



Women in Trade Unions and in Education

From Words to Action

Dublin, 7-9 April 2014

Conference Guide



Education International
Internationale de l'Éducation
Internacional de la Educación

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- ❖ *Irish Federation of University Teachers (IFUT)*
- ❖ *Irish National Teachers' Organisation (INTO)*
- ❖ *Teachers Union of Ireland (TUI)*

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Foreword

Gender equity in education, in curricula and in education trade unions and organisations, as well as women's rights in all societies, have been principal concerns of Education International (EI) since it was founded in 1993. As the leading organisation representing educators across the globe, it is imperative that, while taking into account the progress which has been made over the years, we continue to have a clear view of the work that still remains to be done, to achieve more equitable, sustainable societies for the future.

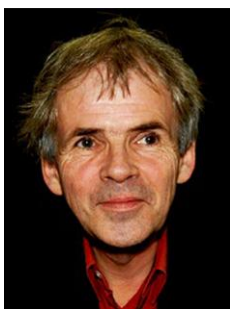
Equality work by EI's affiliates, and within EI itself, reflects the concerns of the wider global community, which include the elimination of violence against women and girls, increasing the participation of girls in education, enhancing women's participation in decision-making, in particular, in the public sphere, promoting gender sensitive education to overcome gender stereotypes, and advocating for more balance in work and family responsibilities. All of these remain as priority areas for the organisation and for the global community, as 2015 looms on the horizon, and the world's governments begin to negotiate a global sustainable development framework for the post-2015 period.

Despite the development of international standards and agreements, gender inequalities continue to persist. More concerted efforts need to be made at international and national levels to promote and enforce such standards and agreements. EI reaffirms that women's rights are human rights, which underpin all human endeavours for sustainable development, social justice and equity, and peace and security. The education of women is also fundamental to the achievement of quality education for all.

We must take every effort to revitalise, broaden and deepen collective union action in the struggle for gender equality and women's rights, in unions, in education and in society.



Fred van Leeuwen
General Secretary
Education International



Introduction

On the Move for Equality

*In January 2011, Education International (EI) convened its first World Women's Conference, **On the Move for Equality**, in Bangkok, Thailand. It was a first of its kind opportunity for representatives from EI's member organisations and EI's regional and sub-regional women's networks in different contexts and struggles to come together in a global forum.*

*That first conference created a space, and gave us the opportunity to take stock of our accomplishments so far, assess the challenges we face, and plan how best to continue the work of advancing equality in trade unions, within education and in society. The conference resulted in the EI Resolution on Gender Equality, which was adopted at the 6th World Congress later in 2011, and the adoption of an **EI Gender Equality Action Plan (GEAP 2013-2015)**. The GEAP focuses on three main priorities: promoting gender equality within unions; advancing girls' access to and participation in quality public education; and advocating women's economic empowerment.*

Women in Trade Unions and in Education

*Three years on, and we are in Dublin, Republic of Ireland, for the Second EI World Women's Conference. The conference theme is **Women in Trade Unions and in Education: From Words to Action**, and some three hundred participants representing all of the regions in which EI has member organisations will meet and work with each other over two and a half days.*

This second conference is an opportunity for EI affiliates to reflect on the progress made in implementing the GEAP so far: to what extent have the targets linked to the three priority areas been met during the first two years, within member organisations and at the secretariat level of EI? And irrespective of how far we may have come, is it far enough? To what extent and using what tools and methods can we assess progress over time when it comes to gender equality? Is it time for our priorities to change, or it is time to push harder and deepen our commitment to realising change in the existing priority areas?

These types of questions, and many more, will be addressed by conference participants during a combination of plenary and workshop sessions. The conference programme takes up key topics regarding women's organising and leadership within teacher trade unions, and addressing gender gaps in education, including key barriers to girls' participation in and completion of school, and the recruitment, training and retention of women teachers.

The under-representation of women in trade unions is a global phenomenon with important sectorial divergences: in the education sector, for example, the global average of female membership in teacher trade unions and organisations is as much as 60%. However, although women are the majority in terms of membership, this is not reflected in the higher echelons of education trade unions: the higher the decision-making body within a union, the lower the percentage of women in leadership or decision-making roles.

As we are facing the 2015 deadline for the achievement of the Millennium Development (MDG) and the Education for All (EFA) Goals, this year's EFA Global Monitoring Report 2013/4 reminds us that despite the recognition of girls' education as an international development priority, and despite commitments made by governments to advance gender equality, girls and women the world over continue to face barriers and challenges to, and in, education, in their communities and in the wider society.

From Words to Action

The relationship between education and gender equality is an important focus of our discussions during the course of this working conference, as we explore how our collective engagement within the trade union movement will help to ensure that girls and women are able to access and exercise their rights to equal participation in education and in public life, including within democratic structures such as trade unions.

Within Education International, our message is clear and simple: education is a human right and a public good that all states have the responsibility to guarantee for all. The universal provision of free quality public education is one of the fundamental pillars of a just and equitable society. Having access to free quality education is especially significant for girls and women, not only because education enables the realisation of other human rights, but also because the educational achievements of girls and women have a direct impact within their families, communities and across society.

As women teachers and trade unionists, we are at the forefront of the movement for change in our classrooms, in our unions, our communities and in our societies. The conference ahead of us is a key opportunity to work together to find ways of turning commitments into action in our diverse regional, national and local realities.

Haldis Holst

Haldis Holst
Deputy General Secretary
Education International



Programme

Monday 7 April 2014

09.00—09.55 Introduction

Welcoming Remarks: *Susan Hopgood, EI President*

Opening Address: *Ruairí Quinn, TD, Minister for Education and Skills, Republic of Ireland*

Introduction of Keynote Speaker: *Fred van Leeuwen, EI General Secretary*

Keynote Address: *H.E. Tarja Halonen, former President of Finland*

10.00—10.45 First Plenary Panel: Women and Leadership in Trade Unions

Moderator: *Haldis Holst, EI Deputy General Secretary*

Panellists: *Christine Blower, General Secretary, National Union of Teachers (NUT), United Kingdom*

Sharan Burrow, General Secretary, International Trade Union Confederation (ITUC)

Habiba Mizouni, General Secretary, National Union of University College Doctors, Pharmacists and Dentists (SNMDPHU), Tunisia

10.45—11.15 Break

11.15—13.00 Parallel Workshops

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

Workshop 2: *Creating an Inclusive Environment within Teacher Trade Unions and in the Classroom*

Workshop 3: *Recruiting 'Hard-to-Reach' Women Teachers*

13.00—14.30 Lunch

14.30—16.00 Parallel Workshops

Workshop 4: *How Do (or How Should) Women Organise within Education Trade Unions?*

Workshop 5: *Teacher Unions Taking the Lead in Addressing School-related Gender-based Violence*

Workshop 6: *Organising and Recruiting Education Support Personnel*

16.00—16.30 Break

16.30—17.30 Plenary Report from Workshops

18.00—19.00 Side Event: Joint EI/UNGEI Initiative on School-related Gender-based Violence Side Event: Educating Girls, Eradicating Child Labour

Tuesday 8 April 2014

09.00—09.55 Introduction

Chair: *Juçara Dutra Vieira*, *El Vice President and Chair, El Status of Women Committee*

Welcoming Remarks: *Mike Jennings*, *General Secretary, Irish Federation of University Teachers (IFUT), Ireland*

John MacGabhann, *General Secretary, Teacher's Union of Ireland (TUI), Ireland*

Keynote Address: *Honourable Koumba Boly Barry*, *Minister for National Education and Literacy, Burkina Faso*

9.55—10.45 Second Plenary Panel: Equitable Education for an Equitable World

Moderator: *Mary Metcalfe*, *Chairperson of the Open Society Foundation's Education Advisory Board, South Africa*

Panellists: *Loretta Johnson*, *Secretary Treasurer, American Federation of Teachers (AFT), USA*

Marina Milenkovic, *President, Gender Committee, Teachers' Union of Serbia (TUS), Serbia*

Eva-Lis Sirén, *El Vice President and President of Lärarförbundet, Sweden*

10.45—11.15 Break

11.15—13.00 Parallel Workshops

Workshop 1: *Girls' Education: Increasing Participation, Retention and Completion*

Workshop 2: *Women in Higher Education and Research*

Workshop 3: *Gender and Vocational Education and Training*

13.00—14.30 Lunch

14.30—16.00 Parallel Workshops

Workshop 4: *Gender Equality in Teacher Training and Professional Development*

Workshop 5: *Gendering the Unite for Quality Education Campaign and Future EI Campaigns*

Workshop 6: *Promoting the Use of Gender-sensitive Teaching Materials and Pedagogy*

16.00—16.30 Break

16.30—17.30 Plenary Report from Workshops

18.30—20.30 Social Event at Dublin City Hall

Wednesday 9 April 2014

09.00—09.15 Introduction

Chair: *Irene Duncan-Adanusa*, *EI Vice President*

Welcoming Remarks: *Pat King*, *General Secretary, Association of Secondary Teachers (ASTI), Ireland*

Sheila Nunan, *General Secretary, Irish National Teachers' Organisation (INTO), Ireland*

09.15—10.15 Third Plenary Panel: From Words to Actions

Moderator: *Yamile Socolovsky*, *Federación Nacional de Docentes Universitarios (CONADU), Argentina*

Panellists: *Lily Eskelen Garcia*, *Vice President, National Education Association (NEA), USA*

Dianne Woloschuk, *President, Canadian Teachers' Federation (CTF-FCE) Canada*

Milagros Ogalinda, *General Secretary, National Alliance of Teachers and Office Workers (SMP), Philippines*

10.15—10.45 Break

10.45—11.30 Closing Keynote Address

Chair: *Susan Hopgood*, *EI President*

Keynote Address: *Mary Hatwood Futrell*, *EI Founding President and Professor, Graduate School of Education and Human Development, George Washington University, USA*

11.30—12.00 Conference Outcomes

Presented by *Haldis Holst*, *EI Deputy General Secretary*

12.00—12.30 Unite for Quality Education

Report by *Susan Hopgood*, *EI President*

12.30 Lunch and Departure

Parallel Workshops

Monday 7 April 2014, 11.15—13.00

Workshop 1: Tackling the Glass Ceiling: Women’s Leadership in Education Trade Unions

“(…) in labour movements, women in leadership at all levels, but especially in the top power roles, continue to be barely present, or visible, and though there is evidence of much activism, especially among widely diverse women, at local, grassroots and community level this is too often non validated, not sufficiently valued (…)” (Ledwith & Hansen, 2013: xiv).

