Report on the 2024 Education International Quadrennial Gender Survey

About the author:

Sébastien Hine is an education and international development consultant with 11 years' research and policy expertise gender and education, education in emergencies, and education data and evidence systems. His Masters is in Educational Planning, Economics, and International Development from the UCL Institute of Education. He has worked for the Overseas Development Institute, Save the Children, and UNESCO's International Institute for Educational Planning, and consulted for a range of NGOs and UN agencies.

Artur Borkowski has over 10 years of experience in research on topics in international development, humanitarian response, and education. He holds a PhD from King's College London, and has worked at UNICEF Office of Research, UNESCO Institute for Statistics, and UNESCO.

About Education International:

Education International represents organisations of teachers and other education employees across the globe. It is the world's largest federation of unions and associations, representing thirty million education employees in about four hundred organisations in one hundred and seventy countries and territories, across the globe. Education International unites teachers and education employees.

Report on the 2024
Education International
Quadrennial Gender Survey

Table of Contents

Boxes

Table

Figures

List of Abbreviations

ACCRS   *Arab Countries Cross-Regional Structure*

EI   *Education International*

GBV   *Gender-based violence*

GEAP   *Gender Equality Action Plan*

ILO C190   *International Labour Organization Convention 190 - Violence and Harassment*

LGBTI+   *Lesbian, Gay, Bisexual, Transgender, Intersex, and other persons whose sexual orientation, gender identity and/or gender expression differ from the social norm*

Foreword

As a largely feminised profession in many regions of the world, gender equality and equity are fundamental to Education International's work towards the realisation of high-quality public education systems. EI's Quadrennial Survey on Gender Equality and Equity provides a moment to take stock on the work of our member organisations in the last Congress cycle. Using this Survey, we can chart a new path forward as we develop the Gender Equality Action Plan for the next five years.

We express our gratitude to the member organisations who participated in this Survey, and for your detailed answers. With more than 123 responses, the Gender Equality and Equity report shows that Gender Equality remains an important area of work for our members and highlights the continuing efforts to address gender inequalities and promoting equitable initiatives and practices with the education trade union movement.

Since our last World Congress, ILO Convention C190 on Violence and Harassment in the workplace has revolutionised EI's gender equality work. It has sparked deeper conversations on violence and harassment not only in the world of work and in education systems, but in trade unions. There are a wide range of activities around gender-based violence being implemented by EI members, with important regional differences, yet the importance of the women's networks as a driver of these activities cannot go unnoticed.

In some regions, there have been setbacks, due in part, but not only, to the COVID-19 pandemic, austerity policies, economic crisis, wars, and conflicts. At the same time, since our last World Congress, we have seen well-funded and interconnected anti-gender, anti-feminist movements spread across regions as right-wing and authoritarian governments use women's bodies as political chess pieces.

Collectively we are not doing enough to address the issue of gender representation in union decision-making. As the Report indicates, women are joining unions, numerically increasing their membership; however, an increase in membership does not equate an increase in genuine participation. As inequitable gender norms and stereotypes require women to bear the brunt of domestic responsibilities and a never-ending mental load, we see effects in what the Report calls the "work-life collision". This was most evident and exacerbated during the COVID-19 pandemic.

At the same time, across regions, women are not seeing themselves represented in their union's highest decision-making bodies. Over the 2010 to 2023 period, there has been no change a 0.05% change in the percentage of unions who have reached gender parity in their highest decision-making bodies. Those granted a seat at the table often face additional challenges their male colleagues do not.

Moving forward, the Report asks trade unions to consider the role of men and boys in gender equality work. Exclusively targeting women for gender equality training and initiatives not only overlooks the essential role of men in these processes but also unfairly burdens women with the responsibility for fostering gender equality in workplaces and educational settings.

We encourage all EI member organisations to read this Report and reflect on the ways EI can advance our collective work on gender equality and equity.

David Edwards
General Secretary

Executive Summary

This report outlines the findings of the Gender Equality and Equity survey covering the 2019-2023 period, the latest in EI's Quadrennial Surveys on Gender Equality and Diversity. It is based on 123 responses to an online survey sent out to members (response rate of 33%) and 13 in-depth interviews with selected unions. The findings are illustrative of the range of experiences expected when surveying organisations from around the world and from low to high-income countries.

There is increasing inclusion of individuals who identify as women, non-binary or transgender in EI's membership and highest decision-making bodies across unions, however, progress is slow, limited, or at risk of regressing. The dominance of male leadership within education unions persists, with only a quarter of General Secretaries being women, and only four in ten Deputy General Secretaries. This has overall not improved since 2010. Reasons noted for the lack of women in leadership roles are the increased expectations on women, compared to men, the triple or even quadruple workloads expected of many women (education work, union work, family responsibilities, and having to serve as a woman role model), and the disproportionate scrutiny and abuse which means many women do not even put themselves forward.

These inequalities exist despite the growing use of quota systems and written gender equality policies over the last ten years. Indeed, 60% of respondents had written gender equality policies and 52% had policies on gender quotas. The majority of these had been introduced since the last Gender Equality Quadrennial Survey in 2015, indicating progressive policy developments from responding unions. Furthermore, unions are carrying out diverse measures and initiatives related to gender equality. For example,

eight in ten of the respondents were carrying out training activities for members related to gender issues and non-discrimination in education or measures to improve gender equality in decision-making structures, and seven in ten had advisory committees and/or networks on gender issues.

Gender-based violence (GBV) and harassment, both within unions themselves and the wider education systems, is a challenge, unions are dealing with in different ways. For instance, half of the respondents had embedded the International Labour Organization's Convention number 190 on the right to "*a world of work free from violence and harassment, including gender-based violence and harassment*" in union policies. Further, six in ten unions reported having GBV initiatives within the union, seven in ten have education-related GBV initiatives, and only four in ten have GBV monitoring mechanisms in the union. Unions are using a wide range of initiatives to tackle these issues including awareness-raising activities, collection of data, improvements to infrastructure, and engagement in policy-making. However, further progress is needed in almost all countries on a better understanding of physical and non-physical GBV, not only through the implementation of monitoring and reporting systems but also through prevention systems.

Initiatives on gender transformative education aiming to transform stereotypes, attitudes, norms, and practices in their national education systems were implemented by six in ten unions, of which half were focused on teacher training and four in ten on curriculum development. Unions also had initiatives to work with diverse marginalised groups, such as students living in extreme poverty, students with

disabilities, out-of-school children, and students from remote rural areas. Six in ten respondents were carrying out work to improve access to education for marginalised students, but there was significant variation by region.

Overall, unions are making progress on gender equality, especially given the challenges posed by global events like the COVID-19 pandemic, and political shifts towards conservative and far-right politics in some countries. However, there is still room for improvement in all areas of the work on Gender Equality and overall, on the Gender Equality Action Plan.

Introduction

Through various actions, Education International (EI) and its member organisations have been working to advance gender equality, equity, and the rights of women and girls at local, national, regional, and global levels. To take stock of these efforts, EI is mandated by its founding Congress in 1995 to carry out surveys on gender, equality, and diversity issues before each World Congress. In preparation for EI's 10th World Congress in July 2024, the Quadrennial Surveys on Gender Equality and Diversity consist of three different surveys: on LGBTI+ rights, on Gender Equality and Equity, and on the rights of Indigenous Peoples (please see Annex for a full list of key terms).

This is a report on the findings of the Gender Equality and Equity survey covering the 2019-2023 period. The report first presents the research objectives and the methodology. The findings are then presented in the following thematic sections:

- Changes in gender equality within unions;
- Uses of gender equality policies and quotas;
- Initiatives to improve gender equality;
- Gender-based violence;
- Gender transformative education;
- Marginalised groups;
- How EI could strengthen their union support.

The report then provides conclusions and recommendations for both EI and its member organisations.

Objectives of the 2024 Survey

The survey aimed to provide an analysis of union policies, advocacy priorities, and current educational challenges, to advance EI's work furthering and protecting the rights of women and girls through education. In some instances, the response rates to previous editions of the surveys were less than optimum, and consequently, follow-up and impact have been hard to evaluate. Following the 2015 quadrennial survey, the intention of the 2024 survey has been:

- to link the survey directly with the different action plans, especially to the Gender Equality Action Plan (GEAP) 2020-2023;

- to evaluate the extent to which affiliates have been able to contribute to their implementation both at national, regional, and international levels;

- to identify where and how EI can support members with implementation of the GEAP.

The results will be presented to EI member organisations at the next EI World Congress in Buenos Aires, Argentina in July 2024.

Methodology

This report is based on a mixed methods study consisting of both a survey to all EI affiliates (conducted between 29 February and 29 March 2024) and 13 interviews with EI member unions (conducted between 8 April to 19 April 2024).

The design of the survey followed two main guidelines:

1. Ensuring the questionnaire was relatively short and simple so respondents would not require extensive research and could be completed within a reasonable time span. However, this was also balanced against comprehensive coverage of the topics of interest to EI and those that were covered in the GEAP 2020-2023. The GEAP 2020-2023 highlighted three main priorities: Promoting women's participation and leadership within education unions; Taking action to increase intersectional gender equality in and through education; and Promoting women's economic empowerment. These topics were covered in the survey through 57 questions, taking approximately 40 minutes to complete. While longer than the 2015 survey, it was vital to update the information EI had collected in 2015 and to expand on new themes that have become priorities since.

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

The survey questions were sent to EI's Status of Women Committee for feedback on relevance and readability. The survey was sent through Customer Voice to all EI member organisations and was available online throughout this time in English, French, and Spanish. EI Secretariat staff and the regional offices were assiduous in encouraging and facilitating the completion of the survey.

The interview guides were designed to complement the results of the survey and to focus on three key areas identified by EI: (1) Strengthening gender equality within unions (including in leadership), (2) gender-based violence (e.g. around the implementation of C190 and gender-based violence (GBV) and harassment policies more broadly), and (3) challenges faced and support needed from EI. Union selection for the interviews ensured representation from all regions and varying country income levels. There were three interviews from each of Africa, Europe, North America and the Caribbean, and two from both Asia-Pacific and Latin America. Interviews were carried out in English, French, Spanish, and Kurdish.

1. Response Rates and Response Overview

The survey received 123 responses out of 373 members resulting in a response rate of 33%. This compares with the 125 responses received in the 2015 GEAP survey, indicating a decrease of 2 unions participating in 2024. Regional representation is uneven with Africa having the most responses (45, with 5 in the Arab Cross Country Regional Structure (ACCRS) subregion) and North America and the Caribbean the least (11). In terms of regional response rate, Latin America had the highest with 41.2% and Europe the lowest at 23% (see table below for a full breakdown).

While the response rate to the survey on gender equality was similar to the 2015 survey (31%), 250 affiliates did not respond. There may be multiple reasons for this lack of response, including 'survey fatigue' (as the Indigenous Peoples survey and the LGBTI+ survey were conducted simultaneously) or time pressure on staff and officers. Given the significant number of non-responding unions, the information presented should not be construed as a comprehensive profile of EI affiliates' efforts on gender equality and diversity. Instead, it offers insights into a subset of affiliates. Among those affiliates that responded to the survey, 15 (12%) requested anonymity regarding the country or territory of their organisation, and 19 (15.5%) preferred not to have their organisation's name disclosed in the publication. Member organisations and their countries have been anonymised based on the preference they indicated, and interview participants are also anonymised. In these instances, the anonymised union's region has been used instead of country or territory.

