I'm not a robot

By CEID Blogger, on 18 May 2021 ByHelen LonglandsGender equality in education is a matter of social justice, concerned with rights, opportunities and freedoms. Gender equality in education is crucial for sustainable development, for peaceful societies and for individual wellbeing. At local, national and global levels, gender equality in education remains a priority area for governments, civil society and multilateral organisations. The United Nations Sustainable Development Goals and 2020-2030 Decade of Action commit the global community to achieving quality education (Goal 4) and gender equality (Goal 5) by 2030. The G7 Foreign and Development Ministers, meeting this summer in the UK, have made fresh commitments to supporting gender equality and girls education, which build on those they made in 2018 and 2019. Yet fulfilling these agendas and promises not only depends on galvanising sufficient support and resourcing but also on developing sufficient means of measuring and evaluating progress. The urgency for gender equality in education has been compounded by the profound impacts of the Covid-19 pandemic, which has exposed, exacerbated and created new forms of intersecting inequalities and injustices associated with gender and education. School closures have resulted in millions more children out of school, many of whom may never return, particularly the poorest and most marginalised girls. While UNESCO estimates that over 11 million girls are at risk of not going back to school once the worst of the pandemic is over, the Malala Fund indicates this figure could be as high as 20 million. Cases of violence against women and children have also risen during the pandemic. A recent review by the Centre for Global Development of studies on low and middle income countries presents evidence of an increase in incidences of various forms of gender-based violence, including intimate partner violence, harassment, and violence against children. Assessment by UN Women connects this rise in violence to Covid-19 measures and consequences, including the closures of schools, suspension of community support systems, and increasing rates of unemployment and alcohol abuse. Meanwhile, heavier burdens of caregiving responsibilities during the pandemic, as well as reduced access to sexual and reproductive health knowledge and resources, limited availability of technology to support learning, and low levels of digital technology skills have gendered dimensions and risk further widening existing gender inequalities and power imbalances associated with education.The effects of the pandemic add to the challenges of achieving gender equality in education and to the complexities involved in evaluating progress towards it. As we continue to develop and extend response, recovery and sustainability initiatives, to build back better, it is important to have explicit and honest discussions about gender and other intersecting inequalities in education. And it is vital to ensure we have robust and reliable ways of identifying, evaluating and holding people to account for these inequalities and their underlying causes in order to build more just and resilient societies. How we do this, however, is not straightforward and presents many conceptual and practical challenges around understanding, accessing and utilising the information, resources and approaches we need. What do we mean when we talk about gender equality in education, how can we measure progress towards it, and how will we know when we achieve it?The Accountability for Gender Equality in Education (AGEE) project, co-ordinated from the Centre for International Development (CEID) at UCL Institute for Education, has been engaging with these complexities to develop an innovative indicator framework for documenting, monitoring and evaluating gender inequalities and social policies connected with education. Our work supports the UNs Sustainable Development Goals (specifically SDG4 to ensure inclusive and quality education and promote lifelong learning opportunities for all) and government initiatives on gender equality in education. The AGEE project is an international research collaboration between academics in the UK, Malawi and South Africa, with an associated global community of practice that brings together a wide range of experts from the fields of education and gender equality, including UNESCO and the UNESCO GEM Report, UNGEI, Global Partnership for Education , Education International, FAWE, Equal Education, South Africa and the Civil Society Education Coalition, Malawi. The first phase of the project (2018-2021) has been funded by the ESRC-FCDO Raising Learning Outcomes programme.The AGEE projects theoretical and methodological approach draws on key ideas from the capability approach, including the importance of public debate and democratic deliberation, recognition of how inequalities, opportunities and freedoms connect to the complexities of the physical, political and social environment as well as the distribution of resources, and a focus on both the interpersonal and the individual. We see these ideas as crucial components to identifying, understanding and meaningfully measuring gender inequalities and equality in education in diverse local contexts in ways that capture both unique and more general issues as well as longstanding and emerging concerns.Thus our aim is to help refocus the policy attention beyond gender parity in education to a more substantive understanding and recognition of what gender equality in education could or should entail within and across different contexts, and provide clarity on the data needed for public policy. Gender parity comprises a simple