The results of the last EI Quadrennial Survey (2010) confirmed the fact that although women make up the majority of teacher union members (a global average of 60% of teacher trade union members are women), they are not proportionately represented within the leadership of teacher trade unions. Comparative international research shows that trade union culture is the most intractable barrier to the kind of change necessary to achieve gender equality in the leadership of teacher trade unions (Ledwith & Hansen, 2013).

In order to challenge union cultures that prevent women from progressing in education trade unions, they need to be made visible. Based on their own union experiences, participants in this workshop are 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.

Questions for reflection and debate:

- ❖ *What types of barriers do women encounter as they try to move into different levels of leadership in teacher unions?*
- ❖ *Which aspects of education trade union cultures may be good for one individual woman, but hinder change and transformation of organisational structures within teacher trade unions?*
- ❖ *To what extent should the strategy for achieving gender equality shift from a focus on reducing women’s under-representation towards changing trade union culture?*

Workshop 2: Creating an Inclusive Environment within Teacher Trade Unions and in the Classroom

Participants in this workshop will focus on society’s expectations of what it means to be a (‘normal’) woman or man, boy or girl, in their country and how this affects the participation of lesbian, gay, bisexual, transsexual and inter-sex (LGBTI) teachers’ and students’ participation in education.

Using their own experiences as teacher unionists, participants will discuss the day-to-day practicalities, as well as the necessary ideological shifts, to ensure that teacher unions are accessible and beneficial to LGBTI teachers. Participants will also reflect on what types of advocacy strategies are most suitable and effective in their respective regions, in challenging the exclusion or marginalisation of LGBTI students from the classroom.

Questions for reflection and debate:

- ❖ *It has been said that ‘the master’s tools will never dismantle the master’s house’ (Lorde, 1984:110). What kinds of tools do we need in order to make teacher unions and education more inclusive?*
- ❖ *What resources can be harnessed to support the kind of changes we want to see?*
- ❖ *How can we make change happen ‘from the bottom up’?*

Workshop 3: Recruiting 'Hard-to-Reach' Women Teachers

Access to information, to decent work and networking opportunities are big challenges for teachers living and working in rural areas that are often isolated and cut off from what is happening in urban areas. However, not only do teachers in such areas urgently need the support of union structures to defend their rights as professionals, they are also uniquely placed to provide some insight into the kinds of barriers to accessing and completing education faced by the most marginalised girls and boys. Similarly, young women teachers are often also unaware of the potential benefits of union organising, irrespective of where they are located – trade unions are not as visible in society as they once were some decades ago.

Therefore, teacher trade unions have a vested interest in reaching out to and attempting to recruit such 'hard-to-reach' women teachers: those in the most remote and isolated rural areas, as well as young women teachers with little or no experience or knowledge about the benefits of joining a trade union.

In this workshop, participants will share 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 strategies for mobilising and organising them.

Questions for reflection and debate:

- ❖ *To what extent our unions prioritise 'hard-to-reach' constituencies? Are resources made available to do reach out to women teachers in rural areas and young women teachers?*
- ❖ *What kinds of organising structures and mechanisms do we need to ensure that women teachers in rural areas and young women teachers will decide to represent and speak for themselves in teacher unions?*

Monday 7 April 2014, 14.30—16.00

Workshop 4: How Do (or How Should) Women Organise within Education Trade Unions?

There is no doubt that trade unions have a critical role to play in times of a range of global social and economic crises, and the crippling austerity measures that have been the response of most governments. There is evidence to suggest that women's participation in the labour market is disproportionately and cumulatively affected by the different crises and austerity measures being implemented in different countries across the world.

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

Questions for reflection and debate:

- ❖ *What types of organising has been successful for women within teacher trade unions, and what has not worked?*
- ❖ *How do we ensure that our ways of organising are not only effective within teacher unions, but that they resonate with young women teachers who are not yet union members?*
- ❖ *Is there direct and negative impact on women's organising within teacher trade unions as a result of the global crises? If so, what do we do to minimise it?*

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

School-related gender-based violence (SRGBV), especially violence against girls that occurs in and around schools, is a serious barrier to the right to education. It often results in poor performance, irregular attendance, dropout, truancy and low self-esteem, in addition to the serious health and psychological effects. Teachers, school administrators and teachers' unions are key partners in tackling SRGBV and an important force for protecting students and for triggering change.

Participants in this workshop are 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.

Questions for reflection and debate:

- ❖ *As SRGBV moves higher on the international policy agenda, how can teacher trade unions ensure that they remain part and parcel, if not taking the lead, in efforts to address this issue?*
- ❖ *What kinds of teacher union projects and initiatives are already in place to combat SRGBV in different parts of the world?*
- ❖ *In some regions, there is a perception that **all** teachers are (potential) perpetrators of this type of violence – what can teacher trade unions do to alter that perception and show a more accurate picture?*

Workshop 6: Organising and Recruiting Education Support Personnel

Trade unions are working hard to ensure they continue to fulfil their democratic mandate in a fast-moving globalised world that they also have to shift and adapt to. This means that recruitment of new members is critical, and the global union movement is currently taking a long hard look at who gets organised and who gets 'left on the margins'.

EI's 2011 Resolution on Education Support Employees recognised that such personnel within schools constitute a growing body of professional, administrative, technical and general staff who make a vital contribution to education. The EI resolution also highlighted the tendency to exploit such support personnel, the absence of decent work conditions and violations of fundamental human and labour rights that they are often faced with. Similar challenges are faced by contract or supply teaching staff, many of whom are not qualified, but are almost invariably faced with precarious working conditions.

Participants in this workshop will consider their own union's policies regarding the inclusion or exclusion of education support personnel.

Questions for reflection and debate:

- ❖ *Should contract teachers and education support personnel be included within teacher trade unions?*
- ❖ *If so, how? What strategies can teacher unions develop to recruit them and to address the pressing issues of status and recognition faced by education support personnel?*
- ❖ *If not, what justifies their exclusion?*

Tuesday 8 April 2014, 11.15—13.00

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

The majority of out-of-school children in the world are girls, and these numbers are much higher in rural and indigenous areas. EI commemorates the international day of the girl child, which was inaugurated in 2011, on 11 October each year, and takes the opportunity to call on the international community to address the woeful gaps in girls' education in many parts of the world. Those gaps range from having little or no access to education, to surpassing their male peers in education, but being left behind in the labour market.

Currently, girls' access to, participation in, and completion of, education has been put high on the policy agenda at the international level, especially in the discussions leading up to the adoption of a new global sustainable development framework in 2015. However, this high visibility on the global education and gender equality landscapes tends to be somewhat instrumental terms. Ergo: it makes economic sense to make sure girls go to school so they can participate in the labour market and contribute to a country's GDP; or it makes 'health sense' to guarantee girls' education because educated girls become mothers later in life and have fewer unplanned pregnancies.

Participants in this workshop will reflect on what teacher 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.

Questions for reflection and debate:

- ❖ *Given the huge regional differences when it comes to girls' access to education, what type of common agenda can EI affiliates work towards?*
- ❖ *What role can teacher unions play to ensure not only that enough women teachers are recruited in areas where they are too few, but also that the content of education is 'girl-friendly' and free of gender-stereotypes?*

Workshop 2: Women in Higher Education and Research

The last 40 years have seen an unprecedented growth in women's enrolment into higher education; globally, the number of female students in tertiary institutions has grown at nearly double the rate of men's since 1970. However, women face considerable barriers as they move up the education ladder into research careers, and the representation of women at graduate and undergraduate level is not mirrored in the labour market.

Participants in this workshop will reflect on the different barriers that women face in obtaining and sustaining an academic career in different parts of the world.

Questions for reflection and debate:

- ❖ *Are teacher unions doing enough to inform women teacher, lecturers and academics in higher education about the benefits of union membership, and to recruit them?*
- ❖ *What role can teacher unions play in challenging the gender stereotypes and old paradigms that continue to marginalise women within higher education?*

Workshop 3: Gender and Vocational Education and Training

The 2011 EI policy paper on vocational education and training (VET) recognises that VET is a vital component of any education system because through its availability at all life stages, VET provides essential skills and equips individuals with the necessary technical expertise and broader competences to be successful in the labour market, and to fully participate in civic life. In addition, VET may also provide alternative pathways for those who wish to pursue further and higher education opportunities.

Participants in this workshop will reflect on the gender dimensions in VET, and consider the extent to which gender stereotypes also permeate this sector, which is supposed to provide boys and girls, men and women with alternative, non-traditional routes to learning and skills-development.

Questions for reflection and debate:

- ❖ *What can teacher unions do to raise the status and profile of VET?*
- ❖ *Do we need to re-think the relationship between VET and 'traditional education' in the context of global financial economic crises, austerity measures, rising youth unemployment and job insecurity?*

Tuesday 8 April 2014, 14.30—16.00

Workshop 4: Gender Equality and Teacher Training and Professional Development

The struggle to overcome gender stereotypes within education content and in teaching practice cannot be won without paying close attention to initial teacher training or education (ITE) and continuous professional development (CPD) programmes. Teachers also need to learn about stereotypes: how to recognise and identify them, how to deconstruct and challenge them, and how to avoid reproducing them in their own teaching practices.

There is evidence to suggest that teachers routinely differentiate between boys and girls in their teaching practice, thereby reproducing and further perpetuating gender stereotypes.

Participants in this workshop will share experiences regarding tools and methods for transforming teacher classroom practice and ensuring it promotes gender equality. Participants will also consider how gender stereotypes intersect with other stereotypes based on real or perceived difference (on the grounds of class, race, ethnicity or sexuality, for example).

