

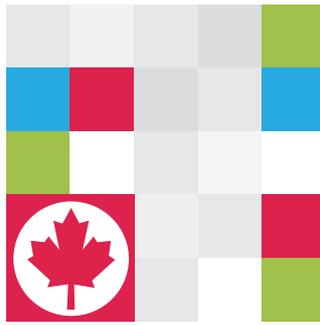


Education International
Internationale de l'Éducation
Internacional de la Educación

EI 7th World Congress
Congress Proceedings
Book #4B: Quadrennial Surveys



UNITE FOR QUALITY EDUCATION
Better education for a better world



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OTTAWA 2015

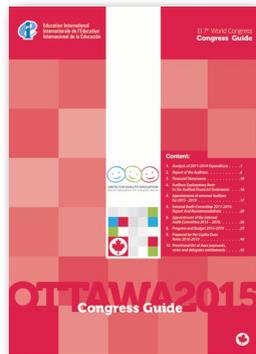
Congress Proceedings
Book #4B Quadrennial Surveys



Congress Publications

The business for consideration by Congress is set out in a series of books. In so far as possible, the material within each book is in the sequence in which it will be dealt with by Congress. The exception is the book containing the Congress Resolutions (and amendments) which could not be finalised until after the Resolutions Committee met in June and completed its report and recommendations.

The following are the six main Congress Proceedings books.



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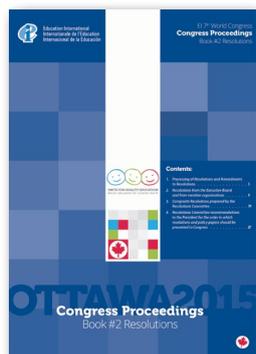
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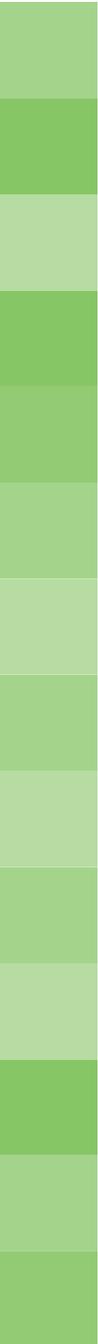
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1. Report on the Quadrennial Survey on Equality and Diversity 2010-2014

Nora Wintour, Consultant

March 2015



Foreword

Since the last quadrennial survey was conducted in 2010, educational settings, teachers, students, education trade unions, and even the very notion of education have been under differing types of sustained attacks in all regions of the world. Far too often, such attacks have been violent and bloody, leading to the loss of too many innocent lives and preventing millions from enjoying the right to education.

And yet – all of the evidence shows that guaranteeing equitable quality education for all is crucial if we are to build peaceful, socially cohesive, economically stable and environmentally sustainable societies. That is why Education International (EI)'s vision of quality publicly funded education for all is grounded in the understanding that education is a public good and a human right.

Education trade unions have a central role to play in this endeavour, and EI member organisations work hard to secure equity within education, and aim to lead by example and achieve equity within their own organisational structures.

This report on the quadrennial survey on equality and diversity provides an overview of EI member organisations' progress, since the 6th EI World Congress (2011), on implementing the EI Gender Equality Action Plan, and the action plans on Indigenous Peoples' rights, on lesbian, gay, bisexual and transgender (LGBT) rights, and on creating inclusive environments in education trade unions and within education.

The report highlights good practices among EI member organisations on issues including women's participation within education trade unions, unions' contributions to the ongoing struggles to increase the rate and quality of participation of girls in education, and to close the persisting gender pay gap.

The responses from member organisations also indicate that there is considerable focus on ensuring that educators are given the opportunity to acquire the necessary skills, provided with high quality teaching tools and materials, and receive sufficient support from education authorities to promote equitable and inclusive education in safe and secure teaching and learning environments.

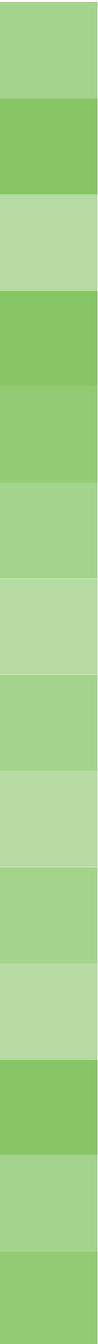
The report concludes with an outline of the key issues for EI member organisations to address as we move into the next Congress period (2015-2019).

I encourage all member organisations to read this report and consider the ways in which the many examples of good practice in different parts of the world could be usefully replicated and applied in their own local and national contexts.

Yours sincerely,



Fred Van Leeuwen
General Secretary



The survey at a glance

This survey evaluates Education International (EI) and its affiliates' work to implement the Gender Equality Action plan and other action plans on Indigenous peoples, lesbian, gay, bisexual and transgender (LGBT) persons, and an inclusive environment in unions, schools, and society. It had one of the highest response rates of any EI survey to date.

Gender equality: Insufficient progress has been made on improving women's representation in leadership. The positions of President and General Secretary remain 75 % male-dominated. The survey reviews successful strategies to improve women's representation and highlights the impact on women of the financial and economic crisis. It provides examples of unions' work to promote access to education for girls and to transform school curricula to ensure gender-sensitive approaches. It also examines union policies to address women's economic empowerment, including on the gender pay gap, maternity protection, and pensions.

Indigenous peoples: The survey was carried out by unions in 47% of the countries with indigenous peoples, according to United Nations' terminology. This is a very satisfactory response rate. Unions provide examples of work to promote indigenous peoples' right to education, including from tertiary level unions. Examples from around the world of good practice and a set of actionable recommendations for follow-up over the next Congress period are included.

LGBT persons: Unions are more active on LGBT rights and considered the issue was more visible in the public domain. Nearly 50% of unions not involved in work on LGBT issues considered they would be interested in receiving leadership training or other support in the future. Well over 80% of unions expressed interest in strengthening cooperation, knowledge sharing, and exchange of good practice at regional levels.

Inclusive environment: The survey examines how unions have implemented the 2011 6th EI World Congress Resolution on diversity and non-discrimination. In Europe, there are examples of unions addressing issues of right-wing extremism, Islamophobia, and access to education for Roma children and asylum and refugee children. Other issues addressed globally include discrimination on grounds of disability, race, and HIV/AIDS status. Recommendations focus on how best to facilitate exchange of information and good practice.

Executive Summary



1. Education International (EI) has been mandated by Congress since 1995 to carry out quadrennial surveys between Congresses on equality and diversity, including the rights of Indigenous peoples and lesbian, gay, bi-sexual, and transgender (LGBT) issues. This is a report on the findings of a survey covering the 2010-2014 period (between the 6th and 7th EI World Congresses). The survey was designed to evaluate the implementation of EI's Gender Equality Action Plan (GEAP 2013-2015), the creation of which was mandated by the 2011 EI Resolution on Gender Equality, adopted at the 6th World Congress in July 2011; the Indigenous Peoples' Action Plan, adopted by the EI Indigenous Caucus at the World Congress in July 2011 and endorsed by 39th Executive Board in November 2011; the LGBT programme of work, and the Inclusive Environment for Schools, Unions and Society programme of work, as adopted following the EI 2011 World Congress Resolution on Respect for Diversity.¹
2. The survey was conducted between 15 September and 24 November 2014. There were a total of 125 complete responses to the GEAP survey, 59 responses to the survey on LGBT persons, 55 responses to the survey on indigenous peoples, and 60 responses to the survey on an inclusive environment in unions, schools, and society. The overall response rate for the GEAP survey (125 organisations) is equivalent to 31% of the 400 unions and organisations that are affiliated to EI.

A. Report on the Survey of the Gender Equality Action Plan 2010-2014

3. **The male face of leadership:** In 2010, 44.6% of unions had achieved gender parity on their Executive Boards, with 50% or more female representation. This figure increases to 50.9% by 2014. However, if the goal is to reach representation proportionate to female membership, the gender representation gap remains high. Looked at differently, there has been a 6% increase in unions that have reached gender parity between 2010 and 2014, or about a 1.5% increase each year. At this rate, EI can expect to wait at least another 30 years before all its affiliates have gender parity on their decision-making boards.
4. The positions of Presidents and General Secretary remain 75% male-dominated. In 2010, 18% of Presidents were women and, by 2014, the figure increased to 23.2%. On the other hand, the trend is reversed for the post of General Secretary. While 30.4% of General Secretaries were women in 2010, the percentage drops to 26.5% in 2014. There are clear regional differences with North America and the Caribbean and the Pacific reporting female representation and leadership proportionate to membership. In the ETUCE, which now includes Central Asia, there are marked differences across sub-regions.
5. **Successful strategies to increase women's participation:** Many unions have developed integrated strategies, which combine women's leadership with mentoring programmes. Nearly half of the unions carry out specific recruitment activities for young women. Nearly 40% of unions have introduced a gender quota system for women's representation in their highest decision-making body and the majority have introduced the quota during the last four years. A number of unions are considering introducing a quota in the near future. The creation of women's or gender equality committees, structures, or networks is a well-established strategy, with three-quarters of unions reporting they have set up such structures. There appear to be two main groups of unions: those which established women's committee many decades ago, and another group which has done so recently, many indicating it was as a result of encouragement and advice from members of the EI Status of Women Committee or EI regional staff. The other positive development is that two-thirds of the responding unions consider their committee has become more active over the last four years.

¹ See Annex 1 for a summary of the main points of these action plans.

6. **Some challenges:** Unions that report the committee is less active cite the impact of the financial and economic crisis on women, or because the union has fewer staff and resources generally, or government policies have directly undermined women's rights. On the other hand, some consider that this reduced activity is because women have moved into the mainstream of union work, or are more concerned with professional issues. The survey indicates that many women's committees are informal and do not have a statutory basis.
7. **Girls' access to and participation in quality public education:** This issue is particularly relevant to unions from outside the Organisation for Economic Cooperation and Development (OECD). Unions are focusing on girls living in extreme poverty and therefore subject to child labour, girls in remote rural areas, and disabled children with special needs. Another area of concern focuses on adolescent girls and girls forced into early marriage. However, many unions note that they are not consulted by the Ministry of Education or other authorities concerning access and enrolment issues nor concerning pedagogy and school curricula.
8. On the other hand, over 50% of unions are involved in initiatives to review both teacher training materials and school curricula. Unions have adopted Congress resolutions, carried out membership training on gender sensitive teaching methods and curricula, participated in pedagogical conferences where gender issues were discussed, and undertaken advocacy work with the Ministry of Education. Unions are involved in awareness-raising with the general public, for example through radio programmes on gender and parenting, or have set up an online course for teacher training on gender equality.
9. In some cases, unions have taken an active role in shaping education reforms and the adoption of new laws on education, particularly in the Southern Cone (Latin America) with the pedagogical movement based on inclusive, secular and non-sexist principles. Some unions are working in partnership with the Ministry of Education to develop gender sensitive materials. In other cases, unions are providing expertise for projects in developing countries.
10. In those countries where the teaching profession, particularly at upper secondary level and upwards, remains male dominated, unions have campaigned for the government to provide scholarships for women to attend teacher training, or supplemented the professional development courses offered by the Ministry with their own courses for women.
11. Over 40% (46.6%) of unions reported they are part of a civil society coalition or network at national level designed to increase girls' access to quality education. One-fifth of the responding unions are working in partnership with the United Nations Girls' Education Initiative (UNGEI) or the Global Partnership for Education. On the other hand, 80% of responding unions report they would be interested in learning more about existing civil society coalitions.
12. **EI's new initiative on School-Related Gender-Based Violence (SRGBV):** Half of the respondents (51.7%) are involved in initiatives on SRGBV. Unions consider that governments need to demonstrate greater political commitment and carry out training programmes, with expert resource persons, and to provide paid leave for teachers who wish to participate. They want the issue incorporated into school curricula and to allow discussion on the theme in classrooms. Many unions consider there is a need for written codes of ethics on bullying or violence at school, district, or national level. Another set of recommendations focus on improving school infrastructure.
13. Unions were asked in what way they could envisage getting involved in the SRGBV initiative. They offered to conduct training programmes or stakeholder meetings, share or write materials, carry out school-based surveys, contribute to a newsletter or web resource, and participate in coordinated days of action or vigils. Tertiary education unions said they would be interested in carrying out a survey on gender-based violence in their sector.
14. **Women's economic empowerment:** 40% of responding unions are involved in work to reduce the gender pay gap. The focus is on ensuring women are part of the union's collective bargaining teams and monitoring provisions on gender equality in collective agreements. Only 25% have set a specific goal to reduce the gender pay gap in the education sector while 23.7% have included specific provisions in the collective bargaining claim designed to reduce the gender pay gap. Some unions are involved in lobbying Parliaments or the European Parliament on equal pay issues or are part of broader union coalitions focusing on equal pay.

15. The issue of precarious work does not appear to have been a major focus over the last four years, with slightly over a quarter of unions (27.4%) indicating they have carried out work on this issue.
16. Despite the economic and financial crisis, almost 60% of unions consider there have been improvements in maternity protection provisions and parental leave for teachers and education personnel since 2010, and that they had good practice examples to share. Some improvements relate to an increase in the duration of maternity leave or improved provisions to facilitate breast-feeding or nursery facilities. Others relate to paternal and parental leave or family responsibilities leave.
17. The trends in pension rights for women present a very mixed picture. One-third of unions (34.2%) report that there have been setbacks in terms of pension rights since 2010; whilst another one-third (35.1%) consider there have been improvements or limited improvements. There is no significant variance when unions are asked specifically about the situation concerning women's pension rights. Slightly over 40% of unions have conducted training programmes on pension rights for women teachers and education personnel since 2010, while 80% would be interested in doing so in the future.

Conclusions and Recommendations

18. Gender parity in union decision-making structures in many of the OECD countries has largely been achieved and women's or gender advisory structures have transitioned from working on issues around women's participation in unions and leadership to focus more on gender relations in schools and in classrooms.
19. However, in more than 50% of the responding unions, women's participation in their decision-making structures remains a challenge, although there has been some progress. Over the last four years, it is encouraging to note the number of new or recently formed gender equality structures and unions adopting or considering adopting a quota system.
20. The EI regions could usefully set targets for gender parity on the Executive Boards and gender balance in the positions of President and General Secretary. In male-dominated unions, these goals could be proportional and based on the percentage of women in the union membership.
21. The survey findings indicate that many unions do not have a written policy on gender equality. In these cases, EI could usefully develop a resource bank of existing policies and encourage unions without policies to consider adopting and implementing them. While these new policies could include statutory recognition of gender equality structures and goals for women's participation in decision-making, it is also important that they contain clear policy goals on employment conditions and professional issues to be included in bargaining agendas.
22. Unions report considerable advances on reforms to school curricula to ensure non-sexist pedagogy and many unions have established their own teacher-training initiatives on gender equality in the classroom. However, a key and disturbing finding is that many unions report that they are not consulted on education policy and curricula reforms. There are significant regional variations in the extent to which consultations take place. In many Latin American countries, for example, unions are key players in education reform and policy development. Where appropriate, a focus on joint approaches to education authorities at national, sub-regional or regional level to advocate for strengthened social dialogue mechanisms could be considered in a future plan of action.
23. There is significant interest in learning more about existing civil society partnerships working on quality public education or education for all campaigns. There is an important role for affiliates already engaged in the campaign, together with EI, to facilitate and strengthen networking opportunities at national and regional levels.
24. There was evident strong support for EI's new initiative on SRGBV. Unions share a remarkably common vision of the key areas of action and the kinds of activities with which they could engage. Tertiary education unions also indicated an interest in working on gender-based violence.
25. There is insufficient understanding of what is meant by the terms 'gender pay gap' and 'pay equity'. Many respondents consider that there is no gender pay gap in the education sector but did not address the issue

of gender differences in overall average earnings in the education sector, including benefits and overtime, or national pay differentials between male-dominated and female-dominated sectors. EI and the Status of Women's Committee could develop an information sheet to explain the meaning of these terms and provide examples of how to analyse the gender pay gap at both education sector level and at national level.

26. In those countries most severely impacted by the financial crisis, inevitably, initiatives to address the gender pay gap have faced funding constraints. The main focus of union action has been to address the issue of low pay in the female-dominated education sector as a whole compared to similar professions. However, it is not generally recognised as a key priority issue. In some regions, the campaign on the gender pay gap might be more relevant and supported if the focus is on low pay and precarious work.
27. Campaigns for maternity protection are actively supported by the women's networks or gender equality structures. This issue has motivated and inspired younger women in particular to become active union members. This seems to be an area of work to continue in the future, which could be given greater visibility in terms of new advances in protection within and across regions.
28. Unions are concerned at the existing or potential erosion of pension rights. This is a key issue for unions and education systems as a whole facing retention and migration issues. A significant number requested support with expertise and training on this issue in the future.

B. Report on the EI Survey on the Indigenous Peoples Action Plan

29. EI received 55 responses to the survey on indigenous peoples from 45 countries. There were 33 responses from unions which considered there were indigenous peoples in their country and which also have members who self-identify as indigenous peoples.
30. A few unions referred to minority groups or migrants in their countries. Their responses were incorporated into the survey on the inclusive environment. This report therefore only refers to indigenous peoples on the basis of the United Nations (UN) terminology, which refers to the self-identification of indigenous peoples.
31. The regional breakdown of responses does not reflect the distribution of indigenous peoples across the world. The number of responses for Latin America does not reflect adequately their level of engagement with this issue.
32. **Indigenous peoples in education unions:** Four unions had set up reserved seats and 30% had established advisory committee structures. Half of the unions consider that, since 2010, these structures had not changed in terms of activity levels, while one-third consider they have become more active. Some unions said they are considering reviewing their Constitution to give representation to minority groups and indigenous peoples. Others note that, as yet, there had been no demands from indigenous members for a reservation or quota system to be established. Others reflected more broadly that their union has not given priority to the concerns of indigenous peoples but that it was an area of growing interest.
33. Unions report that they are taking active measures to recruit indigenous teachers and education personnel as union members while only a few note that they have an affirmative action policy to recruit indigenous people as staff members. Approximately 40% have adopted a written policy document on indigenous peoples and the right to education.
34. **Indigenous peoples and the right to education:** Unions are carrying out a range of activities to promote the right to indigenous education. These activities are undertaken within the general framework of EI's campaign on the right to quality public education and, in Latin America, within the framework of the pedagogic movement for a transformational education. Activities include promotion of linguistic diversity while respecting mother tongue education as well as training activities directed at the general membership to increase awareness about indigenous peoples' rights. Other key issues include advocacy work to promote the history, culture, language, and traditional knowledge of indigenous peoples in school curricula and measures to increase the numbers of indigenous peoples attending teacher training programmes and universities.

35. EI's Indigenous Peoples Action Plan 2012-2015 focuses particularly on work to promote international processes and UN mechanisms. EI was well represented at the 2014 World Conference on Indigenous Education (WIPCE) on O'ahu, Hawai'i from May 19 to 24. Unions also took part in the UN World Conference on Indigenous Peoples in September 2014. Unions have also campaigned for the ratification of the International Labour Organization (ILO) Convention 169 on Indigenous and Tribal Peoples.

36. Recommendations for Future Priorities at International and Regional Level

There were a number of actionable recommendations for EI's future work on indigenous peoples:

- a. Disseminate a directory of indigenous peoples' advocacy contacts within EI affiliates.
- b. Set up an e-mail list of interested EI affiliates for information exchange on indigenous peoples and education, from early childhood education to tertiary education.
- c. Advance knowledge, advocacy, and policy work by ensuring a regular exchange of materials, legal tools, presentations, webinars, and other good practice.
- d. Continue the implementation of the regional programme by holding regular meetings and an international event to discuss employment, education, and social justice issues.
- e. Activate and make operational the EI indigenous peoples' committee with a Chairperson and alternate Chairperson.

C. Report on the EI Survey on LGBT Persons

37. There were a total of 59 responses to this survey, of which 40% came from Europe.
38. An inclusive environment for LGBT person in unions: Approximately half of the unions consider that they are actively taking initiatives in favour of equal treatment for members who self-identify as lesbian, gay, bisexual or transgendered. It is encouraging that nearly 50% of unions not involved in work on LGBT issues expressed an interest in receiving leadership training or other support in the future.
39. Unions in Latin America said that LGBT rights are increasingly discussed in national or sub-regional events; there is more coverage in the media and there is growing interest within the union membership. Also, new draft legislation and laws on equal marriage and other issues have opened up much greater possibilities of dialogue and societal change and have also had an impact on members' opinions. In Asia Pacific and Africa, some unions also commented that LGBT rights are discussed more and feature in the public domain more than previously.
40. Unions report an increase in the number of openly LGBT union leaders at different levels of the organisation. Only two unions report they have reserved seats for LGBT members on their union decision-making bodies so this did not seem a common policy. On the other hand, almost 60% of unions have set up advisory committees, structures, or networks and considered they have become more active over the four-year period. Also, specific sub-regional and regional workshops were organised in Latin America and for the first time in Africa and the Caribbean.
41. **Inclusive environment for LGBT persons in education:** Approximately 50% of unions have a written policy on LGBT persons and non-discrimination in education. Unions are most commonly involved in awareness-raising on diversity issues and how to address gender stereotypes, homophobia, bullying, cyber-bullying, and transphobia. Other areas include the production of training materials for students and professional guidance for teachers as well as the promotion of sexual diversity education in school curricula and ensuring diversity perspectives throughout the national curriculum. Unions have also addressed multiple forms of discrimination, such as that faced by LGBT migrant teachers and students.
42. Unions are active in defending LGBT teachers and education professionals, through receiving complaints and being kept informed of situations of discrimination, as well as supporting members in employment tribunals. Unions have also advocated for changes in government social security systems to address discriminatory practices in partner benefits. They have negotiated clauses in collective contracts on non-discrimination in employment and promotion and in pensions and survivor benefits.

43. **Rights of LGBT persons at national level:** Unions are clearly active within civil society alliances and have participated in international days of action, such as the International Day against Homophobia and Transphobia (17 May), pride and equality marches, and other campaign activities. Unions note that EI activities have helped strengthen their engagement with civil society organisations. Many also report participation in campaigns for equal marriage laws together with the trade union centre and other civil society alliances.
44. **National priorities in the future:** All respondents answered the question seeking the three key priorities concerning LGBT issues in their country. Their responses mirror the issues identified in the 2010-2014 action plan and can form the basis for future strategic directions:
- Changing societal attitudes and awareness
 - Strengthening union work to promote the rights of LGBT persons
 - Ensuring education curricula respect diversity and that environments are safe
 - Improving national data and legal reforms
45. **Recommendations for Action Plans for EI Regions 2015-2019**
- a. Set up regional e-mail contact groups and newsletters to share good practice and support solidarity actions.
 - b. Develop EI's website to provide a quality resource to bring together information and good practice.
 - c. Develop practical information and evidence-based arguments to challenge misconceptions and discrimination, including information-sharing mechanisms, such as webinars.
 - d. Carry out exchange programmes within regions or across regions, which could also be opportunities for diversity training observations. Exchange programmes could also take the form of twinning projects between unions beginning work on LGBT issues and unions with greater experience, with a possible focus on young teachers.
 - e. Organise sub-regional or regional dialogues, conferences, workshops or training programmes, and place LGBT issues on the work agenda of sectorial meetings, such as tertiary education meetings or early childhood education meetings.

D. Report on EI Survey on Inclusive Environment in Unions, Schools and Society

46. There were a total of 60 responses for this survey. There were more responses from the African and Asia-Pacific regions relative to the other three surveys. Some unions included information concerning their work with national minorities or migrants in the survey on indigenous peoples. In such cases, the information was included in this report.
47. **A diverse membership:** Most of the unions consider that this goal has largely been reached. Only 16.9% consider that this is not the case and 8.5% said they do not have the information available. Most are actively recruiting and employing members from under-represented and socially excluded groups.
48. **Advisory committees to address multiple forms of discrimination:** Many unions report that their advisory committees or groups are cross-cutting and cover multiple grounds of discrimination. Some unions have not set up specific groups but have staff members, such as multicultural officers, with responsibility for discrimination in employment, who are able to provide specialised services and advice. Some unions have reserved seats on their Executive Board to represent members living with HIV/AIDS or with special educational needs (disability).
49. Responding unions report that special needs education is the issue which is most frequently addressed. The other main areas are racism and xenophobia, people living with HIV, and migration and mobility.
50. **Policies on social exclusion:** Few unions have developed any new policies on socially excluded groups

since 2010. Many consider that policies promoting diversity and non-discrimination are reflected in the union's Constitution. Unions have developed codes of ethics or platforms of professional ethics for members or for teachers in general, which include issues related to the promotion of values based on non-discrimination.

51. The unions that have adopted new policies have focused on disability, mental health, migrant rights, the right to a public education regardless of immigration status, HIV/AIDS, minority rights, promoting diversity in staff, and precarious or contract work.
52. **Foster respect and non-discrimination in education:** Unions have provided membership training on cultural diversity and equality of treatment, and produced materials or professional guidance for teachers, as well as promoted cultural diversity education in school curricula.
53. Most unions report their support for a range of civil society initiatives to promote diversity and to carry out advocacy work on educational provision to socially excluded groups. In Europe, areas of common concern are the impact of the rise of radical right-wing extremism, Islamophobia, and the treatment of refugees or asylum seekers, particularly the rights of child asylum-seekers to public education.
54. Migration and mobility: There is considerable interest in the issue of migration and mobility. Over 75% of respondents indicated an interest in and over 60% actively contributed to the work of the EI task force on migration and mobility. However, just a few unions are members of any existing cooperation programme (13% of respondents). Some unions have produced information materials and resources, and have worked with EI on research reports and information material, and the development of the web portal. Some unions are beginning to collect data on teacher migration, country of destination, and proposed employment.
55. **Recommendations to EI and its affiliates**
 - a. EI can develop greater vehicles for the exchange of resources (reports, policy statements, etc.) and training on social inclusion topics.
 - b. Unions can share knowledge on social inclusion with those which have not started such initiatives.
 - c. Establish joint programmes between EI affiliates at national level to carry our research and documentation.
 - d. Unions can develop partnerships for information exchange on migration and mobility and mechanisms to extend union membership and facilitate qualification recognition.
 - e. Unions can put forward proposals to governments so that:
 - (i) Unions participate in the development of education policies to promote social inclusion.
 - (ii) Professional training for teachers includes modules on how best to promote social equality and inclusion within education.
 - (iii) More persons with migrant or minority backgrounds enrol in initial teacher training programmes.



Report on the Quadrennial Survey on Equality and Diversity 2010-2014

Introduction

Education International (EI) has been mandated by Congress since 1995 to carry out quadrennial surveys between Congresses on equality and diversity issues, including the rights of Indigenous peoples and lesbian, gay, bisexual and transgender (LGBT) issues. This is a report on the findings of a survey covering the 2010-2014 period (between the 6th and 7th EI World Congresses). The survey was designed to evaluate the implementation of EI's Gender Equality Action Plan (GEAP 2013-2015), the creation of which was mandated by the 2011 EI Resolution on Gender Equality, adopted at the 6th World Congress in July 2011; the Indigenous Peoples' Action Plan, endorsed by the EI Indigenous Caucus at the World Congress in July 2011 and adopted by the 39th Executive Board in November 2011; the LGBT programme of work and the Inclusive Environment for Schools, Unions and Society programme of work, as adopted following the EI 2011 World Congress Resolution on Respect for Diversity.²

In the past, EI quadrennial surveys have been conducted with the support of academic institutions and the reports have provided an informative cross-section of union policies, advocacy points, and current educational challenges, together with selected case studies. However, in some instances, the response rates to the surveys has been less than optimum, and follow-up and impact have been hard to evaluate. The intention here has been to link the survey format more directly with the different action plans and to evaluate the extent to which affiliates have been able to contribute to their implementation both at national, regional, and international levels.

Methodology

The survey methodology has sought to build ownership over the process by EI affiliates. At the Second EI World Women's Conference (WWC2 April 2014, Dublin, Republic of Ireland), an initial consultation was carried out with affiliates and staff to gather ideas on how best to proceed. Following further consultations with EI's advisory bodies, it was agreed that the survey will mainly focus on trade union equality and diversity policies and programmes, including membership recruitment and retention, training programmes, and advocacy actions. It would not seek to cover government policies or country educational profiles. In addition, it was agreed to distribute four separate surveys at the same time, so that unions could determine which department or officer would be best positioned to complete the different sections. Accordingly, one survey focused on the GEAP priority areas, another on the rights of Indigenous peoples (IPs), a third on the rights of LGBT communities and individuals, and a fourth on inclusive environments in unions and in education.

The survey was designed to examine current trends, explore regional differences, and provide case studies of possible interest to EI affiliates. The report includes a section of findings and points for further discussion, research, and action.

The design of the survey followed two main guidelines:

1. Ensuring the questionnaires were relatively short and simple so they would not require extensive research by respondents and could be completed within a time span of 10-15 minutes. There were 56 questions in the gender equality survey, 21 questions in the indigenous peoples' survey, 16 questions in the survey on LGBT rights, and 20 questions in the inclusive environment survey, making a total of 113 questions.

² See Annex 1 for a summary of the main points of these action plans.

2. Providing a mix of quantitative and qualitative questions so that information could be easily analysed and illustrated through graphs or charts but also providing opportunities for respondents to elaborate with further information or indicate good practice examples which could be shared with other affiliates.

Response Rates

The survey was conducted between 15 September and 24 November 2014, following an extension of the deadline from 31 October. It was available online but unions were also given the opportunity to fill in a Word document if it was an easier solution for them to do so. The EI staff at both headquarters and in the regional offices were particularly assiduous in encouraging and facilitating completion of the survey.

There were a total of 125 complete responses to the GEAP survey, 55 responses to the survey on indigenous peoples, 59 responses to the survey on LGBT persons, and 60 responses to the survey on inclusive environment³. The overall response rate for the gender equality survey was equivalent to 31% of the 400 organisations that are affiliated to EI.

Rates of Response by EI Regions⁴

Survey	EI ACCRS	EI Africa	EI Asia Pacific	EI Europe	EI Latin America	EI North America & Caribbean	Total
GEAP	14	19	29	36	18	9	125
IPs	1	10	15	20	4	4	54
LGBT	-	9	15	24	6	5	59
Inclusive	-	12	18	21	4	4	59
Total	15	50	77	101	32	22	297

Response rate by education sector

As many unions cover all education sectors up until secondary education, it has not been possible to make a clear tabulation of the response rate by education sector. However, for tertiary education, there were 13 responses, comprising 10.4% of the total.

Who did not respond to the survey?

While the response rate to the survey on gender equality was indeed high compared to previous quadrennial surveys, 265 affiliates did not respond. There are multiple reasons for this lack of response, including 'survey fatigue'. Time pressure on staff and officers was a key impediment.

However, some trends can be identified. On the whole, smaller unions with fewer resources did not respond, neither did unions that are less active on equality and diversity issues. Therefore, the information presented here should not be considered as a general profile of EI's affiliates' work on equality and diversity, but more a portrait of a number of affiliates among which are some of the most active champions of equality, diversity, and inclusion in teacher trade unions and organisations, and in education more broadly.

³ Some affiliates sent in partial responses or the survey after the deadline. As far as possible, information and comments have been included in the regional reports from some of the partial responses, but the partial responses are not included in the statistics.

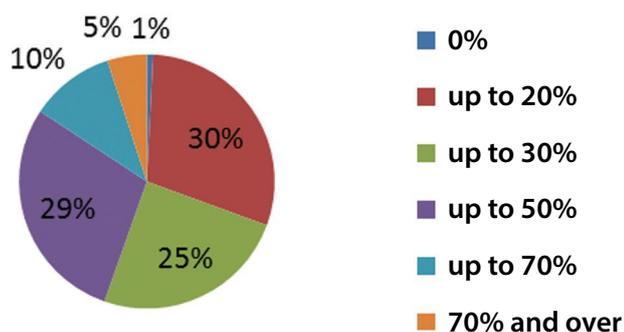
⁴ EI ACCRS is the Arab Countries Cross-Regional Structure, which comprises the following countries: Algeria, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Mauritania, Morocco, Palestine, Somalia, Tunisia, and Yemen.

A. Report on the Survey of EI's Gender Equality Action Plan 2010-2014

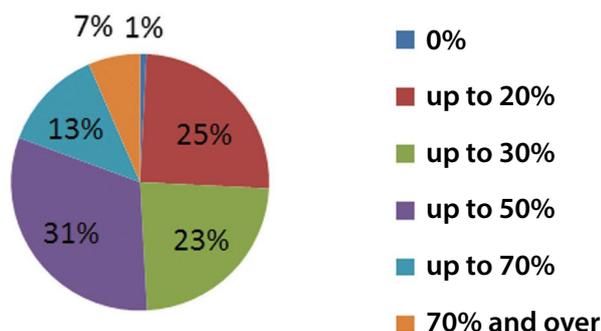
Priority 1 Promoting gender equality within unions – a continuing challenge

Affiliates were asked to quantify the participation of women on their highest decision-making bodies, with easily available and emblematic statistics.

What was the percentage of women on your highest decision-making body (for example, Executive Board) in 2010? Global



What was the percentage of women on your highest decision-making body (for example, Executive Board) in 2014? Global

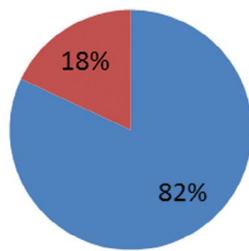


In 2010, 44.6% of unions had achieved gender parity on their highest decision-making body, such as the Executive Board, with 50% or more female representation. This figure had reached 50.9% by 2014. However, if the goal is to reach representation proportionate to the number of women in the membership, the gender representation gap remains high. Looked at differently, there has been a 6% increase in unions that have reached gender parity between 2010 and 2014, or about 1.5% increase each year. At this rate, EI can expect to wait at least another 30 years before all its affiliates have gender parity on their decision-making boards.

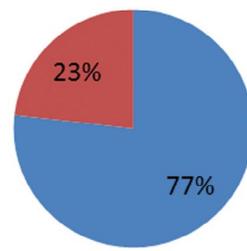
Women continue to be significantly under-represented in decision making, although there are regional variations. At the current rate of progress, EI can expect to wait another 30 years before all its affiliates attain gender parity on their highest decision-making bodies.

The male face of leadership

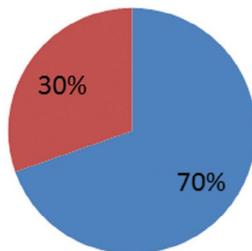
Affiliates were asked about the gender breakdown of the key leadership figures of the President and General Secretary. About 10% of respondents reported that these posts are not elected and it should also be recognised that the functions and responsibilities of President and General Secretary can vary. However, these posts are still overwhelmingly filled by male leaders. In 2010, 18% of Union Presidents were women and by 2014, the figure had increased to 23.2%. On the other hand, the trend is reversed for the post of General Secretary. While 30.4% of General Secretaries were women in 2010, the percentage drops to 26.5% in 2014.



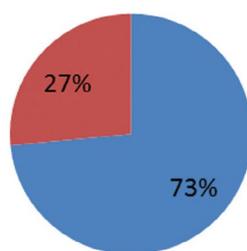
Union President in 2010 - Global



Union President in 2014 - Global



Union General Secretary in 2010 - Global



Three-quarters of the senior leadership of EI affiliates is male while around three-quarters of the membership are female – there has been hardly any progress since 2010. In fact, there are fewer female General Secretaries now compared to four years ago. Why is this and what can be done?

The EI Latin American women’s network argues that to achieve women’s real involvement in unions, it is urgent to transform vertical structures and the level of democracy. They consider that there is often a separation or duality between the roles of the Secretary for Women’s Affairs and the rest of the Executive Committee, as if the work done by women’s networks and women’s secretariats forms an appendage or is apart from the rest of the organisation’s work.⁵

Strategy 1: Information, training, mentorships, and encouraging women’s participation

What strategies have unions implemented to increase women’s participation in leadership and what has worked best? The most frequently cited strategy was women’s leadership training, followed by ensuring that there was gender balance in delegations and at conferences and recruitment strategies for young women.

Women’s leadership training

Many unions have developed integrated strategies, which combine training in leadership with mentoring programmes.

“There has been an increase in the number of women Union Learning Representatives, Local Association Officials, and Equality Officers. The union has achieved this by providing workshops and plenary sessions on union involvement at the Women Teachers’ Consultation Conference; introduced a new category of Workplace Contact, which has encouraged predominantly women members to job share representative roles; developed and embedded a Women Members’ Development Course, which explores the union’s democratic structure and gets participants to plan their level of union involvement; promoted the role of Union Learning Representative and Local Association Lifelong Learning Officer, which has resulted in increased involvement from women members and established regional equalities networks, which include organised network and training events for women members. Furthermore, the union has updated its ‘Working Assertively’ training for women, which teaches assertiveness skills in the context of school, college, and the trade union. This has been particularly

⁵ Internal communication from EI Latin America regional office, 2011.

useful for women seeking career progression or trade union office within NASUWT. The NASUWT has also recruited new workplace representatives from regional events held specifically for primary school teachers at which 95 % of the participants were women, and trained tutors on the menopause and other gender-related issues to educate members and recruit Health and Safety representatives.” **National Association of Schoolmasters Union of Women Teachers (NASUWT), UK**

“Most recently, online support networks have been a key component of the success of our Women in Leadership Development (WILD) programmes across the country. WILD was born out of our own gender audit of the union when we identified the need to provide a programme to encourage more women into union leadership (as opposed to educational leadership, which is still a challenge too). WILD is essentially how we are supporting women to step up in their union. It is a great initiative in some States for AEU women members who want to further develop their skills and knowledge so they can be part of succession planning for union leadership, employment or activism at a sub-branch, council or regional level... The WILD programme includes information about: • Role of unions, structure/processes • Industrial agreements and processes • Leadership, union leadership, women’s union leadership • Speaking up/moving motions/taking action/Executive and Council • Power and politics/games/reality of role • Managing self and resilience/managing work and family • Mentoring/work shadowing.” **Australian Education Union (AEU), Australia**

Gender balance in delegations and conferences

This was a common strategy with 61.4% of unions reporting that it was implemented.