2. Limitations

There were several limitations in this study. No data was collected on the specific reasons unions chose not to complete the survey. Similarly, although the interviews sought to represent a diverse range of countries by region and country income level, there may have been a stronger willingness to participate from those unions who believe they are making more progress than others and would like the platform to present this progress. Notably, one union member interviewed for this research indicated they did not complete the equivalent LGBTI+ survey, due to it being a particularly sensitive topic in their context. This may have similarly influenced the response rate to the gender survey, where unions may not have felt able to respond if gender is a particularly sensitive topic in their context. Finally, the survey and interview data collected is largely descriptive and does not establish causation within the topics studied.

Table 1. Survey response rates, by region

Region	Responses Received	Total Unions in Region	Response Rate (%)
Africa	45	117	38.5
Asia Pacific	25	63	39.7
Europe	28	122	23.0
Latin America	14	34	41.2
North America and the Caribbean	11	37	29.7

Findings

1. Promoting gender equality within unions – improving, but a continuing challenge

This section presents findings on gender equality and leadership of education unions, which shows that there is limited progress and an enduring dominance of male leadership.

The percentage of those identifying as women, non-binary, or transgender is increasing in union membership and in unions' highest decision-making bodies. However, this is not making its way up to senior leadership positions where men are still the main representatives of unions.

Overall, the proportion of members identifying as women in unions has increased in the 2019 to 2023 period, with reductions in the percentage of unions reporting lower percentage groupings, specifically in the 0-24% range, as seen in Figure 1.

In 2019, 20% of unions responding reported that only 0-24% of their members identified as women; by 2023, this figure had dropped to 12%. The same is true of the 50-74% category which increased from 26% of unions in 2019 to 28% in 2023. The greatest changes came at the lowest end of the spectrum, with 12 unions that were in the 0-24% group in membership in 2019 moving to the 25-49% category in 2023. A further 13 unions

stayed in the 0-24% group during both years.

Despite these shifts in membership demographics, there has been little progress in achieving gender parity in leadership positions in unions. These changes were also seen in the composition of the highest decision-making body within member organisations. Put another way, and put into the context of previous surveys, in 2010, 45% of unions had achieved gender parity on their highest decision-making body, with 50% or more female representation. This figure rose to 51% by 2015, but dropped to 37% in 2019 (compared to 50% whose membership was over 50% women) and back up to 45 % in 2023 (compared to 51% whose membership was over 50% women). This means that over the 2010 to 2023 period, there has been a 0.05% change in the percentage of unions who have reached gender parity in their highest decision-making bodies. However, this has not been a linear trend.

In contrast to the data collected on women's representation within different union bodies, significantly less data has been collected on members who identify as non-binary or transgender (Figure 2). Over 60% of respondents do not collect data about the participation of those who identify as non-binary or transgender in their organisations.
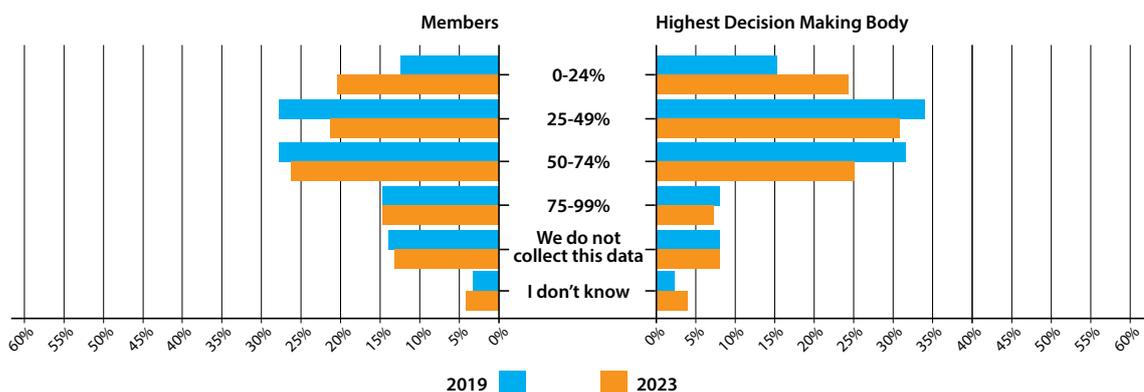

Figure 1. Percentage of members and people in the highest decision-making body who identified as women in unions in 2019 and 2023

Box 1 The challenges in sustaining gender equality progress in unions

While significant progress has been made, as demonstrated in the survey findings, the interviews also noted that progress is neither inevitable nor one-way. Some unions mentioned that complacency on advancing gender equality is a risk if there is a perception that enough progress has been made. Other unions indicated the threat to progress posed by increasingly powerful far-right and anti-feminist movements, as well as conservative religious political parties, both of which can put pressure on organisations and individuals to retain or regress to social norms that restrict the rights of women and marginalised groups, in particular.

"Some women want to join but their husbands do not allow them to join... they are not permitted to participate in union activities." Zanzibar

While all unions interviewed highlighted their efforts in promoting women's leadership and gender equality more broadly, few have engaged men in these activities, and several mentioned this is a gap they are seeking to address in the future. This gave the impression that training, capacity building, awareness raising, and other initiatives were targeted at women because they are the ones largely discriminated against.

This strategy risks focusing primarily on symptoms, rather than addressing the root causes of gender inequality. Exclusively targeting women for gender equality training and initiatives not only overlooks the essential role of men in these processes but also unfairly burdens women with the responsibility for fostering gender equality in workplaces and educational settings.

Regarding union training initiatives:
"We made a small mistake. We should have worked with young men and women. We shouldn't have just focused on women... If we don't raise the awareness of men, if they don't understand the importance of gender, they will always be a blockage to female activists." Morocco

Moreover, some unions noted an increasing challenge in engaging younger generations in union activities, which poses an additional risk to progress and union renewal. Others stated that there are increased expectations on younger people's time, in part due to rising costs of living, which leaves less time to engage in union activities.

Multiple unions also mentioned a lack of finances inhibiting their ability to carry out activities. In Zanzibar, for example, this related to the transport costs to reach remote areas, and in Kurdistan, the union noted they had very little funds necessary to carry out the activities they would like to.
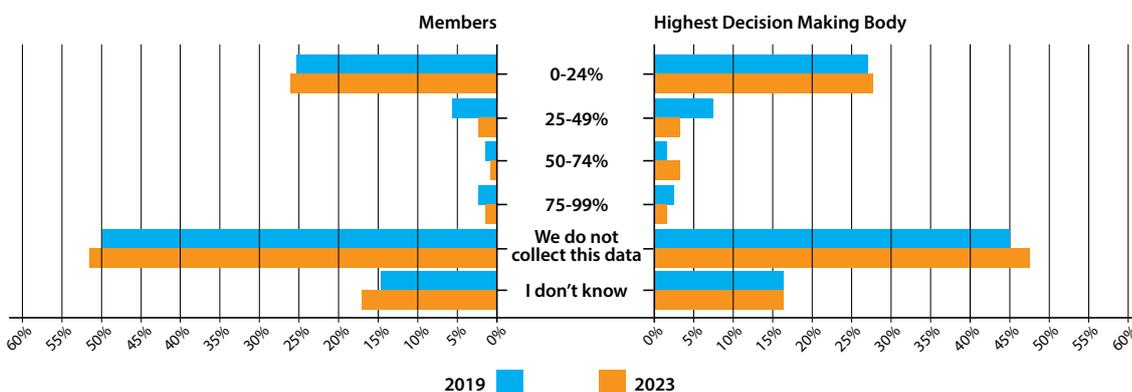

Figure 2. Percentage of members and people in the highest decision-making body who identified as non−binary or transgender in unions in 2019 and 2023

In 2019, 69% of respondents did not know or collect this data, compared to 65% in 2023. Among those with available data, in 2019, 26% (84% of those who collected data) of unions had 0-24% of their members identify as non-binary or transgender. By 2023, this changed to 25% (72% of those who collected this data), with an increase noted in unions having 25-49% non-binary or transgender members

For their highest decision-making body, 64% of respondents did not know or were not collecting data on people identifying as non-binary or transgender in 2019, falling to 61% in 2023. Among those with data on the percentage of their highest decision-making body that identified as non-binary and transgender, in 2019 28% (77% of those who collected this data) of unions had 0-24% of their highest decision-making body identify as non-binary or transgender, compared to 27% (70% of those who collected this data) in 2023. Further, in 2023 7.4% (19% of those who collected this data) of unions had 25-49% of the members of their highest decision-making body identify as non-binary or transgender, a large increase from 3.3% (9.1% of those who collected this data) in 2019. Overall, the percentage of members and those in the highest decision-making bodies who identify as non-binary or transgender is rising according to survey respondents. However, given that some respondents indicated that over 50% of their membership and highest decision-making bodies were non-binary or transgender, these findings must be taken with some caution.

Enduring male dominance in leadership

Men continue to dominate senior leadership roles in unions. There was almost no significant change in the representation of women in top executive positions such as General Secretary or Deputy General Secretary positions from 2019 to 2023.

In 2023, 24.6% of unions reported that the General Secretary was a woman, compared to 25.4% in 2019, a fall from 30% in 2010. For Deputy General Secretary positions, the situation is slightly better, with 40% of unions reporting that the position was occupied by someone who identified as a woman in 2023, compared to 34% in 2019. Overall, more unions did not know or did not collect data on the gender of the Deputy General Secretary in 2019 (24) and in 2023 (21) than the General Secretary in 2019 (5) and in 2023 (5). This indicates a need to expand the demographic data collected about senior leadership. No member organisations who participated reported having individuals who identify as non-binary or transgender in senior leadership positions.

Comparing these figures to those collected in the 2015 Survey, it is evident that there has been a small but continued decline in the percentage of women in the position of General Secretary since 2010 among the unions responding to the survey. Due to the lack of comparative data for other leadership positions, it is challenging to determine if this decline is part of a broader trend.
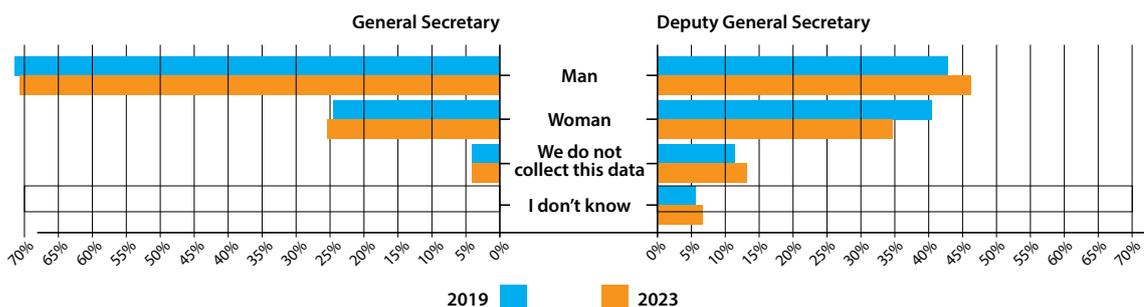

Figure 3. Percentage of people who held the following positions in 2019 and 2023 by gender

Nevertheless, these figures over time conceal changes within individual organisations. For instance, nine (68% of those who knew the gender in both years) of the unions that had a man as a general secretary in 2019, had a woman in this position in 2023. In contrast, for those that had a woman serve as general secretary in 2019, 21 (10.5 % of those who knew the gender for both years) still had a woman serve as general secretary in 2023.