ratio of girls to boys or women to men in a given aspect of education, such as enrolment, participation, attainment or teacher deployment. Gender parity is a clear and uncomplicated measure, which makes it appealing to policymakers and practitioners, and has led to its widespread use as a measure of gender equality in education in national and global development frameworks. This is seen in many of the targets for SDG4 on education and previously in the Millennium Development Goals (MDGs) (2000-2015). However, gender parity is also an inadequate measure on its own because it is unable to capture more complex forms of gender inequality, the conditions and practices that underpin them, the ways in which they intersect with other forms of inequality and injustice, and the short and longer term consequences for individuals and societies. While it is important to ensure all children can access, attend and complete school, which are all issues that gender parity can monitor, it cannot measure issues such as girls or boys lived experiences of gender discrimination or violence in and around school, or gender inequalities associated with curricula, learning materials, pedagogic approaches or work practices.Ongoing consultations and debates with stakeholders at community, national and international level are thus key components of AGEEs research approach. Through them, we have sought to develop a deeper understanding of local, national and global forms of gender inequality and injustice in education and the ways these interconnect. We have scrutinised whether or not existing measurement techniques document this in order to enhance work on gender equality in policy and practice. Over the past few years, through workshops, interviews, technical meetings, academic papers, conference presentations, seminars and teaching, we have engaged in critical participatory dialogue with a wide range of key national and international stakeholders in education and gender, including representatives from governments, national statistics offices, civil society, international organisations, academics and students. This dialogue has explored and interrogated understandings of and debates around gender, accountability, measurement and data, and collated information on the range of factors, relationships, conditions and available data associated with gender equality in education.Through this in-depth participatory process, we have developed, adapted and refined the AGEE Framework. The Framework is designed to be robust and comprehensive as well as flexible and adaptable, in order both to capture complex, enduring and widespread forms of inequalities, and to be responsive to local characteristics and changing conditions, including forms of crisis. The AGEE Framework comprises six interconnected domains for monitoring and evaluating gender equality in education: Resources; Values; Opportunities; Participation in Education; Knowledge, Understanding and Skills; and Outcomes. And we have identified a number of indicators and related existing or potential data sources to populate these domains.If you would like to learn more about the AGEE project and engage with our work to support gender equality in education, please visit our website: www.gendereddata.org, where you can find more information about our research and the AGEE Framework, and join our community of practice.Join the special event on May 27, 2021 where the AGEE Framework will be presented in detail: The politics of measuring gender equality in education:Perspectives for the G7Acknowledgements:Members of the AGEE project team: Elaine Unterhalter (UCL and AGEE PI), Rosie Peppin Vaughan (UCL), Relebohile Moletsane (UKZN), Esme Kadzamira (University of Malawi) and Catherine Jere (UEA). Filed under CEID, Gender, Inequalities Gender equity in education (or the lack thereof) impacts students, instructors and administrators. So how do teachers and educational leaders adequately address the different needs of males and females? (While people who identify as non-binary have their own unique needs, this article focuses on those who identify with the sex assigned to them at birth.) As part of our blog series on equity in education, USC Rossiers experts weigh in on the different facets of equity. (Check out our posts on racial equity and economic equity.) Mary Andres, PsyD is the co-lead of USC RossiersMarriage and Family Therapy Program, and a professor of clinical education. Among other areas, she specializes in the treatment of sexual dysfunction, gay, lesbian, bisexual and transgendered concerns, and clinical supervision. Heres how Andres describes gender equity. What is gender equity? Andres referencesthis article which defines gender equity as the fair treatment of women and men in accordance to their respective needs.* Statistically, women and girls fail to receive the same treatment as their male counterparts. Want to download the infographic? Click here. Gender equity seeks to correct unconscious biases against women.Culturally, our ideas of success align with characteristics that are typically male, and they become the standard with which women are judged. Teachers and supervisors, both men and women, may not think they treat women unfairly, but they might also be unaware of their biased attitudes and beliefs that theyve acquired through socialization. If you're driven to help promote equity in education, contact us about our graduate programs. Here are Andres insights into gender equity in education. 