

3rd Education International World Women's Conference

Marrakech, Morocco

February 5-7 2018

Finding a Way Through the Labyrinth: Women, Education and Leadership

CONFERENCE REPORT



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I. Finding a Way Through the Labyrinth:

Women, Education and Leadership

There is ample evidence to show that barriers to leadership opportunities for women are a global phenomenon: women tend to be disproportionately concentrated in lower-level and lower-authoritative leadership positions in the world of work, across sectors¹. Although in many countries there are no longer absolute, fixed barriers to women becoming leaders in different sections of public life, too often women still face barriers and obstacles to their professional advancement, especially into leadership positions. This holds true for both the public and private sectors.

Whereas such barriers were once captured by reference to a 'glass ceiling', increasingly, researchers have begun to refer to 'a complex labyrinth'² through which women must pass in order to successfully become leaders and decision-makers. This is a labyrinth with multiple barriers, stops and starts that takes women on an indirect route to leadership; and there is no guarantee that when a woman does manage to negotiate or overcome a barrier, the pathway to opportunity for other women coming after her is definitively opened. Rather, women tend to find themselves in a continuous process of negotiating barriers in order to maintain leadership positions because vertical promotion in organizations tends to be a difficult path for women, including in educational institutions.

Looking specifically at the teacher profession, there is evidence to show that even though our profession is highly feminised at lower levels of the sector in much of the world, the highest-ranking positions in educational leadership and management continue to be held by men. And although girls in many countries have overtaken boys in terms of educational achievements, this does not translate into increased numbers of women in educational leadership positions.

When it comes to leadership within education unions, the 2014 Education International (EI) quadrennial survey on gender equality within education

¹ Northouse, P. G. (2010). *Leadership: Theory and practice (5th ed.)*. Los Angeles, CA: Sage Publications.

² Eagly, A. H., & Carli, L. L. (2007a). *Through the labyrinth: The truth about how women become leaders*. Boston, MA: Harvard Business School Press.

unions affiliated to EI showed that the number of female general secretaries and presidents decreased in the four-year period between the 2010 and 2014 quadrennial surveys³.

The focus of the third EI World Women's Conference was on the complexities of women's path to, and experiences of professional leaders within education and in education unions. During the three-day gathering, participants addressed questions including: what has been achieved and what remains to be achieved in terms of women attaining and remaining in leadership positions in education and in education unions? What kinds of skills do women need to develop to become good leaders? What kinds of tactics can women use to get a good grasp of how to successfully negotiate 'the leadership labyrinth'? What are female trade unionist teachers' realities, and what are their aspirations for the future?

The Conference created a space for women in EI member organisations to connect around the purposeful theme of leadership. The Conference offered a platform for sharing ideas, information and experiences relating to how women negotiate and overcome obstacles to attain the top roles and positions in education unions and in education.



The Conference took place at the Palmeraie Palace Resorts in Marrakech, Morocco February 5th – 7th 2018.

³ The 2018 report on gender and leadership within EI member organisations covering the 2014-2018 period is forthcoming in Spring 2019.

Purpose of the Conference

In line with the previous two EI world women's conferences (in 2011 and 2014, respectively), this third Conference:

- Created a space for women in education unions to connect around the purposeful theme of leadership;
- Offered a platform for sharing ideas, information and experiences relating to how women negotiate and/or overcome barriers to leadership and decision-making in education unions and in the teaching profession; and
- Encouraged participants to share strategies for challenging the gender norms and stereotypes, which underpin the labyrinthian path that women must negotiate in order to become union and education leaders.

Conference Format

The conference format favoured a reduced number of plenary sessions: there was one keynote address on the first day, followed by opening panel discussions on days two and three. The rest of the conference time was organised into smaller gatherings for debates, thematic discussions and interactive learning sessions. These included:

- ✓ Parallel debates - two speakers addressed opposing views of a given proposition and audience members were able to raise questions, make comments and also vote (using the conference APP) on which argument they found most convincing;
- ✓ Thematic discussions – using the *fish bowl* method, which combines active listening, face-to-face discussion, frequent interventions from the audience, and the possibility for different speakers to take the floor throughout the discussion;
- ✓ Interactive learning sessions – highlighted key aspects of leadership practice and the more pragmatic aspects of *being* a leader. Facilitators highlighted important skills, tips and tactics that can support women who are already in leadership positions, or are emerging/future leaders. Participants were invited to 'try their hand' in the different skills described by the facilitators;

Attendance

273 participants from 69 countries attended the conference:

Region	Participants	Countries
Africa	54	15
Asia Pacific	22	7
Caribbean	8	6
Europe	126	30
Latin America	17	6
MENA	29	3
North America	17	2
Total	273	69

The EI Executive Board endorsed a recommendation from the EI Status of Women Committee (April 2017) that the participation of young women under the age of 35 be given priority in the allocation of funds for assistance to participate in the Conference. 49 participants from 39 countries who were aged 36 or under attended the Conference:

Region	Number of Participants Under the age of 36	Countries
Africa	11	9
Asia Pacific	6	5
Caribbean	3	2
Europe	21	16
Latin America	1	1
MENA	5	4
North America	2	2
TOTAL	49	39

II. Conference Outcomes

The following key conference priorities are based on the issues that were repeatedly identified by conference participants during the various sessions, regarding women's leadership in education unions and within education (see below for more detailed accounts of conference proceedings). The priorities are mainly aimed at action that education unions can take at the national level, and that Education International can take at the global level:

