in order to advance gender equality in education and society at large;
 - Build and maintain partnerships, alliances and coalitions that address public policy issues, working with Global Unions, relevant international organisations including UN Women, UNESCO, ILO and nongovernmental organisations, at national and global levels, with emphasis on political and economic empowerment of women, through addressing pay equity, social protection and structural salary discrimination; an end to violence against women; and lead roles for women in building peace and security;
 - Develop a communication and research strategy to support the plan by making visible trade union practices that address gender discrimination, sharing knowledge through the use of information and communication technologies (ICT), enabling women's networks to improve communication and networking skills, and undertaking a study to identify gains and gaps, in access to and participation in quality education and training leading to full employment and decent work for decent lives for women.
3. Promote gender balance in all EI structures and delegations; include gender perspective in all policy, programme, and activities; and develop guidelines and practical tools to implement gender mainstreaming;

4. Promote and disseminate good practices on gender equality, gender mainstreaming;
5. Support member organisations in holding their governments accountable to meet international commitments;
6. Build and support networks of women to create a global community of women activists;
7. Promote exchange and foster coordination among specific EI Committees, including the Status of Women, Early Childhood and Vocational education and training, Indigenous, and Higher Education;
8. Refocus the Quadrennial Survey to monitor and report on the achievement of the Action Plan on a biennial basis;
9. Include monitoring and achievement of the Action Plan in the Annual Report.

Encourage member organisations to:

1. Carry out the Action Plan at the national level to the greatest extent possible;
2. Monitor and report progress on recommendations from the EI World Women's Conference and World Congresses;
3. Lobby for the ratification, implementation and monitoring of existing legal frameworks and improvement of the application of standards at the national level;
4. Hold governments to account to achieve and sustain international agreements, notably Millennium Development (MDG) and Education For All (EFA) goals ;
5. Ensure labor standards apply equally to men and women and that terms and conditions of employment address women's issues;
6. Include gender balance in all structures and delegations; include a gender perspective in all policy, programme and activities; and develop guidelines and practical tools to implement gender mainstreaming;
7. Provide training opportunities for women, including in leadership, negotiating skills and communications.

3. Conference Proceedings

Education International
6th World Congress



Pre-Conference of Women's Networks

On 20 January, over 100 representatives of EI's regional and sub-regional Women's Networks convened for the pre-Conference event "Connecting the EI Women's Networks through their past and future strategies". This Session aimed at celebrating successes, analysing old and new obstacles, and moving forward together with a powerful local, national, regional and global voice.

In regional meetings, the network representatives discussed their journeys to this point, their successes and challenges, and their current development. They defined priorities for coordinated equality work in their regions, and identified priority issues for global action.

For the first time the Network representatives came together in a global meeting of EI's Women's Networks. The overwhelming conclusion of the lively debate was that there are common issues despite regional and local differences, and that the Networks are a key vehicle for ensuring broad participation and women's voice in the union's struggle for gender equality.

It is clear that the financial crisis and economic recession has significantly impacted the provision of quality education in many places, and has served to set-back the pace of change for equality. Also clear from participants is the impact of the food security and climate change crises on achieving equality and quality education for all throughout life.

Opening Ceremony

The Conference opening took place on the evening of 20 January. This session provided the contextual frame for the ***On the Move for Equality*** Conference: Diversity and Gender Equality in EI: From the past to the future.

The Conference was opened by Fred van Leeuwen, who pointed out that EI and its member organisations have been on the move for equality since EI's creation in 1993. He explained that "On this journey I have become truly inspired by the many courageous, creative and determined women in our movement who stood up in their countries and communities, in their organisations and in their schools, against persistent discrimination and inequality." The Honourable Mr. Chinnaworn Bunyakiat, Thai Minister of Education, welcomed the Conference participants to Thailand, and Boonpun Sanbho, from the Thai teacher organisation NTTU expressed greetings on behalf of the Thai EI member organisations.

The Executive Director of UN Women, Michelle Bachelet, welcomed the participants of the EI ***On the Move for Equality*** Conference through a video message. She said that quality

education is a human right and key to equality, peace and development, and that the promotion of gender equality requires the commitment of many different stakeholders. This Conference is an important step to accelerate the momentum of action for real equality for girls and boys, women and men.

In her opening address, EI President Susan Hopgood gave an overview of the history of women's struggle for justice, pointing out that much has been achieved, but that there is a mismatch between international standards and actual practices. She highlighted the role of education in empowering women, expressing the need for changing societal and cultural norms and attitudes which result in the subjugation of women and girls. She closed her speech with a call for action: "Now we must inspire ourselves and each other to reach our goal – in our workplaces, classrooms and communities, within our own unions, within our own lives, and within Education International. We are on the Move for Equality!"

Taking Stock of the Status of Women in Today's World (21 January 2011)

Thirty years after the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) and 15 years after the Beijing Platform for Action (1995) it is time to take stock. How far have women advanced in the workplace, in decision making bodies, in the education sector and in society? How can education unions contribute to equality, for women and men, girls and boys? The first Conference day was devoted to an analysis of these questions. The keynote speaker and panellists provided a valuable framework for a lively discussion, which was continued on more specific topics in the ensuing workshop sessions. This report provides an outline of the contributions and the main issues emerging from the plenary and workshop discussions.

Keynote speech: Historical overview of women's progress, changes and gains made globally

By Susan Hopgood, President of EI

Ms. Hopgood reminded all participants of the movement for suffrage in England in the late 19th Century, tracing all the way to the latest instance of granting voting rights to women in Switzerland in 1973, as seminal to the present day progress in women's status globally. She commended the Indian sisters for their ceaseless efforts to secure position of 10 million women in the parliament and the ongoing advocacy for 30 per cent reservation for women in parliament. CEDAW (1979) has designated "discrimination" as a violation of human rights and advocated for free primary quality education. The central question she posed is: How do we measure progress? Is it measured by the Right to Life, the Right to Liberty and the Right to Security of the person? If so, how about infanticide female foeticide, female genital mutilation, and violence against children, violence against women, which together with other forms of violence have increased across the globe, while 56



million children will still be out of school in 2015. She concluded that we are still on the move for equality, that trade unionists have a critical role to play, and this requires collaboration and solidarity.

Legislative and corrective measures in the world of work

By Christine Nathan, Senior Specialist on Workers' Activities, ILO South-East Asia

Christine Nathan noted that we have reasons to celebrate. Since 1995, legislation and corrective measures to ensure gender equality have been put in place; there is a high rate of ratification of ILO Conventions 100 and 111; direct discrimination is being addressed; decreasing pay gaps are evident; women's career advancement is being promoted through affirmative action; wider opportunity choices are open for women; remuneration and recruitment are ensured without consideration of gender; decent work for domestic workers is being advocated. However, inequalities have been perpetuated due particularly to the financial crisis which has placed women's progress at risk. Women are unequally represented in the informal sector; and therefore the need to fight for more legislation in this sector is obvious. Strong women need strong trade unions. It is necessary to break down walls of culture, tradition and religion; trade unions need to strengthen their power to organize and fight for the ratification of Gender Equality Conventions.

Focus on women and politics

By Fatima Aparecida da Silva, Vice President of EI regional committee in Latin America

Fatima Aparecida da Silva emphasised the crucial importance of women in politics and in the economy. Globally only one per cent of women have land tenure and ownership, only 10 per cent own any kind of property, and there are only 14 per cent in leadership positions. Equality, solidarity and constant struggle for power is essential if women are to take public office and have a voice in decision-making. There is an urgent need to bring down ethnic and racial barriers. While there are many women in the banking and financial sectors, they are mainly in secondary positions. Women have to conquer the public sphere. It is not enough to elect women in leadership positions; they also need support in order to promote and further pursue the issues of gender equality.

Strengthening the gender dimensions in economic empowerment issues

By Gemma Adaba, former ITUC representative to the United Nations

Gemma Adaba elaborated on how connecting the global to national levels is crucial. In order to strengthen the gender dimensions in economic empowerment issues, it is essential to ensure that governments across the world take up internationally agreed upon documents at national levels. Trade unions have to fight for their ratification and implementation in order to reduce

poverty and promote gender equality measures. The Doha Declaration of 2008 is strong on the gender perspectives: Article 12 asks for the: "realisation of full productive employment". Budget cuts induced by the financial crisis have had a negative impact on the provision of quality public services and thus led to setbacks on the promotion of gender equality provisions. The crux of the problem lies in the neo-liberal model of globalization which must be seriously countered. The ILO Jobs Pact and the 2009 ILO Resolution on Gender Equality are important documents to consider at a global level, expected to be implemented at national levels throughout.

Results of EI Quadrennial Survey (2009/10) on Status of Women in Unions, Education and Society

By Jan Eastman, EI Deputy General Secretary, EI

Jan Eastman presented the highlights of the Status of Women in Unions, Education and Society which analysed gender equality within EI's member organisations based on a survey among EI member organisations. 138 organisations from 95 countries responded to the survey, representing 34 per cent of EI's member organisations; these members represent 78 per cent of individual members of EI. Some interesting findings were mentioned. Women constitute the majority of the teaching force and the union membership, but they are underrepresented in the union leadership; the higher the decision making body, the lower is the percentage of women. Though half of the unions have mechanisms to ensure gender equality in high decision-making positions, there is no clear indication whether these mechanisms have improved the situation or not. The prevailing gap between gender existing laws in various countries and the reality is due to considerable impact of gender stereotypes, male networks and the unequal division of family responsibilities. Members see the most relevant barriers to education being related to child labour, lack of school infrastructure and gender stereotypes. With regard to priority issues and activities that EI should be working towards, the highest rated were quality public education for all, investment in education, women in higher education, gender equality education in curricula, schools as safe sanctuaries and gender stereotypes. This report is expected to provoke thinking on gender equality in the work of EI and its members.

Power in numbers and need for women in leadership positions

By Joyce Powell, Executive Committee Member of NEA, USA

Joyce Powell recounted the 154 years of history of union action for gender equality and women's full participation in the National Education Association of the United States. In 1979, the first woman president of the union was elected at the local level. The Education Amendment (Title IX) came into force only in 1972, following the landmark Civil Rights Act in 1964. Access to educational programmes and opportunities have undoubtedly grown with even an opening of sports for women, yet only 20 per cent of leaders in unions are women where 75 per cent of unionised teachers are women. The models in leadership roles have now been forged by many, including Mary Futrell, Susan



Hopgood and Sharan Burrow. There is power in numbers and more women in leadership positions is the aim, together with campaigns for a living wage and absolute prevention of sexual harassment and violence of all kinds. Trade unions have to improve the lives of women and children. Our societies must ensure every child an excellent public education with all its opportunities as well as challenges.

Some conclusions from the discussions in the workshops:

Unions as places of equality, diversity and empowerment

In terms of diversity and equality, unions have to be role models for society. In order to be representative and credible, unions need to implement their values in their own structures. Attention must be given to gender equality as well as diversity, including sexual diversity, ethnic background, religion and cultural heritage. How can unions increase the number of women active in leadership structures? It is not enough to reserve spaces and elect women; they also need mentoring and support once they are in leadership positions. Similarly, equality committees, networks and offices need to be equipped with appropriate power and resources. Organising an internal gender audit can help unions identify the main areas of action for achieving gender equality within the union structures, policies, programme and budget. In order to recruit young women, unions can organise them around issues that are relevant to their needs. Only when young female union members see that they can enter leadership structures and that their voice is heard, will they become an active part of the union. Actively engaging men in discussions and trainings on gender equality as well as women is essential to effectively carrying out the work and integrating equality issues in the daily work of the union.

Closing the implementation gap: From on paper to in practice

Although international and national legislation for gender equality exists, it is too often not implemented, or not implemented effectively, or enforced. And too often it is the first to be reduced in the face of cutbacks. Within the ILO there is a complaints process and action available to assist in furthering the implementation process at the national level. But these provisions are ineffective unless unions take the initiative to set the process in motion and make use of the structures available. Another tool to make institutions accountable for their gender equality policies is to analyse their budgets through the gender lens. Budgets are policies in numbers, and these numbers have to reflect political commitments. The economic crisis has weakened achievements, and caused reduced spending on equality and development goals. A response to the policies following the crisis has to be formulated in the framework of seriously countering the neoliberal model of globalisation, and denouncing economic interests that lead to more inequality.

Relieving women of the double burden of employment and family responsibilities

Women still shoulder the brunt of unpaid housework and care responsibilities. Unions can contribute to a fair sharing of these

tasks by advocating for paid parental leave which is equally available to women and men. Once these provisions are in place, it is necessary to encourage men to use them. This requires challenging traditional role models that are anchored in culture and tradition.

Advancing and Empowering Girls and Women in and through Education (22 January 2011)

Education is one of the most effective means of breaking the cycle of poverty. However, gender inequalities continue to threaten the wellbeing and dignity of girls and women within schools as well as in societies. The Beijing Platform for Action, the Education for All goals and the Millennium Development Goals have increased attention and aided progress – but not yet enough. The right to education has to be translated into rights through education. What strategies can educators and their unions create and employ to achieve real, innovative and lasting change towards and beyond 2015? On the second Conference day, participants analysed how to advance and empower women and girls through education. The keynote speaker and panellists framed the theme by presenting the most important issues and global institutions. On this basis, participants discussed access to, gender justice within, and opportunities through education. The plenary contributions are shortly described below, followed by an outline of the main issues emerging for EI's future strategies and priorities.

Keynote speech: Advancing gender equality through education as a basic human right, translating the right to education into rights through education using diverse strategies – investing in high quality education and motivated teachers

By Saniye Gulser Corat, Director of Division for Gender Equality, UNESCO

Saniye Gulser Corat presented a comprehensive overview of UNESCO's vision, mission and values in promoting gender equality through and in education, supported by ample statistical data and good practice cases from different countries around the globe. She attributed credit to Amartya Sen for demonstrating the holistic benefits of education for empowerment. She recounted her personal history of empowerment through good quality education and a vision inspired by her firm conviction that education is a basic human right for all, not a luxury. For UNESCO, gender equality is a global priority, recognizing various shapes of discrimination and marginalization that touch different girls in different ways. She emphasised that equality in education has been repeatedly guaranteed by the Universal Declaration of Human Rights, the Millennium Development Goals and the Beijing Conference. But many objectives only remain words; the marginalised remain the hardest to reach. It is now time to renew efforts and achieve promises. Gender is a complex dynamic structure, not a simple dichotomy and as such inequities



are hard to address. Gender parity at school can easily mask great inequalities. Equal numbers do not ensure equality in the quality of life or the opportunities available. One missing link in moving from the right to education to rights through education is rights in education itself – the quality of education being a fertile ground for women’s empowerment. Three dimensions of quality education lie in (i) where education takes place, (ii) the curriculum, and (iii) the teachers – all must be gender sensitive. UNESCO focuses on both training and professional development of teachers as well as the conditions of work for teachers. Teachers are the most precious resource linking society at large and the children and families, and they need to be celebrated and kept motivated. It is necessary to ensure that there are enough teachers and that teachers enjoy good status, stable and fair salaries and be valued as resources. The financial crisis should not be used as an excuse to cut education budgets.

Gender stereotypes in schools and how to remove them through a supportive environment

By Carolyn Hannan, former Director UN Division for the Advancement of Women

Carolyn Hannan first gave examples of how gender stereotypes operate in schools: girls work harder; boys need more attention because they tend to misbehave; teachers may use good girls as buffers for boys who are difficult to control; their feelings of security and satisfaction are lower; girls’ capacity to take leadership roles is questioned; and girls are considered good only in limited subjects, not including science and technology. Such stereotypes can be removed by changes in curricula, gender-responsive school policies, text books without discriminatory language and pictures as well as a variety of roles and function reversals, gender sensitive training, to name some. Low expectations of girls in science and technology may be a reason why girls are not accessing ICT to the same extent as boys, and why home computers are used more by boys than girls. A range of strategies could be used to counteract this. There could be initiatives to organize science paths for girls in atypical areas, use role models to inspire girls, revise training and teaching materials to make them appropriate and attractive to girls; and work with gifted girls to take leadership roles. A supportive environment for raising self-esteem and confidence boosting could also be created through after-school networks, safe space talking environment, improved library facilities and access to sports and other leisure activities. Unions can advocate for stricter laws on demeaning portrayal of women in media and advertising. The presentation also briefly addressed violence, harassment and sexual exploitation that girls face.

Challenges faced by the Global Campaign for Education (GCE) and how they are addressed

By Assibi Napoe, Chair of the Board of the Global Campaign for Education (GCE) and El Chief Regional Coordinator Africa

Assibi Napoe explained that the GCE has contributed to increased access to education for both girls and boys but the full aim has not been achieved yet. In sub-Saharan Africa education remains

a luxury. It is not considered necessary for girls to be educated because husbands can support them. Even after secondary education, girls are trafficked from Western Africa to Central Africa, and to Nigeria to work in coffee plantations. They are often sold as domestic servants and the money thus acquired is used to pay for boys’ education. Child trafficking is also a serious problem in Africa. There have been efforts to collect disaggregated data to identify the situation and needs of girls in education. Education Watch programmes have been launched for drawing attention to the need for girls to attend school. There is an urgent need to develop more effective advocacy for girls’ education and strengthen the gender dimensions of existing educational institutions and their infrastructure. Pressure is being placed on different countries in Africa to promote education and necessary infrastructure for girls’ education.