1. Schools should make structural changes Often, schools will recognize that gender equity is a problem, but fail to take meaningful steps to address it. There are aesthetic changes to accommodate women, as if women have a deficit, Andres said. The better solution is to examine how policies and institutional structures themselves might be biased. This can be accomplished throughgender mainstreaming, a strategy that aims to ensure that gender perspectives are incorporated in all activities, whether its policy development, research, legislation, or resource allocation. Gender mainstreaming can reveal where biases exist, and prevent situations in which people must conform to standards that dont apply to them. 2. Hiring needs to include a broader talent pool When trying to fill an open position, schools should make sure they include multiple female candidates for the job. Having a proportionally small number of women in consideration may reflect biases in hiring practices. Additionally, its important for both female candidates and employers to recognize that, unlike men,women are not socialized to negotiate salary and benefits. Men may be expected to do so, while women are often expected to just be satisfied with a job offer. 3. Mentoring can improve gender equity Professional mentoring is proven to be an important component of an individuals success. A citation by theAmerican Psychological Associationstates that women mentoring women (as opposed to men mentoring women) has several potential benefits. Not only do mentorships create new images of female proteges as professionals, the relationship can empower proteges and give them the support of a mentors sponsorship. Organizations that encourage mentorships ensure that a female hire has the opportunity to thrive. 4. Equity training may help teachers All teachers want their students to succeed, but unconscious biases can cause them to favor boys or fail to give girls the support they need. Providing training for teachers may help. By examining the systems that influence their behavior in the classroom, teachers can become more conscious of how they address their students. 5. Use research to inform strategies As an administrator or educational leader trying to improve gender equity for employees or students, its imperative to rely on research. Data highlights prejudices that may not be obvious and can inform a strategy for correcting them. For example, a schools hiring process may be seemingly merit-based, howeverone studyin higher education had professors rate fictional applications of identical male and female students. Overwhelmingly, professors rated the male applications more favorably, and offered more male students higher starting salaries. 6. Women are effective leaderswhen given the chance There is a misconception that biology helps determine career outcomes. However,researchshows that men and women are more similar than different when it comes to factors such as personality and ability. In fact, these characteristics have more impact on career trajectory than biology. The disproportionate number of men in senior positionshas more to do with culture. Men are socialized to overstate the value of their knowledge and even bluff to get what they want, whereas women are socialized to be humble. As these behaviors are rewarded throughout careers, the gender gap grows wider. Ample evidence exists showing that women make very effective leaders, but they need their schools and organizations to consider them for the roles. 7. Address gender equity early in schools To ensure that both boys and girls can achieve academic success, schools should implement equitable learning environments for the youngest and most vulnerable children. For teachers, this might mean incorporating morevarianceinto your teaching style. Presenting the same information in different ways that connect with visual and verbal learners can isolate fewer kids. If were told that a boys way of learning is the best way, were preferencing one gender over another, Andres argued. 8. Consider a graduate degree A graduate program in educationnot only prepares you to lead in your field, it trains you to correct inequitable systems. Youll acquire the skills to dismantle gender barriers to learning and professional achievement. As a result, you give employees and students permission to be themselves, rather than conforming to cultural expectations that are irrelevant to them. Learn how USC Rossiers graduate programs can prepare you to advance equity. *For more on the treatment of non-binary transgender people in the workplace, check out thisarticle. There are well-documented achievement and opportunity gaps by income and race/ethnicity. K-12 accountability policies often have a stated goal of reducing or eliminating those gaps, though with questionable effectiveness. Those same accountability policies require reporting academic proficiency by gender, but there are no explicit goals of reducing gender gaps and no hard accountability sanctions tied to gender-subgroup performance. We could ask, Should gender be included more strongly in accountability policies? In this post, Ill explain why I dont think accountability policy interventions would produce real gender equity in the current systema system that largely relies on existing state standardized tests of math and English language arts to gauge equity. Ill argue that although much of the recent research on gender equity from kindergarten through postgraduate education uses math or STEM parity as a measure of equity, the overall picture related to gender equity is of an education system that devalues young womens contributions and underestimates young womens intellectual abilities more broadly.In a sense, math and STEM outcomes simply afford insights into a deeper, more systemic problem. In order to improve access and equity across gender lines from kindergarten through the