



universität
wien

IMPACT OF THE EDUCATION SYSTEM ON MASCULINE AND FEMININE IDENTITIES

Ilse Bartosch
Austria

? BRIDGING THE GENDER GAP?

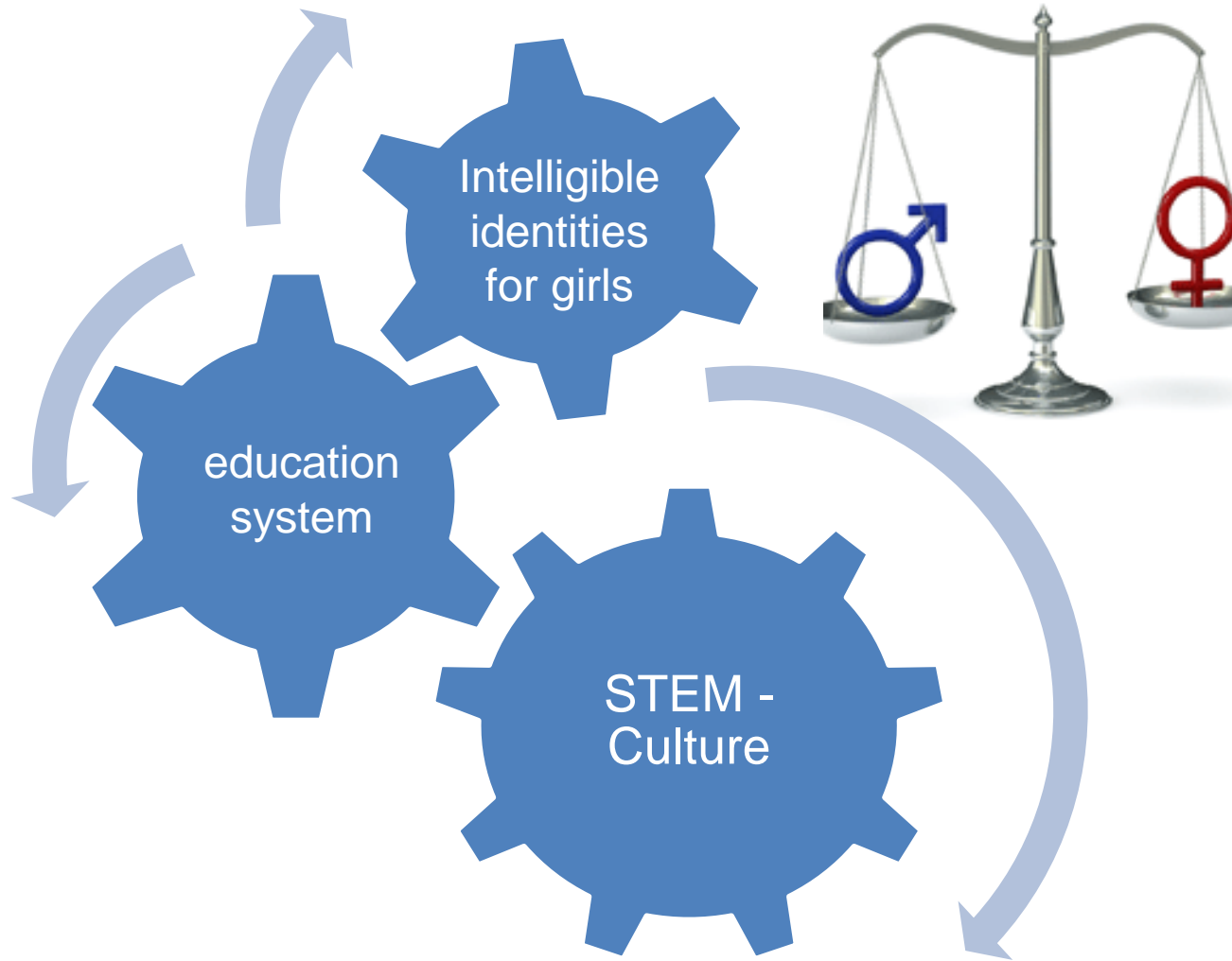


<http://ec.europa.eu/social/main.jsp?catId=89&furtherNews=yes&langId=en&newsId=726>

“Equal pay for equal work and work of equal value”

