SHOULD WE GIVE THE BOYS A CHANCE?

“My goodness! Another woman professor! You’re the third I’ve met in seventeen years...”

Homo professorus: Extinct species

Cartoon c 1997

Cartoon c 2037
I’m trying today to ‘walk the talk’ with a demonstration of different lecturing styles each usually associated with a particular gender

Section One
feminised version – open ended, emotional, reflective, visual, trying to be empathetic in dress, trying to share ownership. BUT does this abrogate the teacher’s role as leader and lead to anarchy?

I’m a post-modernist feminist so you have to know about me personally to see what my biases are in presenting data to you
So let’s go back in my history

Salisbury Girls’ High School,
Federation of Rhodesia and Nyasaland,
1957-9
State comprehensive school
9 form entry;
special needs inclusive
racially exclusive

And the influence it had on me
Salisbury Rhodesia 1959
Let’s sing of our traditions, we of the Girls’ High School
Of pioneering courage, of loyalty and zeal
And we who now come after, should be striving more and more
To follow the example of those who’ve gone before.
Ad astra, ad astra, ad astra; We aim in work, in work and play
To be more worthy of our name, and honour it always
Harare, Zimbabwe late 1990s
same Girls High School:
same uniform,
same song
different regime

Lincoln University Centre for Education Research & Development
Doctoral Programmes
SHOULD WE GIVE THE BOYS A CHANCE?
Emeritus Professor Angela Thody

Where it took me

Educating Tomorrow
Lessons from Managing Girls’ Education in Africa

Where it took me

SHOULD WE GIVE THE BOYS A CHANCE?
Emeritus Professor Angela Thody

Where it took me

Where it took me
Lincoln University Centre for Education Research & Development
Doctoral Programmes

SHOULD WE GIVE THE BOYS A CHANCE?
Emeritus Professor Angela Thody

And now?

Makes greetings cards; does ballet and morris dancing; has cat, caravan, 2 daughters, 1 husband, 1 grandson; lives in Leicester; previous employments at Unis Leicester (6 years), Luton (4 years), De Montfort (7 years), home (14 years), Open (sporadically); lectured in all continents except Antartica; first woman to become senior lecturer in Business School at De Mont Uni; first woman President Commonwealth Council for Educational Administration; founder member of Lincoln Association of Professors Emeriti and of Roses and Wine Red Hatters.
Data will be presented without my commentary

(but remember – I selected what to present)

SO MAKE UP YOUR OWN MINDS
How did we move from THIS...England

1948  teachers should not aim to iron out their differences from men...but to teach girls how to grow into women and to relearn the graces which so many have forgotten in the last thirty years (John Newsom on the Education of Girls)

1959 In both working class and middle class households, little girls were groomed to be housewives and mother

1966 Girls’ education should follow the broad themes of home making to include not only material and practical provision but the whole field of of personal relations in courtship, in marriage and within the family...the influence of women on events is exerted primarily in their role as wives and mothers (Newsom Report Half Our Future)

TO THIS? 2006 Boys Girls
Hitting targets at 7 80% 89%
Hitting targets at 11 74% 85%
Hitting targets at 14 69% 80%
Five A*-C GCSE 52% 61%
Taking A levels 36% 44%
Suspended from school 248,950 94,750
Excluded from school 7,280 1,860
Taught in PRUs 11,280 3,960
Continue to post-16 ed. 144,229 167,258

Lincoln University Centre for Education Research & Development
Doctoral Programmes
SHOULD WE GIVE THE BOYS A CHANCE?
Emeritus Professor Angela Thody
SHOULD WE GIVE THE BOYS A CHANCE?
Emeritus Professor Angela Thody

How did we move from THIS…

1975 England’s EOC established; 33% of the workforce were female; you could sack a woman for pregnancy; women’s pay was barely 66% that of men

By 2005, USA professions in which the proportion of women outnumbered that of men:

- Psychologists – 68%
- Health managers – 68%
- HR managers – 66%
- PR specialists-65%
- Accountants/auditors-60%
- Journalists-54%
- Legal staff-52%

Women in their twenties are earning 20% more than men in the same age bracket, in five major US cities

Source: Dept of Labour stats cited in The Sunday Times, p. 22, 20/09/07
...AND SHOULD I CARE?

