IMPACT OF THE EDUCATION SYSTEM ON MASCULINE AND FEMININE IDENTITIES

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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

Intelligible identities for girls

education system

STEM - Culture
Gender pay gap in Europe

REASON: Horizontal and vertical segregation

EU average: 16.4

EUROSTAT, 2012
Dichotomistic 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)
Dichotomous structure of the Austrian vocational education system

Participation Higher vocational schools (2012/2013)

<table>
<thead>
<tr>
<th>Higher Technical and Crafts Colleges</th>
<th>Male</th>
<th>Female</th>
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<tr>
<td>Higher College of Agriculture</td>
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<td>Higher Colleges of Business Administration</td>
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<td>Higher Colleges of Management and the Service Industries</td>
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Source: Statistik Austria

STEM

Business & Administration
Management and service Industries
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

STUDENTS’ IDENTITY

Parents
Teachers
Peers

RECOGNITION OF THE IMPORTANT OTHERS

TRAITS’ TESTING

Personal Ideals

Ursula Kessels and Bettina Hannover (2004/2012)
Camilla Schreiner and Svein Sjøberg (2007 “ROSE”)
Are STEM communities „liveable communities“ for women?

limited range of “intelligible identities” (Butler) for girls
EVENING THE GENDER GAP

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