workforce, we need considerably more social-questioning and self-assessment of biases about womens abilities.As soon as girls enter school, they are underestimatedFor over a decade now, I have studied gender achievement with my colleague Sarah Lubienski, a professor of math education at Indiana University-Bloomington. In a series of studies using data from both the 1998-99 and 2010-11 kindergarten cohorts of the nationally representative Early Childhood Longitudinal Study, we found that no average gender gap in math test scores existed when boys and girls entered kindergarten, but a gap of nearly 0.25 standard deviations developed in favor of the boys by around second or third grade.For comparison purposes, the growth of the black-white math test score gap was virtually identical to the growth in the gender gap. Unlike levels and growth in race-based gaps, though, which have been largely attributed to a combination of differences in the schools attended by black and white students and to socio-economic differences, boys and girls for the most part attend the same schools and come from families of similar socio-economic status. This suggests that something may be occurring within schools that contributes to an advantage for boys in math.Exploring deeper, we found that the beliefs that teachers have about student ability might contribute significantly to the gap. When faced with a boy and a girl of the same race and socio-economic status who performed equally well on math tests and whom the teacher rated equally well in behaving and engaging with school, the teacher rated the boy as more mathematically ablean alarming pattern that replicated in a separate data set collected over a decade later.Another way of thinking of this is that in order for a girl to be rated as mathematically capable as her male classmate, she not only needed to perform as well as him on a psychometrically rigorous external test, but also be seen as working harder than him. Subsequent matching and instrumental variables analyses suggested that teachers underrating of girls from kindergarten through third grade accounts for about half of the gender achievement gap growth in math. In other words, if teachers didnt think their female students were less capable, the gender gap in math might be substantially smaller. An interaction that Sarah and I had with a teacher drove home the importance and real-world relevance of these results. About five years ago, while Sarah and I were faculty at the University of Illinois, we gathered a small group of elementary teachers together to help us think through these findings and how we could intervene on the notion that girls were innately less capable than boys. One of the teachers pulled a stack of papers out of her tote bag, and spreading them on the conference table, said, Now, I dont even understand why youre looking at girls math achievement. These are my students standardized test scores, and there are absolutely no gender differences. See, the girls can do just as well as the boys if they work hard enough. Then, without anyone reacting, it was as if a light bulb went on. She gasped and continued, Oh my gosh, I just did exactly what you said teachers are doing, which is attributing girls success in math to hard work while attributing boys success to innate ability. She concluded, I see now why youre studying this.Although this teacher did ultimately recognize her gender-based attribution, there are (at least) three important points worth noting. First, her default assumption was that girls needed to work harder in order to achieve comparably to boys in math, and this reflects an all-too-common pattern among elementary school teachers, across at least the past couple decades and in other cultural contexts. Second, it is not obvious how to get teachers to change that default assumption. Third, the evidence that she brought to the table was state standardized test scores, and these types of tests can reveal different (often null or smaller) gender achievement gaps than other measures.On this last point, state standardized tests consistently show small or no differences between boys and girls in math achievement, which contrasts with somewhat larger gaps on NAEP and PISA, as well as with gaps at the top of the distribution on the ECLS, SAT Mathematics assessment, and the American Mathematics Competition. The reasons for these discrepancies are not entirely clear, but what is clear is that there is no reason to expect that hardening the role of gender in accountability policies that use existing state tests and current benchmarks will change the current state of gender gaps. Policymakers might consider implementing test measures similar to those where gaps have been noted and placing more emphasis on gains throughout the achievement distribution. However, I doubt that a more nuanced policy for assessing math gains would address the underlying problem of the year-after-year underestimation of girls abilities and various signals and beliefs that buttress boys confidence and devalue girls, all of which cumulatively contributes to any measured gaps.More obstacles await women in higher education and beyondLooking beyond K-12 education, there is mounting evidence at the college and postgraduate levels that cultural differences between academic disciplines may be driving women away from STEM fields, as well as away from some non-STEM fields (e.g., criminal justice, philosophy, and economics). In fact, although research and policy discussions often dichotomize academic fields and occupations as STEM and non-STEM, the emerging research on gender discrimination in higher education finds that the factors that drive women away from