Today’s session =

SHOULD WE GIVE THE BOYS A CHANCE?

WHAT CHANCES DO THEY NEED?

ARE THESE THE SAME WORLD WIDE?

WHAT ARE THE POSSIBLE CAUSES?

WHAT SHOULD, OR CAN, EDUCATION LEADERS DO ABOUT THEM?
SHOULD WE GIVE THE BOYS A CHANCE?
Emeritus Professor Angela Thody

WHAT HAPPENED FOR THE MEN?

1997 ENGLAND
‘MEN REDUCED TO SEX OBJECTS AS WOMEN SATE LUST FOR POWER’ [1] SUNDAY TELEGRAPH

men will become shadows of their former selves in the next decade as women become more confident and dominate the work place...men will be the oppressed victims...women will be addicted to power and success...By 2010, three in five women will earn more than men...four in ten women now believe they are superior to men...women could come to see men as househusbands or mere sex objects...the Government may have to introduce special measures to help men find work

[1] Jackson, L. and Hardy, J. 02/03/97 report on Demos Report - a policy think tank
What happened for the men?

ENGLAND - KEY STAGE ONE, 2000
85% OF GIRLS
72% OF BOYS
REACH LEVEL 2

83% OF ALL SCHOOL PUPILS
EXCLUDED FOR UNACCEPTABLE
BEHAVIOUR ARE BOYS

SHOULD WE GIVE THE BOYS A CHANCE?
Emeritus Professor Angela Thody
Lincoln University Centre for Education Research & Development
Doctoral Programmes
SHOULD WE GIVE THE BOYS A CHANCE?
Emeritus Professor Angela Thody

Consult the pictures designed for primary school display

What are your comments on these?

Watch the DVD of the first Birmingham University ceremony that included women

A penny for your thoughts?
ENGLAND 2001
‘FEMINISED EXAMS CAN PRODUCE ONLY CIVIL SERVANTS’
The Independent

GCSE AND A LEVELS WITH MODULAR COURSE, COURSEWORK AND CONTINUOUS ASSESSMENT FAVOUR HARDWORKING, METHODICAL GIRLS...WHO ARE SYSTEMATIC, CONSISTENT AND PAY ATTENTION TO DETAIL...BOYS ARE BEING REMADE IN A FEMINISED IMAGE...EXAMS NEED TO BE TAILORED TO BOYS’ RISK TAKING ABILITIES’

Judd, J. (2001) Feminised exams can produce only civil servants. Report in The Independent Newspaper, 19/01/01 on a report from Dr Masden Smith, President of the Adam Smith Institute
WHAT HAPPENED TO THE MEN? UK 2006
Girls outperform boys at all examination levels in virtually all subjects
There are more female undergraduates than male undergraduates

ENGLAND AND WALES 2001
‘GRADE GAP SHOWS HOW SCHOOLS ARE BETRAYING BOYS’
DAILY MAIL 16/08/01

<table>
<thead>
<tr>
<th>Subject</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART AND DESIGN</td>
<td>23.5</td>
<td>26.4</td>
</tr>
<tr>
<td>TECHNOLOGY SUBJECTS</td>
<td>14.8</td>
<td>17.9</td>
</tr>
<tr>
<td>BUSINESS STUDIES</td>
<td>10.0</td>
<td>11.3</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>25.6</td>
<td>27.7</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>15.8</td>
<td>23.0</td>
</tr>
<tr>
<td>FRENCH</td>
<td>26.4</td>
<td>23.9</td>
</tr>
<tr>
<td>GERMAN</td>
<td>32.9</td>
<td>23.0</td>
</tr>
<tr>
<td>SPANISH</td>
<td>30.8</td>
<td>27.2</td>
</tr>
<tr>
<td>CLASSICS</td>
<td>28.6</td>
<td>27.7</td>
</tr>
</tbody>
</table>
WHAT HAPPENED FOR THE MEN IN AUSTRALIA?