- ✓ **Where none exist, create networks for women within the union: these are safe spaces in which women can offer each other mutual support, and also acquire skills and knowledge about gender equality and trade unionism;**
- ✓ **Provide opportunities for younger women to be mentored and supported by those who have experience of 'negotiating the labyrinth';**
- ✓ **Education International should create guidelines on intergenerational mentoring for education unions;**
- ✓ **Men and women should work together to advance gender equality within unions and in education; men who support women's leadership, especially male leaders, need to do so through their actions, and not just in rhetoric;**
- ✓ **Unions should establish structures for young members, and make the necessary budget allocations, to ensure young members' concerns can be made visible, and to enable them to participate at all levels within the union**

III. Plenary Speakers

Conference **opening remarks** were made by EI President, Susan Hopgood, and **welcoming remarks** by Mr Abdellatif Miraoui, President of Cadi Ayaad University, Marrakech, on behalf of the Minister of Education (who had to be in Parliament and could not be present in person). Welcoming remarks on behalf of the three local EI member organisations (SNE-CDT, SNE-FDT and SNESuP Morocco) were given by Mrs Fatima Echaabi, Deputy General Secretary of the Syndicat National de l'Education Supérieure (SNESuP).



EI President, Susan Hopgood



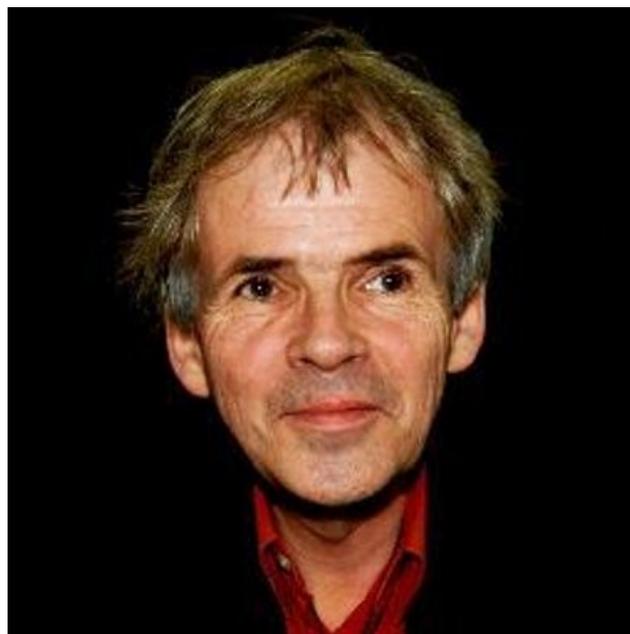
Abdellatif Miraoui, President, Cadi Ayaad University, Marrakech ; Fatima Echaabi, Deputy General Secretary SNES-UP, Morocco

The **keynote speaker** on the first day of the conference was Ms Ulrike Lunacek, former Vice President of the European Parliament and leader of the Austrian Greens in the last Austrian general elections in autumn 2017.



Ulrike Lunacek

EI General Secretary, Mr Fred van Leeuwen spoke about '**EI @ 25: The Global Education Union Movement and Gender Equality**' at the start of the second day of the conference.



Fred Van Leeuwen, EI General Secretary

The second and third days of the conference were opened by the following plenary panels, featuring external guests (day 2) and leaders from EI member organisations (day 3):

Day 2 Plenary Panel - Gender, Power and Leadership



From left to right: Zohra Lhioui (University Professor, SNeSUP, Morocco), Susan Hopgood (President, EI), Haldis Holst (Deputy General Secretary, EI – panel chair), Nora Fyles (Head of Secretariat, UN Girls' Education Initiative - UNGEI), Katja Iversen (President/CEO, Women Deliver)

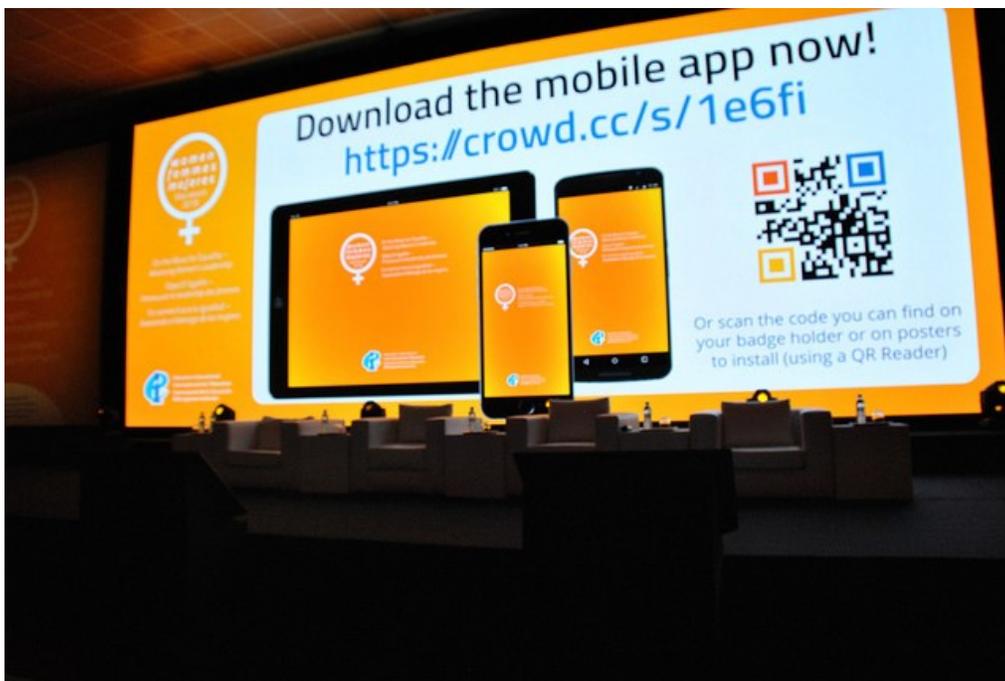
Day 3 Plenary Panel – #MeToo: Voices from the Education Union Movement