some fields cut across the STEM/non-STEM divide. Thus, while gender representation disparities between STEM and non-STEM fields may help draw attention to gender representation more broadly, reifying the STEM/non-STEM distinction and focusing on math may be counterproductive to understanding the underlying reasons for gender representation gaps across academic disciplines.In a recent study, my colleagues and I examined how perceptions on college majors relate to who is entering those majors. We found that the dominant factor predicting the gender of college-major entrants is the degree of perceived discrimination against women. To reach this conclusion, we used two sources of data. First, we created and administered surveys to gather perceptions on how much math is required for a major, how much science is required, how creative a field is, how lucrative careers are in a field, how helpful the field is to society, and how difficult it is for a woman to succeed in the field. After creating factor scales on each of the six dimensions for each major, we mapped those ratings onto the second data source, the Education Longitudinal Study, which contains several prior achievement, demographic, and attitudinal measures on which we matched young men and women attending four-year colleges.Among this nationally representative sample, we found that the degree to which a field was perceived to be math- or science-intensive had very little relation to student gender. However, fields that were perceived to discriminate against women were strongly predictive of the gender of the students in the field, whether or not we accounted for the other five traits of the college majors. In short, women are less likely to enter fields where they expect to encounter discrimination.And what happens if a woman perseveres in obtaining a college degree in a field where she encounters discrimination and underestimation and wants to pursue a postgraduate degree in that field, and maybe eventually work in academia? The literature suggests additional obstacles await her. These obstacles may take the form of those in the field thinking shes not brilliant like her male peers in graduate school, having her looks discussed on online job boards when shes job-hunting, performing more service work if she becomes university faculty, and getting less credit for co-authored publications in some disciplines when she goes up for tenure.Each of the examples here and throughout this post reflects a similar problemeducation systems (and society) unjustifiably and systematically view women as less intellectually capable.Societal changes are necessaryMy argument that policy probably isnt the solution is not intended to undercut the importance of affirmative action and grievance policies that have helped many individuals take appropriate legal recourse. Rather, I am arguing that those policies are certainly not enough, and that the typical K-12 policy mechanisms will likely have no real effect in improving equity for girls.The obstacles that women face are largely societal and cultural. They act against women from the time they enter kindergarteninstilling in very young girls a belief they are less innately talented than their male peersand persist into their work lives. Educational institutionswith undoubtedly many well-intentioned educatorsare themselves complicit in reinforcing the hurdles. In order to dismantle these barriers, we likely need educators at all levels of education to examine their own biases and stereotypes. Gender equity in education is a fundamental principle that seeks to ensure that all individuals, regardless of their gender, have equal access to educational opportunities and resources. This concept is not merely about equal numbers of boys and girls in classrooms; it encompasses a broader understanding of fairness, rights, and social justice. In this article, we will explore the meaning of gender equity in educations, its importance, the challenges faced, and strategies for promoting gender equity in educational settings. What is Gender Equity? Gender equityrefers to the fair treatment of individuals of all genders, taking into account their different needs, interests, and circumstances. It is distinct from gender equality, which focuses on providing the same resources and opportunities to everyone. Instead, gender equity recognizes that different genders may require different approaches to achieve fairness and equal outcomes. Gender equity in education is crucial for several reasons: Social Justice: It promotes fairness and justice in society by ensuring that all individuals have the opportunity to succeed, regardless of their gender. Economic Development: Educating all genders contributes to economic growth and development. Studies show that countries with higher levels of gender equity in educations tend to have stronger economies. Empowerment: Education empowers individuals, particularly women and girls, by providing them with the knowledge and skills needed to participate fully in society. Sustainable Development: Gender equity in educations is essential for achieving sustainable development goals, particularly those related to poverty reduction, health, and gender equality. The Current State of Gender Equity in Educations Despite progress in many areas, significant gender disparities in education persist worldwide. According to the Global Gender Gap Report 2023, the gender gap in education stands at 31.6%, indicating that girls still face barriers to accessing quality education. In many regions, cultural norms, economic factors, and systemic biases continue to hinder girls educational opportunities. Cultural Norms and Stereotypes: In many