AUSTRALIA 1999
YEAR 3 STUDENTS
86.9 % ACHIEVE THE NATIONAL STANDARDS
BUT GIRLS OUTPERFORM BOYS
BY 5 POINTS NATIONALLY
BY 7.9 POINTS IN TASMANIA
BY 7.3 POINTS IN VICTORIA

WHAT HAPPENED FOR THE MEN IN BARBADOS AND ST VINCENT 1997

BOYS PARTICIPATE LESS THAN GIRLS IN SECONDARY SCHOOLING. HIGHER DROP OUT RATE FOR BOYS THAN GIRLS FROM SECONDARY SCHOOLING ESPECIALLY. AMONGST BOYS FROM WORKING CLASS BACKGROUNDS OR WITH ABSENT OR DISINTERESTED FATHERS

WHAT HAPPENED FOR THE MEN IN THE USA?

2005: More than 50% of women in full time employment have university degrees compared with 38% of men

Source: Professor Andrew Berridge, Queens College New York, Research Report published 2007
No conferring:
Please write very briefly your reactions to the session
and the data so far
The notes need be legible only to you
IS IT DIFFERENT FOR BOYS IN DEVELOPING COUNTRIES?

UN statistical report for 1990-1998 on developing countries:

All countries are close to achieving gender parity for 15-24 age group

Disparities at pre-primary level are negligible or favour girls except in west and central Africa, Pakistan and Morocco

Parity has been reached in Latin America, Asia, Oceania, Caribbean. In some Latin American countries, Caribbean and southern Africa, girls’ access exceeds that of boys
HOW ARE MEN FARING IN LIFE AFTER FORMAL EDUCATION?
The highest ranking countries for having decreased the gender gap in economic status, political empowerment, health and education access and outcomes by 2005 were

1. Sweden
2. Denmark
3. Norway
4. Finland
5. Iceland
6. New Zealand
7. Canada
8. Great Britain
9. ETC

BUT WOMEN CAME UP AND MEN STAYED THE SAME
HOW ARE MEN FARING IN POLITICS?
1992 First female Speaker of the House of Commons
2007 First female Speaker of the House of Representatives
1996/2000s First female Secretaries of State for Foreign Affairs in UK and USA (Madeleine Albright, Condoleezza Rice, Margaret Beckett)
What should men do if no-one wants a prince any more…
IT’S ALL MEN’S FAULT – THEY WON’T STAY AT SCHOOL

School Life Expectancy

Highest is Norway
Female SLE= 17.6
Male = 16.3

UK: Female 16.8 years
Male 16

Lowest is Mali
Female SLE= 1.4
Male = 2.7
Reflecting from your experiences in own organisations, how far do they accord with the data presented so far? You may want to consider e.g. staffing patterns, students’ results, staff absentee rates, student exclusions, etc.

Work with another person from the same phase of education as yourself.
but do not yet weep for the men…

England– 2000: TEENAGE GIRLS ARE BEING FROZEN OUT OF SCIENCE LESSONS BY BOYS WHO HOG THE BUNSEN BURNERS AND OTHER EQUIPMENT AND TEACHERS ARE DOING LITTLE TO HELP. SCIENCE WAS THE ONLY SUBJECT IN 2000’S NATIONAL TESTS FOR 14 YEAR-OLDS IN WHICH BOYS DID BETTER THAN GIRLS...THE SCIENCE GENDER GAP IS GREATER IN ENGLAND THAN ELSEWHERE. BOYS ARE ACHIEVING THEIR SUCCESS AT THE EXPENSE OF GIRLS... TEACHERS USE THE COMPARATIVE LICENCE OF SCIENCE CLASSES TO MAKE SEXUAL GIBES AT GIRLS…

BUT WEEP NOT YET FOR THE BOYS…

1996
First woman appointed as Director of the Royal Opera House (Genista Mackintosh)
‘and my feeling is that women are better at running things than men’
(Rupert Christiansen, opera critic, Daily Telegraph, 7/12/96, p. A6)

1997 – resigned
BUT WEEP NOT YET FOR THE MEN...

