

# **Global Literature Review :**

## **Gender Equality**

### **in Educational Planning and Management**

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# **PART I: Rationale for the Inclusion of Women in Senior Management in Ministries of Education**

- **Human rights**
  - no country has yet eliminated the gender gap
- **Democratic principles**
  - full representation in decision making organs
- **Efficiency**
  - current economic crisis: use total labour force strategically
- **Diversity**
  - research evidence: diverse decision making bodies more efficient



## Corporate Benefits of Diversity

- Correlation between women in management and improved outputs
- Access to the full talent pool
- Investing in diversity
- The customer perspective
- Minimising risks and costs
- Aiming to be the employer of choice

(adapted from Trollvik, 2007)

## Relevance for the Education Sector

- Improving education sector policy development
- Utilisation of wide-ranging national talent
- Investing in historically marginalised social groups
- Pleasing a wider national constituency
- Maximizing opportunity thus reducing cost
- Attraction of the best national talent



## **Part II - What is the nature of the obstacle today?**

**The Pipeline** – Few countries with supply problems

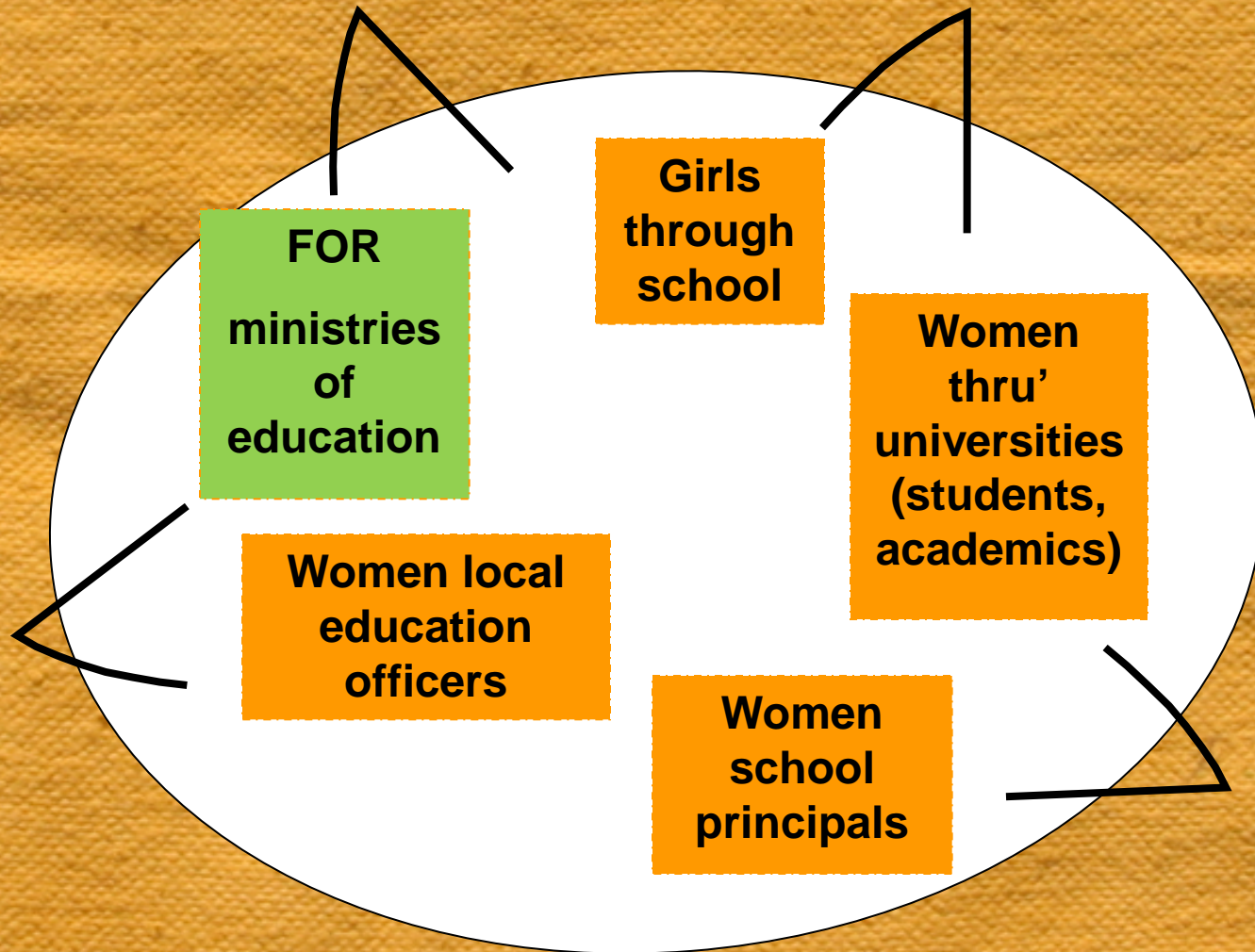
**The Labyrinth** – Multiple and layered continuing challenges in all countries

