

OECD GENDER INITIATIVE

*Strengthening gender equality
in economic opportunities*

Angelica Salvi Del Pero, Social Policy Division

www.oecd.org/els/social



Main characteristics of OECD Gender Initiative

- Focus areas: Education, Employment and Entrepreneurship (3Es)
- Work program informed by the review of research and empirical evidence
- Range: OECD and some non-OECD countries, subject to data availability
- Co-operation: across OECD Directorates and other institutions, e.g. World Bank

MAIN OUTPUTS



- Strengthen evidence base for the 3Es
 - ✓ One-stop portal of key indicators
 - ✓ Data collection for entrepreneurship indicators (within the OECD-EUROSTAT Entrepreneurship Indicators Programme)
- Present evidence-based policy recommendations to reduce barriers to gender equality in the 3Es
- Background papers through EoF2011/EoF2012
- Overall report on gender issues by EoF 2012

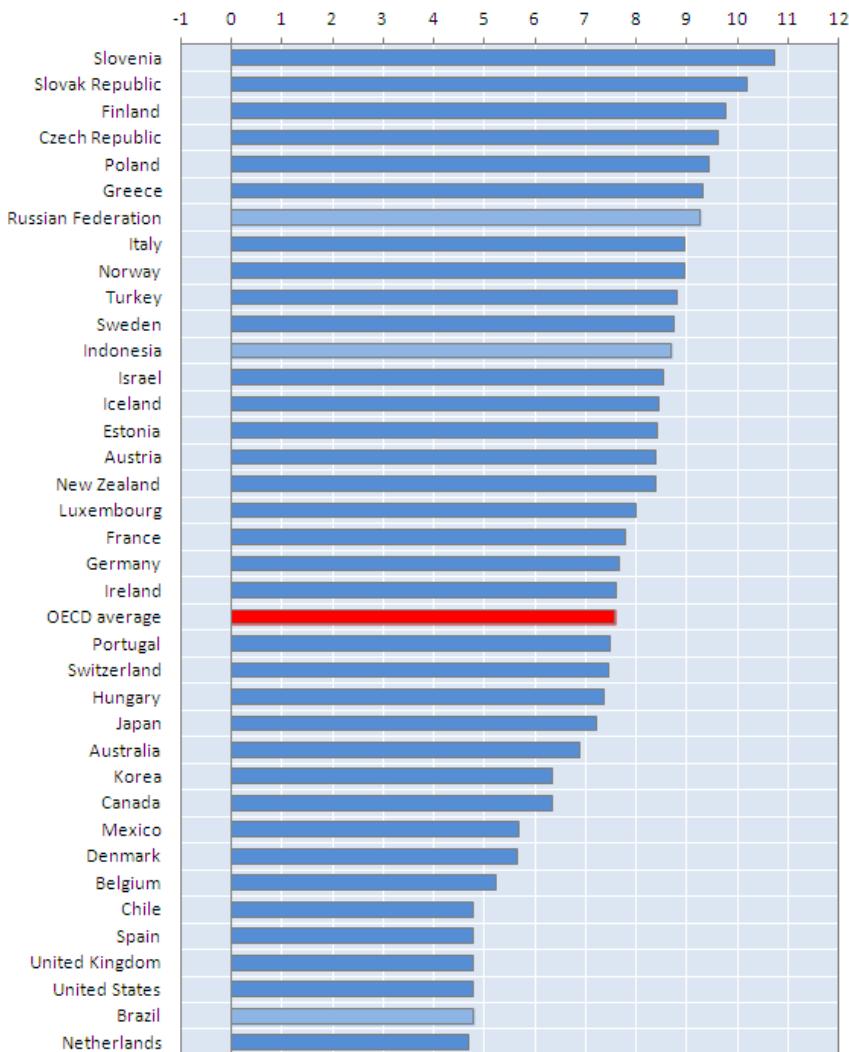


Gender equality in Education: Preliminary findings and recommendations

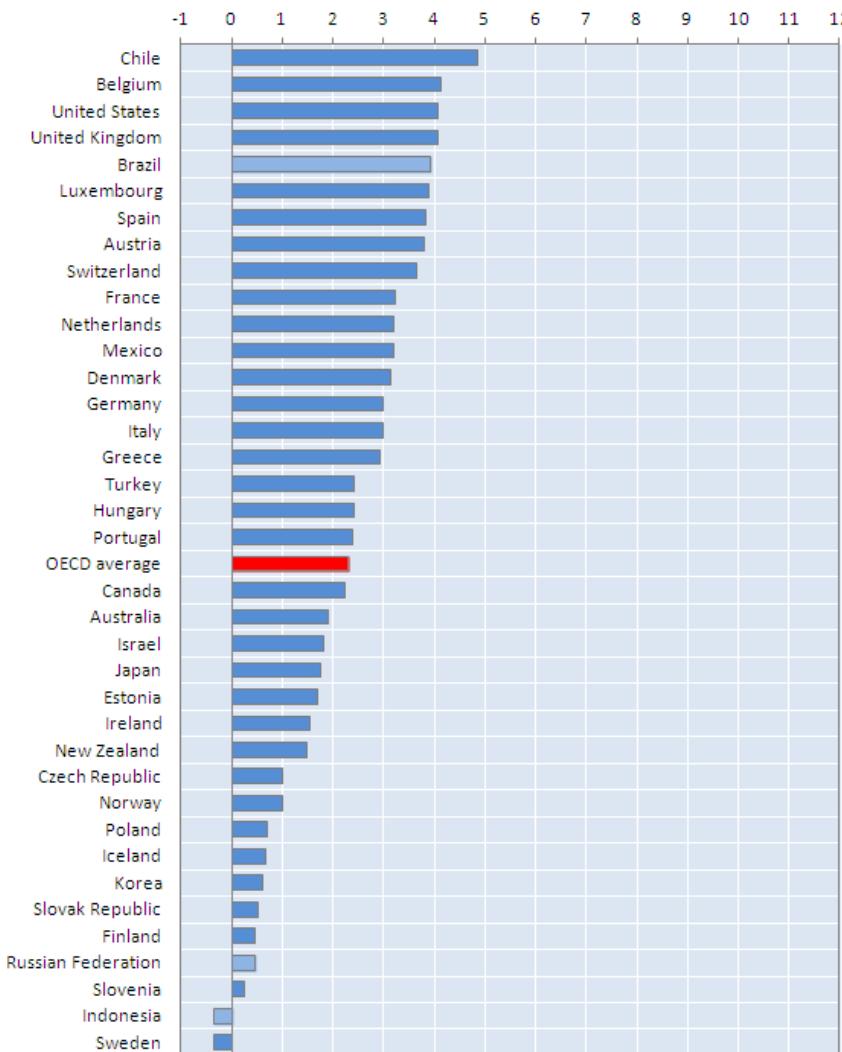
GENDER GAPS IN PISA SCORES



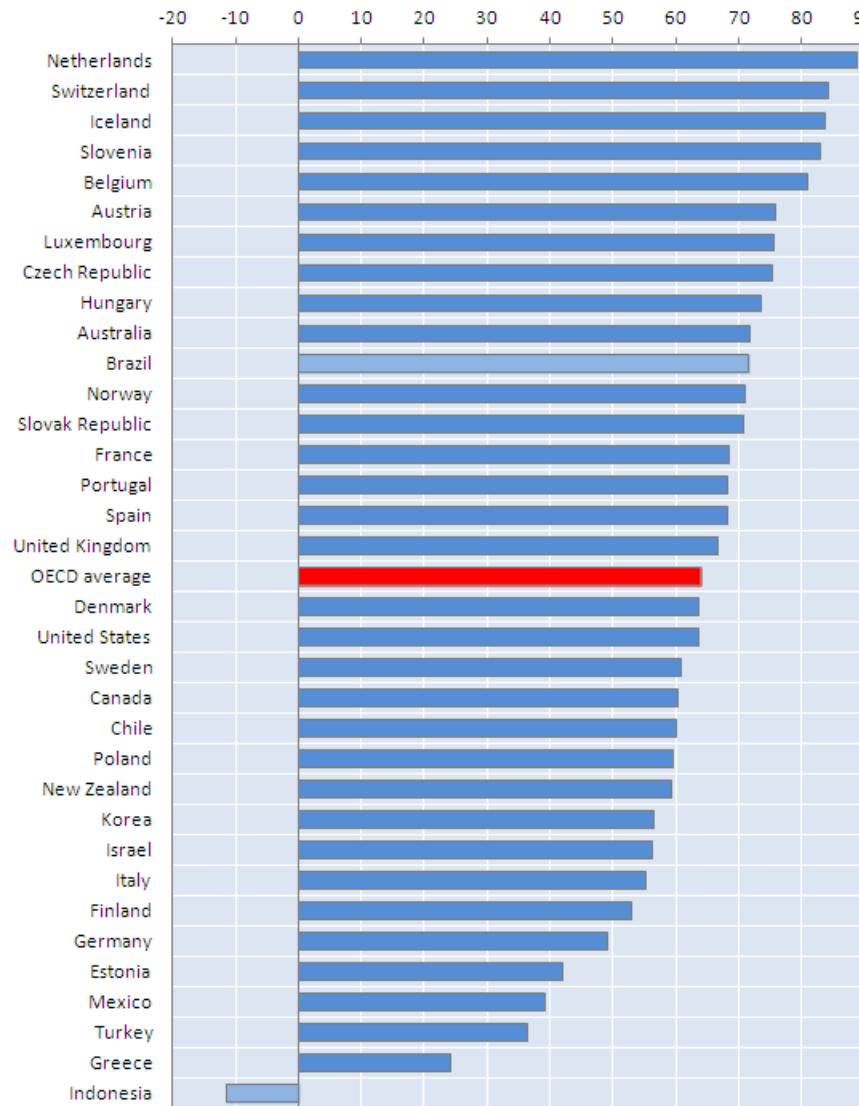
READING: MALE GAP TO FEMALE

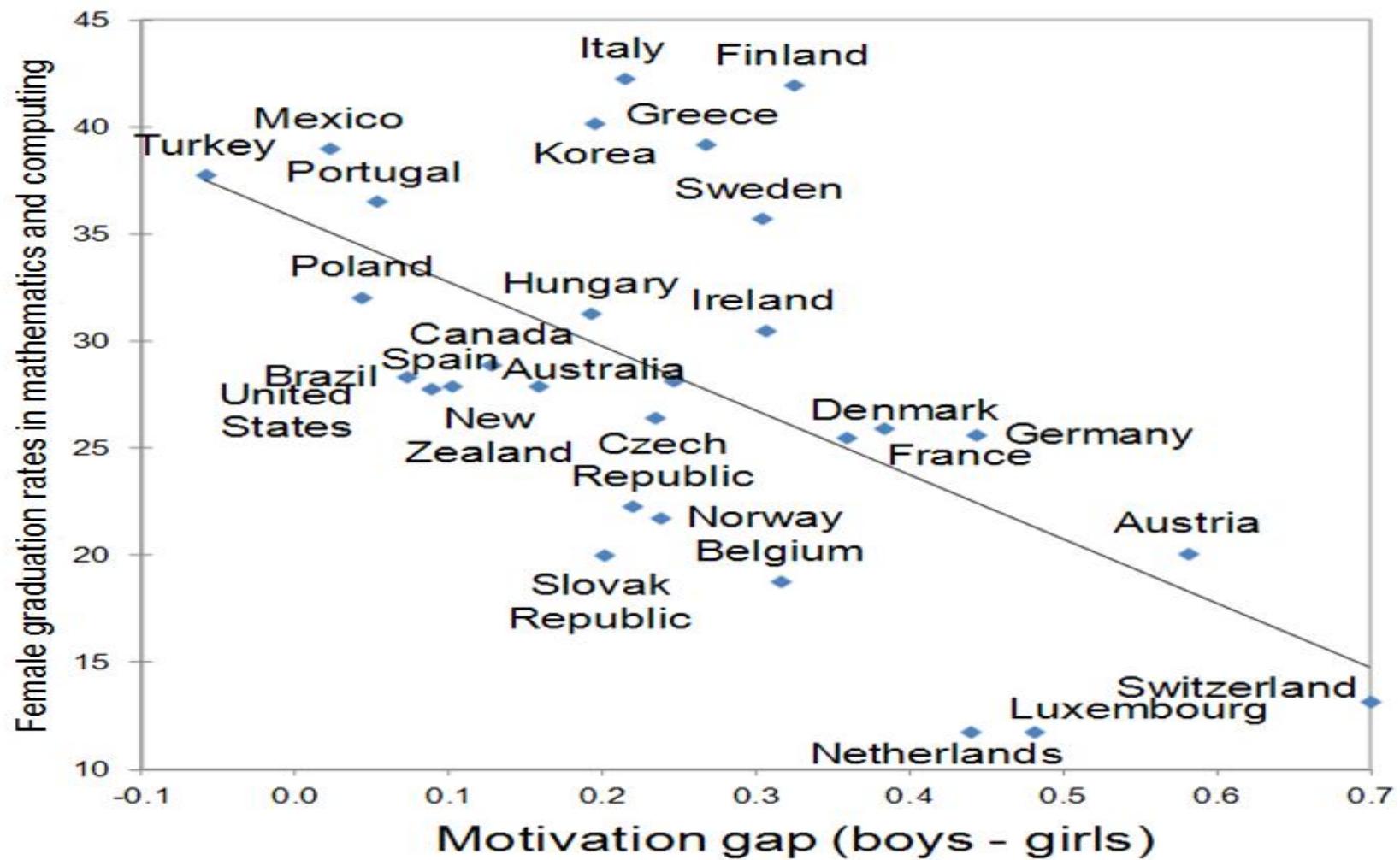


MATHEMATICS: FEMALE GAP TO MALE



PROPORTION OF MATHS AND COMPUTER SCIENCE DEGREES AWARDED - FEMALE GAP TO MALE, 2008





OCCUPATION AND FIELD OF STUDY