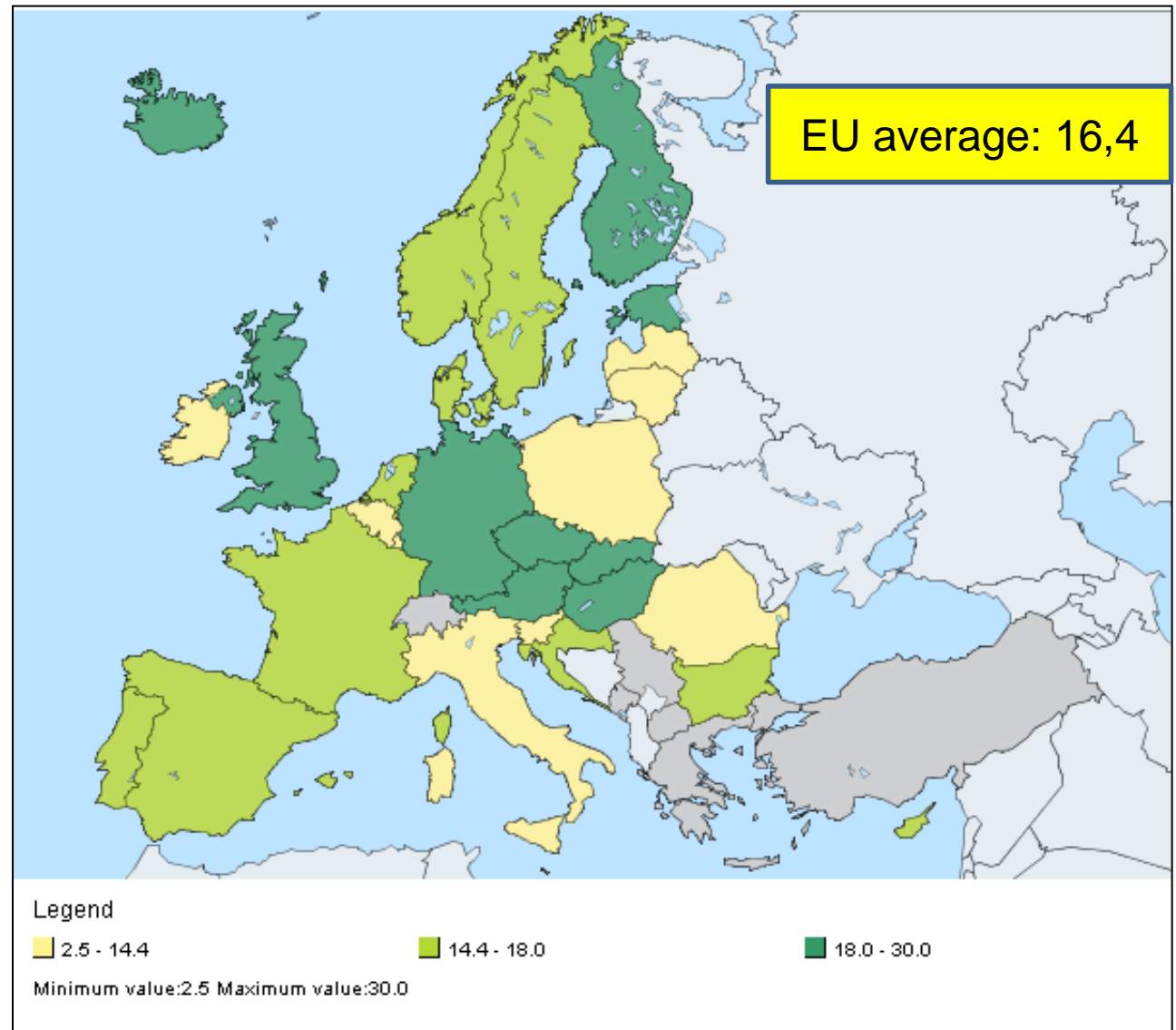
“Women’s Charta” (Commission, 2010)

? BRIDGING THE GENDER GAP?