From left to right: Dianne Woloschuk (Chair, EI Status of Women Committee, CTF/FCE, Canada), Johanna Jaara Astrand (President, Lararforbundet, Sweden), Alexandra Cornea (FSLE, Bulgaria), Elena Smith (General Secretary, BNTU, Belize), Ratanang Baleseng (BTU, Botswana), Ruby Ana Bernado (ACT, Philippines), Maria Belen Sotelo (CONADU, Argentina)

Media

- ✓ The conference plenaries were live streamed on the EI YouTube channel - 424 people from 62 countries watched the live streams⁴;
- ✓ A special conference APP was developed and launched ahead of the conference;
- ✓ Web items about the conference proceedings were also published on the EI website during the conference⁵;
- ✓ 646,409 accounts were reached via Twitter using the following handles: #womenlead #unionwomen, #unite4ed and #eiwwc3.



⁴ Please click on the following links for the live stream recordings on the EI Youtube channel: <https://www.youtube.com/watch?v=zhGeJWe7bHU>; https://www.youtube.com/watch?v=61d_2T7VKyM; <https://www.youtube.com/watch?v=ZzbOP2oBO84>; <https://www.youtube.com/user/EduInternational/videos>

⁵ Please click [here](#), [here](#), [here](#) and [here](#) to read the web items or visit www.ei-ie.org.

CONFERENCE PROCEEDINGS

- DAY 1 -

WOMEN, UNIONS, EDUCATION & LEADERSHIP



Ulrike Lunacek's keynote address on the first day of the Conference (entitled *Craving, Claiming and Owning Space: On Being a Leader and Other Stories*) set the tone and a high bar for the ensuing conference proceedings. Drawing on her own experiences of political party leadership for the Green Party in Austria, and as Vice President of the European Parliament for close to a decade, Ms Lunacek highlighted three key requirements for women to consider, when it comes to taking up leadership positions (in unions or in politics and beyond).

Firstly, it is important for female leaders to **dare to claim** leadership positions, even though they might be afraid to do so. However, this is not a simple matter of individual daring or courage: the positions must be available for women to claim, which means that in many instances, quotas are necessary; they are an important structural tool for increasing the number of women in leadership roles. Ms Lunacek also stated that women only spaces continue to be important, given the continuing disparity in numbers between men and women in powerful leadership positions. Such spaces enable women to support each other and strategise collectively.

Secondly, the desire to be a leader cannot be imposed on anyone – leaders and upcoming leaders must **crave the position**. This strong urge can stem from some injustice that spurs someone to put themselves forward and to take the lead in correcting it. Thirdly, a leader must **own the position**, always remembering that as a leader they will be recognised as a public figure, so they will be expected to behave accordingly.

Making the link to the Conference theme, Ms Lunacek pointed out that women are often lonely as they try to negotiate the ‘leadership labyrinth’, never knowing whether they will meet anyone to guide or support them. It, therefore, behoves male leaders who say they support women’s leadership to **act on that support**, and not stop at just rhetoric or platitudes. Supportive male leaders should make supporting women’s leadership part of their own attitude and mindset, and they must be ready to accept that women may be in front and ahead professionally sometimes. As Ms Lunacek put it: “We need male allies who want to change things seriously, not just rhetorically!”

Parallel Debates

The parallel debates took place in a traditional format, wherein one speaker spoke for a proposition or statement, and the other speaker presented arguments against.

Four such debates were held in parallel; the following are the key points and priority topics reported in plenary by the rapporteurs assigned to each debate:

‘Leaders are born, not made’

- A leader is a type of ‘guide’, therefore anyone who aims to become a leader must be someone who is able to open and maintain channels of communication with a wide range of people – leaders must have self-confidence;
- Leaders must be motivated to work to represent and advance the welfare of others – they ‘serve others’ through their leadership;
- Many current women leaders have and develop such skills: this shows that the old adage that ‘leaders are born and not made’ is not strictly speaking true;
- It is important that current female leaders mentor and support the upcoming cadres of young female leaders both in education and in unions;

'Good leadership is not the same as strong leadership'

- 'Good' and 'strong' leadership can go together if we can more clearly define and practice the positive aspects of strong leadership;
- Good, strong leadership is characterised by the ability to have a vision, being able to inspire others, support them, develop new leaders, motivate and encourage others;
- A participatory approach is key to strong leadership;
- Strong leadership does not mean bullying or harassing others – *'the carrot is better than the stick'*, meaning strong leaders are those who can listen to others, learn from and collaborate with them;
- Leadership is not only contextual, but also situational; strong leadership and good leadership go hand in hand and should not be viewed as distinct from each other.

'It's time we moved on from single leadership models to collaborative leadership models'

- The foundations of the women's movements are not yet strong enough or ready for collaborative leadership models, because a collaborative approach requires group thinking before decisions can be made;
- There are numerous successful examples of single leadership in the history of the women's movements;
- Participation may be unequal amongst collaborative leaders, and success depends on having the right group of people being to work and lead together;
- A collaborative leadership model has three main strengths:
 - o Having shared leadership when both women and men are included demonstrates a stronger sense of equality;
 - o It can allow a greater sense of responsibility and improve work/life balance;
 - o Even if they take time, broad consultative processes can lead to real sustainable change.
- The bottom line is that education unions should combine single and collaborative leadership models.