Questions for reflection and debate:

- ❖ *How have participants contributed to 'making boys' and 'making girls' through their own classroom practice?*
- ❖ *How can being a member of a union help a teacher to recognise and address the ways in which they reproduce stereotypes in the classroom?*

Workshop 5: Gendering the Unite for Quality Education Campaign and Future EI Campaigns

The EI Unite for Quality Education Campaign will run throughout 2014, until world teacher's day on 5 October. The three pillars of the campaign are: quality teachers, quality tools for teaching and learning, and quality environments for safe teaching and learning.

Participants in this workshop will reflect on how to ensure that gender and other equality issues are a central part of the Unite campaign. Participants will also brainstorm on regional strategies for embedding equality issues within this and future EI campaigns and attempt to identify measurable targets and indicators for gender-focused monitoring and evaluation of EI campaigns.

Questions for reflection and debate:

- ❖ *How do participants' own unions ensure that equality is consistently and visibly embedded in their campaigns? What can EI learn from local, national and regional experiences?*
- ❖ *How do we 'mainstream' an equality check-list for teacher union campaigns?*

Workshop 6: Promoting the Use of Gender-Sensitive Teaching Materials and Pedagogy

The Council of Europe has defined gender stereotypes as 'preconceived ideas whereby males and females are arbitrarily assigned characteristics and roles determined and limited by their sex. Sex stereotyping can limit the development of the natural talents and abilities of boys and girls, women and men, as well as their educational experiences and life opportunities' (Council of Europe, 2011).

Gender stereotypes are inextricably linked to the inequalities between men and women that characterise our world across the private and public spheres. Consequently, there is a direct correlation between gender stereotypes and gender inequality in the classroom, in the labour market, and in trade unions.

Participants in this workshop will share 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

practice). Participants will especially consider what types of good practices are transferable between countries/regions, national, cultural and policy specificities notwithstanding.

Questions for reflection and debate:

- ❖ *What role can teacher unions play in supporting teachers to challenge gender stereotypes within educational tools and materials, including contexts with little or no state leadership on this issue?*
- ❖ *Is there scope for teachers' unions to produce tools and materials for challenging gender and other stereotyping within education, based on their own daily classroom experiences?*
- ❖ *What do we do to avoid overlooking the intersection of gender stereotyping with other types of stereotyping based on sexuality, disability, race, religion, class or ethnicity, for example?*

Conference Side Events

Joint Initiative on School-related Gender-based Violence (SRGBV)

Monday 7 April, 18.00-19.00 – Fitzwilliam Hall (all languages)

Gender-based violence (GBV) has no geographical, cultural, social, economic, ethnic, or other boundaries – it happens all over the world. It is a violation of human rights and a major barrier to the achievement of gender equality. School-related GBV (SRGBV) is defined generally as ‘acts or threats of sexual, physical or psychological violence occurring in or around schools and educational settings as a result of gender norms and unequal power dynamics between genders’. It includes acts of bullying (including cyberbullying), sexual or verbal harassment, non-consensual touching, rape and assault.

SRGBV is 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 will be 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 is to:

- ❖ *Gather participants’ opinions and experiences about what advances and what prevents meaningful action to eliminate SRGBV in their local and national contexts;*
- ❖ *Initiate plans for action at national, regional and global levels.*

Educating Girls, Eradicating Child Labour

Monday 7 April, 18.00-19.00 – Ulster Room (English)

Child labour affects girls and boys differently. While child labour is a violation of the rights of all children – boys and girls alike – girls often start working at an earlier age than boys, especially in the rural areas where most working children are found. Girls also tend to do more work in the home than boys. And girls’ work is often overlooked by policies and initiatives because of its hidden nature.

As a result of adherence to traditional gender roles, many girls are denied their right to an education or may suffer the double burden of work inside and outside the home.

The aim of the side event is 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.*

Food for Thought

Women and Leadership in Trade Unions: Real Life Experiences

By madeleine kennedy-macfoy, Equality Programme Officer, Education International

In 2014, the ‘normal’ or ‘average’ trade union member is no longer expected to be a male industrial labourer from the majority population of a given country. Since the 1930s, trade unions all over the world have adapted, to a greater or lesser extent depending on context, to an increasingly diversified membership. However, ideas about the ‘right’ kind of trade union leader being male (middle-aged and from a majority or white background) remain stubbornly persistent and wide spread (Ledwith and Hansen, 2013:3). One key effect of this is that women, young people and minority groups have historically been under represented within trade union leadership, and union bargaining agendas have rarely reflected concerns about gender or minority issues. This is not to deny the considerable gains that women trade unionists have made over the last 30 to 40 years, which parallel the gains won as a result of the struggles of wider women’s and feminist movements the world over. Indeed, EI stands out as an example in this regard: gender equality issues have been at the top of the EI agenda since the inception of the organisation, and two of the three EI Presidents have been women¹.

However, international comparative research on the issue of gender and leadership within trade unions (Ledwith and Hansen, 2013), suggests that trade union leadership cultures continue to be characterised as ‘masculine’. This means that masculine values and norms ‘are embedded in structures, in communication, meeting rituals, election traditions and on-going daily work, and on top of that, leadership generally bears a masculine gender-mark’ (Ledwith and Hansen, 2013:7).

Of course, ‘masculine values and norms’ differ from one context to another, and over time. Connell has theorised different types of masculinities, arguing that although a ‘hegemonic’ masculinity can be universally identified, there are also competing forms of masculinities. Hegemonic masculinity is the type of masculinity that sets the standard of masculinity, supposedly for all men. However, there are also complicit forms of masculinity, which may meet the normative standard of masculinity but nonetheless benefit from some of the privileges attached to masculinity, as well as subordinate and marginalised masculinities (for example homosexual and ethnic minority men) (Connell, 2005).

Gender can be deeply embedded within organisational processes, making it very difficult to identify when decisions that seem to have nothing to do with gender are in fact gendered, and closely linked to gender stereotypes, symbols or images that negatively affect women’s possibilities for taking up leadership or decision-making positions in their unions.

The union world is defined by traditional male structures. Both men and women are a part of and support these structures, which allow it to continue. For a woman it is especially important to step forward, encourage other women and to build knowledge within the union of the importance on gender equality.

Eva-Lis Siren, President, Lärarförbundet, Sweden;
Vice President, Education International

Contextual specificities aside, the ‘masculinisation’ of leadership in trade unions remains a major stumbling block for women trade unionists, as they attempt to ‘break through the glass ceiling’ of union leadership (even in countries where women make up the majority of the union’s membership). This is because the gender codes of most societies – the formal and informal rules of being male and female – do not map exactly onto the commonly accepted leadership codes. When the codes for leadership and masculinity are the same, it is much harder for women to be recognised as leaders.

¹ *Mary Hatwood Futrell was the founding EI President (1993-2004) and Susan Hopgood was elected EI President at the 6th EI World Congress in 2011. Susan was appointed EI President by the Executive Board in 2009, upon the resignation of the incumbent at the time.*

Contemporary concerns within trade unions about national/global financial and economic crises and austerity measures are having an impact on the renewal and sustainability strategies that trade unions are developing. There is an emerging consensus around the idea that ‘closing the democratic gender gap is critical to unions’ future’ (Ledwith and Hansen 2013:1), no matter where there are. The survival and revitalisation of the labour movement ‘is fundamentally intertwined with unions’ ability to recognise and build on’ the trend of ever increasing numbers of women becoming organised and active in trade unions (Bronfenbrenner and Warren 2007:142)².

In what follows, a number of women union leaders in education trade unions that are EI affiliates, or have been/are currently members of the EI Executive Board, or will address the conference during the plenary panels each day, reflect on their ‘real life experiences’ in leadership positions. They reflect on: becoming leaders in teacher trade unions and organisations, the strategies they use in their leadership practise, and what advice they would give to aspiring young women leaders in education trade unions.

These experiences are from women leaders in education trade unions in almost all of the world regions in which EI has affiliates: Africa, Asia & the Pacific, Europe, Latin America, the Middle East and North Africa region, and North America.

The Road Less Travelled: Getting on the Path to Leadership

For some women leaders, getting on the path to leadership was not always planned, but determined by a set of circumstances. For others, it was a path they were determined to embark on. What is common to all of their experiences was the support and encouragement of fellow (male and female) union colleagues:

I did not have a plan of action in reaching the leadership position that I am currently serving, it was more of circumstances that facilitated the environment for me to be a part of our local union leadership.

Milagros Ogalinda, General Secretary, National Alliance of Teachers and Office Workers in the Philippines (SMP); President, Jose Rizal University Faculty and Employees Union; Vice President, Trade Union Congress of the Philippines (TUCP), Philippines

I believe that the roles I have played till now are due to a number of circumstances coupled with a willingness to contribute to the strengthening of the labour movement in the education sector.

Juçara Dutra Vieira, former President of the Teachers Centre of the State of Rio Grande do Sul (CPERS) and the National Confederation of Education Workers (CNTE), Brazil; Vice President, Education International

There were circumstances. I was actively encouraged to stand by, in the first instance, when I was elected on to the Council really early on, other women who were in a leadership position in the union at the time.

So right throughout my whole career, I have been encouraged by other women. I think they are the circumstances in a sense. They were also others, I am not saying I was not encouraged by men as well, but in particular there were a couple of women who were in leadership positions and who were very much promoting greater women’s engagement.

Susan Hopgood, Federal Secretary, Australian Education Union (AEU), Australia; President, Education International

For these three leaders, a set of circumstances propelled them on to the path to leadership. Susan Hopgood (Australia) raises an interesting concept of the support of other women in her union as constituting the

² This argument was developed in relation to the United States of America, but can arguably be applied to a number of countries around the world.

'circumstances' in which she emerged as a leader. This indicates how important the support of other women can be when one woman emerges as a possible contender for a leadership role within a union: the support of other women is not only a matter of counting ballot papers, it is also both a morale boost and a motivating factor.