NANCY ASTOR
1919
FIRST WOMAN MP TO TAKE HER SEAT IN PARLIAMENT

2007
The proportion of women MPs in Britain is 19.5%. This is lower than in Iraq, Rwanda or Afghanistan

(The Week, 13 Jan 2007)
BUT WEEP NOT YET FOR THE MEN…
ZIMBABWE 1994
NO SIGNIFICANT DIFFERENCES BETWEEN BOYS AND GIRLS ACCESS RATES TO SCHOOLING NOR IN EXAMINATION RESULTS AT GRADE 7 BUT MORE GIRLS THAN BOYS DROP OUT OF SCHOOLING AFTER ONE OR TWO YEARS AND FEWER GIRLS PROCEED TO SECONDARY SCHOOLING


2006 School enrolment down from 93% to 53%; primary school drop-out is 32%, mainly girls
But weep not yet for the men…

1980s and early 1990s: Women of all economic levels were decreasing the pay gap with males. There were sharp rises in women’s pay.

From mid 1990s, women with first degrees found their pay gap with males beginning to widen again. For less highly educated women, the rate of decreasing pay gap slowed down. For the most highly educated women, the rate of decreasing the pay gap has considerably slowed.

Eg USA - top rate for women working a 50 hour week = $90,000 and for men at the same level, $115,000.

The pace at which women are entering job fields that pay the most has lessened.

For every dollar earned by a man, a woman earnt 75.7 cents in 1995; a woman earnt 74.7 cents in 2005

The pay gap between men and women with equal qualifications in equal jobs has not budged in the last ten years

BUT WEEP NOT YET FOR THE MEN…

2000 IN DEVELOPING COUNTRIES

78 MILLION GIRLS
52 MILLION BOYS

DO NOT ACCESS PRIMARY SCHOOLING

875 million people world wide are illiterate; two thirds of these are women
But weep not yet for the men...
UN statistical Report for the period 1990-1998:

Where gender disparity has decreased in educational access, this is more because boys’ enrolment has dropped so it’s level with that of girls, rather than girls’ enrolment increasing

Boys school retention is higher than girls in sub-Saharan Africa, Yemen, Southern Asia; disparities favour boys in central and east Africa, Arab states and S. Asia; majority of developing countries have fewer girls than boys in school

Challenge of Achieving Gender Parity in Basic Education: A statistical review.
http://unesdoc.unesco.org/images/0012/001259/125927e.pdf
But weep not yet for the men...

2000
SECONDARY SCHOOL ENROLMENT
OF ELIGIBLE AGE GROUPS

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>KENYA</td>
<td>26%</td>
<td>21%</td>
</tr>
<tr>
<td>THAILAND</td>
<td>25%</td>
<td>18%</td>
</tr>
</tbody>
</table>

But weep not yet for the men…
2007 ‘Guys reclaiming the manly art of the needle’

See
coolboysknit.com; menknit.net

*Knitting with Balls: A Hands-on Guide to Knitting for the Modern Man*
Includes patterns for covers for iPods, laptops and beer, a business card holder and a hoodie.

DVD *Real Men Knit*, by Unconfined Mind
(www.unconfinedmind.com)

But weep not yet for the men...