societies, traditional gender roles dictate what is considered appropriate for boys and girls, often limiting girls access to education. Economic Barriers: Families facing financial difficulties may prioritize boys education over girls, believing that boys are more likely to contribute economically in the future. Policy Gaps: While many countries have policies aimed at promoting gender equity, implementation often falls short due to lack of resources, training, and commitment. Strategies for Promoting Gender Equity in Education Developing a gender-sensitive curriculum is essential for promoting gender equity. This includes: Incorporating Diverse Perspectives: Ensuring that the curriculum reflects the contributions and experiences of all genders. Challenging Stereotypes: Actively working to dispel gender stereotypes in subjects like math and science, where girls often lag behind. Educators play a crucial role in promoting gender equity. Training teachers to recognize and address their biases can lead to more equitable classroom environments. Strategies include: Professional Development: Providing ongoing training on gender sensitivity and inclusive teaching practices. Mentorship Programs: Establishing mentorship programs that connect female students with role models in various fields. Engaging the community is vital for fostering an environment that supports gender equity in educations. This can involve: Awareness Campaigns: Running campaigns to educate families about the importance of girls education. Partnerships with Local Organizations: Collaborating with NGOs and community groups to promote gender equity initiatives. Measuring Gender Equity in Education To assess progress towards gender equity in educations, several indicators can be used: Enrollment Ratios: Comparing the number of boys and girls enrolled in various educational levels. Completion Rates: Analyzing the percentage of boys and girls who complete their education1. Performance Metrics: Evaluating academic performance across genders to identify disparities. Collecting and analyzing data on gender equity in education is essential for informed decision-making. This includes: Surveys and Assessments: Conducting regular surveys to gather data on students experiences and outcomes. Collaboration with Researchers: Partnering with academic institutions to study gender equity issues and develop evidence-based solutions. The Role of Policy in Promoting Gender Equity Governments play a critical role in promoting gender equity through policies that support equal access to education. Key policy areas include: Funding for Girls Education: Allocating resources specifically for programs that support girls education. Legal Frameworks: Establishing laws that prohibit discrimination based on gender in educational settings. International organizations, such as the United Nations, have established frameworks to promote gender equity in education globally. These include: Sustainable Development Goals (SDGs): Specifically, Goal 4 aims to ensure inclusive and equitable quality education for all. Global Initiatives: Programs like the Global Partnership for Education work to mobilize resources and support for gender equity initiatives. Case Studies of Successful Gender Equity Initiatives In Bangladesh, initiatives aimed at increasing girls enrollment in schools have shown significant success. Programs that provide financial incentives to families for sending their daughters to school have led to increased enrollment rates. Rwanda has made remarkable strides in gender equity in education since the 1994 genocide. The government implemented policies that prioritize girls education, resulting in near gender parity in primary and secondary education. The Future of Gender Equity in Education As we look to the future, several trends may influence gender equity in education: Technology and Online Learning: The rise of online education can provide new opportunities for girls, particularly in regions where traditional schooling is less accessible. Global Movements: Increasing awareness and activism around gender issues are likely to drive further progress towards gender equity in education. Despite progress, challenges remain. Ongoing efforts are needed to address systemic barriers and ensure that all individuals have equal access to educational opportunities. Conclusion Gender equity in education is not just a goal; it is a necessity for building a fair and just society. By understanding the complexities of gender equity, recognizing the challenges, and implementing effective strategies, we can work towards a future where all individuals, regardless of gender, have the opportunity to thrive through education. FAQs Gender equityfocuses on fairness and justice in treatment based on gender, whilegender equalityemphasizes equal access and opportunities for all genders. Gender equity is crucial for social justice, economic development, empowerment, and achieving sustainable development goals. Challenges include cultural norms, economic barriers, and gaps in policy implementation. Schools can promote gender equity by developing inclusive curricula, training teachers, and engaging the community. Indicators include enrollment ratios, completion rates, and performance metrics across genders. Governments can implement policies, allocate funding, and establish legal frameworks to support gender equity in education. Successful initiatives include financial incentives for girls education in Bangladesh and government policies prioritizing girls education in Rwanda. Share copy and redistribute the material in any medium or format for any purpose, even commercially. 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