Box 2 - Challenges for women in leadership

In many of the interviews, participants highlighted the persistent challenge of achieving equal representation in leadership positions within unions, despite women constituting the majority of the teaching workforce and often union membership as well. As noted by the survey findings, there has been gender equality progress in union decision-making, however, there has been limited progress on gender equality in leadership indicating some persistent and emerging challenges. Most union interviewed noted the higher expectations placed on women in leadership roles, referring to triple or even quadruple workloads, compared to men. These multiple workloads comprise combinations of education work, union work, domestic home responsibilities, and being feminist role models. Typically, men in union roles would only be expected to conduct education and union work.

"The issue of shared family responsibilities continues to be the responsibility of women to take care of children, the elderly, and the sick. These family duties are washing and ironing and that limits time. Even when there is a desire to participate, there is capacity, but time also limits us." Mexico

Many also noted the margin for error for women being lower, with mistakes made by women being capitalised on by opponents. Social media has been a growing platform for amplifying critiques and abuse that have always existed.

"Leadership is not a kind place, and you need a thick skin, and I know of women who say that 'I could do it, but I don't want to put myself and my family through that'." North America and the Caribbean

Unions noted that being candidates for election within unions makes candidates more visible and open to scrutiny. Given threats of abuse faced by women, many may choose lower-level leadership roles or internal leadership roles, rather than public-facing ones to avoid scrutiny and threats of abuse.

"I've experienced comments about how I look, the way I dress, whether I'm not formal or political enough, in ways that I know male leaders of our union never ever experienced." Australia

Multiple unions also indicated some women who would suit leadership roles may lack the confidence to put themselves forward. One union also noted that although abuse and unreasonable pressure on women typically comes from men, due to the patriarchal system and internalised misogyny, it can also come from women themselves.

"Patriarchy perpetuates holding women to absolutely unreasonable standards. Women are not allowed to make any mistakes or be vulnerable whatsoever." Australia

Some unions are also recognising different forms of leadership. The German Education Union is increasingly using leadership teams, for example, a group of three people, rather than individuals for their various committees. This strategy helps distribute responsibilities and workloads more evenly, brings a diversity of expertise to the table, and facilitates the inclusion of more women and younger members in leadership roles, thereby broadening the definition of what constitutes leadership.

2. High presence of written gender-related policies, but still room for higher uptake

This section focuses on the extent to which unions have implemented policies related to gender quotas and gender equality. Member organisations had high levels of uptake on both policies, with 60% having written gender equality policies and 52% having policies on gender quotas (the remainder either lacked these policies or were unaware of their existence).

Written gender equality policies

Out of the 74 (60%) participating unions with written gender equality policies within the structure of the union, a vast majority, 97% included those who identified as women, 76% those who identified as men, 24% those who identified as non-binary, and 20% those who identified as transgender in those policies. Further, of those that had these policies, 58% stated that the policies included marginalised groups,
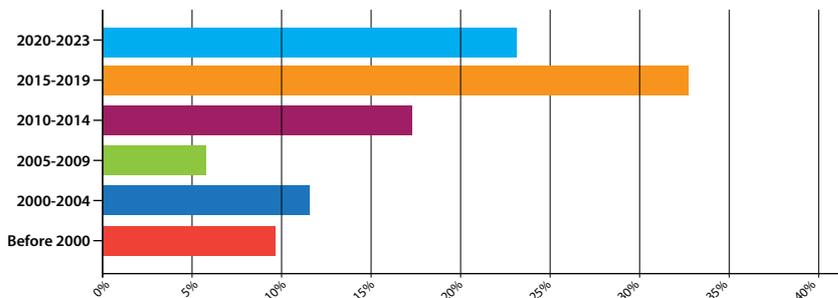
Figure 4. Percentage of written gender equity policies by when they were introduced within the union in 5-year periods

34% did not include marginalised groups, and 8% did not know. Marginalised groups mentioned by unions included LGBTI+, Indigenous peoples, minority ethnic groups, minority language speakers, religious minorities, people with disabilities, migrants, and people from marginalised castes. A large percentage (56%) of these policies have been enacted since the last EI Gender Equality survey in 2015.

Several unions that did not have these policies indicated that they were under development. Other reasons given for not having them were due to lack of political will and national politics.

Gender quotas

Out of the 64 (52%) participating unions that had implemented gender quota policies, 98% of those policies included provisions for individuals who identified as women, 75% included those who identified as men, 20% included those who identified as non-binary, and 19% included those that identified as transgender. Notably, the percentage of unions having gender quota policies has risen since 2015, when less than 40% of unions had such policies, compared to 52% in 2023. Similar to the written gender equality policies, a substantial portion of these gender quotas policies (49%) have been enacted since the last EI Gender survey.

Reasons unions gave for not having a gender quota system included that they are not legally allowed to or that they would like to introduce quotas but have not prioritised it yet. Some unions indicated that they did not feel they were needed, often because they believe the union has reached gender equality or have more women represented than men.

"We haven't had any problems in having women in the organisation of our union. A bit over half of our members are women and in our board, union meeting etc. bodies of our organisation, we always have a rather even number of women and men. Thus establishing a quota has not been needed in order to secure the representation of women."
Finland
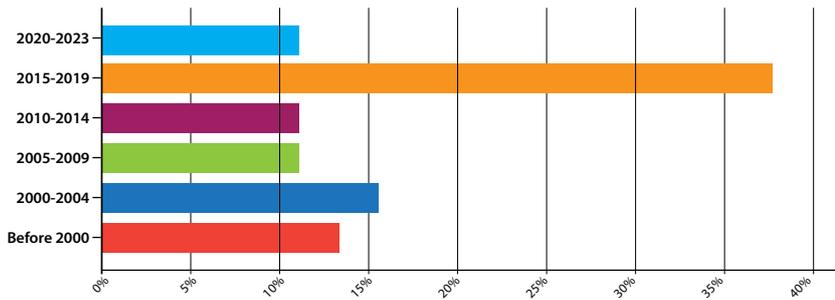
Figure 5. Percentage of gender quota policies by when they were introduced within the union in 5-year periods

3. Unions are adopting a diverse set of measures and initiatives to improve gender equality

Unions are carrying out diverse measures and initiatives related to gender equality. For example, 80% of respondents were carrying out training activities for members related to gender issues and non-discrimination in education, 79% were carrying out measures to improve gender equality in decision-making structures, and 69% had advisory committees and/or networks on gender issues. Gender-sensitive teaching material topics included gender equality, gender-based violence, workplace harassment, inclusive education, national and international laws and policies, and LGBTI+ issues.
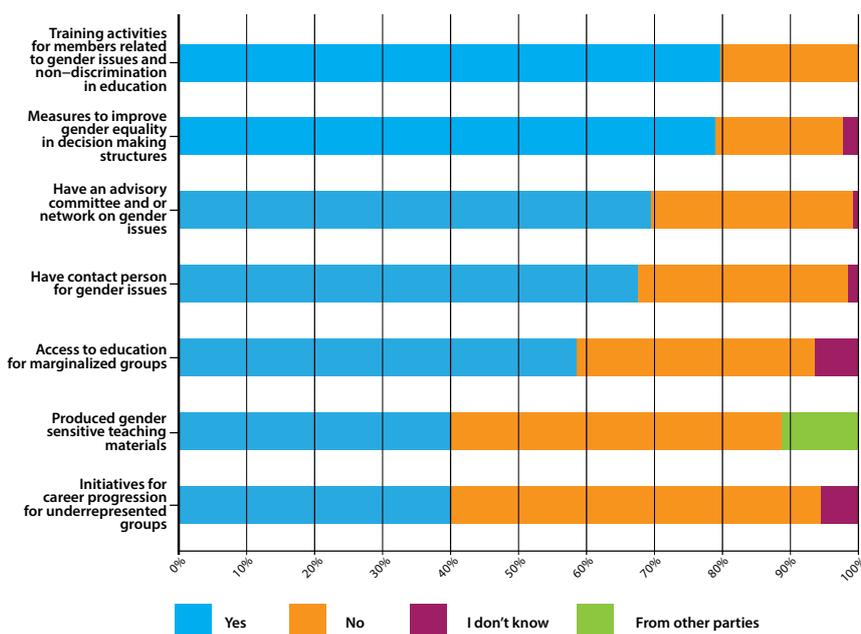
Figure 6. Percentage of unions carrying out specific gender equity measures

Regionally, the percentage of unions implementing these initiatives varies significantly. Looking at the measure mentioned above:

- In Africa and Asia Pacific, the most common initiative was Measures to improve gender equality in decision-making structures (91% and 96% of unions respectively).

- In Europe and Latin America, the most common initiative was Training activities for members related to gender issues and non-discrimination in education (75% and 93%).

- In North America and the Caribbean, the most common initiative was Having an advisory committee and or network on gender issues (71%).

Unions are also carrying out research on how to improve gender equality in education systems. Topics identified include women's representation in education unions, working conditions for women in education, gender and teaching materials, sexism in schools (National Education Union and UK Feminista, 2017), gender-based violence in schools, and member surveys.
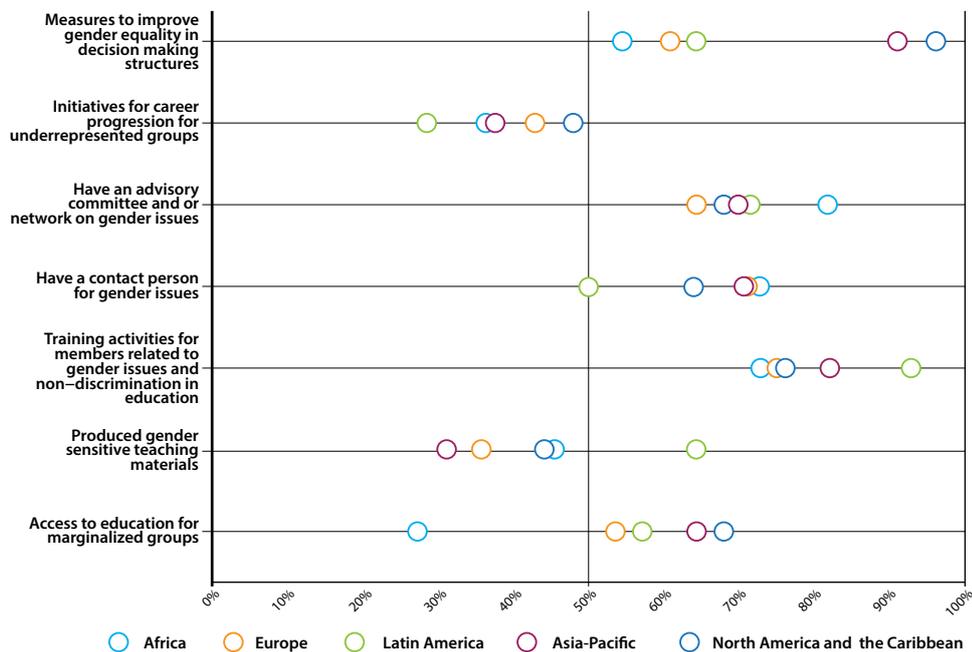
Figure 7. Percentage of unions by type of measures and initiatives concerning gender equality by region

Box 3 Initiatives to improve gender equality

In recent years, progress in gender equality within education unions has been driven by both internal and external initiatives. National laws and policies can be a driver of progress within the union and education system. For that reason, many unions interviewed spoke of the leading role they take in advancing gender equality.

