

# **ROLE OF THE EDUCATION SYSTEM IN GENDER BASED INEQUALITY**

**PAULINE MOREAU**

**Ireland**

# INDICATOR - EU GENDER EQUALITY INDEX (EU27)

- **GENDER EQUALITY INDEX**                      **54.0% EU 27;**                      **range 35.3% to 84.3%**
  
- **Index for KNOWLEDGE**                      **48.9% EU 27;**                      **range 30.8% to 68.8%**
  - **Educational attainment**                      **69.0% EU 27;**                      **range 33.4% to 97.3%**
  - **Educational segregation**                      **45.4% EU 27;**                      **range 23.6% to 68.2%**
  - **Lifelong learning**                      **41.8% EU 27;**                      **range 22.7% to 84.7%**

# KEY TOPICS

- **Why do we educate?**
- **Who do we educate?**
- **What should we teach/learn?**
- **How do we educate?**
- **What should equality in education mean?**
- **Some key steps for policy makers**

# WHY DO WE EDUCATE?

- **Link to labour market**
- **Long history of gender specific education**
- **Practical subjects leading to ordained roles in society**
- **Curriculum changes linked to advances in industry**

# **DEFINITIONS OF EDUCATION (1)**

## **COUNCIL OF EUROPE – MAIN PURPOSES OF EDUCATION**

- **Preparation for employment**
- **Preparation for life as active citizens in democratic societies**
- **Personal development and**
- **Developing a broad, advanced knowledge base**

# DEFINITIONS OF EDUCATION (2)

## OECD

- Investment in female education is essential to promote equality of employment opportunities and to strengthen economic growth

## UNESCO

- the level of knowledge and skills that individuals need to function as workers, citizens and fulfilled individuals in the global society is increasing

# WHO DO WE EDUCATE?

## GLOBAL GROWTH IN EDUCATION OVER 40 YEARS (BOTH SEXES)

- + 68 per cent at primary level,
- + 115 per cent at secondary level, and
- + 270 per cent at third level.
- Female enrolment at third level grew twice as fast as male enrolment

# **WHAT DO WOMEN LEARN?**

- **Women in Social Sciences, Business and Law**
  
- **Women graduates in the field of Science**



# PERCENTAGE OF WOMEN GRADUATES IN THE FIELDS OF SOCIAL SCIENCES, BUSINESS AND LAW : 2009

| Broad and Sub field              | SOCIAL SCIENCES, BUSINESS AND LAW |                              |                            |                             |     |
|----------------------------------|-----------------------------------|------------------------------|----------------------------|-----------------------------|-----|
| Region                           | All disciplines                   | Social and behaviour science | Journalism and information | Business and administration | Law |
| Central and Eastern Europe       | 61%                               | 62%                          | 69%                        | 61%                         | 58% |
| North America and Western Europe | 57%                               | 64%                          | 63%                        | 53%                         | 59% |

# PERCENTAGE OF WOMEN GRADUATES IN THE FIELD OF SCIENCE 2009

| Broad and Sub field              | SCIENCE         |               |                   |                            |           |
|----------------------------------|-----------------|---------------|-------------------|----------------------------|-----------|
| Region                           | All disciplines | Life Sciences | Physical sciences | Mathematics and statistics | Computing |
| Central and Eastern Europe       | 47%             | 70%           | 54%               | 53%                        | 29%       |
| North America and Western Europe | 40%             | 60%           | 43%               | 48%                        | 21%       |

# GLOBAL PERCENTAGE OF WOMEN GRADUATES IN MATHEMATICS AND COMPUTING 2009

| Region                           | Mathematics and statistics | Computing  |
|----------------------------------|----------------------------|------------|
| Arab States                      | 59%                        | 33%        |
| Central and Eastern Europe       | <b>53%</b>                 | <b>29%</b> |
| Central Asia                     | <b>60%</b>                 | <b>39%</b> |
| East Asia and the Pacific        | <b>62%</b>                 | <b>29%</b> |
| Latin America and the Caribbean  | 53%                        | 31%        |
| North America and Western Europe | <b>48%</b>                 | <b>21%</b> |

# **IMPACT OF DIVISIONS IN EDUCATIONAL CHOICES (1)**

- **The choices made by women are likely to lead them into positions as employees rather than as entrepreneurs.**
- **Their choices are more likely to lead to careers in administration rather than in leadership at the level of the enterprise.**
- **Very few women work as researchers.**

# **IMPACT OF DIVISIONS IN EDUCATIONAL CHOICES (2)**

- **By making these choices, women are less likely to make the transition to the top leadership positions in their chosen field, in corporate governance or in political life.**
- **Many women leave the field in which they have studied to enter education.**
- **Few reach leadership positions in education.**

# HOW DO WE EDUCATE?

- **Issue of stereotypes**
- **Lack of male teachers means fewer role models for boys**
- **Scarcity of teachers to teach STEM subjects**

# **WHAT SHOULD EQUALITY IN EDUCATION MEAN?**

- **Equality of access**
- **Equality in the learning process**
- **Equality of educational outcomes and**
- **Equality of external results**

# **SOME STEPS TO BE TAKEN BY KEY POLICY MAKERS (1)**

- **Ensure that girls are encouraged to foster all of their talents;**
- **Provide a comprehensive curriculum especially for girls at secondary school level prepares them to enter into the full range of tertiary studies;**
- **Encourage girls to work actively as representatives on student bodies;**



## **SOME STEPS TO BE TAKEN BY KEY POLICY MAKERS (2)**

- **Provide an educational environment that promotes mutual respect among the student body;**
- **Maintain an awareness among all teachers and educators of the need to eliminate gender stereotypes and foster positive role models.**

**THANK YOU FOR YOUR ATTENTION**