

T I M E 4 A C T I O N

# Gender Equality Action Plan

2015 – 2019



Education International  
Internationale de l'Éducation  
Internacional de la Educación  
Bildungsinternationale

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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 all societies. Concrete measures are needed for change to occur and the EI Gender Equality Action Plan (GEAP) sets out EI's priorities for the work on gender equality up to the 8th World Congress in 2019.

EI's gender equality work is framed by the GEAP, and implemented through the work of the EI Secretariat and 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), the Association of South East Asia Nations (ASEAN), the Council of Pacific Education (COPE) women's network and the Arab Women's Network (AWN). All EI member organisations are encouraged to ensure their own plans and priorities for achieving gender equality in their unions and in education at the national and regional levels are in alignment with the GEAP priorities. As trade unions, we prove time and again that our strength lies in our willingness and ability to act collectively; this is no less true in the struggle to achieve gender equality.

### 2015: An Auspicious Year

2015 marked the 20th year since the visionary Beijing Declaration and Platform for Action was adopted at the 4th UN World Women's Conference in 1995. September 2015 was the deadline for achieving the Millennium Development and Education for All Goals. Although none of these Goals were met fully and global implementation of the Beijing Platform for Action remains limited and uneven, there have been some improvements for women and girls:

- The number of girls for every 100 boys attending primary education increased from 92 to 97 between 2000 and 2015, and from 91 to 97 in secondary education;



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- There are 84 million fewer out of school children and adolescents since 2000, and 52 million of them are girls;
- The number of countries that have achieved gender parity in both primary and secondary education from 2000 to 2015 has increased from 36 to 62;
- In 2014 22% of those elected to national assemblies worldwide were women (up from 14% in 2000).

The adoption of the new Sustainable Development Goals also in September 2015 provides us with further opportunities and renewed political commitment to addressing the gender inequalities in all spheres that remain **a significant global challenge**:

- Two thirds of the 775 million people in the world who cannot read are women;
- Women are more likely than men to live in poverty in 41 out of 75 countries with data;
- 32 million girls are still out of school around the world;
- Women own only 1% of the titled land in the world;
- Globally, women earn on average 24% less than men and do 2.5 times more unpaid domestic work than men;
- 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 of EI's Constitution forms the basis of EI's equality work, and sets out the aims and objectives of EI and its member organisations in this area of work:

- h) 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;
- i) to give particular attention to developing the leadership role and involvement of women in society, in the teaching profession and in organizations of

teachers and education employees.

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

### What is the GEAP?

The EI Gender Equality Action Plan is a framework, which will enable EI and its member organisations 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 GEAP highlights three main priorities:

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

### How to use the GEAP

GEAP is first and foremost a framework for action; it describes the actions that EI and its member organisations will be undertaking 2015-2019 to ensure promote gender equality in education, within education trade unions and in society more generally.

At the international level, the GEAP will primarily be implemented through the activities of EI's Human, Trade Union Rights & Equality Unit, as well as being embedded in the activities of all other Units of the EI Secretariat. At the regional and national levels, EI regional offices and all EI member organisations are encouraged to align their on-going work towards achieving gender equality with the priorities identified in the GEAP. Monitoring and evaluation of GEAP implementation will be continuous at all levels, culminating in the 2018 EI Quadrennial Survey on gender and diversity issues to be completed by all EI member organisations in time for the 8th EI World Congress in 2019.