"I can't imagine any further steps in gender equality without trade unions, because work and working conditions are a central part of gender equality." Germany

Almost all unions actively promote gender equality through a combination of approaches including:

- Conferences, training, workshops, and seminars on a range of topics concerning gender equality;
- Leadership and mentoring programmes;
- Gender quotas at different levels of the organisation;
- Awareness-raising campaigns;
- The creation of gender officer roles and/or gender or women's committees;
- Women's networks across the union;
- Women's caucuses;
- Engagement with education unions in other countries to learn from best practice;

- Advocacy efforts, for example for the ratification and implementation of the ILO C190;
- Policy reviews and gender audits;
- Policy implementation and guidelines;
- Embedding a feminist lens across all collective bargaining;
- Work on intersectionality to ensure greater participation and leadership of women from minority backgrounds.

"[The participation of women has been facilitated by] the structure, the Women's Organisation, the existence of this space for women where we meet, we speak without fear, we speak without qualms, without being afraid that someone will cut you off or that someone will question you or that someone will tell you... We speak freely, we all decide together..." Latin America

These efforts are often driven by the unions' internal women's or gender structures. While some initiatives directly benefit union members, others aim to influence the broader educational system. Workshops cover a wide range of topics, including gender and leadership skills; how to operate online and promote yourself safely through social media; and how to manage finances, health, and stress.

Unions are also increasingly recognising that even small decisions within a union can have gendered impacts, emphasising the importance of adopting feminist, gender, and intersectional lenses across all levels of operation, not just at the leadership level.

The language used also plays a key role in shaping the discourse around gender equality. Many organisations and sectors refer to work-life balance, particularly in reference to the additional roles women in society are often expected to perform. Reframing this as a work-life collision may be more constructive as it recognises the challenge itself, rather than placing additional pressure on women and people to balance aspects of their lives that may be incompatible, thereby setting unreasonable expectations.

Addressing intersecting inequalities and discriminations involves more than just tokenistic appointments of individuals from diverse backgrounds to specific roles. A more comprehensive approach would start with grassroots and structural approaches and strengthen the capacity of intersecting inequalities at all levels. Groups identified included aboriginal women in Australia, migrant people, those with health conditions, and those with lower levels of formal education in Germany. Quebec recognised the need to focus more on intersecting inequalities but currently lacks sufficient data about their members to fully address these challenges.

4. Gender-based violence is important to unions, but the extent of response depends on the region

Unions have a diverse set of responses to gender-based violence (GBV) but overall are attempting to address these key issues both within union structures and in the education system.

C190 has been embedded in over 50% of unions

The International Labour Organization's (ILO) Convention number 190 (C190) is a treaty that recognises everyone's right to "a world of work free from violence and harassment, including gender-based violence and harassment" (International Labour Organization, 2024).

54% of respondents had embedded C190 into union policies, 23% had not, and 13% were unsure. Notably, 9% (11 unions) were not aware of the instrument. Regionally the percentage of unions that have these policies ranged from 86% in Latin America to 39% in Europe. The percentage of unions that were not aware of C190 ranged from 13% in Africa to 7% in Europe, with Latin America having none.

Examples of activities unions carried out to embed ILO C190 include developing internal policies that adopt the language of the Convention, establishing violence and harassment protocols and monitoring and reporting systems, and training and awareness raising for union staff and members.

"Our organisation has participated and continues to participate in several trainings and advocacy campaigns for the ratification of the ILO Convention 190 and the Recommendation 206." Senegal

"We have initiated actions to find out what C190 is and the favourable implications for us women fundamentally. On March 8, we will be holding a rally in front of the Ministry of Labor to request that the ratification of the Convention begin." Paraguay

60% or more of respondents have initiatives on gender-based violence, but monitoring mechanisms are still uncommon within unions

Gender-based violence (GBV) is violence directed against a person based on that person's gender or violence that affects persons of a particular gender disproportionately. It can include violence against women, domestic violence against women, men, gender diverse individuals, or children living in the same domestic unit. Although women and girls are the main victims of GBV, it also causes severe harm to families and communities (European Commission, 2024). Union initiatives aimed at combatting GBV were diverse ranging from awareness raising to participation in legislative processes. While 61% of unions reporting have
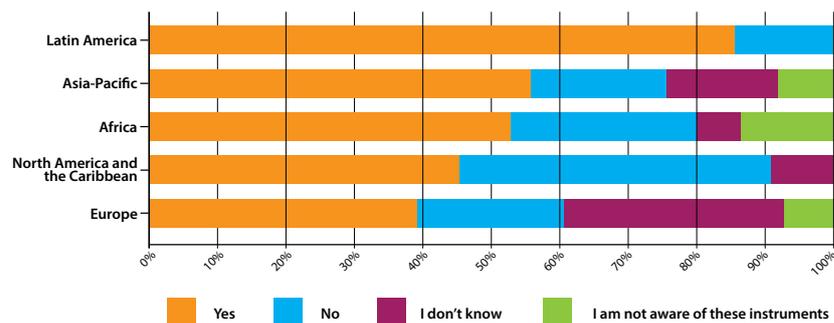

Figure 8. Percentage of unions responding who have embedded C190 by region
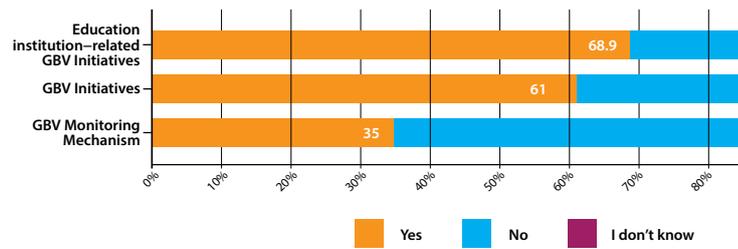
Figure 9. Percentage of unions
with gender-based violence initiatives

GBV initiatives, and 68.9% have education-related GBV initiatives, only 35% have GBV monitoring mechanisms (a specific type of initiative aimed at combatting GBV through reporting and transparency) in the union.

Gender-based violence initiatives within unions

Out of the surveyed unions, 61% (84) report having GBV initiatives in their union. Regionally, Latin America has the highest percentage of unions with monitoring mechanisms,79%, (11 unions), and North America and the Caribbean have the lowest percentage of unions with monitoring mechanisms, 55%, (6 unions). Notably, despite the percentages, Africa had the highest number of unions with these mechanisms (33 unions, with 5 in the ACCRS subregion).

Among unions having initiatives against GBV and harassment, the most common was awareness-raising activities among union members, with 75 unions (90%) engaging in them.

Conversely, the least common initiatives included implementing legislative measures on violence in schools and being a member of consultative committees that amend national laws, each occurring only once. Producing training or campaign materials ranked as the second most common initiative, with 50 unions (60%) undertaking this, followed by participating in a national coalition or campaign, in which 48 unions (58%) were involved.

There is also some regional variation in this, though the extent of variation depends largely on the type of measure. One example of a measure with significant regional variation is the percentage of unions engaged in the production of training or campaign materials, which ranged from 33% in North America and the Caribbean to 80% in Latin America. Nevertheless, some measures remain consistently high across regions, such as awareness-raising activities amongst union members.
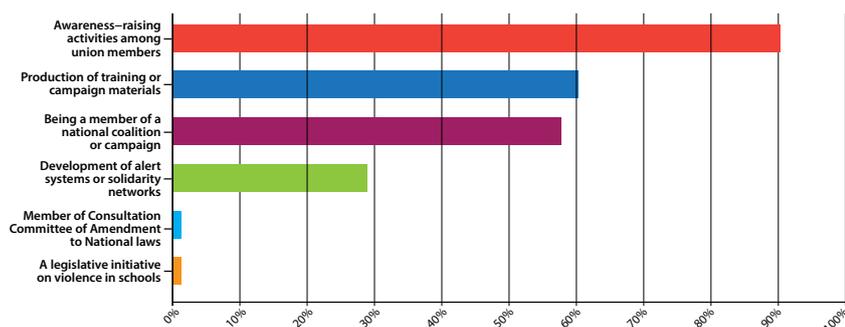
Figure 10. Percentage of unions participating in specific initiatives
against gender-based violence and harassment
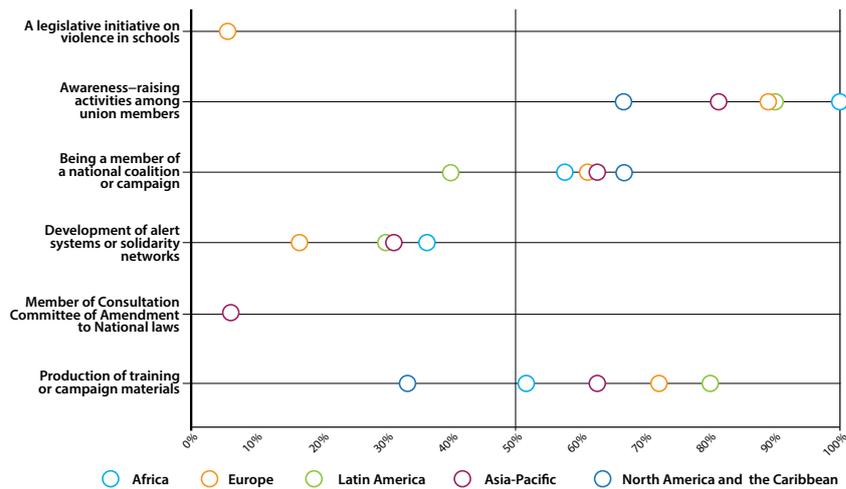
Figure 11. Percentage of unions by type of initiatives concerning gender-based violence and harassment, by region

Gender-based violence monitoring mechanisms

While only 35% (43 unions) have GBV monitoring mechanisms within their union, there is significant regional variation in unions, with Latin America having the highest percentage of unions with monitoring mechanisms (50%, 7 unions) and Europe having the lowest percentage of unions with monitoring mechanisms (25%, 7 unions). Despite the percentages, Africa had the highest number of unions with these mechanisms (16, of which 2 came from the ACCRS sub-region).

The presence of GBV monitoring mechanisms also correlates strongly with broader GBV initiatives within unions. Among those respondents with established GBV initiatives, 45% reported having monitoring mechanisms. In contrast, among unions without such GBV initiatives, only 11% had monitoring mechanisms. The same is true for those unions who had embedded C190 within union policies. This indicates that monitoring mechanisms are associated with concern and action on GBV more broadly.

Box 4 Slow progress on ending gender-based violence

Gender-based violence is a sensitive topic, and during the interviews, it was acknowledged that obtaining detailed information is challenging due to confidentiality constraints, and general reluctance among unions to openly address such incidents. The interviews highlighted some progress and multiple challenges to addressing gender-based violence within education unions and education systems more broadly. Many noted the need to recognise a wider definition of gender-based violence, with some members only recognising physical violence.