'We need quotas to get women into leadership positions and keep them there'

- Quotas address historical inequities, increase diversity and decrease discrimination;
- Quotas can help to change invisible or unconscious barriers and bias;
- A quota system can lead to tokenism, where a woman in a leadership position becomes required rather than desired; therefore, we need systemic changes, which implies far more legislative and political action than just introducing quotas;
- "To the women who say they don't want to be a 'quota woman', I say: how many men are in positions just because they are men, not because they are the best? We need quotas so that we can change gender norms!"

Parallel Thematic Discussions

Discussions on specific themes occurred in parallel during the afternoon of the first day of the conference. A facilitator introduced the theme and took charge of leading the discussion. The format used was 'the fish bowl method', where a group of people (the fish) sit in an inner circle (the fishbowl) and discuss a topic introduced by the facilitator. At the same time, the larger group of participants sit in a wider circle around the fishbowl and listen to the conversation taking place in the fishbowl. People are only allowed to contribute to the conversation if they are sitting in the inner circle. While the conversation develops, people from the outer circle may join in by taking a seat in the fishbowl. Every time a person joins the inner circle (jumps into the fishbowl), a person must leave the conversation and sit in the outer circle.



The following are the key points and priority topics reported in plenary by the rapporteurs assigned to each thematic fish bowl discussions:

‘Young Women and Leadership’

- Unions should create networks and platforms for young women to be able to participate at all levels of the union, and implement programmes that will enable them to develop and improve skills and knowledge;
- Older female leaders should mentor young, up and coming female leaders;
- Unions should do their utmost to ensure young and early stage female teachers learn about and understand trade union business, even while they are undertaking initial teacher training;
- Union renewal is critical, to ensure that unions remain relevant to young teachers, especially young female teachers’
- Unions should encourage and organise inter-generational exchanges between union women.

‘Men in Support of Women’s Leadership’

- Unions should audit and evaluate themselves on a regular basis, asking: “What have we done in our trade union with regard to gender issues?”, “How have we opened up spaces to ensure participation of both men and women?”;
- *Gender* committees rather than women’s or men’s committees could be part of good practice in unions. Where such committees exist, women should, however, take the lead within the committees;
- Unions should strategize to make women more visible in the union - for example, by bringing on board more young women and mentoring them to take up leadership positions in the unions.

‘Preparing Students for Leadership’

- The relationship between unions and teacher training institutions should be strengthened across regions;
- Unions should advocate for the revision of curricula and school materials so they show women in leadership positions as well as men, to break the cycle of reinforcing gender norms and stereotypes through education;
- Girls should be taught very early that they can be leaders;

- It is incumbent on female teachers to lead by example, especially female for students;
- Girls must be taught how to deal with male oppression, and boys should be taught how to use their male privilege to give more space to women
- Female students should be encouraged to ‘take their piece of the cake’ instead of offering it to others.

‘Networking and Women’s Leadership’

- Networking is critical for advancing women’s participation at all levels of the union: a) as a space for mutual support; and b) a space for training on topics directly related to gender equality, but also on union and political issues;
- Women’s networks must be supported by the unions to enable them to continue developing strategies for addressing structural gender inequalities within unions, and for ensuring gendered perspectives are mainstreamed in all aspects of education unions’ work, leadership and decision-making;
- It is important for union women’s networks to build alliances with the broader women’s movements in their respective contexts to reinforce the centrality of struggle for equality in our societies.



- DAY 2 -

- FINDING A WAY THROUGH THE LABYRINTH -

EI General Secretary, **Fred Van Leeuwen** opened the second day of the Conference with two stories about two women who were denied education because they were refugees. He told participants how this gross injustice fuelled his own indignation as a young man, a teacher, and later trade union leader. Mr Van Leeuwen's remarks on **'EI at 25: The Global Education Union Movement and Gender Equality'** underlined the fact that going back to the inception of EI twenty-five years ago, the role of education unions has been very important in advancing women's equality.

He described EI's recent influence on the development and wording of a standalone goal on education among the seventeen sustainable development goals (SDG 4). He also noted the tremendous sacrifices made by women trade union leaders and teachers, some of whom have died defending girls' education and trade union rights. Mr Van Leeuwen concluded by saying that collective strength and vision are the best way to achieve gender equality.



Panel Discussion - 'Gender, Power and Leadership'



The [plenary panel on the second day of the conference](#) was moderated by **Haldis Holst**, EI Deputy General Secretary, and the panellists were: **Nora Fyles**, Head of Secretariat of the UN Girls' Education Initiative ([UNGEI](#)), EI President **Susan Hopgood**, **Katja Iversen**, President/CEO, [Women Deliver](#), and **Zohra Lhioui**, University Professor and former member of the national executive of local EI member organisation SNeSUP Morocco.

The panellists were asked to link the conference theme of women's leadership to the acquisition and exercise of power, basing their remarks on their own particular professional and regional perspectives.

The conference heard about a number of definitions and dimensions of power, including:

- Direct power, the power to impose; the type of power exercised by 'armed men' and the patriarchal structures;
- Power as the ability to influence direction and to bring about a desired change;
- Representative power rooted in democratic processes, including membership and elections;
- Power as something we can learn about from role models and heroes;
- Power as women tend to exercise it – not as a zero sum game, but as a process by which everyone can win.

