

Examining Gender in Higher Education



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Access,
Participation and
Challenges of
Gender and Higher
Education in
Multiple African
Contexts



FAWE Forum for African Women Educationalists
Forum des éducatrices africaines

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ECONOMIC
& SOCIAL
RESEARCH
COUNCIL

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Robert Owen
Centre for
Educational
Change



MAKERERE UNIVERSITY



Network Members



- Designed to bring together international academics & activists :
Currently Rwanda, The Gambia, Uganda, and the UK, as well as Forum for African Women Educationalists (FAWE) researchers focusing on a range of African countries
- Dr Euzobia Mugisha Baine, Makerere University, Uganda
- Hendrina Doroba, FAWE
- Dr Marguerite Miheso-O'Connor, FAWE
- Dr Josephine Munthali, FAWE
- Dr Isatou Ndow, Gambia College, The Gambia
- Dr Barbara Read, University of Glasgow, UK
- Prof Michele Schweisfurth, University of Glasgow, UK
- Prof Liz Tanner, University of Glasgow, UK
- Ms Jane Umutoni, University of Rwanda
- Network administrator Karen Harron, University of Glasgow

Network rationale and Focus



- Aim to produce relevant material for academics, policy-makers and practitioners and a base for major research project
- Funded by a grant from the United Kingdom's Economic and Social Research Council (ESRC), for 18 months until June 2018
- Fits with **Continental Education Strategy for Africa (CESA)** 2016-2025 strategic objectives in relation to gender equality of access and success at all levels and **Africa Agenda 2063** which focuses on equality for African women in all spheres

Scoping Exercise



- Conducted scoping exercises/literature reviews on gender and Higher Education (HE) (including Science, Technology, Engineering and Mathematics (STEM) in multiple African countries
- Focusing on issues around entry into HE, participation and factors which affect female students in particular

Findings: literature research



- Access of female students is lower than male students in Higher Education in Africa:
- Gender gaps continue to affect secondary and tertiary education
- Lower participation of female students in Science technology Engineering and Mathematics (STEM)
- World Economic Forum (2016) report : women continue to remain under represented among STEM graduates for which the global gender gap stands at 47 percent, with 30 percent of all male students graduating from STEM subjects



Table 1: Access in Tanzania 1st Year of Programme 2007/2008

Programme	1st Year Students (%)		Age 30 and over		Mature (%)	
	M	F	M	F	M	F
B. Commence	66.88	33.12	0	0.16	0	0
LLB Law	71.96	28.13	1.04	1.04	1.04	0
BSc. Engineering	73.96	26.04	0.49	0	0	0
B. Science with Education	83.75	16.25	0	0	0	0

Source: Morley et al. (2010)



Table 2: Access in Ghana 1st Year of Programme 2007/2008

Programme	1 st Year students (%)		Age 30 and over		Mature (%)	
	M	F	M	F	M	F
BSc. Optometry	69.23	30.77	0	0	0	0
B. Commence	76.11	23.89	9.44	3.33	0.56	0
B. Education Primary	71.95	22.05	59.84	18.90	5.51	1.57
B. Management Studies	66.67	33.33	1.89	6.29	0	0

Source: Morley et al. (2010)

Factors



- Factors are related to academic, gender biased curriculum, negative stereotypes, gender responsive pedagogical skills, policy issues, socio economic, employment opportunities and cultural factors
- Key role for female teachers in all sectors of education
- Lack of career women to act as **female role models** especially to girls
- Lack of **role models within communities** which contributes to fewer women in positions of power or authority

Differences Between Women



- In all countries, specific groups of women are particularly under-represented, including:
- Women from lower socio-economic background
- Mature women students
- Academic cultures and practices favour students with no caring responsibilities
- Women living with a disability

Conclusions/Insights



- Today's world requires more STEM professionals to find innovative solutions to global challenges, there is a growing awareness of the importance of drawing more girls and women into STEM subjects (UNESCO, 2012)
- Policy Issues
- More data urgently needed from institutions to understand the picture
- Need for disaggregated data
- The Network member continue to engage in scoping exercises in their respective countries and Universities to gather more information on gender gaps in Higher education.

END



THANK YOU FOR YOUR ATTENTION

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