

T I M E 4 A C T I O N

Gender Equality Action Plan

2013 – 2015



Education International
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Introduction

Since its Founding Congress in 1995, Education International (EI) has consistently highlighted the need to achieve gender equality in unions, in education and in society more generally. As we mark 20 years since EI was established, we celebrate the progress made so far and take stock of the work that remains to be done in order for societies to become truly equal and equitable. EI's gender equality work is mainly driven by the regional and sub-regional EI women's networks: the African Women in Education Network (AWEN), the Education Workers' Women's Network in Latin America, the South Asia Association for Regional Cooperation (SAARC), Association of South East Asia Nations (ASEAN), the Council of Pacific Education (COPE) and the Arab Women's Network (AWN).

Concrete measures are needed for change to occur, and the Gender Equality Action Plan (GEAP) sets out EI's priorities for the work on gender equality up to the next World Congress in 2015. The GEAP is addressed to all of EI's affiliates across the world and to the work of the EI Secretariat.

The Challenge

- Two thirds of the 774 million people in the world who cannot read are women
- 32 million girls are still out of school around the world
- 70% of the world's poorest people are women
- Women own only 1% of the titled land in the world
- On average, most women earn three quarters of the pay that men receive for doing the same work, outside of the agricultural sector
- Women are the majority in education trade union in most regions, but they are underrepresented in the union leadership; the higher the decision-making body, the lower the percentage of women



Responding to the Challenge

Article 2 (points h and i) of EI's Constitution forms the basis of EI's equality work, and sets out the aims and objectives for EI and its affiliates in this area of work:

- to combat all forms of racism and of bias or discrimination in education and society due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status or national or ethnic origin;
- to give particular attention to developing the leadership role and involvement of women in society, in the teaching profession and in organisations of teachers and education employees.

The aim of the GEAP is to provide a framework that enables EI and its affiliates to contribute to the creation of societies in which women and men have an equal share in the distribution of power, knowledge, resources, and enjoy equal opportunities, rights and obligations.

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What is the GEAP?

The EI Gender Equality Action Plan is a framework which will enable EI and its affiliates to translate education unions' policies, rhetoric and activities relating to gender equality into action. The 2011 EI Resolution on Gender Equality states that unions are responsible for ensuring the full participation of women in union structures and at all levels. The EI GEAP highlights three main priorities in the run up to 2015:

1. Promoting gender equality within unions
2. Securing girls' access to and participation in quality public education
3. Promoting and securing women's economic empowerment

Additional priorities, which will be addressed in the post-2015 period, include women in decision making and participation in the public sphere; gender sensitive education to overcome gender stereotypes; balancing work and family responsibilities; eliminating violence against women; strengthening and linking EI Women's Networks.

How to use the GEAP

GEAP is first and foremost a framework for action; it describes the actions that EI and its affiliates will be undertaking between now and 2015 to ensure that EI programmes and activities fully contribute to the pursuit of gender equality in education, within EI education trade unions and in society more generally.

At the international level, the GEAP will primarily be implemented through the activities of the Human, Trade Union Rights & Equality Unit, as well as being embedded in the activities of all other Units of the EI secretariat. During 2013-2014, a key vehicle for the implementation of the GEAP will be EI's global Unite For Quality Education Campaign, which will be launched in October 2013, and the second EI World Women's Conference in April 2014.

At the regional and national levels, EI regional offices and all EI affiliates are encouraged to align their on-going work towards achieving gender equality with the priorities identified in the GEAP. Monitoring and evaluation of the implementation of GEAP will be continuous at all levels, and will be amalgamated into the EI Quadrennial Survey on the Status of Women in Unions, in Education and in Society, to be prepared for the 7th EI World Congress in 2015.



GLOSSARY/ DEFINITION OF TERMS

Gender refers to the differences and commonalities between women and men which are set by convention and other social, economic, political and cultural forces. While “sex” refers to biological differences, the term “gender” focuses on roles, relations, power dynamics and inequalities that are socially created.

Gender (based) discrimination: The systematic, unfavourable treatment of individuals on the basis of their gender, which denies them rights, opportunities or resources, and participation in decision-making.

Gender equality describes equality between men and women in all areas of society, politics, economy and life planning. It means that there is no discrimination on grounds of a person's sex in the allocation of resources or benefits, or in the access to services. It is the direct opposite of gender based discrimination.