**(a) Institutional/workplace related barriers**

**(b) Societal and home barriers**



# 1. Pipeline - The Issue of Supply





## **2. The Labyrinth - Institutional barriers** to women's career advancement

- Over-recruitment of male officers
- Lower female retirement age
- Gender differentiated allowances
- Less training opportunities
- Less exposure and less professional development (seminars, workshops, study tours, further study at home or abroad)
- Less opportunity for displaying managerial skills
- Less visibility of competence
- Less benefit of fast-tracking



## **The Labyrinth** (cont'd)

### **Informal institutional barriers** to women's career advancement

- Exclusion from power related networking mechanisms
- Exclusion from significant mentoring
- Lack of orientation mechanisms
- Nature of work environment
- Infrastructural drawbacks
- Gender typed personality and work roles
- Incongruence of traditional leadership with women's attributes



## Lack of applications

- ❖ Proportionally fewer women than men apply for promotion (another aspect of the supply issue)
  - Reluctance to face the unknown
  - Adverse to risk-taking
  - Awareness of weak networking support
  
- ❖ Every career change requires new assessment of:
  - Mobility issues
  - Assessment of workplace environment congruence
  - Major work/home re-alignment
  - Overall advantage/disadvantage review



# Societal barriers

- ❑ Increasing invisibility of continuing societal perceptions and restrictions
  - House worker, house manager
  - Assistant and supporter of the husband
  - Primary nurturer of children
  - Significant supporter of the extended family
- ❑ Continuing heavy domestic work and management burden
- ❑ Gains in affordable house help /childcare in developing world offset by no/little change in strict social constraints on women



## **Industrialized Countries**

- Housework and childcare with uneven partner contribution
- High technology (appliances/delivery services) cut work time
- Unavailability of affordable house/ childcare help
- Uneven availability/affordability of decent daycare centres for infants
- Diminishing societal restrictions on female professional roles
- Declining male dominated cultures in ministries of education

## **Developing countries**

- Sole female management of house-work and childcare
- Low technology requiring extensive labour/time
- Availability of affordable house/ childcare help
- Unavailability of decent daycare centres for infants
- Continuing severe societal restrictions on female professional roles
- Male dominated cultures in ministries of education



### III - Women in post

- ❑ **Evidence accumulating** that women in post are competent – and while still rare, they are extra-competent
- ❑ **Increasingly acknowledged** as competent – Norway, India, Argentina, Vietnam, Kenya
- ❑ **Sources of information:**
  - Close observers of management outcomes and styles
  - Research output from Catalyst, WLE and increasing diverse sources



## **IV - PROPOSALS – Addressed to MOEs (1)**

- Impose temporary gender quotas at every level, from one third to one half positions in MOEs
- Set targets, timelines and sanctions for noncompliance
- Periodically use external monitoring bodies
- Collect and regularly exploit gender representational data on recruitment, promotion
- Start gender justice in education from the top in MOEs, lead by example
- Review the goals and scope of MOE gender units
- Analyse MOE workday experience from a gender perspective
- Use financial resources strategically



## (2) To MOEs -

- Initiate change of practice in the workplace to reflect women's life needs
- Develop orientation programmes for new recruits
- Tackle entrenched traditional attitudes at the top
- Personal and organizational transformation
- Set up formalized networking & mentoring programmes
- Informal networks across male/female MOE professionals – open a staff coffee room
- Courses on women's advancement/leadership MOE skills
- Provide exposure opportunities thru' temporary AA
- Give opportunities for practising managerial skills, deputizing for bosses, running projects



### (3) To MOEs -

- Set up online application procedures
- Develop functional schemes of service and job descriptions in the ministry/public service
- Provide clear guidelines on promotion criteria (specific skills and/or well defined prior professional experience, minimum years of prior experience, requisite qualifications)
- Ensure short listing and appointments committees are gender balanced
- Eliminate gender bias from interviewing procedures (use standard questions to candidates, avoidance of gender 'trap' questions)



## (4) To Governments

- Provide an enabling context for women's career advancement in the public service and throughout the labour force, through legislation, self-analysis and action
- Lead change in the workplace

## (5) To Women

- Take cognizance of the above: act strategically
- Advocate for change, support change, use change
- Demand workplace transformation for the good of all workers and their families
- Improve skills, prepare for leadership, support women aspirants to leadership and women leaders currently in post.



## Conclusion and Call to Inspiration

- Ministries of education span the formal sector of education but also have the mandate of educating the public and the nation in general.
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- They are expected to lead in educating the nation on all subjects of fundamental interest to the state and of intrinsic interest to the individual citizens of the state, through a variety of modes of delivery

They are expected to

LEAD BY EXAMPLE