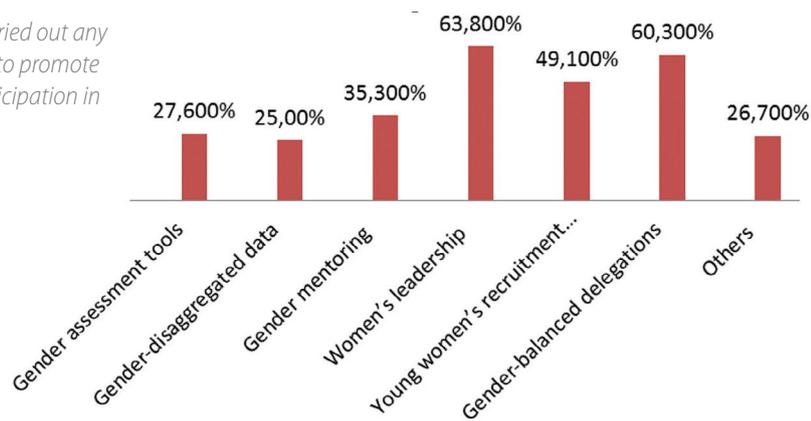
“We now have a policy of ensuring rotation of male and female speakers at our annual conference.” **National Union of Teachers (NUT), UK**

“In public presentations, we make sure there is gender balance.” **Canadian Teachers’ Federation (CTF-FCE), Canada**

“We have increased the number of women delegates at the Congress with voting rights.” **Syndicat National de l’Enseignement - Confédération Démocratique du Travail (SNE-CDT), Morocco**

“We have a goal to reach more than 50% women delegates at our next Congress in 2015.” **Japan Teachers Union (JTU), Japan**

Since 2010, have you carried out any of the following in order to promote women’s access and participation in union decision-making ?



Young women’s recruitment activities

It is encouraging to note that nearly half of the respondent unions are carrying out specific recruitment activities to attract young women as members. How can these recruitment activities be translated into greater participation in decision making for younger women?

“There is a more discussion about dialogue between generations and the encouragement of younger members to stand for decision-making bodies.” **Education and Science Workers’ Union (GEW), Germany**

"We are motivating young female teachers to avail themselves of leadership positions." **Jamaica Teachers' Association (JTA), Jamaica**

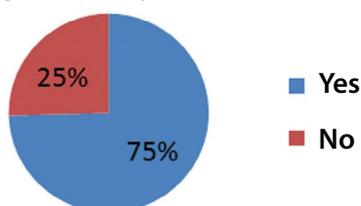
"We have started an "Academy" which provides rigorous training for high potential young members and we have found the majority who attend are young women." **Algemene Onderwijsbond (AoB), Netherlands**



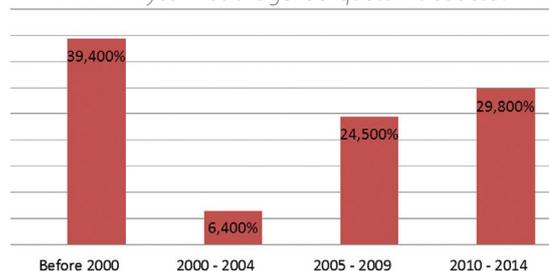
Strategy 2: adopting a gender quota in decision-making bodies where appropriate

One-quarter of unions reported that there is now a national law which requires a gender quota in decision-making bodies. In some cases, this may refer to quotas for women in Parliaments or Constitutional principles promoting gender equality which provide a framework for unions to opt for quota systems, or the adoption of a national gender equality action plan. The majority of respondents stated that the national laws establishing a gender quota had been adopted in the 2010-2014 period.

Has your union introduced a gender quota system?



If your union has a gender quota system in place, in which year was the gender quota introduced?



Nearly 40 % of unions had introduced a gender quota system for women's representation in the highest decision-making body. The majority of unions had introduced the system quite recently, during 2010-2014.

Most unions indicated they had introduced a 30% quota. In one case, there was a 50% quota at national level and at regional and branch levels as well.

Unions were asked to explain whether or not they considered a quota system necessary. This question evoked some of the highest response rates and, in some cases, strong opinions.

Summary of reasons given by unions as to why gender quotas are not necessary:

Gender equality is not a challenge

It is not necessary as there is gender equality by law.

There are no gender equality issues to fight for.

The union selects the best person for the task.

Socio-cultural realities do not favour women's unionisation.

Women dominate in the profession and union, so quotas are not necessary

There are no problems with women's participation in decision making.

It is a female dominated profession and membership and, therefore, there is no need.

The problem is the reverse in our union - it is the women who dominate the men.

Informal mechanisms coupled with training to encourage women's participation are more effective

There are informal systems to ensure gender balance, which are sufficient.

In our opinion, open structures are the best way but they must be coupled with specific encouragement and training for women.

There are structural impediments to establishing quotas

The union is a federation of local unions so constitutionally it is difficult to impose a quota system.

"It is very necessary but other people felt it is aimed at giving women an unfair advantage over their male counterparts. The feeling is that women should participate on an equal footing with men or any other groups." **Botswana Sectors of Educators Trade Union (BOSETU), Botswana**

Why is a gender quota system necessary?

To ensure a minimum or equal proportion of women in decision making

Otherwise, women will still continue to elect a male leadership.

It is necessary to counter-balance male dominated cultures.

It is very necessary because women's representation in the union leadership is not proportional to their representation in the membership or workforce.

To overcome discrimination against women

It's important for equality.

It is a necessary but not sufficient measure to ensure equality.

It's to keep in line with national laws and policies.

It's a human rights issue and is fundamental for peace and democracy.

To make the union more effective and successful

It motivates women to stand for election and contribute to activities.

A general encouragement for women to stand for leadership is not sufficient.

So that women have the opportunity to discuss and decide about issues which affect them.

In five cases, unions indicated that they plan to introduce gender quotas in the near future.**Why gender quotas are a matter of justice as well as equality**

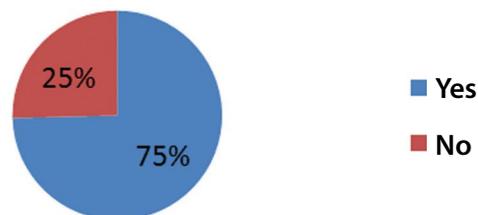
"The principle of affirmative action and specifically a gender quota system is to redress the injustice of unrepresentative numbers of women in an organisation (our union) for the purpose of achieving substantive equality. That is, equality of 'opportunity' to be part of the union's representative/elected structures and/or to hold positions has not succeeded in equality of 'outcomes' for women as opposed to men. A rule temporarily elevating the opportunity for women to be elected is an act to seek justice not just equality. Importantly, in the legal (and moral) sense, enacting a special measure for the purpose of achieving substantive equality is taken not to be discriminatory against another group by reason of that special measure

In our union, whilst women make up around 75% of our membership, their representation in leadership and representative positions within the union is not reflective of their proportions in the profession/membership."
AEU, Australia

Strategy 3: Creating women's or gender equality committees/structures/networks

The creation of women's or gender equality committees, structures, or networks is a well-established and common strategy, with three quarters of unions reporting they have set up such structures.

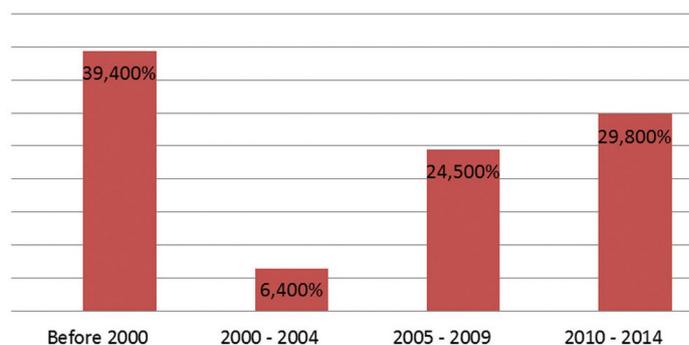
Has your union created a women's or gender equality committee/network/structure?



There appear to be two main groups of unions: those which established women's structures decades ago, with some dating back to the 1970s and 1980s, and another group which established structures in the last decade. It is interesting to note that nearly 27.8% of unions with gender equality structures established them in the last four years.

Did you know that one of the oldest women's structures was set up in 1947 by the Japanese Teachers' Union?

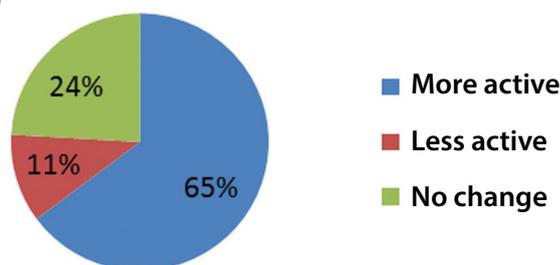
If your union has created a women's or gender equality committee or network/structure, in what year was it created?



25 affiliates said that, over the last 4 years, they have set up new gender equality committees, structures, or networks. Many confirm that they have been able to do so because of the encouragement and advice of members of the EI Status of Women Committee or EI regional staff.

The other positive development is that 64.5% of responding unions considered that their committee, structure, or network had become more active over the last 4 years, while 11.4% of unions considered it was less active, and 24.1% considered there had been no change. The responses could, of course, reflect the respondents' in-built bias, since many were reporting about their own area of responsibility. However, when asked why they think these changes occurred, the responses focused on a diverse range of issues.

Since 2010, do you consider your women's or gender equality committee/network/structure has become



Why has the gender equality committee/structure/network become more active?

A number of factors have resulted in more active gender equality structures. Contributing factors included women's leadership training programmes or the appointment of a union staff member responsible

for gender equality issues. The support of pro-active female senior leadership and the appointment of women in key positions at branch levels were also cited. Other unions mentioned the adoption of new gender policies or reforms to the union's statutes, which encouraged women to participate more in union activities. EI's influence, or that of the trade union centre or the international women's movement, was also mentioned. In some cases, unions reported an enabling environment at national level, with new laws enacted to promote equality.

Some unions commented that the gender equality structures had transitioned from internal representation and policy issues to focus on gender relations in schools and in the classroom. This latter point was particularly true for unions which had long-established gender equality structures dating back many decades, and relatively strong representation of women in decision-making bodies. On the other hand, others reported that it had only recently been acknowledged that women's low participation in the union was an issue and that it was, therefore, necessary to establish a specific structure for women.

"It has become more active because a woman became General Secretary and then a woman was appointed as a permanent officer and young women's movement was created." **Syndicat des Professeurs du Sénégal (SYPROS), Senegal**

"1. The National Women's Committee (NWC) was accorded constitutional status; 2. Women were elected 50% in the National Executive Committee; 3. NWC economically empowered; 4. NWC has its own network; 5. NWC has a separate bank account." **All India Federation of Teachers' Organisations (AIFTO), India**

"More women attend meetings than before - women now vie for leadership positions - more than ever before. We had more women at the last National Delegates conference in 2014. More female teachers are upgrading their skills and understand conference procedures and take part in decisions to elect people into top management positions in the union." **Ghana National Association of Teachers (GNAT), Ghana**

"From a women's committee, we became a gender committee and now we have parity." **Syndicat National de l'Enseignement Primaire Public de Côte d'Ivoire (SNEPPCI), Ivory Coast**

"Membership on the Women Members' Advisory Committee is regularly oversubscribed. The number of conference delegates to the Women Members' Consultation Conference has increased every year. Interest in gender issues is raised at every level of the union." **NASUWT, UK**

"We have a Secretary of Women's Affairs' position in the Executive Board. In every branch of the union, (100), there are Secretaries of Women's Affairs. They are meeting regularly. In this way, we manage to make common gender-friendly policies in every part of country." **Eğitim Sen, Turkey**

"After 2010, we noticed a decrease of women's interest in participation in decision making at national level. Also, most of the regional organisations are led by men (46 from 61 regional leaders) in a Federation with 74% women members. In this context, the National Executive Board decided it was necessary to create a new department focused on women and gender equality." **Fédération des Syndicats Libres de l'Enseignement (FSLE), Romania**

"Before 2010, we didn't have any initiative like a women's structure, and it has helped many women become aware of the importance of having a specific space where we can debate, study together and identify issues." **Confederación Nacional de Docentes Universitarios (CONADU), Argentina**

"There is a need for development in our community and it is part of our communal agenda. Feminist action and LGBT issues are no longer crimes and their rights have been widened by the law. So our communities can speak and act more freely in this field." **KTOEÖS, Cyprus**

"The union has set up a working group which has made a number of recommendations to the national executive board, including how in the future to work with the following questions:

- (1) Teaching in schools in relation to girls and boys;
 - (2) The recruitment of men to the teaching profession;
 - (3) How to strengthen the distribution between men and women in positions of trust in the organisation and school managers in order to reflect the gender composition of its members." **Danish Union of Teachers (DLF), Denmark**
-

Why has the gender equality structure become less active?

Where the gender equality structure has become less active, unions said this was either because of the impact of the financial and economic crisis on women, because the union has fewer staff and resources generally, or because of deteriorating trade union rights generally and the resulting membership loss. Others refer to government policies that have directly undermined women's rights. Others consider it is because there has been insufficient awareness-raising and women do not perceive that they are disadvantaged or discriminated against.

On the other hand, some unions with a long tradition of promoting gender equality consider women have now moved into mainstream union work or are more concerned with professional issues so the women's committee has become less active.

"Some of the teachers are working two jobs. Also there is lack of funding for projects." **Nevis Teachers' Union (NTU), St Kitts and Nevis**

"Though there has been interest in advancing on many issues related to gender, with the economic crisis (staff and budget constraints in the union), progress was limited." **National Education Association (NEA), United States**

"It is because of the overall decrease of union activities and membership." **Korean Teachers and Education Workers Union (KTU), Korea**

"We have achieved some improvements but at the same time there is also a backlash. Overtime work is common in schools and women find it hard to find time for union activities. In Japanese society, it is not possible to change the traditional role that women play in housework, raising children and taking care of elderly family members." **JTU, Japan**

"Progress has been difficult because of the State-level government budget cuts, both for gender equality work and for trade unions. The end of partnership agreements for union training and the reduced role of the Institute of Women have meant that gender equality projects have simply disappeared. Gender policies in the Spanish government agenda have been uprooted, with repercussions in all areas, including in the unions." **Confederación de Sindicatos de Trabajadoras y Trabajadores de la Enseñanza – Intersindical (STES–Intersindical), Spain**

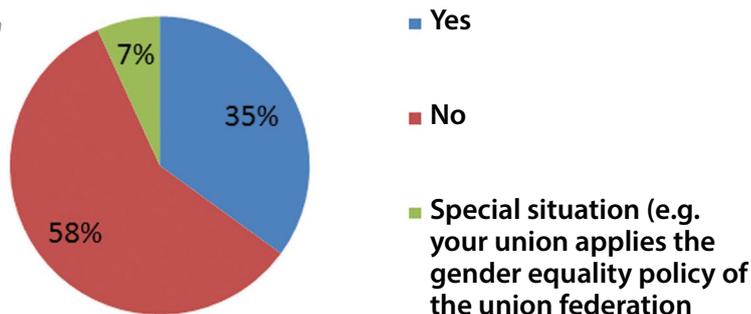
"It has been quite difficult to find women leaders who look at the women's network and feel challenged to take it forward. One main barrier is that women in the organisation think that they are OK and not disadvantaged." **Samoa National Teachers' Association (SNTA), Samoa**

"It is probably as a result of leaders in these networks moving into formal leadership and there is less focus by staff and member concern about this area." **NZEI Te Riu Roa, New Zealand**

"The structure stopped functioning. Women wanted less and less to work under the 'women' heading. They want to be active as education professionals." **AoB, Netherlands**

Strategy 4: Written gender equality policy

Does your union have a written policy dealing explicitly with gender equality within your union's own structures?



Fewer unions have a written gender equality policy compared to those with women's or gender committees, structures, or networks. While 74.6% of respondents had established a structure and 38.5% had introduced a gender quota, only 35% had a written gender policy. This would suggest that many gender committees, structures, or networks are informal and do not have a statutory basis, and therefore are dependent on the continued commitment of senior leadership.⁶

The survey results indicate that many gender committees, structures, or networks are informal and do not have a statutory basis. What actions might be required to support unions to strengthen gender equality structures and, where necessary and appropriate, give them a statutory basis over the next Congress period?

Some unions note that there are draft policies or that a decision has been taken to introduce a gender policy, but that it has not yet been written. One commentator noted that gender equality is highlighted in the Statutes, but implementation is lacking.

What issues are covered in the policies dealing with gender equality in the unions' structures?

The majority of the gender equality policies address a range of issues, including:

Quotas

- Quotas on the highest decision-making body (20%, 30%, 33%, 40% or 50%);
- Quotas for participation of delegates or candidates for election at Congress
- Goals so that, by the union's next Congress, a certain proportion of women delegates will participate
- Reserved seats for women on the Executive Board
- Mechanisms to ensure gender equality in certain leadership positions (for example if a Chairperson is a man, the Vice-Chairperson must be a woman)
- In the case of two candidates – one male, one female - receiving the same number of votes, preference will be given to the woman

Establishing women's or gender equality committees or posts

- Setting up of gender equality committees or commissions, on a statutory basis as advisory bodies
- Setting up elected posts such as a secretary for women's issues or gender equality as a statutory position

Training and leadership

- Commitments to ensure an increase in the number of women union leaders, and equal opportunities in training and development programmes or specific training programmes for women

Financial resources

- A fixed budget or a percentage of the union income to be earmarked for gender equality training programmes or activities

Policy issues

- Pedagogical policies on non-sexist education
- Equality of access to education for girls and boys
- Gender-mainstreaming policies

⁶ In the survey, 91 unions reported that they had established women's or gender equality committees, structures or networks, 42 unions reported they had a quota system in place and 41 unions reported a written gender equality policy. Some unions may have a constitutionally recognised women or gender equality structure but might not have a written gender equality policy. This is an issue that needs further research.

- Reproductive rights; women's health
- Goals to extend maternity and paternity leave
- Sexual harassment, bullying and violence against women
- Goals on equal pay and equal employment opportunities
- Work plans for the Congress period for the secretary for women's issues or gender equality

Some recent examples of union policies:

Board Resolution 2014-05 crafted on 26 May 2014 and agreed during the 13th National Convention

"WHEREFORE, BE IT RESOLVED THAT, the SMP-NATOW shall adopt the following policy recommendations to empower its members-teachers especially its women: 1. Create institutional and functional Women's Committee with at least a chairperson and sectoral representatives that will plan, assess, and monitor women-related concerns. 2. Conduct capacity building seminars and trainings on women empowerment. 3. Continuously work hand-in-hand with local and international partners in promoting women's welfare."

Samahang Manggagawang Pilipino-National Alliance of Teachers and Office Workers (SMP-NATO), Philippines

"In its principles, FECCOO includes the need to encourage and develop equal opportunities as well as combat sexual discrimination. In order to do so, the Workers' Commission (the trade union centre, CC.OO) seeks to incorporate gender mainstreaming in all areas of trade union policies, and to promote and develop affirmative action in labour relations and working conditions, as well as to remove obstacles for the achievement of gender parity at all levels and in all trade union leadership bodies." **Federación de Enseñanza de Comisiones Obreras (FE.CC.OO), Spain**

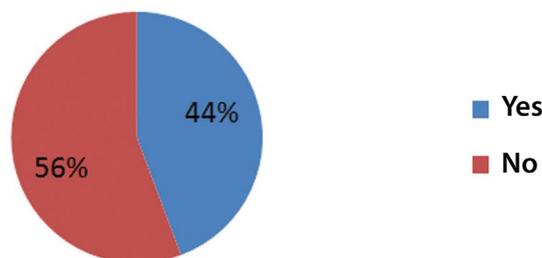
"Eğitim Sen fights for gender equality in education, in the economy, society and politics; and against homophobia, transphobia, and every kind of violence. Our union does not accept any kind of harassment among our members. If there is a claim, we are responsible to make a clear investigation. It can be a reason for suspension. Our union establishes women's assemblies in every school and branch. Executive board members have to respect the decisions of assemblies. Our branches are responsible for opening child care rooms in their buildings." **Eğitim Sen, Turkey**

Extract from the Statutes of CNTE (2014): "The CNTE will continue its actions, through the Secretary for Gender Relations and the Women's Collective, in order to promote the empowerment of women in all social relations, as well as to demand that the public authorities protect the health and physical and mental integrity of women, including breast cancer and uterine cancer and others), and victims of domestic violence. At the same time, it will support the struggle for public policies to combat moral and sexual harassment; for the decriminalisation and legalisation of abortion and against the draft statute of the unborn child which prohibits abortion, including in the case of rape; and it will work to prevent contracts for women with less pay than those of men who carry out the same work. In the trade union sphere, the CNTE will continue to encourage the Unified Workers' Central CUT, Brazil to guarantee gender parity in the Executive Board of its affiliated unions. ... the position of the CNTE will be to achieve gender equality in representation, either through alternatives lists (men/women), or through the effective implementation of the minimum representation established by Law." **Confederação Nacional dos Trabalhadores em Educação (CNTE), Brazil**

Priority 2: Girls' Access to and Participation in Quality Public Education

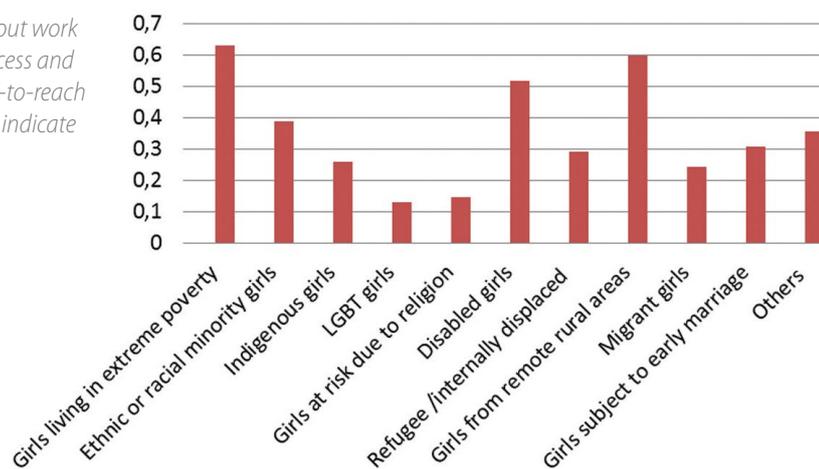
Strategy 1: Focus on improving access for hard-to-reach or at-risk girls

Does your union carry out work to improve school access and participation for hard-to-reach or at-risk girls?



While the number of unions carrying out work to improve school access and participation was under 50%, this was almost certainly due to the fact that many of the respondents came from OECD countries where access and participation are not key issues. The unions which did have specific programmes focused particularly on girls living in extreme poverty and subject to child labour, girls in remote rural areas, and disabled children with special needs

If your union carries out work to improve school access and participation for hard-to-reach or at-risk girls, please indicate groups (percent)



"We provide continued support of Title IX which guarantees equal access for all girls to education programs through the National Coalition for Women and Girls in Education, through increased efforts to identify and recruit minority teachers among races, ethnicities and indigenous peoples and through emphasis on creating pathways for Science, Technology, Engineering and Mathematics careers for women and minorities." **American Federation of Teachers (AFT), USA**

The other area of concern was adolescent girls, and other groups of at-risk girls including girls subject to female genital mutilation, girls with an absent mother working abroad, girls who have been subjected to violence, and girls who had become pregnant, were forced into early marriage or were teenage mothers. Another vulnerable group was orphan girls who were also at risk of dropping out of school.

Strategy 2: EI and affiliates contribute equitable and inclusive pedagogical perspectives to national, regional and international policy processes and work towards the eradication of gender stereotypes within teaching methods, tools and materials

A number of unions noted specifically that they have not been consulted by the Ministry of Education or other authorities with regard to the school curriculum.

Many unions report that they are not consulted about education curricula. What actions can EI and affiliates take to encourage governments to establish consultation mechanisms concerning pedagogy and education curricula?

On the other hand, over half of the unions (56.1%) were involved in initiatives to review both teacher training materials and school curricula. Unions had adopted resolutions at Congress, carried out membership training on gender-sensitive teaching methods and curricula, participated in pedagogical conferences where gender issues were discussed, and undertaken advocacy work with the Ministry of Education, teacher training schools and other public authorities. Unions have also been involved in awareness-raising with the general public, for example through radio programmes in Zambia on gender and parenting or through special events at schools. In Korea, the **Korean Federation of Teachers' Associations (KFTA)** has set up an online course for a teacher training programme on gender equality.

In some cases, unions have taken an active role in shaping education reforms, and the adoption of new laws on education, with the pedagogical movement in the Southern Cone (Latin America), which is based on inclusive, secular and non-sexist principles. Some unions are working in partnership with the Ministry of Education to develop new gender-sensitive materials, in some cases, as part of projects funded with development assistance. Other unions provide expertise for projects in developing countries.

These initiatives covered all levels of education from early years' education to teacher training and universities.

"The Congress in 2013 adopted a resolution on gender competencies in teacher training." **GEW, Germany**

"Our Third Pedagogical Congress discussed gender issues in the curriculum and the role of women teachers." **Sindicato Unitario de Trabajadores en la Educación del Perú (SUTEP), Peru**

"Our union is a member of a committee which reviews the national curriculum and selection of teacher candidates." **Suid-Afrikaanse Onderwysersunie (SAOU), South Africa**

"During 2008-2009, our union was part of an initiative to review the public primary school curriculum to include new materials on gender, sexual education, diversity and the right to choose, and respect for others." **Federación Uruguaya de Magisterio-Trabajadores de Educación Primaria (FUMTEP), Uruguay**

"NTA has been involved in the National Consultation Committee during the development of Grade 1-9 Curriculum Guidelines, which includes gender education as one of its seven major issues and regulates that the school curriculum plan include a four-hour gender education every semester. In addition, the Enforcement Rules of the Gender Equity Education Act further state that gender equity education curricula shall cover 'affective education', sex education, and gay and lesbian education. In that way, we have made gender awareness a part of the national common core curriculum." **National Teachers Association (NTA), Taiwan**

"Our union has provided contributions towards a joint project with another teachers' trade union, COPEMH, to develop Central American materials on non-sexist and inclusive education." **Primer Colegio Profesional Hondureño de Maestros (PRICPHMA), Honduras**

"Our organisation has ensured that the national school curriculum focuses on equal opportunities and gender issues (optional disciplines in primary, secondary and upper secondary) approved by the Minister of National Education. Starting with school year 2014-2015, this discipline is implemented nationwide, as an optional subject. Also, 800 teachers have been trained on how to teach equal opportunities and how to approach various disciplines (e.g. history, mother tongue, civic education, natural sciences, sociology) from the perspective of gender." **Fédération des Syndicats Libres de l'Enseignement (FSLE), Romania**

"We have disseminated resource tools which invite reflection and are designed for equality training in schools. We also promote career choices for all without discrimination and participate in government research projects or material development for teachers, pupils, parents, and other groups in contact with young people. We focus on good and bad practice, which impact on sexual, cultural, social, and family traditions and maintain stereotypes." **Centrale des syndicats du Québec (CSQ), Canada**

"Nationally, our member organizations all work within their own jurisdictions and local branches to promote gender equity. Internationally, CTF-FCE promotes Teachers' Action for Girls, which now involves UNGEI support."

CTF-FCE, Canada

"A number of our members have worked as gender specialists in curriculum development programmes and in teacher education programmes. Hence both the primary and secondary national curricula are gender sensitive. The teacher education curriculum has been gender sensitive since the 1990s, mainly because the teacher educators have been members of our union and some have been educated and trained in gender-sensitive work. This is reflected in school enrolments where at primary level in 2013, 52% males compared to 48% females were enrolled and at secondary level 52 per cent females compared to 48% females were enrolled. Females outnumbering males is a trend that continues into tertiary and higher level education in this country."

SNTA, Samoa

"We have participated in drawing up reference materials on gender for a USAID education project focusing on secondary schools. We also include the issue in our education meetings and it is taken into account in the development of basic education curriculum and in training of trainers' programmes." **Union démocratique des enseignants du Sénégal (UDEN), Senegal**

"Several discussions have taken place with the Ministry of Education and other stakeholders to change the whole educational system, but real will and commitment from concerned authorities is lacking to make that change happen." **Fédération Autonome de l'Enseignement (FAE), Morocco**

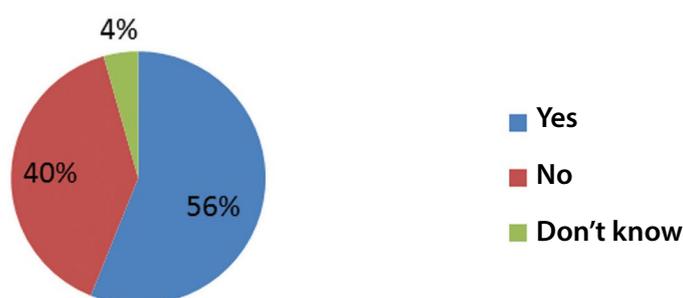
"We have trained students on a diploma course in non-sexist pedagogy in the 14 departments of the country through a partnership with the Ministry of Education and we distribute education texts based on transversal values." **Andes 21 de junio, El Salvador**

"We are campaigning for more women to teach science, technology, engineering, and mathematics (STEM) subjects. We also support campaigns against gender stereotyping of vocational training." **University and College Union (UCU), UK**

"The union equality committee has sent an appeal to the universities to increase equality education in teachers' education." **Kennarasamband Islands (KI), Iceland**

"There have been local and national workshops conducted on gender-sensitive approaches in teaching. In recent years, there was a joint activity by the affiliates to review textbooks in order to ensure that they are gender-sensitive." **Federation of Free Workers (FFW), Philippines**

Since 2010, has your union contributed towards strengthening gender-sensitive approaches to teacher training and curriculum development?



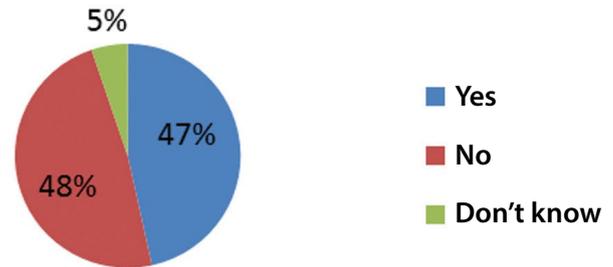
Strategy 3: Teacher training: Identify and address gaps in numbers of women teachers at primary and secondary levels in EI affiliates' countries

Many unions noted that the teaching workforce was predominantly female and that, on the contrary, there was a need to attract more men to the profession, at all levels. Hence, this strategy did not appear relevant to their national situation. Affiliates noted that the low salary levels meant that men were not attracted to the profession. Some countries, for example Bolivia, also noted that basic data was still lacking.

In those countries where the teaching profession, particularly at upper secondary level and upwards, remains male dominated, unions have campaigned for the government to provide scholarships for women to attend

teacher training or university. Or they are carrying out programmes to mentor and train young women teachers. Unions noted that, in particular, in order to retain girls in upper secondary education, it was important to ensure that there were sufficient numbers of women teachers. In some countries, unions supplemented the continuous professional development courses offered by the Ministry with their own courses, which were often better designed to meet the needs of teachers. Some unions provided courses to support teachers who are seeking promotions. In some countries, the unions worked in partnership with the Ministry of Education to provide professional development courses.

Since 2010, has your union conducted research and published reports on the status and numbers of women teachers at primary and secondary level?



"We have reservations for women in the regular and contracted teachers' selection process. It has changed the women teachers' participation from 20% to 37% in the basic level all over the country." **Nepal National Teachers Association (NNTA), Nepal**

"The union has established a women's professional development programme." **Zanzibar Teachers Union (ZTU), Zanzibar**

"We carry out training programmes for the recruitment and retention of young female teachers." **General Union of Palestinian Teachers (GUPT), Palestine**

"We have advocated for scholarships for women at the State University and teachers training institutes." **National Teachers' Association of Liberia (NTAL)**

"Through our Teacher Quality Policy, we are able to work with teachers challenged by the system to get trained after hours. Our system has to take into consideration that many young teachers are women with small children so classes were adjusted." **Anguilla Teachers' Union (ATA), Anguilla**

"The union participated in a research project on women teachers of non-traditional trades in order to make recommendations to improve their working conditions." **CSQ, Canada**

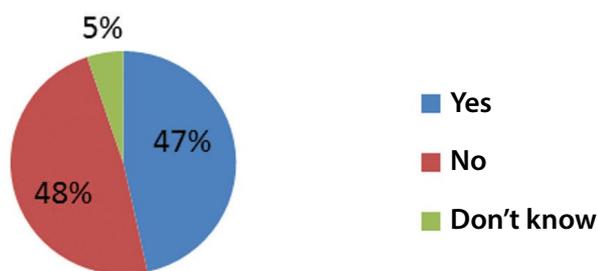
"In Uruguay, FUMTEP produces a bi-monthly magazine on teaching issues, which is recognised by the Ministry of Education and distributed nationally." **FUMTEP, Uruguay**

"In Nicaragua, the union works jointly with the universities on training 'empirical' teachers. The unions have signed an agreement with the government, which guarantees professional development for teachers, with 80% of scholarships for women teachers." **Confederación General de Trabajadores de la Educación de Nicaragua (CGTEN-ANDEN), Nicaragua**

"We offer training programmes for young female teachers and collect data about their conditions and needs to help them into more senior positions." **Verband Bildung und Erziehung (VBE), Germany**

Strategy 4: Develop and build strategic relationships with other key stakeholders engaged in progressive work on girls' education

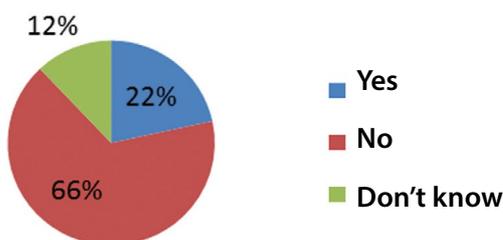
Is your union part of any civil society coalition or network at national level designed to increase girls' access to quality education?



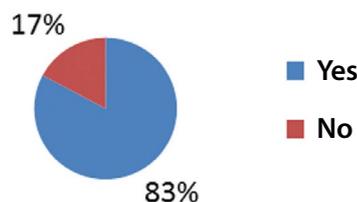
46.6% of respondent unions said they were part of a civil society coalition or network at national level designed to increase girls' access to quality education. One-fifth of unions worked in partnership with the UNGEI or the Global Partnership for Education. On the other hand, 80% of responding unions reported an interest in learning more about existing civil society coalitions.

There is a key role for EI and the Status of Women's Committee members to encourage and facilitate participation in national civil society coalitions on education.

Is your union working in partnership with the UN Girls' Education Initiative (UNGEI) or the Global Partnership for Education (GPE)?



If your union is not part of any civil society coalition or network at national level designed to increase girls' access to quality education, is your union interested in learning more about existing civil society coalitions on education in your country?



EI's new initiative on School-Related Gender-Based Violence (SRGBV)

Half of the respondents (51.7%) are involved in initiatives on school-related gender-based violence (SRGBV). Unions are carrying out awareness-raising activities with union members, students and parents or school governors, and are members of national coalitions or campaigns. Many unions participated in the 16 days of activism campaign to raise awareness of violence against women, which starts on 25 November each year, and culminates on 10 December 10 (International Human Rights Day). Others are involved in campaigns against female genital mutilation, forced marriages and dishonour abuse, and produce materials for members on such topics. In Honduras, the unions have been involved in drafting a new Law on Bullying. Unions also participate in training programmes designed to reduce the incidence of corporal punishment in schools. Unions in West Africa participated in government initiatives on peace and non-violence. In some countries, the focus was on violence against teachers in schools or violence in schools generally, or on the issue of domestic violence.

"We are including in our work on SRGBV outreach with the White House Office on Domestic Violence and Prevention. We have materials/training on anti-bullying, including cyber-bullying. Our LGBT training focuses on the intersections of gender and race, including violence prevention." **NEA, USA**

"AFT launched a campaign against bullying in schools called 'A Bully, Stop a Bully' program." **AFT, USA**

7 <http://www.aft.org/press-release/aft-launches-national-see-bully-stop-bully-making-difference-campaign>

"The AEU is a member of a national Safe Schools Coalition which aims to make schools safe for students who are gender and sexuality diverse/same-sex attracted." **AEU, Australia**

"In Niger, since 2012, the union participates in the government's annual awareness-raising to promote peace and non-violence." **Syndicat national des agents de la formation et de l'éducation du Niger (SYNAFEN), Niger**

"In our collective negotiations, we have put forward the demand to have separate toilets for girls and boys." **UDEN, Senegal**

"There has been an increase in violence in schools (47,523 cases in 2008 according to the newspaper ELBILAD, 2 March 2009). The issue has not been taken up by the Ministry and there is a lack of psychologists in schools, and a lack of training for teachers about how to confront violence." **Syndicat National Autonome des Professeurs d'Enseignement Secondaire et Technique SNAPEST, Algeria**

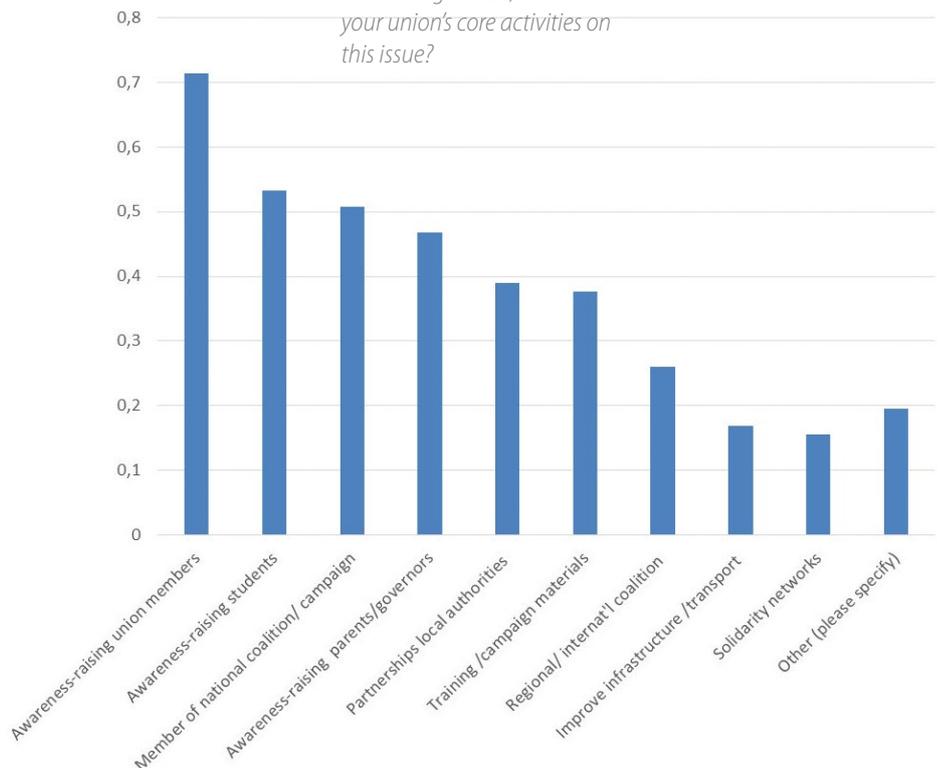
"Our affiliated members are involved in various activities to address SRGBV in their schools like presentations of short films created by students and teachers, photography exhibitions, conducting debates with adolescents, writing newsletters or blogs, and organising sports competitions in order to channel the energy of young people to sport, not to violence etc." **FSLE, Romania**

"We have conducted awareness programmes on the protection of girls in collaboration with UNICEF." Ceylon Tamil Teachers Union (CCTU), Sri Lanka

"We have an agreement with the Ministry for Women on the prevention of gender violence in schools and the community. We have carried out training programmes and produced materials for youth and community workers and for school leaders." **Asociación Dominicana de Profesores (ADP), Dominican Republic**

"We have participated in several radio programmes and held a press conference to highlight the phenomenon of gender-based violence, and we had representatives from both the Ministry and the Parents and Students Associations." **Syndicat National des Enseignants de Mauritanie (SNEM), Mauritania**

If your union is currently involved in any initiatives concerning SRGBV, what are your union's core activities on this issue?