UK 1996

15000 more 18 year old boys are unemployed than girls
37% of teenage boys have high self-esteem
23% of girls have high self-esteem

(Coleridge, N. !996, Oh dear, it’s a boy. The Daily Telegraph Weekend, 7 Dec., p. 1)

2007 Announcement that the school leaving age is to be raised to 18
But weep not yet for the men… England 2007

Gender gap is narrowing The Independent, 11th Jan 2007

At GCSE, in 2006, girls achieved 10% more A*-C grades than did boys

At GCSE, in 2006, girls achieved 9.6% more A*-C grades than did boys
But weep not yet for the men…
Caribbean: boys underperform in all subjects and levels
BUT: disparities are much less at secondary than at primary school
AND: at high performing and very low performing secondary schools, there are no significant differences between boys’ and girls’ achievements
But weep not yet for the men…

COMMONWEALTH GENDER POLICY MAKES IMPACT

SINCE THE BEIJING CONFERENCE
MUCH ACHIEVED BUT
‘THE MOST INSIDIOUS BARRIER TO WOMEN’S EQUAL
PARTICIPATION IN DECISION MAKING AND LEADERSHIP
IS THE PERSISTENCE OF STEREOTYPICAL ATTITUDES
TOWARDS THE GENDER ROLES OF WOMEN AND MEN’

Angela King, UN Assistant Secretary-General and Special Adviser on Gender Issues, speech at the Commonwealth Secretariat, 4/12/00 reported in Commonwealth Currents, No 4, 2000, p. 1
But weep not yet for the men…

GHANA 1998

GIRL PUPIL:

‘MY UNCLE DIDN’T WANT TO PAY MY SCHOOL FEES SO I HAD TO STAY LATE IN THE NIGHT PREPARING TOFFEE AND GROUNDNUT CAKE UNTIL I COULD GET SOME MONEY TO PAY MY SCHOOL FEES FOR ONE YEAR’

BUT WEEP NOT YET FOR THE MEN...

England 2007: Girls not progressing to h.e., their lives centre on the five Cs – cleaning, catering, cashiering, caring and clerking (The Guardian, Leader, 24/09/07)

And could one add that for girls who do progress to h.e., their lives include all the above as well as high powered careers?

2007 England:
• women in f/t work average 17% less earnings than men or £330,000 over a lifetime (Guardian op cit) (but that’s half the differential of 1975)
• women earning over £30,000 are less likely to read their children bedtime stories than women earning under £10,000 (Telegraph, 26/09/07, p. 10)
• Only men can be geniuses – in the brightest 2% of the population, there are two men to every one woman (Report on research done at Edinburg University, Daily Mail, 25/09/07, p. 12)
**But weep not yet for the men…**

**Cyprus 2004-5**

<table>
<thead>
<tr>
<th></th>
<th>Male teachers</th>
<th>Female teachers</th>
<th>Male Deputies and Principals</th>
<th>Female Deputies and Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>533</td>
<td>2623</td>
<td>293</td>
<td>560</td>
</tr>
<tr>
<td>Secondary</td>
<td>1478</td>
<td>2622</td>
<td>466</td>
<td>530</td>
</tr>
</tbody>
</table>
But weep not yet for the men

In order to avoid intimidating potential boyfriends, US women are not revealing their high salaries; well qualified women pretend to be airline stewardesses so as not to put men off.

Once in their thirties, women fall behind men in earning power owing to starting families and so losing promotion opportunities.
Oct 2007: There is a proposal to replace first degree classifications with a type of ‘record of achievement’ to include not only academic achievements but also transferable skills, community work etc. What impact might such a change have on the current patterns of females surpassing males in degree classifications?

Men and women in separate groups for this discussion please
BUT NOW
IT’S TIME I LECTURED PROPERLY. ..
using a more masculine approach, authority established with traditional symbols, with formal reading, with statements of authoritative fact BUT does this prevent preparation for democracy?