The panellists also suggested a number of critical strategies that leaders can use to ensure they exercise power in positive ways, such as:

- ✓ Challenging biased structures and systems;
- ✓ Involving other women, especially younger women;
- ✓ Acting collaboratively; always asking: With whom can we do this work?
- ✓ Ensuring people you seek to influence have they need in terms of the evidence and data that supports your argument or position;
- ✓ Regarding unions: for women to have power in unions (not just as leaders), we must ensure unions are good places for women, which address issues that they are concerned about, both within and outside of the union. Unions must provide space for women to meet and discuss priorities, and strategize on how to get those priorities onto the union's agenda;
- ✓ Finally, power is best used to champion diversity, democracy, women's rights and human rights; each of us should take action every day to achieve a socially and economically just world for all.

Key Tools for Leadership: Parallel Sessions



In the parallel sessions during the second day of the conference, facilitators were tasked with highlighting important aspects of being successful leaders, and sharing useful 'tips' from their own experience and practise. Rapporteurs were asked to 'demonstrate' or 'perform' what they had learned during the sessions when they reported back to plenary.

The following are the key points and priority topics reported in plenary by the rapporteurs assigned to each session:

'Voice & Public Speaking'

- Preparation is key to public speaking, so before speaking in public, think carefully about where you will be speaking, who you will be speaking to, what they want to hear, and what kind of speaking persona you want to inhabit for the occasion - the image you want to give of yourself;
- Good public speaking depends a good execution of the speech, and to do this, when you stand up to speak, take a few moments to 'feel' the stage, and find a physical position in which you are comfortable;
- Remember the message you want to convey; speak slowly and loudly and don't forget: people will only remember things if you don't repeat them *three times!*
- Don't underestimate the power of a pause...
- Always evaluate your performance, so you can improve each time you speak in public.

'Mentoring'

- Mentoring between women is the first step in forming a critical mass of women who will lead education unions in a sustainable renewal;
- By mentoring other, mentors can share their knowledge and experience of being active in their union;
- Mentees are able to gain confidence and receive support;
- The mentoring relationship is one of mutual trust, understanding and learning that is both formal and informal, structured and with purpose;
- EI should produce guidelines on mentoring between women for use in member organisations.

'Communications & Social Media'

One rapporteur took a conference plenary selfie, which she uploaded live on to Twitter, and a second rapporteur live tweeted the report back:

- Becoming active on social media is important for education unionists because social media can be used as an organising and communication tool;
- Social media enables women to connect with each other, as well as with social and political leaders and other influencers;

- Unions should develop training to enable women to navigate the ‘social media labyrinth’;

‘Leading by Example: Work & Wellbeing’

- Women leaders must balance family life, professional life and union life
- On an individual level, women should:
 - o Learn to prioritise and take care of themselves – their physical *and* mental health;
 - o Protect themselves by surrounding themselves with people they can trust and turn to for support;
 - o Free themselves from feelings of guilt and learn to be ‘selfish’ in the best sense of the word – i.e. by thinking about themselves and their own needs, and making time for themselves;
 - o Be a good example by understanding the difference between what they are realistically able to accomplish, and what is expected of them;
- On a collective level, education unions should:
 - o Develop partnerships with others in civil society, to advance their union, education and social justice agendas;
 - o Introduce quotas to increase the numbers of women in unions and in union leadership, as more women in unions and in leadership will make work/life imbalances more visible, and therefore, easier to address;
 - o Raise awareness of why and how work/life imbalances should be addressed;
 - o Review internal union culture and ways of working;
 - o Promote collaborative ways of working that would be beneficial to all.

Recognising and Addressing Implicit Bias

- Bias is an inherent part of human behaviour; *implicit* bias is the root cause of entrenched gender inequality;
- Implicit bias is the attitude or stereotypes that affect a person’s understanding, actions and decisions on an unconscious level – based on the cumulative effect of everything a person has been exposed to during their entire life;
- It is automatic, involuntary and *unconscious*;
- It is important to address implicit bias because it informs the way that people engage with and treat others, and can lead to the creation of

barriers that impede access to opportunity for certain groups and individuals;

- Recognising implicit bias can lead to transformational activism – making people aware of their behaviour and enabling them to transform their internal biases by doing the individual internal change work that is required to make external change work possible;
- We can identify implicit bias in unions and in schools by investigating the structures that facilitate embedded practices and attitudes that discriminate against women.



Women's Professional Leadership: Parallel Sessions

Facilitators of the parallel sessions focusing on professional leadership introduced key issues relating to women's leadership in each sector, and highlighted relevant examples of actions taken by their union to advance women's professional leadership within education.

The following are the key points and priority topics reported in plenary by the rapporteurs assigned to each session:

Education Support Personnel

- In many contexts, education support personnel are women, and they face the gendered issues of employment casualisation/precarity and pay inequity;

- A key challenge for education unions is to identify strategies that will allow educators and education support personnel to see the links between their respective struggles – collective action is always more effective, not least because the work done by education support personnel is central to the provision of quality education;

Early Childhood Education

- ECE is the most important of all of the teaching years, but also the most neglected aspect of education in many countries – often left to private providers with little or no state regulation in place;
- ECE workers are often exploited: receiving low wages and facing high rates of employment precarity, as well as low rates of unionisation;
- Unions should advocate for increased government support for ECE and ensure compulsory publicly funded ECE with quality curriculum content is integrated into public education systems;
- Unions should advocate for quality training for ECE teachers and support staff, which includes diversity training (social inclusion, tolerance, gender roles and cultural diversity).