Collective advocacy and partnerships as strategies for advancement of gender equality in education

By Maki Hayashikawa, Education Specialist UN Girls’ Education Initiative, South-East Asia

Maki Hayashikawa provided a brief overview of the strategies used by the United Nations Girls’ Education Initiative (UNGEI) to help advance girls’ education. UNGEI was launched in 2000 in Dakar, Senegal and focuses on the critical importance of prioritizing girls’ education in order to narrow gender gaps in primary and secondary education so as to achieve the goal set out for 2015. In the First Global Declaration on Gender Equality and Empowerment, the aim expressed was to make gender equality in education a higher priority both internally and externally within the broader concept of gender equality. Collective advocacy is a very strong strategy advocated and used. Strategic partnerships with local communities, civil society and other stakeholders are used as an anchorage to leverage influence on governments and academic institutions. There is a serious need for recognition of the critical role played by teachers. Teachers are seen as providing highly feminised care. Unless all teachers are made more aware of gender issues, education may suffer from lack of gender sensitivity and gender responsiveness in its teaching methods and treatment of students, both girls and boys. Teacher unions must focus on strategic partnerships with the community, civil society and other stakeholders to help achieve the educational goals of gender equality in education set out for 2015.

Indivisibility of human rights needs to be respected. Right to Education will be achieved only if all other rights are equally promoted

By Stella Maldonado, Secretary General of CTERA, Argentina

Stella Maldonado brought a different perspective to bear on achieving the right to education. She argued that the rights to health, to work, to security and protection are all related dimensions of a social environment that needs to be created to achieve the right to education. She emphasised the importance of strengthening unions to look at the political perspectives of education policies and social inclusion. Institutional and



educational practices for gender equality need to be closely scrutinised. It is not enough only to focus on inclusion and participation of all girls. It is equally important to ensure that the fight against violence and sexual stereotypes continues consistently. Quality education is possible if we do away with practices of teachers doing multiple jobs because there are no assurances of good salary and good health benefits. Working conditions for teachers must be included in collective bargaining processes, and unions must be stronger to address all these issues. Decent working conditions are absolutely essential to produce good learning and teaching environments. Early childhood education is equally important as secondary education: Many teenagers leave schools to look after their siblings.

Some conclusions from the discussions in the workshops: It's a right, make it right: Guaranteeing girls' access to education

The importance of girls' access to education is beyond dispute, yet the Education for All targets for 2010 have not been reached, and will likely not be reached by 2015. Political commitment and financial contributions are not sufficient, and are being further challenged by the global economic crisis, the effects of which are hardest on the most marginalised. Unions have the task to hold governments responsible for their commitments. To this end, strategic partnerships with communities and other stakeholders are key. Union advocacy for increasing girls' participation in education has to include safety in schools, and the quality and relevance of education – if these are not apparent, parents tend to take girls out of school. In many places, boys still retain precedence over girls for opportunities to go to school, with cultural and traditional attitudes and values remaining the prevailing norm. Can unions offer a challenge to these through promoting inclusive quality education free of gender stereotypes? Unions from Latin America, UK and Australia reported special programmes to support pregnant and parenting girls in completing their education.

Framing the discussion around boys' underachievement

The problem of boys' underachievement in school has different dimensions in different regions: Caribbean unions mentioned that boys' underachievement and their involvement in criminal activities goes hand in hand; in Central Asia boys tend to opt out of tertiary education; in South East Asia they drop out of school at earlier ages. It is an issue of increasing concern in Europe. Strategies to overcome this problem therefore have to be formulated within the regional cultural context. But it is very important to maintain perspective: Women still represent two thirds of illiterate adults, and more than half of out of school children are girls. When girls have access, they achieve. Tackling boys' underachievement therefore must not be done at the expense of focusing on girls' access to education. The phenomenon reflects complex social behaviours, and cultural norms, deeply rooted in relationships and institutions. It is therefore important to challenge arguments that quickly blame, for example, female teachers, without analysing the root causes of the problem, and proposing holistic measures to address, for the benefit of boys and girls.

Teacher competencies for equality and diversity and promoting a gender sensitive approach

Gender parity in education can easily mask other inequalities in school, which create a disempowering environment of girls by reproducing gender stereotypes and exposing girls to violence. Unions can develop gender sensitive teaching materials and advocate for the inclusion of a gender equality dimension in curricula, particularly through sexuality education and HIV/AIDS education. Sports and physical education can also play a strong role in empowering girls and overcoming gender stereotypes. The most important resource is always the teacher, and teacher education and training should equip teachers with the knowledge and skills to deal with dynamics of sexism, racism or homophobia in the classroom. Unions can develop teacher competency profiles that include gender and diversity competencies. This is particularly important for early childhood, primary and adolescent years.

On the Move for Equality – towards a Global Action Plan

The final plenary session of the Conference on 23 January aimed at providing a broad foundation on which EI and its member organisations can set future directions and build an enabling action plan working with other trade unions, NGOs, UN agencies and the international community to achieve gender equality within unions, in education and society. A presentation of the main outcomes of the Conference built the basis for a lively and focused plenary discussion on EI's future strategies and priorities. It was clear that there is a commonality of issues, much motivation and an appreciation of the opportunity to come together at this Conference.

Report on conference outcomes

By Teopista Birungi, EI Executive Board member Africa

Teopista Birungi presented a first overview of Conference outcomes. She pointed out that as trade unionists we have a critical role to play, and for this we need to hold on to each other and work together in solidarity. Collaboration between teacher unions has to take place at the local, regional and global level. Her report grouped the ideas and suggestions that were formulated during the plenary discussions and the workshop sessions under the themes of:

- Making unions places of equality, diversity and empowerment
- Closing the implementation gap and realising women's human rights
- Overcoming gender stereotypes through education and union action
- Guaranteeing the right to quality education for all, girls and boys, women and men.



Networking for joint action towards gender equality

The EI regional and sub-regional women's networks are a necessary vehicle for implementing gender equality policies and organising activities. In strengthening processes for monitoring the implementation of equality policies, global tools of communication and information exchange offer potential for visibility and accessibility of resources, and participants argued for using social networking tools for organising and connecting with each other, and even for convening an 'On the Move for Equality II' Conference.

Panel of respondents to conference outcomes

Milagros Ogalinda, Asia-Pacific Regional Committee, commended EI for the amazing job undertaken to bring together opinions from different cultures, different regions and different perspectives. Despite differences, there are many grounds for sharing commonalities. Gloria Inés Ramírez, Senate of the Republic of Colombia, commended the work of the EI Women's Networks and added that success in institutionalizing such networks will lead further to promote training policies for women to develop their capabilities further and create another world of gender equality. Lorretta Johnson, AFT Executive Vice President, said that this Conference has provided a unique opportunity to discuss various challenges such as gender based violence, pay equity, declining respect for teachers. Now, we must harness our energies and carry on the momentum by moving into concrete action.

Closing remarks: A Step Closer to Equality

Susan Hopgood reflected that this journey for gender equality since 1993 has been full of challenges. Women's representation in EI bodies has been enshrined in the Constitution, the Women's Committee and Caucuses have been enshrined in EI policies. But these have not come easily. It is important to consider what has been actually achieved, and what is still to be achieved. The institutionalisation of Women's Networks is a critical factor. Some have seen it as a threat. The Pre-Conference meetings have given network representatives an opportunity to analyze regional priorities. A review of the three days' meetings and the outcomes shows that EI can now move forward in developing joint strategies. She assured the participants that the report and its conclusions will definitely be taken as the basis for future action. "Have we succeeded in our expectations of this Conference?" Susan asked and replied herself, "We have exceeded."

4. Evaluation by Participants

The conference aimed to be participatory and to include the diversity of EI's membership – it succeeded in that aim. Feedback received from the participants, speakers and guests was positive throughout and following the conference, including the responses received on the evaluation questionnaire.

The questionnaire included four main areas with sub questions:

1. What did the participants like the most about the Conference?
2. What would participants want to add to a future conference?
3. What would participants want to change?
4. Additional comments and suggestions

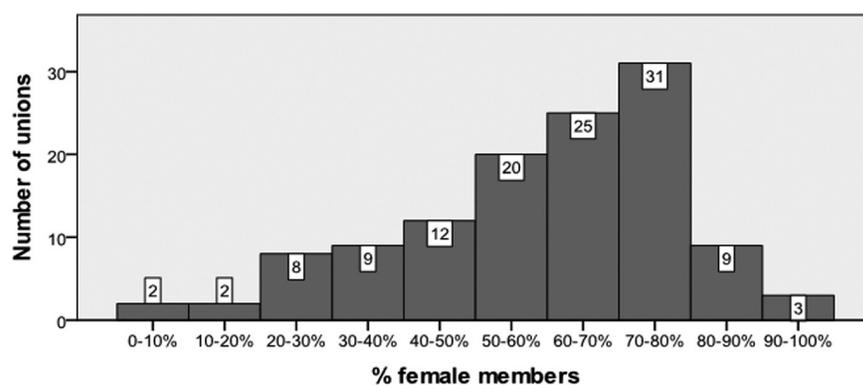
88 per cent of responding participants rated the program of the conference as 'excellent' in terms of workshop themes, content, speakers, arrangements; 63 per cent of the participants rated the workshop themes as excellent and very useful for the work that their respective unions are doing and for which the individual equality officers are responsible.

Both female and male participants indicated they had opportunity to voice their concerns about the challenges and difficulties they face in their work environment due to social, economic or political pressures in their countries. Women especially found the workshops a valuable opportunity to share experiences, good and bad practices, and to network.

The participants noted that the conference had an optimistic and inclusive atmosphere with a sense of solidarity, universality and strong engagement to move forward together and effectively for real gender equality in and through unions and education.

Participants urged EI to hold a second women's conference, and this was articulated by several plenary speakers. It has subsequently been endorsed by the Executive Board, March, 2011.

Chart: Evaluation by participants, per percentage rated as "excellent"



5. List of documents

Conference website:

www.ei-ie.org/women2011

Conference Facebook page:

<http://www.Facebook.com/event.php?eid=125427410844420>

Conference Kit

Conference Programme:

http://download.ei-ie.org/Docs/WebDepot/WWC%20Programme_EN_Final.pdf

Conference Guide:

<http://download.ei-ie.org/Docs/WebDepot/SurveyReport%20EN.pdf>

Report of the EI Survey on the status of women in unions, education and society:

http://download.ei-ie.org/Docs/WebDepot/SurveyReport_per_cent20EN.pdf

Brochure about EI's regional and sub-regional women's networks:

<http://download.ei-ie.org/Docs/WebDepot/Networks%20EN.pdf>

Plenary Sessions

20 January 2011 – 'Opening Plenary'

Opening speech by Susan Hopgood, EI President

<http://download.ei-ie.org/Docs/WebDepot/Speech%20by%20Susan%20Hopgood%20WWC%20Bangkok.pdf>

Opening address by Fred van Leeuwen, EI General Secretary

<http://download.ei-ie.org/Docs/WebDepot/20opening%20fred%20speech%20EN.pdf>

Welcome speech by Boonpun Sanbho, NTTU/Thailand

<http://download.ei-ie.org/Docs/WebDepot/20opening%20NTTU%20welcome%20speech%20EN.pdf>

Video address by Michelle Bachelet, Under-Secretary-General and Executive Director of UN Women

<http://www.youtube.com/user/EduInternational?blend=1&ob=5#p/u/7/7jq3iixa65w>

Day 1 – 21 January: 'Taking Stock of the Status of Women in Today's World'

'Financing Gender Equality for full employment and decent work for women' by Gemma Adaba, former ITUC Representative to the United Nations

<http://download.ei-ie.org/Docs/WebDepot/21plenary%20gemma%20ppt%20EN.ppt>

'EI Quadrennial Report on The Status of Women in Unions, Education and Society, and conclusions of the Pre-Conference of Networks' by Jan Eastman, EI Deputy General Secretary

<http://download.ei-ie.org/Docs/WebDepot/21plenary%20jan%20survey%20EN.ppt>

'Union action to achieve gender equality and full participation of women' by Joyce Powell, NEA Executive Board

<http://download.ei-ie.org/Docs/WebDepot/21plenary%20joyce%20ppt%20EN.ppt>



'La mujer y las relaciones de poder en la sociedad' by Jucara Dutra Vieira, El Vice-President Latin America

Day 2 – 22 January: 'Advancing and Empowering Women in and through Education'

'Empowering women and girls through education – gains and gaps' by Carolyn Hannan, former Director UN Division for the Advancement of Women

<http://download.ei-ie.org/Docs/WebDepot/22plenary%20hannan%20speech%20EN.pdf>

'Progress through GCE for girls in education – what are the challenges and are we addressing them?' by Assibi Napoe, Chair of Board of Global Campaign for Education (GCE) and EI Chief Regional Coordinator Africa

<http://download.ei-ie.org/Docs/WebDepot/22plenary%20assibi%20speech%20FR.pdf>

'Advancing the right of girls to education through UNGEI' by Maki Hayashikawa, Education Specialist UN Girls' Education Initiative (UNGEI) UNICEF

<http://download.ei-ie.org/Docs/WebDepot/22plenary%20UNGEI%20talking%20points%20EN.pdf>

Day 3 – 23 January "A Step Closer to Equality"

"Report on Conference outcomes" by Teopista Birungi, El Executive Board Africa

<http://pages.ei-ie.org/women2011/en/>

"Reponse to Conference outcomes" by Lorretta Johnson, AFT Executive Vice-President

<http://download.ei-ie.org/Docs/WebDepot/23plenary%20lorretta%20speech%20EN.pdf>

"Response to Conference outcomes" by Milagros Ogalinda, El Asia-Pacific Regional Committee

"Response to Conference outcomes" by Gloria Ramirez, Senate of the Republic of Colombia

"Message to the Conference participants" by Monia Cheikh, FGESRS, Tunisia

Reports of Plenary Sessions

- Taking Stock of the Status of Women in Today's World (21 January)
<http://download.ei-ie.org/Docs/WebDepot/21plenary%20-%20report%20jyoti%20EN.pdf>
- Advancing and Empowering Girls and Women in and through Education (22 January)
<http://download.ei-ie.org/Docs/WebDepot/22plenary%20-%20report%20jyoti%20EN.pdf>
- A Step Closer to Equality (23 January)
<http://download.ei-ie.org/Docs/WebDepot/23plenary%20-%20report%20jyoti%20EN.pdf>

Workshops

Taking Stock of the Status of Women in Today's World: 21 January

- Women in unions reconciling work and family responsibilities: presentation
<http://download.ei-ie.org/Docs/WebDepot/21.1.7%20reconcile%20work-family%20-%20ppt.ppt>
- Gender equity and employment in education and research: handout
<http://download.ei-ie.org/Docs/WebDepot/21.1.8%20gender%20eq%20in%20employment%20-%20handout.pdf>
- Gender Audit as a tool for mainstreaming gender equality: presentation
<http://download.ei-ie.org/Docs/WebDepot/21.1.6%20gender%20audit%20-%20ppt.ppt>
- Ageing and the teaching profession: presentation
<http://download.ei-ie.org/Docs/WebDepot/21.2.4%20ageing%20-%20ppt.pptx>





- Women and HIV in Africa: handout
<http://download.ei-ie.org/Docs/WebDepot/21.1.4%20africa%20HIV%20-%20handout.pdf>
- Perspectivas de género respecto al el VIH, America Latina: presentation
- Addressing violence against women through promotion of women's rights in the workplace: presentation
- Gender and climate change: presentation, presentation 2
<http://download.ei-ie.org/Docs/WebDepot/21.2.6%20women%20and%20climate%20-%20ppt.pdf>
<http://download.ei-ie.org/Docs/WebDepot/21.2.6%20women%20and%20climate%20-%20presentation.pdf>
- Las mujeres como fuerza de paz y desarrollo: presentation
<http://download.ei-ie.org/Docs/WebDepot/21.1.10%20women%20peace%20development%20-%20ppt%20-%20S.pptx>
- Las mujeres en el proceso político: handout 1, handout 2
<http://download.ei-ie.org/Docs/WebDepot/21.2.9%20women%20political%20process%20-%20handout%20-%20S.doc>
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Advancing and Empowering Girls and Women in and through Education: 22 January