However, a few interviewees disclosed instances of gender-based violence within their organisations. One interviewee expressed dissatisfaction with how the union handled one case, noting that the protocols in place were outdated or insufficient to address the needs of individuals in such circumstances. Although some unions have established monitoring and reporting mechanisms for workplace

gender-based violence, many pointed out the lack of incentives to use them and sometimes disincentives; such as, threats to career progression or societal perception of the victim. In some unions and education systems, these monitoring and reporting mechanisms are either ineffective or lacking entirely.

> *"However, we lack clear protocols that say what to do when violence is among us, union leaders."* Latin America

There is also the challenge of hidden or unrecognised violence. One union reported that there was very little physical gender-based violence in their union or their country's education system and that the majority of physical violence was by students or parents against teachers. Other unions noted a focus on monitoring and reporting primarily on physical violence versus non-physical gender-based harassment and abuse. Where violence is hidden or unacknowledged, it is challenging for unions to act, leaving staff and anyone involved in the education system at risk.

One union noted that although significant progress had been made in understanding different forms of gender-based violence, and there were rigorous monitoring and reporting mechanisms and protocols, there must now be an additional focus on prevention, so that employers are required to actively prevent violence, not just respond when it happens. This could include carrying out detailed risk assessments specific to gender-based violence and implementing prevention measures to mitigate these risks.

Multiple unions also recognised the impacts of gender-based violence in the home of teachers and education support personnel, and the responsibility of unions to support these members. Some countries have introduced paid domestic violence leave, which is the case of Australia where an education union successfully negotiated the right to paid domestic violence leave through collective bargaining. This initiative, proven to save lives within the education sector, has been adopted in national law across all sectors.

In most countries interviewed, the ILO Convention 190 was either not ratified, or had only recently been ratified and had yet to come into force. Education unions are actively advocating for the ratification or implementation of this Convention, often collaborating with sister unions from other sectors or national trade union centres. Many education unions were also able to demonstrate internal policies that would meet ILO C190 standards, giving more strength to their advocacy efforts.

> *"In fact, last March 8 we held a National Women's Plenary where more than 60 women delegates participated...from the different departments. We participated and then we marched to the Ministry of Labour to ask for ratification [and] to initiate the process of ratification of Convention 190... The Minister of Labour herself asked us to go with her, that she was going to receive us... finally we went in for a moment [to the office to discuss the petition]".* Latin America

> *"We took it to the Zanzibar Trade Union Congress, and we educated them, we told them about Convention 190... They are now trying to talk to the government so that they can sign it and put it in progress."* Zanzibar

> *"Our union is working on campaigns for the ratification of this Convention. We are part of a central union [federation of unions]. Together we are carrying out advocacy campaigns for its ratification with government ministers."* Senegal

Education-related gender-based violence and harassment initiatives

There was significant regional variation in unions with education-related GBV and harassment initiatives, with Latin America having the highest percentage of unions with monitoring mechanisms (86 %, 12 unions) and North America and the Caribbean having the lowest percentage of unions with monitoring mechanisms (46 %, 5 unions). Despite the percentages, Africa had the highest number of unions with these mechanisms (29, of which 4 were in the ACCRS sub-region). The high rates of GBV initiatives in Latin America align with the high percentage of unions that had embedded C190 in the region (86%).

Among unions implementing education-related GBV and harassment initiatives, the most common were awareness-raising activities for students with 49 unions (45%). The least common were those implementing awareness raising in branches, regions, and nationally and those that were members of consultative committees that amend national laws (both of which had just 1 instance). Awareness-raising activities with parents or governors of

education institutions ranked as the second most common initiative, with 41 (38%) unions undertaking this, followed by the collection of quantitative or qualitative data on gender-based violence experienced by educators, with 32 (30%) unions implementing this as the third most common initiative. As with GBV initiatives within the unions, awareness-raising activities among union members was the most common type of education institution-related GBV initiative amongst respondents.
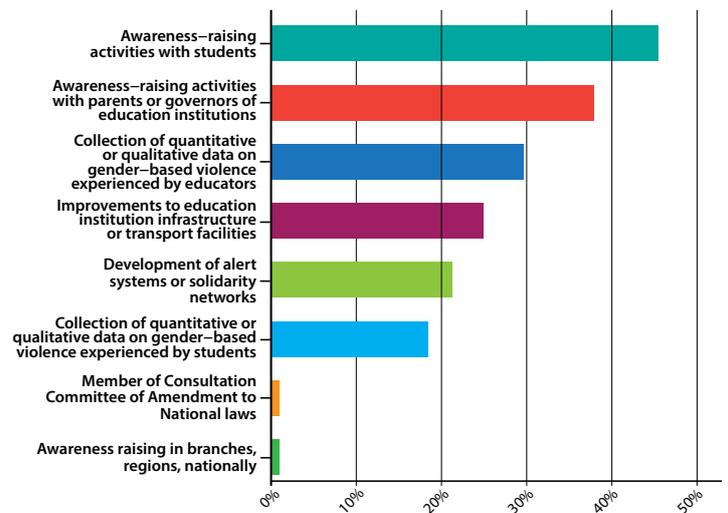

Figure 12. Percentage of unions by type of initiatives concerning education institution related gender-based violence and harassment
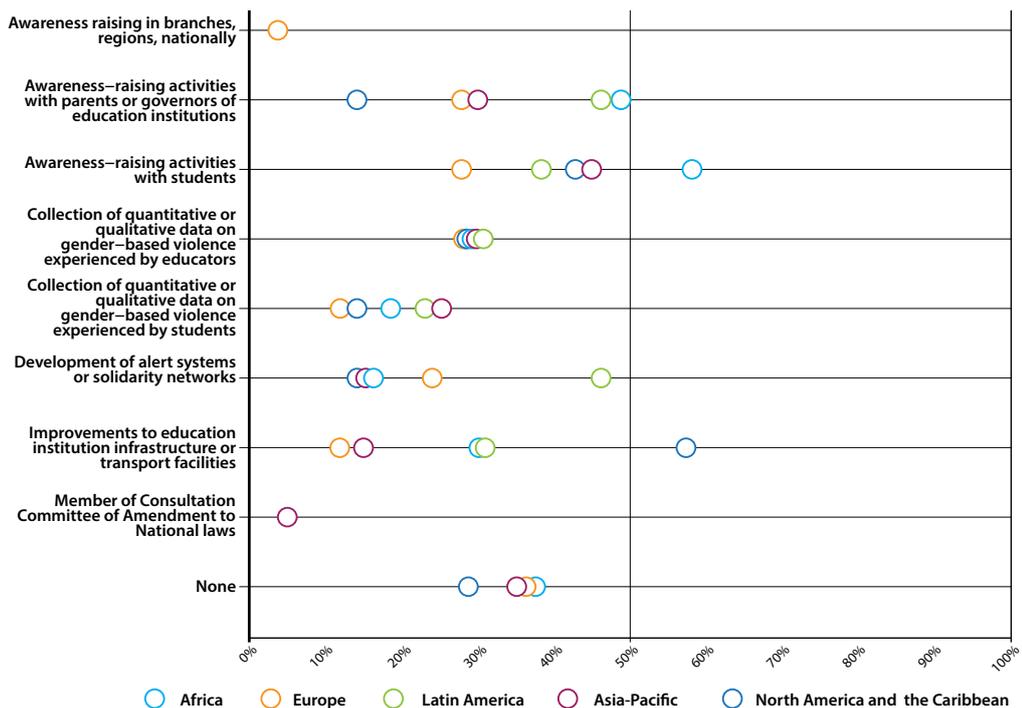

Figure 13. Percentage of unions by type of initiatives concerning education institution related gender-based violence and harassment by region

There is notable regional variation in this. Unlike those for union based GBV initiatives, no measures are consistently high across regions. Some measures show significant variation, while others cluster around a small range. For example, the range for awareness-raising activities with parents or governors of education institutions ranges from 14% in North America and the Caribbean, to 49% in Africa. In contrast, for the collection of quantitative or qualitative data on gender-based violence experienced by educators, the range clusters around 30%, ranging from 29% in North America and the Caribbean, to 31% in Latin America.

5. Gender transformative education

Gender transformative education seeks to utilize all parts of an education system – from policies to pedagogies to community engagement – to transform stereotypes, attitudes, norms, and practices by challenging power relations, rethinking gender norms and binaries, and raising critical consciousness about the root causes of inequality and systems of oppression (Plan International, Transform Education, UNGEI, and UNICEF, 2021). 56% of unions had initiatives on gender rights or gender transformative education in national education systems. For those that do gender transformative education, 37% do so via curriculum development and 54% via teacher training.

There is regional variation across all these elements, with Latin America having the highest percentages of unions doing all 3 types of initiatives. 71% of unions in the region had initiatives on gender rights or gender transformative education in the national education system. Regarding gender transformative education, 71% do so via curriculum development and 93% via teacher training. North America and the Caribbean had the lowest percentage of unions engaging in gender transformative education via curriculum development (27%) and teacher training (18%). Asia Pacific had the lowest

Box 5 Education unions can be gender transformative leaders within their countries and internationally

Several unions noted that they are often gender equality leaders within the country, in comparison to other sectors or the government itself. Several interviews mentioned that because of the high rates of women in education workforces and correspondingly higher rates of women in education union roles, education unions have often confronted gender equality issues earlier than other sectors and play a significant role in driving change at government level through demonstrating what works and advocating for change.

Progressive unions have also been able to demonstrate best practices at an international level, thereby influencing other education unions within the region.

"As education institutions, I think it is a priority that we set the example for other industries on how people should relate to each other." Malta

One union mentioned they felt they have a responsibility to support unions in smaller or lower-income countries. Rather than prescribing solutions, they offer support through capacity strengthening. For example, the Australian Education Union works through the Council of Pacific Education and the EI Asia-Pacific Regional Committee.
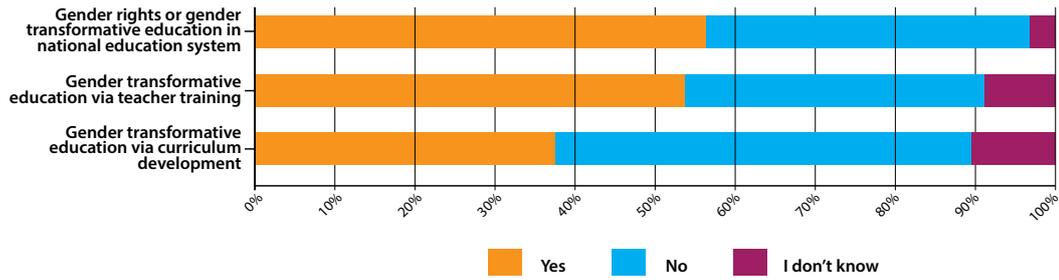
Figure 14. Percentage of unions using select gender-transformative approaches

percentage with initiatives on gender rights or gender transformative education in the national education system (48%). Despite these regional disparities, a high number of unions globally are engaging in initiatives around gender transformative education.