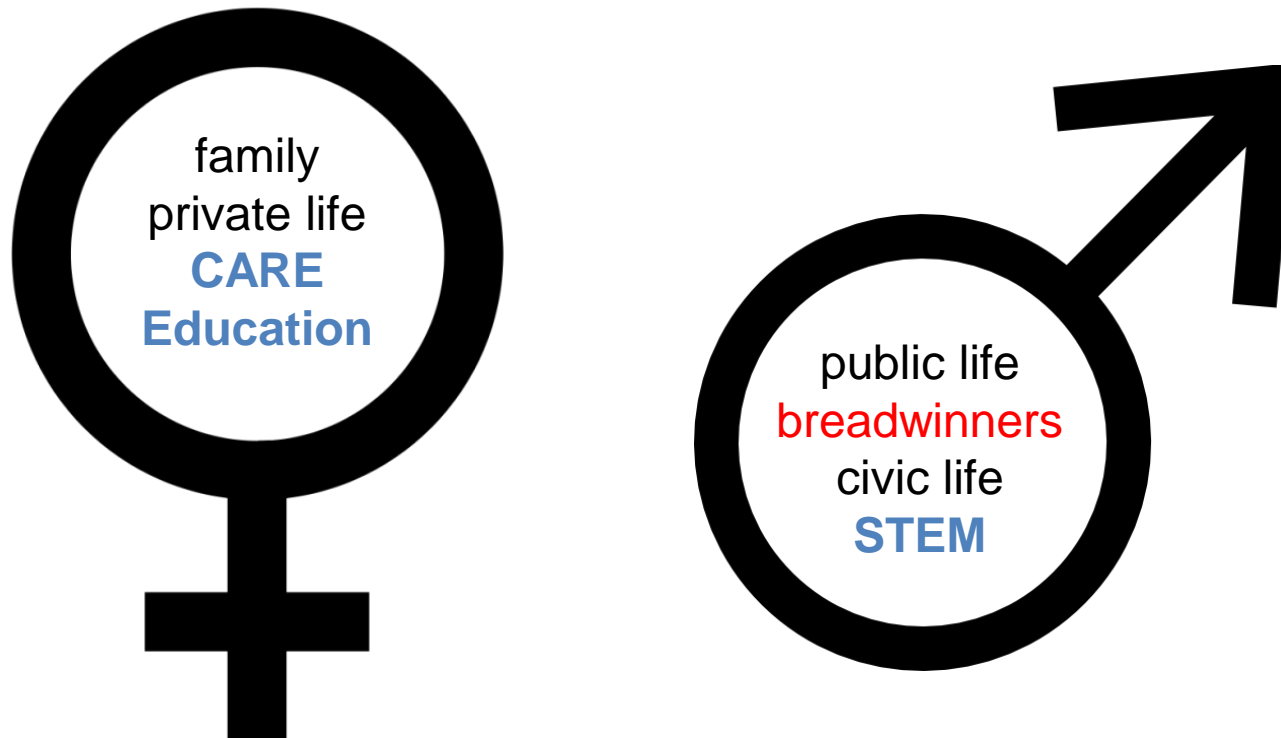
Gender pay gap in Europe

REASON:
Horizontal
and vertical
segregation



EUROSTAT, 2012

Dichotomic gendered societal spheres of knowledge and skills



In many countries, gender differentiation within education became a key principle shaping the selection, distribution and evaluation of educational knowledge for young men and women. (Madeleine Arnot 2000, p.293)

Impact of vocational education system on career choices

By the end of the **19th century**, more girls than boys were studying science in high schools (US/Canada) and girls were receiving better grades than boys. .

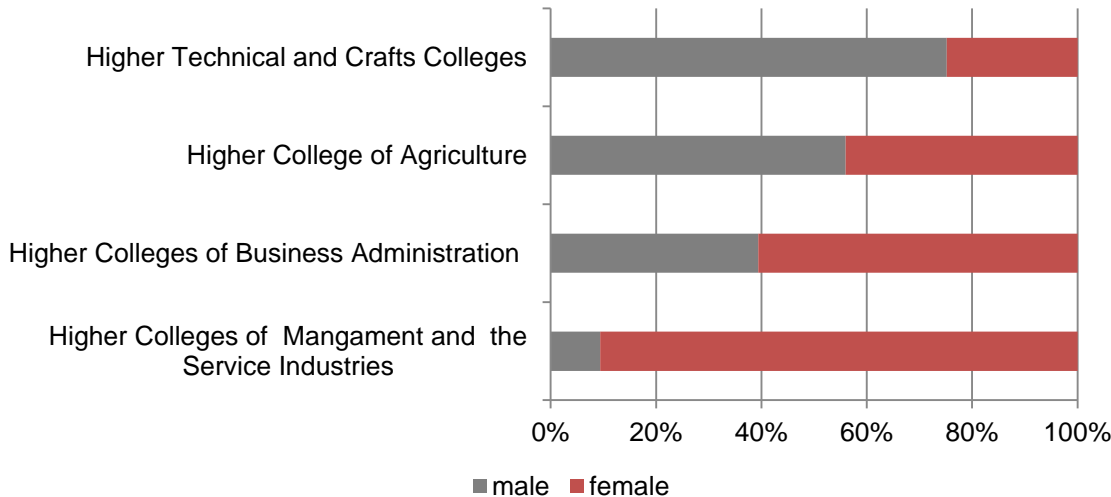
In the early decades of the **20th century** ... the **vocational educational** and the post-World War I ,back-to-the-home‘ **movement** created a **mechanical or university track for boys** and a **business or home-economic track for girls.**