- Teacher competencies with gender perspective: presentation
<http://download.ei-ie.org/Docs/WebDepot/22.1.7%20teacher%20comp.%20gender%20perspective%20-%20ppt.ppt>
- Teacher competencies to enhance gender justice in education: presentation
<http://download.ei-ie.org/Docs/WebDepot/22.2.4%20teacher%20comp.%20enhance%20gender%20justice%20-%20ppt.ppt>
- Sexuality education as a vehicle for girls' empowerment: presentation, handout
<http://download.ei-ie.org/Docs/WebDepot/22.2.8%20sexuality%20education%20-%20ppt.ppt>
<http://download.ei-ie.org/Docs/WebDepot/22.2.8%20sexuality%20education%20-%20handout.pdf>
- Digital media: Harnessing its power to promote women's issues inside and outside the classroom: handout
<http://download.ei-ie.org/Docs/WebDepot/22.2.5%20digital%20media%20-%20handout.pdf>
- A future for girls: education, not child labour: list of documents, presentations on Albania, Ethiopia, India, Morocco, Nepal, USA, Zimbabwe
<http://download.ei-ie.org/Docs/WebDepot/22.1.3%20child%20labour%20-%20sbashk%20kosovo.doc>
<http://download.ei-ie.org/Docs/WebDepot/22.1.3%20child%20labour%20-%20nta%20ethiopia.doc>
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<http://download.ei-ie.org/Docs/WebDepot/22.1.3%20child%20labour%20-%20ptuz%20zimbabwe.doc>
- Creating an equality index for the education sector with focus on pay equity: presentation
<http://download.ei-ie.org/Docs/WebDepot/22.1.5%20equality%20index%20pay%20eq%20-%20ppt.ppt>
- Gender equality: The struggle in countries with reservations to CEDAW: presentation, handout 1, handout 2, handout 3
<http://download.ei-ie.org/Docs/WebDepot/22.1.4%20cedaw%20-%20ppt.pdf>
<http://download.ei-ie.org/Docs/WebDepot/22.1.4%20cedaw%20-%20ppt.pdf>
<http://judiciary.senate.gov/pdf/10-11-18%20Frogh%20Testimony.pdf>
<http://www.icrw.org/files/publications/Recognizing-Rights-Promoting-Progress-CEDAW.pdf>
- Linking the union to the community: presentation, handout
<http://download.ei-ie.org/Docs/WebDepot/22.2.7%20union-community%20-%20ppt.pptx>
<http://download.ei-ie.org/Docs/WebDepot/22.2.7%20union-community%20-%20handout.pdf>
- Niñas indígenas: género, etnicidad y educación: presentation
<http://download.ei-ie.org/Docs/WebDepot/22.1.10%20indigenous%20girls%20LA%20-%20ppt%20-%20S.pptx>

- La educación: ¿reproduce o transforma los estereotipos de género? : presentation
<http://download.ei-ie.org/Docs/WebDepot/22.1.11%20gender%20stereotypes%20-%20ppt%20-%20S.pptx>
- Enseñanza para la diversidad: sexismo, racismo y homofobia en la enseñanza secundaria: presentation
<http://download.ei-ie.org/Docs/WebDepot/22.2.9%20teaching4diversity%20-%20ppt%20-%20E-S.ppt>
- L'éducation physique et le sport à l'école pour l'autonomie des petites filles: handout
<http://download.ei-ie.org/Docs/WebDepot/22.2.9%20teaching4diversity%20-%20ppt%20-%20E-S.ppt>

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Conference Newsletters

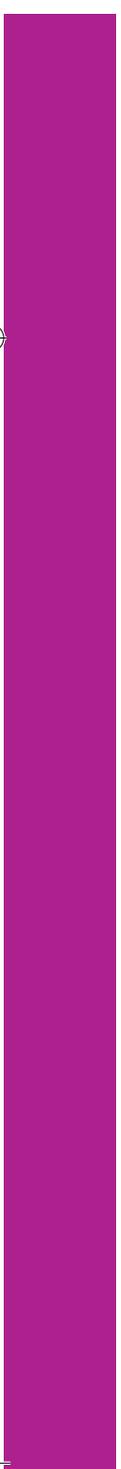
- Newsletter Day 3 - 23 January 2011
http://download.ei-ie.org/Docs/WebDepot/EI1_WWC_newsletter_4_Sunday23_final_en.pdf
- Newsletter Day 2 - 22 January 2011
http://download.ei-ie.org/Docs/WebDepot/EI1_WWC_newsletter_3_Saturday22_final_en.pdf
- Newsletter Day 1 - 21 January 2011
http://download.ei-ie.org/Docs/WebDepot/EI1_WWC_newsletter_3_Saturday22_final_en.pdf
- Newsletter Pre-conference - 20 January 2011
http://download.ei-ie.org/Docs/WebDepot/EI1_WWC_newsletter_1_Thursday20_final_EN.pdf

Videos

- On the Move for Equality: Slideshow for EI's First World Women's Conference:
<http://youtu.be/xdU6pHi7TGQ>
- Michelle Bachelet, Under-Secretary-General and Executive Director of UN Women, addresses the EI World Women's Conference:
<http://youtu.be/7jq3iixa65w>
- Teresa Cabrera, the first female president of the Dominican Teacher's Union (source: NEA/ USA) :
<http://youtu.be/IMcJTdhwbWI>
- Gender Equality with a Global Perspective: Interview with Jan Eastman, EI Deputy General Secretary (source: NEA/ USA):
<http://youtu.be/xD0-0-3eEgw>
- Statement by Trudy Kerperien (AOB, Netherlands) on EI's 1st World Women's Conference (English):
http://youtu.be/rPZLp5l3T_4
- Statement by Odile Cordelier (SNES-FSU, France) on EI's 1st World Women's Conference (French):
<http://youtu.be/BPoVMmAvC-g>
- Statement by Sonia Fernandez Casal (STEs, Spain) on EI's 1st World Women's Conference (Spanish):
<http://youtu.be/YAKQIzCZxtA>
- Statement by Gitta Franke-Zollmer (VBE, Germany) on EI's 1st World Women's Conference (English):
http://youtu.be/H4le_1r8ICE
- Statement by Beatrice Rogere-Pigolet (SER, Switzerland) on EI's 1st World Women's Conference (French):
<http://youtu.be/DsQBrIpN3yc>
- Statement by Maria Arminda Braganca (FNE, Portugal) on EI's 1st World Women's Conference (English):
<http://youtu.be/q5nzdjXBnWM>
- Statement by Ilze Trapenciere (LIZDA, Latvia) on EI's 1st World Women's Conference (English):
http://youtu.be/X_m94bFmMCO
- Statement by Britta Sjostrom (Lararforbundet, Sweden) on EI's 1st World Women's Conference (English):
<http://youtu.be/hSUeBP4BFtw>



- Statement by Marilo Reina (F.E.CC.OO, Spain) on EI's 1st World Women's Conference (Spanish):
http://youtu.be/lwl5q_-He7g
- Statement by Kouka Damianova (SEB, Bulgaria) on EI's 1st World Women's Conference (French):
<http://youtu.be/JObPDLygl7Y>





The Quadrennial Report on the Status of Indigenous Peoples' Rights and Education

*I am very proud that I am a bushman.
They treated us so badly, that our people were scattered. We fled in all directions.
Because they didn't want any bushmen in the country.*

Grandmother / Una Rooi, Bushman, South Africa

1. Education International and the rights of Indigenous Peoples

During its first World Congress in Harare 1995, Education International (EI) adopted a policy *resolution on the Rights of Indigenous Peoples*, recognising that EI member organisations have a special responsibility to support Indigenous Peoples in their determination to ensure the survival of their knowledge, languages, cultures and the success of their children in their own world and in the world beyond their communities. This was particularly important because for most Indigenous Peoples the education provided by State-run programs has more than neglected Indigenous languages and cultures. In many parts of the world education programs had the capacity, intentionally or not, to destroy Indigenous Peoples as a group, by the destruction of their languages and their cultures. Most Indigenous children have the lowest of educational achievement in the 'main stream' world, and many Indigenous peoples are struggling for survival, in widely different environments which are encroached upon by modern economic forces and climate change.

EI uses the United Nations' understanding of 'Indigenous Peoples' to include aboriginal, tribes, first peoples/nations, ethnic groups.

For EI, self-identification as Indigenous is fundamental to determining who Indigenous Peoples are.

Since 1998, EI has had special Caucus meetings on the rights of Indigenous Peoples prior to the World Congress – and will do so again in Cape Town, South Africa, on 20 July, 2011.

Box 1: EI Policy and resolutions

Executive Board decision to establish the Ad Hoc Committee on Indigenous Issues 2008-2011

Resolution on the Australian Government's incursion into Aboriginal communities, 2007

Resolution on Education for Cultural Diversity, 2004

Resolution on the Rights of Indigenous Peoples, 1998

Resolution on Racism, Religious Intolerance, 1995

Resolution on Indigenous Education, 1995

Resolution on the Rights of Indigenous Peoples, 1995



2. The situation of the Indigenous peoples : valuing, respecting and supporting diversity

According to the “State of the World’s Indigenous Peoples” published by the UN Permanent Forum on Indigenous Issues (UNPFII 2009), there are 370 million Indigenous peoples in 90 countries, living in all regions, and representing five per cent of the world’s population. They speak more than 4,000 of the world’s 7,000 languages. Indigenous Peoples form about 5,000 distinct groups and occupy about 20 per cent of the earth’s territory. Most of them live in Asia.

Many of the Indigenous Peoples pursue traditional ways of life. Some have, by choice or by reason of displacement, established communities in urban environments. They are sometimes seen as internal migrants rather than as Indigenous Peoples. For Indigenous Peoples the question of land is a crucial issue, which goes to the heart of Indigenous culture and identity. Closely related to this is the protection of the environment. In many places the preservation of natural resources, traditional Indigenous lands, sea and territories – which contain some 80 per cent of the planet’s bio-diversity - is linked to the survival of all peoples. Indigenous Peoples can play a crucial role in managing natural resources; and can challenge a world economy based on greed – and not on sustainable need.

Indigenous Peoples are the custodians of a vast array of traditional knowledge and rich and diverse cultural heritages that must be acknowledged, respected and preserved. The right to one’s own language is critical in this regard, particularly within education. Language specialists predict that up to 90 per cent of the world’s languages are likely to become extinct or threatened with extinc-

tion by the end of the century (UNPFII 2009). Losing the Indigenous languages means the loss of knowledge and culture which is connected to the survival of (bio) diversity on our planet.

Indigenous Peoples have historically faced social exclusion and marginalisation. Despite slow progress, the number of incidents of racism and intolerance is still too high, and such incidents have been reported by EI member organisations. The impact of the systemic discrimination can be measured by the available level of adequate education and health services, which are well below national averages. Indigenous communities are especially vulnerable to the consequences of climate change and environmental degradation. Indigenous women often suffer multiple layers of discrimination, and the first EI World Women’s Conference ‘On the Move to Equality’ (2011) used the opportunity to bring those issues to the EI working agenda for equality.

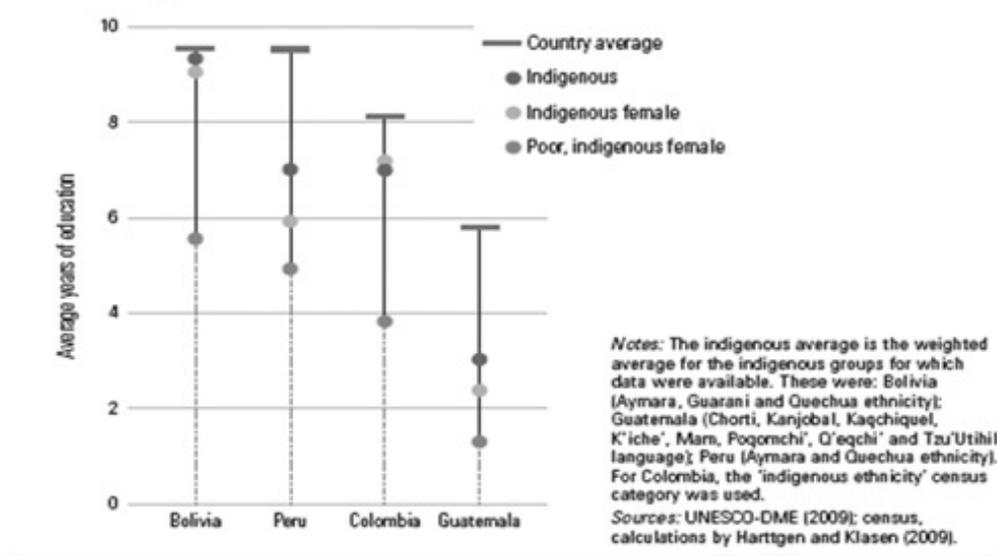
EI and its member organisations have been, and will continue to be, active in their support of Indigenous Peoples’ efforts to shape their agenda for their (and our common) future generations!

3. Slow international progress in recognition of the rights of Indigenous Peoples

Interestingly, early attempts by leaders of Indigenous Peoples to have their rights recognised were often based on much earlier treaties signed (but later not adhered to) by colonial powers. Already in 1923 representatives of the Iroquois Confederacy in Ontario, Canada, attempted to get their particular status recognised in the League of Nations. Great Chief Deskaneh unsuccessfully requested compliance with a treaty signed in 1784 by the authorities of his people and ratified by King George III of Great

Box 2: UNESCO GMR 2010

Figure 3.10: Wealth and gender widen indigenous education disparities in Latin America
Average number of years of education for indigenous people aged 17 to 22, selected countries, latest available year



Britain. Similarly, in 1925 W. T. Ratana, a Maori religious leader arrived in Geneva with a large delegation to submit a claim to the League of Nations concerning observance of the Treaty of Waitangi (1840) signed between the Maori authorities and the English Crown. His request was not considered by the League of Nations.

It was not until the 1957-58 that the ILO Convention No. 107 (Indigenous and Tribal Populations) and No. 111 (Employment and Occupation) were adopted. These were the first attempts to codify international obligations of states in respect to Indigenous and tribal populations. In 1960 the UNESCO Convention against Discrimination in Education was adopted and Canada stopped its residential (boarding) school programs which were responsible for taking children from their families and communities, placing them in residential schools hundreds of miles from their homes and where they were forced to speak English. Many were brutalised and abused. Similar programs had been put in place in the United States and Australia ('stolen generations'). Indigenous children were trained in these schools to become domestic and farm workers: often unpaid, therefore living lives of semi-slavery.

In the following years the UN worked towards the International Convention on the Elimination of All Forms of Racial Discrimination which was adopted in 1965 and is a legally binding mechanism that commits UN members to eliminate racial discrimination and promote understanding amongst races. A year later the International Covenant on Economic, Social and Cultural Rights commits parties to work toward the granting of economic, social and cultural rights to individuals, including labour rights and rights to health, education and an adequate standard of living. A sub-commission then requested a study in 1970 on discrimination against Indigenous populations which was not completed until 1982. It affirmed that Indigenous Peoples faced universal disadvantage and often were the victims of outrageous human rights violations. However, the UN's Economic and Social Council (ECOSOC) granted consultative status to an NGO of Indigenous peoples in 1974 – and the first International NGO Conference on Discrimination against Indigenous Peoples in the Americas was held at the Palace of Nations in Geneva in 1977.

Work to recognise the rights of Indigenous Peoples has progressed slowly but steadily since then. On the 13 December 1985 the UN Fund for Indigenous Populations was established (General Assembly resolution 40/131) to assist representatives of Indigenous communities to participate in relevant working groups.

“... many governments applaud...human rights, as long as they can define them in their own way, according to their own cultural norms.”

Tove Skunabb-Kangas (Norway, 2008, p. 492)

A year later the Cobo Report ('Study of the problem of discrimination against Indigenous Populations') addressed a wide range of human rights issues – and became an important catalyst for UN action.

The mandate was expanded in 2001 to further allow Indigenous representatives to attend, but only as observers, the session of the Permanent Forum on Indigenous Issues. Only in 2008 was full participation granted, and in 2010 the Fund was further expanded to facilitate participation of representatives of Indigenous Peoples' organisations in sessions of the Human Rights Council and of Human Rights Treaty Bodies.

The ILO adopted Convention No. 169 (Indigenous and Tribal Peoples) in 1989 which has been now ratified by 22 countries. The first state party to ratify it was Norway (1990) and Nicaragua became the last one (2010). ILO Convention No. 169 is to date the only legally binding instrument of international law to deal exclusively with the rights of Indigenous Peoples. It has two explicit provisions on children, which both deal with education and languages as key elements in the development of a multicultural society. It states that there should be 'adequate measures' taken to ensure that Indigenous Peoples have the opportunity to attain fluency in the national language whilst at the same time preserving and promoting the practice of their own language.

ILO Ratification by countries	Ratification date
Central African Republic, Nicaragua	2010
Chile	2008
Nepal, Spain	2007
Brazil, Bolivarian Republic of Venezuela, Dominica	2002
Argentina	2000
Ecuador, Fiji, Netherlands	1998
Denmark, Guatemala	1996
Honduras	1995
Peru	1994
Costa Rica, Paraguay	1993
Colombia, Plurinational State of Bolivia	1991
Mexico, Norway	1990

Box No 3: Source ILOLEX

<http://www.ilo.org/ilolex/cgi-lex/ratific.pl?C169>

The first World Indigenous Peoples' Conference on Education (WIPCE) was held in Vancouver, Canada, in 1987. The Conference theme 'Tradition, Change and Survival' united 1,500 people from 17 countries. WIPCE conferences have followed every three years. The Coolangatta statement on Indigenous Peoples' rights in education was adopted by the fifth WIPCE (Hawaii, 1999). The ninth WIPCE 'Living our Indigenous roots' will be held in Cusco, Peru, from 14-18 August 2011. All these years EI, and especially its member organisations, have been involved and have provided input and workshops at WIPCE conferences.