"CCITTA's trade activists have tried to republish gender-sensitive materials. These materials cover a wide range of topics related to gender equality... These materials are designed to be used for whole society and subjects to educate individuals about the importance of gender equality and promote a more inclusive and equitable society." Iran

"For 9 years we have been promoting transformative education in public education on gender equality and equity within the union." Latin America

"The integration of teaching social values to address the harmful patriarchal culture and stereotypes." South Africa

"The Union is one of the key strategic stakeholders in the curricular development currently ongoing in Malta. We have naturally emphasised... gender equality as a key element of the curriculum." Malta

6. Union efforts to address marginalised groups

Marginalised groups refer to different groups of people within a given culture, context, and history at risk of being subjected to multiple discrimination due to the interplay of different personal characteristics or grounds, such as sex, gender, age, ethnicity, religion or belief, health status, disability, sexual orientation, gender identity, education or income, or living in various geographic localities (European Institute for Gender Equality, 2024). Among the unions surveyed, 59% were carrying out work to improve access to education for marginalised students (the rest either did not know or were not carrying out such work), ranging from 27% in North America and the Caribbean to 68% in Asia Pacific. The groups most targeted by unions were those students living in extreme poverty (72%), students with disabilities (69%), out-of-school children (65%), and students from remote rural areas (48%). However, this varies significantly by region. For example, while only 20% of unions globally had initiatives for LGBTI+ students, 50% of unions in Latin America had these initiatives compared to 3.4% in Africa.

Unions were asked how they include women from marginalised groups in union organising processes. Of those that responded, most indicated more passive approaches, such as anti-racist policies, gender policies, and non-discrimination policies or approaches, noting that all are welcome and included. More proactive actions were limited, with some indicating
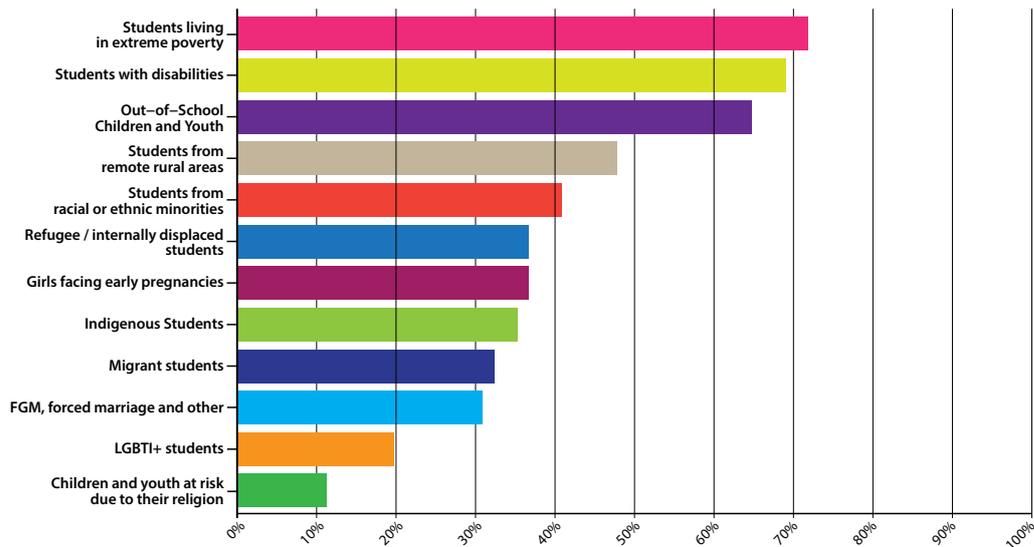
Figure 15.

Students living in extreme poverty	
Students with disabilities	
Out–of–School Children and Youth	
Students from remote rural areas	
Students from racial or ethnic minorities	
Refugee / internally displaced students	
Girls facing early pregnancies	
Indigenous Students	
Migrant students	
FGM, forced marriage and other	
LGBTI+ students	
Children and youth at risk due to their religion	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Figure 15. Percentage of unions working to improve
access to education for marginalised students,
percentage by marginalised group

they have particular committees or officers for different groups (anti-racist, LGBTI+, gender, etc.) and one union indicated a quota system for marginalised groups.

7. How EI could strengthen union support

The survey asked for recommendations on how EI could strengthen collaboration on gender issues. Suggestions included training and capacity building on all the issues raised in this report, sharing of best practices and facilitation of cooperation between unions, advocacy, funding for activities, targeted support for women's networks, further research on these topics, provision of toolkits, and guidance resources.

In the interviews, unions noted how EI setting the policy agenda is useful in driving forward their work, particularly the outputs from the Status of Women's Committee and the examples set by the individuals within that Committee. They also highlighted the ability to network within EI structures as a way to understand good practice in different contexts. Some requested that EI facilitate further ways to engage with unions from other countries and that EI provide specific training in issues of gender equality and gender-based violence.

One country highlighted that although EI produces relevant content, such as toolkits and guidelines, these are not immediately relevant to their country context, and it is unclear how they could be adapted or contextualised.

Given the funding constraints in some countries, EI could also look at how to fund or raise funds for activities, particularly in low-income countries. This could include pairing unions from high-income settings to support those with fewer resources.

The survey also asked what further goals and strategies EI could include in the Gender Equality Action Plan after the 10th World Congress. Some responses included:

• supporting union-led research;
• further developing guidance on intersecting inequalities;
• developing and delivering training and capacity strengthening;
• facilitating the sharing of best practices between unions and supporting regional cooperation;
• leading advocacy campaigns;
• supporting more grassroots activities;
• supporting monitoring and evaluation of policy and initiative impacts;

- providing financial resources to carry out activities;
- encouraging quota systems for different union structures.

Others recognised the strength of the existing Gender Equality Action Plan but noted that more needs to be done to support individual unions to take ownership of it and implement it.

"Given the different starting points in equality issues in the world's regions, EI does a good job by framing women's rights as human rights and addressing concrete action plans to promote gender equality in education, in the working conditions of education workers, and in member organisations. For the future, I think it is important to maintain a good balance between policies for gender equality and the promotion of diversity and anti-discrimination and to follow the intersectionality approach." Germany

"I think EI already has a good action plan for gender equality. What is needed is for it to have strategies to get members to take ownership of it and try to implement it at the national level." Senegal

"After the 10th World Congress, it would be great if Education International could focus on strengthening advocacy, expanding capacity-building, adopting an intersectional approach, advocating for gender-responsive policies, conducting research, forging collaborations, and establishing monitoring mechanisms in its Gender Equality Action Plan." Iran

"I believe that at this time when the setback in equality policies is global, it is necessary to strengthen the fight for real equality from EI. An organisation with a presence on all continents must be a leader in developing strategies to improve gender equality." Spain

Conclusions

The Gender Equality & Equity Survey brought crucial insights for the period from 2015 – 2024, offering essential guidance for strengthening the efforts of Education International. Indeed, the survey reveals an increase in the inclusion of people who identify as women, non-binary, or transgender within union membership and their highest decision-making bodies. However, this progress remains slow and at risk of regression. Male leadership continues to dominate education unions, with only a quarter of General Secretaries and only four in ten Deputy General Secretaries being women, among the 123 respondents – a situation that has not improved since 2010. The barriers preventing women from accessing leadership roles include continuous higher expectations for women than for men, multiple workloads (education work, union work, family responsibilities, and having to serve as a woman role model), and the disproportionate scrutiny and abuse women face which prevents them from seeking leadership roles.

Despite the growing use of quota systems and written gender equality policies over the last ten years, inequalities have persisted since the 2015 Gender Equality & Equity Quadrennial Survey. Promisingly, the results of the survey indicate progressive policy developments and diverse measures implemented by the responding unions to promote gender equality. For instance, eight in ten respondents were carrying out training activities for members related to gender issues and non-discrimination in education or measures to improve gender equality in decision-making structures, while seven in ten had advisory committees and/or networks on gender issues.

Unions are also increasing their work addressing Gender-based violence (GBV) and harassment within their organisations and the broader education system. Half of the respondents embedded the ILO Convention number 190 on the right to "a world of work free from violence and harassment, including gender-based violence and harassment" in union policies, making it a key tool at the national level. Their efforts included a wide range of initiatives such as awareness-raising activities, data collection, and engagement in policy-making. However, more focused efforts are needed to deepen the understanding of both physical and non-physical GBV and ensure the effective implementation and evaluation of comprehensive prevention systems.

The survey shows that unions continue to work to promote and advance gender-transformative education. Unions are working to challenge stereotypes, attitudes, norms, and practices and focusing on teacher training and curriculum development. Unions are also advocating for the rights of marginalised groups, such as students living in extreme poverty, students with disabilities, out-of-school children, and students from remote rural areas, showing that many already take an intersectional approach to gender equality and that this may be an area to further develop and support.

Gender equality and equity remain an important area of work for education unions, particularly considering the wide range of challenges unions face, from dealing with the aftermath of the COVID-19 pandemic, to war and conflict, and the further rise of far-right movements in many parts of the world. While unions are making significant progress towards gender equality, there is still room for improvement across all aspects of the Gender Equality Action Plan. Unions continue to take a proactive approach to gender equality and remain committed to effecting real change for women in education and beyond.

Recommendations

1. Recommendations for member organisations

The following recommendations can be considered by education unions who wish to further develop their work in favour of gender equality and women's rights, and adapted to their specific context and resources:

- Establish and/or further develop gender equality policies and action plans. Written policies are an important first step for agreeing on objectives related to gender equality, establishing clear structures and policies, and providing a framework for practical improvements in the inclusion of all genders in union structures.

- Consider collecting disaggregated data on gender diversity within membership and leadership as well as participation in meetings and events.

- Consider using quota systems with intersectional approaches. While not sufficient by themselves, quota systems can be an effective way to increase gender equality in decision-making bodies and leadership.

- Create appropriate structures, forums, and/or spaces for people of all genders, including men, to meet to discuss issues of gender equality both within the union and education system.

- Advocate for the ratification and implementation of C190 in your national context, including through collaboration with other interested parties (e.g. unions from other sectors or other education actors). In countries where ILO C190 is already in force, unions could continue monitoring its implementation.

- Promote the use of gender-inclusive and intersectional languages in union documents and publications.

- Deepen understanding and recognition of all types of violence, including gender-based violence and harassment within education unions and education systems and the prevention mechanisms that already exist: This can be done by:

  o Increasing the understanding of GBV in all its forms and prioritising the development of internal policies by leadership to tackle GBV.

  o Raising awareness and increase mandatory trainings for all in unions, on GBV and other forms of violence identifiable through gender and intersectional lenses within unions and equip them with the best practices and approaches to tackling GBV.

  o Developing transparent and trustworthy reporting, reparation and support mechanisms for the victims of all types of violence through internal and external (legal) support.

  o Implementing risk assessment and prevention protocols to reduce incidents, rather than solely focusing on responding to incidents.

2. Recommendations for EI

The following recommendations can be considered as Education International further develops its work in favour of gender equality and women's rights:

- Support strengthened collaboration between unions, both at regional and global levels, to facilitate the sharing of good practice and peer learning, including through dedicated capacity-building programmes and resources.

- Develop a stronger intersectional approach to all EI's gender equality and equity work and promote the use of intersectional approaches and languages within all EI's structures, campaigns, policies, advocacy messages, and publications.

- Continue campaigning and advocating for C190 ratification and supporting education unions in their advocacy for its implementation and integration into national policies.

- Increase advocacy and policy efforts related to girls' education and gender-transformative education, ensuring that this remains a policy priority globally.

- Support women's leadership in education unions by maintaining and further developing the regional women's networks, ensuring regular meetings, and commissioning further research into obstacles to and strategies for feminist leadership in trade unions.