This resulted in a **decrease in the number of girls taking science.**“

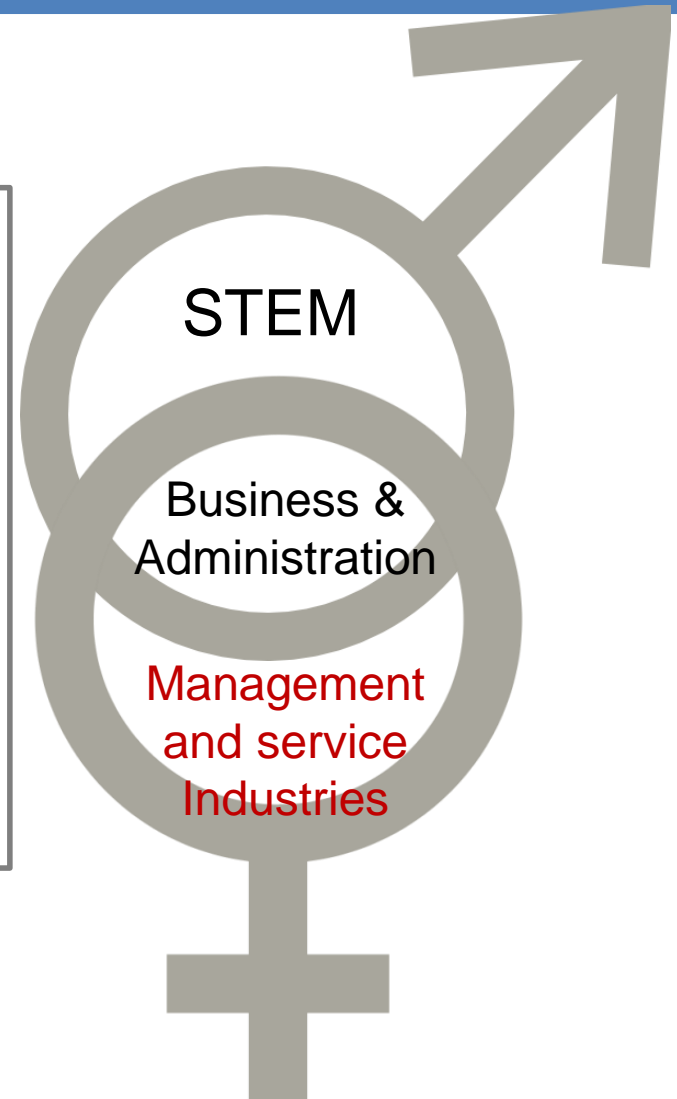
(Scantlebury & Baker, 2007, p.260)

Dichotomic structure of the Austrian vocational education system

Participation Higher vocational schools (2012/2013)



Source: Statistik Austria



Why do girls not enter into the field of STEM?