Women's rights refer to the freedoms and entitlements of women and girls of all ages. This includes institutionalised and non-institutionalised rights, regulated by law or implicit in the behaviour and custom of society. Women's rights are differentiated from the broader notion of human rights, because they often differ from freedoms and entitlements that are inherently possessed by men and boys.

Equality of opportunity means that everybody has an equal chance, especially for equal access. In other words, equality of opportunity means that there is no structural discrimination standing in the way of any individual or social group. Equality of opportunity for women would mean an end to all gender discrimination.

Gender neutral: Not shaped by gender role models and stereotypes; not implicitly excluding one gender.

Gender roles: A set of perceived behavioural norms associated particularly with males and females (e.g. women cook and clean, men fix cars).

Mainstreaming a gender perspective: The process of assessing the gender implications of any planned action, including legislation, policies and/or programmes in order for women and men to benefit equally, and to achieve the goal of gender equality.

Pay Equity is a means of eliminating gender discrimination in the wage setting system. It is sometimes called “equal pay for work of equal value”. Women who perform work that has equal levels of skill required or responsibility involved, under the same or comparable conditions, should be paid the same as men.

Gender pay gap refers to differences and general gap in the average pay of men and women, with women earning on average less than men. It is defined as the difference between average gross hourly earnings of male paid employees and of female paid employees as a percentage of average gross hourly earnings of male-paid employees.

Illiteracy rate: The proportion of people aged 15 and older who cannot read or write simple sentences in a language. (Number of people aged 15 and older who can read or write, divided by total number of people aged 15 and older).

Priority 1: Promoting Gender Equality within Unions

Strategy	Action Points	Actors (who)	Indicators
<p>Identify and target key positions for women within unions (presidents, VPs, secretary generals, executive board members).</p> <p>Prioritise recruitment and retention of young women unionists from diverse backgrounds</p>	<p>Training on leadership for women in union</p>		<p>Increased number of women and on executive boards</p> <p>Introduction of gender audits</p> <p>Gender-based membership trends</p> <p>Support women to take up leadership</p>
<p>Establish quota systems as appropriate</p>	<p>Affiliates to include the topic of quota systems on the agenda of the highest level union decision-making meeting</p>		<p>Issue of quota system discussed and a decision on whether a new system or an existing system revised</p>
<p>Create/ strengthen women's structures within teachers' unions</p>	<p>Facilitate greater participation of EI's women's networks in union operations, including EI Secretariat activities</p> <p>International Women's Day 2013 Call to Action: for all unions to establish women's committees, or strengthen & rejuvenate existing committees</p>	<p>EI affiliates</p> <p>Regional Offices</p> <p>DC Partners</p> <p>Women's Networks</p> <p>EI Secretariat</p>	<p>Increased exchange of information between EI women's networks with the EI Secretariat</p>
<p>Increase understanding of and address all obstacles to women's participation in teacher unions</p>	<p>South-south cooperation between unions and between regional women's networks</p>		<p>Development of regional and national networks between unions and between EI's women's networks</p>
<p>Mainstream gender equality issues into union 'business as usual'</p>	<p>Strengthen individual unions' activities and policies on gender equality</p> <p>Provide training for union leadership on promoting gender equality issues & gender mainstreaming</p> <p>Ensure visibility of gender policies in all areas of unions' operations</p>		<p>Gender equality policy developed where none exists; existing policies updated to include gender in all policies, plans and programmes</p> <p>Organising methods suited to women's needs; meeting places; meetings' times; childcare in account of family responsibilities provided</p> <p>Use of gender inclusive language in communications</p>

Indicators	Expected Outcomes	Targets (2015)	Monitoring & Evaluation
<p>presidents & secretary generals</p> <p>..., mentoring programmes, gen- s, quantified targets & training to leadership roles</p>	<p>Increase in women's access to, and participation in decision-making within teachers' unions</p>	<p>20% more women in union leadership positions in EI affiliated unions compared to 2010 EI Quadrennial Survey</p>	
<p>...ed at highest level within unions quota system is to be introduced is taken and formally reported on</p>	<p>Increase in women's access to, and participation in decision-making within teachers' unions</p>	<p>Increased number of women with voting rights at 7th EI World Congress 2015</p> <p>Increased number of young women delegates at 7th EI World Congress 2015</p>	<p>2014 EI World Women's Conference II</p>
<p>...ation and enhanced communica- networks and individual affiliates, and</p>	<p>Strengthened legitimacy of women's structures and mechanisms for deci- sion-making within teacher trade unions</p> <p>Creation of stronger net- works</p>	<p>Increase in women's structures in unions where non previous- ly existed</p>	<p>2015 Quadrennial Survey on the status of women in unions, edu- cation and society</p> <p>2015 7th EI World Con- gress</p>
<p>...d sub-regional initiatives between men's networks</p>	<p>Women's structures better equipped to address and change obstacles to wom- en's participation in teacher unions</p>	<p>Policies are developed and implemented for safe and inclusive unions</p>	<p>Gender integrated into all EI progress reports</p>
<p>...oped & adopted by unions where reviewed & revised as needed to programmes & activities</p> <p>...o women's needs – e.g. safe union training, agenda & duration take activities; where needed, child care is</p> <p>...uage in all publications & commu-</p>	<p>Men and women are equal- ly active in teacher unions and participate equally at all levels</p> <p>Union structures and activ- ities become gender-sen- sitive</p>	<p>Use of gender-inclusive language in publications including reports and research outputs</p>	