## 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 role (models):** 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)	Expected Outcomes	Indicators	Targets (2019)	Monitoring & Evaluation
Identify and target key positions for women within unions (President, Vice President, General Secretary, Executive Board members)  Prioritise recruitment and retention of young women unionists from diverse backgrounds	Training on leadership for women in union  Mentoring initiatives for young female members  Inclusion of young female members from diverse backgrounds at all levels of the union	EI Secretariat  EI Member Organisations  EI Regional Offices  DC Partners  EI Women's Networks	Increase in women's access to, and participation in decision-making within teachers' unions  Improved union sustainability, and continuation of female union leadership through increased recruitment and retention of young members, especially young female members	Increased number of women Presidents & Generals Secretaries and on Executive Boards  Introduction of gender audits, mentoring programmes, gender-based membership trends, quantified targets & training to support women, including young women, to take up leadership roles	10% more women in union leadership positions in EI affiliated unions compared to the 2014 EI Quadrennial Survey	2018 Third EI World Women's Conference  2018 Quadrennial Survey on GEAP implementation
Debate the suitability of, and establish, quota systems as appropriate	Member organisations to include the topic of quota systems on the agenda of the highest union decision-making meeting		Increase in women's access to, and participation in leadership and decision-making within education unions	Quotas discussed at highest level within unions and a decision taken and formally reported on whether a quota system should be introduced or an existing system or mechanism reviewed and improved for advancing women's participation in leadership and decision-making roles in the union	Increased number of women with voting rights at 8 <sup>th</sup> EI World Congress 2019  Increased number of young women delegates at 8 <sup>th</sup> EI World Congress 2019	
Create / strengthen women's structures within teachers' unions	Formally establish women's structures or review & revitalise existing structures		Strengthened legitimacy of women's structures and mechanisms within teacher trade unions  Creation of stronger networks	Increased exchange of information and enhanced communication within and between EI women's networks and with the EI Secretariat	Increase in numbers and effectiveness of women's structures	
Increase understanding of and address obstacles to women's participation in teacher unions across all regions	Increase or establish south-south cooperation between unions and between regional women's networks		Women's structures better equipped and supported to address and change obstacles to women's participation in teacher unions	Development of regional and sub-regional initiatives between EI's women's networks	Policies are developed and implemented for safe and inclusive unions	
Mainstream gender equality issues into union 'business as usual'	Strengthen individual unions' activities and policies on gender equality  Provide training for union leadership on promoting gender equality issues & gender mainstreaming  Ensure visibility of gender policies in all areas of unions' operations		Men and women are equally active in teacher unions and participate equally at all levels  Union structures and activities become gender-sensitive	Gender equality policy developed & adopted by unions where none exists; existing policies reviewed & revised as needed to include gender in all policies, programmes & activities  Organising methods suited to women's needs – e.g. safe union meeting places; meetings' timing, agenda & duration take account of family responsibilities; where needed, child care is provided  Use of gender inclusive language in all publications & communications	Use of gender-inclusive language in publications including reports and research outputs	

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

Strategy	Action Points	Actors (who)	Expected Outcomes	Indicators	Targets (2019)	Monitoring & Evaluation
<p>EI &amp; member organisations' work on child labour should highlight &amp; address the impact on girls and girls' access to and participation in education</p>	<p>EI &amp; member organisations to include focus on girls in all programmatic work on child labour in the 2015-2019 period</p>		<p>Greater understanding of the gendered aspects of child labour, and its impact on girls access to &amp; participation in education</p>	<p>Focus on girls in child labour work plans of EI &amp; member organisations</p>	<p>Publication of a report on EI &amp; member organisations' work on gender issues within work on ending 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 &amp; inclusion and/or contribute to curriculum development, as appropriate</p>		<p>Gender-sensitive approaches to be included in teacher training programmes &amp; in curriculum development</p>	<p>Equitable &amp; inclusive pedagogical perspectives included in national, regional and international education policies; inclusive curricula developed</p>	<p>EI perspectives reflected in national, regional &amp; international policy processes</p>	
<p>EI &amp; member organisations to work towards the eradication of gender stereotypes within teaching methods, tools &amp; materials</p>	<p>Develop teacher training guidelines/ tools and/or host events on gender stereotypes within education &amp; education materials in all EI regions</p>	<p>EI Secretariat EI Member Organisations EI Regional Offices</p>	<p>Contribute to un-doing one of the root causes of gender inequality (gender stereotyping) in education, in unions and in society</p>	<p>Evidence of introduction or continued use of gender-sensitive teaching methods, tools &amp; materials within schools &amp; other types of educational settings across all EI regions</p>	<p>All regions will host an event and/or contribute to the development of guidelines and/or tools for addressing gender stereotypes in education and in teaching practice</p>	<p>2018 Third EI World Women's Conference</p>
<p>Identify and address gaps in the numbers of women teachers at primary, secondary and tertiary levels and in vocational training &amp; education in EI affiliates' countries</p>	<p>Conduct research on status and numbers of women teachers at primary, secondary and tertiary levels and in vocational education &amp; training in EI affiliate countries</p>	<p>DC Partners EI Women's Networks Relevant EI mechanisms (e.g. RESNET, the EI research network)</p>	<p>Solid evidence-base to inform EI advocacy on increasing the numbers of well-trained women educators to ensure quality attendance and participation in all levels of education</p>	<p>Publication on status and numbers of women teachers in primary and secondary schools and in tertiary and vocational education and training institutions with examples of good union practices for addressing challenges and overcoming barriers</p>	<p>EI publication to be launched at the 2019 EI 8<sup>th</sup> World Congress</p>	<p>2018 Quadrennial Survey on GEAP implementation</p>
<p>Develop and build strategic relationships with other key stakeholders engaged in progressive work addressing key barriers to girls' education (including gender-based violence in &amp; around educational settings, and privatisation / commercialisation in and of education)</p>	<p>Join new and existing collaborations across sectors and with civil society initiatives at country, region and global levels</p> <p>Develop guidelines and support materials to encourage member organisations to adopt and apply the EI Declaration on Professional Ethics</p>		<p>Education union perspectives integrated into national, regional and global coalitions focused on increasing girls' access to &amp; participation in quality education</p>	<p>Active participation of EI &amp; member organisations in key processes, events and initiatives with key collaborators across sectors and in civil society at country, region and global levels</p>	<p>EI and/or member organisations working in partnership with the UN Girls' Education Initiative (UNGEI) &amp; the Global Partnership for Education (GPE) on concrete projects at country, region and global levels</p>	