Marieme Sakho Dansokho (Senegal) stands out for having planned to 'go all the way', but like Susan Hopgood and other respondents such as Loretta Johnson (USA) and Eva-Lis Siren (Sweden), broad-based support from colleagues has been invaluable:

I was certainly committed enough to plan to reach the very top of my union, so I could do more for schools and for teachers. But it all happened quite naturally: my fellow union activists chose me to head the organisation because they were convinced by my 22 years of union activism, my skills, my determination and my commitment to trade unionism.

Marième Sakho Dansokho, Secretary General, Senegal Teachers' Union (SYPROS), Senegal

The lack of representation at [my] worksite became evident early in [my] career as a paraprofessional, and [my] colleagues always recommended that [I should] be the one to take concerns to the principal.

Loretta Johnson, Secretary Treasurer, American Federation of Teachers (AFT), USA

In Sweden, it is not in our culture to step forward unless you have strong support. It has meant a lot to be the first female President for the largest union in the female dominated teaching profession.

Eva-Lis Siren

For two of the respondents from the middle east/north Africa region, Nabila Mohammad N'uman al-Hakimi (Yemen) and Habiba Mizouni (Tunisia), the revolutions that occurred in their countries (albeit in very different historical moments) created a set of circumstances in which they were able to take up leadership roles:

After the revolution, in the spirit of change and with a hunger for wider representativeness in our union, a group of us younger members became more organised so that we could be included in the union's structures; bringing in young blood and making sure that the entire membership is represented in the union's structures. I was chosen by my comrades to lead the union.

Habiba Mizouni, General Secretary, National Union of University College Doctors, Pharmacists and Dentists (SNMDPHU), Tunisia

In my early life, I did not plan to become a leader due to my early marriage, and basically I never thought of it then. I have passion for science and after my wedding to a politician and an intellectual man, who encouraged me through his benevolence and love, I persevered.

With the advent of political movements in Yemen between 1986 and 1990, I stayed involved in my work. There was no doubt that I was so passionate about and interested in public, educational and political affairs, coming from an environment that had such interests. Such an environment prompted me to stand out in that period.

Nabila Mohammad N'uman al-Hakimi, Founder and General Secretary of the Yemen Teachers' Syndicate (YTS), Yemen.

Sharan Burrow (Australia) and Lily Eskelsen Garcia's (USA) responses show that a career in trade unions or taking up a leadership role in their union was far from their plans, during the period when teaching was their main activity.

I loved my job and I loved my union equally. So for me it was a matter of one day being asked to fill in for a colleague who was an organiser of teachers in my region. I thought that would be a very nice challenge for a few months, so I willingly accepted the role and...the rest is history! I never thought that I would not be a teacher.

Sharan Burrow, General Secretary, International Trade Union Confederation (ITUC)

I assumed I would teach until retirement. It was the exposure I received in the press, reacting to our governor and legislature that brought me to the attention of members and leaders.

Lily Eskelsen Garcia, Vice President, National Education Association (NEA), USA

To sum up, we can certainly see that the respondents' experiences show a range of paths that can take a person to a leadership position in her union. What seems to be universal is the support from others that propelled these women leaders to the top. And this is no small matter: the presence of such women leaders at the very top of their unions signifies how far we have come in the ongoing struggle for gender equality within trade unions (as well as in education and in society).

Leadership as Practise

There are different models and approaches to leadership, both in terms of how leadership is conceptualised and theorised in academic literature, and in terms of how it is practised and experienced by people who become leaders. The respondents were asked to reflect on the specific challenges that they have faced as women leaders and on the kinds of strategies they have used to overcome those challenges.

Some of the strategies described by different respondents can be understood as particular approaches to, or models of leadership that they have practised themselves, and that have proven successful for overcoming some of the prejudices and barriers that women leaders can come up against when they seek to become leaders or decision-makers in public life, including within organisations such as trade unions. Such barriers include, but are not limited to, stereotypical assumptions about a woman's emotions preventing her from being able to bargain or negotiate successfully, whether they have sufficient technical expertise and knowledge of the issues, or whether they can work as much/as hard as their male counterparts.

Sharan Burrow (Australia) and Milagros Ogalinda (the Philippines) both spoke about practising a type of **'shared collective leadership'** (Cain, 2013), in which a leader shares leadership, in one form or another, with others (co-leadership) and delegates leadership functions to members when necessary and according to the member's capabilities:

I've always believed that you stand on the shoulders of your sisters, or indeed your brothers, depending on the issue, and that is what makes for the leadership role. I don't think you can define leadership as an individual thing, I think it's part of the strength of the ideas, the struggle, the commitment to a different environment, whether it's your workplace or indeed a social justice issue that goes beyond your workplace to your community or the nation or indeed the world. So I think people emerge, often, in our movement, as leaders, because of the collective actions of a group of people and I think that's the way it should be.

Sharan Burrow

As a leader I had to prove that I could serve them [the members] better through the principles of commitment, transparency and adherence to collective decision. My visibility as union President and my availability when needed are my most successful strategies. I also make my co-officers feel that I need them in the team, emphasizing that no position in the union is small.

Milagros Ogalinda

This need for women to think and act collectively as leaders (or even more generally as active unionists) cannot be separated from women's need to balance their complex lives, which are made up of a number of transversal and intersecting identities linked to 'community, work, family' (Alvarez and Whitefield, 2013), among others.

Juçara Dutra Vieira (Brazil) also spoke about a collective approach to leadership that she has practised herself, and she highlighted some of the reasons why women's leadership tends to foreground the collective dimensions, almost by default:

In general, men manage to plan their careers because they prioritise public life. Women who, culturally, are responsible for the family life, which is private, have greater difficulty in reconciling their activities. So when they are in positions, they promote solidarity among the sisters, exercising their functions in a more collective manner.

Juçara Dutra Vieira

Nabila Mohammad N'uman al-Hakimi (Yemen), founder and General Secretary of the Yemen Teachers' Syndicate (YTS) evoked a both a collective and participatory dimension to the type of leadership that she practices. She highlighted 'Dealing moderately and impartially and networking with others when carrying out any mission', as an important strategy that she has used during her time as the General Secretary of her union.

For Lily Eskelsen Garcia (USA), a successful approach to leadership includes some elements of a 'leader as learner' approach. This is an approach in which leadership is not viewed as something that can be learnt or taught, but rather as a *process* of learning that requires leaders to constantly keep learning and to facilitate the learning of others (Ledwith, 2013):

I am who I am. I want to be completely honest about considering options and possibilities, and not be limited by tradition or expectations. This means that there are colleagues who are continually pushing back, but that's not a bad thing. I believe that conflict can be healthy if we can approach a discussion in true debate about what moves our agenda forward. I do not always win these debates, but I am never angry with those with an opposing view. I believe one moves through the work, fearlessly looking at new possibilities, there is a debate and a decision is made, and we all move forward together.

Lily Eskelsen Garcia

Lastly, geographical distance and contextual differences do not hide the similarities between the ‘leadership strategy check-lists’ that Marieme Sakho Dansokho (Senegal) and Eva-Lis Siren (Sweden) outlined. Both point to a combination of active collaboration, participation and networking by a leader within her own union on one hand, and to more individual aspects of the practise of leadership on the other:

- ❖ *The noble art of learning to say no should not be underestimated*
- ❖ *Work hard*
- ❖ *Make sure you have strong networks*
- ❖ *Be very focused and determined*
- ❖ *Never forget the strength you get by having the good support from old friends and family*
- ❖ *Surround yourself with competent co-workers*
- ❖ *Recruit and retain good staff*
- ❖ *Look upon your own union with gender equality glasses on. You can never take these gender glasses off when you work within your own organisation*

Eva-Lis Sirèn

- ❖ *Regular meetings for union structures*
- ❖ *Establish and reinforce participatory democracy*
- ❖ *Listen to and address individual and collective concerns*
- ❖ *Maintain transparent relationships*
- ❖ *Be truthful*
- ❖ *Learn to communicate well*
- ❖ *Hold on to your integrity and be firm*

Marième Sakho Dansokho

In sum, the respondents gave a variety of strategies that have helped them in their leadership positions, and which can be read as distinct models or approaches to leadership that have been developed through the respondents’ own leadership practise.

It follows, naturally, that such a wealth of experience should be passed on to those young women ‘coming up’ through their unions, and aiming to reach the top.

Standing on our Sisters’ Shoulders: Advice to Young Women Unionists

In this closing section, the respondents share their thoughts about what younger women in teacher trade unions and organisations can do to ensure that all that has been gained so far is not lost (in these days of crises, austerity and cut-backs), and that even more gains might be achieved.

In general, the advice to young women unionists from their more experienced sisters is first and foremost to ‘grab the bull by the horn’ and follow their dreams and aspirations, no matter what insurmountable barriers may seem to block the horizon. The general sentiment is that the struggle to achieve gender equality, whether in trade unions or within education, is an ongoing one, because in the simplest terms, it is no less than a demand for the redistribution of power and a transformation in gender power relations in all of our societies.

That is not a small ask; the exceptional women leaders of the future will be able to stand tall on the shoulders of the exceptional women leaders today, who have the following words of advice to pass on:

Follow whatever dream [you] wish to pursue—but [] be sure to join a union. A union gives you strength and a collective voice that you otherwise would not have. Being part of the union also helps teachers address challenges like classroom funding. As a union, our goal is to find solutions to problems and challenges. Solution-driven unionism—that is at the heart of all we do.

Loretta Johnson

Creating your own network of young unionists and women unionists is crucial to being elected leader or to leading later on.

Habiba Mizouni

Be really committed, persevere and [learn how] to balance family and obligations and union responsibilities, but above all, try to always build on your skills and knowledge so that you will have more self-confidence.

Marième Sakho Dansokho

Women have to work together and support each other. To reach leadership positions it is important to create and maintain strong networks with other leaders, both women and men.

It is important to surround yourself with good people and co-workers and make sure to take care of your private life.

Learn the noble art of saying no.