- Increase participation at the regional and international level on gender-related issues, GBV, SRGBV, women's rights, anti-racism and ensure visibility of EI in these instances, through strengthened partnerships with international and regional gender and women's rights advocacy groups, and trade unions and develop partnerships

- Develop a new Gender Equality Action Plan through an inclusive process, with clear policy and programme priorities as well as monitoring and evaluation mechanisms

Bibliography

European Commission. (2024, June). *What is gender-based violence?* Retrieved from European Commission: https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/gender-equality/gender-based-violence/what-gender-based-violence_en

European Institute for Gender Equality. (2024, June). *Marginalized groups*. Retrieved from European Institute for Gender Equality: https://eige.europa.eu/publications-resources/thesaurus/terms/1175?language_content_entity=en

European Institute for Gender Equality. (2024, June). *Woman*. Retrieved from European Institute for Gender Equality: https://eige.europa.eu/publications-resources/thesaurus/terms/1286?language_content_entity=en

International Labour Organization. (2024, June). *Violence and Harassment in the World of Work*. Retrieved from International Labour Organization: https://www.ilo.org/topics/violence-and-harassment-world-work

National Center for Gender Equality. (2024, June). *Understanding Nonbinary People: How to Be Respectful and Supportive*. Retrieved from National Center for Gender Equality: https://transequality.org/issues/resources/understanding-nonbinary-people-how-to-be-respectful-and-supportive

National Center for Transgender Equality. (2024, June). *Frequently Asked Questions about Transgender People*. Retrieved from National Center for Transgender Equality: https://transequality.org/issues/resources/frequently-asked-questions-about-transgender-people

National Education Union and UK Feminista. (2017). It's just everywhere: A study on sexism in schools – and how we tackle it. National Education Union and UK Feminista. Retrieved from https://neu.org.uk/latest/library/its-just-everywhere

Plan International, Transform Education, UNGEI, and UNICEF. (2021). *Gender Transformative Education: Reimagining education for a more just and inclusive world*. New York: UNICEF. Retrieved from https://plan-international.org/uploads/2022/01/unicef_plan_ungei_te_gender_transformative_education_web_copy_10dec21.pdf

UN Women Training Centre. (2024, June). *UN Women Training Centre eLearning Campus: Gender Equality Glossary*. Retrieved from UN Women Training Centre: https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder=

World Health Organization. (2024, June). *Sexual health: Definitions*. Retrieved from World Health Organization: https://www.who.int/health-topics/sexual-health#tab=tab_2

Annex

1. Survey

Welcome!

Through various actions, EI and its member organisations have been working to advance gender equality, equity and rights of women and girls at local, national, regional and global levels. To take stock of these efforts, EI is mandated by its' founding Congress in 1995 to carry out surveys on gender, equality and diversity issues prior to each World Congress every 4 years.

This section of the survey will provide an analysis of union policies, advocacy points and current educational challenges, to advance EI's work furthering and protecting the rights of women and girls through education. The next EI World Congress will be held in Buenos Aires, Argentina in July 2024, where these results will be published to EI member organisations.

All information you provide in the survey will be confidential and not shared with third parties. Your name and contact details will not be collected unless you choose to provide them. The results will be published by EI, but the name and/or country/territory of your union will remain anonymous unless you explicitly agree to its publication.

The survey should take up to 40 minutes to complete. A small number of questions ask about total membership and representation of people who identify as women on the highest decision-making bodies in your organisation. If you feel you will need to consult your records to answer these, please pull them up before starting the survey.

A glossary of terms can be found at the end of the survey below.

Please contact equality@ei-ie.org with any questions.

---

1. Do you agree to participate in the survey? (If no, the survey will end).

- ☐   Yes
- ☐   No

Part 1: Basic Information

---

2. What regional structure is your organisation part of?

- a.   Africa
- b.   Asia Pacific
- c.   Europe
- d.   Latin America
- e.   North America and the Caribbean

3. If applicable, what sub-regional structure is your organisation part of?

    a.   ACCRS: Arab Cross Country Regional Structure
    b.   Caribbean Union of Teachers
    c.   Council of Pacific Education
    d.   None of the above apply

4. Country or territory of operation:

5. Do you agree to EI referring to the country or territory of your organisation in publications and presentations of the results?

☐   Yes
☐   No, I want my organisation's country or territory to remain anonymous

6. Name of your union:

7. Do you agree with EI referring to the name of your organisation in publications and presentations of the results?

☐   Yes
☐   No, I want my organisation to remain anonymous.

Part 2: Policy context

Key definitions for Part 2:

Gender: Refers to the roles, behaviours, activities, and attributes that a given society at a given time considers appropriate for men and women. In addition to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, gender also refers to the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable. Gender is part of the broader socio-cultural context, as are other important criteria for socio-cultural analysis including class, race, poverty level, ethnic group, sexual orientation, age, etc.

Gender equality: Requires equal enjoyment by women, men, girls, boys and gender minorities of socially-valued goods, opportunities, resources and rewards. It means that all persons, regardless of their gender, enjoy the same status in society; have the same entitlements to all human rights; enjoy the same level of respect in the community; can take advantage of the same opportunities to make choices about their lives; and have the same amount of power to shape the outcomes of these choices

Marginalised groups: Different groups of people within a given culture,

context and history at risk of being subjected to multiple discrimination due to the interplay of different personal characteristics or grounds, such as sex, gender, age, ethnicity, religion or belief, health status, disability, sexual orientation, gender identity, education or income, or living in various geographic localities.

Non-binary: Most people – including most transgender people – are either male or female. But some people don't neatly fit into the categories of "man" or "woman," or "male" or "female."

Transgender: People whose gender identity is different from the gender they were thought to be at birth. "Trans" is often used as shorthand for transgender.

---

8. *How are Indigenous women and women from other vulnerable and or/ marginalised groups incorporated or included in the organising process in your union?*

---

9. *Has your organisation embedded the ILO Convention No. 190 and Recommendation No. 206 in internal policy?*

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ I am not aware of these instruments

---

10. If yes, what actions has your organisation has carried out?

---

11. Does your organisation have a policy which establishes a gender quota system in your organisation?

- ☐ Yes
- ☐ No
- ☐ I don't know

---

12. *[only if answer to 11 is yes]* **in what year was it adopted?**

---

13. [only if answer to 11 is yes] **What gender groups does this policy include (select all that apply)? People who identify as**

- ☐ Men
- ☐ Women
- ☐ Non-binary
- ☐ Transgender
- ☐ I don't know
- ☐ Other

14. *[only if answer to 11 is no]* **Why not?**

15. **Does your organisation have a written policy dealing explicitly with gender equality within your organisation's structures?**

- ☐ Yes
- ☐ No
- ☐ Other
- ☐ I don't know

16. *[only if answer to 15 is Other]* **Please describe in more detail.**

17. *[only if answer to 15 is yes]* **in what year was it adopted?**

18. *[only if answer to 15 is yes]* **What gender groups does this policy include (select all that apply)? People who identify as**

- ☐ Men
- ☐ Women
- ☐ Non-binary
- ☐ Transgender
- ☐ I don't know
- ☐ Other:

19. *[only if answer to question 15 is no]* **If no, what are the main challenges in developing such a policy?**

20. *[only if answer to 15 is yes]* **Does this policy also include marginalised groups (e.g. Indigenous Peoples, minority groups, etc.)?**

- ☐ Yes
- ☐ No
- ☐ I don't know

21. *[only if answer to 20 is yes]* **Please describe the groups it includes**

22. *[only if answer to 15 is yes]* **What are the objectives of this policy? (Select all that apply)**

- ☐ Increase the percentage of women in union leadership
- ☐ Increase the percentage of women in union membership
- ☐ Increase the percentage of women from marginalised groups in union leadership

☐ Increase the percentage of women from marginalised groups in union membership

☐ Increase the percentage of non-binary and/or transgender persons in union leadership

☐ Increase the percentage of non-binary and/or transgender persons in union membership

☐ Make the proportion of women in union leadership positions be proportional to the proportion of members who identify as women

☐ Make the proportion of non-binary and/or transgender persons in union leadership positions be proportional to the proportion of members who identify as non-binary and/or transgender

☐ Other:

23. Optional: If you would like to elaborate further on your responses given in Part 2: Policy context, please discuss them here.

Part 3: Membership, Leadership and Governance

24. In 2019 and 2023, about what percentage of the following roles were held by women? [Options for Do not know and We do not collect this data to be included]

	2019	2023
Members of your organisation		
Members of your organisation's highest decision-making body		

25. In 2019 and 2023, about what percentage of the following roles were held by non-binary/transgender persons [Options for Do not Know and We do not collect this data to be included]

	2019	2023
Members of your organisation		
Members of your organisation's highest decision-making body		

26. In the following years please tell us the gender of the person who held the following positions? People who identify as

☐ Men

☐ Women

☐ Non-binary

☐ Transgender

☐ We do not collect this data

☐   I don't know

	2019	**2023**
General Secretary		
Deputy General Secretary		

---

27. Has your organisation taken measures to improve gender equality in your decision-making structures?

☐   Yes

☐   No

☐   I don't know

---

28. *[only if answer to 27 is yes]* **please indicate which measures (Select all that apply)**

☐   Reserved seats for women in elected decision-making bodies

☐   Reserved seats for women in non-elected decision-making bodies and committees

☐   Campaigns to encourage women to stand for decision-making bodies

☐   Campaigns to encourage women to join unions

☐   Reserved seats for non-binary persons in elected decision-making bodies

☐   Reserved seats for non-binary persons in non-elected decision-making bodies and committees

☐   Campaigns to encourage non-binary persons to stand for decision-making bodies

☐   Initiatives to address gender social norms and stereotypes

☐   Specific arrangements to facilitate participation in meetings (e.g. childcare)

☐   Changing policy priorities to match the concerns of the under-represented genders

☐   Collection of data on gender distribution in decision-making bodies

☐   Dissemination of data on gender distribution in decision-making bodies

☐   Training in negotiation skills for the women and/or marginalised groups

☐   Training on gender equality/gender-transformative practices/feminist leadership to all members

☐   Others (please specify): _____

29. Does your organisation have an advisory committee and/or network on gender issues?

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Other

30. Does your organisation have one or more official contact person(s) or expert(s) for gender issues?

- ☐ Yes
- ☐ No
- ☐ I don't know

31. *[optional: if yes above]* **What is their role? Where do they sit within the organisations? If comfortable, please share their contact details.**

32. Optional: If you would like to elaborate further on your responses given in Part 3: Membership, Leadership, and Governance, please discuss them here.

Part 4: Activities on gender

Key definitions for Part 4:

Gender-based violence (GBV) is violence directed against a person because of that person's gender or violence that affects persons of a particular gender disproportionately. It can include violence against women, domestic violence against women, men or children living in the same domestic unit. Although women and girls are the main victims of GBV, it also causes severe harm to families and communities.