## Priority 3: Women's Economic Empowerment

Strategy	Action Points	Actors (who)	Expected Outcomes	Indicators	Targets (2019)	Monitoring & Evaluation
Campaign for stronger international, national and regional legal efforts to close the gender pay gap within the education sector and for its inclusion within collective bargaining	Put the specific goal of reducing the gender pay gap on political and union agendas  Provide training for collective bargaining negotiators on the gender pay gap, to enable them to bargain for gender-sensitive pension rights, for example	EI Secretariat  EI Member Organisations  EI Regional Offices  DC Partners  EI Women's Networks  Relevant EI mechanisms (e.g. ORGNET, EI's organising network)	Union perspectives are reflected in country, region and global campaigns to close the gender pay gap in the education sector	EI member organisations involved in country, region and global campaigns to close the gender pay gap generally, and in the education sector more specifically	Gender pay gap is reduced per country, according to country goals, especially in the education sector	2018 Third EI World Women's Conference  2018 Quadrennial Survey on GEAP implementation
Address the issues of job opportunity and job security for women educators at all levels of education, and for education support personnel, especially as this relates to privatisation/commercialisation in and of education	Commission research on gender and precarious job positions within the education sector		Strong evidence-base to inform EI's advocacy efforts	Country reports compiled from all EI regions on gender and precarious job positions within the education sector	EI country or regional reports launched at the Women's Caucus to the 2019 EI 8 <sup>th</sup> World Congress	
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; campaign for national and regional legislation on maternity protection & for collective bargaining service rules to include reproductive rights		Minimum standards of maternity protection applied to all working women, through national & regional legislation and collective agreements in EI member organisations' countries	EI member organisations are active partners in country, region and global campaigns for maternity rights	10% increase of EI member organisations' countries to have ratified ILO Convention 183 & Recommendation 191	
Highlight pension rights as an issue for women's economic empowerment & campaign for women educators and education support personnel's pension rights	Provide training on pension rights for women educators and education support personnel		Women educators and education support personnel better informed about their pension rights	New funding obtained or existing funds ear-marked for country or region training on pension rights for women educators and education support personnel	EI to support member organisations to provide training for women educators and education support personnel on pension rights underway by 2019	
Engage in alliance-building across sectors and with wider civil society to close the gender pay gap	Identify & approach potential allies		Teacher unions' perspectives embedded in wider civil society gender pay gap debates, movements, campaigns and activities	EI member organisations actively involved & contributing teacher unions' perspectives on the gender pay gap in wider NGO gender pay gap campaigns and activities	Evidence of at least 3 new active alliances per region by 2019	

12

13



**EI**  
**Resolutions**  
**on Gender**  
**Equality**  
**Issues**

14

2015 – School-Related Gender-Based Violence

<http://pages.ei-ie.org/library/en/libraries/detail/210>

2011 – Gender Equality

<http://pages.ei-ie.org/library/en/libraries/detail/181>

2011 – Education and the Elimination of Violence against Women

<http://pages.ei-ie.org/library/en/libraries/detail/174>

2011 – Respect for Diversity

<http://pages.ei-ie.org/library/en/libraries/detail/182>

2007 – Gender Dimensions of International Migration

<http://pages.ei-ie.org/library/en/libraries/detail/31>

2007 – Gender and Pay equity

<http://pages.ei-ie.org/library/en/libraries/detail/30>

2004 – Gender and HIV/AIDS

<http://pages.ei-ie.org/library/en/libraries/detail/62>

2001 – Trafficking in Women, Girls and Boys

<http://pages.ei-ie.org/library/en/libraries/detail/79>

2001 – Gender Perspective in Development Cooperation

<http://pages.ei-ie.org/library/en/libraries/detail/73>

1998 – Support to Afghan Women

<http://pages.ei-ie.org/library/en/libraries/detail/117>

1998 – Global March for Women in the Year 2000

<http://pages.ei-ie.org/library/en/libraries/detail/116>

1998 – Feminised Nature of the Teaching Profession

<http://pages.ei-ie.org/library/en/libraries/detail/115>

1998 – The Girl Child

<http://pages.ei-ie.org/library/en/libraries/detail/114>

1995 – Violence against Women and Girls

<http://pages.ei-ie.org/library/en/libraries/detail/139>



# Gender Equality Action Plan

2015-2019

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 2019. The GEAP is addressed to all of EI's affiliates across the world and to the work of the EI Secretariat.



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Education International is the voice of educators worldwide. It brings together 396 education unions in 171 countries and territories, with a combined membership of 32.5 million professionals, serving in education facilities from early childhood education through to tertiary education.

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