What kind of support would your members need from their employers (i.e. the school/Ministry of Education etc.) that would empower them to address SRGBV in an effective and sustainable way?

“The government needs to recognise that the problem is real. At the moment, there is more attention given to traffic accidents and delinquency than gender-based violence in schools. A basic first step is for the Ministry to agree to work together with the unions on this issue.” **Asociación Nacional de Educadores (ANDE), Costa Rica**

1. Government political commitment and will

Unions consider that governments need to demonstrate political commitment and will and that, in some cases, it would be necessary to provide gender-awareness training for staff at the Ministry of Education. Many considered that a basic first step would be for the Ministry to agree to work together with the unions on the issue or set up some mechanism or working group to include the unions and other stakeholders.

2. Training programmes and information materials

Most unions wanted the government to provide training programmes, with expert resource persons, and to make it possible for teachers who wish to participate to negotiate paid leave from school. Most also consider that professional guidance for teachers, and information materials for parents or for the community as a whole, would be useful.

3. Incorporation of SRGBV issues into school curricula

Unions consider that governments should agree to incorporate the SRGBV issue into school curricula and allow discussion on the theme in classrooms. There is also a need to strengthen the training and resources available to the guidance officers or school psychologists or nurses.

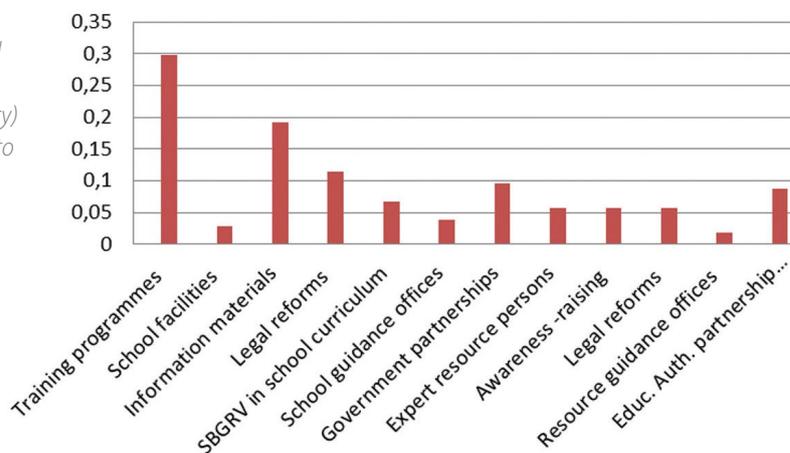
4. Written codes of ethics/legal reforms/clauses in collective agreements

Many unions consider there is a need for written codes of ethics or conduct on bullying or violence at school, district, or national level. Others consider it necessary to introduce legal reforms or new laws on the criminalisation of violence against women and ensure their effective implementation. Some unions would be interested in providing legal support to victims if they were given training. Others consider that the issue should be incorporated into collective agreements.

5. Improved infrastructure and school facilities

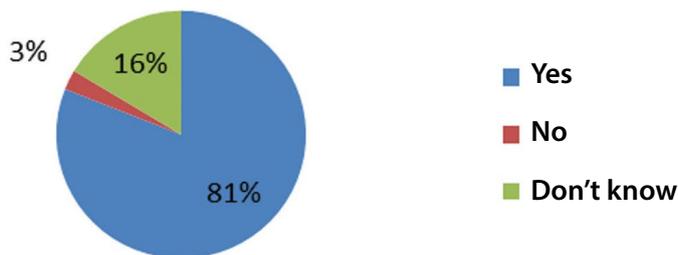
Another set of recommendations focused on improving school infrastructure, transport, sanitary and accommodation facilities for teachers and students, and ensuring the school psychologist or guidance officer had suitable office space for confidential meetings.

What kind of support would your members need from employers (ie school/Ministry) that would empower them to address SRGBV? (percent)



Would your union be interested in becoming involved in a future initiative on SRGBV?

EI is planning a major new initiative on SRGBV; would your union be interested in becoming involved in a future initiative on SRGBV?



Over 80% of unions indicated they would be interested in participating in the proposed new initiative on school-related gender-based violence.

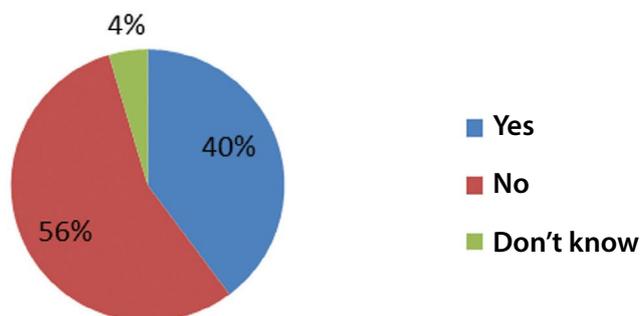
Unions were asked how they could envisage getting involved in EI's SRGBV initiative. They responded that they could organise training programmes for members, parents, or stakeholder meetings, including police units responsible for domestic violence and victim support, Ministries of Local Government, Education and Social Welfare or other entities. They offered to write materials or share existing union materials, or help develop online courses or disseminate information provided by EI to their members. Others said they could conduct school-based surveys about the incidence of gender-based violence, though some indicated a preference for carrying out surveys focusing on violence in general. Others suggested they could provide guidance on policy development or a code of ethics. Others were interested in contributing to a newsletter or other online resource, in taking part in a network or building an alliance with civil society organisations, or developing partnerships or other forms of inter-union cooperation. Some unions mentioned coordinating regional or international campaign activities, such as vigils in front of Parliament, or other activities designed to increase the visibility of this issue. Tertiary education unions mention the need to expand the initiative to the university sector as well, as gender-based violence was an issue there. And, they said they would be interested in carrying out a survey on gender-based violence in the tertiary education sector.

Priority 3 Women's economic empowerment

Strategy 1: Campaign for stronger international, nation-al, and regional legal frameworks to close the gender pay gap and promote collective bargaining in this area

Approximately 40% of unions are involved in campaigns to close the gender pay gap in the education sector.

Is your union involved in a campaign or other initiatives to close the gender pay gap in the education sector?



There is insufficient understanding of what is meant by the term gender pay gap and pay equity. Many respondents considered that there was no gender pay gap in the education sector. However, they did not address the issue of gender differences in overall average earnings in the education sector, including benefits and overtime, or national pay differentials between male-dominated and female-dominated sectors. EI and the Status of Women's Committee need to develop an information sheet to explain the meaning of these terms and provide examples of how to analyse the gender pay gap at both education sector level and at national level.

Those unions which are working to close the gender pay gap focus on ensuring women are part of the union's collective bargaining teams, and on monitoring provisions on gender equality in collective agreements. Only 25% have set a specific goal to reduce the gender pay gap in the education sector, while 23.7% include specific provisions designed to reduce the gender pay gap in collective bargaining claims. Some unions are involved in lobbying Parliaments or the European Parliament on equal pay issues, or are part of broader union coalitions focusing on equal pay.

The European Parliament (Equal Pay Resolution 12.09.2013)⁸ and Commission are committed to supporting Member States in reducing the gender pay gap by at least five percentage points annually with the aim of eliminating the gender pay gap by 2020.

In some countries, unions note that women are still paid less than men doing the same work, particularly in early childhood education or contract teaching, although this is rare.

Some examples of good practice to address the gender pay gap

"We are engaged in the fight against the structural pay gap between male-dominated and women-dominated fields of work." **Union of Education Norway (UEN)**

"We are going to do research on the gender pay gap among our members, and we also participate in a national campaign and research on the gender pay gap and the gender situation in the labour market." **Kennarasamband Islands, Iceland**

"We have succeeded in having the European Parliament adopt a decision on equal pay comparing the education profession to similar professions." **Danish National Federation of Early Childhood and Youth Educators (BUPL), Denmark**

"The union has commissioned the University of Warwick to research teachers' pay and equality, specifically looking at the gender pay gap and whether women, both under the age of 50 and over the age of 50, are being discriminated against in terms of pay and pay progression." **NASUWT, UK**

"We participated in a collaborative project with the ILO regarding pay equity." **General Union of Workers in Teaching (GUWT), Jordan**

"We have included, in our negotiating agenda, mechanisms to address precarious work contracts (which particularly affect women and, therefore, indirectly impact on the pay gap in our sector) and proposals which increase benefits related to shared family responsibilities." **CONADU, Argentina**

"We are part of a cross-union plus community coalition on Pay Equity and have supported promotion around a significant court case on pay equity run by the NZ Service and Food Workers Union. We have also campaigned for fair pay and conditions for school support staff and early childhood support workers." **NZEI, New Zealand**

"NTEU has commissioned two gender pay equity studies focusing on the gender pay gap in Australian universities: Gender Pay Equity in Australian Higher Education (Probert, Ewer and Whiting, 1998) and Work & Careers in Australian Universities (Strachan et al, 2012)." **National Tertiary Education Union (NTEU), Australia**

⁸ <http://www.europarl.europa.eu/sides/getDoc.do?type=MOTION&reference=B7-2013-0387&language=EN>

Unions in some African countries note a discrimination against women as regards certain benefits: child allowances are only paid to male employees, medical expenses are paid to a male employee for his wife and children, but not to a female employee if her spouse is not working. Others note that while there were no gender-based pay differentials within the education system, there was a significant imbalance in the number of men promoted to senior management posts.

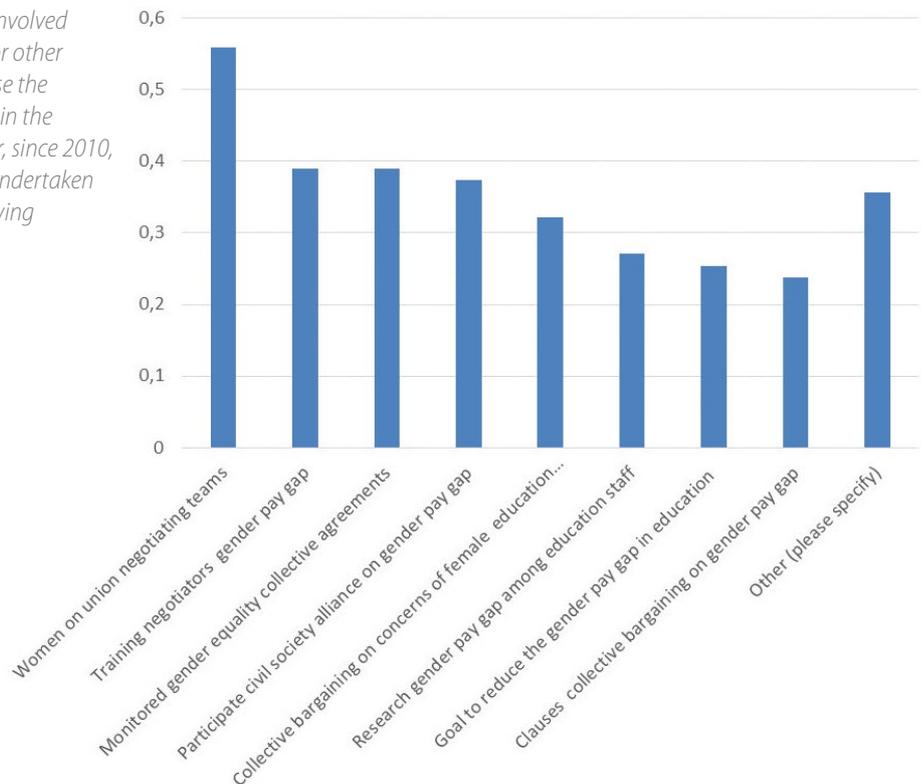
What are unions doing to address the gender pay gap in Africa?

"All teacher unions in Senegal worked together to achieve a more egalitarian fiscal system, including the right to receive life insurance for women and medical insurance for children of a female teacher when the husband is not working." **SYPROS, Senegal**

"We have managed to get equal pay for different departmental posts." **Botswana Teachers Union (BTU), Botswana**

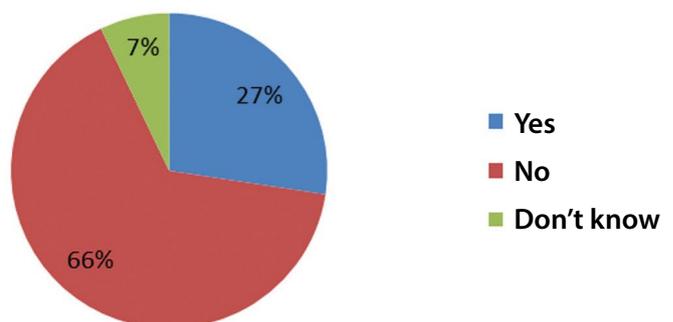
"After the participative gender audit, the National Executive participated in a training programme on gender and collective bargaining. Our union has fought against the concept of paternal power which has meant that women do not fully benefit from income supplements for family members." **UDEN, Senegal**

If your union is involved in a campaign or other initiatives to close the gender pay gap in the education sector, since 2010, has your union undertaken any of the following activities?



Strategy 2: Address the issues of job opportunity and job security for women teachers, especially within early childhood education

Since 2010, has your union commissioned research or compiled reports on precarious work and women in the teaching profession?



The issue of precarious work does not appear to have been an area of major focus over the last 4 years, with slightly over a quarter of unions (27.4%) indicating they had carried out work on this issue. EI's affiliates in the Philippines are working together on a campaign, "No to Contractualisation!" to end the use of short-term contracts for teachers. Only a few of the unions which had carried out research had focused specifically on early childhood education.

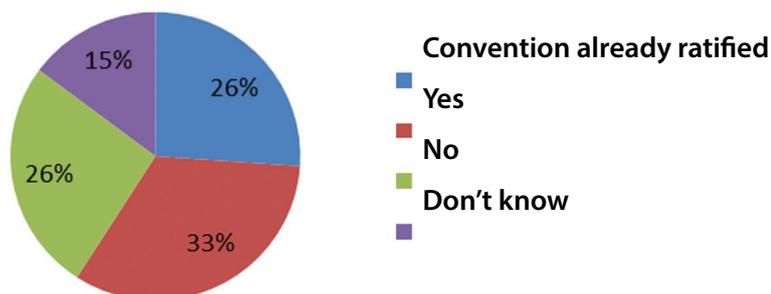
In Spain, STES Inter-Sindical highlighted the issue of interim teachers, the majority of whom are women, who are discriminated against in terms of pay and benefits.

Strategy 3: Campaign for increased maternity rights and protection

The survey asked whether unions had been part of the global campaign to ratify ILO Convention 183 on maternity protection, which was adopted in 2000. Some unions erroneously considered that their country had already ratified the Convention, possibly confusing it with the earlier ILO Convention 103 on maternity protection, which was adopted in 1952. Twenty one unions (or 18.3% of all respondents) incorrectly thought the Convention had been ratified.

In November 2014, there were 29 ratifications of the ILO Convention 183 (2000) on maternity protection. EI could usefully commit to keeping unions informed of existing and new ratifications of the Convention.

Since 2010, has your union been part of a campaign or other initiatives to promote the ratification of ILO Convention 183 on maternity protection?



Despite the economic and financial crisis, almost 60% of responding unions consider there have been improvements in maternity protection provisions, and parental leave for teachers and education personnel since 2010, and that they had good practice examples to share. Some improvements relate to an increase in the duration of the maternity leave or improved provisions to facilitate breast-feeding or nursery facilities. Others relate to paternal and parental leave or family responsibilities leave. It was not possible to detect any overall trends concerning these improvements.

The NTA (**Taiwan**) noted the increase in parental leave provisions. The All **India** Primary Teachers Federation (AIPTF) carried out a campaign in four states of India, namely Maharashtra, Tamil Nadu, Orissa, and Madhya Pradesh and has succeeded in getting maternity leave increased to 180 days from 90 days. In **Canada**, the CTF-FCE notes improved maternity and parental leave negotiated by member organisations. In Fiji, the unions asked the government to pay teachers on maternity leave full salary after the birth of a third child instead of \$5/day. Although the Government only agreed to pay them half salary, it was a great improvement nonetheless. In **Nepal**, the NNTA reports that the maternity leave has been lengthened. In the **Philippines**, NATOW reports that the unions have been able to negotiate new clauses in the collective agreement, such as breast-feeding rooms and flexible working arrangements for pregnant women.

Some examples of improvements in maternity protection

The *National Professional Teachers' Organisation of South Africa (NAPTOSA)* is party to the collective agreement negotiated by the Public Service Coordinating Bargaining Council and the Education Labour Relations Council. Since 2010, there have been two new entitlements added to pre-natal leave and family responsibility leave. The following protections now exist:

- *Maternity leave without pay - 15 months
- *Maternity leave with pay - 4 consecutive months leave on full pay
- *Pre-natal leave - 8 working days per pregnancy for pregnancy related medical examinations and tests (full pay)
- *Adoption leave - 45 working days on full pay when a child younger than 2 years old is adopted
- *Family responsibility leave - 5 working days on full pay per annum if spouse/life partner gives birth
 - *Urgent private affairs (educators specifically) - 12 working days per annum with full pay - to be reduced with number of days if family responsibility leave taken

In **Lebanon**, *Ligue des Professeurs de l'Enseignement Secondaire Public du Liban (LPSSTL)* reports that maternity leave has been increased from 45 days to 70 days and that they have been able to establish nurseries in some schools for teachers with young infants. The union also provides free vaccines in dispensaries in the rural areas and training sessions for young mothers.

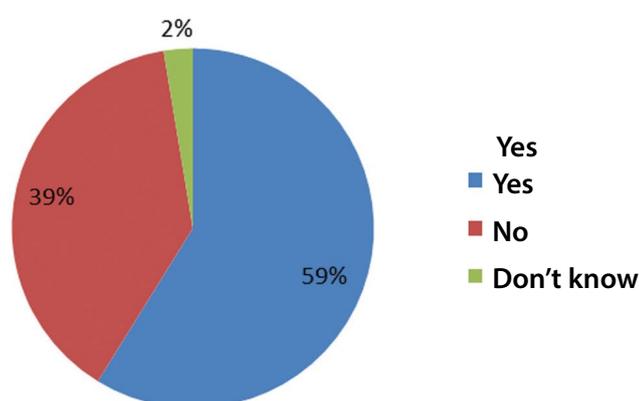
In **Korea**, *KFTA* has been able to negotiate a one-year leave of absence without pay for any male or female employee with a child under 8 years old and this leave is additional to the 90 days' paid maternity leave.

The **Pakistan Teachers Organisation's Council (PTOC)** noted that although there is a Federal Maternity Benefit Ordinance providing for three months' maternity leave in certain occupations, including the education sector, many provinces have not enacted similar provisions and the implementation is unsatisfactory.

In **Australia**, the *NTEU* achieved improved paid maternity leave from 12 weeks to 26-36 weeks in the early 2000s. Other improvements made at some institutions include access to paid leave for casual employees, prenatal leave to attend medical appointments, breastfeeding breaks and designated spaces, entitlements to "stay in touch" with the workplace during leave, rights to return to the previous position upon return from leave, and rights to return to work part-time.

In **Argentina**, *CONADU* was able to include an innovative clause on parental leave in the national collective contract for public higher education institutions. This allows both parents, if they both work in the University (which is often the case), to share the leave days in the case of a birth or adoption; however, the mother must take a minimum number of days post-partum. The idea is that men can participate in the care of their infant during the first months, and it complies with the legal provisions that recognise same-sex marriage in Argentina.

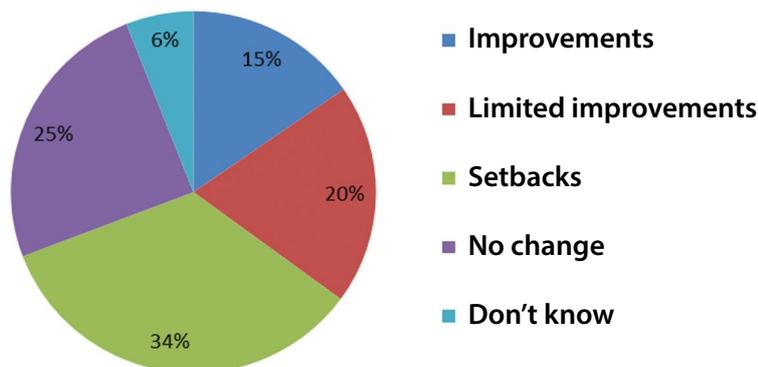
Since 2010, have there been improvements in maternity protection provisions for teachers and education personnel in your country?



Strategy 4: Highlight pension rights as an issue for women's economic empowerment and campaign for women teachers' pension rights

The trends in pension rights for women present a very mixed picture. One-third of unions (34.2%) report that there have been setbacks in terms of pension rights since 2010, while another one-third (35.1%) also consider that there have been improvements or limited improvements. There is no significant variation when unions were asked specifically about the situation concerning women's pension rights. Slightly over 40% of unions had conducted training programmes on pension rights for women teachers and education personnel since 2010, while 80% would be interested in doing so in the future.

Since 2010, have there been any improvements or setbacks in pension provisions for teachers in your country?



Conclusions

1. Promoting gender equality in union structures

- 1.1 Gender parity in unions' decision-making structures in many OECD countries has largely been achieved and women's or gender advisory structures have transitioned from working on issues around women's participation in unions and leadership to focusing more on gender relations in schools and in classrooms.
- 1.2 However, in the case of the 50% of responding affiliates, women's participation in unions' decision-making structures remains a challenge although there has been some progress. It is encouraging to note the number of new or recently formed gender equality structures over the last 4 years and unions adopting or considering adopting a quota system.
- 1.3. The survey findings indicate that many unions do not have written policies on gender equality. EI could usefully develop a resource bank of existing policies and encourage unions without policies to consider formally adopting such policies. While these new policies could include statutory recognition of gender equality structures and goals for women's participation in decision-making, it is also important that they contain clear policy goals on employment conditions and professional issues to be included in bargaining agendas.
- 1.4 The EI regions could usefully set targets for gender parity on the Executive Boards and gender balance in the positions of President and General Secretary. Where unions are male-dominated, these goals could be proportional and based on the percentage of women in the union membership.

2. Promoting girls' access to and participation in quality public education

- 2.1 Unions report considerable advances on reforms to school curricula to ensure non-sexist pedagogy, and many unions have established their own teacher training initiatives on gender equality in the classroom. However, a key and disturbing finding is that many unions report that they are not consulted on education policy and curriculum reforms. There are significant regional variations on the extent to which consultations take place. In many Latin American countries, for example, unions are key players in education reform and policy development. Where appropriate, a focus on joint approaches to

education authorities at national, sub-regional, or regional level to advocate for strengthened social dialogue mechanisms could be considered in a future plan of action. Unions are well-positioned to argue that their expertise on issues such as girls' access to education, gender perspectives, and inclusive pedagogy will contribute and reinforce government initiatives in this area.

- 2.2 There is significant interest in learning more about existing civil society partnerships working on quality public education or Education for All campaigns. There is an important role for affiliates already engaged in such campaigns, together with EI, to facilitate and strengthen networking opportunities at national and regional levels.
- 2.3 There was evident strong support for EI's new initiative on SRGBV. Unions share a remarkably common vision of the key areas of action and the kinds of activities with which they could engage. They offered to conduct training programmes or stakeholder meetings, share or write materials or guidance notes, carry out school-based surveys, contribute to a newsletter or web resource, and participate in coordinated days of action or vigils. Tertiary education unions also indicated an interest in working on gender-based violence.

Priority 3: Women's economic empowerment

- 3.1 In those countries most severely impacted by the financial crisis, inevitably, initiatives to address the gender pay gap have faced funding constraints. The main focus of union action has been to address the issue of low pay in the female-dominated education sector as a whole compared to similar professions. However, it was not generally recognised as a key priority issue. In some regions, the campaign on the gender pay gap might be more relevant and supported if the focus is on low pay and precarious work.
- 3.2 On the other hand, the level of involvement in the maternity protection campaign was notably high. The majority of unions reported improvements to maternity, paternal, and parental leave, as well as improvements related to nurseries or breast-feeding facilities. Where they exist, maternity protection campaigns have been actively supported by the women's or gender equality structures, and have motivated and inspired younger women, in particular, to become active union members. This seems to be an area of work to continue in the future, which could be given greater visibility in terms of new advances in protection within and across regions.
- 3.3 Unions were concerned at the existing or threatened erosion of pension benefits. This is a key issue for unions and education systems as a whole, particularly in the face of growing recruitment and retention and migration issues. A significant number requested support with expertise and training on this issue in the future.

B. Survey Report on Indigenous Peoples Action Plan

EI's Indigenous Peoples Action Plan 2012-2015⁹

The Indigenous Peoples Action Plan 2012-2015 was endorsed by the Indigenous Caucus at the EI World Congress in July 2011 and adopted by the 39th Executive Board in November 2011. It focuses on thematic areas, including raising awareness of the status of Indigenous Peoples, facilitating Indigenous Peoples' inputs into Indigenous education and their access to quality public education, carrying out solidarity actions, advocating for the ratification and implementation of relevant international instruments, and carrying out advocacy at the UN.

Who are indigenous peoples?

According to the UN, there are an estimated 370 million indigenous people in 70 countries worldwide.¹⁰ The term "Indigenous peoples" used in this report follows the definition included in EI policies and declarations, which reflects the diversity of indigenous peoples at international level. It is based on respect for peoples who may self-identify as being indigenous and may see this term as similar in meaning to the terms "Aboriginal Peoples", "Indians", "Inuit and Métis", "Native Peoples", or "First Peoples". It is also based on the UN's usage of the term "Indigenous Peoples", bearing in mind that there is no officially accepted definition by indigenous peoples.

The self-identification process occurs through language, a sense of place, relationships, histories and stories, terminology and ways of organising; and a resolve to maintain and reproduce ancestral environments and systems as distinctive peoples and communities.

A question of identity

According to the UN, the most fruitful approach is to identify, rather than define indigenous peoples. This is based on the fundamental criterion of self-identification as underlined in a number of human rights documents.¹¹

Survey responses

EI received 54 responses to the survey on indigenous peoples from 45 countries. Thirty three unions considered there were Indigenous Peoples in their country, and had members who self-identified as indigenous peoples. Three unions reported they did not know the situation or that there were no Indigenous Peoples in their country, when in fact there are Indigenous communities. A few unions referred to minority groups or migrants in their countries and these responses were incorporated into the survey on the inclusive environment. This report, therefore, only refers to indigenous peoples on the basis of the UN terminology cited above.

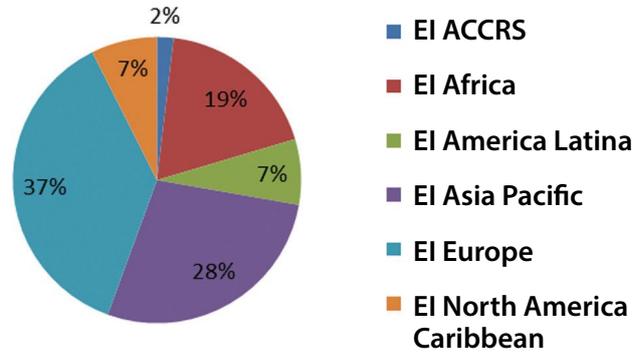
Region	Nos. of responses
EI ACCRS	1
EI Africa	10
EI Asia Pacific	15
EI Europe	20
EI Latin America	4
EI North America & Caribbean	4
Total	54

⁹ 39th Executive Board meeting, 30 November-2 December 2011, INDIGENOUS CAUCUS REPORT, Cape Town, July 19, 2011

¹⁰ www.un.org/esa/socdev/unpfi

¹¹ See United Nations Permanent Forum on Indigenous Peoples 5th Session Fact Sheet 1.

Response Rate by Region



Representation mechanisms for indigenous peoples in education unions

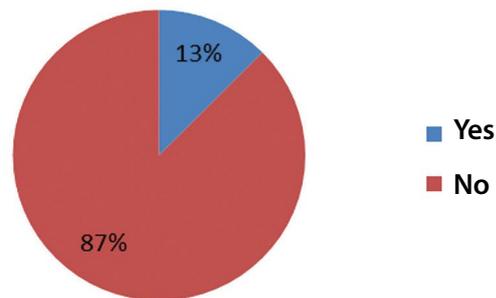
What strategies should unions promote to strengthen indigenous peoples' representation and voice in unions' decision-making bodies?

Reserved seats on decision-making bodies

Four unions had set up a quota system for reserved seats for Indigenous Peoples on their Executive Board:

- National Education Association (NEA), USA in 1974
- Australian Education Union (AEU), Australia in 1980
- National Tertiary Education Union (NTEU), Australia in 1999
- National Trade Union of Teachers (SNEF), Mauritania in 2000

Does your union have a quota-system in place for seats for IPs on decision-making bodies?



In the case of the NEA, in 1974, it established Bylaw 3.1.G, which specifically addresses inclusion in the annual Representative Assembly. All ethnic minorities and those of multiple races are considered one category (including indigenous peoples).

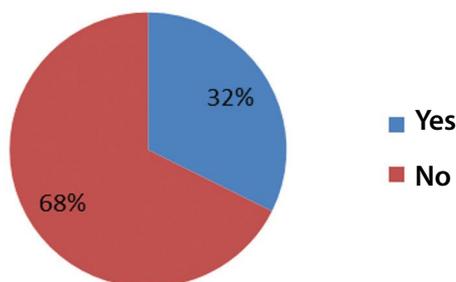
In the case of CTF-FCE, it was noted that the question was difficult to give a yes/no answer. The CTF-FCE is an alliance of provincial and territorial teacher organisations in Canada, each of which has their own bylaws and policies in this regard. CTF-FCE itself does not have a quota system, but some of its member organisations, chiefly in northern Canada where there is a very high Aboriginal population, do have certain requirements for representation of Indigenous Peoples on their central councils and organisational committee.



Advisory committees or other structures and networks

Among the respondents, 30% had set up advisory committees or other structures to provide guidance and advice to decision-makers.

Does your union have an IPs education committee/network/structure which provides guidance and advice to decision-makers?



Setting up an advisory structure or network was a more common strategy than establishing reserved seats for indigenous members on decision-making boards.

In the *UEN* in **Norway**, nominations are made by county boards and Indigenous Peoples can be nominated for positions and delegations on the same equal terms as other UEN members. The UEN's constitution states that the union must have a Sami committee. Its task is to give advice to the Executive Board when Sami teachers' issues are involved. On the other hand, the union also aims to recruit Sami teachers in the regular structure of the organisation.

Gymnasieskolernes Laererforening (GL), **Denmark** referred to the particular situation in Greenland where upper secondary teachers are part of their union. Greenland has home rule with full responsibility for its own education system, that reflects the Inuit majority, but which also aims to meet the Danish education system's standards to facilitate further studies in Denmark. Three school representatives (shop stewards) from Greenland are invited to participate in the GL Congress once a year. If they do not participate, the union communicates via Skype with them.

The *CTF-FCE* in **Canada** has an advisory committee on Aboriginal education.

CTF-FCE Advisory Committee on Aboriginal Education (Standing Committee)

Objects of the Committee shall be:

- 8.2.1. To advise the Executive Committee on long-term directions and strategies to implement Policies and Regulations on Education and Aboriginal Peoples. (2002, Reaffirmed 2006)
- 8.2.2. To identify long-term strategies by which CTF-FCE can be an advocate to promote and support Aboriginal education. (2002, Amended 2006)
- 8.2.3. To identify long-term strategies by which CTF-FCE can be an advocate to promote and support teaching as a career for Aboriginal People. (2002, Reaffirmed 2006)
- 8.2.4. To facilitate a consultative process between CTF-FCE and Member organizations/Affiliate Members concerning initiatives in Aboriginal education which benefit all students and teachers. (2002, Amended 2005)
- 8.2.5. To identify the needs of Aboriginal educators within CTF-FCE. (2002, Reaffirmed 2006)
- 8.2.6. To provide educational opportunities for Member organizations and Affiliate Members to broaden awareness and build commitment to Aboriginal education initiatives. (2002, Amended 2005)
- 8.2.7. To review current developments in Aboriginal education and make appropriate recommendations to the Executive Committee. (2002, Reaffirmed 2006)

In the **United States**, the *AFT* has a caucus on indigenous members but they are also active on the issues that the union is facing everywhere. The *NEA* has an Ethnic Minorities Advisory Committee, with 25% seats reserved for Indigenous Peoples.

In **Peru**, *SUTEP* has recently set up a Statutory Commission on Inter-culturalism and Bilingual Education. In the case of the *CNTE*, **Brazil**, the work related to Indigenous education and Indigenous teachers is included under the union's secretary of human rights, and social and education policy.

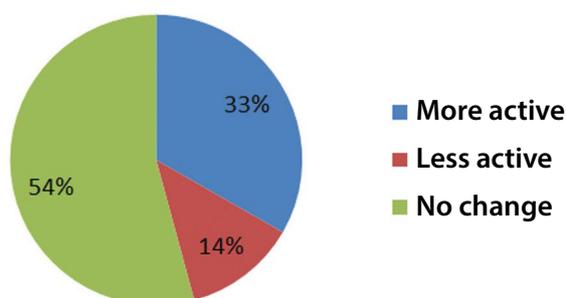
In **New Zealand**, since the late 1980s, *NZEI* has a Maori national leadership body known as the Te Reo Areare. In addition, national meetings have regular 'mahi tahi' agenda items which specifically focus on bi-culturalism and 'Te Tiriti o Waitangi', the founding document of Aotearoa New Zealand. The union also has Komiti Pasifika and Aronui Tomua - union branches for members who identify or want to support Pasifika and Maori educators and learners. In 2014, *NZEI* held a Pacific Fono (forum) as well as its regular annual Te Kahui Whetu (Miro Maori annual conference) to promote support for Pasifika student success.

Some unions noted that they had been considering reviewing their Constitution to give representation to minority groups and indigenous peoples. Others noted that there had been no demands as yet from indigenous members for a reservation or quota system to be established. Others reflected more broadly that the union had not given priority to the concerns of indigenous peoples but that it was an area of growing interest.

Developments since 2010

Half the unions considered that since 2010, these structures had not changed in terms of level of activity, while one-third considered they had become more active. In the United States, the *NEA*'s advisory committee had become less active because of changes in its structure and meeting frequency as a result of budget challenges but, on the other hand, the Board of Directors has been more involved in Indigenous Peoples' issues recently.

Since 2010 or since its establishment if later, until now, do you consider the IPs education committee/network/structure has become -



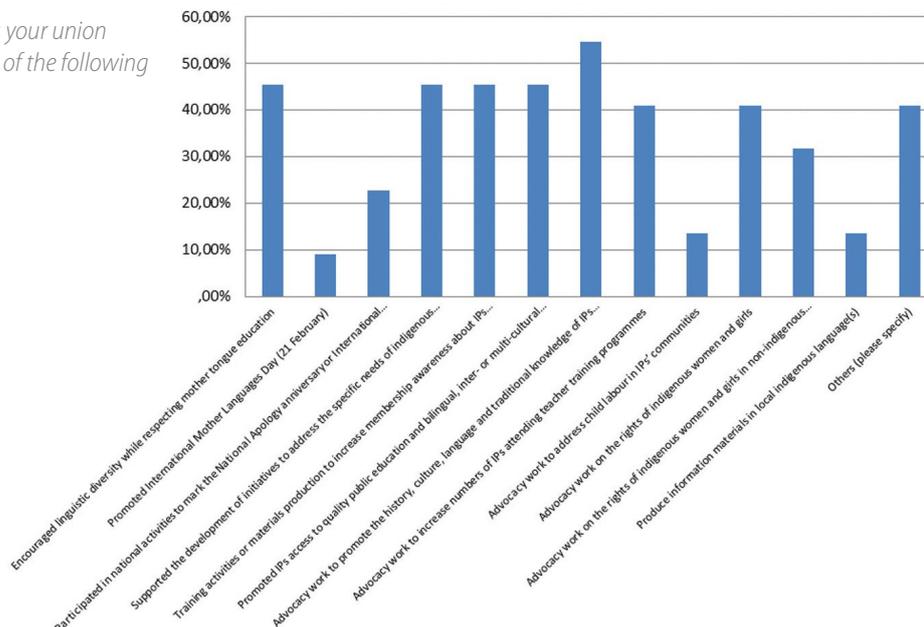
Unions reported that they were taking active measures to recruit indigenous teachers and education personnel as members while only a few noted that they had an affirmative action policy to recruit indigenous people as staff members. Approximately 40% had adopted a written policy document on indigenous peoples and the right to education.