Secondary Education

- Secondary schools should focus on identifying women who can take up leadership roles, and support their professional development;
- Unions should encourage mentoring between and support women seeking election into leadership roles.

Higher Education and Research

- Guidelines should be developed on how to increase women's representation in higher education teaching positions, especially in leadership; this is something education unions can integrate into collective bargaining agreements;
- Unions should actively lobby and collaborate with like-minded civil society partners to fight against the high levels of sexism faced by female academics;
- Men and women should work together to further the gender equality agenda within higher education and research;
- There needs to be more focus on addressing gender-based violence, harassment and abuse in higher education institutions that empower students as well as staff to identify, report and support victims;

Vocational Education and Training (VET)

- It is important for young women to have role models both in terms of seeing female VET educators and in taking up VET themselves – good career guidance in schools is critical;
- Education unions should work more closely with NGOs and civil society to increase training and employment opportunities for young women with vocational qualifications.

- DAY 3 -

- ON THE OTHER SIDE OF THE LABYRINTH -

Panel Conversation –

#MeToo: Voices from the Education Union Movement



The final plenary panel on day three of the conference on **#MeToo: Voices from the Education Union Movement** was moderated by Dianne Woloschuk, Chair of the EI Status of Women Committee. The panelists were: Johanna Jaara Astrand (President, Lararförbundet, Sweden), Ratanang Baleseng (BTU, Botswana), Ruby Ana Bernado (ACT, Philippines), Alexandra Cornea (FSLE, Bulgaria), Elena Smith (General Secretary, BNTU, Belize) and Maria Belen Sotelo (CONADU, Argentina).

The final panel left participants visibly moved and shaken. Two panellists talked about their own experiences of sexual abuse, and explained how strong the impact of such violence and abuse has had on their own lives.

The panellists also talked about the importance of educating men so that they understand why sexual harassment and sexual violence are wrong and damaging to our societies. Their testimonies underline how important it is to support survivors: listening to and believing them, and supporting them through the trauma they experience.

The three other panellists shared how their unions have reacted to the impetus of the #MeToo campaign and movement by:

- Initiating a law on the protection of teachers against violence in schools, signing an agreement with the national police in support of the a campaign against domestic violence, organising meetings with parents to discuss the issues(Bulgaria);
- Putting pressure on the government to make sexual harassment in the workplace illegal, capacity-development workshops to empower women so they feel able to speak about and report sexual violence, organising men's forum to address how to prevent it so many men becoming perpetrators, working with other organisations to end sexual violence (Botswana)
- Reviewing union by-laws, collective negotiation agreements and plans to ensure they promote women's rights and economic welfare, creating women's desks at the school levels, participating in the *One Billion Rising* to end violence against women and the solidarity march annually on International Women's Day (March 8th); lobbying to strengthen women's rights within national legislation (Philippines);
- Creating a union network for women in unions to speak to and support each other; creating a dedicated website for members, where they could seek and find support and guidelines on existing procedures for reporting sexual violence and harassment; supporting similar actions in different education sectors; collaborated with a student organisation on an open letter calling for an education system free from sexual harassment; working with other civil society actors to break the culture of silence (Sweden).

Ed Chats

The parallel Ed Chats brought together participants interested in key priority areas of EI's work, and challenged them to consider how women, through their unions, could 'take the lead' in ensuring that the topics and issues remain firmly on the union's agenda. The Chats were in a range of formats, including a panel, a fishbowl conversation, and a workshop.

Gender, Leadership and the Commercialisation of Education [Panel]

Three panellists presented the ongoing work in their respective countries within the framework of the EI Global Response against Privatisation and Commercialisation in Education campaign

In Uganda, EI member organisation the Uganda National Association of Teachers (UNATU), is working closely with EI to challenge the for-profit chain *Bridge International Academies*. In the Philippines, the process of commercialization of and within education is well established developed, especially through the 'EIPEC' schools; EI affiliate the Association of Concerned Teachers (ACT) is working to counter this trend. In Uruguay trade union members of EI member organisation FUMTEP (*Federación Democrática de Maestros y Funcionarios de Educación Primaria*) are bringing to light and condemning an encroaching privatisation on a previously robust public education system.

Panellists stressed the importance of the EI Global Response campaign at all levels: national, regional and international. The campaign makes crystal clear how one of the most aggressive forms of transnational capital operates on a global level, with the fallout experienced by students, teachers and communities at the local level. It is therefore critical for EI member organisations to work together within their own countries, but also across regions, since privatisation and commercialisation in and of education equally happens across and within regions.

Boosting Women's Leadership Through the leading to Choices Manual [Workshop]

Local representatives from the Women's Learning Partnership ([WLP](#)) facilitated two simultaneous sessions (in English and French), introducing the well-known and widely-used leadership training manual ([Leading to Choices: A Leadership Training Handbook for Women](#)) – which is available on

their website in a number of languages including Arabic, English, French, Hausa, Russian, Shona, Spanish, Turkish and Uzbek, among others.

Starting from the premise that leadership is always gendered, the Manual provides women with a model for participatory and collaborative leadership training and capacity-building. Made up of 12 workshop sessions, the Manual includes guidelines for workshop facilitation that is adaptable to local issues and contexts. Through identifying talents and enhancing individual women's skills, the Manual aims to enhance women's participation and leadership across all spheres and sectors.