On June 29, 2006, the UN Human Rights Council finally adopted the UN Declaration on the Rights of Indigenous Peoples (UNDRIP) after 20 years of negotiation. It established vital standards for the protection of human rights of Indigenous Peoples, combating discrimination and marginalisation and advocating for the protection of Indigenous livelihoods. It emphasises the rights of Indigenous Peoples to pursue development in keeping with their own needs and aspirations, including the right to maintain and foster their own institutions, cultures and traditions. It includes an Inter-Agency Support Group on Indigenous Issues to promote the mandate of the UN Permanent Forum on Indigenous Issues (UNPFII).

In the UN General Assembly, on 13 December 2007, this was adopted by a majority of 143 states in favour, four votes against



and 11 abstentions (A/RES/61/295). Since then the four initially opposing countries Australia, Canada, Aotearoa/New Zealand, and the United States (because of their concerns about land-rights and self-determination) have also endorsed the UNDRIP in late 2010. Australia was the first to do so after apologising at state level in 2008 to its Aboriginal peoples for those children that had been taken away from their families between 1900 and the 1970's. Canada followed the Australian example of a state and public apology that same year.

On 21 December 2010, the UN General Assembly adopted by consensus the resolution to organise the World Indigenous Conference in 2014 to share perspectives and best practices on the realisation on Indigenous Peoples' rights. Centuries after disposessions of lands and lifestyles and 90 years after their first attempts to have their rights recognised, Chief Deskanaeh and W. T. Ratana might now be able to find peace in their graves.

4. The challenges of the educational rights of Indigenous Peoples

The challenges of truly realising the educational rights of Indigenous Peoples are immense. Firstly, there are about 5,000 different Indigenous and tribal peoples, who speak at least 4,000 distinct languages. These (mostly oral) languages carry in them the history, values, lifestyles, Indigenous knowledge of the lands, forests and seas – and their social and cultural beliefs, identities, customs, traditions, economies and practices. Trained teachers arriving in these communities often have not been trained to know the mother tongue of the children they teach. When Indigenous children attend integrated schools they often face discrimination and oppression. Sometimes Indigenous teachers are used as underpaid class assistants who perform the role of translators. For many community leaders and parents, education was a means through which they lost their children: literally in the years of the 'lost generations' in Australia and Canada, or culturally when their children took on mainstream ways and learned to look down on their own language, heritage and traditions.

Secondly, public spending on education is decreasing in many parts of the world, especially after the economic crisis of recent years. It is clear that quality Education for All (EFA) costs money: full teacher education and training, innovative curriculum development, teacher competencies and life-skills curricula which are inclusive of the needs and values of Indigenous communities and children must be included. Which countries are investing in such quality development in education?

Happily there are some good practices where communities, teachers, trade unions and civil society organisations have developed innovative alternatives. Usually this involves developing bilingual education options with cross-cultural skills and curriculum, so that the children are actually trained to be able to bridge successfully the gap between their traditional culture

and the wider world, and help all children and parents to learn about the values of their multi-faceted histories. Such educational innovations can include teacher training, curriculum renewal and recognition of the importance of Indigenous teachers and lead to interesting debates about which kind of values, economic development, lifestyles, environmental knowledge and social patterns of behavior are important for the survival of our planet and all that lives within it.

There is an increasing interest in finding new indicators for measuring development which includes measures of individual and collective responsibilities as well as rights. Equality, sustainability, harmony, happiness: which peoples will not benefit from such old/new practice? In this innovative thinking traditional Indigenous concepts are becoming more mainstreamed. For example, in Latin America the concept of 'el buen vivir' or Sumak Qamana' ('good living'), is seen as a paradigm shift away from an economic system based on greed towards a harmonious sustainable lifestyle approach. Today 'el buen vivir' is part of two state Constitutions (Bolivia and Ecuador). Another example is the Maori idea of 'mana' (the respect a person receives because of the quality of their inclusive leadership and wisdom) which is used widely in New Zealand society.

"The good living is born from the experience of collective life of indigenous peoples and nations. It looks for the harmonious relation between the human beings and of these with the Nature. It is a critical element to think about a different society, a society that rescues the knowledge and the popular technologies, the shared in common ways to organise themselves, to give own answer."

Alberto Acosta (2008)

So can the educational philosophy, training and practice of the professionals successfully encompass the challenge of EFA, including the widely dispersed and often very disadvantaged Indigenous Peoples? Can 'the system' prove to these communities that there is a way to educate which will be mutually advantageous to their traditions and children as well as to their future? Can more examples emerge where Indigenous traditions become a positive guide to enlightened educational practice? Can EI, as the world's biggest education union, fully play its leadership role in such developments?

EI will want to prepare actively for the UN World Conference on Indigenous Peoples in 2014. This means to share perspectives and best practices on the realisation of the rights of Indigenous Peoples in the 90 relevant countries. EI will want to contribute by collecting 'good practices' and addressing key issues of Indigenous education at all levels and teacher training amongst its members in advance of the UN World Conference in 2014.

5. Major work done by EI and its member organisations on Indigenous issues between 2007 -11

Canada: CTF-FCE released major study

The Canadian Teachers' Federation (CTF-FCE) released a major study in March 2010, entitled 'Study of Aboriginal Teachers' Professional Knowledge and Experience in Canadian Schools'. The study, developed with the CTF-FCE's Advisory Committee on Aboriginal Education and financed by the Canadian Council on Learning, explored the professional knowledge and experiences of Aboriginal (First Nations, Métis and Inuit) teachers to address the urgent need to improve and promote Aboriginal education in public schools. The study's author, Dr. Verna St. Denis of the University of Saskatchewan, interviewed 59 Aboriginal teachers who remained in the profession because they valued the opportunity to teach Aboriginal culture and history, to foster responsible citizens, to challenge negative stereotypes of Aboriginal peoples, to serve as role models and because they believe they can have a positive impact on children.

www.ctf-fce.ca/.../ABORIGINAL_Report2010_EN_re-WEB_Mar19.pdf

Centrale des syndicats du Québec (CSQ) Notes de recherche 62

The CSQ research paper 'Reflection on work relations and governance among the Crees and Inuit of Northern Quebec' was released in March 2010. This research offers an overview of their cultural history, emphasising the values which structure their society. It also reviews the culture and governance putting the daily reality of Inuit and Cree communities into context. This publication allows new understanding of the relationship of Native people to the trade union, taking into account the manner in which their geographical reality has influenced them in their conflict and present evolution. The research is a joint effort between Jacynthe Poulin, MSc candidate in Geography at Laval University and the Canada Research Chair in Historical Geography of the North at Laval, in addition to Nicole de Seve, from the CSQ. The document is available at <http://www.csq.qc.net/sites/1676/documents/english/d12100A.pdf>

United States: NEA working in partnership with NIEA released publication

In 2008, the National Education Association (NEA) and the National Indian Education Association (NIEA) published Native Education 101: Basic Facts about American Indian, Alaska Native, and Native Hawaiian Education. It gives a glimpse into problems faced by Natives in schools and explains the variety of laws and executive orders. Educators can use the publication to highlight the needs of the Native community and react accordingly. Native education advocates can use it to ward off attacks on resources. Native Education 101 was distributed among NIEA members, Federal lawmakers and NEA members. NIEA is the largest and oldest Indian education organisation in the nation and strives to

keep Indian Country moving toward educational equity. Native Education 101 is just one of several NEA projects designed to help American Indian, Alaska Native and Native Hawaiian students. <http://www.niea.org/issues/policy.php>

Caribbean: Caribbean Union of Teachers policy development

The 33rd Biennial meeting of the Caribbean Union of Teachers held in Trinidad and Tobago in August 2007 adopted a resolution seeking to deal with programmers for the Indigenous peoples of Eastern Caribbean. The Conference lauded the innovative tertiary education program for Indigenous Peoples of the eastern Caribbean and expressed its support for the initiative. The EI regional office managed to organise specific Indigenous Teachers' activities at national level. In 2010, the Commonwealth of Dominica for Indigenous Teachers from Dominica and St. Vincent and the Grenadines; in October 2009 the National Minority Group took place in Belize.

Bolivia: Unions proactive on Indigenous issues support enactment of new education law

The leaders of the National Confederation of Rural Teachers (CNMR) and the Urban Teachers Confederation of Bolivia (CMUB) supported the new Education Act, Avelino Sinani-Elizardo Perez, signed by President Evo Morales in December 2010. The law reaffirms the cultural development of nations and Indigenous peasant origin, integration and promotion of Indigenous knowledge and the promotion of trilingual education from the basic levels. The historic event was held at CNMRB headquarters. The law's success will depend on the participation of teachers across the country, both in curriculum design and development of regulations. The Plurinational State of Bolivia is a country example to the region's public policy against discrimination in education. The following data shows some results of the government led by President Evo Morales (elected in 2005 and re-elected in 2010).

Chile: Colegio de Profesores (CPC) expressed solidarity with Mapuches prisoners

The Colegio de Profesores Chile announced a public statement of solidarity with 38 Mapuche prisoners who completed 65 days on hunger strike while demanding fair trials. As a follow up of this action the EI Latin America Regional Council agreed to release a statement in solidarity with the Mapuche in Chile who began their hunger strike in protest against being charged under anti-terrorist laws for their role in a land dispute. http://www.colegio-deprofesores.cl/index.php?option=com_content&view=article&id=367%3Asolidaridad-con-mapuches-en-huelga-de-hambre&Itemid=1

SUTEP Peru: Advances and setbacks

In June 2009, SUTEP denounced violent clashes in the Amazonian town of Bagua and Oil Pumping Station 6, which left 34 dead and dozens injured, including three teachers, when the Peruvian government sent armed police to clear a road blocked by peaceful Indigenous protesters. Indigenous Peoples across the



Amazon protested and held strikes in opposition to the series of laws impacting on Indigenous territorial rights and land security laws. EI called for an urgent action appeal which increased the international pressure and condemnation that followed the Bagua tragedy and led the Garcia government to establish thematic dialogues with Indigenous federations.

In 2010, the ILC Committee of Experts, examined the case and called on the government to take measures of a legislative, institutional, awareness-raising and educational nature. The Peruvian Congress eventually repealed two of the nine problematic decrees that were the subject of protests. However, after years of dialogue and multiple investigations, with conflicting conclusions, there is little clarity about how peaceful protests turned into a blood bath, while little progress has been made to address the underlying causes of the conflict.

EI Latin American Regional Office

The EI Latin America Regional Office organised the first meeting on 'Public Education and Indigenous Peoples' in Guatemala in 2009, initiating a process of discussion and information exchange prior to the definition of the actions towards regional policy development. The meeting brought together 25 participants from eight countries: SUTEP (Peru); STEG (Guatemala); UNE (Ecuador); CNTE (Brazil); ANDEN (Costa Rica); CTEUB and CONMERB (Bolivia), CTERA (Argentina) and representatives from UNE (Norway) as well as local academic organisations working with unions.

The follow up meeting 'Education Public and Indigenous Peoples' took place in La Paz, Bolivia, in November 2010, and discussed the inclusion of Indigenous in public education and the respect for multiculturalism, taking into account different realities. The event brought together more than 70 education representatives from Mexico; Guatemala; Colombia; Ecuador; Peru; Brazil; Argentina and Bolivia, as well as the EI General Secretary. Issues discussed were:

- Advocacy work on the laws that envisaged multilingual inter-cultural education;
- Promotion of Indigenous participation at decision making levels in education unions;
- Increasing financing of education and inter-cultural education;
- Strengthening teacher training and continuing with emphasis on multicultural education;
- Integrate issues related to the multiculturalism and multilingual education into the curricula.

The EI Latin America Region process launched in the region involved education unions from 10 countries, which made member organisations the key actors in promotion and respect for multiculturalism and its expressions in the classrooms. A preliminary research carried out by EI's Latin America Region will be presented at the Indigenous Caucus during the EI Congress in Cape Town, on 20 July.

Australian Education Union presents report on impact of federal Indigenous intervention in Northern Territory

In 2007 the Australian Education Union (AEU) Federal Conference called the government to make Indigenous education for children a priority. AEU called on the Federal and Northern Territory governments to commit to providing EFA in the Northern Territory. In September 2007 the AEU gave specific recommendations to Prime Minister Howard's proposal to intervene in the Northern Territories with its report 'Education is the key: An Education future for the Indigenous communities in the Northern Territory'. The AEU is running a major campaign calling on governments in Australia to adopt a long-term inter-generational plan for the education of Indigenous Peoples, including bilingual education.

National Tertiary Education Union launched Yarn, Indigenous members' newsletter

Since 2008, Yarn provides Indigenous members with an overview of the current industrial and policy work of the National Tertiary Education Union (NTEU) and gives an insight into the involvement of the Union on economic, social and cultural issues affecting Indigenous communities across Australia. The Yarn newsletter has reached its seventh edition. The NTEU established the Indigenous Policy Committee to provide guidance to the NTEU Executive and the union as a whole. The NTEU Indigenous Unit comprises two Indigenous staff and oversees the development and implementation policy at a national level. Yarn is available online: www.nteu.org.au/yarn

Independent Education Union of Australia established the Indigenous Issues Committee

The Independent Education Union of Australia's (IEUA) Indigenous Issues Committee was established after a recommendation at the 2009 National Officers' Seminar. The IEUA Indigenous Issues Committee provides support to IEUA branches on Indigenous issues by closely interacting with the various other IEUA committees in the development of strategies and resources.

Fiji: the Institute of Indigenous Studies launched by Fijian Teachers' Association

The Fijian Teachers' Association (FTA) plays its role in furthering the promotion and preservation of cultural practices and tradition of Indigenous Fijians. The FTA launched the Institute of Indigenous Studies in Fiji, where teachers play a major role in promoting Indigenous research approaches into Fijian cultural knowledge, epistemologies, world views, and the development of appropriate research protocols to protect the dignity and rights of Indigenous communities, their knowledge and intellectual property.

The Union of Education Norway cooperation and development program



For many years, the Union of Education Norway (UEN) has built up cooperation with education unions in El Salvador, Guatemala, Nicaragua, Peru and Paraguay. Some of them have large Indigenous populations. UEN and the El Latin America Regional Office have established a research project which aims to make a diagnosis on the situation of education of Indigenous populations and develop line of action to develop policy for alternative education policy Indigenous populations. El Latin America Region's on-going research involves education unions in Guatemala, Peru, Ecuador, Bolivia, Colombia, Paraguay and Brazil, and works to ensure the participation of Mexico, one of the largest populations in the region. UEN participates in the research with its working experience with the Sami population. UEN attended the first El Latin America Regional meeting on 'Public Education and Indigenous Peoples' in Guatemala in 2009.

6. Education International plans 2011 – 2015

The El Pre-Congress event on Indigenous Peoples in 2007 attracted almost 100 participants from 30 countries. Darcel Russell, AEU Federal Deputy Secretary, chaired the session. The Caucus explored ways to improve Indigenous participation and followed up on specific areas of work between Congresses.

The Caucus called on participants to attend the World Indigenous Peoples' Conference on Education (WIPCE) held in Melbourne, Australia, from 7-11 December 2008, where the theme was 'Indigenous Education in the 21st Century: Respecting Tradition, Shaping the Future'.

El used this opportunity to jointly organise with member organisations in Australia (AEU, NTEU, AIEU) an El Indigenous Education Seminar entitled 'Quality Education and Social Justice' Seminar. This was attended by 110 Indigenous teachers from 25 education unions in 15 countries. The participants addressed a communiqué that was endorsed by the El Executive Board meeting.

The first El World Women's Conference, 'On the Move for Equality' took place in Bangkok, Thailand, in January 2011. It included two workshops on 'Gender, Ethnicity and Education' as part of the programme. The AEU (Australia) and SUTEP (Peru) facilitated the sessions, one in English and the other in Spanish.

During the process towards the UN MDGs Summit in September 2010, El developed alliances with civil society groups including the Global Call to Action against Poverty (GCAP). At the GCAP meeting, 'The world we want 2015 - Future strategies' the El delegation participated in an effort led by India's Dalit movement, to set up the GCAP Social Excluded constituency group, as it became clear there is a need for interaction of key players from disabled, migrant, Indigenous peoples, and LGBT movements. El will continue to work with this GCAP group, and liaise with ITUC representatives on the GCAP Global Council.

El worked in cooperation with ITUC and PSI on the review process for the UN World Conference against Racism, Xenophobia and other forms of discrimination. A joint statement entitled, 'Decent work has no colour, diversity is our strength, let's unite against racism' was submitted to the UN World Conference. The joint statement included Indigenous Peoples' issues and recommendations and called for real political will to achieve a racism-free world.