Eva-Lis Siren

The primary advice that I can give to those who [wish] to become a leader is for them to understand better what Unionism is. A substantial knowledge of [their] duties and responsibilities [] must be fully understood so that they will be able to perform better knowing, what is expected of them. Competence makes a leader perform better but it [is] best [] coupled with commitment. A committed person delivers her service to the best of her ability.

Milagros Ogalinda

I advise those women who seek to be leaders to be persistent and persevering; standing out and [having] self-confidence is the way to achieve their goals.

Nabila Mohammad N'uman al-Hakimi

Don't wait for permission. Don't wait for your turn to come...We want revolution, and that means giving our younger women more and more opportunities to be trained, to be encouraged and to experience their own power. What we will continue to face is the inevitable balance issues between home and school work and union work. Women are pulled from all directions. That's not going to get better. No matter. We move forward.

Lily Eskelsen Garcia

Go for it! There is no other response really.

We need young women to inspire and become leaders, to be active in the union movement. We need to listen to them because it is sometime too easy to think: "We have done it that way; it must be the right way to do it!" So we need to listen to young people, our young members and give them opportunities.

For me, the future of trade unions and society lays squarely on our young members, our young women members, absolutely.

Susan Hopgood

On the Move for Equality in Teachers' Trade Unions: from Words to Action

The workshop sessions during the first day of the conference focus on different aspects of the pressing gender equality issues within teachers' trade unions and organisations, that EI's affiliates have identified:

Monday 7 April 2014, 11.15—13.00

- ❖ *Workshop 1: Tackling the Glass Ceiling: Women's Leadership in Education Trade Unions*
- ❖ *Workshop 2: Creating an Inclusive Environment within Teacher Trade Unions and in the Classroom*
- ❖ *Workshop 3: Recruiting Hard-to-Reach Women Teachers*

Monday 7 April 14.30—16.00

- ❖ *Workshop 4: How Do (or How Should) Women Organise within Education Trade Unions?*
- ❖ *Workshop 5: Teacher Unions Taking the Lead in Addressing School-related Gender-based Violence*
- ❖ *Workshop 6: Organising and Recruiting Education Support Personnel*

In discussing these issues and sharing experiences from their own unions and countries, conference participants will consider the way forward for EI's work to secure equal participation and leadership for women and men within teachers' trade unions and organisations.

Equitable Quality Education for an Equitable Future

By madeleine kennedy-macfoy, Equality Programme Officer, Education International

Introduction

As we stand on the threshold of the 2015 deadline for reaching the Millennium Development (MDG) and Education for All (EFA) Goals that the world's governments signed up to in 2000, no-one is under the faintest illusion that any of the goals will be achieved. This is in spite of the considerable progress that has been made in girls' enrolment in primary education; MDG2 aimed to ensure that all boys and girls in all countries would be able to complete a full course of primary schooling. Many low and middle income countries are much closer to reaching parity as we approach 2015, however, a closer inspection of the achievements show that there are still gaps between girls' and boys' completion rate at primary level, which become even wider when it comes to secondary education³. Consequently, there is an emerging consensus that we are facing a global crisis in education, in which girls and women are the losing out the most.

The 2013/4 Education for All Global Monitoring Report is full of statistics, country case studies and the experiences of teachers and students from a wide variety of countries that talk of progress, of reforms and education policies that have worked... but also tell a sad and alarming story about the state of education in the world today⁴:

- ❖ *Approximately 31 million primary school aged girls were out of school in 2011, and more than half of them (55%) are never expected to enrol;*
- ❖ *The 493 million women who are illiterate make up nearly two thirds of all the illiterate adults in the world (of which there are some 774 million);*
- ❖ *More than 100 million young women who live in low and lower middle income countries are unable to read a single sentence;*
- ❖ *Many countries won't come close to reaching gender parity in primary education by 2015, and only 38% of countries had reached gender parity in secondary education in 2011.*

The right to education continues to be denied to far too many because of a lack of political commitment, the under-financing of education and the impact of inequalities. The intersection of gender with other social identities (such as ethnicity, religion, race, economic status, sexuality, or disability) often means that the most marginalised groups of girls or women are also least likely to have access to or complete a quality education. This woeful tale of crises and missed opportunities in education is all the more difficult to accept when we consider that education is a human right that governments are bound to uphold. It is also an unparalleled public good because of its far reaching effects on an individual's life *and* on entire societies' development in practically all spheres.

Education Transforms Lives and is an 'Enabling Right'

In 2014, women and girls continue to face discrimination and curtailment of their rights all over the world, because of their gender. A person cannot begin to change their subordinated social position if they are not aware that they are being subordinated. Having access to, and successfully completing, a full cycle of quality education means that girls will not only learn and master a range of subjects, they will also develop critical thinking skills, self-confidence and 'agency', which is the capacity to exercise individual choice and to take action. This is what is often referred to as education's potential to 'empower' girls and women.

The 2013/4 GMR states unequivocally that having access to quality education transforms the lives of individual and communities alike. In addition, education is the type of human right that is also an 'enabling right', which enables the fulfilment of other rights through its empowering impact. This is especially significant for women and girls because they have been subordinated in different ways, to differing degrees, at different times and in

³ *'Challenges and Achievements in the Implementation of the Millennium Development Goals for Women and Girls: Secretary General's Report' (2014). Economic and Social Council (ECOSOC).*

⁴ *These are the most recent statistics from the countries with available data in 2011, as reported in the 2013/4 GMR.*

different places throughout human history. In all spheres of human life and development across the world, gender equality remains unfinished business.

Thinking outside the Box: 'Empowerment'

Education is often viewed as a crucial element in women's pathway to 'empowerment' – ergo when a woman is educated, she is empowered. ITUC General Secretary, Sharan Burrow's view may make us re-think the relationship between education and empowerment. She says: women have power, they don't need to be 'empowered' – they need to be listened to, to be supported, to actually have their own solutions adopted...'

When girls are able to access and complete a full cycle of education, the benefits do not just accrue to them alone as individuals, but extends to the members of their families and communities, and ultimately benefits their entire society. Educated girls and women are unrivalled change agents, and the evidence speaks for itself:

- ❖ *Increasing women's bargaining power within the household contributes to improvements in children's nutrition, literacy and survival rates (UNFPA, 2013); an educated woman is in a stronger position to bargain within her family and negotiate with her husband than an uneducated woman, (Kabeer, 2003);*
- ❖ *Educated girls and women understand the importance of healthcare: educated girls are more likely to protect themselves from malnutrition, HIV/AIDS and sexual exploitation; a child born to a mother who can read is 50% more likely to survive past the age of 5 (GMR, 2013/4);*
- ❖ *An educated mother is twice as likely as an uneducated mother to send her children to school (GMR, 2013/4);*
- ❖ *Education is one of the most effective ways of ending child marriage, especially if girls are able to progress through secondary school (GMR, 2013/4);*
- ❖ *If all women in Sub Saharan Africa completed primary education, maternal mortality rate would fall by as much as 70% (GMR, 2013/4).*

As teachers' trade unions and organisations, we recognise education's unrivalled potential as an enabling right. We should, however, be mindful of instrumentalising education, or the potential of girls and women to become agents of change. In societies that are characterised by extreme forms of gender inequality and in which the role of women is defined in purely reproductive terms, girls are only allowed to become literate so they can become better wives and mothers. Justifying the need for governments to finance and provide quality free education for all by focusing too much on the enabling aspect of the right to education can have this type of negative effect, which in fact further entrenches gender inequality and the subordinated role of girls and women in many societies.

Narrow instrumentalist views of education and systems/structures which put up barriers to equal access and opportunity for all children are breeding grounds for inequality, both within education and the wider society. By contrast an inclusive approach to education, based on concepts of equality, tolerance and respect for diversity, focusses on all children and social groups being educated together, to the same high standards. This assists in overcoming inequalities between individuals and groups, and provides the basis for full participation in the social, cultural, political and economic life of the community.

Susan Hopgood, Federal Secretary, Australian Education Union (AEU), Australia; President, Education International

This is a critical issue today, because we are only one and a half years away from September 2015, when member states will sign a new global sustainable development agreement at the United Nations (the so-called post-2015 framework). Given the urgent need to convince policy makers at all levels (national, regional and international) that education is worth investing in and should be provided free of charge by the state, the wider education movement has focused on highlighting the ways in which education's power can be 'exploited' 'as a catalyst for other development goals' (GMR Gender Summary, 2014:9). However, it behoves us as a community of teachers not to lose sight of the human rights framework as we formulate our arguments and positions: education is a human right; girls and women should have access to free quality education first and foremost

because it is their right. The fact that having an education also impacts on ‘a wide range of fundamental economic, health, social and political issues’ (GMR Gender Summary, 2014:9) should not take precedence over the fact that girls should be educated *because it is their human right*, as guaranteed by the 1989 Convention on the Rights of the Child.

The right to education, therefore, must be conceptualised and operationalised in the broadest possible terms. Reaching far beyond literacy, quality education for girls and women must enable them to make free and informed decisions, and increase their life options by being able to earn a living that is not restricted to poorly paid, casual jobs on the margins of the labour market.

Time for Action: Uniting for Quality Education for All post-2015

Because the quality of current education provision is under attack in many countries throughout the world, the affiliates of Education International (EI) are focusing their efforts on mobilising in their countries and at the international level to demand that governments and policy-makers act to raise the quality of education, guarantee that it is freely available and accessible to *all*, and commit to financing the new post-2015 framework. The Gender Summary of the GMR highlights the central role that teachers *must* play in the new framework, in order for quality education to be truly within the reach of every child.

EI’s current global campaign, *Unite for Quality Education* is timely, therefore, because it aims to ensure that the provision of a quality education for all remains at the top of the agenda for a sustainable, peaceful and prosperous future, and that the central role of teachers is recognised and supported by governments.

We must act, as unionists, to bring about a definition of education as the process of opening a student’s mind to its infinite possibilities.

Lily Eskelsen, National Education Association (NEA), USA

EI’s definition of quality education comprises three key elements: *quality teaching; modern quality tools for teaching and learning; and quality teaching and learning environments*. Every student has the right to be taught by a qualified and well-supported teacher using adequate and effective teaching tools and materials, and to learn in safety in schools with adequate infrastructure, facilities and resources.