Taking the Lead in Addressing School-related Gender-based Violence [Fishbowl]

Participants highlighted some key issues for education unions to take into consideration when working to eradicate school-related gender-based violence (SRGBV):

- SRGBV is widespread and occurs at all levels of educational settings;
- Everyone in the school environment can be both perpetrator and/or victim, but the most vulnerable are always the targets of these kinds of violence;
- Men and boys should be involved in all efforts to eradicate SRGBV;
- It is important to name the problem, call it by its name – including naming 'rape', 'sexual violence', 'physical violence';
- It is important for women and girls to feel safe, empowered and supported in the learning and teaching environment;
- Union Codes of Conduct are an important tool for teachers' working to address SRGBV; unions should also lobby;
- Unions should become more involved in conducting research on prevalence, rate and types of SRGBV – effective advocacy depends on a strong evidence-base;

Gender, Leadership and Union Renewal [Fishbowl]

In this fishbowl conversation, participants emphasised the following priorities for ensuring renewal within education unions:

- Unions should frame issues to with teachers' working conditions in relation to the wider issues affecting the communities in which they are located; connect what trade unions do to what is happening in the wider community;

- It is important for trade unions to put core union values at the forefront, and also make links to wider issues in the community;
- Working in and against: working with Ministries of Education while doing everything possible to achieve the union's objectives
- Unions should work to bring local issues to national attention; reaching out to communities and empowering local leaders;
- Unions should seek alliances and partnerships with non-union actors, who would be able to support and promote trade unions views, values and campaigns;
- Connect the profession vertically and horizontally: mobilising education support personnel together with educators, especially around the issue of pay equity

Young Participants' Lunch Discussion

A lunchtime meeting between the young participants (age 35 and under) was organised on the third day of the conference. Approximately half of the young participants (22 young women) in attendance at the conference identified the key priorities. A number of these were also identified during the parallel thematic discussion on young women's leadership on Day 1 of the conference; the points below are additional priorities aimed specifically at EI (global level):

- Include special sessions on youth issues at all EI events at the planning stage and organise special events for young members;
- Ensure young women are fully included and visible in the programme of EI World Women's Conferences;
- Introduce a quota for the participation of young members at EI events, and involve young members more as facilitators, speakers, panellists and rapporteurs at such events;
- Ensure young participants are provided with relevant information to be able to actively participate in EI events (policies etc.);
- Include more small group discussions at EI events, and facilitate a 'buddy system' at EI events for young participants to enable them to prepare for debates etc.;
- Create an EI social media platform for young members;
- Establish an exchange programme for young members to be able to work in each other's unions for specified periods of time;
- Develop, disseminate and implement an EI young members' strategy that includes including a young members' representative within EI's decision-making structures

IV. THE WOMEN'S EXCHANGE

'The Women's Exchange' was organised during lunch breaks on the first and second days of the conference, following a suggestion from EI member organisation the NEA (National Education Association, USA). Participants were asked, ahead of the conference, to each bring an item for a gift exchange with another conference participant. The gifts should be items that participants owned and were happy to give to someone else.

The purpose of the exchange was to foster a giving culture at the conference, which honours the distinct cultural background of participants. The exchange was also a way to build connections between participants that wouldn't otherwise happen through gift-giving. Participants also got the added bonus of receiving a special conference souvenir from another participant, in a no-cost way.

Participants were advised to carry items for exchange that would travel easily, such as: scarves, jewellery, a small bag, cloth or textiles, or small pieces of art.

On entering the exchange hall, each participant could put her donated gift on the table, and select a gift for themselves. Each gift was labelled with the name, union and country of the person donating the gift. As participants entered the exchange hall, each person who brought an item to contribute to the exchange was invited to select one item to take home with her. Participants were encouraged to use the conference APP to seek out and meet face to face with the person whose name was on the gift they had selected.

**- V. WHAT PEOPLE SAID ABOUT
THE 3RD EI WORLD WOMEN'S CONFERENCE -**

“If this conference had taken place earlier, I would not have made the decision to step down from my position as General Secretary; I feel so empowered by everything I’ve heard and experienced here. I am going to go home and make sure my union does more to advance and support women’s leadership”



“THANK YOU to all of you for putting together a fantastic conference. I am grateful for having been a part of it, and feel empowered to stand up for women’s rights like never before!”



“My gratitude to Education International for hosting a fabulous conference”!



“Thank you...for a great conference”!



“It was my pleasure meeting all of you at the EI World Women's Conference. I was a speaker and a learner as well. I learnt a lot from all and each of you”.

“I am still grateful for a wonderful conference...I have never danced publicly in my life. Something in me was ignited and to me I can never remain the same”.