The El Secretariat has been working in cooperation with regional offices to stress the importance of and support the preparation of regional activities related to Indigenous issues, both for increased involvement of national unions and to provide support in advance. The number of urgent action letters related to Indigenous Peoples has increased during this period: AEU (Australia), SUTEP (Peru), CPC (Chile). Only one of these cases has deserved the attention of the ILO Committee of Standards. The case of Peru will be reviewed at the next ILC 2011, under the ILO Convention 169.

El's Asia Pacific Regional office organised a national workshop on Indigenous Peoples and Minority Rights in Jakarta, Indonesia during December 2009. The event brought together 30 leaders in an awareness raising activity which discussed issues related to the minority Indigenous population in Papua, Kalimantan, and Jambi provinces. It recommended the need for involving Indigenous peoples in defining their needs, especially in terms of education, and the locally-based curriculum.

El's Asia Pacific Regional office, in conjunction with Nepali members NTA and NNTA, organised a seminar on teachers' organisations promoting minority rights, in Kathmandu, Nepal, during May 2008. The goal was to strengthen the capacity of teachers' organisations in Nepal to promote and defend diversity and respect for minority rights groups, with special focus in education. The workshop developed a policy statement for adoption by the conference of the two participating organisations on the rights of minorities.

The El Secretariat and its ways of functioning on issues related to discrimination have faced some limitations in the implementation process of the 2007-2011. For example, the ad-hoc committee established following the Berlin World Congress in 2007 has not met formally for several reasons.

Some lessons learned can be strengthened by the establishment of an Indigenous Steering Committee, to be determined by the Indigenous Caucus in July, for consideration by the El Executive Board. Indigenous issues must be at the core, rather than the fringe, of El's attention at all levels of El's operation.

7. EI Plans 2011–15 (for discussion)

Actions

1. Advocate with UN agencies on the protection of Indigenous Peoples' right to Education
 - Promote the implementation of the UN Declaration on Indigenous Peoples (UNDRIP) at national level
 - Participate in the open process towards the World Indigenous Conference 2014
 - Contribute with a Global Report on Indigenous Education, highlighting key common issues, good practices and proposals for progress
2. Ratify and promote compliance with relevant international instruments and Conventions
 - Seek ratification of ILO Convention 169
 - Pursue the implementation of the International Convention on the Elimination of All Forms of Racial Discrimination, particularly its application to Indigenous Issues by the UN Committee on the Elimination of Racial Discrimination
 - Set up specific targets and campaigns working in cooperation with regional offices
3. Raise awareness of the status of Indigenous Peoples in education, unions and society
 - Encourage linguistic diversity while respecting mother tongue education at all levels;
 - Promoting International Mother Languages Day (21 February)
 - Increase participation of education unions on International Day of the World's Indigenous Peoples (August 9)
 - Support the development of initiatives to address the specific needs of indigenous workers in unions
 - Recognise and celebrate cultural diversity in unions and society by promoting and giving visibility to activities such as diversity week and other related initiatives
4. Set up an Indigenous Network
 - Exchange and disseminate relevant information and good practices related to Indigenous rights to education
5. Participation of Indigenous representatives
 - Provide opportunities for Indigenous members' participation and for their input related to Indigenous education
 - Promote email consultations and participation of Indigenous education workers in key processes and responses such as UNESCO Global Monitoring Report. Request Indigenous teachers inputs to EI research work, campaigns and media work.
6. Encourage member organisations to join the Global Union Campaign on Quality Public Services (QPS)
 - By addressing critical Indigenous issues – education, health, clean water, self-determination and prior consent
 - Take into account the specific needs of Indigenous women's issues in education, trade union and society
7. Integrate focus on Indigenous Peoples of an holistic approach to address multiple forms of discrimination against women and girls, in particular, racism, racial discrimination, xenophobia and related intolerance
 - Examine the intersection of multiple forms of discrimination with special emphasis on gender-based racial discrimination in order to develop and implement strategies, policies and programs aimed at eliminating all forms of discrimination against women in education, unions and society
 - Promote the Programme of Action agreed at the World Conference against Racism (Durban, 2001) and WCAR Review (Geneva, 2009)
 - Develop specific guidance and tools on how to integrate dimensions such as gender, race and ethnicity, class, migration and Indigenous issues in rural and urban areas
- vBuild alliances with other Global Unions Federations and NGOs in related initiatives
8. Promote and support solidarity actions, when the need arises
 - Promote/endorse actions working in cooperation with GUF and relevant NGO's
 - Collect data on Indigenous Peoples who claim or are refused the right to education
9. Establish an Indigenous Steering Committee to support the regional and international efforts towards a real participation of Indigenous peoples in trade unions.
 - Develop a comprehensive policy and action plan based on the elements suggested by the Indigenous Caucus in South Africa 2011;
 - Provide guidance and advice on the regional and international activities to be considered in the Program and Budget 2011-15.





Resources

UN Permanent Forum on Indigenous Issues (English, French, Spanish, Russian)

<http://www.un.org/esa/socdev/unpfii/>

The Office of the High Commission for Human Rights

<http://www2.ohchr.org/english/issues/indigenous/index.htm> (English, French, Spanish)

UN Durban Conference against Racism, Xenophobia and other forms of Intolerance (2001)

<http://www.un.org/WCAR/>

UN Durban Review Conference 2009

<http://www.un.org/durbanreview2009/ngo.shtml>

PRO 169: The ILO Programme to Promote Convention No. 169 on Indigenous and Tribal Peoples

<http://pro169.org/> (English, French, Spanish) <http://www.tove-skutnabb-kangas.org/> (English)

Alberto Acosta, former President of the Constituent Assembly and former minister of Energy in Ecuador. 'El buen vivir para la construccion de alternativas' (2008)

<http://www.casadelasamericas.com/publicaciones/revistacasa/251/flechas.pdf>

Gáldu, Resource Centre for the Rights of Indigenous Peoples

<http://www.galdu.org>







Quadrennial Report on the Rights of Lesbian and Gay Teachers and Education Personnel

'Whenever one group of human beings is treated as inferior to another, hatred and intolerance will triumph'

Desmond Tutu (South Africa)

'Education... in particular human rights education, is a key to changing attitudes and behaviour based on racism, racial discrimination, xenophobia and related intolerance and to promoting tolerance and respect for diversity in societies'

Plan of Action for the United Nations Decade for Human Rights, Paragraph 95

Realisation of the rights of Lesbian, Gay, Bisexual and Transsexual Teachers, Education Personnel and Students

1. EI and the progress in its work on the rights of LGBT Teachers, Education Personnel and Students

The Constitution of Education International (EI) states as one of its aims: *'to combat all forms of racism and bias or discrimination in education and society due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status or national or ethnic origin'* (Art. 2, h).

EI adopted a policy on the 'Protection of the Rights of Lesbian and Gay Education Personnel' in its Second World Congress in Washington, DC (1998). The resolution continues to form the basis of EI's work on lesbian, gay, bisexual and transgender (LGBT) issues, and *'Observes and denounces the fact that lesbian and gay teachers face discrimination and harassment, including violence and abuse, as a result of their sexual orientation.'*

EI has provided a triennial report to its membership about the Situation of Lesbian and Gay teachers and workers in the education sector since 2001. The first survey was done amongst EI affiliates in 2000, in preparation for the First Triennial Report presented at the Third EI World Congress in Jomtien, Thailand (2001).

The Report showed that offenders are public authorities, education employers, colleagues, classmates, students and/or parents. As a result of a renewed commitment to these issues, EI appointed a part-time Human Rights and Equality Coordinator in 2002 to work on LGBT issues. In 2003, EI and Public Services International (PSI) agreed to launch the first International LGBT workers' forum, held in Brazil in July 2004, prior to the EI World Congress. The Forum is an advisory body to both the EI Executive Board and the PSI Committee, as well as to the Global Unions. The 2004 Forum adopted a statement, outlining a range of policy and programme recommendations for trade unions, governments, NGOs, and international organisations. The EI-PSI LGBT Porto Alegre Declaration (see annex No.1) presented at the 2004 EI Congress stated amongst other things that EI and PSI are:

Convinced that the workplace must be a space free of discrimination of any kind, including bullying and violence, and that trade unions must play an important role in ensuring full respect for the dignity and fundamental rights of all workers;

Acknowledge that campaigns for equal rights for LGBT workers will be strengthened if they are integrated successfully into broader rights campaigns at national, regional and international level.

EI again conducted a Triennial survey on the status of gay and lesbian teachers in the education sector in 2006-2007. The survey was completed by 43 affiliates from 33 countries. Respondents were mainly women (25 over a total of 39). The work on LGBT issues within unions and towards governments often lies in



the hands of individual EI members, with the support of the EI Regional offices and the EI Secretariat. From the survey and conversations it was clear that some affiliates and regions have been more involved in solidarity and advocacy work around LGBT issues than have others, but in general there was an increasing trend of interest in working on these issues.

In September 2007, PSI organised the second LGBT Forum prior to its 100th Congress in Vienna. The delegates at the meeting reaffirmed the Porto Alegre Declaration, recognised the progress made thus far in its implementation, and recommended that EI and PSI continue to pursue the Forum's recommendations with special focus being given to the following areas:

- a. Review the structure and activities of the Steering Committee
- b. Promote the use of the 'Trade Unionists Together for LGBT Rights' publication.
- c. Strengthen and enhance activities relating to LGBT issues at the regional level.
- d. Encourage partnership projects between and among affiliates
- e. Promote and enhance the website to include among other issues;
 - i. Best practices
 - ii. Collective bargaining agreements
 - iii. Successful legal activities.
- f. Continue and enhance interaction with the ILO and other international agencies and organisations.
- g. Increase the visibility of transgender equality.
- h. Include LGBT issues in EI's and PSI's campaigns, including, in particular, the campaign for Quality Public Services.

It is also recommended that the Forum be continued in conjunction with alternating EI and PSI World Congresses. The Forum also requested the allocation of appropriate resources to further its recommendations. (See annex No. 2)

Since then, trade unions at national level have been growing as an important force in the development of key initiatives on equality and non-discrimination, including LGBT matters. And education unions have played an important role in stimulating such work (See section 3.d. on the efforts made by EI members).

EI and PSI have taken the lead within the international trade union movement by adopting Congress resolutions and implementing programmes to support the rights of lesbians and gay workers. The Council of Global Unions (CGU) Equality Working Group, formed by equality officers of all nine global unions, including TUAC, has included LGBT rights as part of their advocacy, campaign and solidarity actions.

The second ITUC World Congress (2010) resolution 'Promoting and defending fundamental workers' rights' explicitly recognised sexual orientation and gender identity and called on the ITUC 'to take all opportunities to fight for the elimination.'

ITUC, PSI and EI joined forces at the UN advocacy work level, including UN Conference review process, but also in supporting specific initiatives, including the International Day against Homophobia on 17 May 2011, which commemorates the World Health Organisation's decision to remove homosexuality from the list of mental disorders.

The third EI-PSI LGBT Forum will take place in Cape Town prior to EI's World Congress in July 2011. The strategic 'top-line' that will be on the table during this pre-congress event can be summarised as follows: defend, expand and link to other human rights and social movement processes.

2. International progress on the recognition of legal and social rights of LGBT people.

2.a. Progress at global level in the ILO:

- In general there have been positive developments and advances in anti-discrimination instruments. Ratification of the Discrimination (Employment and Occupation) Convention, 1958 (No.111) stands at 169, from a total of 183 ILO member states, which make it the fourth most ratified ILO Convention. The ILO Global Report of 2011 focuses on discrimination and states that when ratification levels are over 90 per cent, the target of universal ratification is attainable.
- ILO Global reports on the theme of equality (2003, 2007, 2011), produced under the follow up to the 1998 Declaration on Fundamental Principles and Rights at Work, have included the sexual orientation form of discrimination, particularly the 2007 and 2011. The ILO Equality at work: tackling the challenges (2007) and Equality at Work: the continuing challenge (2011). Global reports under the follow up to the ILO Declaration on fundamental principles and rights at work. The ILO Global Report 2011 affirms that in most countries, LGBT workers continue to face barriers in employment or at the work place. The report states that discrimination is responsible for pay gaps, between three to 30 per cent, among LGBT and heterosexual workers.
- The ILO Global reports highlight that the correct response includes legislation; institution building; awareness raising; voluntary action by social partners, including unions, and a change in attitudes through education.
- International agreements such as the UN's Beijing Platform for Action (1995, 2000) affirm that all children and adolescents have the right to received age appropriate sexual and reproductive health information, education and services that enable them to deal in a positive and responsible way with their sexuality. Comprehensive and on-going sexuality education that is based on principles of human rights and gender equality and that answer the

questions of young adolescents has become increasingly relevant in schools and out-of schools programs.

2.b. Progress at the United Nations level

The UN has been witnessing important battles and a growing and active consensus which makes it more difficult for opponents to defend homophobia:

- In April 2003, the Brazilian government introduced a historic draft resolution on 'Human Rights and Sexual Orientation' (E/CN.4/2003/L.92), which merely affirmed the existing rights framework should apply regardless of sexual orientation, and came under the Commission on Human Rights, fifty-ninth session. Discussion of the resolutions was postponed in 2004 because it was felt that it would not be passed.
- A similar joint statement was delivered by Norway on behalf of 54 States at the Human Rights Council in 2006, and a joint Statement on Sexual Orientation and Human Rights was delivered by New Zealand on behalf of 32 States to the Commission on Human Rights in March 2005.
- Ground-breaking international legal principles on sexual orientation, gender identity, and international law chart a way forward for both the UN and governments to ensure the universal reach of human rights protections were released in March 2007. The Yogyakarta Principles on the Application of International Human Rights Law in Relation to Sexual Orientation and Gender Identity were adopted by a group of 29 international human rights experts. <http://yogyakartaprinciples.org/>. An authoritative interpretation of international standards includes statements of rights as well as obligations of states adopted in 2007; and Practitioners Guide on Sexual Orientation, Gender Identity and International Human Rights Law, produced the International Commission of Jurist (ICJ) in 2009, as a follow up (Yogyakarta Principles).
- Joint statement on human rights, 'Sexual orientation and gender identity' delivered by Argentina on behalf of 66 States at the General Assembly in 2008. Two additional States (the United States and Costa Rica) have subsequently joined the statement, bringing the total number of endorsers to 68. It was the first time that a statement condemning rights abuses against LGBT people was presented in the General Assembly.
- In 2008, the UN Economic and Social Council (ECOSOC) gave consultative status to two groups, COC Netherlands and the Federation of LGBT of Spain. In recent years, ECOSOC has only granted this status to five NGOs, after overturning negative recommendations from its NGO Committee.
- In November 2009 UNESCO released the International Technical Guidance on Sexuality Education, which provides an evidence-informed approach for schools, teachers and health educators http://portal.unesco.org/en/ev.php-URL_ID=47268&URL_DO=DO_TOPIC&URL_SECTION=201.html

- UN Secretary-General Ban Ki-moon addressed the landmark UN High Level Panel Discussion on Ending Violence and Criminal Sanctions on the basis of Sexual Orientation and Gender Identity on 10 December, 2010. He said "Today, many nations have modern constitutions that guarantee essential rights and liberties. And yet, homosexuality is considered a crime in more than 70 countries. That is not right." The event was organised by the Permanent Missions of Argentina, Belgium, Brazil, Croatia, France, Gabon, the Netherlands, New Zealand, Norway, the United States and the Delegation of the European Union.
- At the UN Human Rights Council (UNHRC) in Geneva, a joint statement on 'Sexual orientation and Gender Identity' was delivered by Colombia during the General Debate (Agenda Item 8 – Follow-up and implementation of the Vienna Declaration and Program of Action) on 18 December, 2010. The joint statement called on states to end violence, criminal sanctions and related human rights violations based on sexual orientation and gender identity, and urged the Human Rights Council to address these important human rights issues. The statement was delivered on behalf of a broad grouping of 85 states from all regions of the world, the largest group of countries of supporters on these topics. The UN Office of the High Commission on Human Rights also released a brochure, 'The United Nations speak out: challenging discrimination based on sexual orientation and gender identity!'