Priority 2: Girls' Access to and Participation in Quality

Strategy	Action Points	Actors (who)	Indicators
<p>EI & affiliates' work on child labour should highlight & address the impact on girls and girls' access to, and participation in, education</p>	<p>EI & affiliates to include focus on girls in all programmatic work on child labour in the 2013-2015 period</p>		<p>Focus on girls in child labour</p>
<p>Unions to contribute equitable and inclusive pedagogical perspectives into national, regional and international policy processes</p>	<p>Unions to support the development of pedagogy for equity & inclusion proposals and/or contribute to curriculum development, as appropriate</p>		<p>Equitable & inclusive pedagogy at national, regional and international levels Curricula developed</p>
<p>EI & affiliates to work towards the eradication of gender stereotypes within teaching methods, tools & materials</p>	<p>Develop teaching training guidelines/ tools and/or host conference, seminar or workshops on gender stereotypes within education & education materials in all EI regions (Ref. ETUCE project on challenging gender stereotypes - http://etuce.homestead.com/ETUCE_equality.html)</p>	<p>EI affiliates Regional Offices Women's Networks EI Secretariat Relevant EI structures & working groups</p>	<p>Evidence of introduction or change in teaching methods, tools & materials in different types of educational settings</p>
<p>Identify and address gaps in numbers of women teachers at primary and secondary levels in EI affiliates' countries</p>	<p>Conduct research on status and numbers of women teachers at primary and secondary level in EI affiliate countries</p>		<p>Publication on status and numbers of women teachers at primary and secondary school level Practices for addressing challenges</p>
<p>Develop and build strategic relationships with other key stakeholders engaged in progressive work on girls' education</p>	<p>Contribute to new and existing collaborations across sectors and with civil society initiatives at country, region and global levels</p>		<p>Active participation of EI affiliates in conferences, events and projects within and in civil society at country, region and global levels</p>

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Indicators	Expected Outcomes	Targets (2015)	Monitoring & Evaluation
Work plans of EI & affiliates	Greater understanding of the gendered aspects of child labour, and its impact on girls access to & participation in education	Publication of a report on EI & affiliates' work on gender issues within work on ending child labour	
Gender perspectives included in national education policies; inclusive	Gender-sensitive approaches to be included in teacher training programmes & in curriculum development	EI perspectives reflected in national, regional & international policy processes, including the post-2015 education agenda	
Continued use of gender-sensitive materials within schools & other across all EI regions	Contribute to un-doing one of the root causes of gender inequality (gender stereotyping) in education, in unions and in society	All regions will have hosted an event (conference, workshop, seminar) on gender stereotyping; development of region-specific guidelines and/or tools for teachers on addressing gender stereotypes in education and in the classroom for teachers	2014 Second EI World Women's Conference 2015 Quadrennial Survey on the status of women in unions, education and society 2015 7 th EI World Congress
Numbers of women teachers in schools, with examples of good union engages and overcoming barriers	Solid evidence-base to inform EI advocacy on increasing the numbers of well-trained women teachers to ensure higher school attendance by girls	EI publication launched at 2015 EI 7 th World Congress	
Unions and EI secretariat in key projects with key collaborators across sectors at region and global levels	Education union perspectives integrated into all coalitions built at country, region and global levels to increase girls' participation in quality education	EI affiliates and/or Secretariat working in partnership with UNGEI* & GPE** on concrete projects at country, region and global levels	