Since they are at ‘the frontline’ of education by being in the classroom with students every day, teachers are well-placed to understand what kind of quality tools and materials are needed to deliver quality education, which barriers prevent all students from being able to access or complete a full cycle of schooling successfully, as well as the reasons why some school environments are not safe for teaching or learning. This is why the *Unite* campaign focuses on these three critical dimensions of educational quality.

Quality Teaching

The GMR makes it clear that quality education depends on quality teaching. Teachers can obviously play their role best when they have received quality initial teacher training (ITE), and have access to quality continuous professional development (CPD) throughout their career. Quality here refers to ITE and CPD programmes that are not only of a high pedagogical standard, but that are also gender-sensitive, promote human rights and challenge gender stereotyping in both educational content and teaching practice.

We can make a direct link between the extent to which the content of teacher education meaningfully takes on gender inequality, gender-based discrimination and the systemic violation of women’s rights in society, and the deep entrenchment of gender inequality, gender-based discrimination and systemic violations of women’s rights...it is a cyclical relationship.

Teacher education has to provide the right tools to make us as teachers conscious of inequalities and equip us with the right glasses to be able to spot how differently we treat boys and girls.

Eva-Lis Siren, President, Lärarförbundet, Sweden;
Vice President, Education International

There is plenty of evidence to show that when there is gender parity among teachers, more girls attend and complete school (UNESCO, 2008), but having women teachers in a classroom does not guarantee that equality issues will be adequately dealt with nor that recurring gender stereotypes in teaching materials will automatically be challenged. Women teachers are not more likely than male teachers to challenge gender stereotyping within educational

tools and materials, nor are they automatically more gender-sensitive in their teaching practice, simply by virtue of being women.

Neither female nor male teachers stand a chance of opening up young minds so that they learn how to deal with difference and diversity, if they have not learnt how to address those topics meaningfully and to transformative effect through their own training and education.

Quality Teaching Tools and Materials

Teaching and learning materials are fundamental to the pedagogical process and are critical for shaping young minds (Mlama et al., 2005). In the *Unite* campaign, the second pillar of quality education refers to quality tools for teaching and learning, which include appropriate curricula and inclusive teaching and learning materials and resources. Such learning and teaching tools also need to challenge gender and other harmful stereotypes, and to promote equality between boys and girls, men and women, minorities and majorities. In addition to learning tools and materials, teachers need to be familiar with gender-responsive pedagogical approaches.

All efforts to ensure that teachers are trained to be gender-responsive and have the necessary skills to deliver quality education will come to nothing if their teaching tools and materials perpetuate gender and other inequalities.

Quality Teaching and Learning Environments

The third pillar of the *Unite* campaign is EI's call for quality teaching environments for teaching and learning that are supportive, comfortable, safe and secure. There is also obviously an important gender dimension to this part of the *Unite* campaign: different types of violence happen in and around schools, targeted at teachers and pupils alike.

The issue of 'school-related gender-based violence' (SRGBV) is currently high on the international education agenda, especially for international NGOs and UN agencies working on girls' education (including a key EI ally, the United Nations Girls' Education Initiative, UNGEI). The experience or even the threat of SRGBV often leads to irregular attendance, dropout, truancy, poor school performance, and low self-esteem; SRGBV is often aggravated in conflict-affected countries and during emergencies. Far too often, SRGBV remains undetected, unreported, or even overlooked in schools. However, quality education for all can only be achieved in safe and supportive learning environments.

Since the launch of the *Unite* campaign in October 2013, EI's main aim has been to make sure that quality education is recognised as a priority by the UN and its member states, in consultation with civil society as part of the process of designing a new sustainable development framework. Our message is quite simple: the provision of free quality public education for all is one of the fundamental pillars of a just and equitable society because education is a public good and a human right that all states should uphold.

Defining an Education Goal beyond 2015

EI's proposal for a new sustainable development goal on education in the post-2015 sustainable development framework is that member states agree to '*ensure universal free quality education. This is accompanied by clear targets and indicators that can be used to monitor and evaluate member states' progress in providing universal free quality education*':

Target 1a: By 2030, every child completes a full cycle of continuous, free quality early childhood, primary, lower and upper secondary education.

Target 1b: By 2030, all young people and adults have equitable access to quality post-secondary education and lifelong learning.

Indicators:

- ❖ *Percentage of children and young people who participate in and complete early childhood, primary, lower and upper secondary education and who demonstrate learning achievement broadly- defined, determined through multiple measures consistent with appropriate national standards, disaggregated by at least disability, ethnicity, gender, and socio-economic status;*

- ❖ *Percentage of children and young people taught by trained and qualified teachers with an appropriate student to qualified teacher ratio;*
- ❖ *Percentage of educational institutions that have safe and adequate infrastructure, accessible facilities, resources and learning materials for all students;*
- ❖ *Percentage of educational institutions that have adequate numbers of qualified education support personnel, as well as food, transport, health and psychological services;*
- ❖ *Breadth of curriculum, including gender-sensitive, non-discriminatory content, teaching resources and materials reaching beyond literacy and numeracy to include global citizenship and life skills content;*
- ❖ *Percentage of literate young people and adults, disaggregated by at least disability, gender, ethnicity, and socio-economic status, among others.*

Target 2: By 2030, sustained and sufficient financing is in place to guarantee free quality education for all

Indicators:

- ❖ *At least 6 % of GDP, 20 % of national budgets and 10 % of official development assistance is invested in education;*
- ❖ *Percentage of publicly financed and regulated educational institutions that do not charge fees and are not for profit;*
- ❖ *Existence and financing of mechanisms to enable teacher, student and civil society participation in education policy-making.*

In addition to an education goal, EI also advocates for a stand-alone goal on gender equality and women's rights, with clear education targets and indicators, and supports the priorities of the global trade union movement, which include full employment and decent work for all and universal social protection.

Which government is prepared to tell a girl that she will never be able to go to school, and neither will her children or her grandchildren. But, if she is very lucky, her great-grandchild might be the first girl of her family to go to school?

Susan Hopgood

On the Move for Equality in Education: from Words to Action

The workshop sessions during the second day of the conference focus on different aspects of the pressing gender equality issues within education, that EI's affiliates have identified:

Tuesday 8 April 2014, 11.15—13.00

- ❖ *Workshop 1: Girls' Education: Increasing Participation, Retention and Completion*
- ❖ *Workshop 2: Women in Higher Education and Research*
- ❖ *Workshop 3: Gender and Vocational Education and Training*

Tuesday 8 April 2014, 14.30—16.00

- ❖ *Workshop 4: Gender Equality in Teacher Training and Professional Development*
- ❖ *Workshop 5: Gendering the Unite for Quality Education Campaign and Future EI Campaigns*
- ❖ *Workshop 6: Promoting the Use of Gender-sensitive Teaching Materials and Pedagogy*

In discussing these issues and sharing experiences from their own unions and countries, conference participants will consider the way forward for EI's work to secure equitable quality education for all. We can do no less.

Mobilizing young educators and organizing women at the National Education Association, United States

By Donna Fleming, Centre for Organising, National Education Association (NEA), United States

“My dream as an educator is to influence my students to become the best thinkers, learners, citizens and humans they can be. To do this we need to create an environment that allows educators to feel empowered to influence their students, to be creative and innovative, to allow students to question, acquire knowledge, and to truly take ownership of their own learning. An empowered educator has the ability to teach students.” Dyleeng Beach is a high school math teacher and NEA member in Hernando County, Florida.

Approximately 21% of National Education Association members are educators under the age of 35. In response to the increasing population of young educators entering the profession and the retirements of long-time NEA members and leaders, the NEA has chosen intentionally to address engagement of a younger generation in the profession. We are in the midst of a generational shift, and this new generation of teachers will lead us – motivated by student success, community engagement and collective action.

With a higher percentage of new educators being women, the Association is using alternative strategies and tactics in organizing women and engaging young educators as leaders of the union and the growing education justice movement in the United States. Research shows that women-centered organizing is often founded on community building, collectivism, mutual respect, and an ethic of caring. These, then, are the premises on which NEA is building a program of engagement and a pipeline of union leadership among younger educators, especially younger women.

Principles of the NEA young educator program include strengthening the voice and presence of young educators in the union by building community partnerships for student success and in support of great teaching and learning; establishing structures and systems that support generational strengths, including educator networks and use of digital organizing techniques; and developing leaders and activists to take collective action in the education justice movement.

From a successful standardized testing boycott in Seattle, Washington, to rallies for fair school budgets in Virginia and Texas, younger educators are on the move in their union. Using on-line petitions and Facebook outreach to build support and mobilize co-workers, they are focusing on the issues that students, educators, and families face every day: crowded classrooms, school safety, and budget cuts that affect whole-student support – like arts, sports, libraries or school nurses.

A recent NEA leadership Summit was attended by over 350 young educators. The Summit was designed to develop activist leaders and prepare them with the knowledge, skills and abilities necessary to lead a relevant and thriving Education Association. “An experience like this is irreplaceable, because there is almost no other place where you can be in the same room with individuals that share the same passions and the same goals for public education,” says Arizona educator Elizabeth Leivas. Leivas was one of several members who attended the Summit from the state’s Educators Soaring With Aspiring Goals (eSWAG) group, which works to engage teachers 35 years old and younger.

The Summit was preceded by the Women’s Leadership Training Conference attended by 89 NEA members from the 26 West states. Over 30 years running, the WLT program continues a century-long NEA legacy of advocacy and leadership for women. Thousands of Association members have reaped the benefits of this program’s training in communication, decision-making, coalition-building, advocacy, and other vital leadership skills. The WLT’s recently updated curriculum raises awareness of gender equity issues in the workforce and in leadership; supports members in charting a pathway to leadership and in conducting successful campaigns for higher elected office; and responds to the varied leadership needs of emerging, experienced, and veteran leaders.