2.c. Progress can also be noted at regional level

Some examples of progress are:

- In 2009 the High Court in Delhi invalidated the criminalisation of sex between consenting adults in all Indian states except Jammu and Kashmir.
- In the first meeting of Ministries of Education and Health to stop HIV and STIs in Latin American and the Caribbean held in Mexico 2008, 30 Ministers of Health and 26 Minister of Education attended and released the Ministerial Declaration 'Preventing through Education', which aims to reduce the 75 per cent number of schools that have not institutionalised the integral sexuality education. Partner organisations included UN agencies. The Secretariat of Health and Secretariat of Public Education in Mexico monitored the declaration. http://data.unaids.org/pub/BaseDocument/2008/20080801_minsterdeclaration_en.pdf
- The Organisation of the American States (OAS) unanimously adopted the resolution on Human Rights, Sexual Orientation and Gender Identity, at its thirty-eighth Regular Session of the General Assembly, in Colombia during June 2008 (AG/RES. 2435 (XXXVIII-O/08)). Brazil sponsored the draft resolution with support from 34 countries. http://www.oas.org/dil/AGRES_2435.doc
- The OAS General Assembly in 2009 and 2010 adopted by consensus two resolutions on Human Rights, Sexual

- orientation and Gender Identity ratifying and expanding the first resolution, calling on states to play a more active role in ensuring protection of LGBT rights (AG/RES. 2504 (XXXIX-O/09), and AG/RES. 2600 (XL-O/10). http://www.oas.org/dil/general_assembly_resolutions.htm
- In 2009, the Federal District of Mexico passed several laws protecting LGBTI people from hate crimes, followed by Ecuador in the same year and by Bolivia in 2011.
 - In 2010 the Federal District of Mexico opened up marriage for same sex couples, the same year as Argentina did, and recently, the Supreme Court in Brazil recognised legal rights to same sex unions. Favourable legislation was enacted in Uruguay, Colombia, and Mexico City in 2009.
 - The European Union's charter of Fundamental Rights, which strengthens and expands the non-discrimination provisions. The Council Directive 2000/78/EC (the so called Employment Equality Directive) establishing a general framework for equal treatment in employment and occupation the first international human rights instrument to completely prohibit discrimination based on sexual orientation, age, disability, religion or belief, in the field of employment and occupation. It came into force with the ratification of the Lisbon Treaty in 2009.
 - In March 2010 the Committee of Ministers of the Council of Europe, made up of 47 member states, adopted a recommendation on combating sexual orientation or gender identity discrimination. The emphasis was on the practical measures which member states should take in order to eliminate such discrimination. It sets out, for the first time, the rights which European governments agree apply to LGBT people, in effect to codifying them. Protection from hate crimes and hate speech and from discrimination in areas such as the criminal law, education, health, housing and sport; the rights to freedom of expression, assembly and association; and for transgender persons, the right to legal recognition of their gender.
 - Since 2006, the European Parliament has adopted five resolutions demanding that LGBT peoples' human rights be respected in Europe, reminding EU countries that banning pride marches breaches the European Convention on Human Rights.
 - On 10 May 2011, the Court of Justice of the European Union (CJEU) delivered its judgement in the case of Jürgen Römer v Freie und Hansestadt Hamburg which dealt with the issue of whether lower supplementary retirement pension for registered same-sex partners compared to married partners constituted unequal treatment. The CJEU ruled that registered same-sex partners must be treated equally to married partners and such pensions fall under the meaning of 'pay' in the EU Employment Framework Directive (Dir 2000/78/EC).
 - Same sex marriage legislation was passed in Portugal and Austria in 2009 and in Iceland and France in 2010, with support of the unions.
 - In September 2010, a High Level panel on LGBT rights discussion 'Ending violence and discrimination against lesbian, gay, bisexual and transgender persons' took place at the UN in Geneva during the fifteenth Session of the Human Rights Council. The event was sponsored by Argentina, Brazil, Colombia, East Timor, Finland, France, Ireland, Mexico, the Netherlands, Norway, Romania, Slovenia, and the United States.
 - UNESCO IBE 48th Session Conference on Education, 'Inclusive education: the way of the future' in Geneva, November 2008 addressed the issue of sexual orientation. International Technical Guidance on Sexuality Education. An evidence informed approach for schools, teachers and health educators has been developed by UNESCO in recent years and this was launched in December 2009. <http://unesdoc.unesco.org/images/0018/001832/183281e.pdf>
 - The International Lesbian and Gay Association (ILGA) Report Stated Sponsored Homophobia 2011 shows that homosexuality remains criminalised in 78 countries by 2010, including five countries which still have the death penalty for the supposed crime of sexual diversity. This number of countries has not changed since 2007, according to ILGA research. Many Commonwealth member countries still criminalise homosexuals acts, from legislation derived from the British colonial penal code. At the same time recognition to same sex partners has increased since 2007. Today legal recognition exists but there are countries such as United States where same sex legislation suffers some setbacks in particular states. http://old.ilga.org/Statehomophobia/ILGA_State_Sponsored_Homophobia_2011.pdf

2.d. All these gains can be challenged by examples of backlash in the social and/or legal sense

Some examples of backlash are:

- A newspaper published a front page story in October 2010, 'outing' 100 Ugandans which it identified as gay or lesbians and printed their photographs alongside the headline 'hang them'. This list included the teacher David Kato from Uganda. This kind of 'journalism' promotes incitement to hatred and violence. On 26 January 2011, David Kato was found brutally murdered in his home. The global unions, EI and PSI, publicly deplored the violent murder of David Kato in Kampala, Uganda.
- During the last year three attempts were made in Uganda to table and pass in parliament a draconian law against homosexuality. If passed, this would have imposed life imprisonment for people convicted of same-sex relations, the death penalty for 'serial offenders', penalties for NGO's 'promoting homosexuality' (which could include work on HIV and AIDS, or sexual education programs in schools), as well as the obligation to report anyone (including within one's own family or place of work) suspected of being homosexual. There were three rounds of global mobilisation organised by NGO's, including the e-campaigning organisation Avaaz, which got 1.6 million people to sign a petition, make tens of thousands of phone calls to

governments around the world, and hundreds of media stories. Ugandan politicians eventually dropped this bill. https://secure.avaaz.org/en/uganda_stop_homophobia_petition/?fp

- In the USA four teens who were bullied for being gay have committed suicide in September 2010. In some cases their own peers at school spread Youtube films on the internet. This caused many discussions in education unions, LGBT initiatives and USA TV talk-shows raising the awareness of LGBT rights and the vulnerable phase when young people are discovering their sexual orientation.
- In the Netherlands there is increasing tension (in part promoted by populist politicians) between some groups of migrant youth and LGBT communities. In the larger cities this is reported to lead to new practices of sexual harassment and trafficking in schools (the phenomena of 'lover boys' exploiting their girlfriends) as well as to an increase of homophobic attitudes, 'queer bashing' and discriminative language and attitudes. As a consequence more teachers who used to be open about their sexual orientation are going 'back into the closet' – sometimes even advised to do so by their head teachers.
- Europe is more generally facing an economic crisis and financial and political instability, and going through a crisis of trust and values, which seems to lead to a tendency to fall back on nationalist positions (mostly on the right, but also in far-left parties).
- There is a Lithuanian law classifying the "promotion" of same sex relationships as detrimental to minors. This now constitutes the only such example in the European Union, where a number of other countries have taken action to foster education and dialogue, with the aim of challenging negative attitudes towards LGBT people. Some Lithuanian politicians, such as the Member of Parliament, Petras Gražulis, actively utilise homophobia and transphobia as political tools to limit social diversity and enforce nationalist homogeneity. It is also a way to distract everyone's attention from numerous problems which appeared in Lithuania due to economic and financial crisis (high unemployment, non-stop migration, growing inflation, public cuts – also for education, etc.).
- A large scale march in Soweto in September 2010 brought attention to the widespread rape of lesbians in townships, assaults that perpetrators often try to justify as an attempt to "correct" the victims' sexuality. Thirty-one lesbians have been killed because of their sexuality in the past decade, campaigners say, and more than 10 lesbians a week are raped or gang raped in Cape Town alone. Corrective rape cases are on the rise despite South Africa being the first African country to legalise same-sex marriage and the world's first republic to guarantee LGBT citizens equal rights.
- The March 2011, 'Transgender Update' revealed a total of 539 cases of reported killings of transgender persons from 1 January 2008 to 31 December 2010. Cases have been reported from all six major regions (Africa, Asia, Central

and South America, Europe, North America, and Oceania), evoking an ever more gruesome picture, especially given the very partial knowledge available in many places. Since January 2008, most reported cases (80 per cent) were from Central and South America people. Data shows an alarming increase in reported murders in that area. There were reported 95 killings in 13 countries in 2008 and 168 reported cases in 2010. Turkey also shows an increase in reported murders (two in 2008; five in 2009, and six in 2010).

General Conclusion on the advances of LGBT rights:

It is clear that there are important advances in policies and legal status in certain parts of the world. These do not always translate (yet) into concrete improvement of the social reality in the lives of LGBTs. Sometimes it is one step forward and two backwards, as advances in policies and legal status may also create a backlash in discrimination, and physical and sexual violence.

3. The progress and challenges in achieving LGBT rights specifically within Public Services' policies and institutions, including by EI members

3.a Historical progress on LGBT rights within Public Services, including Education

Throughout history societies have been working on the improvement and transformation of their democratic institutions. There is a global consensus and awareness of the importance of education as a necessary tool to confront prejudice and discrimination, and to guarantee opportunities for a decent life for all, continued learning and real participation in all aspects of economic, social and political life.

Historically speaking, the recognition of human rights has evolved at different rates in different countries. In the case of the persons with different sexual orientation or gender identity, they often have been and in places still are subject to persecution and discrimination. A diversity of 'arguments' – religious, moral, scientific, and cultural - have been used in an attempt to justify the repression of homosexuality and the negation of rights for persons of different sexual orientation or gender identity. The question of homosexuality has also been utilised for political persecutions and targeting political opponents. However, it is also true that not all societies and systems of religious or moral values were opposed to homosexuality and same sex eroticism.

EI member organisations are also diverse, just like the societies they live in. Some teachers and education unions are actively involved in these processes and contribute with a variety of



proposals that enable learners to participate as active citizens in society. They also fight against policies and practices that increase inequality and discrimination at work, particularly taking action against violence and intolerance in schools. Homophobia has been recognised as a social problem and the schools have become an important place to promote good practices, respecting the right to education for all, diversity and human rights. Teachers and their unions work on issues such as citizenship education, and how to build safe and inclusive schools.

Some education unions have developed transformative pedagogic proposals, tools and campaigns to strengthen a culture of respect for diversity, including in sexual orientation and gender identity.

3.b EI policies and practice

EI has a clear policy around LGBT rights and encourages its members to defend, expand and link their work to others on LGBT rights. Consider the following examples:

'EI and PSI urge their affiliate organisations worldwide to continue to promote the respect of human rights, including sexual orientation and gender identity, because 'this is a cause for freedom, dignity, and equality and social justice.' EI and PSI commend governments, including Namibia and South Africa, for supporting the United Nations resolution that came before the General Assembly on 21 December, 2010. This resolution condemns extra-judicial, summary or arbitrary killings on the grounds of sexual orientation. EI and PSI reaffirm commitment to achieving the decriminalisation of homosexuality in all parts of the world. Global union federations will continue to end all forms of discrimination and violence in trade unions, workplaces and in society.' (EI website, February 2011)

'The rights which should be universally enjoyed by trade unions and civil society organisations have to be guaranteed for everyone, including LGBT communities and their supporters. Equality and Pride events have become important public awareness raising demonstrations supported by education unions. These solidarity actions become relevant particularly in countries where these rights are not fully guaranteed or protected.' (EI call to members to support the equality parade in Poland in 2010). In Warsaw, the Europride event in July 2010 "Liberty, Equality, Tolerance" – the first Europride in Eastern Europe – was successful, after Pride events had been banned in the years before. Polish unions played a key role, and international and European trade unions, including EI, supported the event.

EI expressed its solidarity with the Serbia Pride in October 2010 by writing a letter to the Pride organizers. This action was endorsed by EI member organisations in Serbia. 'Recognising the rights of the LGBT community is part of the democratic processes that need to be improved in Serbia. All education unions must support the Belgrade Pride march and declare their solidarity with the LGBT community!' said TUS, Serbia.

More generally education unions have become an important active force behind these initiatives. Education unions participate in panels and debates, release trade union statements, sponsor events, and also call affiliates to join pride events, launch specific publications and materials. The number of unions involved in

work on LGBT rights and gender identity has increased significantly in the last four years in Europe and Latin America and slowly in regions such as the Caribbean, Asia Pacific and Africa.

3.c Financial cut backs and broader political backlash

At the same time all over the world are facing financial cut-backs in spending on national education systems and on Development Aid is occurring. Such cut-backs quite practically mean that specific programs on gender, sexuality education, HIV and Aids, and acceptance of sexual diversity and gender identity are being stopped or reduced (for example CIDA in Canada has cut programs on women's rights; aid organisations like Hivos and Oxfam Novib have been severely reduced by the Dutch government – up to 45 per cent – which is affecting their global and regional work on diversity and LGBT rights).

More broadly such cut-backs are part of a political backlash which includes a growing call for education to 'go back to basics'. Voices supporting this view want a return to the three R's: reading, writing, and arithmetic. Broader educational goals connected to safe schools, inclusive education, education for life-skills, for democracy and for global citizenship are seen as irrelevant or even as ideologically suspect.

Due to this some become afraid that explicit language about sexual diversity will activate further backlash, so they 'hide' their gender and diversity policies in more general concepts such as 'inclusive education' and 'safe schools'. This can lead to enormous misunderstandings. Some think that 'safe schools' are important in countries in conflict (Iraq, Afghanistan), while other people consider a school 'safe' simply when the physical and sexual safety of teachers and pupils can be guaranteed (no corporal punishment, bullying or gender based violence). A third group understands 'an inclusive and safe education institute' to be a place where children, students, and teachers of different class, ethnic, migrant, or religious background, as well as of different abilities, sexual orientations and gender identities can be accepted, not only to co-exist but to actively learn from each other and improve the education institution in the sense of its quality of organisation as well as its content. This is the key that EI and its member organisations stand for.

3.d Summary of global and regional LGBT activities of EI members 2007 - 2010

Global LGBT activities

EI-PSI LGBT Forum September 2007.

The Second EI-PSI LGBT Forum was held prior to the 100th PSI Congress in Vienna. More than 60 delegates from 23 countries and 37 union representatives attended the two day meeting, which focused on case studies and good practices. Participants exchanged experiences in four plenary sessions



and eight workshops. Informal regional caucuses set up their work on regional priorities and joint strategies for inclusion in operational plans.

At the opening plenary, PSI General Secretary, Hans Engelberts remarked on quality public services and LGBT issues. Keynote speakers were Svend Robinson, the first openly gay parliamentarian in Canada, and Angela Schwartz, from the City of Vienna's Anti-discrimination Unit for Same Sex Lifestyles.

The Forum's recommendations included: review the structure and activities of the Steering Committee; strengthen and enhance activities relating to LGBT issues at the regional level, encourage partnership projects between and among affiliates; increase the visibility of transgender equality; continue and enhance interaction with the ILO and other international agencies and organisations. An EI-PSI joint publication, 'Working together for Gay and Lesbian Workers', and a new website were launched.

The EI delegation included: B. Chase, NEA (USA) and co-chair of the Forum; M. Rettig, CTF (Canada) and EI Executive Board member; AOb (Netherlands); NASUWT (UK); GEW (Germany); SNES-FSU (France); AEU (Australia), LO (Denmark), and Rebeca Sevilla, EI Coordinator.

LGBT issues were included in the working agenda of the Council of Global Unions (CGU) Gender Equality Group established in the new CGU. There has been a fruitful collaboration on LGBT activities such as the Workers Out! and other meetings, particularly between EI, PSI and ITUC. The ILO Global Report 2007 'Equality at work: tackling the challenges' included the grounds of sexual orientation among the new emerging forms of discrimination at the workplace.

From 4-7 December 2007 in Geneva, Switzerland, 35 trade unions delegates attended the first ITUC-ILO international seminar on the theme: 'Towards a trade union strategy for combating racial discrimination and xenophobia.' Participants included GUF representatives from ICEM and EI, representatives from national unions, UN agencies such as ILO, UNESCO and Special Reporter on contemporary forms of racism, racial discrimination and xenophobia and related intolerance such as towards LGBT. The ITUC programme drew up a plan of action, and trade union materials were tested. The outcomes included a final statement and slogan 'Diversity is our strength – let's unite against racism!'

World Congress on Human Rights, Sexual Orientation and gender Identity (Paris, France, 16 May, 2008), organised for the NGO International Day against Homophobia

The conference was a dialogue opportunity between representatives of governments, international institutions and civil society organisations, including unions. This activity was organised by the Dutch, French and Norwegian governments as a follow up to the UN Declaration on Human Rights, Sexual orientation and Gender Identity endorsed by 68 members states at the UN General Assembly (December 2008). The panel 'Love to freedom and freedom to love' 14 May in Paris

included Phillip Castel, SNES National Secretary of Rights and Liberties, and spokesperson for Inter-LGBT France. The Conference developed recommendations and strategies to take the LGBT agenda forward at the UN. The meeting was attended by 80 participants from the global south and 150 ministers from 15 countries, representatives of agencies, independent experts and NGOs.

Working with CGU: Equality Working Group. In January 2008, EI participated in the ETUC conference in Brussels, Belgium, on 'Extending Equality: trade union actions to organise and promote equal rights, respect and dignity for workers regardless of the sexual orientation and gender identity'. EI contributed to the exchange of good practices and join the discussion of 80 unionists on ways to improve trade union work in this area. ETUC also published a conference report and leaflet available in 22 languages. <http://www.etuc.org/a/5244>

World Outgames and LGBT Human Rights Conference

The Global Unions endorsed and welcomed the First World Outgames in Montreal 2006, and its human rights, sport and cultural program. EI participated actively in the process leading to the second International Conference on LGBT Human Rights held in Copenhagen, Denmark, 27-29 July 2009. EI joined the Advisory Committee and stressed the trade union support representatives from CLC, CUPE, CSN and CSQ who were already involved. Networking and alliance-building took two years for the 'Workers Out' trade union part of the program. In cooperation with other Global Unions, EI worked on the 'Workers Out' track but also on mobilising EI affiliates working on LGBT issue in Education unions.