Indigenous peoples and the right to education

The unions with specific advisory structures for indigenous peoples were also – not surprisingly – the unions which were carrying out activities to promote the right to indigenous education. These activities were undertaken within the general framework of the EI campaign on the right to quality public education and, in the case of Latin America, within the framework of the pedagogic movement for a transformational education. Activities included promotion of linguistic diversity while respecting mother tongue education as well as training activities directed at the general membership to increase awareness about indigenous peoples' rights. Other key issues included advocacy work to promote the history, culture, language, and traditional knowledge of Indigenous Peoples in school curricula and measures to increase the numbers of indigenous peoples attending teacher training programmes and universities.

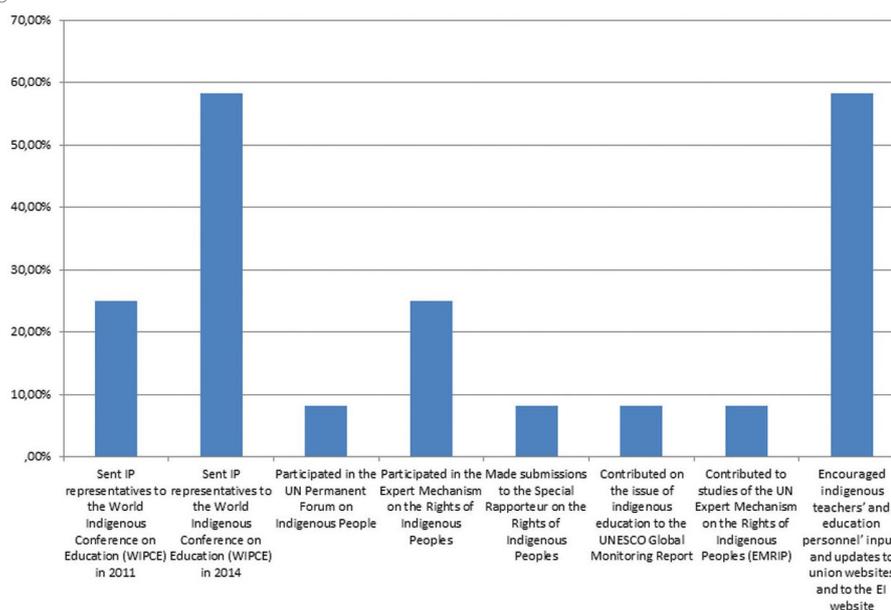
Some unions had produced materials in indigenous languages but this was not a widespread practice. Many respondents reported specific initiatives related to indigenous girls. Many unions also noted they had general policies to provide particular attention to deprived or remote areas where school attendance rates were lower than the national average; in some cases, these areas were predominantly where child labour was common and/or where indigenous communities lived.

Since 2010, has your union carried out any of the following activities?



EI's Indigenous Peoples Action Plan 2012-2015 focuses particularly on work to promote international processes and UN mechanisms. EI was well represented at the 2014 World Conference on Indigenous Education (WIPCE) in 2014 and followed up the UN Permanent Forum on Indigenous Issues and the UN Expert Mechanism on the Rights of Indigenous Peoples. Unions also took part in the UN World Conference on Indigenous Peoples in September 2014. Unions campaigned for the ratification of the ILO Convention 169 on indigenous peoples, contributed to reports concerning government compliance with the International Convention on the Elimination of all Forms of Racial Discrimination, and carried out promotional work concerning the UN Declaration on the Rights of Indigenous Peoples. Participation in international days, such as the International Day of the World's Indigenous Peoples (9 August) and International Mother Languages Day (21 February) has been less significant.

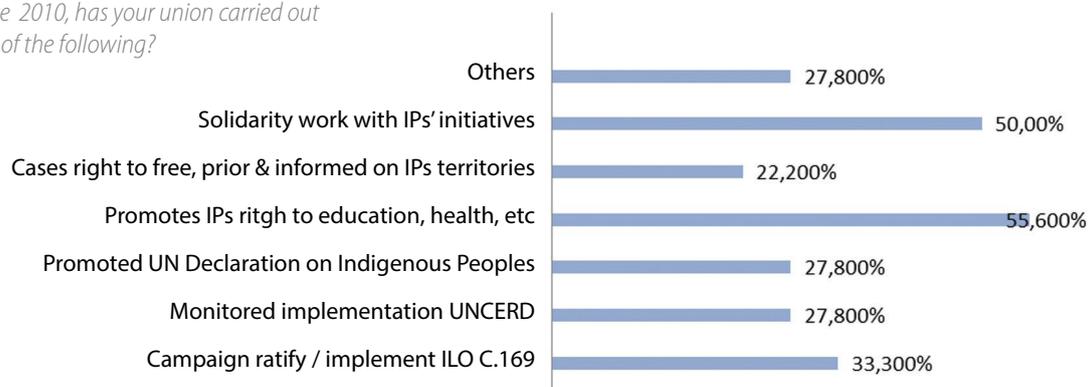
Since 2010, has your union carried out any of the following activities



Solidarity actions

The *CTF-FCE* notes that, in recent years, there has been an increased focus across Canada on past wrongs committed against indigenous persons, especially with regard to the education system (e.g. the Truth and Reconciliation Commission on the residential school system). In the United States, the NEA coordinates an event for its Board of Directors that addresses American Indian/Alaskan Native rights. In Chile, Integra2 has been involved in supporting specific cases on the right to free, prior, and informed consent concerning the exploitation of natural resources on indigenous peoples' territories.

Since 2010, has your union carried out any of the following?



Data collection on indigenous peoples

Only a few unions had the resources and capacity to collect data on Indigenous Peoples and access and quality of education. In **Peru**, *SUTEP* has published data on the lack of bilingual teachers in Indigenous areas and the need for more resources for Indigenous teacher training, and has issued media releases and written articles about the subject. In **Canada**, the *Canadian Association of University Teachers (CAUT)* hosts a national census of Aboriginal academic staff, which includes graduate students and traditional knowledge keepers. In **Australia**, the *NTEU* collects data from members (upon joining) on their indigenous status, if they choose to identify it.

In other countries, unions rely on information from government and multilateral agencies. In **Brazil**, the Ministry of Education's school census and the National Household Survey of the Brazilian Institute for Geography and Statistics provide information about the socio-educational profile of Indigenous Peoples on an annual basis.

Some good practices by region

Africa

The **Uganda National Teachers Union (UNATU)** has an advocacy programme on child labour which does not specifically focus on indigenous peoples, although child labour and school absenteeism are widespread in the indigenous communities.

In **Botswana**, *BOSETU* promotes diversity and has an annual cultural day during which teachers and community organisations share ideas and showcase talents within the teaching profession by different ethnic groups. There is a provision in the newsletter for guest columnists to write articles that are aimed at sensitising members about Botswana's diverse culture.

In the **Ivory Coast**, the unions have participated in work to promote the human rights of indigenous peoples.

In **Mauritania**, The *Syndicat National de l'Éducation Fondamentale (SNEF)* has been very active in promoting indigenous peoples' rights and, since 2000, has a quota system on its Executive Board to promote equity between members and communities.

Asia Pacific

In **Australia**, the *AEU* actively promotes on its website and through its branches and Associated Bodies the campaign to recognise Aboriginal and Torres Strait Islander people as the first peoples of Australia in the Australian constitution, as well as to remove the racially discriminatory sections of the constitution.

The *Gonski campaign* has actively advocated for the right of indigenous students to access high quality, publicly funded education. Much of the campaign focuses on the additional funding required to provide a quality education to students with additional needs. Students with additional needs are those that live in rural/remote locations, attend small schools, have a learning difficulty, come from low socio-economic backgrounds, those which have English as a second language, and indigenous students.

At tertiary education level in **Australia**, the *NTEU* conducts cultural competency training through its Indigenous Unit for NTEU staff and elected officers. It also implements a national bargaining claim for Aboriginal and Torres Strait Islander peoples. The claim comprises the following: 1. An Indigenous Employment Target (numeric) in all University Collective Agreements; 2. Indigenous and/or NTEU representation on Indigenous employment monitoring and implementation committees at the University level; 3. Establishment or renewal update of the University's Indigenous Employment Strategy.

"There is a continuous campaign to ensure government maintains or increases support for Aboriginal and Torres Strait Islander peoples undertaking tertiary level degree qualification. The union has undertaken research to highlight the link between the number of Aboriginal and Torres Strait Islander staff employed at the University and the increase of Aboriginal and Torres Strait Islander students. We aim to build ongoing relationships with Aboriginal and Torres Strait Islander communities to: 1). Assist the community and/or individuals with employment and industrial matters, and 2). Gain assistance from those communities to ensure the successful negotiation of the NTEU Aboriginal and Torres Strait Islander employment claim in all University Collective Agreements." **NTEU, Australia**

In **Malaysia**, the *National Union of the Teaching Profession (NUTP)* is visiting rural schools with indigenous peoples' teachers and students.

In the **Philippines**, *NATOW* members have attended an inclusive education and global citizenship education seminar. *NATOW* considers that indigenous peoples' culture must be studied and materials made available for all teachers so it will be easier for them to work in the communities.

"Members were able to extend their knowledge about children who were deprived of support/assistance by the government, many of whom come from indigenous communities, and they made themselves available in volunteer work (as teachers to these children) with the help of community (barangay) officials." **NATOW, Philippines**

The *FFW* recognises that there is increasing concern about indigenous peoples' education in the **Philippines**. Although the national organisation itself does not have specific programmes, some local organisations do. There is growing awareness, with increasing numbers of people becoming involved in it, so it is most likely that more resources will be earmarked in the future.

"We recognise we need to have more of a focus on indigenous peoples in our advocacy work." **FFW, Philippines**

Europe

In **Denmark**, unions carried out strong advocacy for bilingual and multi-cultural education. The *GL*, which organises upper secondary school teachers, also works with the Greenlandic home rule authorities to ensure quality standards (especially regarding teacher qualifications in academic subjects) to enable students to continue further education in Denmark.

In **Norway**, there has been a Sami Curriculum for primary education since 1997. The Sami craft “duodji” is included in the curricula for handicraft and art in all primary education. In upper secondary education, there is a curriculum named Sami history and society.¹²

Latin America

The Latin American region has developed its own action plan on Indigenous Peoples and the right to education. It includes the following points:

- To promote national laws to establish the right to intercultural multilingual education
- To promote the representation of indigenous peoples in Executive Committees and at different levels of union decision-making
- To campaign for the ratification and implementation of ILO Convention 169, Indigenous and Tribal Peoples
- To advocate for increased investment in intercultural education
- To strengthen teacher training, both initial and continuing teacher training in the area of multicultural education
- To include the concepts of inter-culturalism, intra-culturalism and multilingualism in national curricula

For example, in **Guatemala**, *STEG* has participated in the definition of national policies about bi-lingual curricula and school education materials. Currently, only 3 out of every 10 indigenous students receive classes with bilingual teachers and classes are taught in only 9 out of 24 recognised indigenous languages. In Bolivia, unions participated in the drafting of new legislation which provides for indigenous schools and multicultural curricula. In Nicaragua, universities are supporting indigenous people to access university education.¹³

In **Brazil**, the *CNTE* has been part of a movement to adopt a new Law 11645, which provides for a mandatory subject on the “history and culture of Afro-Brazilians and indigenous peoples” in the national curriculum. It also carries out the following work: 1. Monitoring the implementation of the Law to reserve places at State universities for indigenous students; 2. Ensuring that indigenous teachers benefit from the national salary levels and career promotions; 3. Strengthening indigenous schools and specific policies on indigenous education, in particular, by increasing financial resources available through the Basic Education Fund; 4. Putting into practice the curriculum guidelines for indigenous schools provided by the National Education Council; 5. Ensuring human rights education is included in the National Education Plan; 6. Publishing materials on indigenous education by indigenous authors.

“Indigenous communities participate actively in *CNTE* mobilisations and in its affiliate trade unions with their own sets of demands and in support of teachers’ overall demands. *CNTE* also seeks to strengthen the voice of indigenous peoples in the Parliament and Executive of the Federal government, and at State and municipal level, so that the integrity of their communities is respected and they are guaranteed basic services, such as health, education and food security (and also the right to the demarcation of their lands and the fight against the exploration of natural resources situated on their lands). We also promote exchange programmes between different States in Brazil that have indigenous schools.” ***CNTE, Brazil***

In **Peru**, *SUTEP* is part of a government commission on bilingual education. In Chile, *Integra2* is part of a programme to provide early education support to young infants, including for women who work in agriculture and take their preschool children with them to the fields. The union has called on the government to invest more in preschool support for children from indigenous communities.

¹² http://www.udir.no/Stottemeny/English/Curriculum-in-English/_english/Sami-Curriculum

¹³ idem

North America

The *CTF-FCE* in **Canada** has advocated with the federal government to provide equitable funding to students in First Nations schools (currently CAD\$2,000 below the funding level per pupil in provincial and territorial schools). *CTF-FCE* also surveyed teachers about human rights education in Canada - this led to the creation of an online human rights education toolkit for teachers (developed in partnership with the Canadian Museum of Human Rights). *CTF-FCE* is also promoting and sharing resources in human rights education with other human rights organisations and agencies and has developed a partnership with the Assembly of First Nations. It has also supported school twinning projects and conducted and published research on Aboriginal teachers' perspectives on their professional knowledge and experience in Canadian schools (March 2010)¹⁴.

In the **United States**, the *NEA* partners with American Indian/Alaska Native organisations to advance education initiatives. For example, the union has published jointly with NGOs an Instructional Guide with lessons on the importance of Indigenous People voting in elections. Also, the *NEA* held a symposium on the theme of keeping American Indians and Alaska Native students in school (resilience/persistence). *NEA* partners with the National Indian Education Association, the National Congress of American Indians, and the American Indian Higher Education Consortium. The *NEA*'s government relations staff members lobby Congress on issues of common interest such as the Native Language Immersion Act and the Native American Languages Act.

International networking, cooperation and partnerships

This area of work is relatively unexplored. Six unions reported they included indigenous members in their delegations to the EI World Congress in 2011. However, only three reported they were part of an EI bilateral or multilateral cooperation programme, or took part in exchange programmes or other activities. The UEN in Norway, which has a seat on the EI Steering Committee on Indigenous Peoples, has cooperation programmes with some unions in Latin America and has supported a research project focusing on Indigenous Peoples and access to public education in Guatemala, Mexico, Bolivia, Ecuador, Peru, Brazil, Chile, Colombia, and Paraguay.

The NTEU is forming relationships with sister unions in the tertiary education sector in New Zealand (TEU) and in Canada (CAUT) to create a network of Indigenous members, indigenous union staff and elected Indigenous officials to build solidarity and share experiences.

Future work

A number of recommendations were suggested for EI's future work on indigenous peoples:

- a. Disseminate a directory of indigenous peoples' advocacy contact people within EI affiliates.
- b. Set up an e-mail list for interested EI affiliates for information exchange on indigenous peoples and education, from early childhood education to tertiary education.
- c. Advance knowledge, advocacy, and policy work by ensuring a regular exchange of materials, legal tools, presentations, webinars, and other good practice.
- d. Continue the implementation of the regional programme by holding regular meetings and an international event to discuss employment, education, and social justice issues.
- e. Activate and make operational the EI indigenous peoples' committee with a Chairperson and alternate Chairperson.

¹⁴ <http://www.ctf-fce.ca/en/Pages/Issues/Aboriginal-Education.aspx>

C. Survey Report on Lesbian, Gay, Bisexual and Transgendered Persons (LGBT)

Action Plan on LGBT Issues 2012-2015¹⁵

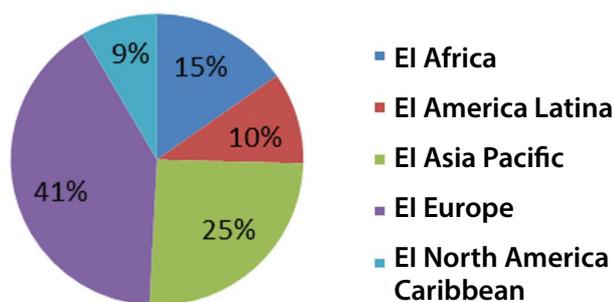
EI's action plan on LGBT issues focuses on developing specific actions and campaigns to remove obstacles to the full enjoyment of civil, political, economic, social, and cultural rights of all peoples:

- To raise awareness of issues related to discrimination on the 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 union structures and at the workplace
- To include LGBT issues in collective bargaining negotiations
- To establish LGBT workers' advisory structures
- To establish networks and alliances with existing LGBT rights' defenders concerned with labour rights and education
- To work with local governments and employer organisations to promote changes in attitudes relating to all forms of discrimination, including sexual orientation and gender identity
- To exchange information, analysis, and best practice with trade unions so as to improve the quality and impact of the work against all forms of discrimination

Survey responses

There were 59 responses to this survey, of which 40% came from Europe. The regional response to this survey mirrored the overall regional response rates to the gender equality survey, with a slightly higher percentage of answers from Europe.

Response Rate by Region



Region	Nos. of responses
EI ACCRS	-
EI Africa	9
EI Asia Pacific	15
EI Europe	24
EI Latin America	6
EI North America & Caribbean	5
Total	59

¹⁵ Taken from EI resolutions and policy papers: EI World Congress July 2011 Resolution on Respect for Diversity and Education International/Public Services International 1st Sexual Diversity Forum Declaration, Porto Alegre, July 2004.

Priority 1: Creating an inclusive environment for LGBT persons in education unions

Strategy 1: To raise awareness and adopt policies and mechanisms

Approximately one-half of the unions considered that their union was actively taking initiatives in favour of equal treatment for members who self-identify as lesbian, gay, bisexual, or transgendered. Of those unions not presently taking any initiatives, nearly 50 considered they would be interested in receiving leadership training or other support in the future. For example, unions in Latin America mentioned that LGBT rights were discussed much more than previously, with more discussion in the media and growing interest within the membership. Also, new laws on equal marriage had opened up more opportunities for dialogue and societal change and have also had an impact on members' opinions. In Asia Pacific and Africa, some unions also commented that LGBT rights were discussed more and featured more visibly in the public domain.

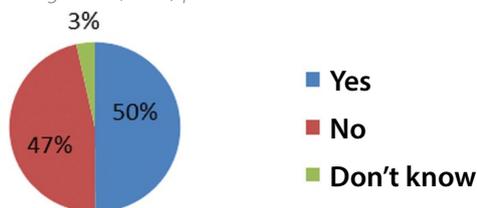
Approximately one-half of the unions who replied to the survey on LGBT rights considered that their union was actively taking initiatives in favour of equal treatment for members who self-identify as lesbian, gay, bisexual or transgendered.

"Within education, LGBT equality is a given; teachers are open." **CTF-FCE, Canada**

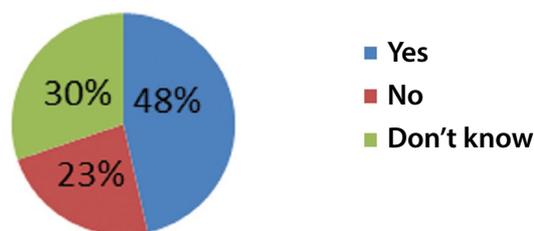
"The SAOU as a union bases its approach to LGBTI issues on the Constitution of the country, which expressly protects such individual rights." **SAOU, South Africa**

"The issue (of LGBT rights) has now been incorporated into the union agenda, when it did not exist previously, and it has allowed us to develop an action plan." **CONADU, Argentina**

Does your union take initiatives in favour of equal treatment for members who self-identify as lesbian, gay, bisexual or transgender (LGBT) persons?



If your union does not take initiatives in favour of equal treatment for members who self-identify as LGBT persons, do you think your union would be interested in leadership training or other initiatives to support LGBT persons in the future?

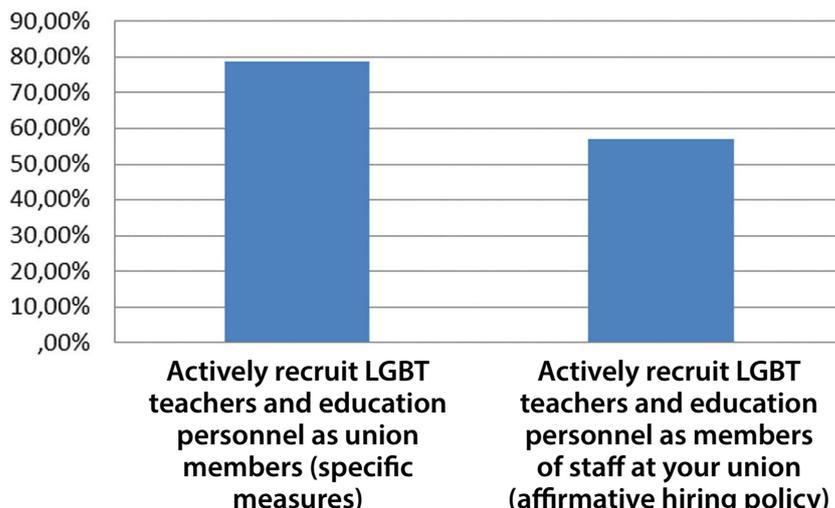


ACTION POINT: Nearly 50% of the unions who responded to the survey and are not currently working to raise awareness about LGBT issues would be interested in leadership training and other support in the future.

Strategy 2: To promote active LGBT membership recruitment policies and union employment policies

Unions were actively recruiting LGBT teachers and education personnel and many had adopted an affirmative action employment policy. Unions reported there had been an increase in the number of openly LGBT union leaders at different levels of the organisation.

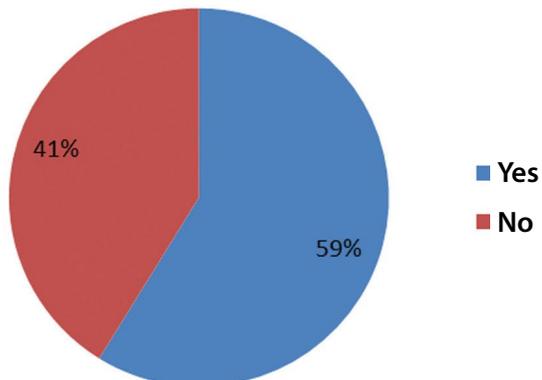
If your union takes initiatives in favour of equal treatment for members who self-identify as LGBT persons, does your union carry out the following?



Strategy 3: To establish LGBT advisory structures in unions

Only two unions reported they had reserved seats for LGBT members on their union decision-making bodies so this did not seem a common policy. On the other hand, almost 60% of unions had set up advisory committees, structures or networks.

Does your union have an advisory committee/network/structure on LGBT issues which provides guidance and advice to decision-makers?

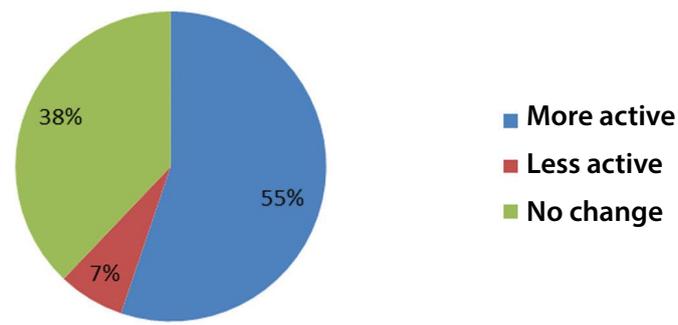


Developments since 2010

LGBT advisory committees are more active:

An encouraging number of unions considered that their advisory committees had become more active since 2010.

Since 2010 or since its establishment if later, until now, do you consider the advisory committee/network/structure on LGBT issues has become -



“We have created a working group very recently in 2014 and have established collaboration with the Spain’s LGBT State Federation and other trade unions, so we are becoming more active.” **STES Inter-Sindical, Spain**

“As well as a Secretary for LGBT rights, in 2011 the CNTE created the LGBT National Collective, which has encouraged the creation of posts of LGBT secretary or collectives at State level. In this period, we have promoted internal meetings of LGBT teachers and participated in the National Conference on Public Policies on LGBT human rights, which was convened by the Federal government.” **CNTE, Brazil**

“The NASUWT LGBT Advisory Committee members are directly active in planning the union’s LGBT member Consultation Conferences. As a result, there has been increased attendance at these conferences since 2010. . . Since 2010, the age range of the committee members has dropped as younger members have been encouraged to participate in the committee structure. This has also led to increased attendance at national and local Pride events with dedicated funding provided to branches to support Pride activities. The members of the Committee also tutor training courses directed at developing young LGBT members. The NASUWT has written the training course, ‘Development Course for LGBT Members’, to directly address the issue of involvement by young members. The course explores the democratic structure of the union and confidence building for members. . .” **NASUWT, UK**

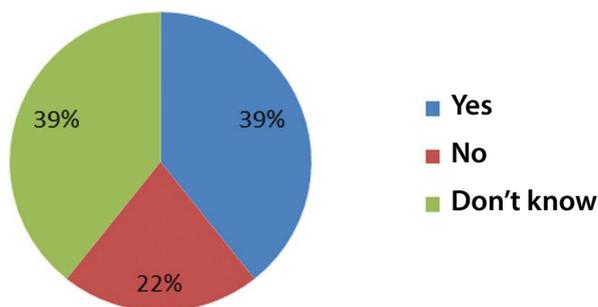
However, other unions noted that key persons in the advisory committee had now been promoted to senior school leadership posts which had negatively impacted on the dynamic of the advisory structure.

Young members becoming active in the union

Unions consider that their LGBT work has attracted young persons to become active in the union. For example, *AoB* in the **Netherlands** noted that there had been a deliberate attempt to attract young members to the advisory committee after the committee had realised that most members were older.

“In the recruitment of student teachers, we notice that using LGBT material attracts interest.”
Läraryrbundet, Sweden

Since 2010, do you consider the committee/network/structure on LGBT issues has attracted young persons to become active in the union?



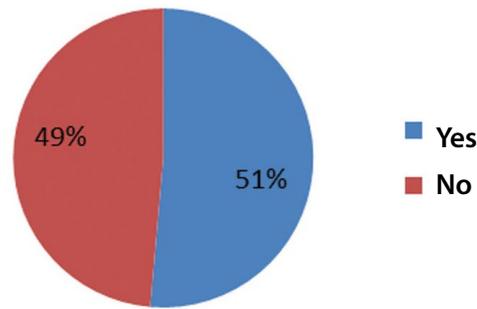
Priority 2: Creating an inclusive environment for LGBT persons in education

Strategy 1: To adopt a written policy on LGBT issues and non-discrimination in education

Approximately 50% of unions had a written policy on LGBT persons and non-discrimination in education.

“One of the principles of FECCOO is to promote and develop equal opportunities, as well as combat discrimination on grounds of sexual orientation or gender identity. The union develops reforms to labour relations to promote equal opportunities and inclusion and information and training for the organisation as a whole.” **FE.CC.OO, Spain**

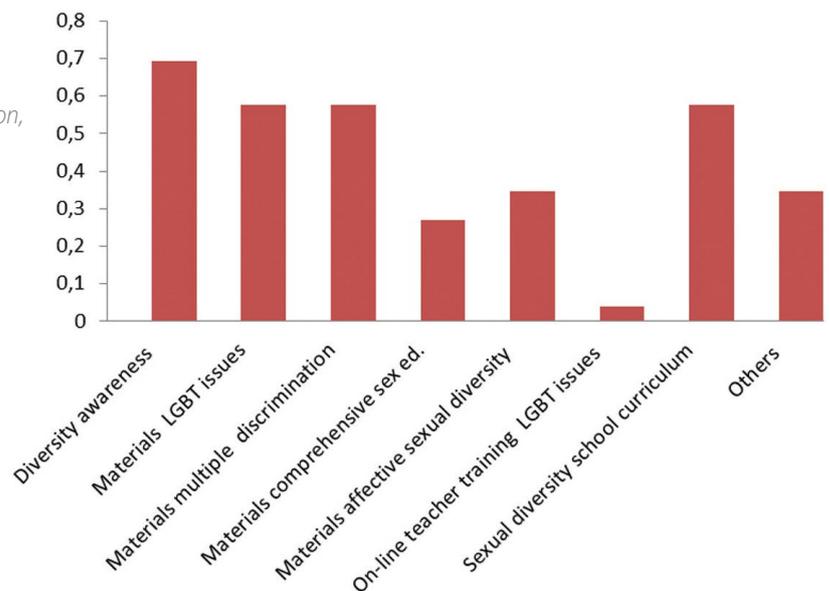
Does your union have a policy on LGBT issues and non-discrimination in education?



Strategy 2: To carry out training activities on LGBT persons and non-discrimination in education

Unions were most commonly involved in awareness-raising on diversity issues and how to address homophobia, bullying, cyber-bullying, and transphobia. Other areas included the production of training materials for students and professional guidance for teachers, as well as the promotion of sexual diversity education in school curricula and ensuring diversity perspectives throughout the national curriculum. Unions have also addressed multiple forms of discrimination, for example that faced by LGBT migrant teachers and students.

If your union carries out training activities related to LGBT issues and non-discrimination in education, has it carried out the following? (percent)



"It is included as a cross-cutting issue in all our training programmes and we have specific modules on sexuality for secondary school teachers." *Colegio de Profesores de Educación Media de Honduras (COPEMH), Honduras*

"Training from Education International on issues other than gender issues is highly appreciated as it makes us more aware." *FFW, Philippines*

"The union is producing a leaflet for Transgender day of remembrance highlighting the positives of having a transgender teacher in your school, which will also go onto our website. We produced the 'Stereotypes stop you doing stuff' materials for primary teachers, which challenge gender stereotypes." *NUT, UK*

Priority 3: Promoting the employment rights of all teachers and education personnel

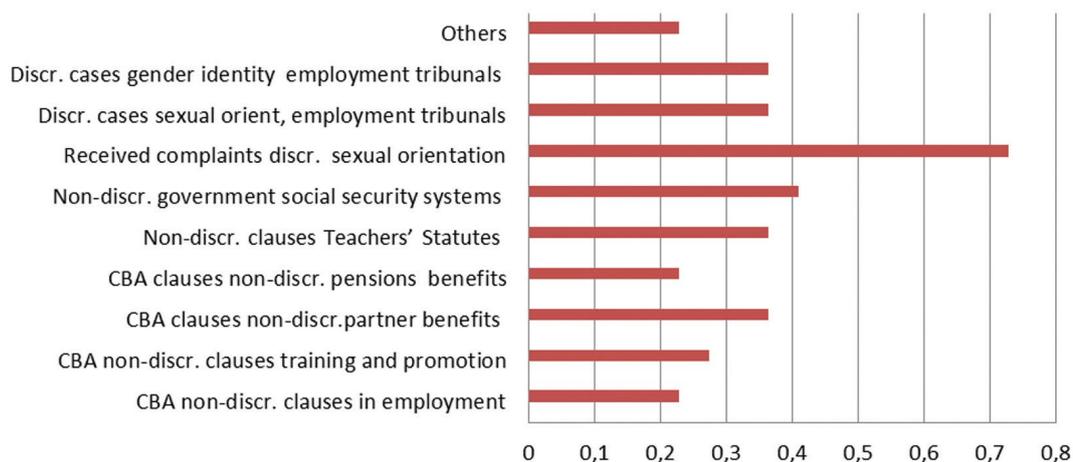
Unions are active in defending LGBT teachers and education professionals, through receiving complaints and being kept informed of situations of discrimination, as well as supporting members in employment tribunals. Unions have also advocated for changes in government social security systems to address discriminatory practices in partner benefits. Unions have negotiated clauses in collective contracts on non-discrimination in employment and promotion and in pensions and survivor benefits.

“NASUWT was the first trade union to campaign for equal survivor pension benefits [in the UK]. This campaign is ongoing. NASUWT negotiates directly with the relevant government departments regarding this. NASUWT holds regular briefings with case workers, trainers, and equality officers on this issue to raise awareness and inform members of the current situation.” **NASUWT, UK**

“CONADU participates in the Network of Trade Unions Committed to Sexual Diversity with the objective of strengthening Federal level joint actions between the Ministry of Labour and the trade unions with respect to the labour rights of LGBT persons and to give equal employment opportunities to transgendered people. We are trying to incorporate in the workplace some of the new advances following the adoption of the Law on Gender Self-identity. Seventy national unions from very varied sectors form the network and we are working with the Ministry of Labour to draw up clauses for collective agreements and strategies for collective bargaining. It is very encouraging but we are just beginning.” **CONADU, Argentina**

“AFT has a collective contract database with information to assist local unions with writing clauses for their own contracts, and it participated in the national centre Pride At Work AFL-CIO Constituency Group, which supports legislation to end discrimination in all work places. In collaboration with the Movement Advancement Project, Centre for American Progress, Centre for Community Change, Centre for Popular Democracy, and the National Association of Social Workers, the AFT published ‘Paying an Unfair Price: The Financial Penalty for Being LGBT in America’, a publication which paints a stark picture of the added financial burdens faced by LGBT Americans because of anti-LGBT laws at the national, state and local levels. These laws contribute to devastating cycles of poverty and create unfair financial penalties in the form of higher taxes, reduced wages and Social Security income, increased healthcare costs, and more.”¹⁶ **AFT, USA**

Since 2010, has your union carried out any of the following? (% indicating yes)



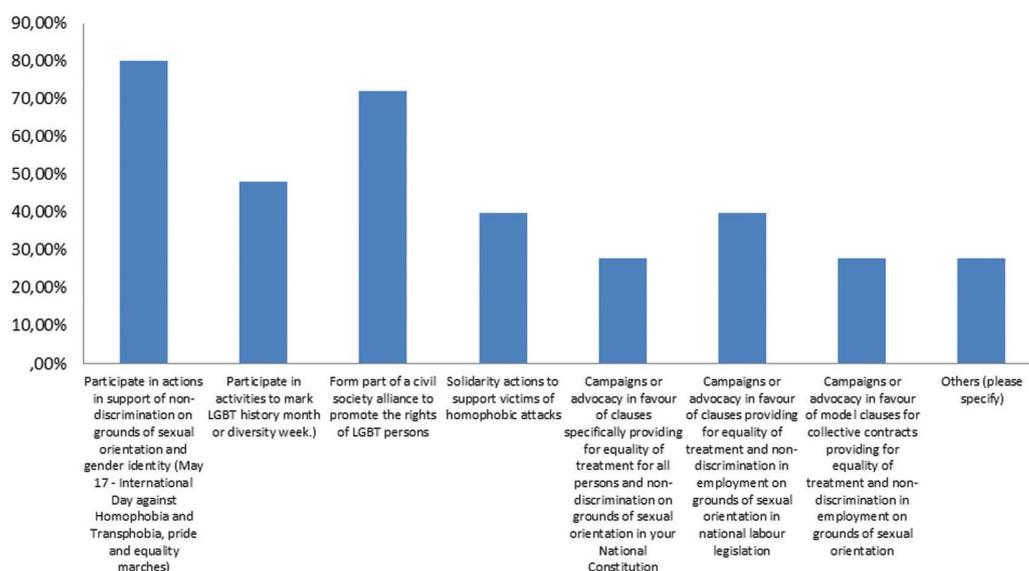
16 <http://www.LGBTmap.org/unfair-price>

Priority 4: Promoting the rights of LGBT persons at national level

Strategy 1: To establish networks and alliances with other LGBT rights groups at national level

Unions were clearly active within civil society alliances and had participated in international days of action, such as 17 May – the International Day against Homophobia and Transphobia, pride and equality marches, and other campaign activities. Unions also took part in activities to mark the LGBT or diversity month or diversity week and in solidarity actions to protect against homophobic attacks. Unions noted that EI activities at national level had helped strengthen engagement with civil society organisations.

Since 2010, has your union carried out any of the following activities ?



Many unions also reported they had been or were part of campaigns for equal marriage together with the trade union centre and other civil society alliances.

"AOB is working with other civil society organisations as part of a large project to tackle discrimination at student level in schools. In several schools, there are well-functioning Gay-Straight Alliances and AOB members are active in promoting Purple Friday. In 2012, 450 of the 680 Dutch Secondary Schools asked their students to wear purple; in 2013, 500 schools out of 680 participated. We are also part of the confederation's Pink Network."

AOb, Netherlands

"ASTI is part of the campaign to remove Section 47 in Ireland's Employment Equality Legislation which allows church-run institutions (mainly hospitals and schools) the possibility of discriminating on LGBT grounds."

Association of Secondary Teachers Ireland (ASTI), Ireland

"We are working with organisations that advocate for LGBT issues, such as Rainbow Identity, the Botswana Council of NGOs and Bonela." **BOSETU, Botswana**

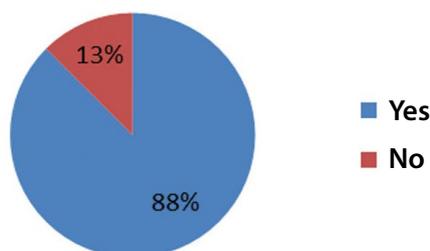
"The union co-produced criminal prosecution service teaching materials on LGBT hate crimes in 2014, and also sponsored a project called CHIPS-Challenging Homophobia in Primary Schools." **NUT, UK**

Priority 5: Promoting cooperation, partnerships, knowledge sharing, and exchange of good practice

A majority of unions (87.5%) also expressed interest in working with EI in a partnership or on exchange programmes.

ACTION POINT: Well over 80% of unions expressed interest in promoting cooperation, knowledge sharing, and exchange of good practice. This is an area which EI and EI regional offices can continue to strengthen and facilitate in the future.

If your union is not part of any EI cooperation partnership or exchange on LGBT issues, would you like it to be in the future?



"AOb shares experiences with and offers support to LGBT colleagues from unions abroad, also in developing countries." **AOb, Netherlands**

"We organize conferences and international meetings on trade unions and sexual diversity." **CSQ, Canada**

"We had an exchange with NUT UK in 2013. Some of the regional LGBTI-Groups of GEW have bilateral and multilateral exchange with teachers and unions in other countries." **GEW, Germany**

"UCU has been very active in supporting LGBT people in Russia." **University and College Union (UCU), UK**

"EI's Latin American office organised the 1st Southern Cone seminar on LGBT rights in December 2010. The event discussed obstacles encountered by organisations trying to develop the theme of LGBT issues and the strategies used to overcome these obstacles in order to generate trade union policies on LGBT human and labour rights."¹⁷

"The LGBT network of the Swedish Teachers' Union (Läraryrbundet) organised a seminar on "The role of LGBT teachers in the teachers' organisations in four European countries" in August 2013 in Stockholm. The meeting united representatives from Läraryrbundet, GEW/Germany, Irish National Teachers' Organisation (INTO)/Ireland, and NASWUT/UK. The event was organised in conjunction with the Stockholm Pride Festival."¹⁸

Moving Forward: Future Plans

National priorities in the future

All respondents identified the three key priorities concerning LGBT issues in their country. While the answers were quite wide-ranging, it has been possible to group them into main categories, which mirror quite clearly the issues identified in the action plan and reported here in the survey.