Finding a Way ‘Through the Labyrinth’: Women, Unions, Education & Leadership

3rd EI World Women’s Conference

February 5-7 2018, Marrakech, Morocco

PROGRAMME

Monday February 5th 2018

Monday February 5th 2018	
09.00-09.30	Welcome & Opening of <ul style="list-style-type: none"> - Susan Hopgood (President, EI); - Fatima Echaabi (SNESuP, Maroc; representing EI member organisations in Morocco) - Abdellatif Miraoui (President, University of Cadi Ayyad, Marrakech – representing the Ministry of Education, Morocco)
09.30-10.30	Keynote Ulrike Lunacek, former Vice President, European Parliament, Leader, Austrian Green Party
10.30-11.00 BREAK	
11.00-12.30	Parallel Debates <ol style="list-style-type: none"> 1. ‘Leaders are <u>born</u>, not <u>made</u>’ Mona Bernadel (UNNOH, Haiti), Maria Belen Sotelo (CONADU, Argentina) 2. ‘<u>Good</u> leadership is not the same as <u>strong</u> leadership’ Marieme Sakho Dansokho (SYPROS, Senegal); Christine Blower (President, ETUCE) 3. ‘It’s time we moved on from <u>single</u> leadership models to <u>collaborative</u> leadership models’ Christine Cooper (IEU, Australia); Johanna Jaara Astrand (Lararforbundet, Sweden) 4. ‘We need <u>quotas</u> to get women into leadership positions and keep them there’ Bethany MacLeod (CTF/FCE, Canada); Shelly Krajacic (NEA, USA)
12.30-14.00 LUNCH/Women’s Exchange	
14.00-15.30	Parallel Thematic Discussions <ol style="list-style-type: none"> 1. <u>Young Women and Leadership</u> Mary Mulenga (ZNUT, Zambia); Saara Mhajar (SNE-CDT, Morocco) 2. <u>Men in Support of Women’s Leadership</u> Gilberto Cascante Montero (ANDE, Costa Rica); David Edwards, Deputy General Secretary, EI 3. <u>Preparing Students for Leadership</u> Mathilda Gustafsson (Lararforbundet, Sweden) 4. <u>Networking & Women’s Leadership</u> Fatima Da Silva (CNTE, Brazil); Mary Okiror (UNATU, Uganda)
15.30-16.00 BREAK	
16.00-16.30	Day 1 plenary report back from parallel sessions & close
Tuesday February 6th 2018	
09.00-09.15	EI @ 25: The Global Education Union Movement and Gender Equality Fred Van Leeuwen (General Secretary, EI)

09.15-10.30	<p>Panel Discussion: ‘Gender, Power and Leadership’ <u>Moderator:</u> <i>Haldis Holst (Deputy General Secretary, EI)</i></p> <p><u>Panelists:</u> <i>Nora Fyles (Head of Secretariat, UN Girls’ Education Initiative - UNGEI)</i> <i>Susan Hopgood (President, EI)</i> <i>Katja Iversen (President/CEO, Women Deliver)</i> <i>Zohra Lhioui (University Professor, SNeSUP, Morocco)</i></p>
10.30-11.00 BREAK	
11.00-12.30	<p>Key Tools for Leadership</p> <ol style="list-style-type: none"> 1. Voice & Public Speaking – <i>Katja Iversen (ED, Women Deliver)</i> 2. Mentoring – <i>(Trudy Kerperien, AOB, Netherlands; Jennifer Moses, NASUWT, UK)</i> 3. Communications & Social Media – <i>Francine Filion (CTF, Canada)</i> 4. Leading by Example: Work & Wellbeing – <i>Cécile Martinez (Education Solidarity Network)</i> 5. Recognising and Addressing Implicit Bias – <i>Olivia Brown (AEU, Australia)</i>
12.30-14.00 LUNCH/Women’s Exchange	
14.00-15.30	<p>Women’s Professional Leadership</p> <ol style="list-style-type: none"> 1. Education Support Personnel – <i>Sonia Ethier (CSQ, Canada)</i> 2. Early Childhood Education – <i>Mais Jamleh (GUWKPS, Palestine)</i> 3. Primary Education – <i>Carmen Brenes Pérez (ANDE, Costa Rica)</i> 4. Secondary Education – <i>Soumia Riahi (SNE-FDT, Morocco)</i> 5. Vocational Education and Training – <i>Helen Carr & Joanna de Groot (UCU, UK)</i> 6. Higher Education and Research – <i>Jeannie Rea (NTEU, Australia)</i>
15.30-16.00 BREAK	
16.00-16.45	Day 2 plenary report back from parallel sessions & close

Wednesday February 7th 2018	
09.00-10.00	<p>Panel Conversation: #MeToo: Voices from the Education Union Movement <u>Moderator:</u> <i>Dianne Woloschuk (Chair, EI Status of Women Committee)</i></p> <p><u>Panelists</u> <i>Johanna Jaara Astrand (Lararforbundet, Sweden)</i> <i>Ratanang Baleseng (BTU, Botswana)</i> <i>Ruby Ana Bernado (ACT, Philippines)</i> <i>Alexandra Cornea (FSLE, Bulgaria)</i> <i>Elena Smith (BNTU, Belize)</i> <i>Maria Belen Sotelo (CONADU, Argentina)</i></p>
10.00-10.30 BREAK	
10.30-11.30	<p>Ed Chats</p> <ol style="list-style-type: none"> 1. Gender, Leadership and the Commercialisation of Education <i>Juliet Wajega (UNATU, Uganda; Elbia Pereira (FUMTEP, Uruguay); Yamile Sokolovsky (CONADU, Argentina); France Castro (ACT, Philippines)</i> 2. Boosting Women’s Leadership Through the leading to Choices Manual <i>(Maria Ezzaouini) (Women’s Learning Partnership, Morocco)</i>

- 3. *Boosting Women’s Leadership Through the leading to Choices Manual*
- 4. *Taking the Lead in Addressing School-related Gender-based Violence*
Nora Fyles (UNGEI); Dorcus Sekabate (SADTU, South Africa); Leah Kasaji (ZNUT, Zambia)
- 5. *Gender, Leadership and Union Renewal – Lynda Stuart & Stephanie Mills (NZEI Te Riu Roa, New Zealand)*

11.30-13.00

Day 3 plenary report back from parallel sessions

Women and Leadership: What do you know? (Quiz)
Quiz Master: *Haldis Holst, Deputy General Secretary, EI*

Closing Remarks
Susan Hopgood, President, EI

LUNCH/Young Women’s Lunch