The World Outgames 2009 were successful from the point of view of the programme and organisation, and was appreciated by the 780 participants from 80 different countries. They also had the perfect combination of 24 excellent keynote addresses and 110 quality breakout sessions, workshops and opportunities for networking. Participants shared experiences and joined collaborative efforts in building diversity in the unions, workplace and in society. Conference themes included human rights and politics; Workers Out, and education. Conference had first time experiences: a MENA pre-Conference closed to its 60 participants; the inclusion of education as a Conference theme was evaluated positively as it was the first dialogue of its kind among education unions and LGBT people working in education projects. The financial result was also satisfactory.

The International Advisory Board of the Conference had two union officers as its co-chairs, one EI Coordinator (who also co-chaired the entire World Outgames Human Rights Conference) and one PSI Coordinator. The challenges ahead and inspiration were highlighted in the Copenhagen Catalogue of Good Practices prepared by the Danish Institute with a collation of 20 examples and *practices, among others, of education union working models*. <http://www.humanrights.dk/books+and+webshop/publications/books> The Conference received overwhelmingly positive feedback from trade union

delegates and officials from NEA (USA); CSQ, CTF and BCTF (Canada); UCU, NASUWT and ATL (UK); AOb (Netherlands); NZPPTA (New Zealand), and AEU (Australia).

UN Durban Review Conference (Geneva, 23 April, 2009).

EI, ITUC and PSI joined several human rights organisations such as Human Rights Watch and ILGA sponsored a side event that explored the relationship between race, sexual orientation, gender identity and other aspects of identity that are sources of systemic discrimination. The panel discussed social, economic, cultural, and political settings which form foundations of discrimination faced by people on grounds such as race, sexual orientation, gender identity, age, sex, (dis)ability and other status. In exploring the dynamic and structural causes of multiple forms of discrimination, the panellists from Dominican Republic, Mexico, St Lucia and South Africa captured how states can acknowledge the impact of multiple identities and discriminations. The meeting called upon governments to recognise the importance of addressing multiple or aggravated forms of discrimination, to include sexual orientation and gender identity as grounds that are inextricably linked to racism, racial discrimination, and xenophobia.

International Day against Homophobia (IDAHO): 17

May 2009. EI issued a statement against discrimination on the grounds of sexual orientation and gender identity. EI also endorsed an international appeal to UN agencies and head of states to 'reject transphobia, and respect gender identity.' The appeal was distributed by Connect and ETUCE Women's Network. IDAHO activities and initiatives mobilised around specific demands, as follow up of UN Statement endorsed by 68 member states in 18 December, 2008. EI is concerned by the rise of intolerance and the return of covert or overt homophobia, as well as racism and xenophobia, in too many parts of the world, including European Union countries.

EI-PSI LGBT Forum 2007 - 2011. EI and PSI have a long record of successful and joint work for LGBT equality issues in the workplace. The manual Trade unionists together for LGBT rights is being translated and distributed in many languages. The information and analysis have been used to further unions' agendas, particularly among those who are relatively new to LGBT activism. Throughout the year, the EI-PSI LGBT Forum has been active in regional initiatives such as ETUC actions and activities promoting equal rights, respect and dignity for workers regardless of their sexual orientation or gender identity, adopted by the ETUC Executive Committee. Working in coordination with PSI members and potential members, the Steering Committee met in Copenhagen to set up plans for the third LGBT Forum, scheduled to take place in Cape Town, South Africa in July 2011, prior EI's sixth World Congress.

Latin American LGBT activities

The regional strategy has been to promote a Latin American network that will help implement union policies regarding LGBT rights. In the first half of 2008, they developed several steps in response to commitments made earlier among the countries of Central America. Especially in Guatemala and

Costa Rica, efforts have been made to include the issue on the union agenda through alliances with the gay and lesbian movement, as well as training and involvement in legislative debates.

The Inter-Union Committee on Gender and Sexual Diversity in Costa Rica,

which brought together 21 local unions, organised a capacity building workshop on 29 February. EI affiliate ANDE hosted the event. Unions have expressed an interest in developing similar working experience in the Southern Cone.

17-18 September 2008, sub-regional Central American meeting in Guatemala

brought together EI member organisations from Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. Its objective was to follow the recommendations regarding the serious situation of discrimination faced by the LGBT working community in Central America, at the First Central American meeting held in Guatemala in October 2007 and in coordination with PSI, which came out with a common statement. As a result, STEG (Guatemala) has adopted a trade union policy for defence of LGBT rights and its executive board has created a secretariat for promotion and defence of LGBT rights. Similarly, an alliance has been formed with the gay and lesbian organisation 'OASIS'. STEG has indicated that it is committed to continuing to develop its work in the field of sex education and prevention of HIV and AIDS. The activity defined concrete follow-up mechanisms of the LGBT Central America Network. It also analysed proposals to organise similar activities in the Andean Zone and Southern Cone, with intent to create the LGBT Latin American Network in order to include LGBT rights in the education unions' agenda. Participants: CTERA (Argentina); CNTE (Brasil); BCTF (Canada), ANDE and SEC (Costa Rica), Andes 21 de Junio (El Salvador), STEG (Guatemala), ANDEN, GTEN and FEPDES (Nicaragua), FETRA Enseñanza (Venezuela) and MOVILH, a group that works closely with CPC (Chile).

The First Workshop on LGBT for the Southern Cone was held 30-31 October 2009 in Sao Paulo, Brazil,

with participation from two organisations in Central America, two from the Andean Area, and six from the Southern Cone. The aim of the workshop was to give participants three tools: how to understand and defend safe schools for all teachers and students, how to understand LGBT rights as part of the complete defence of humans rights and how to start including LGBT's specific demands in their collective bargaining.

Workers Out Caucus (4-9 December, 2010).

At the ILGA World Conference in Sao Paulo, Brazil, the workshop 'trade unions working together for LGBT rights' was organised by EI, PSI and UNISON (UK). It brought together EI members and trade union representatives from Brazil, Canada, Mexico, the USA and UK. The caucus was used to exchange information and updates on action plans in their sectors.

EI Latin America Region Human Rights, LGBT Rights and the Education Union Agenda (13-14 December, 2010).

This follow-up in Sao Paulo, Brazil, came after previous sub-regional meetings in Central America and the South Cone,





articulated a regional network that works for LGBT rights in the education trade union agenda. The meeting measured the progress achieved by EI member organisations in terms of their commitments, including the establishment of LGBT secretariats at the executive board level. In a short period of less than one year most members have made progress. Concerns were raised about increasing homophobia in the region. In Brazil, as a result of the electoral campaign, victims of homophobia increased. Human rights defenders reported hate crimes and violent attacks in Colombia, El Salvador, Guatemala and Peru.

Education and Sexual Diversity Manual (CPC Chile, MOVILH and EI). A publication called Education in Diversity was released in Chile with pedagogical material sponsored by EI, Colegio de Profesores and Human Rights Faculty at the Diego Portales University and produced by local MOVILH (Chile). This was the first educational resource launched in 2009, which was updated and reprinted. EI member CPC (Chile), supported the initiative. As part of the awareness raising campaign, materials are distributed in institutes and schools among students, teachers and parents. It is available online.

EI also followed up on action taken in coordination with CPC (Chile). EI sent a letter to the Ministry of Education in Chile, protesting the fact that Catholic Church officials revoked a teacher's permission to teach religion after learning she is a lesbian. She had been teaching religion for 21 years at a public elementary school in Santiago, Chile.

Caribbean LGBT activities

At the **Human and Trade Union Rights workshop** held in St. Lucia on 26-28 November 2007, LGBT matters were discussed among union leaders for the first time. This generated lengthy discussion and debate among participants. The EI resolution on the issue was also discussed. At the end, the participants agreed that the union has to defend the rights of all its members, regardless of their sexual orientation. This was seen as a major achievement at the training.

European LGBT activities

Poland has come a long way since 2005 when the Mayor of Warsaw, Lech Kaczynski, banned pride marches two years in a row, earning himself the disapproval of the European Court of Human Rights. In 2007, the Polish Education Minister proposed a law against "gay propaganda" in schools, which could have led to LGBT teachers losing their jobs. Local organisations such as ZNP (EI member), OPZZ, the Equality Foundation and the LGBT community built a successful alliance, with EI and its member organisations supported local education unions since 2006.

EI sent a protest letter to Roman Giertych, Polish Minister of Education and Deputy Prime Minister, who targeted teachers with different political leanings and made homophobia a centrepiece of its policy. On 17 March 2007, more than 10,000

teachers took a stand against the government's education policy in Warsaw for ignoring teachers' organisations. They demanded pay raises and demonstrated against measures that increase intolerance in schools. EI affiliates sent solidarity letters in support of the teachers' demonstrations. In Krakow, during April 2007, EI's affiliate ZNP held a national seminar on rights in civil society and discussed the future of women in the teaching profession, the situation facing national minorities and immigrants, and the situation of gays and lesbians in Polish society.

In 2008 ZNP and other Ministry and NGOs publicly discussed discrimination on the grounds of sexual orientation. The conference on 'The Role of Trade Unions in Fighting Discrimination on the Ground of Sexual Orientation,' held in Warsaw on 21 June, was the first conference of its kind to take place in Poland. The meeting was organised by Campaign against Homophobia and brought together 60 people from Poland and abroad. EI made a presentation about mainstreaming equality in education.

Europride Warsaw, 9-18 July 2010. Following EI and Pan European Equality Committee recommendations, trade union organisations joined 10,000 marchers in Europride – the first of its kind in Eastern Europe and the largest regional LGBT rights event. ZNP and other EI members were among the 100 unionists from 20 countries present at the Polish Confederation of Trade Unions (OPZZ) and ETUC Conference 'Extending Equality to Central and Eastern Europe' on 15 July. The event was part of a two-week programme of debates and cultural activities. EuroPride in Warsaw marks the success of joint efforts for equality. The march was protected by almost 2,000 police and supporters. Securing freedom of assembly and expression in EU countries won some victories in 2010 (Warsaw, Belgrade) but LGBT pride marches are still often under threat. In this process, ZNP have gained a deeper and wider perspective as far as the problems of discrimination are concerned, especially the discrimination of LGBT persons, gaining support in the promotion and implementation of the demands on modernising sex education and schools cultures (introduction of compulsory sex education from 2012), working on the teachers' professional code of ethics, which contain provisions on preventing discrimination and renovating their role as teachers union in nowadays society. ZNP has been supported by the ETUCE Equality Committee and works in cooperation with GEW, as well as sharing its experience with EI members in Eastern European countries.

Ireland. The Association of Secondary Teachers, Ireland (ASTI) established a Gay and Lesbian Network in 2008 which meets regularly. Their members share experiences and also identify what ASTI needs to do to promote equal treatment for gay and lesbians teachers. Lesbian, Gay, Bisexual students in Post primary School, Guidance for Principal and Schools Leaders was launched in 2010 by the Department of Science and Education and the Gay and Lesbian Equality Network (GLEN) in association with ASTI and TUI, among others. www.glen.ie/page.aspx?contentid=49&name=glen_publications

The Irish National Teachers' Organisation (INTO) Lesbian, Gay

and Bisexual teachers group has been organised since 2004. The group works to support its members, works in collaboration with the INTO Equality officers and the Equality Authority of Ireland in tackling sections 37(i) of the Employment Equality Act 1998, 2004. EI members INTO and ASTI work in cooperation with TUI on these issues

France. The EI General Secretary participated in an 'Against Homophobia and for diversity in education,' event organised by the educational collective that brings together the FSU, UNSA Education, SGEN-CFDT and UNEF, among others.

Sweden: Lärarförbundet, Sweden, has been actively supporting pride events in the country. On 1 August 2008, Lärarförbundet organised the 'LGBT Rights in Education and Working Life' event as part of the Europride programme, in Stockholm from 25 July–3 August. EI's General Secretary was one of the top trade union officials attending the event. Following this good practice, Catelene Pashier, Confederal Secretary of ETUC, participated for the first time in the festival, in collaboration with the All Clear Trade Union network in Sweden.

Netherlands: The AOb Conference 'Help the straight. How to make them active' held in Utrecht, 16 April, 2010 was joined by EI and included four workshops: Getting out of the closet in your school? How do you cope with negative remarks? Do your colleagues understand what it means to be a LGBT teacher? and The school should be proud to have LGBT teachers. Discussion and exchange revealed the remaining challenges for unions even in a country with very advanced policies on LGBT rights in society and the education sector.

Belgrade Pride (Serbia, 10 October). EI sent a solidarity letter to organisers of the march for equality in Belgrade. The pride march had a history of being one of the most violent LGBT pride parades in Europe. Civil society organisations, the LGBT community and straight allies succeeded in making the parade a proud and peaceful reality. The TUS supported the pride parade. Given local circumstances, police protected marchers from violent attacks by ultra nationalists. More work needs to be done before LGBT people can feel free and safe in public, at work and in their private lives.

Bratislava. The seminar on 'Education unions: building respect for diversity' was held from 3-5 November in Bratislava, Slovakia, and was attended by 30 participants from 22 unions in 15 countries. The seminar was highly valued by the participants. The seminar's recommendations were endorsed by the EI Pan European Regional Committee, which met in Luxembourg on 10 November. A moderated discussion was also launched in December on the ETUCE Women's Network.

For some time EI has worked closely with ILGA-Europe, which was invited to make a presentation at the Bratislava seminar. EI attended their Employment Seminar focusing on working with trade unions in Brussels, Belgium, from 6-7 October, 2010. The trade union participants made recommendations that were endorsed by the ETUCE Regional Committee. These recommendations promote the creation of supportive environments at different levels: policies and practices,

trade union visibility, sharing good practices and working in cooperation with other trade unions, including LGBT initiatives such as ILGA-Europe, which has set up an Employment Network to share relevant documents and materials.

North America LGBT activities

The National Education Association (NEA), one of EI's largest members in the USA, believes that great public schooling is a fundamental right of every child – free from discrimination and harassment, and safe for all students, including those who identify as LGBT. NEA publishes a series of reports on the status of underserved groups in education. The 2009 report on the status of LGBT students, 'Stepping Out of the closet, Into the light' report about the proceedings of the NEA National Summit on LGBT Issues in Education in July 2008. It also combines research on LGBT issues and outline program work by the NEA to better the lives of students and its members. www.nea.org/home/32071.htm

The Canadian Teachers' Federation (CTF) advocates for educational systems that are safe, welcoming, inclusive, and affirming for people of all sexual orientation and gender identities. CTF initiatives address a range of issues and encourages teachers to use age-appropriate ways to generate discussions with their students and develop program awareness programs about sexual and gender minorities and the effects of heterosexism and homophobia on the learning environment. CTF has developed a relevant range of resources like 'Challenging Silence, Challenging Censorship' (2007); The Gay-Straight Student Alliance (2006); Lessons learned: A collection of stories about LGBT issues (2005); 'Seeing the Rainbow' (2002) produced in cooperation with ETFO (Elementary Teachers' Federation of Ontario); and "Supporting transgender and transsexual students in K-12, a Guide for educator" to be released in 2011.

The Sexual diversity Committee of Centrales des Syndicats du Québec (CSQ), Canada, in collaboration with other partners in the education sector, organised a major conference on homophobia under the heading 'Briser le silence: une responsabilité à partager,' the goal of the conference was to bring together 400 stakeholders to discuss the problem of homophobia and its impacts on the academic success and dropout rates of young students. A second objective was to equip stakeholders with the necessary tools to improve the ways in which they intervene in their schools. www.colloque.homophobie2011.org

Asia Pacific activities

The Seventh EI Regional Conference (2007) held its **first LGBT caucus**.

The New Zealand Post Primary Teachers' Association (PPTA) Te Wehengarua. PPTA's rainbow Taskforce for Safe Schools is working for about 15 years helping to make secondary schools safe and welcoming places for LGBTI students, family members and teachers. PPTA also provides resources for schools to use in their work to combat homo-



phobia and transphobia. PPTA is also members of the SS4Q (Safety in Schools for Queers) an umbrella organisation. PPTA supported the education and trade union event during the Asia Pacific Outgames Conference 2011, under the theme 'Dignity, respect and security: strong queer voices in Asia and the Pacific'.

African LGBT activities

The planned round table discussion on the recommendations of a background paper entitled 'Assessing the Knowledge, Perceptions and Attitudes toward lesbians and gay men' was postponed. The paper included a survey of 110 union members from 19 affiliates in 13 countries from West, East, Southern and Central Africa. The study was conducted in 2005 by the Pan African Teachers' Centre (PATC) and was commissioned by the EI Regional Office in Africa. The organisation of a specific (sub)-regional activity has become a challenge in the last years. The organisation of the third EI-PSI LGBT Forum in Cape Town, July 2011, is an important opportunity to address relevant discussions and exchange of experiences for EI members in the region.