If you want a copy of this formal paper, OR pp slides please email me at angelathody450@hotmail.com
Email title: gender lecture request
GENDER AND LEADERSHIP: THE BASES OF EMBEDDED DISPARITIES
AND A PROLEGEMON FOR A SOLUTION
Professor Emerita Angela Thody
FCCEAM, PhD, MEd, BA, PGCE, MACEA, ILTM, SOA, MBIM
Centre for Educational Research and Development
University of Lincoln
England

Co-editor (with Dr Kaabwe, Natal) -
*Educating Tomorrow: Lessons from Managing Girls’ Education in Africa*
Juta, South Africa, 2000

Past President
(and first female President)
Commonwealth Council for Educational Administration and Management
I’m a modernist structuralist functionalist

My role as a professor is
• to present my thinking from my research,
• to explain this to you
• to provide information from other people’s research.

LECTURE OUTLINE
a. commentary on gender differences in education around the Commonwealth
b. outline of possible causes
c. should we, and can we do anything about this and if so, what?
CENTRAL TENET

Simplistically –
in some Commonwealth countries, girls outperform boys in education,
in others, boys outperform girls;
in all countries, men outperform women in status and wealth

There is a rough correlation between economic development and boys’ failures in the education system – the more developed the economy, the more likely are boys to fail.

There is little correlation between economic development and male success in status and wealth.
a) data on gender disparities

in developed countries, girls outperform boys, but there is the beginnings of evidence of a slight change; in the richer, stable developing countries, there is rough parity in boys and girls’ achievements and a varied pattern of each gender’s areas of ‘best fit’; in the poorest developing countries, boys outperform girls; in all countries, men outperform women in status and wealth.

Now decide your answers to the questions on the next slide. Do not confer with your neighbours.
In some countries, boys retention into secondary schools is less than that for girls. Which Commonwealth countries?

Australia, Botswana, Jamaica, Malawi, Mauritius, Namibia, New Zealand, Sri Lanka, Tanzania, Trinidad and Tobago, United Kingdom (Leo-Rhynie, 1999)

In which Commonwealth countries do ethnic minority groups do considerably better or considerably worse than the majority peoples?

All of them

In which Commonwealth countries do female primary teachers outnumber male primary teachers?

Australia, Barbados, Canada, New Zealand, Trinidad, United Kingdom, St Vincent, Botswana, South Africa, Lesotho. Caribbean.

Note: Latin America - 90% female; Arab countries – average 50%
Numbers and % of women teachers are increasing everywhere.

In which countries do male pupils develop fine motor, cognitive and linguistic skills earlier than do girls?

Probably none! In those countries of the world in which research on early years development has been done, the results are that girls much earlier develop those parts of the brain which control these skills
## Gender differences around the Commonwealth - some examples

<table>
<thead>
<tr>
<th>Most Commonwealth countries</th>
<th>Australia, Barbados, Canada, New Zealand, Trinidad, United Kingdom, St Vincent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtually all access primary schooling; fewer girls than boys access post primary education</td>
<td>All access schooling; fewer boys than girls access post secondary education</td>
</tr>
<tr>
<td>Retention: fewer girls than boys complete a secondary education; fewer girls than boys continue to higher education</td>
<td>Retention: More boys than girls voluntarily truant and are formally excluded. Fewer boys than girls continue to higher education</td>
</tr>
<tr>
<td>Achievements: fewer girls than boys achieve good examination results</td>
<td>Fewer boys than girls achieve good examination results</td>
</tr>
<tr>
<td>Boys do better in the technical and scientific subjects than do girls; girls do better than boys in the humanities</td>
<td>Boys do better in the technical and scientific subjects than do girls but the difference is declining; girls do better than boys in the humanities</td>
</tr>
</tbody>
</table>
Most Commonwealth countries | Australia, Barbados, Canada, New Zealand, Trinidad, United Kingdom, St Vincent
--- | ---
More men than women achieve senior posts in schools | More men than women achieve senior posts in schools
More men than women achieve higher status positions in all careers and earn on average considerably more than women | More men than women achieve higher status positions in all careers and earn on average considerably more than women
Where women are in the majority as teachers, teaching tends to be a low status occupation
b. Outline of possible causes