* UNGEI is the United Nations Girls' Education Initiative

* GPE is the Global Partnership for Education

Priority 3: Women's Economic Empowerment

Strategy	Action Points	Actors (who)	Indicators
Campaign for stronger international, national and regional legal frameworks to close the gender pay gap and promote collective bargaining in this area	Put the specific goal of reducing the gender pay gap on political agendas Provide training for collective bargaining negotiators on the gender pay gap, to enable them to bargain for gender-sensitive pension rights		El affiliates involved in country campaigns to close the gender pay gap in t
Address the issues of job opportunity and job security for women teachers, especially within early childhood education	Commission research on gender and precarious job positions within the teaching profession	El affiliates	Country reports compiled from precarious job positions withi
Campaign for greater maternity rights and protection	Join country, region and global campaigns for ratification and implementation of the ILO Convention 183 & Recommendation 191 on maternity protection, pay gap and pension rights; campaign for national and regional legislation on maternity protection & for collective bargaining service rules to include reproductive rights	Regional Offices (in partnership with PSI structures) Women's Networks El Secretariat OrgNet DC Partners	El affiliates active partners in campaigns for maternity rights
Highlight pension rights as an issue for women's economic empowerment & campaign for women teachers' pension rights	Provide training on pension rights for teachers		New funding obtained or existing or region training on pension
Engage in alliance-building across sectors and with wider civil society to close the gender pay gap	Identify & approach potential allies		El affiliates actively involved & perspectives on the gender pay gap campaigns and activities

Indicators	Expected Outcomes	Targets (2015)	Monitoring & Evaluation
Country, region and global campaigns to close the gender pay gap in the education sector	Union perspectives are reflected in country, region and global campaigns to close the gender pay gap in the education sector	Gender pay gap is reduced per country, according to country goals	
Information from all EI regions on gender and pay gap in the teaching profession	Strong evidence-base to inform EI advocacy efforts	EI country reports launched at the 2015 EI 7 th World Congress	2014 EI World Women's Conference II
Country, region and global campaigns to close the gender pay gap	Minimum standards of maternity protection applied to all working women, through national & regional legislation and collective agreements in EI affiliated countries	10% increase of EI affiliate countries to have ratified ILO Convention 183 & Recommendation 191	2015 Quadrennial Survey on the status of women in unions, education and society 2015 7 th EI World Congress & Women's Caucus
Establishing funds ear-marked for country campaigns on pension rights for women teachers	Women teachers better informed about their pension rights	EI to provide funding for projects on training women teachers on pension rights underway by 2015	
Engaging and contributing the teacher unions' perspectives on gender pay gap in wider NGO gender pay gap	Teacher unions' perspectives embedded in wider civil society gender pay gap debates, movements, campaigns and activities	Evidence of at least 5 new active alliances per region by 2015	





EI Resolutions on Gender Equality Issues

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2011 – Gender Equality

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

2011 – Education and the Elimination of Violence against Women

http://download.ei-ie.org/Docs/WebDepot/2.1.2_2.1.5E_Education_and_Elimination_of_Violence_against_Women.pdf

2011 – Respect for Diversity

http://download.ei-ie.org/Docs/WebDepot/2.4.2_1.1.3_2.1.4E_Respect_for_Diversity.pdf

2007 – Gender Dimensions of International Migration

<http://www.ei-ie.org/library/en/pdf.php?id=31>

2007 – Gender and Pay equity

<http://www.ei-ie.org/library/en/pdf.php?id=30>

2004 – Gender and HIV/AIDS

<http://www.ei-ie.org/library/en/pdf.php?id=62>

2001 – Trafficking in Women, Girls and Boys

<http://www.ei-ie.org/library/en/pdf.php?id=79>

2001 – Gender Perspective in Development Cooperation

<http://www.ei-ie.org/library/en/pdf.php?id=73>

1998 – Support to Afghan Women

<http://www.ei-ie.org/library/en/pdf.php?id=117>

1998 – Global March for Women in the Year 2000

<http://www.ei-ie.org/library/en/pdf.php?id=116>

1998 – Feminised Nature of the Teaching Profession

<http://www.ei-ie.org/library/en/pdf.php?id=115>

1998 – The Girl Child

<http://www.ei-ie.org/library/en/pdf.php?id=114>

1995 – Violence against Women and Girls

<http://www.ei-ie.org/library/en/pdf.php?id=139>

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Education International is the voice of educators worldwide. It brings together 390 education unions in 170 countries and territories, with a combined membership of 30 million professionals, serving in education facilities from early childhood education through to tertiary education.

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