¹⁷ See http://www.ei-ie.org/en/news/news_details/1621

¹⁸ See http://www.ei-ie.org/en/news/news_details/2648

- » **Changing societal attitudes and awareness:**
 - Promote respect and recognition of sexual diversity
 - Promote acceptance and recognition of the rights of LGBT persons
 - End all forms of discrimination, homophobia, hate crimes, violence, and abuse in the workplace and in society
 - Tackle stigma, prejudice–related bullying, including cyber-bullying, and harassment at schools
 - Address religious prejudices and parental ignorance
 - Understand trans-identity and homo-parenting better

- » **Strengthening union work to promote the rights of LGBT persons:**
 - Strengthen LGBT networks in unions and in supporting LGBT teachers;
 - Adopt union policies on rights of LGBT teachers
 - Strengthen the visibility of union work to promote the rights of LGBT teachers

- » **Ensuring education curricula and environments respect diversity and are safe environments**
 - Improve teacher training to enable all staff to identify and deal with homophobia, bi-phobia and transphobia effectively
 - Remove gender stereotypes in school curricula and provide information and materials to students on sexual diversity
 - Ensure school curricula recognises diversity
 - Provide training to teachers to help create safe school environments for teachers and students
 - Provide training on human rights and Constitutional rights for teachers and young people
 - Involve non-LGBT teachers as positive role models who support safe working and learning school environments for all
 - End the climate of fear in schools created by government inspection regimes
 - Support LGBT teachers to be able to express their identities in schools (safe disclosure)

- » **Improving national data and legal reforms**
 - Improve data collection on issues of relevance to LGBT persons
 - Reform legislation to respect LGBT rights
 - Campaign to adopt a law to criminalise homophobia
 - Advocate for legal rights of transgender persons
 - Advocate for equal employment rights, including pension rights
 - Provide security at work, particularly in times of economic austerity
 - Advocate for equal marriage rights, family rights, and adoption rights
 - Ensure the implementation of laws in practice

Recommendations for Future Action at regional level 2015-2019

- a. Set up regional e-mail contact groups and newsletters to share good practice and support solidarity actions.
- b. Develop the EI website to provide a quality resource to bring together information and good practice.
- c. Develop practical information and evidence-based arguments to challenge misconceptions and discrimination, including information-sharing mechanisms, such as webinars.
- d. Carry out exchange programmes within regions or across regions, which could also be opportunities for diversity training observations. Exchange programmes could also take the form of twinning projects between unions beginning work on LGBT issues and unions with greater experience, with a possible focus on young teachers.
- e. Organise sub-regional or regional dialogues, conferences, workshops or training programmes, and place LGBT issues on the work agenda of sectorial meetings, such as tertiary education meetings or early childhood education meetings.

D. Report on EI Survey on Inclusive Environment in Unions, Schools and Society

EI's Action Plan on Diversity and Non-Discrimination 2012-2015¹⁹

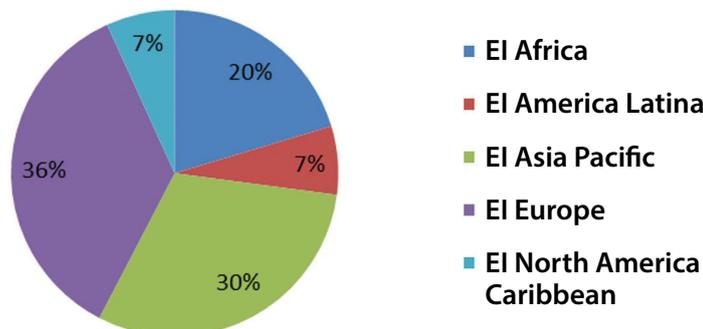
1. Ensure that all of EI's policies and practices related to the rights of teachers, education staff, and learners promote equality of treatment, non-discrimination, and support for diversity including Indigenous, religious, and linguistic minority education rights
2. Raise awareness of the human rights dimension of non-discrimination and the value of respect for diversity and encourage inclusive teaching and learning by promoting exchange of best practices in policies, resources, teacher training methods, projects and research
3. Promote more supportive teaching and learning environments for gender justice, minority rights, and multilingualism, where all people are treated with dignity and respect
4. Recommends that affiliates:
 - Advocate for a teaching profession which has its staff and other education personnel reflect the diversity of society
 - Urge the promotion and facilitation of teachers' training based on criteria or inter-culturality by placing within the reach of teachers the necessary resources, technologies, research and exchange of experiences
 - Enhance diversity within the union membership and leadership by recruiting, employing, supporting, and retaining under-represented and socially excluded groups
 - Campaign in their societies and with their governments to promote policies and practices in their schools and teacher training which bring rights and dignity to male and female learners and educators experiencing, for whatever reason, any form of neglect, discrimination, hostility, violence, hatred, hostility, sexism, misogyny, racism, xenophobia, homophobia and transphobia
 - Develop and foster affirmative action policies with civil society allies and local and national governments that promote access to quality education and employment for under-represented and socially-excluded groups
5. Integrate a holistic approach to address multiple forms of discrimination (women and girls, racism, racial discrimination, xenophobia and related forms of intolerance)
 - a. 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 programmes aimed at elimination of all forms of discrimination against women in education, unions and society.
 - b. Promote the Programme of Action agreed at the World Conference against Racism (WCAR) (Durban, 2001) and Review WCAR (Geneva, 2009).
 - c. Develop specific guidance and tools on how to integrate dimensions such as gender, race/ethnicity, class, and Indigenous issues in rural and urban areas.
 - d. Build alliances with other Global Unions and NGOs in related initiatives.

¹⁹ Based on the EI World Congress July 2011 Resolution on Respect for Diversity, and the Action Plan of the Indigenous Caucus at the EI 2011 World Congress; endorsed by the 39th Executive Board in November 2011.

Survey responses

There were 60 responses to this survey, with more responses from the African and Asia-Pacific regions relative to the other three surveys. Some unions included information concerning their work with national minorities or migrants in the survey on indigenous peoples. In such cases, the information is included in this report.

Response Rate by Region



Region	Nos. of responses
EI ACCRS	-
EI Africa	12
EI Asia Pacific	18
EI Europe	21
EI Latin America	4
EI North America & Caribbean	4
Total	59

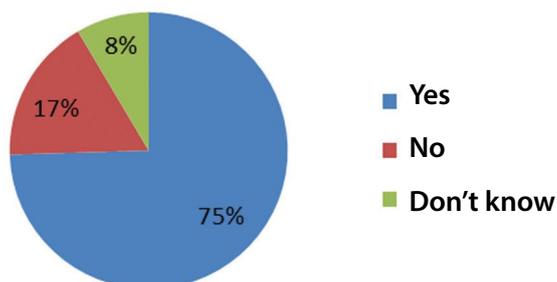
Goal 1: Advocate for a teaching profession in which staff and other education personnel reflect the diversity of society

The great majority of unions considered that this goal has largely been reached. Only 16.9% considered that it was not the case and 8.5% that they did not have the information available.

“Any qualified teacher may be a union member and union staff is recruited on the basis of qualifications and experience. However, we should recognise that, so far, relatively few members represent minority groups.” **UEN, Norway**

“German Sinti and Roma (recognised as a national minority since 1995) live throughout the entire federal territory but are not particularly well represented in the union.” **GEW, Germany**

In your union, do you consider your membership reflects the cultural diversity of the teaching professions in your country?



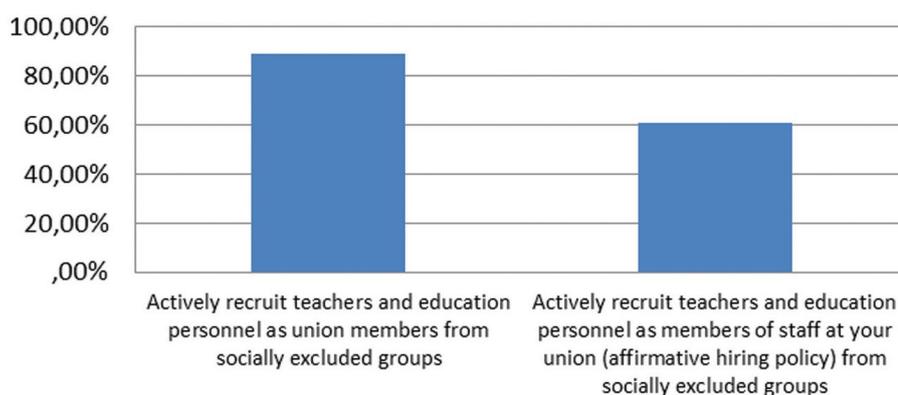
Goal 2: Enhance diversity within the union membership and leadership by recruiting, employing, supporting, and retaining under-represented and socially excluded groups

Strategy 1: Active recruitment and employment policies

Here again, the great majority were actively recruiting and employing members from under-represented and socially excluded groups.

"We have reduced or made free double-membership options for Danish-speaking colleagues, who live mainly in the North of Germany." **GEW, Germany**

Does your union carry out any of the following activities?



"Upon joining the Federation of Free Workers, we emphasise the importance of basic principles to members and what makes an effective leader." **FFW, Philippines**

"The only minority population in Ireland is the Travelling Community which amounts to 0.6% of the population. There are very few members of the Travelling Community in the teaching profession." **ASTI, Ireland**

Strategy 2: Setting up advisory committees, structures, or networks to address multiple forms of discrimination

Many unions reported that their advisory committees or groups were cross-cutting and covered multiple grounds of discrimination. Some unions had not set up specific groups but had staff members, such as multicultural officers, with responsibility for discrimination in employment, who were able to provide specialised services and advice. Some unions had special seats on their Executive Board to represent members living with HIV/AIDS or with special educational needs (disability).

In the survey, unions reported that the most frequently addressed issue was special needs on grounds of disability. The other main areas were racism and xenophobia, people living with HIV/AIDS, and migration and mobility.

In the survey questionnaire, the "other" category was misleading and many respondents mentioned they had committees or structures for LGBT rights and gender issues, which are relevant to the other surveys. This misunderstanding explains why the category "other" has such a high score.

Other issues – apart from gender equality, LGBT rights, and Indigenous Peoples - included mental health (CTF-FCE, Canada), religious fundamentalism, displaced workers and families and contract workers (FFW, Philippines), religious discrimination and ageism (Läraryförbundet, Sweden), Roma children (Portugal, Ireland, Germany).

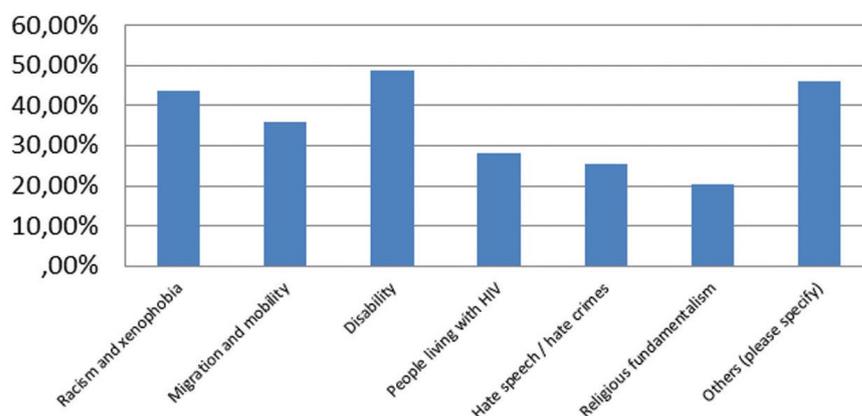
Some unions had set up working groups on specific issues such as street children (NNTA, Nepal). The Greek Federation of State School Teachers of Secondary Education (OLME), established a special group in 2003, the Kemete Group, to work on the issue of how to combat radical right-wing extremism and promote democratic values in schools.

“We have a national executive member representing persons living with HIV/AIDS and we have another NEC representative for Special Needs Education (disability).” **UNATU, Uganda**

“We have five geographical regions. We compose our leadership to include all social groups as found in the geographical regions. So, we have now vice presidents from five geographical regions plus two socially excluded groups and one woman. Our constitutional assembly is formed with the representation of all socially excluded groups on a proportional basis.” **NNTA, Nepal**

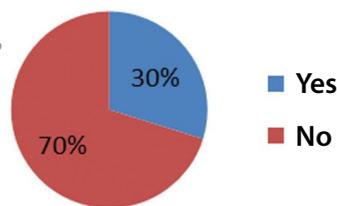
The majority of the advisory committees were established some decades ago and before 2010. Some unions had created equity or social justice committees during 2010-2014.

Does your union have an advisory committee/ network/structure which provides guidance & advice to decision-makers on the following issues?

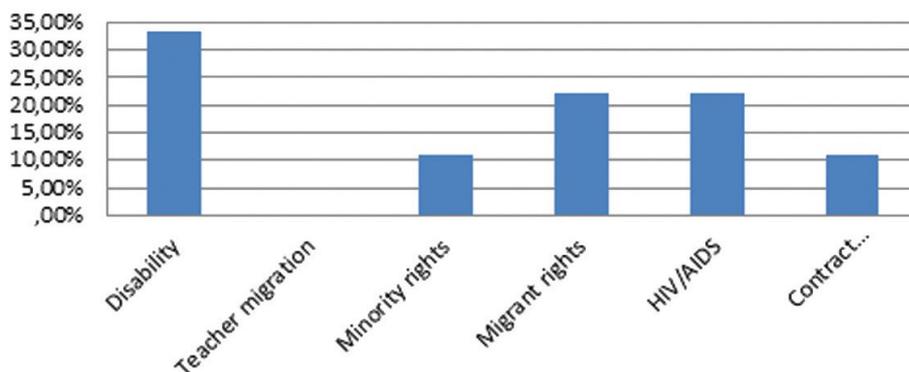


Few unions had developed any new policies on socially excluded groups since 2010. Many considered that policies of promotion of diversity and non-discrimination were reflected in their union’s Constitution. Others said they had developed codes of ethics or platforms of professional ethics for members or for teachers in general, which include issues related to the promotion of values based on non-discrimination.

Since 2010, has your union adopted new policies on socially excluded groups and the right to education?



If your union has adopted new policies on socially excluded groups and the right to education, please specify name of policy and in what year adopted.



Policies adopted by unions focused on disability, mental health, migrant rights, the right to a public education regardless of immigration status, HIV/AIDS, minority rights, promoting diversity in staff, teachers and precarious or contract work.

“Since 2012, we have a new policy on personnel allocation and the student–teacher ratio for special needs students.” **NTA, Taiwan**

“All children have the right to education which is free of charge but, more importantly, there is compulsory school attendance. Unfortunately asylum-seeking children do not get the same rights as other children, such as the right to kindergarten education and, for the children who are 16-18 years, there is no right to upper secondary education. UEN argues that this is discriminatory and in violation of Article 2 in the [UN] Convention on the Rights of the Child. This was argued when UEN was part of the Ministry Committee (NOU 2010:7) for the policy on ‘Diversity and mastering multilingual children, youths and adults in the education system.’” **UEN, Norway**

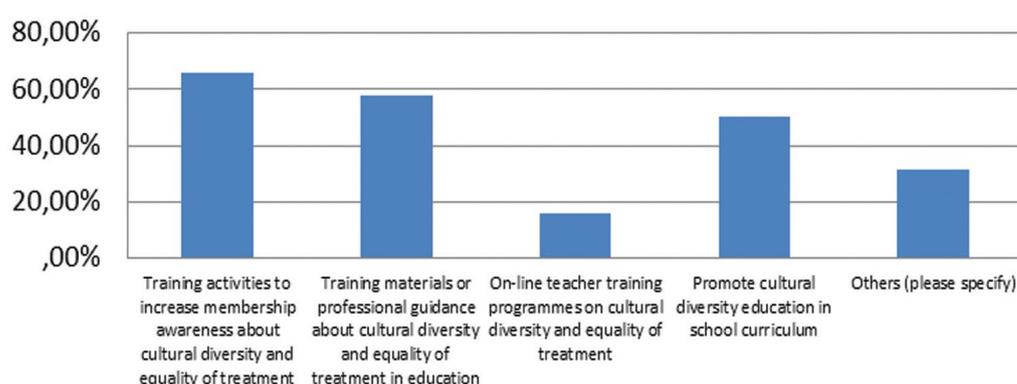
“We have 12% of the population, who are Dalits and are excluded up to untouchability. We have made the government hire teachers from this community. This year, there was recruitment of 15,000 regular teachers and the Dalits are included as per their population ratio.”²⁰ **NNTA, Nepal**

“Since 2012, FFW is trying to study how we can reach out and organise precarious workers. We have a policy to promote security of tenure on employment and discourage contractualisation. Our campaign slogan is ‘No to contractualisation!’” **FFW, Philippines**

“We have adopted a resolution on promoting diversity in staff and a resolution condemning the banning of important cultural books for the education of the cultural minority in Arizona.” **AFT, USA**

Goal 3: Promote policies and practices in schools and teacher training to foster respect and non-discrimination in education

If your union has adopted new policies on socially excluded groups and the right to education, please specify name of policy and in what year adopted.



Unions have provided membership training on cultural diversity and equality of treatment, and produced materials or professional guidance for teachers, as well as promoted cultural diversity education in school curricula.

²⁰ In Nepal, the proportional share of female, Dalit, and Janajati teachers should be increased as per the reservation policy introduced in January 2011 to provide role models for disadvantaged students. (Author’s note)

“Traditionally, Korea is a racially homogeneous nation. But it is gradually transforming into a multicultural society because many migrant workers and foreign wives for young farmers are coming into Korean society. So, in primary education, the numbers of students from multicultural backgrounds are increasing. But the increase is still not that marked. Teacher unions have not paid much attention to the issue. The KTU should prepare some activities or practices for those students in the future.” **KTU, Korea**

“We have a national social justice project support program and a national forum on the need for social justice education, called “Speak Truth to Power”. We also have special programs for teaching in a minority language situation.” **CTF-FCE, Canada**

“We created and published a manual, “Different but Equal!”, for teaching all these diversity concepts in primary school. The manual was posted on an e-learning platform, Equal²¹, along with many other training and information materials.” **FSLE, Romania**

“Apart from training on non-discrimination against women and violence against girls in schools, we also provide training on non-discrimination of persons living with HIV/AIDS.” **Syndicat Libre des Enseignants et Chercheurs de Guinée (SLECG), Guinea**

“Education cafés run by the LGBT group and the “Colourful AOb” group address homophobic behaviour of pupils with, for example, an Islamic background; the meetings target mentors and teachers of classes at multicultural schools.” **AOb, Netherlands**

“We strongly advocate for bilingual and multi-cultural education as part of our overall anti-discrimination policy. Multilingual as well as anti-racist/anti-discriminatory education is relevant to the issues of migration and social justice as well as the national minorities in Germany. We carry out lobbying, awareness-raising, and support research on multicultural education in all areas from early childhood to vocational education. We had a conference²² on the subject in January 2013, mainly organized by our federal committee for migration, diversity, and anti-discrimination. The conference was called ‘A child has 100 languages - Multilingualism as identity and safeguard for the future’. We have also had a focus on the topic in our monthly magazine.”²³ **GEW, Germany**

“We focus on the students with special needs and the right of Roma to a regular education, for example.” **Federação Nacional da Educação (FNE), Portugal**

“We promote courses on counselling for learning disabilities called ‘We are One-Together in the classroom!’” **KFTA, Korea**

“We have regular meetings to discuss racism, LGBT rights, gender, retired persons and other themes and produce materials (wall newspapers in schools, books and magazines) on the same subjects, as well as for the National Day for Black Consciousness and for the International Day for the Eradication of Child Labour. We participate in the bipartite commission to draw up inclusive school curricula. We are also part of the movement to promote Laws 10.639 and 11.645 on including the topics of Afro-Brazilian and indigenous culture in school curricula.” **CNTE, Brazil**

“We provide union representatives’ training on equality, including on new legislation or reforms to Acts on anti-discrimination. We also write information articles to inform union reps on all levels.” **UEN, Norway**

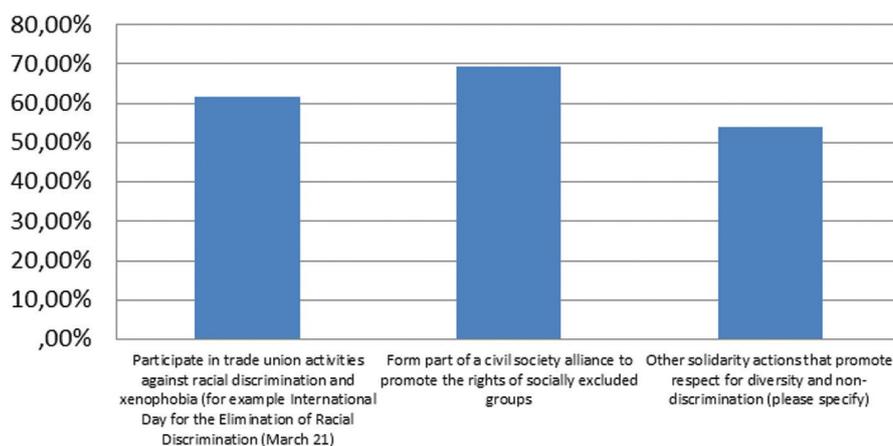
21 Available at www.equal.ro

22 <http://www.gew.de/Mehrsprachigkeit.html>

23 http://www.gew.de/Schwerpunkt_Mehrsprachigkeit.html

Goal 4: Develop and foster affirmative action policies with civil society allies and local and national governments

Since 2010, has your union carried out specific activities that promote the rights of socially excluded members of your communities at national level?



Most unions support a range of civil society initiatives to promote diversity. They are also involved in advocacy or lobbying in conjunction with civil society organisations on legislative changes on different issues. One area of common concern was advocacy work on educational provision to socially excluded groups, and the treatment of refugees or asylum seekers, particularly the rights of child asylum seekers to public education.

"We participate in civil society solidarity actions, for example in the treatment of refugees and asylum seekers, and in Harmony Day (21 March) which is a day to celebrate Australia's diversity." **AEU, Australia**

"We have promoted Pink Shirt day and other days that promote tolerance and non-discrimination." **NZEI Te Riu Roa, New Zealand**

"We campaign for resources for education to ensure that educational needs of all children in Chile are met." **Integra2, Chile**

"We have advocated for improved provisions on assistance to visually impaired people, e.g. library assistance, use of assistive devices when taking exams." **NTA, Taiwan**

"We lobby the Ministry of Education at national and provincial level to ensure inclusive education provisions." **Union of Sri Lanka Teachers Solidarity (USLTS), Sri Lanka**

"We have campaigns to defend the different languages and cultures in Spain." **STES Inter-Sindical, Spain**

"We promote information about international human rights days." **SYPROS, Senegal**

Recommendations on future cooperation, partnerships, collaboration to promote social inclusion

The key recommendation to EI focused on strengthening exchange of information, resources, and good practices through EI and building the advocacy and campaign skills of unions.

Recommendations to EI and its affiliates

- a. EI can develop vehicles for the exchange of resources (reports, policy statements, etc.) and training on social inclusion topics.
- b. Unions can share knowledge on social inclusion with those who have not started such initiatives.
- c. Organise joint programmes between EI affiliates at national level to carry out research and documentation.
- d. Unions can develop partnerships for information exchange on migration and mobility and mechanisms to extend union membership and facilitate qualification recognition.
- e. Unions can put forward proposals to governments so that:
 - (i) Unions participate in the development of education policies to promote social inclusion
 - (ii) Professional training for teachers includes modules on how best to promote social equality and inclusion within education
 - (iii) More persons with migrant or minority backgrounds enrol in initial teacher training programmes

EI's Programme on Migration and Mobility

EI established a web portal on migration and mobility in 2013²⁴ and produced a resource study in May 2014 entitled "Getting teacher migration and mobility right". This study concludes with proposals for a policy framework and a set of recommendations based on extensive research and consultation, which will inform the work of EI on migration over the next Congress period.

A Harmonised Policy Framework²³

EDUCATION POLICY

- Well-rounded curricula to prepare young people for citizenship in a globalised world
- End to the mania of over-testing and high stakes
- Full and equitable access to quality education
- Meaningful investment in pre-service and in-service training and development for teachers
- Teacher salaries and benefits on a par with professionals in other fields
- Safe and healthy school environments for teaching and learning
- Fair system of recognition of credentials of teachers trained abroad

MIGRATION POLICY

- Ending employer-driven temporary work programmes that create precarious work conditions
- Regulation of recruitment agencies and practices
- Banning the charging of fees to workers
- Full rights and access to justice for migrant teachers
- Requirements to document a domestic shortage before recruiting from abroad
- High standards for professional and cultural exchange programmes (ideally reciprocal in nature)

²⁴ Available at <http://www.migrantteachersrights.org/>

²⁵ pp111-118 Chapter 8 Conclusions and Recommendations Getting teacher migration and mobility right Marie-Louise Caravatti, Shannon McCleod Lederer, Alision Lupico, Nancy Van Meter, Education International, May 2014 Brussels.

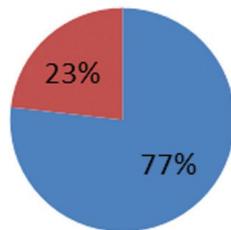
ECONOMIC/LABOUR POLICY

- Freedom of association for public and private employees
- Collective bargaining rights for public and private employees
- Equal pay for equal work, regardless of country of origin
- Meaningful investment in public education
- Fair taxation structures to support public services
- Effective job creation and workforce planning processes
- End to restrictions on social spending by international financial institutions that require disinvestment in education and healthcare

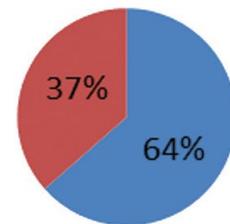
The survey clearly reveals there is considerable interest in the issue of migration and mobility. Over 75% of respondents indicated their interest and over 60% had already contributed to the EI task force on migration and mobility. However, just 13% of respondents were members of any existing cooperation programme. Some unions had produced information materials and resources, and have worked with EI on research reports and information material, and the development of the web portal. In some cases, unions were beginning to collect data on teacher migration, country of destination, and proposed employment.

Unions were keen to explore future collaborative partnerships on issues such as information exchange, mechanisms to extend union membership, and facilitating qualification recognition.

Since 2010, has your union adopted new policies on socially excluded groups and the right to education?



■ Yes
■ No



■ Yes
■ No

Recommendations for Getting Teacher Migration and Mobility Right²⁶

Stakeholders should work to harmonise the policy framework governing migrant rights, worker rights, and education quality within and across countries, including measures that:

- Improve data collection and make it publicly available
- Protect migrant teachers' rights and support their professional needs
- Increase opportunities for well-structured professional exchanges and language programmes
- Reduce reliance on international recruitment to fill shortages or spur development
- Involve educators and unions, especially in times of crisis
- Limit and regulate the role of recruitment agencies and eliminate fees for teachers
- Empower migrants through unions

²⁶ idem

E. Summary on Effective Strategies from the EI regions

EI African Region

A. Survey on the Gender Equality Action Plan (GEAP)

There were 19 responses from Africa, out of a total of 125 complete responses. Thus, the African region represents about 16% of the total responses to the survey. However, EI Africa has a total of 122 affiliates so the response rate was only about 17% of all affiliates in the region. This could be due to the problems of communication, including availability of a reliable internet connection or shortage of electricity.

Priority 1: Promoting gender equality within unions

According to the survey results, women's representation on Executive Boards is still far from proportionate to their membership in the union. Only 6% of unions had 50% or more women on their Executive Boards in 2010 and this figure had dropped to zero in 2014. Both Presidents and General Secretaries are over 80% male and these figures have not shown any improvement over the 4 year period.

Nonetheless, the majority of unions reported positive changes both in terms of women's access to decision-making and levels of participation in the union. Many reports that male leaders are committed to gender equality and promoting women's leadership and earmarking union funds for gender programmes.

Over this four-year period, unions have introduced fixed quotas, new gender policies, strategic plans and new gender departments with their own budget line. Women have accessed a wide range of training programmes and the women's committee structures have become more active. The institution of women's conferences has also resulted in an increase in the numbers of women who are familiar with union procedures, attend the main union conferences, and put themselves forward as candidates.

However, the challenges still remain deeply entrenched. Two-thirds of unions have not reached gender parity in decision-making on Executive Boards. The African region could usefully set targets for gender parity on the Executive Boards and gender balance in the positions of President and General Secretary over the next Congress period. Where unions are male-dominated, these goals could be proportional and based on the percentage of women in the union membership.²⁷

Priority 2: Girls' Access to and Participation in Quality Public Education

Unions are increasingly active partners in government programmes to increase girls' access to education through meetings with local officials and community associations in areas which are poorly served. They have advocated for improved transport and school meals for children from remote areas, increases in budget allocations for primary education, and improved facilities for girls.

Some unions have also taken part in government initiatives to review school curricula to ensure they are gender sensitive and have supported programmes to provide scholarships for women to be trained as secondary school teachers.

There was unanimous support for the new EI initiative on SRGBV and a set of recommendations and proposals on how unions can engage in the initiative is included in the main report. There is a need to build the capacity of women leaders in charge of such programmes, and to create awareness of the issue among union members, communities in general, and parents in particular.

²⁷ In African countries, the percentage of women in the teaching workforce at national level must be taken into account. For instance, in senior secondary schools, technical and vocational education, science and mathematics, as well as higher education, the number of females is very low.

Priority 3: Women's economic empowerment

Two-thirds of the region's unions were part of a campaign to reduce the gender wage gap, the highest response rate from any region. Unions had particularly focused on reforms to the tax system so it did not discriminate against women, and ensuring that benefits provided for male teachers, such as housing allowances and family medical benefits, were also provided to women teachers. However, there has been less attention to the issue of low pay in teaching as a female-dominated profession compared to similar professions which are male dominated.

Unions report gains in terms of improved maternity and paternity protection as well as in issues such as childcare facilities. Equally, unions report some improvements in pension provisions and there is considerable interest in learning more about gendered aspects of pension policies. Clearly, improvements in pay and pension provisions are key to the retention of qualified teachers.

B. Survey on Indigenous Peoples Action Plan

In the Africa region, nine unions responded to the survey on indigenous peoples out of 59 complete responses. Thus, Africa accounted for 19% of the total responses. Just a few unions in Africa recognised the existence of indigenous peoples in their country and had placed the issue of indigenous peoples' status, access, and inputs into multicultural and intercultural quality public education on the union agenda.

There is a role for EI over the next Congress period to provide information materials and networking contacts with representatives of indigenous peoples' organisations and regional bodies in Africa.

C. Survey on LGBT persons

Ten unions responded to this survey from Africa out of 59 complete responses. Thus, Africa accounted for about 15% of the total responses.

Unions in Southern Africa have set up advisory networks and carried out training programmes to increase membership awareness about diversity and homophobic bullying; two unions had produced training materials on sexual diversity in education. They had carried out work to promote non-discrimination in employment for LGBT teaching professionals and formed part of a civil society alliance to promote the rights of LGBT persons or had taken part in solidarity actions.

Two unions expressed an interest in leadership training on LGBT issues in the future. It was recommended that a forum for the Africa region be established to share information and experiences, and to sensitise organisations on LGBT issues as it is still a taboo subject for many unions.

D. Survey on Promoting an Inclusive Environment in unions, schools and society

In the Africa region, 10 unions responded to the survey on inclusive education out of 60 complete responses globally. Thus, Africa accounted for 16% of the total responses.

All unions considered that their membership reflected the cultural diversity of the teaching profession in their country. Six unions said they actively recruited members and union staff from socially excluded groups. Since 2010, unions had adopted new policies on socially excluded groups and the right to education and had carried out specific training on the promotion of respect and non-discrimination in education. Unions had also carried

out training activities on equality of treatment and had produced training materials, and promoted equality issues in school curricula.

This work was particularly focused on people with disabilities and people living with HIV/AIDS. In Guinea, the SLECG also focused on literacy training for older people.

EI Arab Countries Cross-Regional Structure

A. Survey on the Gender Equality Action Plan (GEAP)

There were 14 responses from the ACCRS region out of a total of 125 responses. The ACCRS region represented about 11% of the total responses (excluding partial responses).

Priority 1: Promoting gender equality within unions

There have been some improvements in women's representation in the ACCRS region since 2010. While 71% of ACCRS unions had below 20% women's representation on Executive Boards in 2010, the figure had dropped to 50% by 2014. While 92% of General Secretaries were male in 2010, the figure was 85.7% in 2014. This compares to a global average of 73.5% male General Secretaries in 2014.

Unions reported that 65% of unions said they had introduced quota systems, which is higher than the global average. Again, 65% had established equality structures, which is slightly lower than the global average. Unions reported that the gender equality structures were either more active (41.7%) or there had been no change since 2010. This may be because many of the equality structures were recently established.

Only 33% of unions had a written gender policy, which is similar percentage to the global average. Unions had higher than global averages in terms of campaigns for women to stand for elected positions and on gender disaggregated data.

Priority 2: Girls' Access to and Participation in Quality Public Education

30% of unions carried out work to improve school access and participation for hard-to-reach or at-risk girls. The main focus was on providing access for disabled girls and for children living in remote rural areas or extreme poverty, as well as girls subject to early marriage. Three-quarters of the unions were part of a civil society coalition or network at national level designed to increase girls' access to quality education. On the other hand, 14% were part of the UNGEI or the Global Partnership for Education (GPE). Unions which were not part of any civil society coalition on promoting girls' access to quality education were nearly all interested in doing so in the future.

Over 50% of unions had contributed towards strengthening gender-sensitive approaches to teacher training and curriculum development. 72% were interested in conducting research on the status and numbers of women teachers at primary and secondary level in the future.

Almost 70% of unions were already involved in SRGBV initiatives, which is considerably higher than the global average of just over 50%. This is obviously a key area of concern. Unions were involved in awareness-raising with members and students and were often part of national coalitions. However, just one in five said they had a partnership with local authorities on the issue. All respondents in the ACCRS region were interested in becoming involved in EI's new SRGBV initiative.

Priority 3: Women's economic empowerment

Only 30% of unions were involved in campaigns to close the gender pay gap. Women were not part of negotiating teams nor had unions provided training to their collective bargaining teams on the gender pay gap (in many instances, salary negotiations are not undertaken in formal bargaining settings).

Half of the unions participated in campaigns for the ratification of ILO Convention 183 on maternity protection. However, it should be noted that many unions globally considered their country had ratified ILO Convention 183 when this was not the case. In the ACCRS region, only Morocco has ratified ILC183. The list of country ratifications is available at <http://www.ilo.org/global/standards/lang--en/index.htm>

One in four unions considered there had been improvements to levels of maternity protection since 2010, compared to the global average of nearly 60%. 45% of unions considered they had good practice examples to share on maternity protection.

In terms of pensions, 16% of unions considered there had been improvements or limited improvements since 2010. Most considered there had been no changes. However, when the same question concerning women's pensions was asked, 27% considered there had been improvements or limited improvements. 40% of unions had conducted training programmes on pensions since 2010 and 90% would be interested in doing so in the future.

EI Asia-Pacific Region

A. Survey on the Gender Equality Action Plan (GEAP)

There were 29 responses from Asia-Pacific, and the region represents approximately 23% of the total responses to the survey.

Priority 1: Promoting gender equality within unions

There have been some improvements in women's representation in the Asia-Pacific region since 2010. While 10% of the unions had over 50% female representation on the Executive Boards in 2010, this figure had increased to 14% by 2014. The number of female Presidents in Asia-Pacific increased from 10% in 2010 to 17% in 2014 while the number of female General Secretaries decreased from 35% to 27%.

The most common mechanism to promote women's participation was through women's leadership programmes (75.9% of unions had conducted women's leadership programmes since 2010). In Australia, online networks for leadership training are designed to encourage more women into union leadership. Unions had organised campaigns to support women running for leadership positions and were more likely to provide childcare facilities than other regions.

Nearly half of the unions have now introduced quotas for women on their highest decision-making body and, particularly in South Asia, unions see quotas as a necessary mechanism. Others had set goals for women's participation at Congress. Another successful strategy adopted in India was to give constitutional recognition to the women's committee and provide for its financial autonomy with a separate bank account so as to establish mechanisms for the sustainability of the women's network.

Priority 2: Girls' Access to and Participation in Quality Public Education

58% of unions carried out work to improve school access and participation for hard-to-reach or at-risk girls. The main focus was on girls in remote rural areas, girls living in extreme poverty, and pregnant and parenting young people.



Unions have trained members to become gender specialists in curriculum development and in teacher training. In Taiwan, the school curriculum plan was reviewed by a national consultation committee with the participation of the union and now includes a four-hour gender education module every semester, with topics such as affective education and sexual diversity education. In the Philippines, there have been joint activities with all EI affiliates to review school text books to ensure they are gender sensitive.

In countries where there are few women school teachers, such as Nepal, there are now reservations for women in the selection process for new posts for regular and contract teachers.

Priority 3: Women's economic empowerment

In New Zealand, NZEI Te Riu Roa has campaigned for fair wages for school support staff and for early childhood educators. It is also part of a cross-union and community coalition on pay equity and supported a significant court case run by the NZ Service and Food Workers Union. Other unions have conducted research on gender pay differences in tertiary education, such as in Australia.

In addition, other unions have focused on the issue of contract work and precarious work, such as in the Philippines where the unions are part of a campaign on "No to Contractualisation!"

Many unions have focused on the issue of maternity protection and 80% reported improvements, the highest level for any region. In India, a campaign in 4 states was able to get maternity leave doubled from 90 days to 180 days. Others had been able to negotiate new clauses in collective agreements to provide breast-feeding rooms and to allow for flexible working arrangements for pregnant women.

B. Survey on Indigenous Peoples Action Plan

In the Asia Pacific region, 15 unions responded to the survey on indigenous peoples while, at global level, there were 55 complete. Thus, Asia Pacific accounted for 27% of the total responses.

Some unions considered they were more active on work to promote Indigenous peoples' access to education and that there was more government attention and resources than previously, such as in Malaysia. Others recognised the importance of carrying out further research in order to ascertain the needs and issues affecting indigenous peoples.