1) PHYSICAL - biology

2) SOCIETAL -
   2a) Psycho-social, role modelling, social culture;
   2b) Geography and Economics
   2c) Political will

3) SCHOOL EFFECTS -
   a) Culture
   b) Curriculum
   c) Teaching methods and materials
   d) Testing methods
   e) Variable school quality
School effects: stop press
The effect on boys of having a predominantly female teaching force

In New Zealand, 18% of teachers are men, 1 in 5 of Auckland University’s primary school teacher trainees are male.

BUT students said ‘Boys don’t care if their teacher is a man or a woman; they want good teachers they could relate to,...who showed an interest, answered questions, provided individual help and were willing to have fun’

BUT staff said male teachers for boys were important for ‘at risk’ students with no father at home and generally to act as role models for boys social and emotional development.
‘Boys are getting the message that they don’t have to perform as well as girls’

2007 research reported in the NZ Herald ‘Lessons for educators in boys’ outlook’ article by Martha McKenzie-Minifie, Education reported; undated newclipping likely to be Sept 07
Routes to change?
International organisations such as the Commonwealth and the United Nations, concentrate macro and micro efforts in developing countries and towards improving the situation for women and girls in education e.g. The Macro Solutions

Commonwealth Policy on Gender Mainstreaming 1999

JOMTIEN DECLARATION (THAILAND, 1990) – TO IMPROVE ACCESS TO PRIMARY EDUCATION AND CLOSE THE GENDER GAP

2005-2014 UN DECADE FOR SUSTAINABLE DEVELOPMENT KEY ACTION THEME = GENDER EQUALITY AS BOTH AN AIM AND A PRECONDITION OF SD
2000 WORLD BANK REPORT
COUNTRIES THAT ADOPT SPECIFIC MEASURES TO
PROTECT WOMEN’S RIGHTS AND INCREASE THEIR
ACCESS TO RESOURCES AND SCHOOLING HAVE LESS
CORRUPTION AND ACHIEVE FASTER ECONOMIC
GROWTH THAN COUNTRIES THAT DO NOT.

REDUCING THE GENDER GAP IN AFRICA WOULD
INCREASE AGRICULTURAL PRODUCTIVITY BY ONE
FIFTH

HTTP://WWW.USINFO.STATE.GOV/USA/BEIJING5/00060203.HTM
Routes to change?
Median ways: individual government’s interventions

Ministries for Women or gender issues

Equal Opportunities legislation

Investments in school initiatives
ROUTES TO CHANGE? Micro efforts...

Ghana - Science, Maths and Technology Clinics for Girls
Zimbabwe - creation of a head’s handbook on gender sensitisation;
Cambridge Female Education Trust helping girls form self-help group and
helping communities build huts for girls near schools
Malawi - primary school gender streaming
Tanzania - finding out why women don’t proceed to tertiary education;
producing gender sensitive magazines
Nigeria - counselling skills for women staff
Uganda - volunteer adult educators; research projects to gather data; girls
elected as prefects and class monitors; studies of various tribal cultures to
find the ‘levers for encouragement for girls’ eg rewarding fathers who help
daughters
Zambia - supporting community matrons as counsellors; changing teaching
methods from the didactic
Botswana - teen mother education
South Africa - making physics teaching gender friendly

LISTS LIKE THIS ONE COULD BE REPLICATED FOR ALMOST ANYWHERE IN
THE WORLD BUT THERE ARE MORE SUCH PROGRAMMES FOR GIRLS
THAN FOR BOYS
Which ‘lecture’ method should I adopt?
And so at last as times stroll by
And school days are no more
We part to go our many ways
Scattered the wide world o’er
And all our days most steadfastly
These high ideals will hold
And deep within our hearts must keep
The honour of the school