Younger leaders are aware that a sense of community among educators must be established in order to build power and affect positive change for students, educators, public schools and the community. In Denver, Colorado, a group of young women began an informal mentoring group to help new educators build relationships and learn about the value of the Association. It later expanded to reach a larger group of educators seeking a safe space to discuss important issues related to social justice and community empowerment. In Arizona, a group of younger activists hosts an Education Bazaar for first year educators. Over

200 new members joined the Association at this activity last year, primarily because it was designed to meet the immediate needs of incoming educators, providing classroom resources, professional development and networking opportunities.

Growth is foundational to all unions and we are adapting to current challenges in order to thrive in this rapidly changing environment. Within the National Education Association, we are committed to mentor, develop and engage this new generation of education leaders.

The Essential Role of Paraprofessionals and School-Related Personnel in Schools, Colleges and Universities

By Lorretta Johnson, Secretary-Treasurer, American Federation of Teachers (AFT), USA

Classroom teachers are the most visible people in a school, but paraprofessionals and school-related personnel (PSRP) often go unnoticed but are essential to creating environments that supports student success in school. They keep our schools and colleges safe, clean and orderly; drive our students to and from school; prepare and serve breakfast and lunches; and provide the additional academic support that students need to flourish.

The American Federation of Teachers has organized public school and college support staff since the early 1930s. These employees strengthen the institutions in which they work, protect the health and welfare of students, and are an integral part of the educational team that works to provide a high-quality education to students. Currently, the AFT represents more than 370,000 public school, college and university office employees; custodians; maintenance workers; bus drivers; instructional paraprofessionals (teaching assistants); food service workers; school nurses and health aides; technicians; groundskeepers; secretaries; mechanics; special education assistants; higher education registrars; administrative assistants; and so many other job titles.

These employees form a team with educators to provide students with the best possible education and learning environment. They are in a position to recognize what works and what should be improved. Food service workers, for instance, have been instrumental in making school meals more nutritious, playground aides see how managing student behavior affects school culture, school maintenance workers see how indoor air quality affects learning, bus drivers ensure that students are transported safely, and registrars in college help students get the courses they need.

AFT PSRPs advocate for regular training to sharpen their skills and ensure that they have the tools and resources they need to do their jobs well. There is no substitute for well-trained staff and their ability to bring out the best in all students. They collaborate with teachers and school staff to advocate for manageable class sizes to meet the individual needs of every student and develop improvement plans and solutions for the challenges facing their schools and colleges.

Unfortunately, in the United States, schools have been faced with deep austerity budgets that have cut programs and services as well as employees. None of the countries that outperform the United States relinquishes its educational services to the private sector.

We believe that to ensure a great public education for all students, states and localities must fully fund our schools while also advocating for cost-saving solutions and alternate ways to increase revenue. There is no evidence showing that outsourcing and other privatization schemes actually save money and provide the higher-quality services that their advocates claim. There is no substitute for a genuine commitment to high-quality services provided by public school employees.

We must reclaim the promise of public education by ensuring that our students receive quality services. This is an investment that will help every child not only dream their dreams, but achieve them.

Speakers' Biographical Information

Keynote Speakers



Koumba Boly Barry

Dr. Boly Barry was appointed Minister of National Education and Literacy in the Government that was formed in Burkina Faso in April 2011. Mme Boly Barry holds a doctorate in history, and she has taught at the University of Ouagadougou, Burkina Faso. After time spent at the Pan-African Institute for Development in Cameroon, West Africa, she worked as a consultant at the United Nations Educational Scientific and Cultural Organisation (UNESCO), the Organisation for Economic Cooperation and Development (OECD), the United Nations Development Programme (UNDP), the Canadian Embassy and the World Bank. In 1999 Mme Boly Barry was appointed Coordinator of the Swiss Co-operation Agency Literacy Programme in Burkina Faso.



Tarja Halonen

H.E. Tarja Halonen is the former President of the Republic of Finland. Prior to her Presidency, she served as a Member of Parliament for 21 years, including as Minister for Foreign Affairs, Minister of Justice and at the Ministry of Social Affairs and Health. President Halonen began her career as a trade union lawyer, working with the Central Organisation of Finnish Trade Unions between 1970 and 1979. She is currently Chair of the Council of Women World Leaders and member of the Board of Trustees of the Oslo Centre for Peace and Human Rights, where she also served as member of the board between 2006 and 2009. In 2013, she was designated Drylands Ambassador of the UN Convention to Combat Desertification. President Halonen is known for her commitment to poverty eradication, sustainability and human rights.



Mary Hatwood Futrell

Dr. Hatwood Futrell is the former President of the National Education Association (NEA) and former Dean of The George Washington University's Graduate School of Education and Human Development (GSEHD). Dr. Hatwood Futrell was also the founding President of Education International and she is currently serving as a GSEHD Professor of Educational Policy Studies. Dr. Hatwood Futrell is a member of the U. S. National Commission for UNESCO and is the immediate past- President of Americans for UNESCO. Dr. Hatwood Futrell has also served as a member of the Boards of the National Commission on Teaching and America's Future, the International Council on Education for Teaching and the UNA-NCA. Dr. Hatwood Futrell is also the former President of the World Confederation of Organisations of the Teaching Profession and served on the UNESCO High Level Group for Education for All (2001-2006).



Ruairí Quinn, TD

Since his election in March 2011, Mr. Quinn has been the Minister of Education and Skills in the Republic of Ireland Coalition Government, on behalf of the Labour Party, as well as a Teachta Dála for the Dublin South-East constituency. As Minister for Education and Skills, reform, jobs and fairness are at the heart of his agenda. Minister Quinn is passionate about delivering high quality education to our growing population in a fair and equitable way. Mr. Quinn is responsible for launching national action plan to tackle bullying in schools, including cyberbullying. Mr. Quinn possesses broad political experience, having served as a Minister in six different Departments, including as Minister for Finance from 1993-1997. His political memoir, *Straight Left - A Journey in Politics*, was published in 2005. Prior to entering the public sphere, Mr. Quinn was an architect and town planner.

PANEL 1 – Monday 7 April 2014

Moderator



Haldis Holst

Haldis Holst is Deputy General Secretary of Education International where she is responsible for EI's work in the areas of human and trade union rights, equality, and solidarity programs. Ms. Holst has also served as Norway's representative on the European Trade Union Committee for Education (ETUCE) and been a member of the Executive Board of Education International. Ms. Holst was Vice-President of EI from 2009 – 2012. Ms. Holst has worked as a teacher in both primary and secondary schools, and has been a union representative at local, regional and national levels. In 2001, she became the Vice-President of Norsk Lærerlag (NL). After the merger of the two largest teacher unions in Norway in 2002, she became an Executive Board member, and later Vice-President of Utdanningsforbundet (Union of Education Norway).

Panellists



Christine Blower

In May 2009 Christine Blower was elected General Secretary of the National Union of Teachers (NUT) in the United Kingdom (UK), after previously holding the positions of Acting General Secretary and Deputy General Secretary. Ms. Blower first joined the NUT as a student member. In 1980, Ms. Blower became Head of Modern Languages at St Edmunds Secondary School in Fulham, and later, in 1983, moved to Quintin Kynaston School in Westminster. In 1990, she altered the direction of her career and began working with children at risk of care or custody. Ms. Blower taught for 33 years until her election as Deputy General Secretary of the NUT in June 2005. In 2013, Ms. Blower was elected President of the European Trade Union Committee for Education (ETUCE).



Sharan Burrow

Ms. Burrow is the General Secretary of the International Trade Union Confederation (ITUC); she previously served as inaugural President of the ITUC from its inception in 2006. She was previously President of the Australian Council of Trade Unions (ACTU) and Vice President of Education International from 1995-2001.



Habiba Mizouni

Dr. Habiba Mizouni is the General Secretary of the National Union of University College Doctors, Pharmacists and Dentists (SNMDPHU) in Tunisia. Dr. Mizouni was previously a teacher at the Faculty of Medicine at Tunis Medical University in Tunisia as well as a radiologist at the Radiology Department in the University Hospital in Rabta. Dr. Mizouni was an activist during the Arab Spring in Tunisia in 2011, citing it as a revolution that aroused a great desire for commitment, action and change.

PANEL 2 – Tuesday 8 April 2014

Moderator



Mary Metcalfe

Professor Mary Metcalfe has worked in education since 1974. In 1994 Professor Metcalfe was appointed the Gauteng MEC of Education and in 1999 she was appointed as MEC for Agriculture, Conservation, Environment and Land. Professor Metcalfe was the Head of the School of Education at the University of Witwatersrand (Wits), South Africa from 2004 and appointed DG of the Department of Higher Education and Training in 2009. Professor Metcalfe worked at the Development Bank of Southern Africa from 2011 to 2013 and is now working on large-scale system improvement in education. Professor Metcalfe is a Visiting Fellow at the University of Johannesburg, and a Visiting Adjunct Professor at Wits. Professor Metcalfe is also Chairperson of the Education Advisory Board of the Open Society Foundations.

Panellists



Eva-Lis Sirén

Eva-Lis Sirén is the President of Lärarförbundet, the Swedish Teachers' Union. She became involved in union activities when she started her professional career as a primary school teacher in 1975. She has taught in primary education, specialising in pupils with special needs. Ms. Sirén maintains close ties with teacher leaders around the world and is closely following the issues and challenges facing teachers' organisations worldwide with a view to promoting the status of teachers. Ms. Sirén is also a Vice President of Education International.



Loretta Johnson

Dr. Loretta Johnson is the Secretary-Treasurer of the American Federation of Teachers (AFT), AFL-CIO. Prior to becoming AFT Secretary-Treasurer, Dr. Johnson was AFT's Vice-President for 30 years, serving as Executive Vice-president from 2008-2011. In August 2011, Johnson was also elected as a Vice-President of the AFL-CIO, a federation representing 56 national and international unions, including the AFT. Dr. Johnson also served as President of the Baltimore Teachers Union's paraprofessional chapter for 35 years. Dr. Johnson began her career in 1966 as a teacher's aide in a Baltimore elementary school, where she earned \$2.25 an hour and received no benefits. To improve the work situation of paraprofessionals like herself, she organized her fellow teachers into the Baltimore Teachers' Union.