The NTEU in Australia implements a national bargaining claim for Aboriginal and Torres Strait Islander peoples, which includes an Indigenous employment target and participation in an Indigenous employment monitoring committee at University level. It campaigns to ensure the Government maintains or increases support for Aboriginal and Torres Strait Islander peoples undertaking tertiary education. It has also carried out research highlighting the link between the number of Aboriginal and Torres Strait Islander staff within the University's employment and the increase of Aboriginal and Torres Strait Islander students.

C. Survey on LGBT Persons

A total of 15 unions responded to this survey from the Asia-Pacific Region out of a total of 59 complete responses. Thus, this region accounted for about 25% of the total responses.

Eight unions said they took initiatives in favour of equal treatment for members who self-identify as LGBT and six expressed an interest in leadership training programmes or other initiatives to support LGBT persons in the future.

In Australia, the AEU supports LGBTI community groups with similar aims of addressing homophobia in schools (especially Wear It Purple, a student group with limited resources) and hosts training on LGBTI matters. It is also involved in the Safe Schools Coalition which partners with schools to provide educational programmes and is supported by education authorities and the union. It also provides anti-discrimination training focused on staff and student safety in relation to sexuality and gender identity.

At national level, the unions considered that the priority issues concerning LGBT issues were:

- To ensure equal treatment for LGBT persons in schools, unions, and society
- To encourage and support the self-organisation of LGBT persons to protect their rights
- To develop inclusive curricula recognising diversity
- Marriage equality
- To train and deliver skills on a safe and healthy life

At regional level, the unions considered that the priority issues were:

- To provide opportunities for unions to share experiences
- To carry out advocacy and awareness campaigns
- To organise exchange programmes with other unions

D. Survey on Inclusive Environment in Unions, Schools and Society

In the Asia-Pacific Region, 18 unions responded to the survey on inclusive education while at global level there were 60 complete responses. Thus, this region accounted for 33% of the total responses.

13 unions considered that their membership reflected the cultural diversity of the teaching profession in their country. 12 unions reported that they actively recruited members and union staff from socially excluded groups.

In Nepal, the NNTA has composed its leadership on the basis of geographical regions and has two positions on its executive committee for Dalits, or socially excluded groups, as well as one position reserved for a woman. The constitutional assembly is formed with the representation of all socially excluded groups on a proportional basis. The union has also campaigned for the government to recruit Dalit teachers as per their population ratio.

In Korea, there is a recognition that the population is gradually transforming into a multicultural society and that the unions need to consider what activities and materials they should prepare for students and union members.

EI European Region

A. Survey on the Gender Equality Action Plan (GEAP)

There were 36 responses from 26 countries in Europe. The European Region of Education International represents about 28% of the total responses to the survey. The European Trade Union Committee for Education (ETUCE), carried out a survey on gender equality in 2013, and a report was published in September 2014, and is entitled "Gender equality in education trade unions in times of austerity".²⁸

Priority 1: Promoting gender equality within unions

In the European region, representation of women in decision-making structures is still not proportionate to their membership of the union. By 2014, only one-third of the unions responding to the survey reported they had 50% or more women on their decision-making bodies. In 2010, 25.7% of unions had 50% or

²⁸ Gender equality in education trade unions in times of austerity: Report of a survey among national education unions in the framework of the ETUCE project on "Promoting gender equality within teacher trade unions and in the teaching profession II: Implementing and reinforcing teacher trade union actions on gender equality in times of austerity" by Angelika Striedinger, September 2014. Available at: http://etuce.homestead.com/ETUCE_Equality_Project-2013_2014.html

a higher percentage of women's representation on their Executive Boards and in 2014, this figure had increased to 31.4%.

About one-third of the Presidents in Europe were female in 2010 and this figure had increased slightly by 2014. In this region, only 71.9% of the General Secretary positions were elected (as opposed to being appointed). 40% of General Secretaries were female in 2010 and this figure had actually decreased to 30% by 2014. About one in five unions had a quota system in place, and 4 unions had introduced quotas since 2010.

Many unions reported that government-imposed cuts to programmes to promote equal opportunities and legislative changes led to difficulties and reduced activity in unions' equality programmes. Union strategies sought to adopt holistic approaches which combined leadership training with mentoring programmes for the new generation of women unionists.

Priority 2: Girls' Access to and Participation in Quality Public Education

Many unions were focusing on girls' access to science and mathematics subjects and on initiatives to challenge gender stereotyping in vocational occupations.

Priority 3: Women's economic empowerment

Many unions are taking steps to consider how to attract more men to the teaching profession as it is a female-dominated profession. Unions working to close the gender pay gap focus on ensuring that women are part of the union's collective bargaining teams and also monitored provisions on gender equality in collective agreements. Only 25% had set a specific goal to reduce the gender pay gap in the education sector while 23.7% had included specific provisions in the collective bargaining claim designed to reduce the gender pay gap. Some unions were involved in lobbying Parliaments or the European Parliament on equal pay issues or were part of broader union coalitions focusing on equal pay.

B. Survey on Indigenous Peoples

In the Europe region, 20 unions from 17 countries responded to the survey on indigenous peoples while, at the global level, there were 55 complete responses. Thus, Europe accounted for around 38% of the total response.

6 unions reported that there were indigenous peoples in their country and 4 they had Indigenous Peoples in their membership. One union had a quota system and three unions had an advisory structure on Indigenous Peoples.

In Norway, since 1997, there has been a Sami Curriculum for primary education and, in upper secondary education, there are curricula entitled 'Sami history and society'.²⁹ UEN takes part in hearings on issues concerning the Sami population when it comes to education and employment issues. The Sami Committee of the union contacts the Sami Parliament when necessary and useful in its work.

C. Survey on LGBT issues

There were a total of 24 unions that responded to this survey from Europe out of a total of 59 complete responses. Thus, Europe accounted for 38% of the total responses. A considerable number of unions not working on LGBT issues at present expressed an interest in receiving leadership training or other support on the issue in the future.

Unions within the European Union considered that the legal environment has become more equal for LGBT people and workers. This has given some confidence in disclosure but homophobia and transphobia are still huge barriers towards equality.

²⁹ http://www.udir.no/Stottemeny/English/Curriculum-in-English/_english/Sami-Curriculum

Unions were most commonly involved in awareness-raising on diversity issues and how to address homophobia, bullying, cyber-bullying, and transphobia. Other areas included the creation of training materials for students and professional guidance for teachers as well as the promotion of sexual diversity education in school curricula and ensuring diversity perspectives throughout the national curriculum. Unions have also addressed multiple forms of discrimination including, for example, that faced by LGBT migrant teachers and students.

D. Survey on Inclusive Environment in Unions, Schools and Society

In the European region, 21 unions, from 17 countries, responded to the survey on inclusive education while at global level there were 59 complete responses. Thus, Europe accounted for about 35% of the total responses.

Many unions reported that their advisory committees or groups were cross-cutting and covered multiple grounds of discriminations, and functioned as equal opportunities committees. Some unions had not set up specific groups but had departments or staff members, such as multicultural officers. These officers had a responsibility for discrimination in employment issues and provided specialised services and advice.

Most unions said they support a range of civil society initiatives to promote diversity and to carry out advocacy work on educational provision to socially excluded groups. In Europe, areas of common concern were the impact of the rise of radical right-wing extremism, Islamophobia, access to education for Roma children, and the treatment of refugees or asylum seekers, particularly the rights of child asylum seekers to public education.

EI Latin America

A. Survey on the Gender Equality Action Plan (GEAP)

There were 18 responses from 13 Latin American countries, which represent about 15% of the total responses to the GEAP survey.

Priority 1: Promoting gender equality within unions

Women's representation in the Latin America region has improved since 2010. 18% of unions achieved gender parity on the Executive Board in 2010 and this figure had dropped to 11% by 2014. It appears that there is increasing recognition that voluntary targets are not working and more unions are reforming their Statutes to adopt fixed quotas ranging from 30% to 50% in decision-making bodies and using mechanisms such as alternate male/female lists for senior positions. These Statutory changes in some countries are reinforced by national legislation or gender policies. Unions also report that establishing positions of Women's or Gender Secretaries in all the local Branches has been effective.

Union training programmes focus not just on women's leadership training but also on "new masculinities" designed to erode traditional patriarchal attitudes, engrained in both men and women, and which prevent women from putting themselves forward for leadership or supporting those women who do so.

Priority 2: Girls' Access to and Participation in Quality Public Education

Unions in Latin America have focused on supporting government-led programmes to provide financial incentives to the poorest families so that they regularly send their children to school and those that support girls who are victims of violence. However, many unions are interested in becoming more active in quality public education campaigns and wish to become better connected to national and regional coalitions working on the issue. A major policy concern throughout Latin America, as part of the pedagogical

movement, has been to reform school curricula and teaching methodologies to ensure that they are gender sensitive or non-sexist, use inclusive language, are culturally diverse, and include education on sexuality.

In Southern Cone countries, there have been notable gains in lowering the age of obligatory school entrance or improving the provision of early childhood education, which will impact positively on girls' access to education.

Priority 3: Women's economic empowerment

Unions in the Southern Cone, with support from Ministries of Gender, have been able to make advances on issues of low pay in education generally and on pay discrimination in benefits, pensions, and access to promotion. The main successful strategy has been to adopt decent minimum salaries for teaching and negotiating a sector-wide national collective contract for the public universities. Other gains have been the reduction in the working day and improvements in childcare facilities, which also impact positively on women's capacity to participate in union activities.

B. Survey on Indigenous Peoples Action Plan

In the Latin America region, 4 unions responded to the survey on indigenous peoples while at global level there were 54 complete responses. Thus, Latin America accounted for around 7% of the total response, which is disappointing given the high proportion of countries with indigenous peoples in the region.

Because of the limited response rate, the survey failed to capture some of the significant work carried out by unions with regard to indigenous peoples. The main focus has been on improving access and quality of education, particularly with regard to linguistic diversity and mother tongue education, and developing materials for use in State schools on the history and culture of Indigenous Peoples and Afro-Caribbean communities. Another area of attention has been support for teacher training for Indigenous Peoples and access of Indigenous Peoples to tertiary education.

C. Survey on LGBT persons

Six unions from six Latin American countries responded to the survey, out of a total of 59 complete responses. Thus, Latin America accounted for about 10% of the total responses.

Because of the existence of progressive legislation on equal marriage and gender identity, and generally more open attitudes and public debate on LGBT rights, unions in the Southern Cone have been able to incorporate the issue into the union agenda and create advisory groups or collectives to support LGBT members. Unions have also participated in the production of new State school curricula on sexual diversity, although this has occasionally met with steep opposition from religious lobbies. Also, unions have included clauses in their collective contracts to ensure that parental benefits apply to single-sex couples equally or that transgender persons are not discriminated against in employment.

There is evident interest among unions in the Andean and Central American regions to strengthen networking and exchange visits on issues related to how to support LGBT union members and teachers and to open more extensive dialogue among education professionals on sexual diversity.

D. Survey on Promoting an Inclusive Environment in Unions, Schools, and Society

In the Latin America region, 4 unions responded to the survey on inclusive education while at global level there were 59 complete responses. Thus, Latin America accounted for about 7% of the total responses.

Unions are adopting integrated strategies addressing multiple forms of discrimination, in particular on issues such as race, gender, and disability. They are seeking to advocate for sufficient budgets to ensure that children, for example from remote areas or indigenous peoples' communities, are able to attend school, and to develop, together with Ministries of Education, an inclusive school curriculum. In the Southern Cone, the Independence Day is marked by activities focusing on socially excluded groups, with the rallying call of the "Cry of the Excluded".

EI North America and Caribbean Region

A. Survey on the Gender Equality Action Plan (GEAP)

There were 9 responses from North America and the Caribbean, which represents about 7% of the total responses to the survey.

Priority 1: Promoting gender equality within unions

In North America and Caribbean education unions, representation of women in decision-making structures is much higher than in other regions. In some unions, women's participation in decision making is proportionate or nearly proportionate to their membership of the union. However, the number of female General Secretaries, which is often a non-elected position in North America and an elected position in the Caribbean, remains well below the proportion of women in the membership and teaching profession.

In the AFT, all three senior officers have been female since 2010. NEA notes that its top three elected union officials are women (all elected in 2014), which is historic for NEA and has sparked fresh discussions on gender and leadership.

In this region, no union reported that it had a quota system in place while all had gender equality committees or structures, often dating back many decades. Many reported that attention was paid to ensuring gender balance both on union boards and in public events through informal means.

Following the financial and economic crisis and the election of neo-liberal governments at Federal level in Canada and in some States in the USA, there have been severe impacts on unions' capacity to address equality issues, legislative challenges, and cuts to public services which disproportionately affect women. This has led in some cases to renewed concern about equity issues. The CAUT in Canada reports it appointed an equity officer for the first time in 2014. The CTF-FCE reports that its previous ad-hoc committee was changed to a Standing Advisory Committee on the Status of Women in 2008 and is more active. This follows a realisation in the organisation that women's equality cannot be assumed in Canada and that equity goals must be actively pursued. The CSQ has a women's network which makes women aware of the advantages of becoming a union member and encourages them to participate in committees and advisory bodies.

In the Caribbean, unions note that women are increasingly present in the senior positions in schools and the Ministry and that this will positively impact on gender equity throughout the education system.

Priority 2: Girls' Access to and Participation in Quality Public Education

In the USA, the AFT works with the National Coalition for Women and Girls in Education to guarantee girls' equal access to public education and to strengthen efforts to recruit minority teachers among races, ethnicities and indigenous peoples and through emphasis on creating pathways for Science, Technology, Engineering and Mathematics careers for women and minorities.

Another strategy has been to focus on girls' leadership in schools and how classroom and school practices can advance gender equity. The NEA published a report, "How Educators Can Help Girls Lead", which focused on educators' perceptions of student leadership and gender. This was co-published with two NGOs that are focused on gender equity in education.

Priority 3: Women's economic empowerment

The AFT does an annual survey of teachers' salaries and has been steadily working for the passage of the Paycheck Fairness Act. It notes that teaching women to negotiate the first job salary successfully can start them on a better path.



B. Survey on Indigenous Peoples Action Plan

In the North America and the Caribbean region, 4 unions responded to the survey on indigenous peoples while at global level there were 54 complete responses. This region accounted for around 7% of the total response. All responses came from the USA and Canada.

Some successful strategies include:

- The NEA partners with American Indian/Alaska Native organisations to advance education initiatives. It has published jointly with NGOs an Instructional Guide with lessons on the importance of voting in elections by indigenous people. It organised a symposium on keeping American Indians and Alaska Native students in school (resilience/persistence).
- The CTF-FCE has advocated with the federal government to provide equitable funding to students in First Nations' schools (currently CAD\$2,000 below the funding level per pupil in provincial and territorial schools). CTF-FCE also conducted a survey of teachers on human rights education in Canada, which led to the creation of an online human rights education toolkit for teachers (developed in partnership with the Canadian Museum of Human Rights).
- The CAUT hosts a national census of Aboriginal academic staff, which includes graduate students and traditional knowledge keepers.
- The AFT has a caucus of indigenous teachers who are also active in other areas of union work.

Recommendations for the Future

1. Exchange of materials, legal tools, presentations, webinars, and other materials
2. Directory of indigenous peoples' advocacy contact people within EI affiliates
3. An e-mail list- allowing for a free exchange of information on indigenous peoples and education – to advance knowledge, advocacy, and policy work.

C. Survey on LGBT Persons

Five unions responded to this survey from North America and the Caribbean out of a total of 59 complete responses. This region accounted for about 8% of the total responses. All responses were from the USA and Canada.

Union strategies included summer youth camps for LGBT persons, extensive publications, and visible support on websites and union newsletters, and materials for teachers to use in their classes on the safe exploration of sexuality issues on the internet. Others were working in coalitions with human rights organisations to promote safety and inclusion for LGBT youth and support for legislation for equal marriage and non-discrimination at the workplace.

The AFT has a contract database with information to assist local branches draw up clauses on LGBT rights in their own contracts. The NEA has worked in collaboration with other organisations to research and publish a report on the financial burdens faced by LGBT persons at national, state, and local levels.

At (sub) regional level, the unions recommended that:

- (1) The intranet would be an interesting cooperation idea. Youth are more comfortable seeking such information privately and it is necessary to help them avoid the huge amount of misinformation.

- (2) EI affiliates should exchange information and share progress and challenges. This could be through webinars, a materials exchange, training observation, or other activities.
- (3) Regional meeting or caucuses of LGBT academic staff be held.

D. Survey on Promoting an Inclusive Environment in Unions, Schools and Society

In the North America and the Caribbean region, four unions responded to the survey on inclusive education while at global level there were 59 complete responses. This region accounted for about 7% of the total responses. All responses came from the USA and Canada.

Since 2010, all unions had adopted new policies on socially excluded groups and the right to education and carried out specific training on the promotion of respect and non-discrimination in education. CFT-FCE notes it has adopted a new policy on the issues of mental health and the AFT adopted a policy on the right of children to public education regardless of immigration status.

Unions had also produced training materials and promoted issues about cultural diversity in school curricula. They had participated in solidarity actions against racism and were part of national alliances on the issue. All unions reported their concern with issues related to migration and mobility and two would be interested in joining a task force on the issue.

Annex 1

Summary of Main Points of EI Action Plans 2012- 2015

Gender Equality Action Plan 2013-2015

(Based on EI World Congress July 2011 Resolution on Gender Equality)

Priority 1: Promoting Gender Equality within Unions

- Identify and target key positions for women within unions (Presidents, Vice-Presidents, Secretary Generals, Executive Board members)
- Prioritise recruitment and retention of young women unionists from diverse backgrounds
- Establish quota systems as appropriate
- Create and strengthen women's structures within teachers' unions
- Increase understanding of and address all obstacles to women's participation in teacher unions
- Mainstream gender equality issues into union, 'business as usual'

Priority 2: Girls' Access to and Participation in Quality Public Education

- EI and affiliates' work on child labour should highlight and address the impact on girls and girls' access to, and participation in, education
- Unions to contribute equitable and inclusive pedagogical perspectives into national, regional, and international policy processes
- EI and affiliates to work toward the eradication of gender stereotypes within teaching methods, tools, and materials
- Identify and address gaps in numbers of women teachers at primary and secondary levels in EI affiliates' countries
- Develop and build strategic relationships with other key stakeholders engaged in progressive work on girls' education

Priority 3: Women's economic empowerment

- Campaign for stronger international, national, and regional legal frameworks to close the gender pay gap and promote collective bargaining in this area
- Address the issues of job opportunity and job security for women teachers, especially within early childhood education
- Campaign for greater maternity rights and protection
- Highlight pension rights as an issue for women's economic empowerment and campaign for women teachers' pension rights
- Engage in alliance-building across sectors and with wider civil society to close the gender pay gap

(Adopted by Indigenous Caucus EI at the World Congress July 2011 and endorsed by the 39th EB November 2011)

1. Raise awareness of the status of Indigenous peoples in education, unions and society

- a. Encourage linguistic diversity while respecting mother tongue education at all levels.
- b. Promote International Mother Languages Days (21 February).
- c. Increase participation of education unions on International Day of the World's Indigenous Peoples (9 August).
- d. Support the development of initiatives to address the specific needs of Indigenous workers in unions.
- e. Recognise and celebrate cultural diversity in unions and society by promoting and giving visibility to activities such as Diversity Week and other related initiatives.

2. Increase participation of Indigenous representatives in inputs related to Indigenous education

- a. Promote e-mail consultations and participation of Indigenous education workers in key events and responses such as UNESCO Global Monitoring Report, the related studies of the UN Expert Mechanism on the Rights of Indigenous Peoples EMRIP.
- b. Set up an Indigenous network to exchange and disseminate relevant information and good practices and the Indigenous rights to education.
- c. Encourage Indigenous teachers' inputs and updates to EI's website.

3. Promote and support solidarity actions, when the need arises

- a. Promote/endorse actions working in cooperation with EI and relevant NGOs.
- b. Collect data on Indigenous Peoples who are refused the right to education.

4. Ratify and promote compliance with relevant international instruments and Conventions

- a. Seek ratification of ILO Convention 169.
- b. 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.
- c. Set up specific targets and campaigns working in cooperation with regional offices.

5. Encourage EI members to join the Global Union Campaign on Quality Public Services

- a. By addressing critical Indigenous issues of education, health, clean water, self-determination and prior consent.
- b. Take into account the specific needs of Indigenous women's issues in education, trade unions, and society.

6. Advocacy with UN agencies on the protection of Indigenous peoples' rights

- a. Promote the implementation the UN Declaration on Indigenous Peoples (UNDRIP).



- b. Participate in the process in the lead-up to the World Indigenous Conference 2014.
- c. Contribute with a Global Report on Indigenous Education, highlighting key common issues, good practices and proposals for progress.

Action Plan on LGBT Issues

(Taken from EI resolutions and policy papers, and the EI/PSI 1st International Lesbian, Gay, Bisexual and Transgender (LGBT) Forum Declaration, Porto Alegre, 21 July 2004 and the EI World Congress Resolution on Respect for Diversity, July 2011)

Develop specific actions and campaigns to remove obstacles to the full enjoyment of civil, political, economic, social and cultural rights of all peoples:

- To raise awareness of issues related to discrimination on the 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 union structures and at the work place
- To include LGBT issues in collective bargaining negotiations
- To establish LGBT workers' advisory structures
- To establish networks and alliances with existing LGBT rights' defenders concerned with labour rights and/or education
- To work with local governments and employer organisations to promote changes in attitudes relating to all forms of discrimination, including sexual orientation and gender identity
- 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

Action Plan on Diversity and Non-Discrimination

(Taken from the EI World Congress July 2011 Resolution on Respect for Diversity and the Action Plan of the Indigenous Caucus at the EI 2011 World Congress as endorsed by the 39th Executive Board, November 2011)

Ensure that all Educational International's policies and practices related to the rights of teachers, education staff and learners promote equality of treatment, non-discrimination, and support for diversity including indigenous, religious, linguistic minority education rights

Raise awareness of the human rights dimension of non-discrimination and the value of respect for diversity and to encourage inclusive teaching and learning by promoting exchange of best practices in policies, resources, teacher training methods, projects and research

Promote more supportive teaching and learning environments for gender justice, minority rights, and multilingualism, where all people are treated with dignity and respect

Recommends that member organisations:

- Advocate for a teaching profession which has its staff and other education personnel reflect the diversity of society
- Urge the promotion and facilitation of teachers' training based on criteria or inter-culturality by placing within the reach of teachers the necessary resources, technologies, research, and exchange of experiences

- Enhance diversity within the union membership and leadership by recruiting, employing, supporting, and retaining under-represented and socially excluded groups
- Campaign in its societies and with its governments to promote policies and practices in its schools and teacher training which bring rights and dignity to male and female learners and educators experiencing for whatever reason any form of neglect, discrimination, hostility, violence, hatred, hostility, sexism, misogyny, racism, xenophobia, homophobia and transphobia
- Develop and foster affirmative action policies with civil society allies and local and national governments that promote access to quality education and employment for under-represented and socially excluded groups

Integrate a holistic approach to address multiple forms of discrimination (women and girls, racism, racial discrimination, xenophobia, and related form of intolerance)

- Examine the intersection of multiple forms of discrimination with a special emphasis on gender-based racial discrimination in order to develop and implement strategies, policies and programmes aimed at elimination of 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 Review WCAR (Geneva, 2009)
- Develop specific guidance and tools on how to integrate dimensions such as gender, race/ethnicity, class, and Indigenous issues in rural and urban areas
- Build alliances with other Global Unions and NGO in related initiatives

Annex 2

List of unions that responded to the surveys, by EI region.

AFRICA

Country	Organisation	Gender Equality Action Plan	Indigenous Peoples	LGBT Persons	Inclusive Environment
Angola	Sindicato Nacional de Profesores (SINPROF)				
Botswana	Botswana Teachers' Union (BTU)				
Botswana	Botswana Sectors of Educators Trade Union (BOSETU)				
Cameroon	Fédération Camerounaise des Syndicats de l'Education (FECASE)				
Ghana	Ghana National Association of Teachers (GNAT)				
Guinea	Syndicat Libre des Enseignants et Chercheurs de Guinée (SLECG)				
Ivory Coast	Syndicat National de l'Enseignement Primaire Public de Côte d'Ivoire (SNEPPCI)				
Ivory Coast	Syndicat national des enseignants du second degré de Côte d'Ivoire (SYNESCI)				
Kenya	Kenya National Union of Teachers (KNUT)				
Liberia	National Teachers' Association of Liberia (NTAL)				
Malawi	Private Schools Employees Union of Malawi (PSEUM)				
Niger	Syndicat National des Agents de la Formation et de l'Education du Niger (SYNAFEN)				
Senegal	Syndicat des Professeurs du Sénégal (SYPROS)				
Senegal	Union Démocratique des Enseignantes et des Enseignants du Sénégal (UDEN)				
South Africa	National Professional Teachers' Organisation of South Africa (NAPTOSA)				
South Africa	Suid-Afrikaanse Onderwysersunie (SAOU)				

Tanzania	Zanzibar Teachers Union (ZATU)				
Togo	Fédération des Syndicats de l'Éducation Nationale (FESEN)				
Uganda	Uganda National Teachers Union (UNATU)				
Zambia	Basic Education Teachers Union of Zambia (BETUZ)				
Zambia	Zambia National Union of Teachers (Znut)				

ACCRS

Country	Organisation	Gender Equality Action Plan	Indigenous Peoples	LGBT Persons	Inclusive Environment
Algeria	Syndicat National Autonome des Professeurs d'Enseignement Secondaire et Technique (SNAPEST)				
Egypt	Independent Teachers Union of Egypt (ISTT)				
Iraq	Kurdistan Teachers Union (KTU)				
Jordan	General Union of Workers in Teaching (GUWT)				
Lebanon	Ligue des Professeurs de l'Enseignement Secondaire Public du Liban (LPESPL)				
Mauritania	Syndicat National des Enseignants de Mauritanie (SNEM)				
Mauritania	Syndicat National de l'Enseignement Secondaire (SNES-Mauritania)				
Morocco	Syndicat National de l'Enseignement - Fédération Démocratique du Travail (SNE-FDT)				
Morocco	Syndicat National de l'Enseignement Supérieur (SNESup)				
Morocco	Fédération Autonome de l'Enseignement (FAE)				
Morocco	Syndicat National de l'Enseignement - Confédération Démocratique du Travail (SNE-CDT)				
Palestine	General Union of Palestinian Teachers (GUPT)				
Tunisia	Fédération générale de l'enseignement supérieur et de la recherche scientifique (FGESRS)				
Tunisia	Syndicat National des Médecins, Dentistes et Pharmaciens Hospitalo Universitaires (SNMDPHU)				
South Africa	National Professional Teachers' Organisation of South Africa (NAPTOSA)				

ASIA-PACIFIC

Country	Organisation	Gender Equality Action Plan	Indigenous Peoples	LGBT Persons	Inclusive Environment
Australia	Australian Education Union (AEU)				
Australia	National Tertiary Education Union (NTEU)				
Cambodia	National Educators' Association for Development (NEAD)				
Fiji	Association of the University of the South Pacific Staff (AUSPS)				
Fiji	Fiji Teachers' Union (FTU)				
Fiji	Fijian Teachers' Association (FTA)				
India	All India Federation of Teachers Organisations (AIFTO)				
India	All India Primary Teachers Federation (AIPTF)				
Indonesia	Teachers' Association of the Republic of Indonesia (PGRI)				
Japan	Japan Teachers' Union (JTU/NIKKYOSO)				
Kiribati	Kiribati Union of Teachers (KUT)				
Korea (Rep. of)	Korean Federation of Teachers' Associations (KFTA)				
Korea (Rep. of)	Korean Teachers and Education Workers' Union (KTU)				
Malaysia	National Union of the Teaching Profession (NUTP)				
Mongolia	Federation of Mongolian Education and Science Unions (FMESU)				
Nepal	Nepal National Teachers' Association (NNTA)				
Nepal	Sansthaagat Vidyalyaya Schickshak Union Nepal (ISTU)				
New Zealand	New Zealand Educational Institute - Te Riu Roa (NZEI Te Riu Roa)				
Pakistan	Pakistan Teachers Organization's Council (PTOC)				
Philippines	Samahang Manggagawang Pilipino - National Alliance of Teachers and Office Workers (SMP-NATOW)				
Philippines	Federation of Free Workers - Trade Federation VIII (FFW)				
Samoa	Samoa National Teachers' Association (SNTA)				

Solomon Islands	Solomon Island National Teachers Association (SINTA)				
Sri Lanka	All Ceylon Union of Teachers (ACUT)				
Sri Lanka	All Ceylon Union of Teachers - Government (ACUT-G)				
Sri Lanka	Ceylon Tamil Teachers' Union (CTTU)				
Sri Lanka	Union of Sri Lanka Teachers Solidarity (USLTS)				
Taiwan	National Teachers Association (NTA)				
Tonga	Friendly Islands Teachers' Association (FITA)				
Vanuatu	Vanuatu Teachers' Union (VTU)				

EUROPE

Country	Organisation	Gender Equality Action Plan	Indigenous Peoples	LGBT Persons	Inclusive Environment
Armenia	Branch Republican Union of Trade Union Organizations Workers of Education and Science of Armenia (CRSTESA)				
Belgium	Confédération des Syndicats Chrétiens de l'Enseignement (CSC-Enseignement)				
Bosnia-Herzegovina	Higher Education and Science Union of Employees in Bosnia and Herzegovina (HESUEBH)				
Cyprus	Association of Teachers of Technical Education Cyprus (OLTEK)				
Cyprus	Cyprus Greek Teachers' Organisation (POED)				
Cyprus	Cyprus Turkish Teachers' Trade Union (KTOS)				
Cyprus	Cyprus Turkish Secondary Education Teachers' Union (KTOEOS)				
Denmark	Danish National Federation of Early Childhood and Youth Educators (BUPL)				
Denmark	Gymnasieskolernes Laererforening (GL)				
Denmark	Danish Union of Teachers (DLF)				
Estonia	Estonian Educational Personnel Union (EEMU)				
France	Syndicat national de l'éducation physique de l'enseignement public (SNEP-FSU)				
France	Syndicat national des enseignements de second degré (SNES-FSU)				

Germany	Gewerkschaft Erziehung und Wissenschaft (GEW)				
Germany	Verband Bildung und Erziehung (VBE)				
Greece	Greek Federation of Secondary State School Teachers (OLME)				
Hungary	Syndicat des Enseignants de Hongrie (SEH)				
Iceland	Kennarasamband Islands (KI)				
Ireland	Association of Secondary Teachers Ireland (ASTI)				
Ireland	Irish National Teachers' Organisation (INTO)				
Kazakhstan	Kazakhstan branch Trade Union of Education and Science Workers (KTUESW)				
Kyrgyzstan	Trade Union of Education and Science Workers of Kyrgyzstan (TUESWK)				
Latvia	Latvian Educational and Scientific Workers' Trade Union (LIZDA)				
Lithuania	Christian Trade Union of Education Workers (CTUEW)				
Moldova	Education and Science Trade Union (ESTU)				
Netherlands	Algemene Onderwijsbond (Aob)				
Norway	Union of Education Norway / Utdanningsforbundet (UEN)				
Poland	National Education Section NSZZ Solidarnosc (SKOIW "Solidarność")				
Portugal	Federação Nacional da Educação (FNE)				
Romania	Fédération des Syndicats Libres de l'Enseignement (FSLE)				
Slovakia	Trade Union of Workers in Education and Science (OZPŠaV)				
Spain	Confederación de Sindicatos de Trabajadoras y Trabajadores de la Enseñanza - Intersindical (STEs-Intersindical)				
Spain	Federación de Enseñanza CC.OO. (F.E.CC.OO.)				
Spain	Central Sindical Independiente y Sindical de Funcionarios. Sector de Enseñanza (CSI-F Enseñanza)				
Sweden	Swedish Teachers' Union (Läraryrbundet)				
Turkey	Education and Science Workers' Union of Turkey (EGITIM-SEN)				
United Kingdom	Scottish Secondary Teachers' Association (SSTA)				
United Kingdom	National Union of Teachers (NUT-UK)				

United Kingdom	National Association of Schoolmasters Union of Women Teachers (NASUWT)				
United Kingdom	University and College Union (UCU)				

LATIN AMERICA

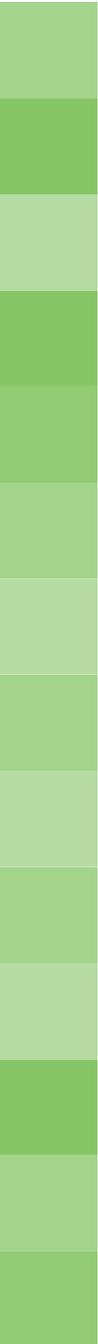
Country	Organisation	Gender Equality Action Plan	Indigenous Peoples	LGBT Persons	Inclusive Environment
Argentina	Confederación de Trabajadores de la Educación de la República Argentina (CTERA)				
Argentina	Federación Nacional de Docentes Universitarios (CONADU)				
Bolivia	Confederación de Trabajadores de Educación Urbana de Bolivia (CTEUB)				
Brazil	Confederação Nacional dos Trabalhadores em Educação (CNTE)				
Brazil	PROIFES Federação (PROIFES)				
Chile	Colegio de Profesores de Chile (CPC)				
Chile	Sindicato Nacional de Trabajadores N°2 de Integra (SINDI2)				
Colombia	Federación Colombiana de Educadores (FECODE)				
Costa Rica	Asociación Nacional de Educadores (ANDE)				
Dominican Republic	Asociación Dominicana de Profesores (ADP)				
El Salvador	Asociación Nacional de Educadores Salvadoreños 21 DE JUNIO (ANDES)				
Honduras	El Primer Colegio Profesional Hondureño de Maestros (PRICPHMA)				
Honduras	Colegio de Profesores de Educación Media de Honduras (COPEMH)				
Honduras	Colegio Profesional "Superación Magisterial" (COLPROSUMAH)				
Nicaragua	Confederación General de Trabajadores de la Educación de Nicaragua (CGTEN-ANDEN)				
Paraguay	Unión Nacional de Educadores. Sindicato Nacional (UNE-SN)				
Peru	Sindicato Unitario de Trabajadores en la Educación del Peru (SUTEP)				
Uruguay	Federación Uruguaya de Magisterio - Trabajadores de Educación Primaria (FUMTEP)				

NORTH AMERICA AND CARIBBEAN

Country	Organisation	Gender Equality Action Plan	Indigenous Peoples	LGBT Persons	Inclusive Environment
Anguilla	Anguilla Teachers' Union (ATU)				
Canada	Centrale des syndicats du Québec (CSQ)				
Canada	Canadian Teachers' Federation / Fédération canadienne des enseignantes et des enseignants (CTF/FCE)				
Canada	Canadian Association of University Teachers / Association canadienne des professeures et professeurs d'université (CAUT/ACCPU)				
Dominica	Dominica Association of Teachers (DAT)				
Jamaica	Jamaica Teachers' Association (JTA)				
Saint Kitts and Nevis	Nevis Teachers' Union (NTU)				
United States of America	American Federation of Teachers (AFT)				
United States of America	National Education Association (NEA)				



2. Report of EI Second World Women's Conference



Conference Report



EI Second World Women's Conference

On the Move for Equality II Women in Trade Unions and in Education: From Words to Action

April 7-9 2014 – Dublin, Republic of Ireland



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1. Women in Trade Unions and in Education: From Words to Action

Education International (EI) is the voice of teachers and other education employees across the globe; a global federation of some 400 teachers' unions and organisations in more than 170 countries and territories. EI represents 30 million teachers and education support personnel at all levels from early childhood learning to higher education. Working to achieve gender equality within trade unions, in education and in society has been a principal aim and a major priority since EI was founded in 1993. However, in spite of the many advances made to secure women's human rights, reduce gender inequalities and secure gender justice, progress is slow and uneven, and many issues remain critical.

One out of every three girls born today will be beaten, forced to have sex or suffer some other type of abuse from an intimate partner during her lifetime; when it comes to representation in political life, a [2011 UN General Assembly Resolution](#) noted that 'women in every part of the world continue to be largely marginalized from the political sphere, often as a result of discriminatory laws, practices, attitudes and gender stereotypes, low levels of education, lack of access to health care and the disproportionate effect of poverty on women'. Girls and women in many countries are also deprived of their full sexual and reproductive health and rights, and globally, the gender pay gap is estimated to be 22.9% (sectorial, occupational and other variations notwithstanding). According to the [International Labour Organisation](#) (ILO), at the current rate of progress it will take 75 years for the gender pay gap to be fully closed.

In the field of education, *17% of the world's population is illiterate* – two-thirds of them are women – 31 million primary school girls are out of school today, and 17 million of them will never enter a classroom. There are also 34 million adolescent girls currently missing out on any type of education.

When it comes to trade unions, not only do women join in lower numbers than men, but the women who do actively participate in their union seldom occupy leadership or decision-making roles. *A number of factors* account for this phenomenon, which exists even in sectors, such as education, where women

outnumber men in the unions. These factors include gender-based prejudice, the rigidity of some trade union rules of procedure, women's own lack of confidence to put themselves forward for leadership positions, as well as the unequal division of responsibilities between women and men within the home.

The second EI world women's conference – On the Move to Equality II: 'Women in Trade Unions and in Education – From Words to Action' – took place in Dublin, Republic of Ireland April 7th-9th 2014, and focused on some of these issues that negatively affect women within education trade unions, and women and girls within education systems and in societies across the world.

This report outlines the discussions and outcomes of the conference, which took place in Dublin, Republic of Ireland April 7th-9th 2014.

Purpose of the Conference

The purpose of the second EI world women's conference was to provide a space and the opportunity for EI affiliates to share, analyse, and provide feedback on good union practices that contribute towards improving equality for women and men, in unions and in education.

