ROLE OF THE EDUCATION SYSTEM IN GENDER BASED INEQUALITY

PAULINE MOREAU
Ireland
<table>
<thead>
<tr>
<th>Indicator</th>
<th>EU27 (%)</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENDER EQUALITY INDEX</td>
<td>54.0%</td>
<td>35.3% to 4.3%</td>
</tr>
<tr>
<td>Index for KNOWLEDGE</td>
<td>48.9%</td>
<td>30.8% to 68.8%</td>
</tr>
<tr>
<td>Educational attainment</td>
<td>69.0%</td>
<td>33.4% to 97.3%</td>
</tr>
<tr>
<td>Educational segregation</td>
<td>45.4%</td>
<td>23.6% to 68.2%</td>
</tr>
<tr>
<td>Lifelong learning</td>
<td>41.8%</td>
<td>22.7% to 84.7%</td>
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</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Broad and Sub field</th>
<th>SOCIAL SCIENCES, BUSINESS AND LAW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All disciplines</td>
</tr>
<tr>
<td>Region</td>
<td></td>
</tr>
<tr>
<td>Central and Eastern Europe</td>
<td>61%</td>
</tr>
<tr>
<td>North America and Western Europe</td>
<td>57%</td>
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</table>

## PERCENTAGE OF WOMEN GRADUATES IN THE FIELD OF SCIENCE 2009

<table>
<thead>
<tr>
<th>Broad and Sub field</th>
<th>SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All disciplines</td>
</tr>
<tr>
<td>Region</td>
<td></td>
</tr>
<tr>
<td>Central and Eastern Europe</td>
<td>47%</td>
</tr>
<tr>
<td>North America and Western Europe</td>
<td>40%</td>
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</table>

## GLOBAL PERCENTAGE OF WOMEN GRADUATES IN MATHEMATICS AND COMPUTING 2009

<table>
<thead>
<tr>
<th>Region</th>
<th>Mathematics and statistics</th>
<th>Computing</th>
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</thead>
<tbody>
<tr>
<td>Arab States</td>
<td>59%</td>
<td>33%</td>
</tr>
<tr>
<td>Central and Eastern Europe</td>
<td>53%</td>
<td>29%</td>
</tr>
<tr>
<td>Central Asia</td>
<td>60%</td>
<td>39%</td>
</tr>
<tr>
<td>East Asia and the Pacific</td>
<td>62%</td>
<td>29%</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>53%</td>
<td>31%</td>
</tr>
<tr>
<td>North America and Western Europe</td>
<td>48%</td>
<td>21%</td>
</tr>
</tbody>
</table>
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