EXPLICIT KNOWLEDGE

The epistemes and (scientific) methods of STEM

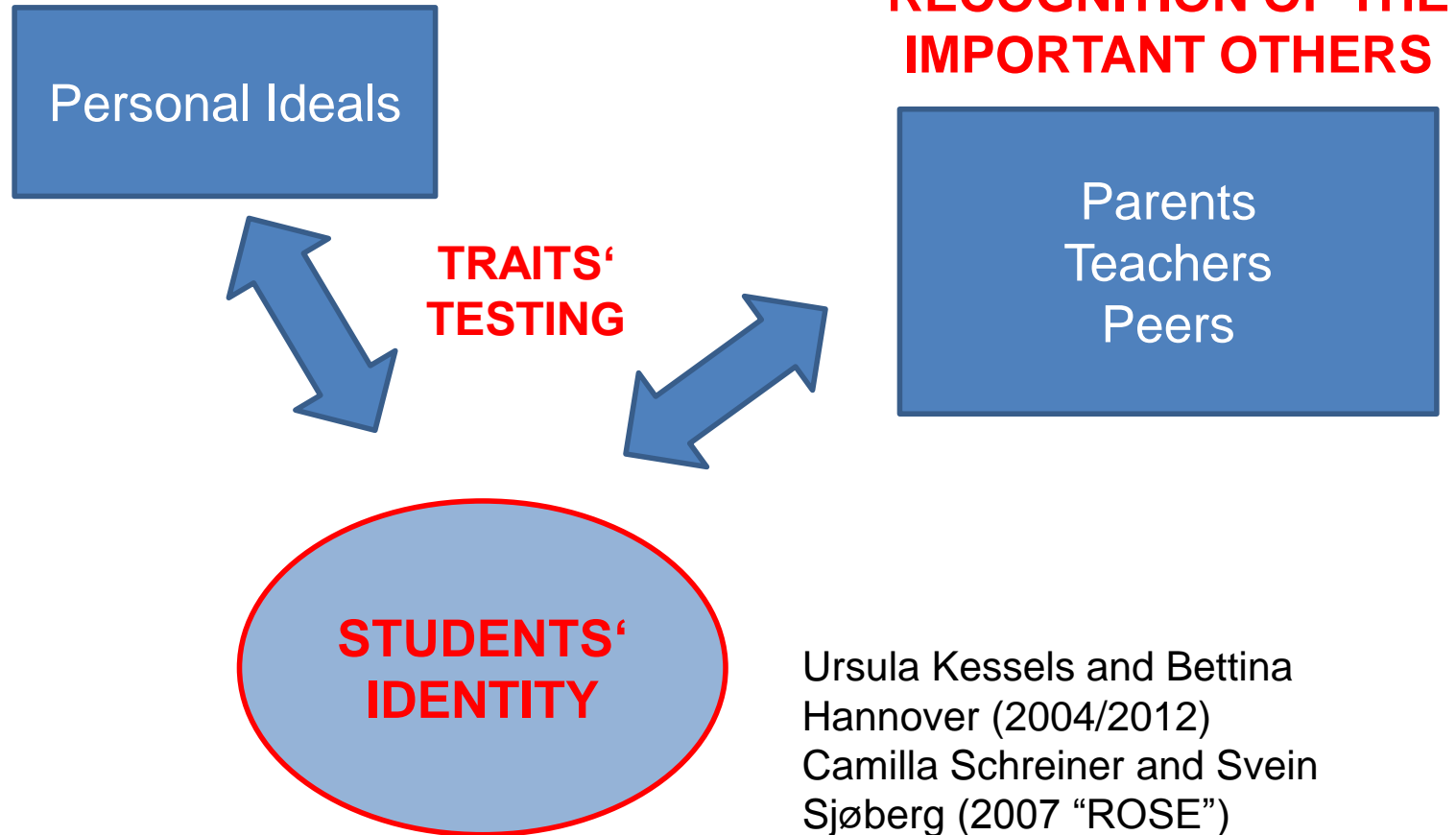
IMPLICIT KNOWLEDGE

Patterns of behaviour values and beliefs of the STEM community

Establishing in
a vocational field:
**FINDING A
LIVEABLE IDENTITY**
in the community of
practice

LEARNING =
**TRANSFORMATION OF
IDENTITY-IN-PRACTICE**

Identity formation process



Are STEM communities „liveable communities“ for women?



limited range of
“intelligible identities”
(Butler) for girls



NEEDS A STRUCTURED BOTTOM UP – TOP DOWN STRATEGY

- **(Educational) POLITICS and STEM-COMMUNITIES:**
compliance of key actors for evening the gender gap
- **POLITICS – Mass Media – TEACHER EDUCATION:**
facilitating a structured debate:
unmasking the entanglement of the **exclusive and masculine image of STEM and societal gender stereotypes** as **KEY CONSTRAINTS FOR INTELLIGIBLE FEMALE STEM-IDENTITIES**
- **Educational System Level and School Level:**
organisational development transforming the STEM-learning scene in a more liveable environment for a broader group of young men and women
e.g.: critical analysis of the chances and pitfalls arising from the gendered structure of vocational education

cf. Louise Archer 2012, p. 984