Occupation:	physics, mathematics and engineering	life science and health	teaching	other	Total
Field of study, Males					
humanities	7.94	0.89	52.36	38.80	100.00
social sciences	13.40	1.14	7.71	77.75	100.00
Science	55.32	18.40	13.80	12.49	100.00
Health	8.35	76.56	3.12	11.97	100.00
<i>Total</i>	23.03	15.44	16.79	44.74	100.00
Field of study, Females					
humanities	1.98	1.70	68.43	27.89	100.00
social sciences	5.45	2.43	11.42	80.70	100.00
Science	33.65	28.91	22.12	15.32	100.00
Health	5.61	69.89	5.15	19.35	100.00
<i>Total</i>	7.54	21.06	29.92	41.48	100.00

EDUCATION: Initial policy lessons



- Address stereotyping in educational and training choices at school (and at home) at a young age
 - ✓ Adopt teaching strategies and material to increase engagement of boys in reading and of girls in mathematics.
 - ✓ Make professional role models salient
- Achieve a better gender balance of teaching staff in kindergarten and in basic education (e.g. Norway)
- Promote 'masculine' professions among young women & 'feminised' professions among young men

EDUCATION: Initial policy lessons



- Policies to address stereotyping in education should not be conceived as isolated initiatives
 - ✓ They should be complemented by more general efforts to combat gender stereotyping in social
 - ✓ Messages should not be at odds with the messages absorbed through the media and by observing the actual patterns of employment



THANK YOU