The conference programme took up key topics regarding women's organising and leadership within education trade unions, and women's and girls' participation in, and successful completion of, quality education. During plenaries and workshop sessions over the two and a half days of the conference, participants addressed four areas that EI affiliates, through the EI Status of Women Committee, have highlighted as crucial for the realisation of women's and girls' rights in education and in education trade unions and organisations:

1. **Women's leadership** - an unfinished agenda in education trade unions, there is a pressing need to translate union policies on gender equality into a tangible reality, to make the shift 'from words to action'. EI affiliates are keen to increase efforts to organise more women teachers and to have more women in leadership roles within their unions and organisations.
2. **Stereotyping and discrimination within education** - the statistics in the 2014 Education for All (EFA) *Global Monitoring Report* show time and again that education can be transformational. However, in order for that transformation to be sustainable, quality education must be free of content that discriminates or stereotypes people on the basis of gender, religion, sexuality, disability, ethnicity or any other social position or identity. EI affiliates are keen to increase efforts to free educational content from stereotypes and discrimination.
3. **Violence against teachers and students** is increasingly visible, both within and outside of schools, in all corners of the world. EI affiliates are keen to continue working to ensure that every effort is made at international, national and local levels to guarantee that schools remain safe sanctuaries for teachers and students alike.
4. **Equity and inclusion within education** - quality education should be equally accessible to, and inclusive of all: girls and boys, majority and minority groups, rich and poor. EI affiliates have been working hard during 2013/14 to ensure that equality and inclusion remain central within the quality education goal and targets in the new framework for sustainable development that will be adopted by UN member states in September 2015.

Participants, Speakers, Moderators & Panellists

Participants

A total of 315 people attended the conference: this includes 34 guests who were not representatives of EI member organisations as well as 35 male participants and 32 women participants under the age of 35 (this fell short of the ambitious target of 30% participation by women under the age of 35). The participants came from all of the regions in which EI has affiliates:



Region	No. of Participants	No. of Countries
Africa	55	18
Asia Pacific	36	14
Europe	119	26
Latin America	24	10
MENA	5	5
North America & Caribbean	42	11
GUESTS	34	
Total	315	84

Keynote Speakers

Three keynote speakers inspired participants during the conference; they were (from left to right): **President Tarja Halonen** (11th President of the Republic of Finland and co-Chairperson of the UN Secretary General's High Level Panel on Global Sustainability and of the UN High Level Task Force for the International Conference on Population and Development, ICPD) on day 1 of the conference, **Professor Mary Metcalfe** (Chairperson of the Open Society Foundations' Education Advisory Board; former Head of the School of Education, University of Witwatersrand, South Africa) on day 2, and **Professor Mary Hatwood Futrell** (founding President, EI; former President, National Education Association NEA, USA) on day 3.



Panellists & Moderators

Women and Leadership in Trade Unions – Monday April 7th 2014

The panel on day 1 -Women and Leadership in Trade Unions- was moderated by **Haldis Holst** (Deputy General Secretary, Education International):



The panellists were (left to right): **Ms Christine Blower** (General Secretary, the National Union of Teachers - NUT, UK; President, European Trade Union Committee for Education - ETUCE), **Dr Habiba Mizouni** (General Secretary, National Union of University College Doctors, Pharmacists and Dentists – SNMDPHU, Tunisia) and **Ms Sheila Nunan** (General Secretary, Irish National Teachers' Organisation – INTO, Republic of Ireland):



Equitable Education for an Equitable World – Tuesday April 8th 2014

The panel on day 2 -Equitable Education for an Equitable World- was moderated by **Ms Monique Fouilhoux** (Chairperson, Board of the Global Campaign for Education; former EI Deputy General Secretary):



The panellists were (below, left to right): **Dr Lorretta Johnson** (Secretary Treasurer, American Federation of Teachers, AFT, USA), **Professor Marina Milenkovic** (President, Gender Committee, Teachers' Union of Serbia), and **Ms Eva-Lis Sirén** (President, Lärarförbundet, the Swedish Teachers' Union; EI Executive Board member):



From Words to Action – Wednesday April 9th 2014

The panel on day 3 –From Words to Action- was moderated by **Professor Yamile Socolovsky** (Director, Federación Nacional de Docentes Universitarios, CONADU, Argentina):



The panellists were (below, left to right): **Ms Lily Eskelsen García** (Vice President – National Education Association, USA), **Ms Milagros Ogalinda** (General Secretary, National Alliance of Teachers and Office Workers, SMP, Philippines) and **Ms Dianne Woloschuk** (President, Canadian Teachers' Federation – CTF-FCE):



2. Conference Outcomes & Recommendations

The key note addresses, panel discussions and parallel workshops on each day of the conference addressed the three sub-topics that made up the conference theme. These were *Women and Leadership in Trade Unions* on day 1; *Equitable Education for an Equitable World* on day 2; and *From Words to Action* on day 3.

On the morning of the third day of the conference, EI Deputy General Secretary, Haldis Holst, shared a brief outline of the key conference outcomes that emerged from the parallel workshop sessions during the first two days of the conference. Participants in each of the twelve workshops were asked to identify and agree on three key priorities during their discussions; these are presented in detail in the sections below.

The following key conference recommendations are based on the recurring priorities identified by conference participants. These recommendations will be discussed by the EI Status of Women Committee, which will make its recommendations for taking the conference outcomes forward to the 43rd EI Executive Board (meeting in October 2014):

Recommendations

1. **On the EI Gender Equality Action Plan (GEAP 2012-2015):** participants called for the GEAP to be monitored and evaluated, and amended (to include references to women in higher education, vocational education and training, research, and the recruitment of 'hard-to-reach' women teachers). The GEAP should also be used to map and monitor women's participation in teacher unions and organisations across all EI regions.
2. Participants called for an **increase in EI's and member organisations' focus on the recruitment and retention of young teachers**, especially young women teachers, in union activities and events at all levels of the union. Participants were particularly keen to see an increase in the number of young women participating in EI activities.
3. Participants called for a **renewed commitment to and rejuvenation of, the 2004 EI Declaration on Professional Ethics**. Participants specifically called for the Declaration to be reviewed through a 'gender lens' and for annexes to be developed that include explicit references to inclusion (especially of LGBT students and teachers), and to the promotion of safe schools (with reference to the eradication of school-related gender-based violence targeting girls). Participants also emphasised the need for a tool or guide on how EI affiliates can use the Declaration on Professional Ethics, especially with regard to equality issues.
4. Participants emphasised the need for all **EI campaigns to have gender issues at the front and centre**, and for campaign-aims and objectives to contribute, as far as possible to implementing the GEAP.
5. Participants called for an **increase in the number of women with voting rights at the EI Congress to 50%**.

3. Conference Proceedings

Opening Ceremony

EI President, Susan Hopgood (Federal Secretary of the Australian Education Union, AEU), welcomed participants to the second EI world women's conference by reminding them of the significance of the location of the conference: Dublin is commonly thought of as 'a union town', in part due to the notoriety of the largest labour conflict in the history of Ireland – the Dublin walkout – in 1913. In her welcoming remarks, Ms Hopgood also evoked the memory of the many women who have played a significant role in the development of the trade union movement all over the world, but who all too often, are left out of the history books. She called on the conference participants to keep the past in mind during the conference, as they came together to discuss how best their unions and Education International can contribute to the achievement of gender equality in unions and in education. In closing, Ms Hopgood pointed out that the conference theme (*Women in Trade Unions and in Education: from Words to Action*) highlights the dual role of education unionists: as educators and activists. She said: "**We are mobilisers, we are organisers, we are disciplined disrupters of any status quo that is satisfied with inadequate teacher quality, education resources or learning environments**".

Following Ms Hopgood's welcome, **Mr Ruairi Quinn TD – Minister for Education and Skills, Republic of Ireland** – officially opened the conference. Noting the continuing underrepresentation of women in education management and in public life more generally, Mr Quinn congratulated the local Irish EI affiliates (ASTI, IFUT, INTO and TUI) for co-hosting such an auspicious event, and reminded participants of the importance of the issues that would be covered over the three days of the conference. Quoting Mary Robinson, the first woman President of the Republic of Ireland, Mr Quinn said: "In a society where the rights and potential of women are constrained, no man can be truly free; he may have power, but he will not have freedom".

Day 1: Women and Leadership in Trade Unions,

Monday April 7th 2014

The International Labour Organisation (ILO, 2008¹) considers the underrepresentation of women in trade unions to be a global phenomenon. In the education sector, women make up the majority of union membership (up to 60%²), yet they are underrepresented in leadership positions³. The findings of the last EI quadrennial survey on the status of women in unions, education and society (2009-2010) reflected this trend, showing that the higher the decision-making body, the lower the percentage of women in union leadership. Recent research on this issue shows that there are a number of barriers to women's full participation in union leadership. These include: union cultures generally valuing the participation of men and discouraging the participation of women; negative stereotypes of women; women's lack of confidence in their leadership abilities and lack of knowledge about union decision-making structures; union structures replicating women's disadvantaged labour market positions⁴.

1 Breneman-Pennas & Rueda Catry (2008) 'Women's Participation in Social Dialogue Institutions at the National Level' - <http://www.ilo.org/public/english/dialogue/download/womenparticipation.pdf>

2 See the EI Quadrennial Report on the Status of Women in Unions, Education and Society 2011 - <http://download.ei-ie.org/Docs/WebDepot/SurveyReport%20EN.pdf>

3 Women's participation at the annual International Labour Conference (ILC) over the last three years was not higher than 26% of delegates, substitute delegates and advisers): 21.7% in 2013; 22.3% in 2012, 23.3% in 2011 and 25.9% in 2010. See http://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_222669.pdf and http://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_143359.pdf

4 See Jane Pillinger's ETUC presentation on advancing women in trade unions: <http://www.etuc.org/a/8271>



Keynote Address

In her keynote address on the first day of the conference, **President Tarja Halonen** pointed out that Finland's high level of educational achievement and success is in no small measure due to the strength of the country's education trade union (including EI affiliate Opetusalan Ammattijärjestö, OAJ). President Halonen's speech was based on her own experiences of having been a woman leader at the highest echelons of power in her home country, and still today on the global stage (she is currently co-chairperson of the UN Secretary General's High Level Panel on Global Sustainability and of the UN High Level Task Force for the International Conference on Population and Development, ICPD).

Having travelled the world, President Halonen assured participants that: **"All nations have their own traditions, and gender stereotypes [are] part of [that]. But it is good to remember that these traditions are made by people, and they can be reformed by people"**. And she highlighted teachers as key actors in the unmaking of the harmful traditions of inequality.

However, the President also recognised that in very many countries, teachers have a low status. She suggested a two-pronged approach to address this issue: teachers must continue to be organised and they must work hard within their unions and organisations to push for political respect. This is *due respect* because politicians the world over know that in a modern society, especially in relation to sustainable development, the key words are 'education, education, education'.

Speaking directly to the audience and to EI affiliates everywhere, President Halonen declared: **"You teachers, you are the guardians of this resource, the human capital; you are those who really [make] the future, but you have to be active in[side] and outside of schools"**.

Turning her attention to the business of teaching itself, President Halonen emphasised the need to improve the quality of literacy, numeracy and other traditional subjects, for comprehensive sexuality education (as part of the solution for reducing early childhood pregnancies and marriage), and for students to be taught about their political rights in school.

The President also highlighted the importance of the school environment, pointing out that lack of suitable toilets and sanitation can prevent many girls from attending school. She suggested that the high ethical standards of teachers and all employees within schools, behoves them to ensure that girls especially, can go to school without fearing sexual harassment. She called on teacher unionists to work hard to ensure that schools are safe for girls and boys.

Finally, President Halonen echoed the central tenets of the EI Unite for Quality Education campaign in calling for a central role for education within the post-2015 sustainable development agenda. She also insisted on increasing the focus on vocational education because girls and boys increasingly need such skills in the labour market.

President Halonen closed her speech by commending EI and EI affiliates, urging them to continue their good work because, as she put it so succinctly: **"The future will be made in classrooms"**

Plenary Panel 1

EI Deputy General Secretary, Haldis Holst moderated the panel on 'Women and Leadership in Trade Unions'. Ms Holst opened the discussion by reminding the audience of a tool developed by Norwegian academic Professor Berit Ås, which can be used by women and other oppressed groups to identify what is happening in everyday experiences of oppression. Professor Ås referred to five 'master suppression techniques':

- Making someone invisible (for example, by ignoring them when they speak during meetings)
- Ridiculing
- Withholding information

- Double punishment (damned if you do, damned if you don't – your mere presence is 'wrong')
- Heaping blame and putting to shame

Ms Holst explained that in theory, such techniques are used on all suppressed groups, however, as Professor Ås argued, they are used in particular combinations and situations with regard to women because in patriarchal societies, women continue to be positioned as objects or property.

Ms Holst opened the discussion by asking each of the panellists, who are currently General Secretaries of their unions, to share their professional stories with the audience. She then asked what measures the panellists thought are or could be most effective for increasing the numbers of women in leadership roles within education trade unions: through quotas or by establishing women's committees, or something else.

Christine Blower (General Secretary, National Union of Teachers, NUT, UK; President, European Trade Union Committee on Education, ETUCE) responded that she has never been a fan of quotas; she has rather preferred to focus on providing space to develop the skills of women. Ms Blower also shared a Welsh expression, 'To be a leader, you have to be a bridge', which she told the conference indicated that there are at least two different approaches to leadership: ***"There is the lone hero/leader model which is more characterised by men. Being a bridge, leading together is more the style of women. But, generally, you see the lone hero style"***.

In contrast, **Sheila Nunan (General Secretary, Irish National Teachers' Organisation, INTO)** and **Habiba Mizouni (General Secretary, National Union of University College Doctors, Pharmacists and Dentists, SNMDPHU, Tunisia)** both explained that the experiences in unions have shown that quotas have been successful for ensuring that women are represented in decision-making bodies.

On the question of how to ensure that young people are recruited into education trade unions and organisations, each of the panellists shared their unions' recent activities. At the NUT, efforts are made to encourage young members to not only use the union for career progression, but to also seriously consider their progression within the union. 50% of the current membership of INTO is currently under the age of 35, but this is not reflected in the union's leadership, so the focus is on how to capture young members' imaginations and attention through the use of social media, and an internship programme, which enables young members to be seconded to work in INTO's offices for a period of time.

Habiba Mizouni stated: ***"We have tried to look for young people. We work with students and people undergoing training. We encourage them to come to the union and to training sessions. As students, they become union members – we talk to them about reforms and defence of civil rights. And... I have met someone who has already asked about applying for my position! We need to train young people to participate"***.

Day 2: Equitable Education for an Equitable World

Tuesday April 8th 2014

When it comes to the status of women and girls in education, the evidence is overwhelming: two thirds of the 775 million illiterate adults are women⁵, and of the 61 million children out of school across the world, 53% are girls. Girls and women continue to face discrimination and exclusion in the acquisition of skills in education and the work environment, which have serious implication for the development of communities as well as countries. Neither the Millennium Development Goal (MDG) to achieve universal primary education, nor the Goal to promote gender equality and empower women (MDGs 2 and 3, respectively) will be met by 2015.

In considering the nature of gender discrimination in education, EI affiliates have also highlighted the key issue of securing gender equality and equity *within* education. This includes ensuring curricula and educational materials are gender-sensitive, that the use of gender-sensitive language is consistently promoted in the

5 EFA Global Monitoring Report 2012 – 'Youth and Skills: Putting Education to Work' - <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2012-skills/>

classroom, that teachers are gender-aware and can address gender-stereotyping in the classroom as well as in teaching materials, and that schools are safe learning environments for male and female learners, as well as for their teachers, to name a few key areas.

The second day of the conference opened with some welcoming words from **Mike Jennings (General Secretary, Irish Federation of University Teachers, IFUT)** on behalf of all four EI affiliates in the Republic of Ireland (Association of Secondary Teachers Ireland, ASTI; Irish National Teachers' Organisation, INTO; Teachers' Union of Ireland, TUI).

Mr Jennings noted that equality is a core value for all of the Irish teacher unions, all of whom sent representatives to the first EI world women's conference in Bangkok, Thailand in 2011. He also expressed his own delight and that of his colleagues in the other Irish unions, that the second EI world women's conference was being held in Dublin.

Mr Jennings' key message on the issue of women's rights was that it is an issue for everyone in society, not only women. He put it in these terms: ***"We wouldn't dream of leaving the fight against poverty to the poor themselves; we don't regard the battle against racism to be a matter for victims only; we don't think that we should leave it to the Jewish people to fight anti-Semitism, and we don't think that we should leave it to the Palestinians to be alone in their struggle for national rights. And so it is with the emancipation of women: because as long as we have a situation where half of the population of the world is discriminated against... so long as that disadvantage exists [to quote the former President of Ireland, Mary Robinson] – we men can never be free either. This is our joint struggle; it's the struggle of all progressive people"***.

Keynote Address

In her keynote address on the second day of the conference, **Professor Mary Metcalfe (Chairperson, Open Society Foundations' Education Advisory Board; former Head, School of Education, University of Witwatersrand, South Africa)** shared some personal reflections on the moments that have shaped her thinking, her passion as an educator, and her activism.

Professor Metcalfe began by telling the audience about coming to the realisation that although she was able to work and socialise in spaces in which she did not have to 'fight' to make herself heard and acknowledged (as a professional woman), in 1980s South Africa and still today, many, many, *many* women continue to battle against racialised and class-based inequalities, in addition to gender discrimination and injustice. This is because ***"race, class and status all conspire to position women very differently ... and the struggles that we each have to be understood within that context, and there are other components of the context"***

Therefore, as activists, it is important for us to acknowledge that struggles are not the same, and to realise that we cannot take it for granted that rights are universal; they are won through hard struggle on the ground. This is why it is so important to be aware of our own and other people's context: ***"We need to be able to start looking at the particular locations of ourselves, of our members, of our colleagues; of the people we seek to serve and to understand the context of people's struggles."***

Understanding the intersectionality of inequalities is, therefore, central to understanding differences within and between social groups. In addition, the way we understand the individual context and its challenges has strong implications for strategy and tactics (mechanisms and enablers). As Professor Metcalfe put it, ***"Some strategies are correct for particular spaces and time, and other strategies are correct for other people. We must develop different strategies for different times and for different contexts"***. In addition, we also need to listen much more closely to people on the ground in different spaces, to ensure that their experiences are what inform strategy.

At the start of her 40-year in education, Professor Metcalfe thought a great deal about whether education can be an instrument for social change. In her quest to find an answer to this big question, Professor Metcalfe read and was influenced by a 1970 article written by Basil Bernstein, in which he argued that 'Education cannot compensate for society'. However, some of the findings of the controversial 1966 Coleman Report (*Equality of Educational Opportunity*, commissioned by the US government) showed not

only that education was of critical importance, but also that quality teachers are central to the educational achievements of students, as well as students' own individual agency. Professor Metcalfe noted that the same findings are reflected in more recent research that has analysed the Organisation for Economic Cooperation and Development (OECD)'s Programme for International Student Assessment (PISA) results of countries such as Finland and the United Kingdom.

Education *can* compensate for society, and it must do so: but it must be an equitable education, which firstly: reaches out to the most marginalised and makes adjustments in the resources so that they are focused on the needy; secondly, it must be a quality education that nurtures critical thinking (it should enable children to not only read the word, they must also be able to read the world); thirdly, education must also be embedded in a broader struggle and organisation for social justice. As Professor Metcalfe told the conference:

“As educators, the more we are able to provide an equitable and quality education that nurtures critical thinking, the more we are able to contribute for the struggle for social justice; and the more the struggle for social justice succeeds, the more we are able to do our work”.

Plenary Panel 2

The plenary panel on day 2 of the conference was moderated by **Ms Monique Fouilhoux (Chairperson, Board of the Global Campaign for Education; former EI Deputy General Secretary)**. Ms Fouilhoux opened the discussion by pointing to the continuing gender gaps within education; she stated: ***“Undeniable progress has been made in achieving gender equality. But girls and women continue to have their rights denied around education, access, learning, and their experience in schools. It’s about making education more acceptable for girls. That means making the curriculum and classroom relevant and safe. School safety is a huge issue. At best, school can provide girls with safety from abuse and violence; at worst, school can be a site of abuse”.***

Given her long experience of organising para professionals within the American Federation of Teachers (AFT) Ms Fouilhoux asked **Dr Lorretta Johnson (Secretary Treasurer, American Federation of Teachers, AFT)** to say something about the ways in which para-professionals' work can be seen in relation to the promotion of gender equality and diversity in the American public school system.

In her response, Dr Johnson highlighted the link between education and poverty:

“In the US, we still have the problem of poverty in urban schools. Education is the most important thing for our kids in those [...] schools. Paraprofessionals make sure kids are safe, we feed them, we bring them to schools. They need safe and strong schools. Our work may be hidden, but the impact of it is [to] create equitable learning and opportunities for our students”.

Dr Johnson also agreed with Professor Metcalfe's point about the importance of context, pointing out that when we talk about inequalities in America, we must also talk about race, because African-Americans are disproportionately poor. Dr Johnson briefly mentioned the AFT Reclaim the Promise campaign; this is a campaign that calls on the American people to *reclaim the promise* of public education (as well as other public services) because inequalities can only be eradicated through the provision of quality public education.

For her part, **Professor Marina Milenkovic (President, Gender Committee, Teachers' Union of Serbia)** spoke about the difficulties of challenging gender stereotyping, which she said is pervasive in her home country (Serbia):

“There is a history of gender stereotyping rooted in my society. The success of some girls in education is not converted in terms of future educational opportunities. This is reflected in the domestic responsibilities of women and their underrepresentation in professional work. Gender stereotyping contributes to this. In schools, teachers must promote gender equality, so it is essential to train teachers in gender equality issues. Parents must also socialise change in this and challenge gender stereotyping”.

The progress made in Sweden, when it comes to gender equality, is definitely real, as **Eva-Lis Sirén (President, Lärarförbundet, the Swedish Teachers' Union; EI Executive Board member)** confirmed. However, she made it clear that no-one in Sweden who cares about equality can afford to rest on their laurels, stating: ***"We always have to win new generations for this issue"***.

Echoing Mary Metcalfe's main point in her keynote address, Ms Sirén briefly outlined the specific remaining challenges that Sweden faces when it comes to gender equality in education. As she put it: ***"We have come a long way in Lärarförbundet, but we have to fight for it, we have to fight for it in Sweden."***

And we see in Sweden that we have these problems: we have boys lagging behind girls and I'm sure that this will affect society. It will affect family life, it will affect education. We have [such] widening gaps between girls and boys that we have to have very, very sharp gender lenses on."

We all, as individuals, we have to put on the gender lens...and we have to keep this gender lens on our own organisations...never take it for granted. Even if we are proud of what we have achieved in Sweden, we have to remain critical of the traditional norms".

Ms Sirén also emphasised the point that achieving gender equality depends very much on women and men working together, stating: ***"That is the next step we have to take, this is not an issue only for women; we have to work together, if we want to improve the world"***.

Day3: From Words to Action

Wednesday April 9th 2014

One of the main conclusions of the first EI world women's conference in 2011 was that education trade unions should reflect their principles and policies of equality, diversity and empowerment in their own actions. Accordingly, the theme for this second conference (*From Words to Action*) called for a focus on EI affiliates' existing good practices that have demonstrably contributed to improving equality for women and men in unions, in education and in society.

Plenary Panel 3

The panel was moderated by **Professor Yamile Socolovsky, Director of Argentina's Federación Nacional de Docentes Universitarios (CONADU)**. Professor opened the discussion by stating: ***"I want to start with words, but it's not just about words; we want to act, we want to change the world"***.

In her opening comment, **Ms Lily Eskelsen García (Vice President – National Education Association, USA)** suggested that for there to be real change in education trade unions and organisations, it is not enough to increase the numbers of women participating at all levels of the union; as she put it:

"The word 'transformative' keeps coming up. In my own union, the NEA, we have worked so hard to transform our structures. But it occurs to me that you cannot transform an organisation or structures. You can only transform people."

You can restructure an organisation so that it has 50% women and 50% men on the board. But if the men and women act as they always did, you haven't changed anything, just the chairs. We have to find ways of transforming who we are inside and how we look at our work".

Ms Eskelsen García also called on EI to further complement its wealth of information and examples of good practice within unions, and in relation to education policy-making and implementation, with research and evidence from other sectors, including the corporate sector.

Professor Socolovsky then raised the issue of women's networking within the EI family, and asked **Ms Milagros Ogalinda (General Secretary, National Alliance of Teachers and Office Workers – SMP, Philippines)** about the experiences of the EI women's networks within the Asia Pacific region.

Ms Ogalinda emphasised the need for the women's networks to continue, with the support of EI and development cooperation partners within the EI family. She stated that EI affiliates have long recognised that transformation is not something that a single union can achieve on its own; the wider global union federation is key, and within that, the women's networks remain the primary vehicle for equality work in the Asia Pacific region. As she put it:

“EI’s leadership is serving as a bridge, or a nucleus wherein all efforts are gearing towards one direction. For countries like the Philippines, it has been important to have something to look up to, that could really push the issues globally, while we are doing it nationally.”

Professor Socolovsky then turned to **Ms Dianne Woloschuk (President, Canadian Teachers’ Federation – CTF-FCE)**, to ask her how the different categories of difference be articulated in the classroom around exclusion and the lack of recognition of rights.

In her response, Ms Woloschuk centralised the needs of children, and suggested the test of how far countries have come in providing quality education for all children, remains the extent to which the needs of each individual child are being met. She said:

“The value we want to realise is equality; the means for achieving it is equity.

Promoting equity means understanding, valuing and responding to diversity and difference throughout the school and throughout the community. It’s the recognition that different children have different needs. It’s not about sameness, it’s about responsiveness: how do we respond to these children?

We need a highly contextual approach that takes into account the needs of the community, of the school, the needs of each child”.

The panel closed with each panellist stating what role EI should be playing to make the internal shift, as well as pushing for the external shift from words to action:

Dianne Woloschuk: ***“When it comes to equality issues, the three pillars of the Unite campaign (quality teachers, quality tools, quality environments) offer us a framework for moving ‘from words to action’. So, the quality tools that we advocate for must be appropriate and suited to the realities of diverse classrooms; we must advocate for quality learning environments that are inclusive and for continuous teacher training and development that equips teachers with the skill and capacity to be able to challenge stereotypes wherever they emerge in the learning process or relationship”.***

Lily Eskelsen García: ***“It’s powerful to talk to a politician in terms of cold hard evidence. Studies have shown that as a corporate board got closer to 50% men and 50% women, profits went up. Studies show that when you increase the number of women in areas that were all men, they come up with new ideas. So, when you speak to groups, if EI had that kind of research [to] share with us to make the case to politicians, they would start to listen to us in a different way. The evidence is there that equity is not cynical or politically correct.”***

Milagros Ogalinda: ***“EI should continue to make an effort to bridge the gap, continue cooperating with women networks within the EI family because it’s very helpful considering we’re working and living in hostile conditions”.***

Closing Keynote Address

Professor Mary Hatwood Futrell (founding President of EI and former President of the National Education Association – NEA, USA) met the challenge of closing the conference: participants were

moved and inspired by her words; Professor Futrell was given a long standing ovation after she closed her speech.

The main message that Professor Futrell conveyed in her speech aptly exemplified the type of collective, bridge-building leadership that Christine Blower had referred to on the first day of the conference. Professor Futrell argued that nothing was ever accomplished through individual action because: ***“We build on foundations we did not lay. We drink from wells we did not dig, we profit from persons we did not know. And we stand on the shoulders of those who pioneered, paved the way, and laboured for all that we enjoy today.”***

Accordingly, Professor Futrell views the EI family as critical, if we are to ever truly secure quality education for all. As she put it:

“Guaranteeing students are taught by effective teachers is the most influential, the most powerful factor in assuring quality education for all children. It also means that all teachers are respected and supported. It means making sure all children attend schools where they have a well-defined curriculum and where the schools have the resources necessary to implement it effectively. And, yes, it means assuring that schools are safe; including something as basic as safe, separate sanitation facilities. It means that every girl’s and every boy’s right to be educated is honoured not just today, but forever”.

However, the potentially vast reach of the EI family notwithstanding, we must continue to petition and lobby our governments; after all, they are the ones with the power to make the changes we seek. Therefore, Professor Futrell urged EI and its affiliates to continue the crucial advocacy for quality education:

“As the 21st century continues to evolve, it is becoming more obvious that those nations that invest in education will not only survive, but thrive. Our politicians need to be educated to understand that by investing in quality education for all of their children — not 50% or 75%, but 100%; not just males, but females as well; not just the rich, but also the poor communities...”

Lastly, Professor Futrell emphasised the point that the shift ‘from words to action’ is as much internal to EI and its affiliates, as it is external (all levels of government and political decision-making):

“We cannot say that we support equity, but then turn our backs when we see inequalities regarding working conditions within our own school systems and/or organizations. For example, as we reflect on the future of EI and its global network of organizations, we must open our doors and encourage more young educators and educational support personnel, especially women, to become members, but equally important, to become leaders within our schools and our unions. In other words, we must make sure we mirror what we are advocating. As we say in the United States: “You can’t just talk the talk, you must walk the walk”!

4. Uniting for Quality Education

El President Susan Hopgood brought the conference full circle by outlining the main purpose for the ongoing El *Unite for Quality Education* campaign (October 2013–October 2014):

“... Education International is leading and participating in forums across the world, rallying organizations, nations, NGOs to the Unite for Quality Education banner; to ensure that education remains at the top of the development agenda as the world turns to the next stage Millennium Development Goals. Not simply education as an issue of access, but education infused with the requirements of quality. Governments and global inter-governmental institutions have paid too little attention to education as a human right”.

Tuition fees and the indirect costs of education still form the single biggest barrier to equitable access to quality education. A renewed commitment to free quality education for all is urgently needed.

Being a public good and a basic right, education must be publicly financed. No child should be excluded from quality education because of cost.

We aren't going anywhere. I want to make that clear. Instead, we will take advantage of every opportunity to state the facts about the critical importance of teachers in education and of public education as a public good and a right for every student.

5. Parallel Workshops

PARALLEL WORKSHOPS – MONDAY APRIL 7TH 2014

The following are the key priorities identified by participants during the conference workshops:

1/ Tackling the Glass Ceiling: Women's Leadership in Education Trade Unions

Using their own union experiences, participants in this workshop were invited to identify and discuss which education trade union cultural processes, positions and patterns hinder, and which enable, women's (and other marginalised groups') access to and practice of leadership.

- Participants pointed out that women have to smash through the glass ceiling themselves through effective networking, and by learning how to manoeuvre around or through existing union structures that hinder progress on gender equality, especially women's ability to participate in decision-making and leadership of their unions. Participants also called for increased mentoring between women in education trade unions, especially across generations.
- Participants called for women trade unionists to receive adequate training, especially on collective bargaining issues and social policy, to enable them to participate as men's equals within education trade unions.
- On the question of whether quotas are an effective tool for progress, participants emphasised the point that quotas cannot be successful on their own; they should be accompanied by training and leadership skills development for women, and opportunities for networking and supportive mentoring structures.



- Participants emphasised the need for a more strategic approach for ensuring that gender issues are always included in the substance of trade union policies *and* as a key component of all bargaining. Such an approach means gender would be viewed as a cross-cutting issue in all union policy-making, and women's marginalisation from power and influence within education trade unions would be more likely to decrease when gender issues are made central rather than peripheral to trade union business. This approach also debunks the (often unspoken) assumption that gender issues are the sole concern of *women* trade unionists.
- Participants noted the fact that the pressure that we are seeing right now on trade unions, where the right to working in trade unions is being more and more restricted, and people have to do their trade union activities outside of working hours, actually has a heavy and negative impact on what we are trying to do with work/life balance to increase gender equality. Indeed, it makes it *even* more difficult for women to become leaders.
- Participants called for a 50% increase in the number of women with voting rights at the EI world Congress, continued support for the regional women's networks, and an increase in opportunities for the networks to work with each other cross-regionally.

2/ Creating an Inclusive Environment within Education Trade Unions & in the Classroom

Participants discussed the day-to-day practicalities, as well as the necessary ideological shifts, to ensure that teacher unions are accessible and beneficial to LGBT teachers. Participants also reflected on the types of advocacy strategies that are most suitable and effective in their respective regions, for challenging the exclusion or marginalisation of LGBT students from the classroom.

Participants called on education trade unions to be at the forefront of work to create inclusive environments in unions and the classroom by:

- Ensuring that teacher unions' professional codes of conduct and the *EI Declaration on Professional Ethics* include the principle of non-discrimination and promote progressive approaches to LGBT issues.
- Working to create open and safe spaces for dialogue about tolerance and acceptance among members, in schools and in communities.
- Building strategic alliances with other civil society groups, NGOs, parents and wider communities to campaign for education for all that is truly inclusive, tolerant and accepting of difference.
- Promoting inclusive curricula and advocating for teachers' initial training and continued professional development programmes to include progressive and non-discriminatory pedagogical methods related to LGBT issues.

3/ Recruiting 'hard-to-reach' Women Teachers

In this workshop, participants shared their own unions' good practices in relation to identifying and understanding the needs of women teachers in rural areas and young women teachers, and their unions' strategies for mobilising and organising them.

Participants highlighted the following priorities:

- The EI gender equality action plan (GEAP) should be amended to include the recruitment of hard-to-reach women teachers.
- Research should be conducted among EI members to investigate current policy and activities around the recruitment of hard-to-reach women teachers, and to gather evidence of the most promising practices among member organisations.

4/ How do (or How should) Women Organise within Education Trade Unions?

Participants in this workshop considered the impact that increasing precariousness of employment and the scaling back of quality public service provision, including educational services, has on organising women teachers. The focus was on women's current organising methods and strategies within education trade unions, taking into consideration local, national and regional specificities, with a view to exchanging ideas about effective ways of mobilising within education trade unions.

Participants highlighted the following priorities:

- Education trade unions should facilitate new inter-generational conversations about organising, adopt new strategies for organising (using different methods including using social media such as twitter and Facebook), and empower younger women members to develop their own ways of organising.
- Face-to-face meetings, workshops and conferences remain important, so women in education trade unions can 'see' and 'experience' that there is support from sisters in other countries and regions, and that other women face similar challenges.
- Organise activities specifically aimed at non-unionist women, to inform them of the value of trade union membership and of working within trade unions

5/ Teacher Unions Taking the Lead in Addressing School-related Gender-based Violence (SRGBV)

Participants in this workshop were invited to share and examine their trade unions' strategies for addressing SRGBV, especially in cases where teachers are or are perceived to be the perpetrators of such violence.

Participants highlighted the following priorities:

- The EI Declaration on Professional Ethics must be revamped to include explicit reference to structural and sexual violence within schools; the Declaration should be made accessible and available to all teachers.
- EI member organisations must advocate for gender-based violence to be addressed within national curricula.
- EI should undertake research on prevalence and forms of SRGBV and the role of teachers in combatting SRGBV in all regions; the research should also include current education union best practices with regard to SRGBV and should disseminate examples of successful local & community practices and initiatives for ensuring that girls remain in school.

6/ Organising and Recruiting Education Support Personnel (ESPs)

Participants in this workshop considered their own union's policies regarding the inclusion or exclusion of education support personnel and highlighted the following priorities:

- Workers within education who are not teachers should be involved in education unions, as they play a crucial role in ensuring the provision of quality education; these workers need specialised training adapted to the education/school systems that they work in.
- EI member organisations should include to education support professionals in all campaigns – for example, by focusing on their lack of access to permanent positions, the need to improve their working conditions and status, and to ensure they can access training and (lifelong) skills development.
- Important to work that very often, education support personnel are made up of a majority of women.



PARALLEL WORKSHOPS – TUESDAY APRIL 8TH 2014

1/ Girls' Education: Increasing Participation, Retention and Completion

Participants in this workshop reflected on what education trade unions can do to contribute to local, national, regional and international efforts to guarantee girls' right to a quality education, but without losing sight of the intrinsic value of educating girls.

Participants highlighted the following priorities:

- Girls are still considered (and too often consider themselves) to be responsible for caring for family members. The fact that girls are not attending school is very often linked to a cultural, ethnic, age, religious, social class issues. EI policy and trade union action, therefore, needs to address all of these strands in combination.
- It is important to train teachers about how to address and manage the difficulties faced by girls who leave school early due to poverty, caring responsibilities etc.
- EI member organisations urgently need to make the link between child labour and girls' lack of access to education, highlighting and taking action to address the gendered aspects of child labour, as they emerge differently in different contexts.

2/ Women in Higher Education and Research

Participants in this workshop reflected on the different barriers that women face in obtaining and sustaining an academic career in different parts of the world, and highlighted these priorities:

- It is an uphill task to convince academics to join unions, therefore, education unions must work hard to demonstrate their appeal to higher education and research workers (including employment protection and the strength of collective voice and action).
- The EI gender equality action plan (GEAP) should be amended to include women and gender issues in higher education within priority 2 (especially regarding access to participation in higher education and vocational education & training and research on women, girls and education and priority 3 (careers and job security within higher education and research, financial support for students and research on women, girls and economic empowerment).
- The language and terminology within the GEAP should be reviewed: for example, references to 'school' should be replaced by 'educational institution' to ensure that higher education institutions are included.
- EI should include women in higher education in all campaigns addressing precariousness, low pay and low status within the teaching profession.

3/ Gender and Vocational Education and Training (VET)

Participants in this workshop reflected on the gender dimensions in VET, and considered the extent to which gender stereotypes also permeate this sector; the following priorities were highlighted:

- EI and its affiliates must continue to advocate for initial teacher training and continuous professional development programmes that include raising teachers' awareness about, and providing them with the tools and materials to challenge the stereotypical assumptions that determine which students are encouraged to pursue technical (boys) or non-technical (girls) education, depending on their gender.
- EI should conduct regional campaigns and work in partnership with education ministries to challenge the stigma attached to vocational education and training (VET), and to break down the gendered

stereotypes on which it is so often based. The EI Taskforce on VET should report back on work done so far to affiliates, and present an equalities-focused report to the Women's Caucus at the 7th EI World Congress in 2015.

4/ Gender Equality in Teacher Training and Professional Development

Participants in this workshop shared experiences regarding tools and methods for transforming teacher classroom practice and ensuring it promotes gender equality. Participants also considered how gender stereotypes intersect with other stereotypes based on real or perceived difference (on the grounds of class, race, ethnicity or sexuality, for example). The following priorities were highlighted:

- EI and its member organisations should ensure, as far as possible, that the issue of gender stereotyping (especially within teaching materials) is consistently highlighted and challenged. It should also be included in teacher unions' social dialogue tool-kit'.
- EI member organisations should provide training to their members on how to recognise and address gender-based stereotypes within teaching materials; addressing their own gender biases should also be included in initial teacher training and continuous professional development programmes
- Continue to lobby and advocate for teachers to receive gender-sensitive and non-discriminatory training and skills development as part of their initial training and within continuous development programmes.