Marina Milenkovic

Professor Milenkovic is a Professor in the Faculty of Pharmacy at the University of Belgrade, Serbia, as well as the President of the Gender Committee for the Teachers' Union of Serbia (TUS). Professor Milenkovic is an expert in Microbiology, Immunology and Immunochemistry, and teaches microbiology and pharmaceutical microbiology at undergraduate level. Professor Milenkovic has co-authored two university textbooks in microbiology, and has been conducting research on the 'Investigation of potential medicinal plants: Morphological, chemical and pharmacological characterization', as well as on 'Genes and molecular mechanisms of probiotic activity of lactobacillus basis' since 2011.

PANEL 3 – Wednesday 9 April 2014

Moderator



Yamile Socolovsky

Previously a secondary school teacher, Dr. Socolovsky is the director of Federación Nacional de Docentes Universitarios (CONADU). In addition, Dr. Socolovsky is currently chair of Political Philosophy at the Faculty of Humanities at the Universidad Nacional de La Plata. Dr. Socolovsky began her career as Secretary of Human Rights for Asociación de Docentes de la Universidad de La Plata (ADULP) and was subsequently Secretary of Human Rights of the Central de Trabajadores de la Argentina (CTA). In 2007 Dr. Socolovsky participated in the creation of the Instituto de Estudios y Capacitación Federación Nacional de Docentes Universitarios (IEC- CONADU), and currently serves as the Director.

Panellists



Lily Eskelsen García

Lily Eskelsen García began her career in education as a school lunch lady, became a kindergarten aide and was encouraged by the teacher to go to college and become a teacher herself in the state of Utah. She has served as President of the Utah Education Association, President of the Utah State Retirement System, President of the Children at Risk Foundation, and she was named by President Obama to serve as a Commissioner on the White House Commission on Education Excellence for Hispanics. Ms. Eskelsen García writes a blog, Lily's Blackboard, which covers the latest education issues. Her advice has been previously published in Parenting magazine, and she has been featured on a number of media outlets including MSNBC, and CNN en Español.



Milagros C. Ogalinda

Ms. Ogalinda (or Sis. Jhing as she is fondly known within the trade union movement) has been a teacher in the Philippines for over 20 years and she is the Secretary General of the Samahang Manggagawang Pilipino–National Alliance of Teachers and Office Workers (SMP-NATOW). At the 7th EI Asia-Pacific Regional Conference she was elected as a Committee Member for South East Asia. Ms. Ogalinda was previously President of the Jose Rizal University Faculty and Employees Union, and Vice-President for the Trade Union Congress of the Philippines. Ms. Ogalinda is also a Coordinator for EI Philippine affiliates in the EI-ASEAN Women's Network. As a staunch educator, Ms. Ogalinda has participated in and spearheaded various lobbying efforts in an effort to eliminate discrimination against the girl child and against women generally, at both local and national levels.



Dianne Woloschuk

Ms. Woloschuk has been the President of the Canadian Teachers' Federation (CTF) since 2013, and a member of the CTF Board of Directors since 2007. Ms. Woloschuk has chaired the Federation's Advisory Committee on Aboriginal education for two years, and has both chaired and served on CTF's Finance Committee. Ms. Woloschuk also served as President of the Saskatchewan Teachers' Federation (STF) from 2007 to 2010, with a strong focus on professionalism, governance and advocacy, and served for several years on the executive of the Saskatoon Teachers' Association. Ms. Woloschuk was previously a teacher with over 35 years of experience in Saskatchewan's rural and urban school systems.

Representatives of EI Affiliates in the Republic of Ireland



Pat King

Pat King is the General Secretary of the Association of Secondary Teachers of Ireland (ASTI). Mr. King is a former secondary teacher and has held a number of elected positions in ASTI before taking up the position of General Secretary in 2010. Prior to this, Mr. King held the position of Assistant General Secretary of ASTI.



Mike Jennings

Mr. Jennings has been General Secretary of the Irish Federation of University Teachers since 2007. He is a member of the Bureau of ETUCE – the European Region of Education International – where he holds the post of Treasurer.



John MacGabhann

John MacGabhann has been the General Secretary of the Teachers' Union of Ireland (TUI) since June 2011. Mr. MacGabhann previously served a term as President of the union.



Sheila Nunan

Sheila Nunan is General Secretary of the Irish National Teachers' Organisation (INTO), the first woman to lead INTO since it was founded 141 years ago. She has been a member of the Central Executive Committee (CEC) of INTO since 1995 and was INTO President in 2005/2006. In 2006 Ms. Nunan was elected as the Deputy General Secretary/General Treasurer and served in that role until her election as General Secretary in 2009, securing more than 60% of the ballots cast by the membership. Ms. Nunan began her career as a primary school teacher and principal, and she taught in Tallaght and in Bray.

El Officers



Irene Duncan-Adanusa

Irene Duncan-Adanusa is a Vice-President of Education International and the General Secretary of the Ghana National Association of Teachers (GNAT). Ms. Duncan-Adanusa's work experience includes classroom teaching, office administration, public relations, trade unionism, service on various national committees and Boards of companies. She has a special interest in the development of girls and female teachers. Mrs. Duncan-Adanusa worked as a secondary school teacher between 1976 and 1981, and then worked in the Public Relations unit of the Ghana Education Service Headquarters. She began work at the Higher Education Division of the Ministry of Education in 1988 as a programme co-coordinator when the national Tertiary Reform Programme of the education sector began.



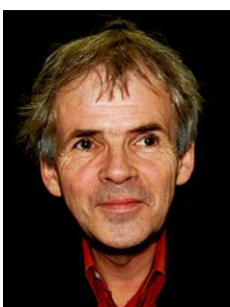
Juçara Maria Dutra Vieira

Dr. Juçara Dutra Vieira is currently President of the Confederação Nacional dos Trabalhadores em Educação (CNTE) - National Confederation of Education Workers. Dr. Dutra Vieira also presides over the Centro dos Professores do Estado do Rio Grande do Sul (CPERS-Sindicato) - Centre for Teachers of the state of Rio Grande do Sul, the state in which she was born. At CNTE, Dr. Dutra Vieira held the positions of Educational Affairs Secretary from 1995 to 1997, International Relations Secretary from 1997 to 1999 and Vice-President from 1999 to 2002. She was President from 2002 to 2005 and was re-elected (2005-2008).



Susan Hopgood

Susan Hopgood is President of EI and Federal Secretary of the Australian Education Union (AEU). She began her career as a mathematics teacher in Victoria, Australia in 1974. In 1985, she began working with the union full-time in the position of Women's Officer, a job she held until 1993. She was elected Federal Secretary of the AEU in 2006, and she was the first woman to achieve that position. Ms. Hopgood was appointed President of EI by the Executive Board in 2009 when the incumbent President, Thulas Nxesi, resigned to take up a position in the South African Government. She was elected unopposed as President at the 6th EI World Congress in Cape Town in 2011.



Fred van Leeuwen

A former teacher from the Netherlands, Mr. van Leeuwen joined the Dutch union Algemene Bond van Onderwijs Personeel (ABOP) in the late 1970s, where he was responsible for the union's International Affairs Department. He was elected General Secretary of the International Federation of Free Teachers' Unions (IFFTU) in 1981 and he held this post until the dissolution of the Secretariat in 1993. After spearheading the merger of IFFTU with the World Confederation of Organisations of the Teaching Profession (WCOTP), Mr. van Leeuwen was elected as EI General Secretary in July 1995.

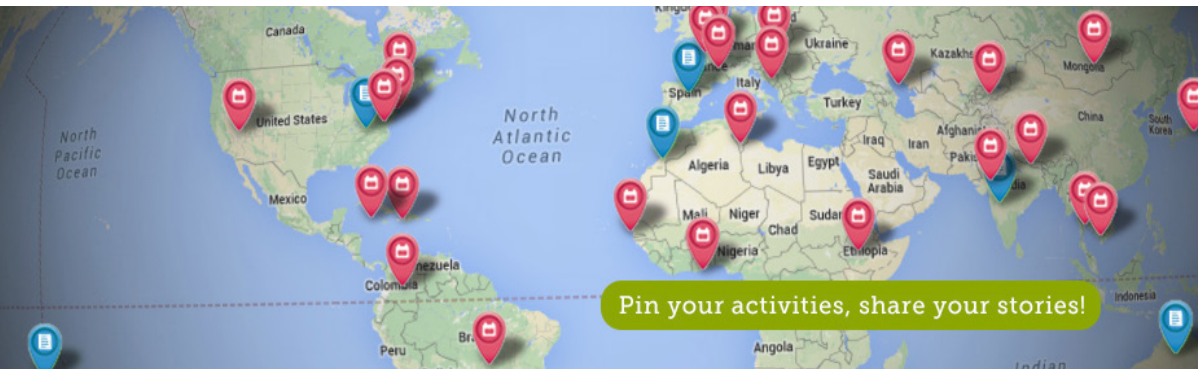
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UNITE FOR QUALITY EDUCATION
Better education for a better world

 Unite for Education is a campaign of Education International



Do you believe in the transformative power of education?

Right now, the United Nations is debating and setting global targets for our planet. Help us ensure that universal, quality free education remains at the top of the agenda for a sustainable future.

Unite for Quality Education!

Unite is about better funding for schools, universal and free access to quality teachers, modern teaching tools and safe and supportive environments.

What can you do? Assess, Advocate and Act!

Act! Spread the word, give UNITE visibility (website, social media, word of mouth).

- Share your stories, pictures and videos of what quality education means to you.
- Join the UNITE Community by signing up at the HUB.
- Organize and share your plans for the EI World Day of Action in October 2014.

Advocate! Let your government know about the importance of free, quality education for all by organising informational meetings and sending letters about the world we want.

Assess! As the global body of educators we need to assess the current state of education and inform the debate with lessons on how to improve. Participate in EIs Global and Regional Assessments of Education for All

Also check:



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Fred van Leeuwen, General Secretary, Education International

And of course: www.unite4education.org