Social justice is an important objective, in its own right, for the union movement. However it also represents our future. For the union movement to grow and have a secure future, we must reach out to all groups and potential members that exist in our societies.

4. The EI Working Plan 2007 - 2011

The strategic 'topline', as mentioned at the start of this document, is to defend and expand LGBT rights and to link these to other human rights and social movement processes.

Firstly (4.a.) this is about how are strategies supporting LGBT workers, teachers, students' rights progressing (or not) in different regions around the world? What are examples of progress? Where can one identify forms of backlash? How can EI regions and members in part defend but particularly expand progress in legal and social rights in their country and region? This includes sharing strategies to both defend LGBT rights, sometimes in the social, sometimes in legal sense, and secondly to expand those rights in order to bring countries on board which are lagging behind in recognising LGBT rights, legally and socially. This can be done by linking LGBT issues strategically to other relevant human rights issues and building alliances with social movements working against poverty and for the MDG's, EFA, and human rights defenders monitoring countries implementation in different mechanisms available such as the Universal Periodic Review at the UN Human Rights Council, the CEDAW, among others.

Secondly (4.b) these strategies are about how LGBT rights can both be worked on within the general advance of 'public quality services for all'. This means working within the PSI and EI structures, both as 'standalone issues' as well as LGBT rights

being an integral and recognisable part of more broader equality, anti-discrimination public services and 'zero tolerance' policies and practices. These strategies aiming to achieve 'public quality services for all' will also need to defend LGBT progress against the world-wide financial cut-backs on public services, and to expand as there is still a world of improvement needed before LGBT rights have been fully achieved in education, employment, health, housing, and other social services already available to the general heterosexual public (e.g. losing out a job or promotion because of prejudice, denying services in health services given insurance restrictions, restaurants or hotel, etc.). By linking LGBT issues to broader human rights and equality issues it is possible to strategise towards inclusive education, health and public services for all: including LGBT peoples.

4.a. EI will defend and expand progress in legal and social LGBT rights at national, regional and international level, and link its work to other actors also working on these issues

The first priority, together with PSI and the ITUC, is the decriminalisation of homosexuality worldwide by increase awareness-raising within unions. In 76 countries individual women and men who may be teachers, nurses or students face criminal action solely on the basis of their sexual orientation. Such criminalising laws also cause and perpetuate social stigma, blackmail and a wide range of intolerance, discrimination and violence. Also any countries where there are attempts to turn back the clock and re-criminalise LGBT rights need the union-energy to defend such rights. In all countries of the world there is work to be done on expanding LGBT rights and freedom of gender identity.

EI, PSI and ITUC take upon themselves to work together with social movements and NGO's as well as with progressive politicians on strategies of law change in all relevant countries. As part of this work it must be recognised that if legal and social battles are to be won, the strategies will include educational strategies in schools and in the public sphere to counter discrimination and homophobia.

Trade unions have played and can play an important role to influence authorities and communities to demand equality for all, regardless of their sexual orientation or gender identity.

This means that the broader union movement will involve itself whole-heartedly in processes regarding respect of all human rights, freedom of information and expression, the building of democratic processes, rule of (human rights based) law and transparency and accountability at all levels of society.

Also in relatively repressive regimes and countries this priority asks EI members to live the EI policies on LGBT issues fully, and to provide objective information on sexual orientation or gender identity, and to ensure that LGBT teachers and students have full access to schools and universities, as they stand for human rights and academic freedom. This also means that teacher training programs and materials include life skill curriculum, sexuality education and positive images of sexual diversity and gender identities.

EI members can build (at national and regional levels) networks



of people working in teacher training institutes, universities, and in educational institutes who then cooperate with various LGBT communities and a variety of social and human rights movements working to provide educational materials, training modules and various other educational instruments such as public debates on these and related issues.

These multi-stakeholder networks can the influence at national and or local levels the Ministries of Education, Health, Justice and Internal Affairs, student bodies, parents associations, faith-based organisations. Support can be solicited from a whole number of global institutions who have already done significant work in the area, and have policies, materials and best practices available: UNESCO, UNIFEM, UNICEF, GCE, Amnesty and Human Rights Watch, women's, anti-poverty, and development organisations and movements.

**Specific recommendations for discussion:
EI will:**

- Mobilise solidarity actions among member organisation against any violation of LGBT rights, and particularly in the world of work;
- Develop dialogues that will examine education unions attitudes and beliefs about sexuality and homosexuality, also education stereotypes in education materials, providing opportunities for EI members interest to work on these issues that affect learning environments;
- Promote ask its members to promote the Day against Homophobia (17 May) in all countries in the world, particularly those where LGBT rights are not yet recognised;
- Launch and maintain an online platform (interactive website) for exchange among specific education unions working on these issues;
- Gather and share quantitative and qualitative data, in the form of case studies or surveys, in order to monitor the extent and nature of legal and social discrimination on the grounds of sexual orientation or gender identity, including access to public services.

4.b Defending, expanding and linking LGBT rights in 'public quality services for all', both as standalone issues as well as being an integral and recognisable part of more general equality, anti-discrimination public services and 'zero tolerance' policies and practices.

In PSI and in EI there is a growing tradition of working together on LGBT and gender identity rights as 'standalone' issues in the sense that the quality of public services is not 'for all' unless LGBT and gender diverse teachers and students can fully access their rights: to education, health, social security, and same-sex registered partnership rights including parental rights, insurance, housing, pensions. It is clear that each of these rights which are considered quite normal for heterosexual couples, in some

places, pose a problem for the LGBT community with sometimes quite devastating results. Consider the life-long partner who has no right to make medical decision, handle insurance claims, sick leave to take care for partner, tax breaks, or who has to leave their burial to a family who has always denied their sexual orientation and their partner. Consider the problems that a mother faces in taking responsibility for the biological children of her lesbian partner, when she cannot 'adopt' them, or 'recognise' them as her own (which most men can do even when they have no biological connection with a child), or when same sex couples are refused to enrol their children in the school they want to. Each regulation of this type that has to be changed takes detailed negotiation in the specifics of a particular country or state. And there are examples of bureaucratic pushback at times. But it is possible to share solutions, strategies and tactics, and this is where the EI-PSI networking can be of vital importance.

Within EI specifically work has been done to develop more comprehensive sexuality education sometimes within life-skill curriculum, but it is clear that education authorities and teachers are sometimes afraid to use this material when it is too explicit about the mention of homosexuality. However if the work is brought in through 'safe schools' or 'inclusive education' some teachers may use such holistic concepts without ever being specific about LGBT and gender identity issues, so it can become an exercise in avoidance.

**Specific recommendations for discussion:
EI will:**

- Link education union activities and making practical information accessible on issues related discrimination based on sexual orientation and gender identity in unions and education sector;
- Share relevant information on what do teachers and education personnel need to know on these issues by the distribution of a regular online newsletter;
- Promote safe schools for all, learners and teachers Increase the exchange of good practices that actively promote the respect of human and trade union rights for all, including the acceptance, understanding and respect of LGBT identities;
- Invite member organization to present papers (case studies) addressing good practices on how to tackling the challenges that these issues pose for trade unions (e.g. working conditions, collective bargaining, working climate and fair treatment)
- Organise a specific trade union seminar prior the third World Outgames LGBT Human Rights Conference to be held in Antwerp, August 2013;
- Develop materials on inclusive education, safe schools and quality public services for all which explicitly show the inter-connections between these issues and LGBT rights and gender identities;
- Promote the organisation of at least one (sub) regional activity on related issues before the next EI Congress in



2015;

- Promote the right to decent work in an open and safe environment, and the right to be organised in trade unions and to enjoy the respect, protection, promotion and full participation within the unions;
- Work with PSI and ITUC and other relevant initiatives to develop material and training modules in order to tackle discrimination and more- or less subtle ways of homophobic- and gender bullying in their own ranks, in the union.





Annex No. 1

The EI-PSI Porto Alegre Declaration

Education International (EI) and Public Services International (PSI) Declaration

First International Lesbian, Gay, Bisexual and Transgender (LGBT) Forum

The participants of the First EI-PSI LGBT Forum meeting in Porto Alegre, Brazil, from July 19-21 July 2004

Recalling the importance of the inherent dignity and of the equal and inalienable rights of all human beings as the foundation of freedom, social justice and peace in the world;

Reaffirming the principle of universality, indivisibility and interdependence of human rights, the full enforcement of which will require the elimination of all forms of discrimination;

Calling on all members of Education International and Public Services International to recognise that we are all responsible for making sure that human rights are reaffirmed through our ways of thinking and in our actions;

Taking note of the progress that has been achieved during the past decades to eradicate discrimination based on sexual orientation and gender identity;

Concerned by the obstacles that remain in many countries to the full enjoyment of civil, political, economic, social and cultural rights of all peoples, in particular those who are excluded or discriminated against on grounds such as gender, race, ethnic group, nationality, disability, religion or socio-economic status;

Concerned that the rights of sexual minorities are not explicitly recognised in most international and national standards and instruments; and that therefore discrimination and inequality based on sexual orientation and gender identity continue to persist at different levels. These include employment; access to public services; criminal and civil law; failure to recognize legally atypical personal relations such as same sex partnerships and de facto couples; lack of support for lesbian, gay, bisexual and transgender young workers; and the specific needs of transgender people;

Being aware of the diversity in the lesbian, gay, bisexual and transgender communities and lifestyles, the social, cultural and even linguistic diversity, the needs for different age groups and the differences in accessibility of information on these topics;

Convinced that the workplace must be a space free of discrimination of any kind, including bullying and violence, and that trade unions must play an important role in ensuring full respect for the dignity and fundamental rights of all workers;

Acknowledge that campaigns for equal rights for LGBT workers will be strengthened if they are integrated success-

fully into broader rights campaigns at national, regional and international level;

Taking into consideration the constitutions of both Education International and Public Services International and the policies and resolutions approved by both EI and PSI;

Acknowledging the work done on LGBT issues and the results obtained by individual affiliates of EI and PSI;

The participants of the First EI/PSI Lesbian, Gay, Bisexual and Transgender Forum request EI and PSI that they recommend:

To the International Labour Organisation (ILO)

- to refer explicitly to discrimination at work based on sexual orientation or gender identity in their programs and action plans, particularly in the follow up action plan to the Global Report on Discrimination adopted by the November 2003 Governing Body;
- to develop and disseminate guidelines related to the elimination of discrimination on grounds of sexual orientation or gender identity, and information about best practices;
- to provide technical support to the social partners (governments, employers and workers) to evaluate employment and workplace practices in order to detect and eliminate discrimination on grounds of sexual orientation or gender identity, including in the education system, and in the provision of public services;
- to compile a Conditions of Work Digest focusing on best practices related to promoting labour and trade union rights of lesbian, gay, transgender and bisexual workers;
- to endorse its code on HIV/AIDS, containing fundamental principles for policy development and practical guidelines and for all trade unions to implement this code.

To UNESCO and Education for All (EFA) programs

- to include in their materials and training tools, themes and issues related to sexual diversity, the cultural, social and historical roots of discrimination, and to make recommendations on ways to eradicate all form of discriminatory practices.

To UNAIDS

- to develop programs that are diverse, and contain non-discriminatory references to human sexuality and gender; and to address their linkages to poverty.

To Non- governmental organisations

- To work on specific actions and campaigns to remove all obstacles to the full enjoyment of civil, political, economic, social and cultural rights of all peoples;
- To document discrimination at the workplace and coordi-

nate joint actions with trade unions at national, regional and international level;

- To exchange information, analyses and best practice with trade unions so as to improve the quality and impact of the work against all forms of discrimination.

To governments

- To promote, protect and enforce respect for existing standards for the promotion of human rights and non-discrimination on any ground;
- To amend national legislation in order to eradicate discrimination on the basis of sexual orientation, gender identity or marital status including laws that penalize same-sex relations; and to eradicate exemption provisions, e.g. for religious organizations;
- To afford same-sex relationships the full protection of the law in the areas of pension and inheritance rights, adoption rights, taxation, access to housing, health services, and to take the necessary steps to recognize the diversity of family relationships including ending discriminatory legislation, policies and practices in all fields where this currently exists;
- To ensure the widest and earliest possible access to Quality Public Education, free of prejudice and to empower people, especially women and girls, to make their own choices;
- To ensure that sex education and health care materials, campaigns and services include information relating to lesbians, gay, bisexual and transgender people and their needs;
- To eliminate all discriminatory practices related to people living with HIV/AIDS, especially at the workplace, including arbitrary dismissal or transfer.

The participants of the First EI/PSI Lesbian, Gay, Bisexual and Transgender Forum further request EI and PSI:

- to reaffirm the unequivocal commitment of EI and PSI and their member organisations to provide full support for the rights of lesbian, gay, bisexual and transgender workers;
- to request the International Confederation of Free Trade Unions (ICFTU) to establish a LGBT workers' network and to develop programs to work on sexual orientation and gender identity issues;
- to develop an action plan aimed at cooperation with other world trade union confederations to work on the protection of LGBT workers against discrimination;
- to submit a test case to the ILO regarding the application of ILO Convention 111 to the rights of LGBT workers;
- to adopt and implement resolutions on LGBT rights and to encourage member organisations to adopt and imple-

ment similar resolutions;

- to explicitly deal with the issues of sexual orientation and gender identity discrimination as they relate to women in the EI and PSI women structures;
- to develop capacity building programs and training materials, specially aimed to help member organisations to develop new capacities on LGBT issues;
- to organise staff training sessions on diversity, including sexual orientation and gender identity, so as to develop strategies and tools to evaluate progress on anti-discrimination issues;
- to establish a web based data base and information service to exchange information on relevant cases, policies, legislation, news from affiliates, best practices;
- to encourage member organisations to adopt policies and mechanisms to detect and eliminate discrimination based on sexual orientation and gender identity and to mainstream related issues into the collective bargaining agenda;
- to encourage member organisations to establish LGBT workers advisory structures;
- to review and extend existing equality programs to sexual orientation and gender identity issues;
- to take up campaigns in cases of human rights violations, e.g. murder, imprisonment of LGBT activists;
- to take up campaigns against bullying and violence against LGBT youth and to prevent youth suicides;
- to provide regular reports to their respective Executive Boards on affiliates progress in establishing these advisory structures;
- to implement a second EI-PSI International LGBT Forum meeting in conjunction with the PSI Congress in 2007;
- to provide all the necessary staff and financial resources for the implementation of the follow up activities of the Forum's recommendations.

Further, the participants of the First EI/PSI Lesbian, Gay, Bisexual and Transgender Forum further request EI and PSI to encourage their member organisations:

- To promote human and trade union rights education that raises awareness of issues related to discrimination on grounds of sexual orientation and gender identity;
- To adopt policies and mechanisms to detect and eliminate discrimination based on sexual orientation and gender identity both within their own structures and at the work place; and to mainstream LGBT issues into collective bargaining;
- To establish LGBT workers advisory structures;



- To work with local governments and employer organizations to promote changes in attitudes relating to any form of discrimination, including sexual orientation and gender identity;
- To establish networks with existing human rights and lesbian, gay, bisexual and transgender organisations to promote and protect the human and labour rights of all person at the workplace regardless of sexual orientation or gender identity;
- To ensure that in the development of policies on HIV/AIDS in the workplace that the rights of affected LGBT workers are protected.

Finally, the participants of the EI/PSI Lesbian, Gay, Bisexual and Transgender Forum therefore request EI and PSI

- To establish a Steering group from this Forum to advise and assist the Executive Boards with the implementation of the follow-up activities of the Forum recommendations, which should be composed equally of representatives from EI and PSI affiliates.

Porto Alegre, 21 July 2004

Annex No. 2:

Education International (EI) and Public Services International (PSI)

Second International LGBT Forum

Recommendations to the EI and PSI Executive Boards from the LGBT Forum in Vienna

The delegates at the second EI-PSI LGBT Forum meeting in Vienna, reaffirm the Porto Alegre Declaration, recognize the progress made thus far in its implementation and recommends that EI and PSI continue to pursue the document's recommendations with special focus being given to the following areas:

- a. Review the structure and activities of the Steering Committee
- b. Promote the use of the "Trade Unionists Together for LGBT Rights" publication.
- c. Strengthen and enhance activities relating to LGBT issues at the regional level.
- d. Encourage partnership projects between and among affiliates
- e. Promote and enhance the website to include among other issues;
 - i. Best practices
 - ii. Collective bargaining agreements
 - iii. Successful legal activities.
- f. Continue and enhance interaction with the ILO and other international agencies and organisations.
- g. Increase the visibility of transgender equality.
- h. Include LGBT issues in EI's and PSI's campaigns, including, in particular, the campaign for Quality Public Services.

It is also recommended that the Forum be continued in conjunction with alternating EI and PSI world congresses.

The Forum further requests the allocation of appropriate resources to further its recommendations.

Vienna, September 2007





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