33. Does your organisation have a mechanism to monitor gender-based violence within your organisation?

- ☐ Yes
- ☐ No
- ☐ I don't know

34. Is your organisation currently involved in initiatives concerning gender-based violence more broadly?

- ☐ Yes
- ☐ No
- ☐ I don't know

35. *[Only if yes to 34]* **What are your organisation's core activities on this issue (Select all that apply)**

- ☐ Being a member of a national coalition or campaign
- ☐ Being a member of a regional or international coalition or campaign
- ☐ Awareness-raising activities among union members
- ☐ Production of training or campaign materials
- ☐ Partnerships with local authorities (social services/police forces)
- ☐ Development of alert systems or solidarity networks
- ☐ Other:(please specify): _____

36. Since 2019, have you carried out any of the following activities to promote women's participation in your union? (Select all that apply)

- ☐ Gender equality assessment tools such as gender audits
- ☐ Mechanisms to compile gender-disaggregated data
- ☐ Mechanisms to compile racially or ethnically disaggregated data
- ☐ Gender mentoring and learning programmes
- ☐ Women's leadership programmes
- ☐ Recruitment of young women
- ☐ Ensured gender-balanced participation in delegations
- ☐ Training on gender equality/gender-transformative practices/feminist leadership
- ☐ Other: _____

37. Since 2019, has your organisation carried out any specific training activities for members related to gender issues and non-discrimination in education?

- ☐ Yes
- ☐ No
- ☐ I don't know

38. If yes, were any of these topics included in the training(s)? (Select all that apply)

- ☐ General anti-discrimination and/or anti-racism including topics of gender discrimination
- ☐ Anti-harassment training
- ☐ The experience of women in the workplace
- ☐ The experience of non-binary and/or transgender persons in the workplace
- ☐ How gender intersects with other types of discrimination (e.g., migration background, race, dis/ability, sexual orientations, gender identity, etc.)

☐ Training on ILO Convention No. 190 and Recommendation 206

☐ Training on Convention on the Elimination of All Forms of Discrimination Against Women

☐ Other: _____

---

39. Has your organisation produced gender-sensitive teaching materials?

☐ Yes

☐ No

☐ No, but we provide teaching materials produced by other parties

---

40. Optional [only if yes above] Can you provide details? E.g., what topics are included? For what lessons can the material be used?

---

41. Is your organisation working on initiatives concerning career progression for underrepresented groups (people of colour, religious minorities, people with disabilities, non-binary/transgender people, etc.) in the education system?

☐ Yes

☐ No

☐ I don't know

---

42. [only if answer above is yes] What are your organisation's core activities on this issue (Select all that apply)

☐ Equality assessment tools

☐ Mechanisms to compile disaggregated data

☐ Mentoring and learning programmes

☐ Leadership programmes

☐ Ensured balanced participation in delegations

☐ Training on equality

☐ Other:_____

---

43. If your organisation is currently involved in initiatives concerning education institution-related gender-based violence and harassment, what are your core activities on this issue (Select all that apply)

☐ We are not involved in these initiatives

☐ Awareness-raising activities with students

☐ Awareness-raising activities with parents or governors of education institutions

☐ Improvements to education institution infrastructure or transport facilities

☐ Development of alert systems or solidarity networks

☐ Collection of quantitative or qualitative data on gender-based violence experienced by educators

☐ Collection of quantitative or qualitative data on gender-based violence experienced by students

☐ Other (please specify): _____

44. Optional: What types of support would your members need from their employers (i.e. the educational institution/Ministry of Education etc.) that would empower them to address education institution-related gender-based violence in an effective and sustainable way?

45. Optional: If your organisation would be interested in becoming involved in a future initiative on education institution-related gender-based violence, in what ways can you envisage getting involved?

46. Has your organisation conducted research on gender and education or gender and education unions?

☐ Yes

☐ No

☐ No but we are interested in in doing so in the near future.

☐ I don't know

47. Optional: If you would like to elaborate further on your responses given in Part 4: Activities, please discuss them here or share any links to resources.

Part 5: Promoting gender equality at national level

Key definitions for part 5:

Gender transformative education seeks to utilize all parts of an education system – from policies to pedagogies to community engagement – to transform stereotypes, attitudes, norms and practices by challenging power relations, rethinking gender norms and binaries, and raising critical consciousness about the root causes of inequality and systems of oppression.

48. Does your organisation carry out specific activities to support gender-rights or gender transformative education in the national education system?

☐ Yes

☐ No

☐ I don't know

49. *[if yes to above]* **Has your union participated in any of the following activities? (Select all that apply)**

☐ Solidarity actions to support victims of gender-based violence
☐ Campaigns or advocacy in favour of women's participation in the workplace
☐ Campaigns or advocacy in favour of equal pay and pension policies
☐ Campaigns or advocacy in favour of maternity leave policies
☐ Campaigns or advocacy in favour of paternity leave policies
☐ Campaigns or advocacy in favour of carers' leave policies
☐ Campaigns or advocacy in favour of menstrual leave policies
☐ Campaigns or advocacy in favour of menopause leave
☐ Campaigns or advocacy in favour of flexible work time policies
☐ Campaigns or advocacy in favour of breastfeeding policies
☐ Campaigns or advocacy in favour of career progression equality
☐ Campaigns or advocacy in favour of access to childcare provisions
☐ Campaigns or advocacy in favour of access to adult/eldercare provisions
☐ Campaigns or advocacy raising awareness of the challenges non-binary/transgender people face
☐ Campaigns or advocacy against education institution-related gender-based violence
☐ Campaigns or advocacy against violence against women
☐ Campaigns or advocacy against harmful gender stereotypes and social norms
☐ Campaigns or advocacy against unwelcome sexual advances, requests for sexual favours, and other verbal or physical harassment of a sexual nature in the workplace or learning environment
☐ Promotion of ILO Convention No. 190 and Recommendation 206
☐ Policy or advocacy in favour of gender-transformative curricula, teacher training, and teaching and learning materials
☐ Other:

50. In the last 5 years has your organisation cooperated with any of the following groups on gender issues (Select all that apply)

☐ Other education unions
☐ Unions representing other professions
☐ International civil society organisations (e.g. The Malala Fund, Gender at Work, etc.)
☐ Public institutions
☐ Higher education institutions (public or private)
☐ Regional women's networks
☐ National level civil society coalition/network
☐ Other: ____

51. Optional: Do you have any recommendations for Education International on what might be useful in terms of future cooperation, partnerships or collaboration on gender issues?

52. Does your organisation carry out work to improve access to education and participation for marginalised students?

- ☐ Yes
- ☐ No
- ☐ I don't know

53. *[is answer above is yes]* **please indicate which target groups you have included. (Select all that apply):**

- ☐ Out-of-school children and youth
- ☐ Students living in extreme poverty
- ☐ Students from ethnic or racial minority groups
- ☐ Indigenous students
- ☐ LGBTI+ students
- ☐ Children and youth at risk due to their religion
- ☐ Students with disabilities
- ☐ Refugee / internally displaced students
- ☐ Students from remote rural areas
- ☐ Migrant students
- ☐ Students at risk of armed recruitment
- ☐ Children and youth subject to early and/or forced marriage / Female Genital Mutilation / Virginity testing / breast ironing and other forms of harmful practices
- ☐ Girls facing early pregnancies
- ☐ Other: _____

54. Since 2019, has your organisation contributed towards strengthening gender-transformative education via teacher training?

- ☐ Yes
- ☐ No
- ☐ I don't know

55. Since 2019, has your organisation contributed towards strengthening gender-transformative education via curriculum development?

- ☐ Yes
- ☐ No
- ☐ I don't know

56. Optional: If you would like to elaborate further on your responses given in Part 5: Promoting Gender Equality at National Level, please discuss them here.

<div style="background:black;color:white;text-align:center;">Part 6: Your thoughts</div>

57. What further goals and strategies might Education International include in the Gender Equality Action Plan after the 10th World Congress?

Thank you for filling out Section 2 of the EI Quadrennial Survey on Gender Equality and Diversity! If you have any questions or want to provide further material or publications, please contact equality@ei-ie.org.

2. Key terms

Gender refers to the roles, behaviours, activities, and attributes that a given society at a given time considers appropriate for men and women. In addition to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, gender also refers to the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context, as are other important criteria for socio-cultural analysis including class, race, poverty level, ethnic group, sexual orientation, age, etc (UN Women Training Centre, 2024).

Gender-based violence (GBV) is violence directed against a person because of that person's gender or violence that affects persons of a particular gender disproportionately. It can include violence against women, domestic violence against women, men or children living in the same domestic unit. Although women and girls are the main victims of GBV, it also causes severe harm to families and communities (European Commission, 2024).

Gender equality requires equal enjoyment by women, men, girls, boys and gender minorities of socially-valued goods, opportunities, resources and rewards. It means that all persons, regardless of their gender, enjoy the same status in society; have the same entitlements to all human rights; enjoy the same level of respect in the community; can take advantage of the same opportunities to make choices about their lives; and have the same amount of power to shape the outcomes of these choices (Plan International, Transform Education, UNGEI, and UNICEF, 2021).

Gender equity is the process of being fair to women, men, girls, boys and gender minorities. To ensure fairness, strategies and measures must often be available to compensate for women's, girls' and gender minorities' historical and social disadvantages that prevent women, men, girls, boys and gender minorities from otherwise operating on a level playing field. Equity leads to equality (Plan International, Transform Education, UNGEI, and UNICEF, 2021).

Gender identity refers to how an individual feels about their own gender. Individuals may identify as male, female or as something else and their gender identity may or may not be the same as the sex that they were assigned at birth. Everyone has a gender identity and expresses their gender in a unique and personal way (Plan International, Transform Education, UNGEI, and UNICEF, 2021).

Gender transformative education seeks to utilize all parts of an education system – from policies to pedagogies to community engagement – to transform stereotypes, attitudes, norms and practices by challenging power relations, rethinking gender norms and binaries, and raising critical consciousness about the root causes of inequality and systems of oppression (Plan International, Transform Education, UNGEI, and UNICEF, 2021).

Marginalised groups: Different groups of people within a given culture, context and history at risk of being subjected to multiple discrimination due to the interplay of different personal characteristics or grounds, such as sex, gender, age, ethnicity, religion or belief, health status, disability, sexual orientation, gender identity, education or income, or living in various geographic localities (European Institute for Gender Equality, 2024).

Non-binary: Most people – including most transgender people – are either male or female. But some people don't neatly fit into the categories of "man" or "woman," or "male" or "female." For example, some people have a gender that blends elements of being a man or a woman, or a gender that is different than either male or female. Some people don't identify with any gender. Some people's gender changes over time. People whose gender is not male or female use many different terms to describe themselves, with nonbinary being one of the most common (sometimes spelled with a hyphen, as "non-binary"). Other terms include genderqueer, agender, bigender, genderfluid, and more. None of these terms mean exactly the same thing – but all speak to an experience of gender that is not simply male or female. If you're not sure what a word means, you can usually just ask politely (National Center for Gender Equality, 2024).

Sex refers to the biological characteristics that define humans as female or male. While these sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, they tend to differentiate humans as males and females (World Health Organization, 2024).

Transgender people are people whose gender identity is different from the gender they were thought to be at birth. "Trans" is often used as shorthand for transgender (National Center for Transgender Equality, 2024).

Violence against women is understood as a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in

- physical harm,
- sexual harm,
- psychological,
- or economic harm
- or suffering to women (European Commission, 2024).

Women and girls: People assigned a female sex at birth, or people who defines themselves as a woman or a girl (European Institute for Gender Equality, 2024).

Report on the 2024 Education International Quadrennial Gender Survey

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

Education International represents organisations of teachers and other education employees across the globe. It is the world's largest federation of unions and associations, representing thirty million education employees in about four hundred organisations in one hundred and seventy countries and territories, across the globe. Education International unites teachers and education employees.