5/ Gendering the Unite for Quality Education Campaign & Future EI Campaigns

Participants in this workshop reflected on how to ensure that gender and other equality issues remain central to the Unite campaign. Participants also brainstormed on regional strategies for embedding equality issues within this and future EI campaigns, and highlighted the following priorities:

- As far as possible, all EI campaigns need to deliver on the objectives of the EI gender equality action plan (GEAP), including the Unite campaign.
- Gender and equality issues should be 'front and centre' of all EI campaigns, and fully integrated into campaign demands and expected outcomes.
- Advocacy around the three pillars of the Unite for Quality Education Campaign should include a focus on gender: quality education is education that is non-discriminatory and free of stereotypes; quality teachers should be well trained to address gender differences and inequalities in the classroom, using gender-sensitive, non-discriminatory and stereotype-free teaching tools and materials; classrooms and education institutions should be safe and secure learning and teaching environments, in which teachers and students are empowered to address and eradicate internal conflicts and violence (including school-related gender-based violence - SRGBV), and are protected from external violence and attacks.
- Inclusive language should be used in the Unite for Education campaign and all EI campaigns (this particularly applies in Spanish). There should also be a gender balance in campaign promotional materials including videos and articles.

6/ Promoting the Use of Gender-sensitive Teaching Materials and Pedagogy

Participants in this workshop shared information on the good practices in their unions that are aimed at eradicating gender stereotyping in education (in educational tools and materials as much as in teaching), and highlighted the following priorities:

- EI affiliates should ensure that all training provided for their members include training on challenging

gender-based and other stereotypes, which will enable them to develop their own and students' critical perspectives.

- El affiliates should work towards becoming involved in the development of gender-sensitive textbooks and teaching materials with publishing companies; affiliates should also review and audit their own materials and publications to ensure they are gender-sensitive and free of stereotypes.
- El affiliates should educate their members to recognise and challenge patriarchal systems that are at the heart of gender inequality and other forms of discrimination; teachers' unions and organisations should involve parents in such discussions.

6. Conference Side & Social Events

Film Night

The documentary film ***Las Maestras de la República*** (*Women Teachers in the Spanish Republic*), was shown on the first evening of the conference. The film was promoted by El affiliate Federación de Trabajadores de la Enseñanza de la UGT (FETE-UGT, Spain) and Transit Productions, and was a flyaway success that won a prestigious Spanish film – GOYA – award for 2014.

The film tells the story of the brave and committed Republican women teachers who participated in the struggle for women's rights and the modernisation of education, during the period of the Second Spanish Republic (1931-39). The documentary combines interviews with family members and history teachers, with unpublished archival footage.

Some 40 conference participants attended a screening of the documentary during a session organised by FETE-UGT.

Educating Girls, Eradicating Child Labour

The aim of the side event on girls' education and child labour was to:

- *Look at the factors that affect girls in child labour and deprive them of their right to education;*
- *Provide an overview of teacher unions' good practices in this area;*
- *Give participants the opportunity to further discuss gender-sensitive initiatives that teacher unions can promote to eradicate child labour.*

Participants shared examples of good practices in their countries, such as Namibia, where primary education is currently free for all, with plans to extend this to secondary schooling in 2016. Punitive measures against those who employ children have also been put in place.

However, in other countries, such as Tanzania, participants heard that there is an ongoing debate about what constitutes 'a child'. Existing legislation is contradictory, since a person can marry at 17, but does not become 'an adult' until they reach 18. Child labour remains common in Tanzania - even teachers employ children – and the government is yet to act.

Participants also noted that child labour exists in so-called developed countries, where migrant or undocumented children are employed in hidden forms of child labour. Participants identified a number of ways that education trade unions can contribute towards making girls in hidden forms of child labour more visible, and increase the numbers of girls attending school:

- Use media to raise awareness about all forms of child labour
- Work at attitude building

- Advocate for free education and compliance to laws
- Use the bargaining process, for example, to convince the government of economic and human benefits of education
- Research and monitor government budget spending
- Advocate for incentives for girls, such as transport (e.g. bicycles for girls in India)
- Seek cooperation with other organisations (such as Plan International, which has a strong focus on girls)

Joint Initiative on School Related Gender-Based Violence

School-related gender-based violence (SRGBV) is a serious obstacle that prevents girls especially, from enjoying their full right to education and undermines their experience of school as a safe space for learning. Although both girls and boys can be targets of SRGBV, girls are the most vulnerable. An increasing number of development partners are currently focusing their efforts on the issue of SRGBV through research, advocacy and programming.

During this side event, participants were informed about a proposed joint initiative on SRGBV (EI in partnership with the United Nations Girls' Education Initiative, UNGEI) that is currently in the planning stages. The aim of the side event was to:

- Gathering participants' opinions and experiences about what advances and what prevents meaningful action to eliminate SRGBV in their local and national contexts;
- Initiating plans for action at national, regional and global levels

The participants at this side event (from all EI regions) already had ongoing programmes that addressed SRGBV in their unions, or were keen to be involved in the proposed joint EI/UNGEI initiative because of the high prevalence of SRGBV in their country. In addition to the almost universal need for further context-specific research and financial resources to implement new or extend existing SRGBV programs on the issue, participants also highlighted the following as some challenges unions may face when they start to work on SRGBV:

- Some legislators and policy-makers are slow to act on this issue; unions may, therefore perceive there to be a lack of support from the relevant ministries
- Victims' lack of empowerment coupled with the stigma attached to SRGBV issues, many students are unable to make a complaint when they have been subjected to SRGBV ('culture of silence')
- Some unions do not have a code of conduct that addresses SRGBV explicitly, so members may not consider SRGBV to fall under 'union business'
- It can be challenging to mobilise communities (especially parents) to participate in activities/events to increase awareness about and eradicate SRGBV;
- It can be difficult to get different government departments (e.g. ministries of education & of health) to work together on this issue

Youth Breakfast Meeting

A 'Youth Breakfast Meeting' was organised on the second day of the conference, to allow the young women (35 years of age or younger) who attended the conference to begin identifying some of the issues faced by young members within EI affiliated unions, which EI should be addressed in EI policy on the recruitment, retention and participation of young members. EI does not currently have such a policy, and the young participants were convened in the hope that they could 'get the ball rolling' on this issue.

Twenty young participants enjoyed breakfast together; they came from Anguilla, Argentina, Australia, Botswana, Ghana, Japan, France, India, Norway, the Netherlands, Spain and Zambia.

During their informal discussions the young participants expressed their disappointment that there were so few young women at the conference (32 in total – far short of the 30% objective of the conference). They also highlighted the following challenges that are faced by younger members who wish to be more involved and active in their unions:

- The difficulty in securing permanent teaching jobs in a number of countries, means that many young members are very preoccupied with union activities around this issue, and do not tend to view the union as a site in which they could individually and collectively become involved as ‘agents of change’/ activists
- Work/life balance – many young trade unionists would need some guidance and training on how best to balance their professional, domestic and union lives –especially when being active in the union necessitates extensive travel around the country and young teachers have to balance this with their teaching workload. Inability to manage work/life balance discourages many young teachers from joining a union, and makes existing young members reluctant to participate actively in the union
- Young members often find that they are not taken seriously by more senior members; they are not often seen as being *ready* to play a bigger role in decision-making in their union; if there are efforts to develop young members, they are often inconsistent with little follow-up
- Some EI affiliates have no formal policy on recruiting, retaining and developing young members
- Young members have little access to funding to be able to participate more regularly (and at all levels) in their unions’ activities & events – especially training activities
- The low status of the teaching profession in many countries means that many young teachers leave the profession about approximately 5 years – this is not favourable to long-term youth participation & involvement in the union

Social Evening

The four local EI affiliates (ASTI, IFUT, INTO and TUI) jointly hosted a reception for conference participants, which took place at Dublin City Hall on the second evening. Participants were addressed by Mary O’Shea, Vice-Chairperson of Dublin City Council, and entertained by young local musicians from two secondary schools in Dublin: Coláiste Eoin and Coláiste Íosagáin.

7. Evaluation of the Conference

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 conference evaluation form.

The evaluation form included questions about participants' level of satisfaction (satisfied or very satisfied; dissatisfied or very dissatisfied) regarding:

1. Conference logistics: organisation of the conference & the registration process
2. Conference content: plenary & workshop sessions; conference materials
3. The beneficial aspects of the conference
4. Additional comments and suggestions for a future EI world women's conference

Every evaluation that was returned to the EI conference team was either 'satisfied' or 'very satisfied' with the conference content and logistics. The very positive additional comments that participants wrote on the form or subsequently emailed to EI staff members included the following:

The small group discussions were very informative and interactive, as we shared our ideas and best practices. [Anetta Alexander, ABUT, Antigua & Barbuda]

Sharing experiences with other unions helps with improving in your country. I take one message from the EI President, who said in opening this conference that "We are disciplined disrupters of the status quo".
[Dorcus Sekabate, SADTU, South Africa]

The commitment and energy from women union leaders is contagious. I understood our power to bring about social change through the unions. We must not rest. I am impressed by the power of education to transform() people and individual attitudes, and challenging culture and behaviour; how to teach a child to become a critical thinker. [Dhawan Manisha, AIPTF, India]

The chance to hear from women directly – you can't beat the direct voice. [Max Hyde, NUT, UK]

Listening to knowledgeable and experienced women leaders from over the world helped me learn a lot about the intersectionality of the specific components of the disadvantaged groups and how gender issues can be better integrated in union policies and activities. [Julia Ondina Ortiz Matamoros, PRICPHMA, Honduras]

Exchanging with other women unionists made me change our perspective: in Georgia, a majority of teachers are women and we think we are strong, while in fact teaching is not attractive and teachers are not adequately supported. Stereotypes about women are still dominant in school text books. I will work towards establishing an Equality Committee as well as create a Women Teachers Network across the country to advocate both the teaching profession and women issues. Our union will also strengthen its lobbying to contribute amendments to the legislative wave of changes regarding women rights: equal pay, women discrimination, maternity leave, and other aspects. [Maia Kobakhidze, ESFTUG, Georgia]

Firstly I want to thank you for your supporting during the conference ... it was a very important experience to me ... I got a magnificent idea about women roles and rights in the unions and how much the woman can be effective in making decisions ... and I draw a new [approach to] life... in my mind, to be [come] more active in GUPT or any other areas in my life. And if I have a chance to participate in other conferences, I plan to prepare a good paper that will be contain the differences in women's participation in the union actions before and after the EI Second World Women 's Conference... [By email from Ohood BARGHOUTI, GUPT, Palestine]

Listening to knowledgeable, excellent speakers and thinkers. To network with people from all over the world and realise that no matter how diverse, we are all working for the children. Powerful message.
[Alison Sherratt, ATL, UK]



Learning with & from other women education unionists – from our common interests, the environment enabled talk [about] harder issues. [Jennie Rea, NTEU, New Zealand]

There were many benefits for me...and I am grateful to have been included. Of most benefit to me have been networking opportunities (in sessions, breaks & side meetings) and learning from other women (about their contexts, organisations & work). [Cassie Hallett Da Silva, CTF-FCE, Canada]

The workshops were informative and challenging. The interaction was dynamic and it was wonderful to witness such commitment and energy from women teacher unionists. [Tili Afamasaga, SNTA, Samoa]

Many benefits to me. Statements and informal discussions have inspired me and I will network with female union leaders and activists to bring about change in education and union culture. I have a much clearer understanding of my role as a trade unionist. [Lucy Njura Barimbui, KNUT, Kenya]



**3. Report on the
Implementation of
the 6th World Congress
Resolution 4.1/4.2
on EI Structures**

Report on the Implementation of the 6th World Congress Resolution 4.1/4.2, on EI Structures, (Which was remitted to the Executive Board)



1. TEXT OF RESOLUTION (4.1/4.2): COMPOSITE RESOLUTION ON EI STRUCTURES

[Proposed by AOb/The Netherlands and DLF/Denmark, as amended by Lärarförbundet.]

The 6th Education International (EI) World Congress, meeting in Cape Town, South Africa, from 22nd to 26th July, 2011:

Recognising

- (i) That Education International is an organisation of organisations, consisting of over 400 members representing teachers and other education workers in over 170 countries and territories throughout the world;
- (ii) That the governing bodies at world and regional level are composed of the leaders/representatives of national member organisations;
- (iii) That the democratic nature of Education International and the representativeness of the governing bodies determine the strength of the International, and that the role and functions of the members and officers of the governing bodies determine the organisation's effectiveness in carrying out its many tasks

Noting

- (iv) That democratic structures, roles and responsibilities of officials be evaluated from time to time

Mandates the Executive Board

- (v) To establish, from among its own members, a working group, consisting of two representatives from each region together with the EI President and General Secretary.
- (vi) The purpose of the working group is to examine:
 - The structure and representativeness of the Executive Board, including the allocation of regional and open seats, the role and functions of the Officers and other members of the Board, and the financial implications of changes in any of the existing arrangements;
 - The role and functions of the regional and sub-regional structures. Including the role and responsibilities of the regional committees and regional staffs and the financial implications of changes in any of the existing arrangements;
 - Possibilities of further transparency in the EI internal decision-making procedures and routines, including the strategies for and effectiveness of the channels of information and communication;
 - Whether there is a scope for improving the member organisations' opportunities to take part in the EI's decision-making processes and whether EI's capacity to implement decisions can be further improved;
 - The working group will include in its process:
 - Opportunities for member organisation input, including at regional conferences or regional board meetings.
 - At interim report will be sent to member organisations by January 2014

- (vii) To consider any recommendations from the working group and report there on to the next World Congress;
- (viii) To submit for the consideration of the next World Congress any proposed amendments to the Constitution and By-laws, which would be necessary in order to implement the recommendations of the working group.
- (ix) **The working group will convene meetings in person and electronically to fulfil the charges of this resolution in a cost-effective manner.**

The Executive Board decided to remit the implementation of the draft Resolution to the Constitution and By-Laws Committee, which is a standing sub-committee of the Executive Board and altered its structure to meet the requirements of the Resolution.

2. CONSTITUTION AND BY-LAWS COMMITTEE

The Executive Board appointed a Constitution and By-Laws Committee at its first meeting after the last World Congress. However, when the Board remitted the implementation of the Congress Resolution on EI Structures to the Committee, its composition was expanded to meet the requirements of the Resolution which foresees membership of two representatives from each region (together with the President and General Secretary.)

Chair:

Dennis Van Roekel

Members:

(Africa)	Abdelaziz Mountassir and Irene Duncan Adunusa
(Asia-Pacific)	S. Eswaran and Susan Hopgood
(Europe)	Patrick Roach and Eva-Lis Sirén
(Latin America)	Juçara Dutra Vieira and Senen Niño
(North America-Caribbean)	Dennis Van Roekel (Chair) and Emily Noble

3. SUMMARY AND ANALYSIS OF SURVEY ON EI STRUCTURES

By Laura Figazzolo

Introduction:

This survey has been conducted on behalf of the EI Executive Board, mandated by the Resolution 4.1/4.2 from the 6th World Congress to seek unions' views on the current structures of Education International.

Considerable progress has been made by Education International in its first 20 years. At the founding in 1993, Education International was composed of 210 member affiliates from 114 countries. Today, Education International has nearly 400 member affiliates from 172 countries, representing over 30 million educators worldwide. Education International is a global union federation which was formed by the amalgamation of two similar international organisations in 1993, the World Confederation of Organisations of the Teaching Profession and the International Federation of Free Trade Unions, and then extended, in 2001, by the integration of a further international organization for education unions, the World Confederation of Teachers. Its structures are enshrined in its Constitution and By-Laws. They are similar to those of other Global Union Federations (GUFs). They were designed originally to accommodate the principles underlying the structures of the two founding organisations, and have been developed through amendments to the Constitution and By-Laws at subsequent Congresses to meet new challenges and needs which were identified.

The Constitution and By-Laws of Education International have been reviewed and adapted by Congresses since the founding Congress in 1993. The principal areas in which changes have been made include the calculation and payment of dues, membership categories, qualification and processing, association with ITUC, the role and electoral basis for Vice-Presidents, representation of women in the governance structures, the structure and operation of the regions, the creation of cross-regional structures and the frequency of congresses and procedural issues relating to Congress, such as the dates for submitting resolutions and amendments.

A major review of structures was initiated by the Executive Board at the behest of Congress in 1998 which reported and made recommendations to Congress in 2001. The Constitution and By-Laws Committee of the Executive Board also monitors the application and functioning of the Constitution and By-Laws on an on-going basis and it has made recommendations for changes to the Executive Board which have been presented by the Board to Congress and adopted, on a number of occasions, including at the 2011 Congress.

In particular, Education International's 6th World Congress, meeting in Cape Town in 2011, recommended¹ EI to evaluate "from time to time" its democratic structures, mandating the Executive Board to examine:

- The *structure and representativeness of the Executive Board*, including the allocation of regional and open seats, the role and functions of the Officers and other members of the Board, and the financial implications of changes in any of the existing arrangements;
- The *role and functions of the regional and sub-regional structures*. Including the role and responsibilities of the regional committees and regional staffs and the financial implications of changes in any of the existing arrangements;
- Possibilities of *further transparency in the EI internal decision-making procedures and routines*, including the strategies for and effectiveness of the channels of information and communication;
- Whether there is a scope for *improving the member organisations' opportunities to take part in the EI's decision-making processes* and whether EI's capacity to implement decisions can be further improved.

This survey has been developed on the basis of these themes and was sent to all member affiliates, who were invited to fill it in online, with individual links distributed to all recipients to facilitate analysis.

Overview of results

Surveys were issued to 396 member organisations. 146 responses were received, which gives a response rate of almost 37%. However, only about half of the responses (81) were complete, while the remaining replies provide some answers only. In point of fact, the survey has been completed fully by about 20% of EI affiliates. This raises concerns about the actual validity and significance of its results.

Moreover, almost half of those who completed the responses and who provide an indication of their role within their organisation declare themselves to be "international relations secretaries" or "coordinators", "consultants", "advisors", etc., and often responded on an individual basis rather than on behalf of their organisation.

In terms of geographical representation, only 106 respondents provide the name of their country. Among these, the majority (37 unions) are from Africa and the Middle East, 36 from Europe, 19 from Asia and the Pacific, 10 from North America and the Caribbean, and only 4 from Latin America. If we look at individual regions' rates of responses, then, North America and the Caribbean and Africa have the highest regional shares (32% for both regions). Europe has a response rate of 27%, while Asia-Pacific has a 25% response rate. In Latin America, the response rate has been 9%. Even taking into account variations in the number of

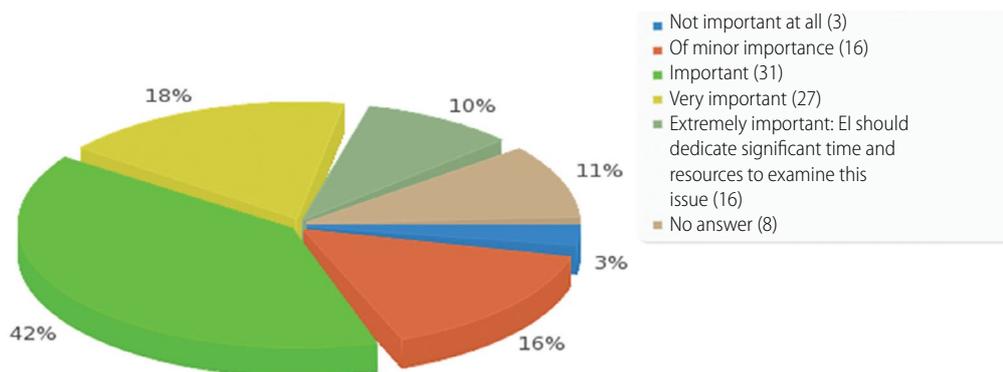
¹ 4.1/4.2 Resolution on EI Structures, Cape Town, July 2011

affiliates across regions², replies are geographically unbalanced.

These cautions should be born in mind while reading the summary below, which provides an analysis of results for individual questions³.

1. How important is it to your union that the EI consider changes to the structure/composition of the Education International Executive Board?

Forty-four (44) union responses (42% of responses) consider changes to the structure of the Executive Board to be “important”, while 19 (18%) consider it “very important” and 17 (16%) rank it “of minor importance”.



Note: absolute numbers in brackets refer to actual responses, while relative shares (%) are inserted in the graph

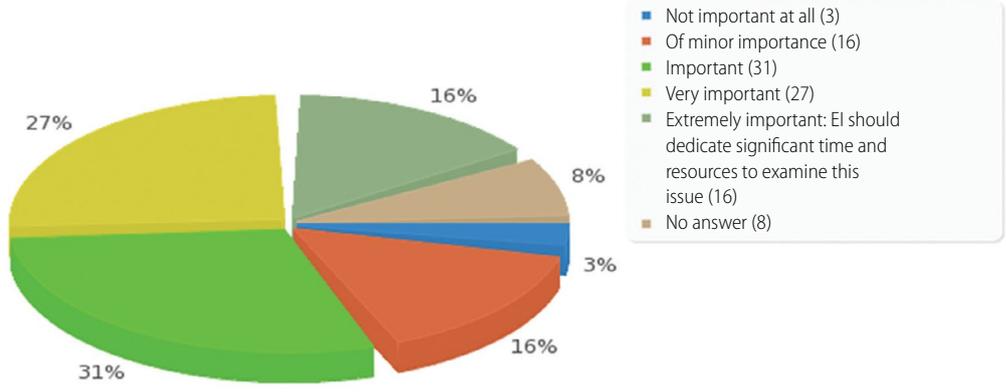
Among those 48 respondents which provide a commentary with their reply, respondents from Africa and Asia claim that a revision in the structure and composition of the Executive Board is needed in order to ensure greater transparency, representativeness and flexibility in the overall decision-making process within EI. Some respondents also indicate that such a revision could be effective in reducing management costs in the light of the current budgetary limitations – although it is not clear how.

On the other hand, a respondent from North America states that the “dedication of significant time and resources to examine this issue” would be highly inappropriate at a time when many affiliates are negotiating severe reductions in state expenditures, loss of members, and their own budget cuts – “For EI to spend the resources on such an examination would suggest that it was out-of-step with the issues of the day and does not understand the priorities and best use of resources”.

2. How important is it that Education International’s regional and sub-regional structures and roles be re-considered?

A re-consideration of regional and sub-regional roles and structures is perceived as “important” by 31 respondents (31%) and as “very important” by 27 respondents (27%). Sixteen (16) respondents believe such a revision to be “of minor importance”, while another 16 think EI should dedicate significant time and resources to examining this issue.

- 2 Each region has its own number of affiliates, and, as the numbers are not homogeneous, responses from each region should be weighed against the regional number of affiliates and the proportion of this number against EI total membership. Specifically: North America and the Caribbean have 31 affiliates, Africa 118 affiliates, Europe 133, Asia-Pacific 76, and Latin America has 36 (The total number of affiliates from this calculation is 391).
- 3 Responses from the first question have already been described in the introductory paragraph, therefore the question is not included in the summary.



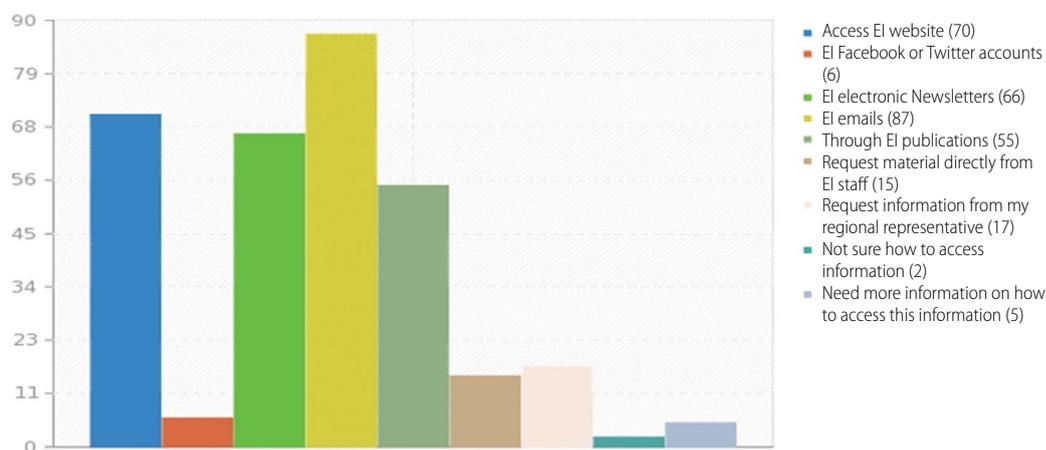
Note: absolute numbers in brackets refer to actual responses, while relative shares (%) are inserted in the graph

Forty-nine (49) responses provide a commentary with this question. Some of them indicate that the hierarchy of decision-making should be re-thought to give the possibility of autonomy and "empowerment" to regional and sub-regional level. In this view, such restructuring is particularly relevant given the increasing development of regional economic forums and groups to respond to global challenges at different levels. In other words, if Education International wants to be able to respond effectively to challenges posed by the economic crisis and, broadly speaking, to today's pressures on the teaching profession, it should rely more consistently on regional structures, given their deeper knowledge of local issues and their proximity to member unions. Moreover, in this perspective, since regional structures possess a deeper understanding of regional issues, they should play a greater advocacy role in improving local teachers' conditions.

Many African respondents denounce an excessive centralization of the current decision-making process, where only the head office has contact with individual affiliates. In their view, such contact should be channelled through regional structures. On the other hand, a response from North America recommends that EI carefully assess whether regional structures are really needed or represent a waste of (scarce) resources: where regional structures appear not to be necessary or effective, EI should be "flexible" and decide accordingly – "if an office cannot service EI affiliates in a region, then there really is no reason to have it".

3. How does your union currently access information about EI work and governance meetings (e.g. Board meeting reports)?

Affiliates access information on EI's work and meetings mainly via emails (almost 60%), the EI website (48%), EI's electronic newsletter (approximately 45%), EI's publications (38%). Only 6 respondents use Facebook and Twitter to access information from EI. It is quite positive that only 2 respondents report they have no idea how to access this information.



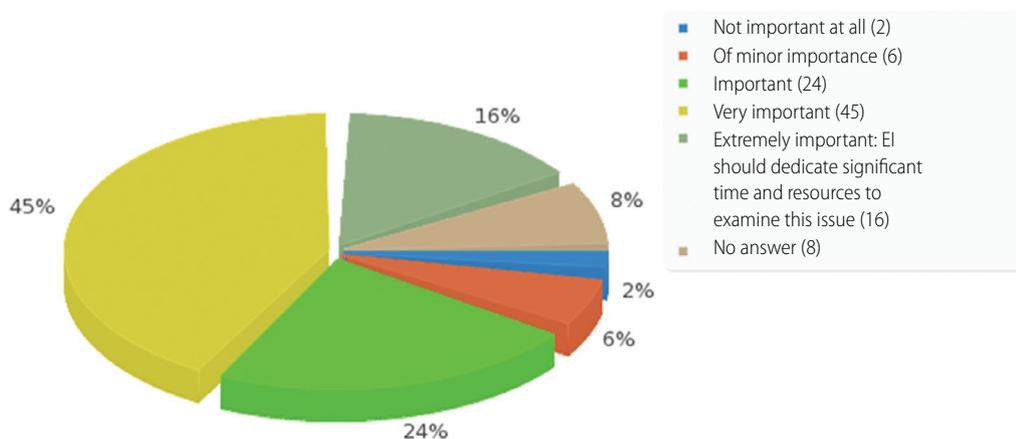
4. What additional methods of distributing information would you suggest that EI could use?

Social media ([Facebook](#) and [Twitter](#)) are the most quoted methods: many respondents say that, even if these means are indeed used, their use is not systematic, and could definitely be enhanced (see also responses provided to the previous question, where only 6 respondents declare they access information using Facebook and Twitter). Some respondents also suggest using the telephone more often (calls, SMS, WhatsApp) to get in touch with those unions who have limited access to the Internet (in Africa, mainly). Other respondents want an increased use of teleconferences and webcasts.

It is quite relevant to note, though, that more than 10 respondents declare they are completely satisfied with EI's current means of communications.

5. How important is it that Education International investigates ways to improve member affiliates' opportunities to engage with the decision making bodies at regional and global levels?

This is "[very important](#)" for 45% of respondents, "[important](#)" for 24% and "[extremely important](#)" for 16%.



Note: absolute numbers in brackets refer to actual responses, while relative shares (%) are inserted in the graph

Only 44 responses attach a commentary to their reply to this question. Many of them (25 to 30) declare that they feel that there are very limited opportunities for local members to engage with the regional and global decision-making bodies, and recommend that EI find ways to connect local organisations to the national level, and then the national level to the regional and global levels. Many respondents from developing countries express criticism of a sense of distance from the central decision-making process, and warn EI against the risk of "losing contact with the reality and expectations of member organisations" and of ending up with "decision-making bodies dominated by well-developed members or those with resources who are able to influence policy and service provision to suit their needs".

One respondent quotes the education policy programme adopted at the World Congress in Cape Town - the first common policy paper - as a good example of a well-planned participatory process with "full member involvement".

6. Please provide your commentary on the following:

- a. The structure and representativeness of the Executive Board, including the allocation of regional and open seats, the role and functions of the Officers and other members of the Board, and the financial implications of changes in any of the existing arrangements.

Among the 39 respondents who provide a commentary with this question, a few (5) state they would envisage no change at all in the structure and representativeness of the Executive Board – one respondent concludes: “no structure will satisfy all concerns”.

Some respondents (10 to 12), especially from the developing world, would increase the allocation of open and regional seats in a way to ensure a greater representation of smaller unions and, broadly speaking, better geographical representation of all regions (and affiliates) within EI as a whole. No suggestions on specific procedures or criteria for allocation are made.

The remaining comments are quite broad and recommend a revision “to improve effectiveness”, or “to animate regional networks”, or “because a careful rethinking is needed”.

b. The role and functions of the regional and sub-regional structures including the role and responsibilities of the regional committees and regional staffs and the financial implications of changes in any of the existing arrangements.

Thirty-four (34) respondents provide a commentary. For many (about 10) of them, the regional and sub-regional structures should be strengthened since it is through these structures that member organizations may have greater involvement in EI and its activities. According to one respondent, the establishment of formal regional structures in areas where they do not now exist should be seriously considered. Yet the majority of respondents would rather enhance both the relevance of existing structures as well as affiliates’ participation within them and in regional meetings.

A couple of respondents suggested applying the model developed in Europe, through the ETUCE or HERSC, to other regions, that is by defining a leading body, agreeing on convening at fixed times per year, and investigating the possibility of financially supporting the participation of each member in at least one of these meetings per year.

c. Possibilities of further transparency in the EI internal decision-making procedures and routines, including the strategies for and effectiveness of the channels of information and communication.

Only 38 respondents of 146 (26%) respond to this question. Among them, 25 to 30 respondents express some lack of understanding of the decision-making process, and call for more transparency through the strengthening of channels of information on decision procedures and progress. They suggest that this could be achieved particularly through making a more systematic use of electronic tools (webcasts, teleconferences, emails) to inform member organisations about decision-making procedures, identifying contact persons among officers or staff and assigning them the task of ensuring the smooth and timely communication of decisions and progress, and making a better use of regional structures as communication channels of relevant information.

Special attention is paid to financial transparency, given the difficult financial situation facing many unions. EI should spell out more systematically to affiliates what membership fees help support: for example, some raw figures on what it costs to run the Africa, Latin America or Asia-Pacific regional offices, or the amount spent on development cooperation or work on human rights.

The *monthly electronic newsletter* receives broad appreciation among unions in the developed world – it regularly presents EI’s activities and decisions. It would yet be very useful to indicate more clearly and in a systematic way the achievements made over some period (e.g. EI urgent action appeals resulted in the release of X number of prisoners, EI succeeded in getting a commitment to public funding, etc.) – “It would certainly make it easier to help explain the value of EI membership to its affiliates’ members”.

d. Whether there is a scope for improving the member organisations’ opportunities to take part in the EI’s decision-making processes and whether EI’s capacity to implement decisions can be further improved.

Forty-seven (47) respondents provide a commentary on this question. Among them, 16 to 18 respondents indicate that there is scope and need for greater participation in EI’s decision-making process, and call for an enhancement of democratic opportunities and representation within EI’s decision-making bodies. They suggest that this could be achieved by relying more systematically on electronic decision-making procedures (videoconferences but also electronic surveys), where affiliates could also take part, at least

as observers, at an initial phase. Many (about 15) comments are general and do not provide any specific suggestion. All replies focus on this aspect, and no specific commentaries on implementation are provided.

Main findings

Overall, two broad issues emerge from the responses to the survey.

First, there is a demand, coming especially from respondents in Africa and Asia-Pacific, for *more "democratic opportunities" within EI's decision-making process*. This concerns, on the one hand, a revision in the structure and composition of the Executive Board which they opine would ensure greater transparency, representativeness and flexibility in the overall decision-making process. The majority of respondents want a faster turnover in membership of the Executive Board and greater flexibility in the allocation of open and regional seats in a way which would grant better representation to smaller unions. On the other hand, there is consensus among many respondents, although mainly from those in developing countries, on the need to strengthen the role of existing regional (sub)structures as channels of communication and junctions of decision-making, with the ultimate aim of empowering, in turn, even the smallest affiliates. Many respondents also suggest enhancing regional (sub) structures' advocacy role in the light of their deep understanding of local issues.

However, no thorough suggestions are made on how this restructuring could be managed in practice. And, while it is important to acknowledge the calls coming from certain regions, these instances should be read with some prudence: comments from some of the respondents through the survey illustrate the lack of a clear understanding of democratic procedures and, in particular, of representative democratic decision making. It is thus difficult to assess whether the relevant criticisms are valid or significant.

Concerning the duration of terms of office of members of the Board, we should not forget that the current duration of terms tends to ensure the acquisition by Board members of significant and relevant experience and a sound knowledge and understanding of both procedures and issues, which helps them to make a significant input into policy and Board decision making. While, on the one hand, a faster turnover might encourage a better level of representation for a greater number of organisations, it could militate against the acquisition of experience and knowledge by individual Board members and, thus, impact negatively on decision-making within the Board. The right balance between recognising the value of gaining experience and knowledge for individuals over time, and the need for a wider spread of representation on the Board for organisations, is difficult to achieve.

A second, cross-cutting, issue concerns the demand for *more transparency in terms of both procedures and content* (i.e. financial management and the achievements of EI and its activities). Some respondents recommend a more systematic (yet cost-effective) use of electronic tools (webcasts, teleconferences, emails), the assignment of specific responsibility for communication on decision-making among officers or staff, and a better use of regional structures as communication channels of relevant information (as already mentioned above). However, EI communication strategy is, in general, recognised as effective and appreciated, especially as regards emails, the website and the monthly electronic newsletter. The only common additional suggestion from Europe and North America is increasing the use of social media, such as Facebook and Twitter.

As highlighted at the beginning of this analysis, the response rate for this survey has been of slightly more than one third of the total number of affiliates; and, in addition, many respondents have replied on a personal basis. These findings should, therefore, be read with great caution, as they reflect views from a very limited part of EI's entire membership. Throughout the analysis above, when "the majority" of responses is mentioned, it usually refers to a maximum of 30 to 50 unions, which in turn means 7.5% to 12.5% of all EI affiliates. Clearly, the views expressed cannot be presumed to reflect the views of the majority of EI members but are merely the views of the majority of respondents to the individual questions in the survey.

Finally, where criticisms are expressed, the same ones are not reflected in the same measure across the regions. For example, while it appears that respondents from North America and Europe are satisfied overall with decision-making processes and regional structures and with communication arrangements, these issues represent a concern for many unions in Africa and in the Asia-Pacific regions.

4. ISSUES IDENTIFIED BY CONSTITUTIONS AND BY-LAWS COMMITTEE IN ANALYSIS OF RESPONSES TO SURVEY ON EI STRUCTURES

- 1) **The role and functions of the regional and sub-regional structures, including the role and responsibilities of the regional committees and regional staffs and the financial implications of changes in any of the existing arrangements.**
 - (i) Strengthen role of regional and sub-regional structures;
 - (ii) Improve their interaction with member organisations;
 - (iii) Improve communications between regional and sub-regional structures and member organisations;
 - (iv) Increase number of regions or sub-regions.

- 2) **Possibilities of further transparency in the EI internal decision-making procedures and routines, including the strategies for and effectiveness of the channels of information and communication.**
 - (i) Strengthen channels of information on decision making procedures and progress;
 - (ii) Make better use of regional and sub-regional structures as channels of communication for relevant information;
 - (iii) Pay special attention to financial transparency and, especially, spelling out uses to which membership dues are put.

- 3) **Whether there is a scope for improving the member organisations' opportunities to take part in the EI's decision-making processes and whether EI's capacity to implement decisions can be further improved.**
 - (i) Enhance democratic opportunities and representation;
 - (ii) Curtail number of terms for which Executive Board members may serve;
 - (iii) Extend the number of open seats or regional seats to provide opportunities for smaller organisations to be represented;
 - (iv) Use electronic decision-making procedures;
 - (v) Provide video conferencing of governance meetings

5. DECISIONS OF THE EXECUTIVE BOARD

All of the issues were considered carefully by the Constitution and By-Laws Committee which then made recommendations to the Executive Board. The following are the decisions of the Executive Board on those recommendations.

The Executive Board noted the concerns expressed in the survey about the limited opportunities for member organisations to be represented on the Executive Board and the fact that there was no consensus on structural changes to remedy the situation. In the absence of any consensus on changes to the existing arrangements and procedures, however, the Board decided that no amendments to the Constitution be proposed for structural or electoral changes to the Executive Board structure or procedures for election of Executive Board members..

The Executive Board also noted that there was considerable concern reflected in the survey about communications with member organisations and the transparency of decision making. The Board decided that steps should be taken to improve the accessibility of information and documentation relating to the work of the various governance structures to member organisations.

It also decided that the capacity of information technology to provide enhanced opportunities for member organisations to view and participate in activities be exploited to the full. The recent online access to the simultaneous launch of the Unite campaign was cited as a good example of such opportunities. Webcasts of seminars and meetings and increasing use of video through widely available mechanisms such as YouTube should also be used to make EI more visible to member organisations.









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